

CLATSOP COMMUNITY COLLEGE



Year Seven Self-Evaluation Report

Prepared for the Northwest Commission
on Colleges and Universities



Clatsop
Community
College

Submitted September 17, 2019



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Prepared for
the Northwest Commission on Colleges and Universities

Christopher Breitmeyer
President

Submitted September 17, 2019

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Institutional Overview

Institutional Overview

Clatsop Community College Mission Statement

Enriching Lives, Inspiring Learning, Creating Opportunities

Clatsop Community College (CCC) is a public, two-year educational institution serving northwest Oregon and southwest Washington since 1958. CCC is located at the mouth of the Columbia River in Astoria, Oregon and serves all of Clatsop County as well as many communities in Columbia County, Oregon. CCC extends services to Pacific and Wahkiakum Counties in Washington State.

The College district covers all of Clatsop County, bordered on the north by the Columbia River, on the west by the Pacific Ocean, and the mountains of the Coast Range on the east. This magnificent natural landscape provides inspiration for the College's art students and a living laboratory for its science students. The area's colorful history of exploration, fishing, and maritime trading is also evident in the College's regionally unique Maritime Science and Historic Preservation and Restoration programs. Astoria, the county seat, is said to be the oldest American settlement west of the Rocky Mountains. Many Victorian-era homes and commercial buildings constructed before the turn of the 20th century have inspired the College's degree program in Historic Preservation.

Clatsop Community College Vision Statement

As a leader in education, CCC will partner with the community in creating gateways for transformation.

CCC serves the community on its historic Lexington campus in Astoria, on a hillside overlooking the magnificent Columbia River. The physical structures have undergone extensive redevelopment to provide state-of-the-art laboratories and classrooms, full-accessibility, and several inviting, student-centered learning spaces. Columbia Hall houses the Bookstore, Bandit Café, student classrooms, modern science labs, Student Services, and a community meeting room. Patriot Hall opened summer 2017 and features a new gymnasium, classrooms, and indoor running track.

In addition to the Lexington campus, the College academic programming extends to its Marine and Environmental Research and Training Station (MERTS) location, approximately four miles east of Astoria. This location houses maritime science, fire science, and industrial technology training facilities for welding/fabrication, automotive, and historic preservation and restoration programming. Our South County location is in Seaside, which houses the small business and economic development services as well as various classes convenient to South County residents.

Clatsop Community College Core Values

Caring, Collaboration, Creativity, Diversity, and Integrity

Clatsop Community College Core Themes 2018-2023

Core Theme 1: Foundational Skills

Core Theme 2: Academic and Student Success

Core Theme 3: Community and Personal Enrichment

Strategic Initiatives

Strengthen the Academic Environment for Students

Cultivate Connections with the Community

Commit to Equity and Inclusiveness

Advance Institutional Accountability



Basic Institutional Data Form

Basic Institutional Data Form

The completed “Basic Institutional Data Form” for the college can be found on the following pages.

NWCCU REPORTS | 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. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Clatsop Community College

Mailing Address: 1651 Lexington Ave
Address 2: _____
City: Astoria
State/Province: OR
Zip/Postal Code: 97103
Main Phone Number: (503) 338-2411
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Christopher
Last Name: Breitmeyer
Position (President, etc.): President
Phone: (503) 338-2425
Fax: (503) 325-5738
Email: cbreitmeyer@clatsopcc.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Margaret
Last Name: Frimoth
Position (President, etc.): VP, Academic Affairs
Phone: (503) 338-2440
Fax: (503) 325-5738
Email: mfrimoth@clatsopcc.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: JoAnn
Last Name: Zahn
Position (President, etc.): VP, Finance & Operations
Phone: (503) 338-2421
Fax: (503) 325-5738
Email: jzahn@clatsopcc.edu

Institutional Demographics

Institutional Type (Choose all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Comprehensive | <input type="checkbox"/> Religious-Based |
| <input type="checkbox"/> Specialized | <input type="checkbox"/> Native/Tribal |
| <input type="checkbox"/> Health-Centered | <input type="checkbox"/> Other (specify): _____ |

Degree Levels (Choose all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Associate | <input type="checkbox"/> Doctorate |
| <input type="checkbox"/> Baccalaureate | <input type="checkbox"/> If part of a multi-institution system, |
| <input type="checkbox"/> Master | name of system: _____ |

Calendar Plan (Choose one that applies)

- | | |
|---|---|
| <input type="checkbox"/> Semester | <input type="checkbox"/> Trimester |
| <input checked="" type="checkbox"/> Quarter | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> 4-1-4 | |

Institutional Control (Choose all that apply)

- | | | | | |
|---|---------------------------------|---|----------------------------------|---------------------------------|
| <input type="checkbox"/> City | <input type="checkbox"/> County | <input checked="" type="checkbox"/> State | <input type="checkbox"/> Federal | <input type="checkbox"/> Tribal |
| <input checked="" type="radio"/> Public | OR | <input type="radio"/> Private/Independent | | |
| <input type="radio"/> Non-Profit | OR | <input type="radio"/> For-Profit | | |

Students (all locations)**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)Official Fall: 2018 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2018</u>	One Year Prior: <u>2017</u>	Two Years Prior: <u>2016</u>
Undergraduate	515	551	680
Graduate			
Professional			
Unclassified			
Total all levels			

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)Official Fall: 2018 (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2018</u>	One Year Prior: <u>2017</u>	Two Years Prior: <u>2016</u>
Undergraduate	819	900	2037
Graduate			
Professional			
Unclassified			
Total all levels			

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- 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: 28 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	28	73	6	2	3	19	7	7
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

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	\$70,548	11 years
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

CLATSOP COMMUNITY COLLEGE STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2018

	Primary Government	Component Unit Clatsop Community College Foundation
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$ 1,487,438	\$ -
Paid to Students	(510,151)	-
Grants and Contracts	2,530,835	-
Aid Received for Students	618,601	-
Payments to Vendors	(3,969,039)	-
Payments to Employees	(8,548,012)	-
Other	33,069	287,323
Auxiliary Enterprises	(64,498)	-
Net Cash Provided (Used) by Operating Activities	(8,421,757)	287,323
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Local Property Taxes and Timber Revenues	7,697,854	-
State Appropriations and Other Payments	2,625,707	-
Nonoperating Grants	1,223,637	-
Other Local Revenue	455,762	-
Direct Lending Receipts	782,405	-
Direct Lending Disbursements	(782,405)	-
Net Cash Provided by Noncapital Financing Activities	12,002,960	-
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	(1,030,666)	-
Loan Proceeds	1,315,000	-
Loan Principal Paid	(1,394,776)	-
Loan Interest Paid	(733,057)	-
Net Cash Provided (Used) by Capital and Related Financing Activities	(1,843,499)	-
CASH FLOWS FROM INVESTING ACTIVITIES		
Investment Income (Loss)	100,649	(150,757)
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,838,353	136,566
Cash and Cash Equivalents - Beginning of Year	3,926,825	293,951
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 5,765,178</u>	<u>\$ 430,517</u>

CLATSOP COMMUNITY COLLEGE
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2018

	Primary Government	Component Unit Clatsop Community College Foundation
OPERATING REVENUES		
Student Tuition and Fees, Net of Scholarship Allowance of \$1,474,964	\$ 1,521,478	\$ -
Federal Student Financial Aid Grant	192,458	-
State Student Financial Aid Grant	426,143	-
Federal Grants and Contracts	1,250,930	-
State and Local Government Grants and Contracts	105,653	-
Other Local Sources	33,069	817,333
Auxiliary Enterprises	337,545	-
Total Operating Revenues	3,867,276	817,333
OPERATING EXPENSES		
Educational and General:		
Instruction	4,626,871	-
Instructional Support	1,490,491	-
Student Services	2,082,240	-
Institutional Support	2,610,156	-
Operation and Maintenance of Plant	1,318,700	-
Auxiliary Enterprises	402,043	-
Community Services	312,691	-
Student Financial Aid	510,151	-
Other Expense	240,605	325,729
Depreciation and Amortization Expense	1,649,149	-
Total Operating Expenses	15,243,097	325,729
OPERATING INCOME (LOSS)	(11,375,821)	491,604
NONOPERATING REVENUES (EXPENSES)		
State FTE Reimbursement	2,625,707	-
Property Taxes and Timber Revenues	7,683,082	-
Investment Income	100,649	-
Other Local Revenue	498,892	-
Pell Grants	1,223,637	-
Interest Expense	(731,514)	-
Total Nonoperating Revenues	11,400,453	-
CHANGES IN NET POSITION	24,632	491,604
Net Position - Beginning of Year	25,722,591	
Change in Accounting Principle	(528,029)	
Pre-SLGRP Transitional Liability	(860,131)	
Net Position - Beginning of Year Restated	24,334,431	3,240,813
NET POSITION - END OF YEAR	\$ 24,359,063	\$ 3,732,417

CLATSOP COMMUNITY COLLEGE
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2017

	Primary Government	Component Unit Clatsop Community College Foundation
OPERATING REVENUES		
Student Tuition and Fees, Net of Scholarship Allowance of \$1,011,211	\$ 2,090,670	\$ -
Federal Student Financial Aid Grant	184,887	-
State Student Financial Aid Grant	334,289	-
Federal Grants and Contracts	1,160,942	-
State and Local Government Grants and Contracts	360,286	-
Other Local Sources	104,907	568,916
Auxiliary Enterprises	362,589	-
Total Operating Revenues	4,598,570	568,916
OPERATING EXPENSES		
Educational and General:		
Instruction	4,393,543	-
Instructional Support	1,369,483	-
Student Services	2,046,916	-
Institutional Support	2,165,134	-
Operation and Maintenance of Plant	1,221,587	-
Auxiliary Enterprises	382,660	-
Community Services	264,698	-
Student Financial Aid	853,522	-
Other Expense	203,892	269,209
Depreciation and Amortization Expense	1,199,271	-
Total Operating Expenses	14,100,706	269,209
OPERATING INCOME (LOSS)	(9,502,136)	299,707
NONOPERATING REVENUES (EXPENSES)		
State FTE Reimbursement	2,410,906	-
Property Taxes and Timber Revenues	6,893,598	-
Investment Income	63,072	-
Other Local Revenue	8,260,011	-
Pell Grants	1,228,780	-
Interest Expense	(249,648)	-
Total Nonoperating Revenues	18,606,719	-
CHANGES IN NET POSITION	9,104,583	299,707
Net Position - Beginning of Year	16,618,008	2,941,106
NET POSITION - END OF YEAR	\$ 25,722,591	\$ 3,240,813

**CLATSOP COMMUNITY COLLEGE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2017**

	Primary Government	Component Unit Clatsop Community College Foundation
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$ 2,192,690	\$ -
Paid to Students	(853,522)	-
Grants and Contracts	(448,185)	-
Aid Received for Students	519,176	-
Payments to Vendors	(2,220,007)	-
Payments to Employees	(7,925,888)	-
Other	27,466	54,205
Auxiliary Enterprises	(20,071)	-
Net Cash Provided (Used) by Operating Activities	(8,728,341)	54,205
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Local Property Taxes and Timber Revenues	6,893,817	-
State Appropriations and Other Payments	2,410,906	-
Nonoperating Grants	1,228,780	-
Other Local Revenue	8,260,011	-
Direct Lending Receipts	841,170	-
Direct Lending Disbursements	(841,170)	-
Net Cash Provided by Noncapital Financing Activities	18,793,514	-
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	(8,358,589)	-
Bond Proceeds	3,985,000	-
Loan Refunding Loss	(408,900)	-
Loan Principal Paid	(5,653,285)	-
Loan Interest Paid	(762,654)	-
Net Cash Used by Capital and Related Financing Activities	(11,198,428)	-
CASH FLOWS FROM INVESTING ACTIVITIES		
Investment Income (Loss)	63,072	(2,116)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(1,070,183)	52,089
Cash and Cash Equivalents - Beginning of Year	4,997,008	241,862
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 3,926,825</u>	<u>\$ 293,951</u>

CLATSOP COMMUNITY COLLEGE
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEAR ENDED JUNE 30, 2016

	Primary Government	Component Unit Clatsop Community College Foundation
OPERATING REVENUES		
Student Tuition and Fees, Net of Scholarship Allowance of \$145,431	\$ 2,856,002	\$ -
Federal Student Financial Aid Grant	193,029	-
State Student Financial Aid Grant	186,550	-
Federal Grants and Contracts	1,183,158	-
State and Local Government Grants and Contracts	174,799	-
Other Local Sources	129,517	249,457
Auxiliary Enterprises	352,678	-
Total Operating Revenues	5,075,733	249,457
OPERATING EXPENSES		
Educational and General:		
Instruction	4,702,329	-
Instructional Support	1,486,363	-
Student Services	2,312,565	-
Institutional Support	2,402,729	-
Operation and Maintenance of Plant	1,191,000	-
Auxiliary Enterprises	401,489	-
Community Services	290,061	-
Student Financial Aid	1,598,635	-
Other Expense	1,872	315,859
Depreciation and Amortization Expense	1,122,450	-
Total Operating Expenses	15,509,493	315,859
OPERATING LOSS	(10,433,760)	(66,402)
NONOPERATING REVENUES (EXPENSES)		
State FTE Reimbursement	2,231,088	-
Property Taxes and Timber Revenues	6,906,646	-
Investment Income	57,414	-
Other Local Revenue	3,116,484	-
Pell Grants	1,206,769	-
Interest Expense	(878,573)	-
Total Nonoperating Revenues	12,639,828	-
CHANGES IN NET POSITION	2,206,068	(66,402)
Net Position - Beginning of Year	14,411,940	3,007,508
NET POSITION - END OF YEAR	<u>\$ 16,618,008</u>	<u>\$ 2,941,106</u>

**CLATSOP COMMUNITY COLLEGE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2016**

	Primary Government	Component Unit Clatsop Community College Foundation
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and Fees	\$ 2,739,015	\$ -
Paid to Students	(1,598,635)	-
Grants and Contracts	1,861,022	-
Aid Received for Students	379,579	-
Payments to Vendors	(1,772,697)	-
Payments to Employees	(8,773,516)	-
Other	78,628	45,021
Auxiliary Enterprises	(48,811)	-
Net Cash Provided (Used) by Operating Activities	(7,135,415)	45,021
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Local Property Taxes and Timber Revenues	6,903,294	-
State Appropriations and Other Payments	2,231,088	-
Nonoperating Grants	1,206,769	-
Other Local Revenue	239,253	-
Direct Lending Receipts	849,708	-
Direct Lending Disbursements	(849,708)	-
Net Cash Provided by Noncapital Financing Activities	10,580,404	-
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Purchase of Capital Assets	(6,317,725)	-
Loan Proceeds	790,000	-
Loan Principal Paid	(2,325,366)	-
Loan Interest Paid	(955,836)	-
Net Cash Used by Capital and Related Financing Activities	(8,808,927)	-
CASH FLOWS FROM INVESTING ACTIVITIES		
Investment Income (Loss)	57,414	(75,088)
NET DECREASE IN CASH AND CASH EQUIVALENTS	(5,306,524)	(30,067)
Cash and Cash Equivalents - Beginning of Year	10,303,532	271,929
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 4,997,008</u>	<u>\$ 241,862</u>

Clatsop Community College

Summary by Function

11 General Fund

Revenues

16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
-11,932,062		-10,696,108		-12,721,331		0 Plant	-13,304,765	-13,304,765	-13,304,765	
		-2,000,684				9 Reserves				
-11,932,062		-12,696,792		-12,721,331		Total: Revenues	-13,304,765	-13,304,765	-13,304,765	

Expenditures

16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
4,099,211	46.42	4,463,745	46.16	4,958,674	50.34	1 Instruction	5,240,616	5,240,616	5,240,616	51.53
1,177,936	13.96	1,382,967	16.30	1,518,559	17.46	2 Academic Support	1,632,286	1,632,286	1,632,286	17.78
13,547	0.20	8,995	0.18	14,212	0.30	3 Public Service	17,269	17,269	17,269	0.30
893,482	11.95	1,041,139	13.18	1,195,169	14.96	4 Student Service	1,291,436	1,291,436	1,291,436	15.72
2,359,369	15.94	2,521,552	16.04	2,768,834	16.18	5 Institutional Support	2,831,487	2,831,487	2,831,487	16.40
1,203,607	9.01	1,309,320	9.18	1,458,927	10.44	6 Plant Operation & Maintenance	1,531,088	1,531,088	1,531,088	11.06
105,010		91,982		168,000		7 Scholarships & Fellowships	168,000	168,000	168,000	
2,000,684		1,748,460		557,956		9 Reserves	597,083	597,083	597,083	
11,852,846	97.48	12,568,160	101.04	12,640,331	109.68	Total: Expenditures	13,309,265	13,309,265	13,309,265	112.79

Transfers

16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
79,216		128,632		81,000		5 Institutional Support	-4,500	-4,500	-4,500	
79,216		128,632		81,000		Total: Transfers	-4,500	-4,500	-4,500	
0	97.48	0	101.04	0	109.68	Fund Total: General Fund	0	0	0	112.79

Clatsop Community College

Summary by Function

41 Unexpended Plant Fund

Revenues										
16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
-9,601,890		-1,253,751		-500,000		0 Plant	-724,687	-724,687	-724,687	
-1,453,526		-3,628,988		-4,000,000		6 Plant Operation & Maintenance	-2,200,000	-2,200,000	-2,200,000	
		-11,511				9 Reserves				
-11,055,416		-4,894,250		-4,500,000		Total: Revenues	-2,924,687	-2,924,687	-2,924,687	
Expenditures										
16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
9,635,106	0.60	1,338,067	0.36	518,348	0.23	0 Plant	724,687	724,687	724,687	1.00
845,663		2,956,814	0.09	3,430,252	4.79	6 Plant Operation & Maintenance	1,551,650	1,551,650	1,551,650	3.00
		11,511				9 Reserves				
10,480,769	0.60	4,306,392	0.45	3,948,600	5.02	Total: Expenditures	2,276,337	2,276,337	2,276,337	4.00
Transfers										
16-17 Actual	FTE	17-18 Actual	FTE	18-19 Adopted	FTE	Function	19-20 Proposed	19-20 Approved	19-20 Adopted	FTE
-33,216		-84,316		-18,348		0 Plant				
607,863		672,174		569,748		6 Plant Operation & Maintenance	648,350	648,350	648,350	
574,647		587,858		551,400		Total: Transfers	648,350	648,350	648,350	
0	0.60	0	0.45	0	5.02	Fund Total: Unexpended Plant Fund	0	0	0	4.00

Actual and Projections of Non-Tuition Revenue

	2015-16	2016-17	2017-18
Clatsop CC REVENUE & EXPENDITURE PROJECTION	Actual	Actual	Actual
Revenues:			
Tuition and fees	2,990	3,091	2,986
State support	2,231	2,411	2,626
Property taxes	4,617	4,335	4,528
All other	86	1,173	1,001
Total revenues	9,924	11,010	11,141
Expenditures:By Function			
Instruction	3,950	4,099	4,464
Academic Support	1,112	1,043	1,383
Public Service	8	14	9
Student Service	1,044	893	1,041
Institutional Support	2,329	2,359	2,522
Plant Operations and Maintenance	1,108	1,204	1,309
Scholarships and Fellowships	145	105	92
Total Expenses	9,696	9,717	10,820
Revenues over (under) expenditures	228	1,293	321
Operating transfers in (out):			
Transfer in from Debt Service Fund (60)	-	-	-
Transfer in from ASH	-	-	-
Total transfers in	-	-	-
Transfers out			
FWS	2	8	27
SEOG	-	-	24
Debt Service	-	-	-
SBA	15	18	20
Auxiliary (Cafeteria)	-	25	25
Title III Match	-	25	30
ASBG	3	3	3
Total transfers out	(20)	(79)	(129)
Total operating transfers in (out)	(20)	(79)	(129)
Revenues and other financing sources			
over (under) expenditures and operating transfers	208	1,214	192
Beginning fund balance	714	922	1,556
Ending fund balance	922	1,556	1,748
Ending fund balance percentage	9.29%	14.13%	15.69%
Tuition per Credit	\$99	\$99	\$99

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for ____ - ____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
NONE			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **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

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
NONE						

Programs and Academic Courses Offered at Sites Outside the United States

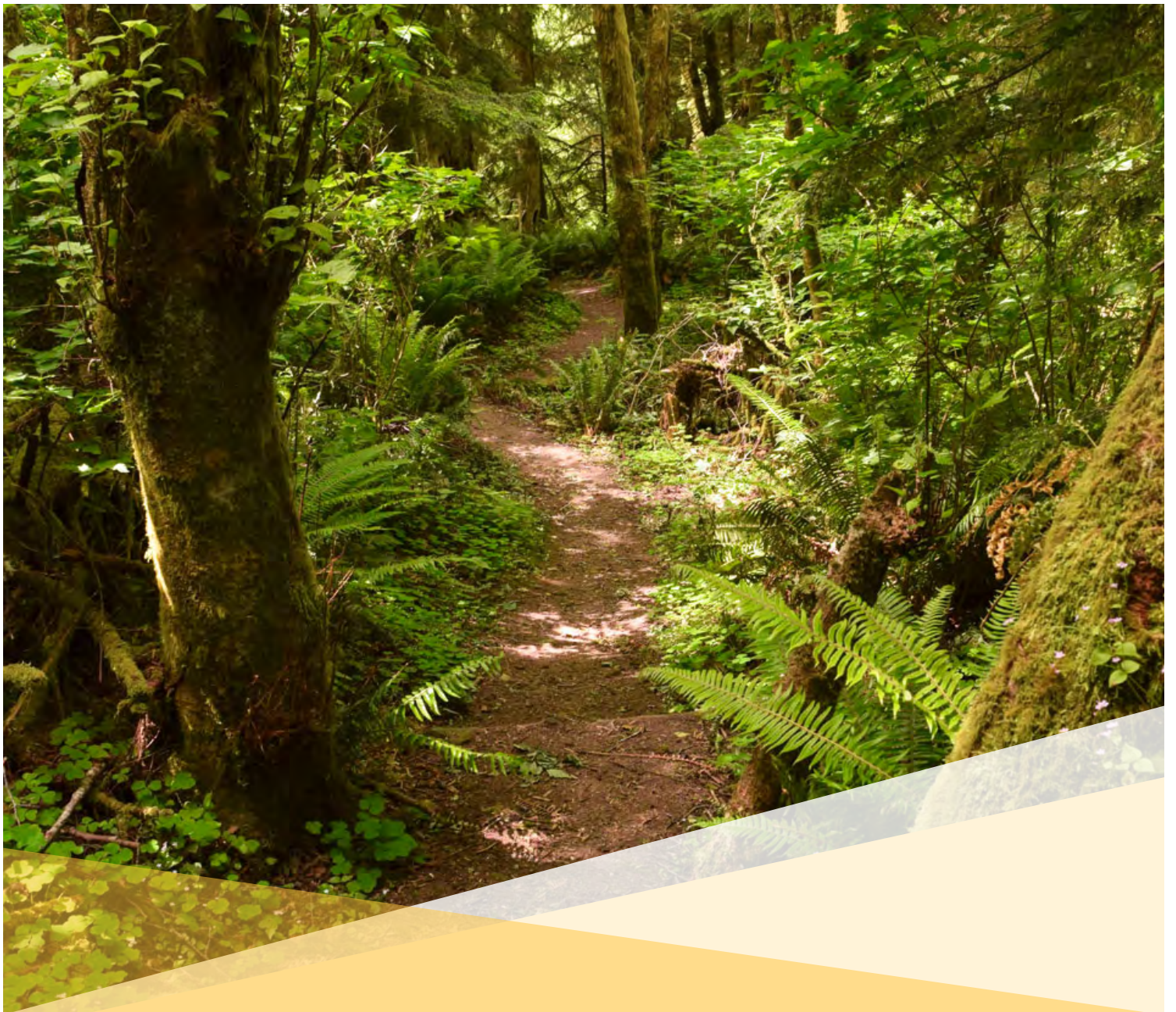
Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **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 Sites outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						



Preface

Preface

[Link to Glossary \(including Acronyms and Definitions\)](#)

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

As an institution of higher learning seeks to operationalize its mission, it does so by manifesting that mission in the form of core themes. As a campus community, Clatsop Community College (CCC) staff, faculty, Board Members, and community members spent hours discussing and re-imagining the fundamental and organizational components important to mission fulfillment. This journey was directed, in large part, by several administrative shifts and Legislative requirements.

Previously, in 2012, a College mission was adopted, which read: "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."

The 2012 mission statement captured a time of re-building after the devastating recession during 2007-2009. CCC recommitted energy to quality, despite reduction in force, and revitalized the College's dedication to the community in terms of productivity in civic, cultural, social and economic endeavors. While this was an important development, it became clear that it was also time to reexamine the Four Core Themes that had been adopted in 2009:

1. Foundational Skills
2. Transfer
3. Workforce, and
4. Community Outreach

In support of continuous improvement, the campus decided to preserve two core themes (foundational skills and transfer) while expanding and providing more specificity to the remaining two (workforce and community outreach). As the revised core themes began to coalesce, it became apparent that the fundamental concepts expressed in the mission statement are recursive representations and reflective of the mission. This, of course, is easier said than accomplished. New language took very little revision. However, the College deliberated thoroughly before deciding to increase the core themes from four to five by splitting workforce into "employment" and "workforce productivity". This newly split core theme was more specific in its nomenclature, calling out the importance of CCC's service to local business and industry. The fifth core theme of Personal Enrichment encompassed the College's commitment to those in the community not necessarily pursuing formal education through certificates, degrees, or other credentials. This language revision provided a more specific focus than the previous theme of "community outreach," which better reflected the 2012 College mission.

On July 10, 2012, the CCC Board of Education adopted to support the College mission.

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.

Each of these core themes individually manifested the most essential elements of the College Mission and, together, they embraced a collective, educational foci that the College recognized as necessary to serve its district. All other functions of the College would act in support of accomplishing these core themes and associated strategic planning.

The revitalized core themes were set to serve the College well in a transition to new administrative leadership in the President's position and the position of Vice President Academic and Student Affairs. However, this seemingly smooth transition was situationally disrupted by a new vision for education led by Oregon's Governor, John Kitzhaber. The Governor produced a plan called the [40-40-20 plan](#), describing the percentage goals of Oregonians who would acquire bachelor's degrees, associate's degrees, and high school diplomas respectively. This was a concrete step toward academic persistence and improved completion rates, but the quick turnaround time for implementing the Governor's Plan shifted the College focus to fitting the strategic plan into the new, required "Achievement Compact." The Oregon Education Investment Board adopted the Achievement Compact on March 27, 2012, with a four-month deadline for schools, colleges, and universities to submit individual Achievement Compacts by July 2, 2012. The College complied, in part, by integrating Achievement Compact measurements into the already established five core themes.

With the transition to the Strategic Plan 2013-2017 in place, the College refocused its attention on the upcoming 2014 Accreditation Review, Year Three Resources and Capacity Report with additional sections that addressed Eligibility Requirement Two: Authority, and Eligibility Requirement Three: Mission and Core Themes. The review resulted in continuous improvements based on discussions and feedback from NWCCU.

The College continued to work toward mission fulfillment using the 2013-2017 Strategic Plan. However, when the State of Oregon eliminated the required Achievement Compacts during a comprehensive restructuring of the Department of Education the reporting requirement was no longer in effect. Despite the changes at the State level, CCC staff and faculty continued their commitment to student achievement. Challenges arose from administrative leadership changes resulting in reduced attention to assessment criteria and data collection. The 2013-2017 Strategic Plan weakened without the backbone of the State's Achievement Compact data collection process and reporting requirements.

Fortunately, the College presidential search committee selected an energetic applicant, and the

campus community enthusiastically agreed with the selection. Christopher Breitmeyer joined CCC in summer 2016 and immediately tasked staff and faculty with a review of the Strategic Plan and Core Themes. During the extensive campus-wide review, the College ultimately decided to condense the core themes from five to three. Two of the previous core themes remain essentially the same -- foundational skills and personal enrichment. Foundational Skills are central to the mission of CCC and reflect the College's commitment to enriching lives and creating opportunities within the community. CCC expanded the concept of personal enrichment to include the concept of community. The College plays a large role in the well-being of the community and this theme recognizes that connecting and impacting citizens, businesses, and other institutions within the community is vital to CCC's mission.

Core themes two, three, and four were condensed and focused into a singular theme of Academic and Student Success. This refocusing did not diminish the scope of CCC's services but rather reflected an understanding that student success is what drives the College's activities in multiple formats. Broadening the definition of student success allows CCC to recognize the complete spectrum of educational activities provided while also continuing to recognize the importance of success inside and outside the boundaries of the campus, whether at a transfer institution, a new career, with a current employer, or as a business owner.

Moving forward, three core themes will guide CCC's work through the 2018-2023 strategic plan and be the basis upon which the College measures mission fulfillment:

Core Theme 1: Foundational Skills

Core Theme 2: Academic and Student Success

Core Theme 3: Community and Personal Enrichment

President Breitmeyer's vision for mission fulfillment included expanding the strategic planning process to identify specific strategic initiatives to support and reinforce the core themes. The strategic initiatives, in turn, are sustained by specific objectives which shall be assessed and validated through measurable indicators of achievement. The Strategic Plan is already yielding positive results.

Response to topics previously requested by the Northwest Commission on Colleges and Universities (NWCCU)

The campus appreciates the commendations by the previous evaluation team in recognizing the strengths of CCC's campus:

1. CCC's decision-making structures and processes which include the views of faculty, staff, administrators and students;
2. Inclusive and participatory budget development process and the understanding about difficult decisions being made; and
3. Maintaining and planning for future physical facilities and grounds 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.

CCC values and welcomes the clear recommendations essential to improving the institution:

1. Recommendation for regular review of policies and procedures;
2. Take actions to ensure that Part-Time faculty members are evaluated in a regular, systematic, substantive, and collegial manner every five years; and
3. Take action to define the financial relationship between its general operations and its auxiliary enterprises.

These recommendations were addressed immediately.

1. In late summer of 2016, the Oregon Community College Association (OCCA) began offering a proprietary subscription to a board policy and procedure service. The service began in partnership with the Community College League of California and the law firm of Liebert Cassidy Whitmore, provides legally advised policy and administrative procedure samples, annual legal updates, and general policy advice and guidance. The OCCA service was deemed most appropriate for CCC, and the College suspended the previous review process and began a new campus-wide, shared governance process to adopt and replace previous policies and procedures with the service.
2. The part-time evaluation process was adopted by members of the Part-Time faculty association collective bargaining unit in 2016. The evaluation resembles the Full-Time faculty evaluation in substance and breadth. A rotating schedule of evaluations is in place to continue Part-Time faculty evaluations at least every five years.
3. The general fund has the defined financial relationship to support its auxiliary enterprises. The auxiliary fund currently has a historical negative fund balance and a budgeted funds transfer has been in place since FY16-17 to reduce the negative balance.



Mission, Core Themes, and Expectations

Standard 1

Mission, Core Themes, and Expectations (Standard 1)

[Link to Glossary \(including Acronyms and Definitions\)](#)

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority - *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Clatsop Community College (CCC) is one of the oldest of Oregon's 17 community colleges. The Higher Education Coordinating Commission (HECC) authorizes local community college district boards of education to offer courses and to issue associate degrees and certificates of completion attesting to a student's satisfactory completion of the college's program(s) of study.

The Office of Community Colleges and Workforce Development (CCWD) is granted the legal authority for statewide coordination of the approval of community college courses and curricula through Chapter 589, Division 6 of the Oregon Administrative Rules (OARs) adopted by the Higher Education Coordinating Commission (HECC) under the authority of Chapter 341 of the Oregon Revised Statutes.

Eligibility Requirement 3: Mission and Core Themes - *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

CCC has a clearly defined mission statement and core themes that were developed through a process of shared governance by the campus community. The mission and core themes were adopted by the Board of Education and are consistent with its legal authorization. The purpose of the institution is to serve students engaged in educational interests that lead to degrees and certificates in areas of Transfer Education and Workforce Education and Training. CCC offers a GED® program to students and works with high schools to offer simultaneous and dual credit options for college credit.

Resource allocation is transparent and substantially focused toward the support of the College mission, its three core themes, and four strategic initiatives, and the staff and faculty that support these endeavors.

Standard 1

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

[Link to Glossary \(including Acronyms and Definitions\)](#)

1.A – Mission

1.A.1 *The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

A community college's mission drives the work of the college and underscores the commitment of its employees. Clatsop Community College (CCC) has consistently focused on learning experiences that positively influence the lives of citizens in the community. The CCC mission is interwoven in numerous ways throughout the institution: it is framed in curriculum, entwined in academic pedagogy, linked to student services, enmeshed in community outreach, and is represented as CCC's commitment to meeting the needs of the citizens of Clatsop County.

The former CCC Mission Statement (Board Approved, September 11, 2012) was:

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.

Under the leadership of then President Lawrence Galizio, this mission was adopted in fall 2012. Four concepts guided the crafting of this statement:

- The College is active in the pursuit of its mission.
- It identifies the educational community as the focus of the mission.
- Quality is central to all aspects of learning at CCC.
- Access to education by providing multiple on-ramps to educational experiences.

With the departure of President Galizio in summer 2015, CCC began a search for a new president. In July 2016, after being led capably by interim President Gerald Hamilton, a year-long national search concluded and Christopher Breitmeyer was selected to lead Clatsop Community College. Following this transition in leadership, and the development of a new strategic plan, the CCC Board of Education reviewed and updated the College mission.

One of the first major initiatives the College engaged in with its new leader was to reimagine its strategic plan. The prior plan was slated to expire in 2017, and the campus community dove into the process of charting our course for the next five years. As the strategic planning committee met, it was clear there was much work to be done and conversations were started about who CCC is, what CCC does, and why CCC does it. These exchanges led to the transformation of

the mission statement to something direct, concise, and inspirational.

The current CCC Mission Statement is:

Enriching Lives – Inspiring Learning – Creating Opportunities

These six words encompass what CCC strives to accomplish with every program, certificate, class, or event that is offered.

This mission emerged organically as CCC embarked upon the drafting of a new strategic plan for the College. The mission statement became the cornerstone upon which that plan was built. In order to contextualize the strategic plan, CCC strove to distill exactly what was important for it to accomplish in its community. Ultimately, the College recognized that its mission statement should have four characteristics:

1. Be inspirational by capturing the essence of what CCC does and why CCC does it, conveying to the community a sense of purpose for the institution.
2. Recognize the importance of all the constituents that CCC serves.
3. Be concise enough to contain the essential concepts in a format that can be kept in mind without reference to a document.
4. Provide language that allows us to measure success.

Each of these principles can be found in the recently adopted mission statement. The six-word mission is formed by three discrete two-word phrases, each representing a concept that defines CCC.

The first concept, “Enriching Lives,” connotes a college that plays a role in developing and deepening the experiences of all CCC's citizens through its many educational activities, courses, programs, certifications, and degrees. From offering advice to aspiring entrepreneurs through the small business development center, to preparing students to transfer to a four-year institution, CCC enriches lives through the learning opportunities CCC provides.

“Inspiring Learning,” the second phrase, connects directly to the core of CCC's mission. Transferring knowledge to the community is central to what CCC does. “Inspiring Learning” defines the contribution the College envisions for itself in the community as an educational institution.

The third concept is “Creating Opportunities” and describes the institutional commitment to changing the lives of the College's constituents by interactions and offerings. These changes may be small or large but result in positive progress leading to individual growth that collectively improves the community. These opportunities may take the form of something as simple as providing a venue for the exchange of ideas at an art gallery opening, to a more complex route such as pursuing a career pathway.

The overarching theme encompassed in these phrases is that, as an institution, CCC is committed to catalyzing change within the community.

As various iterations of the mission were discussed, the transformative power of CCC was often at the center of those discussions. This mission captures that spirit and does so in a way which

inspires CCC's campus community to push through challenges while empowering all to find ways to serve CCC's students, the community, and the College.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

CCC judges mission fulfillment in several ways. Some are straightforward measurements of participation, enrollment, retention, and completion. Others are more programmatic ventures that assess important details about teaching and learning. Still other measurements require more complex qualitative approaches to holistically evaluate student and community needs.

The most recent CCC strategic plan, Charting Our Course: 2018-2023, identifies four strategic initiatives that specifically support mission fulfillment. Implementation of the plan will establish core theme attainment strategies and associated measures that will provide insight to progress on some of these essential concepts. A deeper dive into the planning and implementation process will be addressed in Standard 3.

1.B – Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

Charting Our Course, 2018-2023

Core Theme 1: Foundational skills

Foundational Skills are central to the mission of CCC and reflect the College's commitment to enriching lives and creating opportunities within the community. The Foundational Skills Core Theme is an essential and continuing focus area for the College. This fundamental goal prepares students with a foundation of the skills and abilities needed for success as a college student and strengthens life-long learning.

2013-2017 core theme objectives were to:

1. Increase participation of Clatsop County residents without high school education; and
2. Accelerate post-secondary remedial instruction simultaneous with college level enrollment.

Strategy	Criterion	Baseline	Target	Responsibility
Increase participation of Clatsop County residents without high school education	Achievement Compact item: Number of students completing GED@s	11-12 = 181	12-13 = 195 13-14 = 180 14-15 = 216 15-16 = 218 16-17 = 220	Adult Basic Skills Department
	Achievement Compact item: PSR Write Pass Rate	11-12 = 94.94%	12-17 = 95%	Instruction
	Achievement Compact item: PSR Math Pass rate	12-12 = 47.93%	12-13 = 63.87% 13-14 = 66% 14-15 = 70% 15-16 = 73% 16-17 = 75%	Instruction

2018-2023 core theme objectives:

1. Continue to increase participation of Clatsop County residents without high school education by:
 - a. Increasing number of students completing GED@s.
 - b. Evaluating accelerated learning options to improve high school completion with inclusion of at least six college credits achieved.
2. Develop first year experience and coordinate efforts with the implementation of Core Transfer Maps.

CLATSOP COMMUNITY COLLEGE: CORE THEMES CROSSWALK

	Combined New Core Themes:	1. Foundational Skills	2. Academic and Student Success			3. Community & Personal Enrichment
	<i>Previous Five Core Themes:</i>	<i>1. Foundational Skills</i>	<i>2. Transfer</i>	<i>3. Employment</i>	<i>4. Business Productivity</i>	<i>5. Personal Enrichment</i>
New Strategic Initiatives ↓						
Strengthen the Academic Environment for Students		Assess opportunities to improve existing programs and explore options for new programs; Develop skills and abilities for college study and life-long learning; Increase remedial writing, math pass rates	Develop a comprehensive enrollment management plan; Information literacy in WR121 required of all degree & certificate graduates; Develop 4-credit WR121 course; Teach metric systems of measurement; establish a college placement office Establish outcomes assessment; Increase completion rates	Improve academic scheduling to make it possible for students to graduate in two years; Prepare students to transfer to bachelor's degree-granting institutions; Mandatory advising; Oregon Achievement Compact reports	Support expansion of community education and customized training, as appropriate; Prepare students for career employment in a global marketplace; Increase CTE supplemental training; Match community interests with educational offerings	Increase student participation in all aspects of the college via student government, clubs, and other college sponsored activities
Cultivate Connections with the Community		Increase community and partner participation at the college	Develop and implement a marketing plan that assesses community interests, identifies and motivates target audiences to enroll	Partner with public and private entities to expand options for experiential and service learning	Improve business knowledge and skills; Increase SBDC trainings	Create a community outreach team for coordination and connection of internal efforts with external partners; Assess viability of community education offerings
Commit to Equity and Inclusion		Increase participation of Clatsop County residents without high school education	Promote remedial instruction, accelerated and simultaneous college enrollment	Provide training for the campus community in areas of diversity, equity and inclusion	Establish and empower a Diversity, Equity, and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity and inclusion	Create a student center for clubs with space for activities, meetings and access to resources that encourage diversity, equity and inclusion on campus
Advance Institutional Accountability		Promote a campus culture of collaboration and teamwork focused on improvements in communication, and data-driven decision-making		Utilize appropriate evaluation tools to promote resource allocations	Develop and implement a marketing plan that assesses community interests, identifies and motivates target audiences to enroll	Improve practices related to support of all employees;

Italic = Previous Core Themes and Strategic Goals that are integrated into New Core Themes; **Bold** = Consolidated Core Themes and Strategic Initiatives; Cross-out = no longer applicable

Charting Our Course, 2018-2023

Core Theme 2: Academic and Student Success

The 2013-2017 core themes two (transfer), three (employment), and four (business productivity) were condensed and focused into the current core theme of Academic and Student Success. This refocusing did not diminish the scope of services but rather reflected an understanding that student success is what drives the College's activities, in all their multiple forms – as goals for transfer, employment, and/or business opportunities. Broadening the definition of student success allows CCC to recognize the complete spectrum of educational activities provided at the College while also continuing to recognize the importance of success outside of the bounds of the campus, whether that be at a transfer institution, a new career, with a current or future employer, or as a business owner.

2013-2017 core theme objectives were to:

1. Prepare students to successfully continue their education at a bachelor's degree-granting institution.
2. Prepare students for career employment in a global marketplace.

Strategy	Criterion	Baseline	Target	Responsibility
Implement mandatory advising for degree-seeking students enrolling in six or more credits in a term	Achievement Compact item: Number of students completing GED®s	11-12 = 181	12-13 = 253 12-14 = 275 14-15 = 300 15-16 = 325 16-17 = 350	Instruction and Student Services
	Achievement Compact item: Number of students completing Oregon Transfer modules	11-12 = 43	12-13 = 50 12-14 = 70 14-15 = 90 15-16 = 100 16-17 = 110	Instruction and Student Services
	Achievement Compact item: Number of students completing AAOT	11-12 = 41	12-13 = 41 12-14 = 50 14-15 = 60 15-16 = 70 16-17 = 80	Instruction and Student Services
Include information literacy in WR121 required of all degree and certificate graduates	Successful completers of 4 credit WR 121 demonstrate mastery of information literacy outcomes	Academic outcomes and assessment	Monitor annual improvement	Arts and Letters

Strategy	Criterion	Baseline	Target	Responsibility
Implement mandatory advising for degree-seeking students enrolling in six or more credits in a term	Achievement Compact item: Number of students completing career pathways certificates	11-12 = 17	12-13 = 25 12-14 = 30 14-15 = 35 15-16 = 40 16-17 = 45	Instruction
	Achievement Compact item: Number of students completing CTE certificates	11-12 = 39	12-13 = 35 12-14 = 40 14-15 = 45 15-16 = 50 16-17 = 55	Instruction
	Achievement Compact item: Number of students completing AAS degrees	11-12 = 37	12-13 = 32 12-14 = 37 14-15 = 41 15-16 = 45 16-17 = 50	Instruction

2018-2023 core theme objectives:

1. Assess opportunities to improve existing programs and explore options for new programs
 - a. Program Prioritization Committee defines program areas and begins to evaluate data regarding retention, completion and student success
 - b. Improve support for underserved or marginalized students
 - c. Participate in NWCCU Academy and align efforts with Alliance for Equity in Education grant
2. Improve academic scheduling to make it possible for students to graduate in two years (in process; priority in 19-20 academic year)
3. Develop a comprehensive enrollment management plan
 - a. Establish data/define variables for term-to-term persistence
 - b. Year II: Increase term-to term persistence
 - c. Reduce Financial impact of tuition increases on low income students
 - d. Focused increase in qualified nursing applicants & increase automotive program applicants
 - e. Establish one-year course offerings
4. Increase student participation in all aspects of the College via student government, clubs, and other College sponsored activities.
 - a. Re-activate Associated Student Government, Spring Term 2019.
 - i. Elections of officers by student body.
 - ii. Officer job descriptions revised and implemented by Fall 2019.
 - b. Identify Sports Club sponsor by Fall 2019.
 - c. Initiate efforts to increase the number of student-centric locations for non-classroom utilization.

Charting Our Course, 2018-2023

Core Theme 3: Community and Personal Enrichment

CCC expanded the concept of personal enrichment to include the concept of community. The College knows that it plays a large role in the well-being of the community and this theme recognizes that connecting and impacting citizens, businesses, and other institutions within the community is vital to the CCC mission.

2013-2017 core theme objectives were to:

1. Improve the knowledge and skills of proprietors and employees of district businesses.
2. Assess the educational interests of the community and provide the resulting educational activities that are within the college's authority to provide.

Strategy	Criterion	Baseline	Target	Responsibility
Develop/ implement a marketing plan that assesses community interests then identifies/ motivates target audiences to enroll	Number of CTE Supplemental training sections provided	11-12 = 259 10.85 students per section	12-13 = 10.85 students per section 13-14 = 12 stu/sec 14-15 = 270 secs @ 12 stud/sec 15-16 = 290 secs @ 12 stud/sec 16-17 = 300 secs @ 12 stud/sec	Workforce Education
	Number of business proprietors obtaining assistance from SBDC	11-12 = 166	12-13 = 182 13-14 = 200 14-15 = 220 15-16 = 242 16-17 = 266	SBDC
	Number of SBDC training attendees/ training events	11-12 = 400/35	12-13 = 440/38 13-14 = 484/42 14-15 = 532/46 15-16 = 585/50 16-17 = 644/55	SBDC

Strategy	Criterion	Baseline	Target	Responsibility
Implement mandatory advising for degree-seeking students enrolling in six or more credits in a term	Average section size (adjusted for 'combo' sections, excluding articulated sections and those with instructor compensation based on a per student rate)	11-12 = 15.4 students/sec	12-13 = 15.8 13-14 = 17 14-15 = 18 15-16 = 19 16-17 = 20	Instruction
Develop/ implement a marketing plan that assesses community interests then identifies/ motivates target audiences to enroll	Percent of community education sections with enrollment per sections offered	11-12 = 53.9%	12-13 = 55% 13-14 = 60% 14-15 = 66% 15-16 = 74% 16-17 = 80%	Community Education

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Progress towards the previous 2013-2017 strategic plan's core theme goals were monitored primarily by required, statewide, and institutional data collection. The shift away from statewide Achievement Compact data collection impacted the manner in which data was collected at CCC. Small College campuses were most impacted by the repeal of statewide data collection, leaving CCC responsible for institutional research support which was an unplanned need. Despite this setback, College staff and faculty worked diligently toward the targets that were established for their individual departments and the comprehensive 2013 core theme benchmarks.

The selection of a new President in 2016 prompted renewed energy to establishing new core themes and a campus-wide identification of meaningful, verifiable indicators of achievement. A representative Strategic Planning Committee established and presented a draft strategic plan to all employees in June 2018. The result of in-depth, campus-wide discussion, revisioning, and restructuring stabilized the successful transition to the new core themes, strategic initiatives, measurable objectives, and indicators of achievement for every objective.



Resources and Capacity

Standard 2

Resources and Capacity (Standard 2)

[Link to Glossary \(including Acronyms and Definitions\)](#)

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence - *The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Clatsop Community College (CCC) is operationally focused on the programs and services which support higher education. The College concentrates considerable efforts on preparing students for success in degree or certificate programs. The College promotes General Education Development (GED®) testing, Adult Basic Education, and Literacy support as entry points for continued higher education. The institution maintains sufficient operational accountability and organizational independence to maintain compliance with NWCCU's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination - *The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

Non-discrimination is integrated into the College governance and is administered with respect for individuals. The pursuit of academics is provided in a non-discriminatory manner and in accordance with state and federal requirements. All publications include non-discriminatory statements. Non-discriminatory hiring practices are followed. The College responds immediately to educational needs and legitimate claims from all constituencies while simultaneously adhering to policies and practices that support non-discriminatory learning environments.

Eligibility Requirement 6: Institutional Integrity - *The institution establishes and adheres to ethical standards in all of its operations and relationships.*

Institutional integrity is a core value of CCC. Institutional integrity is practiced in all operations and relationships. The College is bound to ethical standards by state and federal laws, and the College is committed to the legal and core values of institutional integrity.

Eligibility Requirement 7: Governing Board - *The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

CCC has seven locally elected Board of Education voting members who serve to ensure the institution's mission and core themes are being achieved. No member of the Board of Education has a contractual or employment relationship nor a personal interest with the institution.

Eligibility Requirement 8: Chief Executive Officer - *The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

CCC employs Christopher Breitmeyer as chief executive officer. He was appointed by the Board of Education and has full-time responsibility to the institution. No executive officer of the institution chairs the governing Board of Education.

Eligibility Requirement 9: Administration - *In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*

Clatsop Community College employs a sufficient number of qualified administrators who provide effective leadership and management for the College. The President supervises three Vice Presidents, the Director CCC Foundation, the Director Marketing and Communications, and the Executive Director Small Business Development Center. The Vice Presidents supervise deans, directors, managers, and other personnel to fulfill the College's mission and core themes. 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.

Eligibility Requirement 10: Faculty - *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

According to collective bargaining agreements and consistent with its mission and core themes, CCC 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 2018-19 CCC employed 28 Full-Time and 73 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 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 and

Part-Time faculty members are 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.

Eligibility Requirement 11: Educational Program - The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

CCC'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-BUS](#) and [ASOT-CS](#)—HECC requirements), state accrediting agencies (Nursing—[OSBN](#) and [OCNE](#)), national approving agencies ([Welding—AWS](#) standards, Maritime-Coast Guard), and national guidelines ([Auto- Automotive Service Excellence™ \(ASE\)](#)). 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 and Computer Science; Associate of General Studies; and Associate of Applied Science in Vessel Operations, Fire Science, Automotive Technician, Accounting Technician, Business Management, Historic Preservation and Restoration, Criminal Justice, Welding, and Nursing. Certificates offered at Clatsop Community College include AWS Entry-level Welder, Automotive Technician, Business Professional, CADD Technician, Historic Preservation and Restoration, Medical Assistant, and Seamanship.

Eligibility Requirement 12: General Education and Related Instruction - The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Academic and transfer degrees offered by CCC require a substantial and coherent component of general education. The AAOT and ASOT general education requirements are based on standards adopted by Higher Education Coordinating Commission (HECC). HECC 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.

Eligibility Requirement 13: Library and Information Resources - Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

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 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, and Core Theme 2 – Academic and Student Success.

Eligibility Requirement 14: Physical and Technological Infrastructure - The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

CCC 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 two campuses—Lexington Campus and the Marine and Environmental Research and Training Station (MERTS) campus—and one location, namely South County Center in Seaside, OR. 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 various types of media. All Full-Time employees have a computer and Part-Time staff have shared access to a computer. 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.

Eligibility Requirement 15: Academic Freedom - The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty 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.

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.

Eligibility Requirement 16: Admissions - The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

CCC 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, or 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 and has not completed a high school diploma or GED®, criteria for their attendance are outlined in Policy 6.015P2.

Eligibility Requirement 17: Public Information - The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

CCC'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 and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. The College's catalog is updated annually, with addenda as necessary, and its website is updated continuously 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.

Eligibility Requirement 18: Financial Resources - The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Clatsop Community College has rebuilt financial stability through conservative fiscal activities. The College carefully adheres to state laws and rules when managing its budget, debt, and investments. The CCC 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 representing 30 percent, tuition (\$105/credit effective summer 2019) and fees (vary per course) representing 27 percent, property taxes from Clatsop County representing 37 percent, and timber and miscellaneous revenue (from sale of timber harvested in the state forests in Clatsop County) representing 6 percent. The state funds, tuition, fees, property tax and portion of timber revenue are used to pay for College operations. Timber revenue is used to pay for the College's debt service which is approximately \$600 thousand annually.

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.

The College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning includes annual cash flow analysis and evaluation if short-term borrowing to meet operational needs. The College has participated in the Oregon School Board Association (OSBA) Tax Anticipation Note borrowing which provides affordable short-term borrowing to bridge the cash flow needs from July to November when property tax revenue is received.

Eligibility Requirement 19: Financial Accountability - For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

CCC prepares a Comprehensive Annual Financial Report (CAFR) and is audited annually by authorized municipal accountants as required by ORS 341.709. CCC 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, 2019 was CliftonLarsonAllen LLP. All funds are included in this audit. The June 30, 2018 financial statements including findings and management letter recommendations were presented by CliftonLarsonAllen LLP to the Board of Education in December 2018. The College administration reviews audit recommendations and makes changes in the college's operating procedures to ensure compliance and confirm CCC's commitment to excellence.

Eligibility Requirement 20: Disclosure - The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The College President appointed the Vice President Academic 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.

Eligibility Requirement 21: Relationship with the Accreditation Commission - The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

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 CCC'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.



Governance

Standard 2.A

Standard 2

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

[Link to Glossary \(including Acronyms and Definitions\)](#)

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 [ORS Chapter 341](#). The CCC Board utilizes policy governance to provide overarching direction for the College. BP 2200 Board duties and responsibilities include:

- Represent the public interest
- Establish policies that define the institutional mission and vision
- Set standards for college operations and student success
- Hire and evaluate the President of Clatsop Community College
- Delegate power and authority to the President to effectively lead the College
- Assure fiscal health and stability of the institution
- Monitor institutional performance and educational quality
- Advocate for and protect the interests of Clatsop Community College

The Board carries out its functions openly and with active participation from students, staff, and the public for its decision-making processes, BP 2345.

The College Board consists of seven members elected by zone, BP 2010, and are required to live in the zones they represent. The term of office of each Board of Education member is 4 years, commencing on July 1 following the election. Elections are held every 2 years. Terms of board members are staggered so that, as nearly as practical, one-half of the members shall be elected at each election. This provides adequate opportunity for the public to give input into the governance of the College and ensures their interests are being represented by the Board.

Active College employees are not eligible to serve on the Board; the current Board does include a former CCC Faculty member. Procedures for ensuring continuity and the mechanisms for effecting changes in Board membership comply with ORS Chapter 341, BP 2110, and BP

2410 explains, “The Board of Education may adopt such policies as are authorized by law or determined by the Board of Education to be necessary for the efficient operation of the Clatsop Community College. Board policies are intended to be statements of intent by the Board of Education on a specific issue within its subject matter jurisdiction.” These policies are publicly available on the College’s Website, as well as on the institution’s internal site. The College President 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 CCC.

CCC is committed to a set of core values -- caring, collaboration, creativity, diversity, and integrity – which requires adherence to the concept of shared governance. Core values define the operational foundation at CCC. The concept of shared governance is grounded in the understanding that the board, administration, staff, and faculty share a commitment to educational quality and results. Faculty and staff who are best positioned to facilitate the successful achievement of the institutional mission, strategic initiatives, and College-wide goals work collaboratively in pursuit of those objectives and share involvement in decision-making in a climate of mutual trust and respect. A key component of shared governance is that those who will be affected by the decision, i.e., administrators, faculty, classified, service and supervisory, community members and students alike have the opportunity to participate in the decision-making process.

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
- Instructional Leadership Team
- Diversity, Equity, and Inclusion Council
- Assessment Steering Committee
- Faculty Development Committee
- Professional Development Committee
- Safety Committee
- Health and Wellness Committee
- Technology Committee
- Financial Aid Issues Committee
- Budget Advisory Committee
- President’s Cabinet

The CCC Board of Education provides an excellent model for how shared governance is implemented. Board meetings include the Associated Student Government President as a non-voting member and are open to the public and employees to share input. The CCC Board strives to maintain open channels of communication with College staff. The Board is very open to receiving input from all attendees. The primary line of communication, however, remains through the College President. An overview of the organizational structure of the College is provided in high-level organizational charts (SharePoint standards resources). Additional organizational charts show the departments that report to the Vice President Finance and Operations, the Vice President Academic Affairs, and the Vice President Student Success.

The nexus of governance resides within the College Council. College Council serves as the primary policy body providing representative input and expertise on organizational actions, procedures, and policies being considered, formulated, and proposed. Moreover, the Council serves as a principle institutionally representative body who provide direct consultation to the President in the development and maintenance of institutional policies and procedures. Membership on the Council represents all sectors of the College with constituent employee groups responsible for selecting representation. This diversity strengthens the body and promotes conversation and consideration of differing viewpoints.

In addition to College Council, Clatsop Community College has a committee system that allows employees throughout the College to provide input. The President schedules open meetings with College staff and students as well as welcoming individual students, faculty, and staff to schedule appointments to share their thoughts. Other venues where College employees can provide input include: Cabinet meetings with the President's consisting of his direct reports and key director-level personnel, Faculty meetings with the Vice President Academic Affairs, department meetings with the Vice President Finance and Operations, Instructional Council, Educational Assessment committees, Budget Advisory Committee, Budget Committee comprised of the Board of Education and seven appointed community members, Associated Student Government meetings, Faculty Association meetings, Part-Time Faculty Association meetings, and Classified Association meetings. Input is also received from the public through educational advisory committees.

Student participation is important to the governance process. Student engagement is actively encouraged, but sometimes is a struggle with low participation rates. Recent strategies have been implemented to provide the tools that allow students to engage more actively in College governance. The current President has regular, informal meetings with students to gain specific feedback on tuition rates, College operations, or other topics of interest to students. Email messages from the Vice President Student Success often solicit feedback and provide a vehicle for student input to be shared at various committee meetings. Development of a first year experience, focused on leadership, demonstrates the importance of engaged, student involvement on campus, while also providing concrete opportunities to put leadership lessons into practice.

One area that needs improvement is student government. This body should be a primary vehicle for student input and the College struggles with attracting students who are willing to serve in this capacity. CCC is currently reviewing practices surrounding selection of the student government officers. Building a structure that supports those interested is key to ensuring sustainability of this important organization.

A recent example of CCC governance in action was the adoption of the tobacco free policy. The development of this policy was highly contentious and in fact had been in consideration for years. With the arrival of the new College President in 2016, discussions surrounding this policy were reenergized by the CCC Board. Discussions also occurred at Board meetings, President's Cabinet, Health and Wellness Committee, with students, various employee groups and community stakeholders. In the end, despite some not being pleased with the adoption of the policy, the process allowed for vibrant discussions with student, staff, faculty, and administrative voices being heard, thus leading to a stronger policy.

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Clatsop Community College is not part of a multi-unit governance system.

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.*

Throughout the collective bargaining agreement process, CCC strives via its negotiation teams to ensure that conflicts with the accreditation standards, legislative actions, and external mandates are identified, considered, and addressed.

Internal discussions engage the over-all governance systems about how the College might assess the impact of budget adjustments on students and the institution. CCC's Board of Education is central to the discussion, as they provide leadership and maintain ultimate responsibility in approving the budget and any changes to tuition rates. The Board also works closely with the Clatsop Community College Foundation to collaborate on strategies that enable students to access a wide range of educational opportunities offered at CCC. The CCC Board has appointed a liaison member on the CCC foundation to ensure active communication and coordination between the two bodies.

Throughout each legislative session, the College has a strong relationship with the Oregon Community College Association (OCCA). During each legislative session, OCCA communicates frequently with association members about legislation that is introduced for that session and the impact of the legislation on community colleges. The President and a member of the Board are active in these discussions and engage in conversation with legislators and governmental staff to promote the interests of the institution.

Governing Board

2.A.4 *Clatsop Community College has a functioning governing board consisting of seven voting members, with 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.*

In Oregon, 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. Up until July 1 of 2014, this was provided by State Board of Education. Since that date community colleges operate with guidance from the [Higher Education Coordinating Commission](#) (HECC). While the HECC provides support, governance of the district is the province of the locally elected district Board of Education.

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. The CCC Board has seven voting members. Each

board member is elected by the citizens of Clatsop County and serves voluntarily. Duties and responsibilities for board members are defined in BP 2200.

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 BP 2715. 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 BP 2710.

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.

Code of Ethics BP 2715 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. While the Board may form subcommittees or work groups, these entities are focused on accomplishing specific tasks such as policy development or developing the presidential evaluation process that are then moved to the full Board for consideration. The culture of the CCC board is one of being well-informed and open to debate as they reach for consensus. When new board members join, the collaborative spirit is in evidence at Board meetings. New Board members understand the importance of their role in leading the College and are mentored by existing Board members.

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.

In 2014, Year Three accreditation review, the evaluation committee recommended that the College regularly review its policies and procedures. That recommendation recognized the importance of policies and procedures in providing structure for the efficient operation of the College and recognized that many policies were well overdue for a review. With a transition in presidential leadership that occurred soon after the 2014 report, the work on comprehensive policy review began. In 2018 a policy service provided by the Oregon Community College Association became available. This service ensures that the College has access to policy language that reflects the most current federal and state legal requirements. Using this resource, the College has been able to make great strides in the updating of policies. While the policy service is certainly a boon to efforts to ensure sound and efficient operations, the Board recognizes that the policy service is a resource and it does not relieve them of their duty for policy review and development.

Since investing in the policy service, considerable progress was made with 72 policies and 52 administrative procedures being reviewed and adopted within the last eight (8) months of 2018-2019. The CCC Board recognized the leadership role they needed to play in this process and established a board subcommittee for policy review. The Board Policy Subcommittee has established a calendar for addressing current reviews of all policies. The calendar sets expectations for ongoing reviews to promote appropriate policy development and avoid excessive lags in policy review.

College administration recognized the need for a “bridge” to connect the work of the Board

and the campus process of policy review and approval. To accomplish the extra workload, the College hired a Special Projects and Compliance Coordinator whose responsibilities include facilitating Board policy and procedure workflow continuance to ensure a collaborative and timely completion of this process.

All new policies go through an approval process that honors the College's commitment to shared governance, with College Council review and approval necessary before the policies go to the Board for approval. There were two recent exceptions to this process. First during the summer months when College council was not in session the policy subcommittee completed review of policies related to the operation of the Board. Those policies were considered and eventually adopted during the [November 2018 Board Meeting](#). Subsequent to adoption, College Council reviewed and provided comment. The second exception was the need to adopt policies related to an audit by the Department of Education (ED). The audit identified deficits in current policies that needed to be addressed in a timely manner to ensure CCC complied with ED requirements. These policies were adopted by an emergency process at the [September 2018 Board Meeting](#). College Council and the campus community were informed of these changes when the fall term commenced.

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 341.290](#), the Board of Education of a community college district can "...employ administrative officers, professional personnel and other employees, define their duties, terms and conditions of employment and prescribe compensation...". The CCC Board of Education follows established policy (BP 2431, BP 2435) to govern the recruitment, appointment, compensation and benefits, and evaluation for the President of the College. The evaluation process is thorough and involves inputs from multiple stakeholders in the College. The goal is to ensure ample feedback so that the Board may support the President's role as CEO. Through BP 2430 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.

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 evaluation is anchored by a discussion that revolves around the success of attaining Board goals identified during the preceding academic year. The goals are appropriate to the duties and responsibilities of the Board and focus on specific areas that will advance the mission and strategic plan. This evaluation informs the discussion surrounding the Board's goals for the upcoming academic year, as well as sets measures to help improve goal attainment.

As needed, depending upon the specific goal, the Board will establish a Board committee to help advance the progress, e.g., the recent formation of the Board Policy Subcommittee. These Board committees meet outside of monthly board meetings and work closely with appropriate members of the College, community, and student populations. Additionally, individual Board members are appointed to be Board representatives on community and College-related

committees. Representatives report back to the Board at the monthly meeting.

Leadership and Management

2.A.9 *The institution 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.*

The College has maintained an effective and ever-improving system of leadership. Each administrator has solid qualifications and brings to the College a unique and important vantage point of leadership. Each member of the leadership team shares specific roles in planning, organizing, and managing immediate institutional projects, as well as providing guidance in assessing strengths and forecasting for future successes.

CCC's administrative structure is clearly defined and supports College activities that fulfill its mission, core themes, and strategic planning goals. The President's internal group of advisors include the Vice President Finance and Operations, Vice President Academic Affairs, Vice President Student Success, Dean, Transfer Education, Dean, Workforce Education and Training, Executive Director Small Business Development Center and Clatsop Economic Development Resources, Director Human Resources, Director College Foundation, Director Marketing and Communications, and Director Nursing and Allied Health. Collectively, this group of administrators is called the President's Cabinet.

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.

2.A.10 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

Clatsop Community College President Lawrence Galizio served from 2010-2015. He was appropriately qualified to perform the duties of chief executive officer and had full-time responsibility to the College until his departure.

Interim President Gerald Hamilton served for one year prior to the hiring of President Christopher Breitmeyer in 2016. The College ensured that each President had appropriate qualifications to fulfill the requirements of chief executive officer and the full-time responsibilities necessary for the institution's administrative needs.

Currently, President Breitmeyer serves as an ex officio member of the governing Board of Education, but the Board selects a Chair from its other elected members.

2.A.11 *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

CCC 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.

In addition to the President's Cabinet, other advisory bodies include:

- College Council enlarges the circle of influence through its composition of members, the President's Cabinet plus two student representatives (as recommended by Associated Student Government), two classified staff members (recommended by the classified staff collective bargaining group), two members of the service and supervisory unit (including confidential classified members, recommended by the service and supervisory members), two Part-Time faculty (recommended by the Part-Time faculty collective bargaining group) and two Full-Time faculty (recommended by the faculty association). This representative group is the principal, internal institutional 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. The College Council charter outlines the purpose and focus of this advisory body.
- The Budget Advisory Committee is composed of the Vice President Finance and Operations, Vice President Academic Affairs, Vice President Student Success, Dean, Workforce Education and Training, Dean, Transfer Education, Director Human Resources, Director College Foundation, three 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 the 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 Academic Affairs regarding instructional board policies and procedures. Instructional Council members include the Vice President Academic Affairs, Dean, Workforce Education and Training, Dean, Transfer Education, Director Nursing and Allied Health, Librarian, and five annually contracted faculty members each representing their instructional department, selected by the faculty. Non-voting advisory members include the Vice President Student Success or representative, the Registrar, and one student nominated by ASG and approved by Instructional Council. The College's Curriculum Coordinator maintains a record of the Council's activities. The approved minutes are available to the College community on SharePoint.

- Strategic Planning Committee was established after a comprehensive SWOT review and initial strategic planning activities. This committee is comprised of College representatives from Full-Time and Part-Time faculty, Student Services, TRIO Support Services, classified staff, distance education staff, the College Foundation, and representation from President's Cabinet. Members of the Strategic Planning Committee facilitate sub-committees that focus on strategic initiatives and data collection that measures levels of achievement.

President's Cabinet, College Council, Instructional Council, the Strategic Planning Committee, and the Budget Advisory Committee are five points of institutional accountability that work collaboratively to enhance and foster the fulfillment of the College mission and the accomplishment of CCC's core theme and objectives.

Policies and Procedures

Academics

2.A.12 Academic policies – including those related to teaching, service, scholarship, research, and artistic creation – are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The College's academic policies are readily available to students, faculty, administrators and staff with responsibilities related to these areas on the [College policies](#) website. CCC is currently in the process of a full revision of policies and procedures as the service offered through the Oregon Community College Association (OCCA) is utilized. The service originated as a partnership with the Community College League of California and the law firm of Liebert Cassidy Whitmore. OCCA has revised policies and procedures as necessary to meet Oregon State requirements. Additionally, the policies have been through thorough legal review to ensure that they provide legally advised policy and administrative procedure samples which the College is adopting through a comprehensive shared governance process.

Board policies are located on the College's website. Policies are separated by subject matter—Clatsop Community College, Board of Education, General Institution, Academic Affairs, Student Services, Business & Fiscal, Human Resources, and Community Relations Policies.

All College policies and procedures are reviewed by the President's Cabinet. They are then directed to College Council for discussion and approval, before being presented to the Board of Education for adoption in a first and second reading process. In addition, specific departments, and all collective bargaining agreements contain policies, and these documents are made available to constituents by the bargaining units.

2.A.13 Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are documented, published, and enforced.

CCC 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 crucial to student success at CCC. Students, staff, and faculty have complete access to all the library's resources, regardless of format. The community is also

invited to use the library, and the library participates in the Oregon Passport reciprocal lending program.

The Director Library and faculty teach information literacy in many classes across the curriculum. These sessions cover database access, proper citation, plagiarism, and library policies germane to students. The American Library Association Library Bill of Rights and the Association of College and Research Libraries Framework for Information Literacy in higher education help form the underpinnings of these educational pursuits as well as many library policies relating to privacy, patron rights, and access to informational materials.

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 addresses access to and use of the library. Borrowing privileges are outlined in trifold pamphlets made available at the circulation desk. All library employees are trained on library use and access protocols. Employees routinely ask for proper identification to check out hard copy or electronic resources, including student-use laptops. Since the library uses proprietary electronic books and databases, 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.

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.

CCC has an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs. In Oregon, community colleges transfer offerings that include [Associate Degrees](#); the Associate of Arts, Oregon Transfer; Associate of Science-Oregon Transfer, Business; and the Oregon Transfer Module must, by law, adhere to the [approval guidelines](#) set forth by the Higher Education Coordinating Commission (HECC) and the Community Colleges and Workforce Development (CCWD) program and course approval process. CCC maintains a strong relationship with staff at the HECC and CCWD. The CCC Curriculum Coordinator provides regular updates and, in return, receives regular approvals from the staff at CCWD.

The College maintains direct articulation agreements with four-year universities and other regionally accredited organizations.

The Registrar regularly confers with program faculty regarding the applicability of potential transfer credit.

Major revisions are occurring in the State of Oregon regarding student transfer processes. Three cohort groups of community colleges have been rolling out new [Core Transfer Maps](#). These Core Transfer Maps are comprised of eight classes of at least 30 credits that are guaranteed to transfer as a block to any Oregon public university. The transfer agreements promote a seamless transfer of credits to be used toward a bachelor's degree. Clatsop Community College is a member of the third cohort group that will build transfer maps during the 2019-2020 academic year.

Students

2.A.15 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.

At CCC, policies and procedures regarding students' rights and responsibilities — including academic honesty, appeals, grievances, and accommodations for persons with disabilities, and allegations of discrimination — are clearly stated, readily available, confidentially secure, and administered in a fair and consistent manner.

Policies and procedures are communicated to students through multiple channels; CCC website, Student Handbook, College Catalog, and Annual Safety Report (ASR). For all degree-seeking students, a presentation is included in the required New Student Orientation.

The [student resources information](#) provided to students includes College policies and procedures regarding Student Rights and Responsibilities (Board Policy 6.205), the Student Code of Conduct Student Code of Conduct (Board Policy 5500), 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 Grievances webpage provides a link to the detailed departmental handbook the College follows when reviewing student grievances.

The student handbook provides an overview of College departments and [support services](#) including disability services. Additional disability services information is provided to students during a required New Student Orientation and through the Disability Services webpage. The [Disability Services](#) webpage and Disability Services handbook includes helpful information for potential students, students, and parents.

CCC 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 in the Student Handbook, on the College website, and in the College Catalog. These procedures can also be found in the Student Handbook, as well as in the Disabilities Service Office.

Currently, 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. This procedure is regularly under review and may transition to a more interactive process so that students more deeply understand the implications of the agreements, rather than simply check that they have read the policies and agree.

Student complaint forms are available via the College's website, in the Welcome Center, and in several locations throughout the Student Services area. The Welcome Center staff, and others throughout campus, help in understanding/completing a complaint form when requested by a student.

In partnership with the Oregon Community College Association (OCCA), the College reviewed and adopted several new student policies, and rescinded previous policies. This was part of a multi-year project to assist participating Oregon community colleges with federal and state compliance and provides a resource for ongoing monitoring of policies/procedures by OCCA legal representation. As a compliance outcome of a 2018 Department of Education program review, these new policies were adopted by CCC's Board of Education in September 2018.

2.A.16 *The institution 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. Its 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.*

CCC 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 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 of the equivalent of a high school diploma through home schooling, release from compulsory attendance, completion of at least two-years of a 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 or provide transcripts from a regionally accredited institution for assessing the applicant's level of knowledge in reading, writing, and math. CCC also waives the placement test requirement for students who submit SAT (530 or higher), ACT (21 or higher), Smarter Balanced (4 or higher), or GED® scores.

CCC strives to eliminate barriers to enrollment. Application and financial aid workshops are offered to all local high school seniors. Additionally, admissions fee waivers are made available to any prospective student for which the fee would be a barrier to enrolling. Through multiple events (3 in past school year) and tabling sessions (16 in past school year), the Recruitment Coordinator strives to make the College accessible to graduating senior and non-traditional students.

The College has several programs available to [high school students](#) who are interested and qualified to take college-level classes. These accelerated learning programs are coordinated by point personnel on campus directly with high school counselors and administration. Although the programs function differently, based on whether classes are taught on campus (Simultaneous Enrollment, Running Start (Washington State high school students), and College Now, or whether they are taught at the high school (Dual Credit, Coastal Commitment) students are required to complete registration and provide parental permission, if the student is under age 18. While ACCUPLACER® score results are the preferred placement option, alternative placement

measures are being discussed to reduce the difficulty with scheduling and paying for the tests for many students.

CCC's catalog, website, and Welcome Center promote and provide information about admissions and placement. Advising staff provide general information about admission to the College. The [Nursing program](#) conducts program level selective admissions processes. Application information for these programs including application deadlines and requirements is posted on the program website. Selection of successful candidates in the nursing program is conducted in a collaborative process whereby the Registrar's office conducts an initial scoring utilizing a rubric provided by the nursing program. The scores for the top 48 candidates are combined with scores of an essay by the nursing program based on an additional rubric in order to determine the successful applicants. The Medical Assisting program requires a faculty review of student prerequisites prior to registration for program specific coursework.

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, and also in the GED®/ABE/ESL Departments.

In addition to completing an application, a placement test is required as part of the College admission's process. Currently, the College uses the ACCUPLACER® test which measures and assess the applicant's level of knowledge in reading, writing, and math. Online sign-up for ACCUPLACER® is available through a student's online account portal once they have submitted their admissions application. The test is an assessment to ensure that students are placed in Writing and Math classes that approximate their current skill level. Placement scores and corresponding placement levels are established by the responsible academic dean and departmental faculty. The College's contracted institutional research service may assist in assessing scores and evaluating the effectiveness of placements based on classroom outcomes. The department may refine placement levels based on this assessment. If new placement levels are required, the Recruitment Coordinator (who oversees the Testing Center) will ensure they are changed in the system. The Recruitment Coordinator assesses previous college coursework and recent SAT, ACT, GED®, and SBAC scores for placement purposes and may waive the placement test requirement based on these measures. This process facilitates admission and assists in encouraging student success and completion. Student success and retention is supported through New Student Orientation sessions, mandatory advising, using both staff and faculty advisors, other student support services, and educational plans.

There are ongoing discussions between departments about using multiple measures to test and determine appropriate placement. This is becoming an increasingly important discussion due to the surge of high school students in accelerated, college-credit classes. The Registrar, along with support from the Recruitment Coordinator, assess previous college coursework for placement purposes.

The Office of Instruction maintains contact with faculty regarding consistent accuracies or inaccuracies of the placement process, as experienced in the classroom. This process facilitates continuous improvements in the admission's process and can greatly assist in student retention and completion. Additional student success and retention is supported through new student orientation sessions, mandatory advising using both staff and faculty advisors, expanded

student support services, and more concise educational planning with students.

The College is implementing a college wide Satisfactory Academic Progress policy beginning the fall 2019. This policy will include procedures and supports to intervene with students in probationary status. In addition, some programs have the ability to benefit or progression policies (Adult Basic Skills, Nursing, Medical Assisting) that require students to progress, maintain a specific GPA and/or appropriate grades for all course work, or risk being dropped from the program. There are policies and appeals procedures that are published in program specific areas of the student handbook and online. This information includes timelines to clarify the procedure process.

Students receiving financial aid must meet federal satisfactory academic progress standards by maintaining a cumulative GPA of 2.0 and completing two-thirds of all registered courses per term. Timely notification is sent by the Financial Aid Director to students who fail to meet the standards of academic progress. Financial aid and student support personnel help students develop academic success plans and formulate commitment statements that students agree to and which require their signatures. Recognizing the importance that proactive intervention can have on student success, the College has committed to the development of practices that identify students who are not making satisfactory academic progress as students requiring supportive intervention. Once identified, these students are contacted and counseled and given tools to help them succeed. This satisfactory academic progress intervention, in concert with the early alert program, will provide a path back to academic success. Universal support for students is crucial, but the need for proactive intervention is essential for students who have encountered challenges that impact their classroom success. Ultimately, the goal is success for all students!

2.A.17 The institution 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.

Clatsop Community College (CCC) acknowledges the importance of co-curricular activities, especially on a small, commuter campus. The student leadership team at CCC is known as the Associated Student Government (ASG). Students are encouraged to engage in the experience of democracy and leadership. Association roles include an ASG President and two to three other officers. ASG is encouraged to research and represent student views about College policies and procedures, and provides programs and activities that encourage social, cultural, and educational development of CCC students. ASG officers approve disbursements from student program funds.

Typically, the ASG President will attend College Board of Education meetings as a non-voting member and provide reports and input to the Board representing the student body. 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 disbursements from student program funds. Additionally, the ASG President, or designee, participates in governance by attending College Council meetings. College Council is the primary body in CCC's shared governance approach. Student participation and input is valuable to this group. ASG is supported by the office of the Vice President Student Success which directly supervises all student programs and activities.

Over the past few years ASG has not been as effective as CCC would have hoped. Since 2017 only two positions (president and vice president) were filled, and since January of 2019 there were no students in any ASG positions. During spring Term, 2019, a campus-wide recruitment campaign led to the selection of five students who will fill the ASG positions beginning fall term 2019. During the term ASG, in concert with the office of the Vice President Student Success, will update the student government handbook and seek to raise the profile of the organization on campus.

There are several active student clubs on campus. Information on current clubs and the procedures to start a club are found on the [campus life](#) page on the College website.

The College website and Student Handbook contain information regarding co-curricular activities which include ASG and student clubs. The College does not currently have a student newspaper.

Human Resources

2.A.18 *The institution 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. Explain.*

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 Collective Bargaining Agreements for staff, Full-Time and Part-Time faculty contain many employee benefits, working conditions, ethics, as well as hiring procedures.

Human Resources policies and forms are published on the College's intranet site and additionally 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.

In the 2013-2017 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 adoption.

CCC is in the process of reviewing and revising all existing policies based on the Oregon Community College Association (OCCA) policy service. HR policies are part of the scheduled policies to be reviewed 2019-2020.

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Explain.*

New hires receive written offers in which they are informed of their new role and work

assignments. During the human resources onboarding process, an employee handbook is given to each new hire. The Employee Handbook is updated annually and contains conditions of employment, rights and responsibilities, and detailed policies and procedures with respect to evaluations (Policy 4.405), retention, promotion, and termination (Policy 4.505). Subsequently, regular, Full-Time employees annually receive an employment contract outlining their conditions of employment.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

CCC takes adequate measures to ensure the security and confidentiality of human resources records (Policy 4.205) Files are kept in a locked file room within the Human Resources department which may be accessed solely by the Director Human Resources and authorized staff. Medical and work injury records, files pertaining to leaves of absence, records relating to employee investigations, and general employee files are all kept in separate and distinct file receptacles. While an employee may request to see their employment records, they may do so only with an HR representative present to provide oversight and ensure continuing document integrity. All members of hiring committees are required to sign a confidentiality agreement and attend an orientation to ensure integrity of the process and personal information of applicants.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

CCC 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 [website](#) and [College catalog](#). The electronic publications provide current and potential students with information necessary to assess programmatic offerings and demonstrate how the programs, certificates, and degrees can be completed in a reasonable amount of time. Electronic schedules allow immediate updates, room changes, and course cancellations so that students remain informed. This is particularly important within the context of a small, rural college.

Previously, the responsibility for institutional communications was handled by the Director of Advancement. In 2016, the College split the duties of the Director of Advancement into two positions, Director Marketing and Communications and Director College Foundation. In 2017, a publications and graphic designer was hired to support the work of the Director Communication and Marketing. These changes have led to a more thorough and focused communication plan as evidenced by press releases that share important information about [college news](#) and events with the community.

CCC publications are periodically reviewed by the marketing and communications team in collaboration with appropriate College departments, providing guidance on maintaining consistency and accuracy of the College's representation of its mission, programs, and services.

The revitalization of marketing and communication resulted in a growing recognition that all communication (internal and external) could be enhanced and improved by linking directly with the newly formed strategic plan that included an initiative to “Strengthen Connections to the Community.” The Director Marketing and Communications conducted a website redesign review that engaged all departments on campus to assess departmental needs and to identify approaches that could more accurately and clearly represent the College and all its activities, programs, and information. An internal College website redesign began in February 2018 followed by months of testing and training. The transition to the new College website began during winter term 2019.

Schedules, catalogs, ads, brochures and other publications for external distribution are developed with guidance and review by the Director Marketing and Communications to ensure compliance with established standards and accuracy. Academic programs, mission and values, learning outcomes, important information and services for students are published in the [College Catalog](#) on the College website. The catalog, itself, 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. Statements regarding accessibility, non-discrimination and accommodations are regularly reviewed and are updated as needed. The Marketing and Communications department developed branding information, which in turn, supports consistency in messaging and identification. Campus information is distributed with usage guidelines via the CCC website, employee intranet, and email. Increased information is available in Spanish (see language widget at bottom of webpages) in support of the growing language diversity in the community.

2.A.22 The institution 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.

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 [non-discrimination statement](#) is widely distributed on College publications and is reviewed and updated regularly. Equity applies to employment, educational opportunities, and a broad reach of ethical behavior. College policies for employees address Non-Discrimination (Policy 1.001) and Ethics (Policy 4.905). College policies BP 2715 address the same for Board of Education 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), the Part-Time Faculty Agreement (Article 16), and the Full-Time Faculty Agreement (Article 18).

Currently, the Public Complaints policy (Policy 7.025) directs the public to the President’s

Office. The President's Office can provide information about the complaint process and can supply the complainant with a complaint form to begin a formal complaint. Often, however, public complaints can be resolved by listening, providing clarification about a situation, or by connecting the person with an appropriate staff member. While the personal communication may be beneficial and support College values, it is important to provide easy access to the complaint form on the website. The policy is currently under review.

The [Student Complaint Resolution](#) procedures (6.220P), include both informal and formal processes. Students are able to address concerns or initiate formal complaints such as alleged violations of College policies or procedures, the denial of a refund petition, disqualification from financial aid, and grade disputes. Students are also provided with information about conflicts or conduct concerns about other students which violate the College Student Code of Conduct. Information further includes addressing misconduct from staff or faculty. The procedure is printed in the Student Handbook, which is widely distributed on campus, and available on the College website.

Supervisors and/or the Human Resources Director address employee complaints and discrimination claims through a specific process of notification, investigation, appropriate action, and resolution. The College is committed to processing grievances in a timely manner and according to timelines well-defined in the collective bargaining agreements for Full-Time faculty, Part-Time faculty, and classified staff. Unrepresented employees address grievances and complaints through a process of conflict resolution within their department, or directly through the Human Resources Department. The Board of Education is proactive about their ethical behavior.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

CCC adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. The College is not supported by or affiliated with social, political, corporate, or religious organizations. The primary purpose of the College is to provide and promote education and it operates 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, CCC answers to government institutions that oversee community colleges. The Oregon Department of Education, [Higher Education Coordinating Commission](#) (HECC) provides legal authority over the College. The HECC is authorized by the Oregon Department of Education to develop and implement policies and programs developed by community colleges. The HECC ensures that Oregon's network of colleges (including universities, workforce development initiative, pre-college, and out-reach programs are aligned and working together to promote student success. CCC has a strong relationship with the [Oregon Community College Association](#). The OCCA represents each of the 17 public Oregon community colleges and provides support to locally elected Board of

Education members.

As related bodies, CCC is subject to Oregon laws including ORS, Chapter 244, which clearly defines government ethics and describes conflict of interest policies for all College members of the governing board, administration, faculty, and staff. Additionally, this Oregon Revised Statute governs the working relationships of CCC employees with vendors, government representatives, students, and the media.

The College Board of Education adopted BP 2710 that prohibits conflict of interest for Board members as defined within Board of Education policies.

The College Student Code of Conduct Policy (BP 5500) 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.

2.A.24 *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

CCC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. These are found, most readily, in the collective bargaining agreements.

The current Full-Time Faculty Agreement (Article 4.G) defines the rights to intellectual products in this way:

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 their 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.

2.A.25 *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

CCC 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.

2.A.26 *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

CCC has a clearly defined procedure for entering into contractual agreements, with approval by the Vice President Finance and Operations and final approval authority from the President. The scope of responsibility and the roles for the College and external contractors are defined, and include deliverables and dates associated with timelines and expectations of the contracted service(s). 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 CCC as the CCC Contract Review Board. Policy 3.145 (currently these policies are under review). 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.

Academic Freedom

2.A.27 *The institution 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.*

The College publishes and adheres to policies approved by the Board of Education regarding academic freedom and responsibilities inherent to higher education that protect constituencies from inappropriate internal and external influences, pressures, and harassment. Board Policy 5.030 reinforces faculty collective bargaining agreements that clearly delineate key aspects of academic freedom (see Article 4.D of the Full-Time Faculty Agreement, and Article 5.D of the Part-Time Faculty Agreement). Recently, the Full-Time and Part-Time faculty collective bargaining agreement adopted the identical language to define and describe the importance of academic freedom.

College faculty maintain a sense of responsibility to promote public understanding in support of academic freedom. The College operates for the common good and not to further the interest of either the individual or the institution.

Full-Time and Part-Time faculty consider academic freedom when teaching and when participating in other duties as a member of the College, as employees, and as citizens of the community.

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

Board Policy 5.030 defines Academic Freedom as a methodology to “encourage examination of controversial issues that are germane to the academic area and consider multiple points of view. Students are free from coercion as they form and support their own reasoned opinions.”

CCC’s previous mission stated that, “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”, which 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 responsible, analytical manner, can the academic environment ground students in ideas that lead to productive participation in all dimensions of life.

As CCC transitioned to its new mission statement, “Enriching Lives, Inspiring Learning, Creating Opportunities,” the ideals of academic freedom enhance the essential components of academic freedom. The demands on the campus community have increased, prompting important conversations with students and other constituents. The ability to share scholarly and reasoned conclusions is essential to the integrity of the institution. The suppression of viewpoints, ideas, and concepts cannot survive within an educational environment that embraces a strong adherence to academic freedom.

The College adheres to academic freedom within the context of both the previous and the current Core Themes. The 2013-2017 Core Themes 1, 2, and 3 specifically emphasize academic freedom within the context of foundational skills, transfer, and employment. Previous core themes implied values that confer “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.” While these values create an atmosphere characterized by civility, creativity, innovation, and flexibility, the campus community deepened their obligation to academic freedom within the context of a re-designed mission statement, “Enriching Lives, Inspiring Learning, Creating Opportunities.” The 2018-2023 Core Themes of Foundational Skills, Academic and Student Success, and Community and Personal Enrichment promote opportunities to examine controversial issues free from coercion and censorship. This practice allows students to build foundational skills for college and for life. The addition of four strategic initiatives to the current strategic plan provides expanded options to model academic freedom:

- Strengthening the academic environment for students
- Cultivating connections with the community
- Committing to equity and inclusion
- Advance institutional accountability

Academic freedom allows students to build essential critical thinking and reasoning skills needed for a bachelor's degree, for life-long learning, and throughout their employment.

The new mission reinforces ongoing knowledge acquisition, developing a greater connection between students and academia, incorporating all relevant subject matter, and expanding the students' body of knowledge through the application of critical analysis. Academic freedom lends itself to enriching lives through the act of thoughtful, risk-taking inquiry. Academic freedom is reflected in the process of guiding and inspiring learning. Academic freedom prompts exploration and analysis by creating opportunities for learners. Additionally, a new strategic initiative to "commit to equity and inclusiveness" requires inquiry-based attention to differences as a path to increased awareness, knowledge and the ability to achieve academic success.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal view, beliefs, and opinions are identified as such.

Faculty utilize derivative scholarship to 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 Agreements (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. 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 their position.

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

Finance

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

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 Finance & Operations. In 2018, the College invested in a new policy and procedure service offered by the Oregon Community College Association (OCCA) and began implementing the new chapter number system with Board adoption of Chapters 1 & 2 in November 2018. Chapter 6, Business and Finance policies were determined to be the 2019 priority for adoption. The OCCA service provides annual updates to comply with Federal and State of Oregon compliance requirements. CCC's initial investment in the service is three years, 2018 to 2021, with anticipation to continue beyond the three-year initial commitment.

[Chapter 294](#) of the Oregon Revised Statutes governs budget preparation. BP 2200, Board of Education Duties and Responsibilities 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 adopts 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 BP 6200. In addition, supplemental budgets required after budget adoption are also approved by the Board.

The College's Board of Education have 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. Favorable interest rates provided debt refunding opportunities to lower costs for the Full Faith and Credit Obligations (FFCO) issued in 2006 and refunded in 2014 and the refunding of the 2009 general obligation bonds, in 2016, to lower taxpayer costs. The College's Master Plan drives the requests for capital construction funds at the state level.

The College's Lexington Campus, also known as the Jerome Campus Redevelopment Plan (JCRP) Master Plan, was last updated in 2008. The Lexington campus has transformed with the campus redevelopment, guided by the master plan, with the remodel of Towler Hall, new construction of Columbia Hall and Patriot Hall.

Requests for capital construction funds are submitted to the Higher Education Coordinating Commission (HECC) before a regular legislative session. HECC 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 funding allocated to capital construction and decides which requests to fund. The capital construction fund provides up to \$8 million (not more than half the cost) of the cost of new capital construction, and the College must match the State contribution. In the 2013-14 regular session of the Oregon Legislature, CCC was awarded \$7.99 million for construction of a redevelopment of Patriot Hall. In fall 2014, Clatsop County taxpayers approved an \$8.2 million general obligation bond to match the legislature approved funding for

Patriot Hall. Series 2009 and 2015, General Obligation Bond issuances qualified to participate in the Oregon School Bond Guaranty program ([ORS 328.321 to 328.356](#)) to secure lower interest costs.

In the 2015-17 legislative session CCC was authorized for \$8 million State funding for the MERTS Maritime Science capital project. Efforts to match the \$8 million requirement include a capital campaign, seeking state and federal grants, new market tax credit programs, and debt financing.

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 \$3.7 million in privately donated funds.

CliftonLarsonAllen LLP audits the College and Foundation financial statements annually.



Human Resources

Standard 2.B

2.B – Human Resources

[Link to Glossary \(including Acronyms and Definitions\)](#)

2.B.1 *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job description accurately reflect duties, responsibilities, and authority of the position.*

CCC is the fourth smallest of the seventeen Oregon community colleges. Recruiting qualified employees can be a challenge to compete with Portland metro area salary and benefits. Housing costs and employment opportunities for family members have impacted candidate decisions to accept offered positions. CCC employs qualified personnel including Full-Time and Part-Time faculty, support staff, and administrators. When a position vacancy occurs, job announcements are reviewed, revised as needed, and posted by Human Resources. Job announcements outline required skills, knowledge, and qualifications of the position; the current Human Resources software enables the institution to clearly advise candidates when they do not meet the minimum qualifications as stated in the job announcement. CCC seeks to attract and retain those who are best-qualified for each position.

The strategic initiative, Advance Institutional Accountability, identified several areas for improvement in Human Resources including updating all job descriptions. CCC sought requests for proposals in 2019 and selected HR Answers, an Oregon-based human resources consulting firm, to conduct a pay equity and classification/compensation study. The initial phase of this study entailed a review of existing job descriptions via HR Answers' Job Analysis Questionnaire (JAQ) process. As a result, CCC job descriptions have recently been updated and a consistent format has been developed. Most importantly, job descriptions accurately reflect essential duties, responsibilities, authority, educational requirements, and work conditions for each position throughout the institution. The process to update the job descriptions was inclusive as follows:

- Job descriptions were reviewed and revised by each incumbent;
- The employee met with their supervisor to review, revise, and finalize the job description; and
- New job descriptions were provided to the Human Resources department for final review and submission to HR Answers.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

CCC employees, including the President, receive performance review evaluations each year, or as determined by collective bargaining agreements. While the College has a policy and procedure for performance evaluation reviews, reaching 100% compliance has been challenging. To further efforts and support supervisors in completing these evaluations, the Human Resources department updated and rolled out new performance review forms in August 2019. As a first step, employees completed a self-assessment. Next, a meeting between the

employee and supervisor is scheduled. In this meeting, areas of commendation and areas for improvement are discussed; goals are also set for the following fiscal year. It should be noted that, as part of the annual performance review process, work duties and responsibilities have historically been evaluated by reviewing the employee's job description. The JAQ process described in 2.B.1 above has made it possible for evaluations to occur based on current and relevant supporting documentation. The completed review is then signed by the supervisor and employee and routed to the applicable Senior Administrator for signature. Human Resources staff maintain the final, signed performance review evaluation in the employee personnel file.

The buy-in and collaboration with all who are responsible for completing evaluations on their staff was sought prior to finalizing the new performance review forms. This step was viewed as essential in order to achieve Administration's goal of 100% participation in this process. The timing for submitting performance reviews was also changed to September of each year as it became clear that the previous deadline (i.e., June of each year) was not conducive to securing full participation nor did it allow performance for the full fiscal year to be considered and evaluated.

2.B.3 The institution 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.

CCC is committed to supporting the professional growth and development of its employees. (Policy 4.820) Professional development funding enables employees to request financial assistance to pursue a course, seminar, or conference which will aid them in their professional growth. Employees under a Collective Bargaining Agreement follow the prescribed process for requesting professional development funds. All non-represented employees request this assistance by filling in a Professional Development Fund Application which is forwarded to the President.

The President convenes a meeting of the Professional Development Fund Committee on a monthly basis. The committee is made up of a cross-section of employee groups. These representatives are elected by their peers. The Committee decides as to which applicants should receive either full or partial funds. In the event an application is only funded partially or perhaps denied, employees are encouraged to continue pursuing these opportunities and to reapply as appropriate.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution 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.

The College employs an ample quantity of qualified faculty to achieve its educational objectives. In leaner times, the College remained consistent with its mission, core themes, programs and services by utilizing Part-Time faculty to bolster departments and class needs and by sourcing industry experts to oversee or contribute to career technical programs and classes. In these, and other innovative ways, the College aptly supports Core Theme 2: Academic and Student Success.

To support Core Theme 1: Foundational Skills, the College relies heavily on qualified, competent retirees and professional volunteers to provide GED® classes, literacy skill-building opportunities, and other Adult Basic Education classes.

Astoria is both a growing community and desirable place to live and work. An influx of breweries and distilleries brought a rush of young professionals to the area. Many entrepreneurs and business owners are seeking support from the College Small Business Development Center and the Clatsop Economic Development Resource center. These alliances promote the College to the community and bring the community to CCC's programs and services. This collaborative relationship directly promotes Core Theme 3: Community and Personal Enrichment.

[Link to Institution Organizational Charts \(Appendix C\)](#)

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

Faculty responsibilities and workloads are defined by the bargaining agreement between CCC and the Clatsop Community College Faculty Association.

The faculty work week is defined in the contract as five consecutive workday each normal calendar week, apart from mutual agreement between the faculty member and the Vice President Academic Affairs. The contract acknowledges that workday hours may vary throughout the academic year.

Full-Time faculty work hours are salaried hours. The Faculty contract states that "faculty have a professional obligation to be available on campus for a substantial portion of each workday." Further clarifications are written in the contract regarding normal teaching workload which is calculated based on contact hours and work formula points.

Part-Time faculty are hired on a term-by-term basis. As much as possible, Part-Time faculty schedules are made in advance of the term, with a goal of having regularly taught classes scheduled at least one year in advance. Part-Time faculty workload is determined by contact hour distribution formula and based on agreed upon salary schedules. Holiday pay is provided when holidays fall on days and times that the employee would otherwise be working.

Both Full-Time and Part-Time faculty are eligible to receive professional development funds to help instructors keep current in their areas of expertise, and to provide impetus for service, continuous scholarship activities, research, and time for artistic creation.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may merge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The CCC Full-Time and Part-Time faculty evaluation system is used to improve teaching effectiveness, provide recognition of accomplishments, identify professional growth and development, and identify strengths and areas for potential improvement. The excellence of faculty and the students they graduate creates the academic reputation of the institution. The faculty evaluation process is in alignment with the current collective bargaining agreement for Full-Time Faculty. Recently completed negotiations have more closely aligned Part-Time faculty evaluations with the process for Full-Time faculty evaluations.

Outcomes

1. Seek methods for the improvement of instruction.
2. Provide formal recognition of staff accomplishments.
3. Provide faculty members a means for identifying their growth and professional development.
4. Assist faculty members in identifying specific strengths and weaknesses, and to assist in the development of procedures for correcting weaknesses.
5. Help identify individual and in-service training requirements.
6. Assist the College in making determinations regarding the probationary status.
7. Assist the College in making determinations regarding termination of employment.

Faculty evaluation is part of the faculty development process as well as the college's continuous quality improvement processes. Both of these processes are guided by meaningful and constructive feedback intended to allow faculty to develop further in teaching, advising, professionalism, and service. The focused evaluation helps tailor faculty's skills to meet the institution's needs. The faculty evaluation cycle, procedures, and forms are outlined in the following sections.

Newly appointed faculty will be evaluated annually for their first three years and, if there are no continuing concerns, every third year thereafter. Faculty granted continuing status will be evaluated every three years.

The evaluation timeline is listed below.

Term	Activity
Fall	1. Faculty members notified of evaluation in the next academic year by Human Resources no later than October 1st. The faculty member meets with their supervisor to determine a timeline for the evaluation process and to choose appropriate peer evaluators.
Fall, Winter or Spring	2. The supervisor and peer evaluators conduct classroom observations/evaluations in any term during the same academic year.
Previous year, Fall and 1 other term	3. Hard copy student evaluations will be administered for every course of not less than 30 contact hours every term during the faculty member's first three years of employment and during the evaluation year of the continuing faculty member. Administration retains the responsibility for distributing and tallying student evaluations. Response rate must be greater than 50% in order to include student evaluation results in the final evaluation tally.

Term	Activity
Fall/Winter	4. The faculty member completes and turns into their supervisor a self-evaluation of teaching effectiveness, professionalism, advising, and service by spring break. If the supervisor does not receive the self-evaluation before spring break, these documents will not be included in the final faculty member's evaluation documents.
Spring	5. The supervisor and faculty member meet to discuss ratings from evaluation areas on the Evaluation Summary. The supervisor provides feedback and perspective to the faculty member. The faculty member is provided the opportunity to respond to the evaluation. The faculty member and the supervisor create action plans annually to implement continuous quality improvement opportunities for the faculty member.
By 10th week of Spring term	6. A copy of the Evaluation Summary, signed by both the faculty member and supervisor, as well as all supporting documentation will be placed in the faculty member's personnel file no later than the end of the 10th week of the spring term. The faculty member will receive a copy of the all evaluation materials. At the end of week 10, if the supervisor has failed to file the appropriate paperwork, incomplete and/or unfiled summative evaluations will be converted to "satisfactory" evaluations and substitute paperwork indicating the supervisor's choice not to evaluate will be included in the faculty member's personnel file.

Criteria used for Faculty Evaluations:

Classroom observations

Classroom observations are a key component for evaluating teaching effectiveness. During the evaluation year, each continuing faculty member will have at least one classroom observation by a peer and by a supervisor. Classroom observations may be performed in a classroom for lecture classes, a laboratory for classes with laboratory experiences, and in a clinical setting if the class includes clinical experiences and the facility allows for observation.

Supervisor review of teaching and course materials

To assist faculty members in identifying specific strengths and weaknesses, a supervisor reviews a substantive sample of the faculty member's teaching and course materials. Materials such as the syllabus, teaching activities, reference materials, readings, assignments, and assessments (graded and ungraded) may be reviewed. The supervisor creates a written statement detailing the strengths and weaknesses of the materials relative to the published criteria. The supervisor and faculty member meet to discuss the strengths and areas for improvement in a face to face meeting.

Peer Evaluation

Peer evaluation is a way for colleagues to provide insight into course delivery and design, instructional methods, and course management through the eyes of other faculty members. Peer evaluation of course delivery and design consist of an analysis of course materials including the syllabus and classroom handouts as well as a class observation. If a faculty

member chooses, they can select an additional peer reviewer to provide feedback on their teaching skills.

Student Evaluations

Hard copy student evaluations will be administered for every course of not less than 30 contact hours every term during the faculty member's first three years of employment and during the evaluation year of the continuing faculty member. This does not preclude the College from conducting student evaluations every year during every term. Response rate must be greater than 50% in order to include student evaluation results in the final evaluation.

Self-Evaluation

Self-evaluation is a way for faculty members to reflect on professional performance, growth and development including (but not limited to) course delivery and design, instructional methods, and course management. Every faculty member should evaluate professional performance, effectiveness of teaching, and content expertise.

Advising

Advising is an important part of a faculty member's workload. Each faculty is assigned up to 20 advisees during fall, winter, and spring terms. Every effort is made to assign the same advisees to a faculty member throughout the academic year because the connections students make with faculty members are essential to student success. As part of their advising duties, faculty members must meet face to face with students to help students clarify their educational goals, make good decisions in their academic lives, learn how to gather needed information systematically, navigate the college systems, and reflect on their strengths and weaknesses to form solid educational plans. The College is currently developing a comprehensive advising plan that will update the advising portion of faculty evaluations.

Professionalism

The word professional appears to have two meanings. The first mirrors the definition of competent. A person has a high degree of knowledge in an area, good skills, and good judgment. The second definition revolves around personal behavior and that a person is respectful, collaborative, presentable, reliable, conscientious, nonjudgmental, and maintains positive regard for others. To that end, a professionalism checklist is completed as part of each evaluation process as it can be a valuable tool to help faculty understand how their behavior is perceived by others. The checklist is a nonjudgmental tool that reports the frequency of a behavior as opposed to its "goodness." Each faculty member and their supervisor discuss the checklist during their evaluation meeting.

Service

Faculty participation in the academic enterprise is essential for an excellent academic institution. Faculty ownership for curriculum, standards of instruction, student outcomes, grading, and student progress in academic programs is paramount. Faculty also participate in shared governance through College-wide committees, hiring processes, evaluation processes, budget development, strategic planning (College-wide and departmental), and educational assessment. Faculty are expected to participate in several types of service every academic year. For new faculty, the service section will not be scored until year three.

CCC believes that employees deserve timely feedback about their performance and assistance with developing effective improvement strategies. This faculty evaluation system is developed to

accomplish both outcomes.

All evaluation materials will be collected by the supervisor throughout the academic year. After the materials are collected the supervisor and faculty member will meet to discuss the Evaluation Summary. Feedback should be presented face-to-face to allow for an open conversation with input from the faculty member and the supervisor. At minimum, feedback should be provided in a meaningful, constructive, and written form. The faculty member can respond to the evaluation up to one week after the final evaluation meeting.

The Evaluation Summary is signed by both the supervisor and the faculty member. This sheet and all supporting documentation is placed in the faculty member's personnel file in Human Resources no later than the end of the 10th week of the spring term of the same academic year. If, by that time, the supervisor has failed to file the appropriate paperwork, incomplete and/or unfiled summative evaluations will be converted to "satisfactory" evaluations; substitute paperwork indicating the supervisor's choice not to evaluate will be included in the faculty member's personnel file.

Evaluating continuing faculty every third year allows the time needed for changes to be made, then analyzed before the next evaluation cycle. This evaluation cycle is congruent with the college's continuous quality improvement cycle.

Evaluation data can also be used to assist the College in making determinations regarding the probationary status and/or termination of employment. If there is a pattern of student complaints, or if a concern is identified from the student evaluations or classroom observations, written notification will be provided to the faculty member by the supervisor. If student evaluations and/or faculty evaluations are unsatisfactory, the supervisor may require additional evaluations. For the faculty evaluation, faculty must score at least a 3 in each of the four areas evaluated: Teaching Effectiveness, Advising, Professionalism, and Service. If a faculty member scores 0, 1 or 2 in any of these areas, they will be placed on a performance improvement plan and the faculty member will be evaluated in the next academic year. A performance improvement plan will be developed by the supervisor and the faculty member to address identified concerns. This improvement plan will contain expectations for the faculty member and a timeline for improving performance.

Copies of the student assessment summaries, faculty evaluations, self-assessments, and administrative observations in conjunction with the performance improvement plan will be filed in Human Resources and the supervisor's office.



Education Resources

Standard 2.C

2.C – Education Resources

[Link to Glossary \(including Acronyms and Definitions\)](#)

2.C.1 *The institution 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 needs of the community in alignment with State public education requirements. The autonomy of programming decisions allows the College to accomplish its mission and core themes.

CCC credit programs culminate in transfer associate degrees, career-technical degrees, and certificates. The State Board of Education has approved all Oregon community colleges to offer the Associate of Arts Oregon Transfer (AAOT) degree. CCC is also authorized to offer the Associate of Science, Oregon Transfer degree in Business (ASOT-Bus), the Associate of Science, Oregon Transfer degree in Computer Science (ASOT-CS), and the Associate of General Studies (AGS) degree. Course requirements for completing associate degrees are determined by the local community college Board of Education in accordance with State Board of Education criteria and the accreditation requirements of the Northwest Association of Schools and Colleges' Commission on Colleges and Universities.

CCC works closely with the Higher Education Coordinating Commission to maintain all course approvals, and to remain in compliance with all Oregon Administrative Rules (OAR), particularly Chapter 589, Division 6: [Community College Course Approval](#).

New CTE Degrees or Certificates

For new career technical programs (designed to prepare students for direct entry into the workforce), the method of approval is noted in the CCC Instructional Council's document titled, "Course and Instructional Program Handbook" The method for developing a new CTE degree or certificate is outline under the heading, " Processing New Instructional Programs through the Curriculum Process," (page 17). Five Program Approval Standards and four Assurances must be adequately addressed in every new CTE program request.

The Five Program Approval Standards are:

Need: The community college provides clear evidence of the need for the program.

Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Alignment: The community college program is aligned with appropriate education, workforce development, and economic development clusters.

Design: The community college program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

The Four Community College Assurances are:

Access: The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.

Continuous improvement: The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program and cluster, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Cluster need and labor market information will be periodically re-evaluated, and changes will be requested, as needed.

Adverse impact and detrimental duplication: The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse inter-segmental and intra-segmental impact and detrimental duplication problems with other relevant program and clusters or institutions.

Records maintenance and congruence: The college acknowledges that the records concerning the program and cluster title, curriculum, CIP code, credit hours, etc., maintained by the department are the official records and it is the college's responsibility to keep their records aligned with those of the department. The college will not make changes to the program without informing and/or receiving approval from the department.

Additional steps for developing a new CTE program are outlined further in the Course and Instructional Program Handbook (page 18).

In summary, the College first identifies a Point-of-Contact member of the staff or faculty to work collaboratively with the state office of the Community College and Workforce Development (CCWD), and the Oregon State Board of Education. CCWD provides an [online planning guide](#) and worksheet, and an online link to all relevant forms. The College then:

1. Assesses the need for the program;
2. Designs the program using research, review and evaluation of existing programs;
3. Secures necessary local approvals to apply for the program;
4. Submits a Notice of Intent to Apply for New Program and with Labor Market Information to The Office of Educational Improvement and Innovation;
5. Resolves any adverse impact;
6. Prepares a formal application to the State and submit to the CCC Office of Instruction;
7. Prepares a set of Institutional Student Learning Outcomes (appendix H or the Course and Instructional Program Handbook) and submit to CCC Office of Instruction;
8. Prepares course documents, following the process in the Course and Instructional Program Handbook;

9. Obtains local approval of the program from:
 - a. Advisory Committee
 - b. Instructional Council
 - c. President's Cabinet
 - d. College Council
 - e. College Board of Education
10. Prepares draft catalog copy for the program;
11. Submits completed application to the State.

Once the program gains State approval, the program is ready to implement. It is highlighted in the Course and Instructional Program Handbook that the “college may not advertise the program or include it in the catalog or online until the program approval process is complete” (though a “pending approval” notation may be used if catalog publication deadline occurs while the program is until State review).

New Transfer Degrees

New transfer degrees are rare. CCC is approved to offer these degrees:

Associate of Arts - Oregon Transfer (AAOT),
 Associate of Science, Oregon Transfer - Business (ASOT-Business),
 Associate of Science, Oregon Transfer - Computer Science (ASOT-Computer Science),
 The Oregon Transfer Module (OTM), and
 The Associate of Science - Transfer Degree.

New credit courses are approved at the local level and subscribe to the requirements set forth by CCC Instructional Council. New credit courses, and any minor or substantial changes to a credit course, must be approved following the procedures listed in the Course and Instructional Program Approval Handbook. The seven-step process includes:

Step One

- Complete New Course Approval cover sheet
- Complete Official Credit Course outline
 - Course Name & Schedule Title
 - Course Description
 - Course Learning Outcomes
 - Pre-requirements, Co-requisites, Permissions
 - Contact Hours weekly or total (lecture, lecture/lab, lab)
 - Purpose of the Course
 - Financial Aid eligible
 - Course Content
 - Student Assessment Method
 - Course to Institutional Student Learning Outcomes Matrix
 - Course to Program Outcomes Matrix
 - Complete Course Justification narrative
- Complete the Course to Institutional Student Learning Outcomes (ISLO) Matrix
- Complete the Course to Program Student Learning Outcome Matrix

Step Two

Provide evidence of transferability

Step Three

Circulate proposal forms for review and sign-off from the:

- Instructional Supervisor,
- Financial Aid Director (to note course eligibility for financial aid), and
- Director Library (consultation about adequate resources, including OER materials)

Step Four

Provide full proposal, electronically and hard copy, to The Office of Instruction for review of format and accuracy. Once the review is complete, the proposal is placed on the next Instructional Council agenda.

Step Five

The Chair of Instructional Council and the Chief Academic Officer meet prior to the Instructional Council meeting to identify and resolve any potential problem areas. The proposal may be returned to the originator, should an unresolvable issue emerge. Otherwise, the proposal remains on the agenda.

Step Six

The originator attends the Instructional Council meeting to discuss the proposal and answer any questions. The Council may do any of the following:

- Approve the proposal and send it to the Chief Academic Officer for signature;
- Approve the proposal with changes agreed upon during the meeting and send it to the Chief Academic Officer for signature;
- Give conditional approval based on pending changes requiring departmental collaboration, then send it to the Chief Academic Officer for signature upon completion of the changes;
- Table the proposal;
- Decline the proposal.

Step Seven

If approved by Instructional Council and signed by the Chief Academic Officer, the Office of Instruction will pursue external (e.g., State) approval, as applicable. The course cannot be advertised or offered for credit until such approval is received.

The system of course approval is a robust process that promotes and assures appropriate academic course content as associated with a field of study, combined with student learning outcomes that contribute to collegiate-level degrees or certificates.

The use of matrixes to define “Institutional Student Learning Outcomes” and “Course to Program Student Learning Outcomes” aligns the overall process to meet:

1. General education requirements
2. Contributes effectively to fields of study
3. Assures student learning outcomes that are aligned with institutional learning outcomes

[Link to Credit Programs, Degrees, and Certificates](#)

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Program outcomes for all degrees and certificates are published on the College website and in College catalogs. Some career-technical programs also publish program outcomes in their program student handbooks (i.e. Nursing, Medical Assistant). Criteria for transfer degrees (AAOT, ASOT-Business, ASOT-Computer Science, and OTM) and statewide general education outcomes are found in documents approved by the Higher Education Coordinating Commission (HECC).

In addition to program outcomes, Clatsop Community College identified a list of 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.

Student achievement of the ISLO's is demonstrated through student achievement of program and course learning outcomes. Course related 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 specific student learning outcomes are a required field in the course outline and must be written using Bloom's taxonomy or other academically defined review 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 primarily of faculty members. Course outlines are reviewed regularly, though recently, the scheduled review period fell behind due to substantial administrative changes. After a full review of the Course and Instructional Program Handbook, the Instructional Council and the Office of Instruction are re-organizing the review process.

All general education courses brought before Instructional Council must provide a course outline, curriculum map, and letter of transferability. This ensures that course outcomes meet recognized general education outcomes and will be transferable to a 4-year institution. As the College moves into the 2019-2020 academic year, however, this will come under complete review as CCC aligns with the new statewide Core Transfer Maps (CTM). The maps promote at least 30 credits of general education requirements that will transfer to any Oregon community college or university.

Course specific 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 with program outcomes, are available for all courses on the College intranet. Instructors provide enrolled students with course syllabi; students may also access course syllabi for the current term from the College's website.

All Curriculum Maps, Learning Outcomes, Program Outcomes, Degree Checklists, Educational

Program Assessment (previously called Instructional Program Evaluations), and course syllabi are available on the intranet.

The Institutional Student Learning Outcomes (ISLOs) are embedded in the previous mission statement and supported the College in fulfilling its mission. The ISLOs were originally developed through a collaborative effort of the faculty, administrators, staff, students, and the Board of Education. The Assessment Steering Committee (ASC) used subcommittees to implement the College assessment program. The ISLO subcommittee was charged with refining the ISLOs -- operationally defining them, monitoring assessment activities, and recommending changes.

This academic structure will be re-evaluated in the upcoming year in response to the implementation of Core Transfer Maps and the Oregon Transfer Compass (statewide agreement for transfer between all public community colleges and universities with credits counting toward a bachelor's degree). This is an opportunity to improve the robust system that the College currently uses and commit to even greater support for student success.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded 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. When local community colleges elect to award course credit they must adhere to the mandated ratios or to equivalent student learning outcomes. As the College moves forward in the next two years, CCC will participate in a comprehensive review of retention, completion and student success. The College was selected to participate in the NWCCU Academy for Retention, Completion, and Student Success, a mentored experiential learning platform. The NWCCU Academy aligns well with the State mandate to develop Core Transfer Maps to meet the requirements of the new Oregon Transfer Compass. Together, these two developments will enhance the ability to document student achievement, which supports specific measurements of institutional success.

CCC abides by the requirements, norms and equivalencies determined in the Oregon Administrative Rules (OAR 589-006-0050) which defines all aspects of course development. The College adheres to OAR definitions as courses and program areas are reviewed and developed. For instance, the definition of a "clock" or "contact hour" is a designation that regulates an important equivalency of course development. A clock or contact hour is defined as 60 minutes with no more than ten minutes scheduled each hour for breaks. This speaks to the maximum number of credits allowed in an associate degree. It also stipulates the association of credit requirements for courses and programs that are manageable for students, allowing them to successfully complete program or degree requirements within a reasonable period of time. The 108-credit mandatory cap on the maximum number of credits required for an associate degree or certificate of completion holds the College accountable for adequate student advising. 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 to five years for compliance with this policy and other shifts or changes that occur within the State. 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 are able to master course learning outcomes is reflected in grades assigned by instructors (procedure 5.016P Grading System) Certificates and Degrees offered by Clatsop Community College are recognized by Community College and Workforce Development (CCWD) and other 4-year universities through articulation or direct transfer agreements.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of classes, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The College includes admission and graduation requirements in many publications. The design for the AAOT, ASOT-Business, ASOT-Computer Science, and OTM are set forth by the Higher Education Coordinating Commission (HECC), Community College and Workforce Development (CCWD), and in alignment with Oregon Administrative Rules. 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.

Program	Agency	Standard
Nursing	Oregon State Board of Nursing OAR 851-021-0010	Specialized State Accreditation
Maritime Science	United States Coast Guard	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 333-265-0010	Specialized State Accreditation
Fire Science	Fire and Emergency Services Higher Education (FESHE)	Specialized National Approval
Nursing Assistant	Oregon State Board of Nursing OAR 851-061	Specialized State Accreditation
Medical Assistant	American Medical Technologists	Specialized Approval
Apprenticeship Program	State Apprentice Standards	State Standards

Oregon State Board of Nursing:

[Home](#)
[Oregon Nurse Practice Act](#)
[OAR 851-021-0010 \(Nursing\)](#)
[OAR 851-061-0030 \(Nursing Assistant\)](#)

Maritime Science:

[United States Coast Guard Training & Assessment](#)

Welding:

[American Welding Association – Home](#)

Fire Science:

[Fire and Emergency Services Higher Education \(FESHE\)](#)

Medical Assistant:

[American Medical Technologists](#)

Apprenticeship Program:

[Oregon State Apprenticeship and Training Division Standards of Apprenticeship](#)

All CCC's certificates, degrees, classes, and programs, wherever offered and however delivered, are reviewed by Instructional Council (minutes), Instructional Administrators, Vice President Academic 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. The transfer degrees, including the Oregon Transfer Module (OTM), and the newly refined Core Transfer Maps and Transfer Compass, all reflect courses that meet the agreed upon general education outcomes for transfer courses. Subsequently, they verify the Institutional Student Learning Outcomes within the holistic process of cyclic Instructional Council reviews of course outlines. Reviews focus on content, depth, breadth, rigor, and relevance. As part of CCC's regular education assessment review, faculty recently developed a new program evaluation process and procedures for assessing the quality of the College education programs. Program evaluation examines program data (course offerings, schedule, completers, retention, etc.) structure, knowledge integration, competency attainment, resources, facilities, and strategic planning. The enhanced review process will be used beginning fall 2019.

Currently, 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 cumulative 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 at least twice per year to 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, Mathematics, Arts and Letters/Social Sciences, and Human Relations 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.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

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, as instructed within the Instructional Council By-Laws. Instructional Council (IC) is heavily represented by Full-Time instructors, and is responsible for approving new courses, new programs, course changes, and program revisions, as well as reviewing institutional policies. This committee evaluates the course related student learning outcomes, course content and delivery methods, and provides feedback to submitting faculty in these areas. Since IC takes a college-wide view of courses, it is also responsible for identifying course duplication and redundancy.

Instructional Council (IC) is composed of the Vice President Academic Affairs, Vice President Student Success (formerly Dean of Students), Dean Workforce Education and Training, Director Nursing and Allied Health, Director Library, and five annually contracted faculty members each representing their instructional department, selected by faculty. Non-voting advisory members include the Dean Transfer Education and one student member. Other staff and faculty (including Part-Time faculty) are encouraged to attend. Anyone in attendance may contribute to the discussion. The deadline for submitting materials for inclusion into the college catalog is February 1st each year. Instructional Council typically 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 typically meets once a month, which is adequate time to consider or review curriculum and policies.

Faculty at CCC are actively involved in selecting new faculty members, as required by Article 4, E. of the Collective Bargaining Agreement between the College and the Faculty Association. The agreement states that "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."

Selection committees usually include faculty who represent the department that is hiring, as well as faculty from other departments. The hiring supervisor may consult the Full-Time faculty when hiring the Part-Time faculty.

Clatsop Community College faculty actively assess student learning outcomes and student achievement at the course, program, and institutional levels. At the course level, faculty identify student learning outcomes for each course and then assess the outcomes throughout the course. Students are graded on how well they achieved the student learning outcomes for the course. Faculty use feedback from student grades to help improve the quality of their courses.

At the program level, the faculty assess how well students in all department classes achieve the program level student learning outcomes. Departmental student learning outcomes have been aligned to the previous (2013-2017) mission and core themes (Foundational Skills, Transfer, and Employment). The revised core themes (2018-2023) were intentionally developed to maintain a smooth transition. As the College moves forward toward the State's Core Transfer Map and Transfer Compass, the College will enter into another revision process to realign to the new standards.

Program related 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. CTE programs that partner with district high schools in Perkins' Programs of Study use third-party exams as the technical skills assessment.

In these ways, faculty maintain the authority and responsibility to exercise major roles in the design, approval, implementation, and revision of the curriculum. Faculty participate in and are essential members of hiring committees and the selection of new faculty. Faculty maintain annual reviews of student assessment and achievement and will continue to be critical to the implementation of Core Transfer Maps and the Transfer Compass.

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 Director Library works directly with faculty to ensure that library and information resources are incorporated in the learning process and throughout the curriculum. While the Director Library collaborates with faculty to provide focused library and learning commons tours and one-shot instruction sessions, particular emphasis is placed on the writing sequence and in the LIB 127 class, a one-credit course taught by the Director Library. This class teaches many aspects of library use, including research, library catalogs, Information Literacy (IL), citation, use of specialized databases, plagiarism, and various web-based tools.

OAR 589 states that IL will be taught in writing classes for the transfer associate degrees offered at community colleges. Although the Director Library teaches a separate IL class, the writing sequence has been identified as an important area for IL, especially WR 121, which is a required course for all transfer associate degrees. As of fall 2014, when writing faculty received approval to change the writing classes at the College from three to four credits, IL has been embedded into the curriculum, meeting State guidelines for the AAOT degree, which require that IL be embedded in the writing sequence – WR115, WR121, and WR122. The Director Library and writing faculty have worked together to craft course and program outcomes that reflect IL outcomes. This work is ongoing, as new guidelines such as the Association of College and Research Libraries (ACRL) Framework for Information Literacy in higher education and the Oregon Writing & English Advisory Committee (OWEAC) Outcomes Statement are published. The Director Library, at times, teaches those IL proficiencies throughout the writing curriculum and, at other times, relies on the writing faculty to teach those abilities. The Director Library actively collaborates with writing faculty in WR 121 assessment activities. IL competency is

assessed with the Educational Assessment rubrics for those classes. Please see the AAOT Educational Assessment rubrics to view this assessment.

Embedded library instruction is provided by the Director Library in single sessions and tours that cover various aspects of library use, including topics such as subscription database use, collection access, citation, research strategy, IL, source evaluation, and facilities use. These visits cover a wide variety of subject classes, such as Art, Chemistry, History, Historic Preservation, Nursing, and Writing. The Library Instruction Plan covers these one-shot sessions, planned in coordination with faculty, as well as the approach to the writing sequence (especially WR 121) and the library class, LIB 127.

Library staff and faculty collaborate to ensure that appropriate library resources are available. All library staff have the agency to field purchase suggestions. Faculty frequently consult with library staff to ask for recommendations on library resources that would be appropriate to use in their classes. Faculty also work with circulation staff to ensure that their course reserve materials are available and up to date. The Director Library creates and updates web-based course guides such as the Nursing LibGuide, and the LibGuides for APA and MLA citation styles. The Director Library attends Instructional Council, and often plans library collection and instruction endeavors based on information provided in this venue. The Director Library also monitors subscription database use and works with faculty to ensure that these subscription resources are meeting instructional and research needs. The Library Advisory Group (LAG) also provides valuable input that helps integrate library and information resources throughout the learning process.

2.C.7 *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

Students may earn college credit for prior learning by documenting learning acquired through job experiences, travel, hobbies, and family and civic responsibilities. Prior learning may be documented using a portfolio that allows faculty to evaluate the learning, and then, award appropriate college credit. A maximum of 24 credits can be earned through credit for prior learning.

Faculty award credit only to enrolled students. Faculty determine the process for assessing prior learning and awarding credit. Faculty link awarded credit to student learning outcomes within the context of a CCC program and if the activities meet instructional standards. Faculty are considered the subject matter experts, and credit is granted only if the discipline faculty recommend 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.

2.C.8 *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

CCC holds the final judgment in accepting transfer credit. Transfer credit is accepted according to clear, consistent, and published procedures which ensure high academic quality, relevance to the students' programs, and integrity of CCC's degrees. In accepting transfer credit, CCC ensures the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit the College offers.

CCC maintains articulation agreements with other institutions. CCC's transfer policies are published in the College catalog and on the College website. CCC accepts transfer credit from regionally accredited institutions. The Registrar's Office reviews all transcripts. When necessary, faculty members are consulted to ensure appropriate transferability. CCC may accept transfer credit from international institutions that are accompanied by course-by-course evaluation from an approved evaluation service. Students may select an agency accredited by the National Association of Credit Evaluation Services (NACES).

Under BP 4235, Credit by Examination, CCC will award college credit for AP, IB, CLEP, DANTES, for Industry Certification, Professional Licensure and military credits according to the requirements of students' programs. Program Faculty may assist in the review and assign appropriate college credit. Students must be enrolled in the degree in which the courses will be used, and the courses must be currently taught at the institution and integral for degree completion. These credits are transferred under the 'Credit of Prior Learning' school and all grades are "Pass."

Where patterns of student enrollment between institutions are identified, CCC develops articulation agreements with other institutions. Students changing their declared major or completing non-CCC credit after admission, must submit a request for re-evaluation to the Registrar's Office.

Undergraduate Programs

2.C.9 *The General Education component of undergraduate programs 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. Baccalaureate degree programs and transfer associate degree programs 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. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

Foundational skills are the underpinning of effective, life-long knowledge enhancement. Foundational skills promote and support basic academic proficiencies that develop effective learners and productive workers in employment, roles of citizenship, and enhanced personal fulfillment.

Additionally, the State of Oregon provides a clear statement about the purpose of general education as an essential activity of all Oregon colleges and universities. The Oregon Community College Handbook and Planning Guide includes an [Appendix](#) specific to outcomes and criteria for transferable general education courses in Oregon. The introduction lists seven goals that help develop “the habits of mind that lead to thoughtful and productive global citizenship. The goals promote:

- The capacity for analytical thinking and problem solving;
- The ability to communicate effectively, including listening, observing, speaking, and writing;
- An understanding of the natural world and the role of humans in it;
- An appreciation of the arts and humanities and the richness of human experience and expression;
- An awareness of multiple perspectives and the importance of diversity;
- A sense of societal responsibility, community service, and global citizenship; and
- The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.

To demonstrate the College's allegiance with the CCWD's criteria, “Appendix E” is included with the Instructional Council's “Course and Instructional Program Approval Handbook.” The College promotes a solid base for the interconnectedness of general education and progressive academic successes. CCC includes a recognizable core of general education courses that represent an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences.

Foundational requirements include:

- 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 or Quantitative Literacy is a prerequisite.
- Health/Wellness/Fitness – one or more courses totaling at least three credits.
- Discipline Studies
 - 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 at least two disciplines including at least three laboratory courses in biological and/or physical science.
 - 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.

The Associate of Science, Oregon Transfer, Business 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 may be designed to meet the requirements of a specific receiving institution. A student must complete a total of 90 quarter credits to be awarded the ASOT-Business. All courses should be aligned with the student's intended program of study and the degree requirements 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. 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.

General Requirements:

- Writing – Students taking writing courses of three credits each must take WR121, WR 122, and WR 227. Students taking writing classes of 4 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 course in the fundamentals of speech or communication designated by the College as meeting the statewide criteria for speech communication.
- 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.

Additional Distribution Requirements:

- 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, 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 Science, Oregon Transfer Degree in Computer Science (ASOT-CSS) is defined as a state approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in Computer Science. The Associate of Science degree may be designed to meet the requirements of a specific receiving institution. A student must complete a total of 90 quarter credits to be awarded the ASOT-CS. All courses should be aligned with the student's intended program of study and the degree requirements which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses within the ASOT-CS degree for alignment to the institution the student intends to transfer. All Foundational Requirements and Discipline Studies courses must be a minimum of 3 credits, except for Health/Wellness/Fitness courses, which may be any number of credits. All Elective courses may be any number of credits. 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-CS is awarded.

General Requirements:

- Writing – Students taking writing classes of 4 credits each must take WR121 and either WR122 or WR227. Information Literacy will be included in the writing requirement. (WR227 will meet additional requirements at some CS baccalaureate programs)
- Oral Communication – One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.
- Mathematics – Minimum courses of MTH 251 Differential Calculus and MTH 252 Integral Calculus.
- Health/Wellness/Fitness – One or more courses totaling at least 3 credits.

Additional Distribution Requirements:

- 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 at least two disciplines including at least three laboratory courses in biological and/or physical science (1. see program specific requirements as some programs require physics; 2. note that the CS and Math core required courses will meet the requirement for 1 of the 4 required courses, so normally only 3 science courses outside of CS/Math are needed).

- Computer Science specific requirements – CS 160W: Introduction to Computer Science; CS 161: Computer Science 1; CS 162: Computer Science 2; and CS 260: Data Structures.
- Electives – Complete additional courses to bring the total number of credits to at least 90, may include up to 12 approved professional/technical credits as electives.

Associate of General Studies (ASG) is defined as a state-approved associate degree that is intended to meet individual student needs using a variety of collegiate level courses to meet degree requirements ([OAR 589-006](#)). General requirements for the ASG are determined by local community colleges which are responsible for defining the requirements for the AGS degree.

General Education requirements for CCC AGS degree include:

- Writing – two courses with a C or better in each class from the following - WR 121 and either WR 122 or WR 227 or BA 214 (Business Communication)
- Mathematics – one course numbered 100 or higher, with a "C" or better.
- Arts & Letters/Social Sciences – Six credits of Arts & Letters/Social Science courses from the Arts and Letters
- Institutional Requirements:
 - Students must complete a minimum of 90 credits of coursework
 - 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

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. Any student holding an Oregon Transfer Module will have met the requirements for all required coursework identified within the Oregon Transfer Module, which includes course work equivalent to 3 academic quarters. The coursework must be chosen from courses approved for the Associate of Arts, Oregon Transfer (AAOT) degree. All courses must be passed with a grade of "C" or better and must be worth at least 3 credits.

Foundational Skills include:

- Writing – Students must complete WR 121 and WR 122.
- 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.

- 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 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.

Discipline Requirements:

- Arts and Letters – students must complete three courses chosen from two or more disciplines Social Sciences – Students must complete three courses chosen from two or more disciplines 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.
- Electives – As required, to bring the total credits to 45.

Faculty mapped the Institutional Student Learning Outcomes (ISLOs) to course and program student learning outcomes to ensure students will have transferable skills which are essential to any student's success. ISLOs will be assessed as part of the College's regular 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 Oregon Administrative Rules (OAR).

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. The 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.

Guidelines – The Associate of Applied Science degree is 90-108 credits 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. General Requirements include:

- Writing – two courses with a "C" or better in each class from the following –
 - WR121 and either WR122 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
- Arts & Letters/Social Sciences – Six credits of Arts & Letters/Social Science courses from the Arts and Letters and Social Science lists in the catalog
- Human Relations – as specified by the program

Required courses, as prescribed in the specific CTE program Technical Electives, provide students choice within an approved program. The number of CTE program Electives vary according to the program and workforce requirements. General education requirements align with and support specific program student learning outcomes for each AAS degree or certificate of 45 credits or more.

2.C.10 *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.*

The General Education component of CCC's transfer associate degree programs (AAOT, ASOT-BUS, ASOT-CS, 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 these degrees are clearly identified, written, and published in the College catalog, course outlines and course syllabi.

Degree Outcomes: Associate of Arts, Oregon Transfer

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

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 empowerment.
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 Science, Oregon Transfer, Computer Science

1. Acquire new information and adapt to changes in the computer technology field.
2. Apply a logical and systematic approach to solve problems.
3. Use written, oral, and visual interpersonal skills to communicate with individuals or small groups.
4. Design and implement computer software applications.
5. Develop an application for an N-tiered environment.
6. Evaluate and compare different algorithms applicable to a given task.
7. Apply theoretical foundations learned when developing software.
8. Use current database technologies to create and build database objects.

Associate of General Studies

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 lifestyles.
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). 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, defined by faculty. For example, students majoring in the AAOT who are interested in pursuing a Bachelor of Fine Arts at a four-year university might create a portfolio to document their learning in art classes. Another example is the exam 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 CCC's degrees, please see standard 2.C.2.

2.C.11 *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

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. Programs of study that necessitate particular safety requirements, such as industrial safety, are embedded in specific areas of the curriculum. Specialized instruction related to communication, computation, and human relations is embedded in program-specific curriculum..

General Education components of AAS degrees and certificates (45 or more credits) Degree or Certificate Required and elective General Education Classes.

Apprenticeship AAS Degree Required:

WR121, AND WR122, or WR227 or BA214, SP111, MTH65 (Technical math) or MTH95, PSY101,
Arts and Letters (3 credits),
Electives (3 of the following required): BA206, BA226, BA285, DRF139, BLD140, EC201, PHL102, PHL103, PSY201, SP112, SP115, SP219

Automotive AAS Degree Required:

MTH65 or MTH95, WR121, PSY101 or BA285, WR122, or WR227, SP111 or SP112, SP115 or SP130
Electives: 3 credits

Automotive Certificate Required:

MTH65 or MTH95, SP111, WR121, PSY101, or BA285

Accounting Technician AAS Degree Required:

MTH65 or MTH95, WR121, SP111 or SP219, EC201 or EC202, PHL102
Electives: 9 credits

Business Management AAS Degree Required:

WR121, MTH65 or MTH95, SP111 or SP219, EC201 or EC202, PHL102
Electives: 15 credits

Business Professional Certificate Required:

WR121, MTH65 or 95, PHL102

Computer-Aided Drafting and Design (CADD) Certificate Required:

MTH65 or MTH95, WR121, PSY101 or BA285 or SP219
Technical Electives (Choose six credits): ARCH215, ARCH216, ART116, ART131, ART226, CS125H, CSL107, CS131, DRF150, MIC207, MIC145, WR227

Criminal Justice AAS Degree Required:

MTH65 or MTH95, WR121, WR122 or WR227, SP111, SP112 or SP219,
Soc. Sci/Humanities (12 credits),
Technical Electives: 12
Electives: 9

Fire Science AAS Degree Required:

HPE295, WR121, SP111, MTH95, PSY101, WR227
Electives: 5 credits
Technical Electives (Choose 8 credits): BI231, BI232, BI233, CPL120, EMT140,
EMT154, EMT155, EMT165, EMT166, EMT176, EMT177, FRP155, FRP174, FRP190,
FRP280

Historic Preservation AAS Degree Required:

WR121, MTH65 or MTH95, PSY101 or SP219, WR227
Electives: 9 credits

Historic Preservation Certificate Required:

WR121, MTH65 or MTH95, PHY101 or SP219 or BA285

Seamanship Certificate Required:

MTH65 or MTH95, PSY101, WR121
Technical Electives: 17 credits

Vessel Operations AAS Degree Required:

MTH65 or MTH95, WR121, PSY101 or MAS207, GS104 or GS106 or GS109
Technical Electives: 35 credits

Medical Assistant Certificate Required:

MTH65, WR121, PSY101, WR227

Nursing AAS Degree Required:

WR121, PSY215, WR122 or WR123 or WR227, MTH95 or MTH111 or a course for
which MTH111 is a prerequisite
Transferable Electives: 18 credits
Social Science Electives: 3

Welding Certificate Required:

MTH65 or MTH95, WR121, PSY101 or any Human Relations Course

Welding AAS Degree Required:

MTH65 or MTH95, WR121, WR122 or WR227, PSY101 or any Human Relations Course

All new programs must be approved by Instructional Council, the CCC Board of Education, and the State before being offered to students. Instructional Council reviews each new program to ensure general education requirements are met and have identifiable and assessable student learning outcomes that align with and support program goals or intended outcomes.

Graduate Programs

2.C.12-15 *Clatsop Community College has no graduate programs.*

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 former Core Theme 5: Personal Enrichment and newly developed Core Theme 3: Community and Personal Enrichment. The College's credit and non-credit [Continuing Education](#) programs and other special programs that are 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 Workforce Education and Training. The Community Education Department and its coordinator collaborate with businesses, community members, and various organizations (local, state, and national) to gain input into current and future course offerings, develop course ideas and launch new courses based on industry/community need or to gauge community interest.

[Community Education](#) offers a variety of non-credit classes and workshops that enrich lives and inspire learning. 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 and experience 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. Courses vary in length from single-session workshops to ten-week courses that meet up to five days a week. Course offerings vary from term to term with topics that include, but are not limited to, Arts and Crafts, Health and Wellness, Fitness/Exercise, Writing and Literature, Foreign Language, Music, and Home and Garden. Interest and/or needs expressed by Part-Time faculty, business owners, community members and the general public influence the course schedule each term. The classes are published and promoted in print (quarterly printed schedule and flyers that are distributed throughout the community) and online (College website, Facebook and various local organizations' websites).

The Community Education program partners with [ENCORE](#) (Exploring New Concepts of Retirement Education), a learning-in-retirement member-run organization made up of a group of dedicated volunteers/retirees and life-long learners. ENCORE provides quality classes and learning opportunities for adults ages 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. Courses cover a wide range of topics including, but not limited to, science, health, art, music, literature, history, writing, religion and current events. Classes are offered fall, winter and spring terms and meet both on and off campus throughout the county.

In addition to regular term-by-term programming, each summer CCC offers a Youth Summer Camp program for students ages 12 – 18 covering topics such as: Introduction to Robotics, 3-D Video Game Design, and Calligraphy; as well as a one-day Conference on Extraordinary Living for community members ages 50 and over.

The Workforce / Customized Training program partners with businesses and local organizations/agencies to identify and meet industry needs with the informal mission to invest in, educate, advance and grow the local workforce. The program provides opportunities to develop a more productive workforce to drive the region's economic development and improve quality of life. Courses offerings can either be credit or non-credit with flexible scheduling 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. Current Workforce Training certificate programs include Basic Life Support, CCB Regulatory Updates, Food Handlers Training (in English and Spanish), First Aid/CPR/AED, Washington State Flagger Training (with reciprocity in Oregon, Idaho and Montana) and Guest Service Gold.

Assisting with workforce development efforts is the College's [Small Business Development Center](#) (SBDC) and Small Business Management Program (SBM). The Small Business Development Center is celebrating thirty-five years as part of a statewide network (OSBDCN- Oregon Small Business Development Center Network) with the other sixteen Oregon Community Colleges, Eastern Oregon University and Southern Oregon University.

The core deliverable for the SBDC is one on one confidential and free advising. The SBDC also has many training workshops at CCC's Lexington Campus in Astoria and the South County Center in Seaside, laying out a comprehensive schedule of training events annually with courses including: Microsoft Excel, QuickBooks, Online Sales Techniques, Social Media and Facebook Workshops, Succession Planning, and Government Contracting Business. For calendar year 2017-2018, the SBDC has served two hundred and ninety-nine advising clients with over nineteen hours of advising, held seventy training workshops with over six hundred participants, served forty-nine Hispanic businesses and one-hundred and seven women-owned businesses, and achieved eighteen business starts in the service area.

The other core SBDC program is the CCC SBDC Small Business Management (SBM) program. The SBM program is a nine-month program specifically for owners and managers of district businesses with class sessions in Strategic Planning, Marketing & Social Media, Finance, Accounting and Operational Management. In 2018-19, twelve businesses were in the program, with 15 participants (3 businesses having 2 participants). This cohort model is the signature program for the State of Oregon, and focuses primarily on businesses "in business" for less than 3 years.

Overall, in the 2017-2018 academic year, 268 Community Ed and Workforce Training courses were offered with over 3,395 students registered, more than two-hundred of these were Workforce/Customized Training classes taught throughout Clatsop and Western Columbia County. 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. However, many courses were developed specifically for industry partners. During the 2017- 18 program year, thirty-three workforce training courses

in firefighting skills were offered to regional fire department volunteer and career staff; six workforce training courses Emergency Medical Skills were offered to regional fire department volunteer and career staff; and thirty-one Maritime Science courses were offered which included testing of the United States Coast Guard credentials and licensure.

The College's [Adult Basic Education](#) Programs provide a foundation for many Clatsop Community College students. Instruction in basic reading, writing, mathematics and computer skills enhances a student's opportunity for success not only for entry into postsecondary education and training, but also for family self-sufficiency and community and civic involvement. The Adult Basic Education Program follows the guidelines developed by the Oregon Higher Education Coordinating Commission in the [Adult Basic Skills Policy Manual](#). Classes are held in Astoria, Seaside and Clatskanie in Columbia County.

The Adult Basic Education program also operates a [literacy development](#) program for low literate individuals. Because basic literacy instruction is best offered one-to-one, the Volunteer Tutor Coordinator assigns volunteer tutors to these individuals. The Volunteer Tutor Coordinator also selects, trains, and monitors the services of these volunteers.

Students with literacy skills in a non-English language enter [English Language Learner](#) (ELL) instruction to develop functional English skills in reading, writing, listening and speaking. ELL classes are conducted separately from other language instruction, and students are assessed with tools suitable for their needs. Sections of ELL are held in Astoria at the Clatsop Community College Lexington Campus, in Seaside at the South County Center, and seasonally in Cannon Beach at the Cannon Beach Library. Students with low literacy levels in their home language are often placed with volunteer tutors to develop basic English communication before entering ELL classes.

[Pre-GED® and GED® Preparation](#) allows students to study in a multi-level classroom and access challenging materials focusing on components of the GED® curriculum. Students without a high school diploma or other recognized equivalent certificate strive to improve educational skill levels through study of the GED® content areas. Once students demonstrate readiness according to the scores associated with the GED® practice exams, they are referred to the Testing Center for completion of the GED® exams.

GED® graduates and other students who demonstrate the need for skill development on the [ACCUPLACER®](#) Placement Test are advised to enroll in foundational courses to facilitate advancement toward college level work.

Credit and non-credit Continuing Education programs connect to the College's former 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 supported students' transfer efforts through offering a variety of 9-point courses which may be used as elective credits towards a degree. A maximum of 21 credits for courses numbered 9.000-9.999 could be taken at the College and applied to an AGS degree up until 2018-19 when this was removed from the catalog. A maximum of 21 credits for courses numbered 9.000-9.999 can still be taken at the College and applied to an AAS degree in the 2018-19 catalog.

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 classes such as: CPR for Health Professionals (25 students were served during the 17- 18 year); CPR/First Aid (77 students were served); Food Handlers Training (12 students were served); and Sports Referee Training (42 students were served).

Depending on a student's choice of Associate of Applied Science degree, obtaining additional workforce development courses is 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 2017-18 year included: ERSEA training for Head Start (13 students served); Advanced Cardiac Life Support for Columbia Memorial Hospital (15 students served); and Government Contracting Training (14 students served).

The Maritime Science and Fire Science Departments at the College's Marine and Environmental Research and Training Station (MERTS) campus work directly with regional employers to provide various skill upgrade trainings for their current employees. In 2017-18, training was provided for 18 different companies/agencies including: FOSS Maritime, Tidewater Barge Lines, National Oceanic & Atmospheric Administration, US Army Corps of Engineers, 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 2018, 41 training workshops with 437 participants were held at both the Lexington campus in Astoria and South County Center in Seaside.

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 fitness/exercise, foreign languages, motorcycle safety, journaling, and career exploration courses to hobby classes such as birding, equine nutrition, jewelry metalsmithing, and wood carving. Social skill classes include employment readiness, parenting, spending/saving strategies and understanding personal differences to foster better communication.

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

Core Theme 1: Foundational Skills - Strengthen the academic environment for students, Cultivate connections with the community, Commit to equity and inclusiveness, Advance institutional accountability

The College provides a number of educational programs that prepare students with a foundation of the skills and abilities needed for college study 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: Academic and Student Success - Strengthen the academic environment for students, Cultivate connections with the community, Commit to equity and inclusiveness, Advance institutional accountability

Workforce and Customized Training provide avenues to enhance economically-viable professional skills through: CPR for Health Professionals where 25 students were served during the 17- 18 year; CPR/First Aid where 77 students were served; Food Handlers Training where 12 students were served; and Sports Referee Training where 42 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. In addition, prospective EMT students must take the CPR for Health Professionals course prior to the start of their EMT training. 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 3: Community and Personal Enrichment - Strengthen the academic environment for students, Cultivate connections with the community, Commit to equity and inclusiveness, Advance institutional accountability

Community Education and Workforce Training programs work to "Cultivate Connections with Community" and "Advance Institutional Accountability" (both strategic initiatives under Core

Theme 3) in various ways including: partnering with local, state, and national organizations to collaborate on classes related to workforce training (career and technical education), literacy, language, life skills, technology, fitness, health and safety; hiring local professionals, including Clatsop Community College alumni, to teach Community Education and Workforce courses; reviewing Community Education and Workforce offerings to assess viability and identify instructional gaps ; and implementing an orientation for Community Education and Workforce instructors while providing training and course development opportunities.

2.C.17 *The institution 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 instructors who teach courses go through a rigorous process in order to ensure quality instruction.

The Community Education Coordinator regularly consults with the Dean Workforce Education and Training, current Community Education and Workforce/Customized Training Part-Time faculty, various College departments including the Small Business Management program and the Small Business Development Center (SBDC), community members, and industry representatives of local WIOA partners (ResCare and the Oregon Employment Department) 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.

Career and Technical Education programs have Regional Advisory Committees (Automotive/Welding, Criminal Justice, Fire Science) 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 Community Education Regional Advisory Committee made up of Part-Time faculty, business representatives and community members, meets twice a year and assists with guiding course offerings, outreach and assessment.

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 aligned with 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 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 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 outlined above, courses in Small Business Management and some Maritime Science workforce/customized training courses have an additional external course review process. For the SBDC and 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 Oregon Small Business Development Center Network (OSBDCN) 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 United States Coast Guard National Maritime Center](#).

Upon identifying a potential instructor, they must complete an online employment application listing professional experience in their respective fields which is then reviewed by the Human Resources 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 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 classes 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 SBDC Executive 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 United States Coast Guard National Maritime Center](#).

Clatsop Community College offers basic skills instruction. Basic literacy instruction is provided by volunteer tutors trained and supported by the College. Instructional services in reading, writing, listening, speaking, and mathematics are available at all students' educational functioning level in multilevel, open entry Adult Basic Skills (ABS) classrooms. This instruction is available at no cost to students.

Students who are literate in their native language learn reading, writing, listening, and speaking in English as a Second Language classes until ready to enter GED®, developmental English and math classes and then transition to credit-bearing classes. Although ABS instruction is partially funded by an allocation of federal Workforce Investment and Opportunity Act (WIOA) [Title II grants](#) administered through Oregon's Department of Community Colleges and Workforce Development, the College retains instructional control which includes curriculum, staffing, instructional methods, and materials. The classes 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.

Adult Basic Education staff work closely with Clatsop Community College's Office of Instruction and Student Services to offer students opportunities to earn certificates, transfer and other degrees in high demand careers. For example, the Adult Basic Skills staff work with Clatsop Community College's [Career Pathways](#) staff to offer students opportunities to earn certificates and degrees in high-demand careers. The College's Financial Aid Director, through funding from the CCC Foundation, supports these students with tuition aid as they work to complete their GED® and simultaneously enroll in Career Pathway classes.

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 measure is used to record an individual's participation in formal classes, courses, and programs following state policy and procedures.

In alignment with the College's vision to partner with the community in creating gateways for transformation, the College works in conjunction with various professional associations and employers to offer CEUs 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.

In alignment with the College's mission of enriching lives, inspiring learning and creating opportunities and Core Theme 3, Community and Personal Enrichment; CEU courses provide open access to quality learning opportunities that prepare the people of the local region for productive participation in civic, cultural, social and economic life. Award of a CEU is initiated by a request from an organization or industry or identified by the College. Classes eligible for CEUs

are evaluated for quality and effectiveness. A CEU is only awarded upon review of the relevancy of subject matter; a presenter's credentials and qualifications; a detailed course outline with hours, content, and topics to be covered; and at least three learning objectives/outcomes. All course outlines are reviewed by the Workforce Training/Community Education Coordinator and the Curriculum Specialist before the class is approved to run. This process for CEUs 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, which is accessible by all college personnel.

CEU courses are provided with a separate course number as determined by the curriculum specialist. In the SharePoint database, CEU courses numbers are marked "C" or "CEU" after the course number. CEU courses are printed on the Non-Degree transcript and are distinguished by a NG (No Grade) notation.

CEU classes fluctuate each program year. During 2017-18, one CEU course for Criminal Justice was developed but no students chose that option in the registration process.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Clatsop Community College maintains records 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 Office of Instruction and housed electronically on SharePoint. Course outlines add additional information to what is provided in SeaNet including course descriptions and learning objectives ("Upon completion of the course, a student shall be able to [...]").

Reports are generated, as needed, by the contracted Institutional Researchers to track the number of courses taught and students enrolled through non-credit instruction. During the 2017-2018 program year 268 courses were taught with a total duplicated headcount of 3,395 students. Clatsop Community College maintains individual student records (Policy 6.025) electronically within the SeaNet Student Information System module. All courses, including non-credit, are displayed within the student's registration history.



Student Support Resources

Standard 2.D

2.D – Student Support Resources

[Link to Glossary \(including Acronyms and Definitions\)](#)

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

CCC is committed to creating effective learning environments for students and providing appropriate programs and services that support student learning needs. Faculty teach in classrooms, labs and other settings that reflect the instructional and learning needs of the objectives for the course. The majority of the instruction takes place in traditional classroom or laboratory space with some of CCC's specialized programs, nursing, historic preservation, and maritime science requiring unique learning environments to ensure learning objectives are met. The College's budget reflects dedication to ensuring these spaces are equipped with the appropriate tools for learning.

In addition to the classroom experience, CCC provides services to students that support the attainment of their educational goals. All student support services are provided at no charge to the student and help with student access to the College, academic support, and general student support. Student support resources at CCC are offered through the Office of Instruction and Student Services areas. Included here is a listing of services, followed by brief descriptions of some of the many services available to students.

Initial Access

- Veterans' Services
- High School Programs
 - TRIO Talent Search
 - TRIO Upward Bound
 - Running Start (Washington)
 - Simultaneous Enrollment (Oregon)
 - Dual Credit/Sponsored Dual Credit
- Lives in Transition (adult re-entry program)

Academic Support

- Academic Advising
- Disability Services
- Library Services
- Accessible Technology
- Computer Labs
- Tutoring Center
- Math Assistance Center
- Writing Center
- Puerta de Oportunidades

Student Support

- Academic Advising
- Counseling Services
- Career Center
- Cooperative Work Experience
- Community Partnerships
- Financial Aid and Scholarships
- TRIO Student Support Services
- Title IX Office
- Clatsop WORKS

One of CCC's most successful student support programs is [TRIO Student Support Services](#) (TRIO SSS). Information about the program is available on the College website.

The US Department of Education fully funds TRIO/Student Support Services project. The project's goals are to increase the College retention, graduation and transfer rates of eligible students. The TRIO SSS Program provides these 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.
- Tutoring - provide individualized tutoring as needed.

Student Engagement

Extracurricular opportunities help students to connect with peers and the broader institution, as well as provide opportunities to build skills like leadership collaboration and organization. Community colleges often struggle to engage students in activities outside the classroom. This can be particularly challenging at a small, rural institution such as Clatsop Community College. The College's philosophy is to support and encourage student interests by providing infrastructure that supports the development of [student clubs](#). Currently, there are 10 active clubs at CCC and the process for starting a club is accessible on the CCC website. Two student clubs, Phi Theta Kappa (PTK) and Latino Club, should be noted for their recent contributions to engagement on campus. PTK has experienced unprecedented growth since 2106, with 120 members currently part of the group and over 450 alumni members. PTK has been involved in several community service activities that raise the profile of CCC within the community. The Latino Club was recently recognized (2018) for their campus leadership and promotion of equity and inclusion as the recipient of the President's award, an honor that typically goes to an individual, in recognition of the collective strength of this group of students.

Student Clubs contribute to campus life and provide leadership opportunities. Phi Theta Kappa (Honor Society) meets regularly and inducts new members annually. The Latino Club is very active promoting cultural events and fundraisers. Club advisors provide support of academic, cultural, or personal needs of students. This additional student support has become especially sensitive during local ICE raids and increased fears of family member deportations.

Another important vehicle for fostering learning outside the classroom is student government. The Associated Student Government has recently been re-invigorated. A slate of officers was accepted prior to commencement. Officers will work with the Office of Student Success during the summer to define areas of focus and to set goals for the 2019-2020 academic year. Associated Student Government encourages students to develop leadership skills through interactions with other students, College Administration, and the Board of Education. Student representation in the governance process is made formal through participation in Board meetings and at College Council as well as other committees and work group assignments, where appropriate. A few examples of other student involvement include the Diversity, Equity, and Inclusion Council, selected hiring processes, and publication of the annual literary magazine, RAIN, which celebrated its fiftieth year this year.

CCC provides a myriad of less formal ways to engage students. Activities that bring speakers and events to campus like the Job & Career Fair, Health and Wellness Fair, Back to School BBQ, Halloween contests and dances are some examples. The President also engages students hosting “Pizza with the President” forums where students can give feedback and share their experiences.

Academic Advising

Mandatory advising has been implemented for all degree seeking students at Clatsop Community College. To increase retention and graduation rates, CCC requires degree seeking students to meet with a professional or faculty advisor every term before registering for classes. Advisors assist students by reviewing progress toward degree completion using degree checklists and resources such as GradPath, a degree audit program. In addition, advisors provide guidance about transferring to other institutions and entering the student’s chosen industry.

Professional advisors assist students in completing petitions to reinstate or extend financial aid, change majors, or petition for graduation. Student Services advisors serve the general student population as well as specific populations including students from Oregon Promise, Tongue Point Job Corps students, high school, and students using VA benefits. These populations are monitored through academic progress reports each term. These advisors meet with students at the beginning of their college career, after students have completed admissions, assessments, and orientation. They also connect students who have been identified as struggling academically through the Early Alert system and connect them with resources such as tutoring.

Students are assigned to advisors by their indicated interest area. Often there is more than one subject area expert and students are able to change advisors, if needed.

Faculty advisors aid with course selection and relevant information about the career path the student is pursuing. Faculty expertise in the academic qualifications within specific industry professions provide valuable resources to the students they advise. Advising often occurs within

the classroom as an extension of the learning environment.

Career Services and Cooperative Work Experience

Career guidance is part of initial advising appointments where staff assist students in determining the academic major to pursue. Advisors may utilize the Career Information System (CIS) for career interest inventories and career/industry research.

Cooperative Work Experience (CWE) provides another opportunity for students to explore career interest areas. Students can initiate an internship at any time during their coursework at CCC. Students meet with the director of the CWE program, providing them the opportunity to ask questions about local industries and businesses before commitment to a specific placement that satisfies their interests.

Cooperative Work Experience (CWE) is open to any student who wants to gain field experience. In some cases, CWE students are required to participate in a cooperative work experience to meet the goals of their chosen program. Many students complete CWE so that they can gain some understanding of an industry before they pursue a degree in a chosen field. The CWE program is an open entry credit class that accepts students who are interested in exploring an interest area and receiving credit while completing a “real work” experience. In some cases, finding these experiences is challenging due to the nature of the industry. For example, students seeking employment in criminal justice are required to be at least 18 years of age in order to be placed. Students interested in the medical industry often face challenges due to Health Information Portability and Accountability (HIPAA) regulations. Most students find the experience rewarding, informative, and an important addition to their resume and professional experience.

Program Descriptions

TRIO Pre-College: Upward Bound and Talent Search

CCC's [Upward Bound](#) program serves 73 students from 9th – 12th grade in cooperation with the Astoria, Warrenton, and Seaside school districts. Upward Bound's mission is to help students develop the knowledge and skills necessary to succeed in high school; life skills that will also be relevant as they continue along their educational journey. The College recognizes that parent, school and community involvement are crucial to the success of the program and the students. Clatsop Community College's Upward Bound program is fully funded by a US Department of Education grant, most recently, in the amount of \$366,408.

Clatsop Community College kicked off its 27th Annual Upward Bound Summer Academy (UBSA) on Monday, June 17, 2019. The academy continued through July 25. This federally funded educational outreach program provides motivation and support for high school students preparing for college.

The Summer Academy consists of two components: hands-on learning and rotating academic seminars. Summer Academy students have the opportunity to participate in a variety of activities, including several educational and cultural field trips, academic classes, working in community service projects, listening to outside speakers, and becoming acquainted with the CCC campus..

The 2019 summer project groups were: Alternative Energy and Solar Panel Installation; Improv Theater; eHistory which created a digital scavenger hunt of historic buildings in downtown Astoria, and Ecology in Action which worked with the Astoria Parks and Recreation Department. Students attend formal classes in Spanish, Mathematics, English Language Arts and Chemistry. Each afternoon, students worked in project groups and hands on learning.

On the first day of the academy, as part of the orientation for participants, a group of former Upward Bound and Talent Search students attending various Oregon Community Colleges and Universities spoke to the academy about life on a college campus. Their impressions and suggestions provided beginning students in Upward Bound with a clear understanding of what skills they will need to succeed in college.

CCC's [Talent Search](#) serves 671 students from 6th – 12th grade in cooperation with the Astoria, Knappa, Seaside and Warrenton school districts. The Talent Search mission is to help students succeed in school and develop a clear vision of their educational choices beyond high school. Talent Search recognizes that parent, school and community involvement are crucial to the success of the program and the students. Talent Search is fully funded by a federal grant from the U.S. Department of Education, most recently in the amount of \$344,163.

[Puerta de Oportunidades](#) is a student support service program proven to help students persist in college and reach their degree goals. Students with access to these services are more likely to graduate with a degree, transfer to a university, and maintain good academic standing. Additionally, participants will be encouraged to enroll in a 5:1 Matched College Savings Program. Students do not need to have a social security number or be eligible for financial aid to participate in the program. Puerta de Oportunidades provides the following free services to help students who are unable to apply for federal financial aid due to residency status:

- Academic Advising
- Career Guidance
- Scholarship Assistance
- Transfer Planning Assistance
- Technology Support

Accelerated Learning Opportunities

[High School Students](#)

Running Start: Approved by the Washington State Legislature in 1990, Running Start allows eligible Washington high school juniors and seniors to attend college part-time or full-time and receive both high school and college credit. Students do not pay tuition but are responsible for textbooks and material fees. The college courses must meet the high school's graduation requirements and must be courses numbered 100 or above. Washington high school students are eligible to attend Clatsop Community College as Running Start students.

College Now: This program allows students to earn CCC credits for completing competencies mastered in certain selected local High School courses, Tongue Point Job Corp Center programs or United States Coast Guard training programs. Through an agreement between CCC and regional schools and training facilities, students can earn both secondary school or training center credits, as well as college credits upon satisfactorily completing identified

competencies mastered in their classes or training. College Now credit is available for course work in Accounting, Business, Fire Science, Industrial and Manufacturing Technologies, Maritime Science, Microcomputer Applications, Office Administration and Welding.

Simultaneous Enrollment: Simultaneous Enrollment is a great opportunity for high school students to attend classes at CCC. Students simultaneously earn credit toward high school graduation requirements and college credits from a regionally accredited community college. College classes taken as a high school student may or may not count toward your college degree. Oregon University System institutions will accept college credits earned that are 100-level and above. Some private colleges and universities may not accept college credit that is earned while still in high school.

Dual Credit/Coastal Commitment: Dual Credit and Coastal Commitment are programs allowing students to take college level academic coursework while enrolled in high school with instruction taking place at the high school. Through an agreement between CCC and regional schools in Clatsop and Columbia counties, students are enrolled in high school classes that are approved by CCC for college credit.

A high school teacher qualified for college instruction teaches the college course as part of their high school employment. The high school course follows the college course outline and outcomes, including applicable assessments. All instructional costs are paid by the high school as part of its regular operations.

Lives in Transition (LIT): The LIT program is primarily an adult re-entry program designed to support students as they complete or continue their education. The LIT program provides a trauma-informed environment that encourages students to develop greater self-awareness about their educational goals, enhance self-esteem, overcome personal barriers, and establish clear career directions. The program consists of two, three-credit classes, Life Transitions, and Overcoming Barriers: A Holistic Approach to Student Success. The classes are offered free of charge. Successful completion of the two-class program engages students in the Rising LITES (Lives in Transition Everywhere) Student Club.

Every year since 2002, the LIT program partners with the American Association of University Women (AAUW) to provide a conference called WINGS (Women Interested in Going to School). The day-long conference is free, provides childcare and lunch to participants, and promotes all aspects of higher education available at CCC. Workshops present information about GED®, certificate and degree programs, and non-traditional career opportunities. Other sessions provide information about conquering math anxiety, how to fill out admissions applications and financial aid applications. Three years ago, a companion program, WINGS Latina, was introduced, and has been offered annually since then.

Disabilities Services Office: The Disabilities Services Coordinator works with students with disabilities and the campus community to help ensure equal access to CCC's educational, co-curricular, and community programs. A [Disability Services Handbook](#) is available to students in person or through the College website.

Accommodation requests are considered on a case-by-case basis. To receive accommodations, students must complete an intake appointment and will need to provide written documentation of their disability. Specific disability information is kept confidential and separate from academic records.

Disability Services include:

- Test-taking facilitation for those with testing accommodations (e.g. extended time, distraction reduced)
- Reasonable classroom accommodations
- Access to assistive technology
- Student advocacy for ensuring accommodations are provided
- Consultations and collaborations with Instructors
- Consultations with and referrals to off-campus service providers

Students receiving accommodations or academic adjustments must continue to meet all of the student learning outcomes for coursework, as outlined in course syllabi. Additionally, all degree program standards and outcomes must be met.

Academic Advising: The College offers a student-centered process of clarification and evaluation. This process assists students in their development of an educational plan compatible with their life goals and their personal values.

Academic advising is an intentional process that assists students in making informed choices, clarifying goals, and developing educational plans. It is ongoing, multi-faceted, and the joint responsibility of the student and the advisor. The relationship between the student and the advisor is vital. Through this relationship, students are gradually encouraged to take on a greater role in directing their educational paths resulting in less reliance on advisors. Students become increasingly self-directed and ultimately assume the responsibility for their personal, educational and career goals.

Most of CCC's initial advising is provided by CCC's admissions advisors who work closely with the recruitment efforts. Initial advising includes a review of transcripts, discussion of educational goals, and enrollment in first term classes. The Vice President Student Success (formerly the Dean of Students) coordinates the distribution of ongoing academic advising assignments to Full-Time faculty. According to the collective bargaining agreement, each Full-Time faculty member is assigned a maximum of 20 advisees per term. Mandatory advising was adopted in 2013, requiring all degree-seeking students to communicate with their advisor prior to registering for classes. The goal was to improve efficiency in the attainment of academic goals with fewer random (or unrelated) credits on students' transcripts. This goal is increasingly important as the State of Oregon implements [Guided Pathways](#) initiatives at all community colleges. CCC is in the third rotation of the Guided Pathways implementation process, which begins during the 2019-2020 academic year. Preliminary planning sessions have revealed the important roles of both the Office of Student Success and the Office of Instruction to work in tandem with advising and providing wrap-around student support in the advising process.

Other areas of student advocacy in academic and career planning take place in the GED® Department, the Literacy Program, Veterans Support, and in the Lives in Transition (adult re-entry) Program. The short-term goal is to coordinate campus-wide advising in a manner that is more robust, intentional, and inter-departmental. This goal supports Guided Pathways and student success.

The Counseling Center: Confidential and professional mental health counseling is available if students are experiencing personal matters that may be interfering with their success at college. These short-term counseling sessions are provided for students at no cost. First visits are considered a consultation. These appointments last about 30 minutes to focus on immediate concerns and develop a plan. Drop in hours are listed on the website. Referrals to outside counseling agencies and specialists are also made when appropriate.

Internships: The Clatsop WORKS internship program was developed to provide local students, ages 16 and up, with exposure to professional paid internship opportunities in Clatsop County. Local employers hire students to work in industry environments with appropriate work assignments. The College provides support services tailored to meet student learning needs. The industry goals include community building, economic development, promoting local opportunities and retaining local talent. Students are hired in paid internships that occur during the summer, and last from 8-10 weeks, depending on the employer. Interns gain industry skills, as well as participate in college-sponsored classes that focus on how to complete job applications, develop resumes, and practice interview skills. Interns learn work ethic and professionalism while developing career readiness and technical skills. Clatsop WORKS highlights local employment opportunities in Clatsop County and provides students with a supportive environment to engage directly with career interests.

Math Assistance Center: Qualified tutors in the Math Assistance Center (MAC) located in Towler 211 assist with any level of mathematics. Textbooks and solution guides are available, as well as a computer lab where students in MTH 60, 70, or 95 can work on math assignments using the Assessment LEarning in Knowledge Spaces (ALEKS) program.

Tutoring Center: The Tutoring Center is located in the College Library. Individualized tutoring is available in all classes offered by the college. Students may request specialized one-to-one tutoring support to develop a better understanding of the writing process, or students may request general tutoring support in the mechanics of writing.

Distance Learning Support: Students receive individual support when they first sign up for an online class. Assistance is available in the College Library or online throughout the term. As the College transitions to a new campus-wide Enterprise Resource Program, additional opportunities are anticipated to develop improvements to online course offerings, including required instructor and student trainings.

Patriot Hall: With the expansion of the new Patriot Hall gym and wellness building, CCC is expanding extra-curricular activities for students. This year, a rotation of sports events coordinated by Student Services promoted several court activities. Racquet sports were introduced as classes and extra-curricular activities.

Community Partners: The College engages regularly with several community partners. As a small institution located in a rural area, CCC relies heavily on strong community relationships to broaden the scope of services and provide a more holistic academic experience for students. Some of CCC's important community partners are listed below:

- American Association of University Women (AAUW)
- Astoria Public Library (local consortium member along with CCC library)
- Clatsop CASA (foster care support)

- Clatsop Community Action (food banks, housing and energy assistance, clothing vouchers, legal aid referrals)
- Clatsop Behavioral Health (mental health services, crisis intervention)
- Clatsop County Department of Public Health (low cost medical)
- Coastal Family Health Center (low cost medical)
- Columbia Memorial Hospital (clinical site for nursing students)
- The Harbor (domestic violence and sexual assault victim/survivor support)
- Helping Hands (recovery housing and support)
- Hope House (low cost counseling)
- Local Law Enforcement Agencies (support and training)
- Local Fire Departments and Emergency Service Providers
- Lower Columbia Hispanic Council (family support)
- Lower Columbia Q Center (support for LGBTQIA)
- North Coast Chorale (credit and community ed music classes)
- North Coast Food Web (farm fresh food suppliers addressing food insecurity needs, garden support, low cost cooking classes)
- Northwest Oregon Housing Authority
- Northwest Regional Educational Services District
- Northwest Senior and Disability Services
- Oregon Department of Human Services (SNAP, STEP programs)
- Oregon Employment Department
- Oregon Migrant Service Center (family education support)
- Oregon Vocation Rehabilitation Services
- Oregon State University Extension Service (healthy lifestyle classes)
- School Districts:
 - Astoria School District 1C
 - Clatskanie School District 6-J
 - Jewell School District 8
 - Knappa School District 4
 - Neah-Kah-Nie School District 56
 - Ocean Beach School District 101
 - Seaside School District 10
 - Warrenton-Hammond School District
 - Northwest Regional Educational Service District
- Sunset Empire Transportation
- Tongue Point Job Corps Center (post-vocational college opportunities)
- United Way of Clatsop County (funding support for Lives in Transition)
- US Coast Guard (Maritime Science certifications)

2.D.2 The institution makes adequate provisions for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The College provides for the safety and security of its students and their property at all locations where programs and services are offered. CCC does not employ campus law enforcement or security staff. College Administration and Physical Plant staff work cooperatively and at the direction of local law enforcement, which includes the Astoria Police Department, Seaside Police Department, and the Clatsop County Sheriff Office.

CCC distributes crime statistics in accordance with the Clery Act in accordance with federal law. A notification is actively distributed to all students via email in October of each year. Students not registered by October notification, are emailed a notification by July 1 of the next year. (Additionally, 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). Students completing registration via a paper registration form, are notified regarding Clery compliance. Additionally, the College website and Student Handbook contains the Annual Safety Report.

In April 2018, the Department of Education (ED) conducted a Title IV program review. This review identified several findings specific to the Annual Safety report. A team of College staff, representing Financial Aid, Student Services, Finance and Operations contributed significant time and effort, resulting in a thorough response to all of the findings. The result of this review was a report re-design which enabled CCC to provide a more robust report that met the compliance requirements. The comprehensive 2018 Annual Safety Report (2017 data) was timely filed on September 27, 2018.

CCC is invested in the safety of all students, staff, and community members. The [Annual Safety Report](#) (ASR) complies with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”), the Violence Against Women Reauthorization Act (VAWA), and CCC Procedure AP3500 and AP3501. The ASR report explains how the College reports and handles crime and emergency situations on or near College property and describes prevention and awareness programs available to CCC students, employees, and community members. This publication is available on the CCC website, in the Student Service Center, MERTS campus reception desk and the South County Campus reception desk. The address for the website is printed in the Student Guide to CCC, which is distributed at the time of registration.

The Vice President Finance & Operations compiles the report from information obtained from the Physical Plant (the office primarily responsible for receiving notices of crimes and incidents on campus), Vice President Academic Affairs, Vice President Student Success (formerly known as the Dean of Students), and the Human Resources office. Requests are made annually of the local police agencies to provide crime statistics for areas on and adjacent to College properties. CrimeReports.com is reviewed annually and possible relevant incidents are included in the police request.

Annual Safety Report Statement of Values

Clatsop Community College students are proud members of a learning community. Students from different backgrounds and experiences must commit to the values of respect, accountability, service, and integrity. Students must conduct themselves with integrity and understand that the quality of their educational experience is predicated on the quality of individual academic work, mutual respect for the values of others, and service to the community.

The College expects students to hold themselves accountable to the commitments they make and for their conduct. When faced with adversity, the College expects a student to engage in thoughtful reflection and exhibit superior, ethical decision-making skills. The College expects respect for the rights and dignity of all members of the community by listening attentively, communicating clearly, and remaining open to understanding others and their diverse points of view.

Law Enforcement Agency Relationships

The College relies on local law enforcement to respond to emergency situations on campus. The College has strong connections with the Astoria Police department, Clatsop County Sheriff, and Oregon State Police. More recently, College facilities, especially Patriot Hall, have been regularly used for law enforcement training, exercises and recruitment events. Patriot Hall has been an ideal addition for the High Angle Rescue Team (HART) training and is used by the team on a quarterly training schedule.

The College Administration and Physical Plant staff are responsible for responding to on-campus emergency incidents, building alarms and any reported safety hazards in order to assess conditions and contact the appropriate emergency responders. The Federal Emergency Management Agency (FEMA) Incident Command System (ICS) management is used, as needed. The Threat Assessment team determines if there is a significant emergency or an immediate threat to the health and safety of students or employees. This team is empowered to work directly with law enforcement any time the need arises. Based on the information available, communication with the campus community is made using Bandit Alerts (an automated messaging system named after the College mascot) and may utilize the campus electronic paging system.

Bandit Alert feature is an opt-out emergency mass communication system that provides email, text and call notification about an emergency situation or college closure. Unless a student or employee opts out of the system, the Bandit Alert sign-up is automatically initiated at the time of student enrollment or employee hire, Bandit Alert is also available for community member sign-up. Telephones with paging capability are in classrooms and open spaces for use in an emergency to assist in the fastest possible notification of an emergency whether received or reported.

The CCC Threat Assessment Team is comprised of several or all of the following:

- College President
- Vice President Finance & Operations
- Vice President Academic Affairs
- Vice President Student Success (formerly Dean of Students)
- Dean Transfer Education
- Dean Workforce Education and Training (MERTS location)
- Executive Director Small Business Development Center Director (Seaside location)
- Human Resources Director
- Physical Plant Director
- Computer Services Director
- Communications & Marketing

Should a potential (non-imminent) threatening situation exist, upon notification the Threat Assessment Team assembles to assess the level of threat and determine on a case-by-case basis when an emergency notification or timely warning is appropriate. All determinations are made in a collaborative manner to include information and opinions of local law enforcement regarding the best course of action. Swift emergency notification is required upon determination that a significant emergency or dangerous situation is occurring at a CCC location that involves an immediate threat to the health or safety of students or employees. If appropriate,

CCC will, without delay, provide emergency notification unless, in the professional judgment of responsible authorities including local law enforcement, such notification will compromise the ability to assist a victim or otherwise effectively respond to the emergency. Throughout a situation, the CCC team maintains contact in person or via technology (primarily by cell phones and texting) to ensure safety precautions and responses occur.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It 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.

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 Recruitment Coordinator visits district high schools several times throughout the year, and 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. The College regularly hosts “FAFSA Nights” at local high schools. During FAFSA Night events, CCC staff provide information and support to students and their parents while filling out the electronic submission documents for the Free Application for Federal Student Aid (FAFSA). Faculty (Full and Part-Time) and staff also attend college and professional events to attract students to the College. Being part of the community is very much ingrained in the CCC culture. That is reflected in the College's participation in numerous community events, Crab-Fest, Clatsop County Fair, Regatta, Pride Parade and numerous civic organizations throughout Clatsop County. At these events CCC helps to inform the community about the enriching learning opportunities that the College offers. In addition, the College advertises in professional journals to recruit students for specific programs. The Director Marketing and Communications is proactive and sends many press releases to inform the local community about activities and notable student involvement at the College as well as soliciting input on programs and services the College might provide. The College is strategic in its investments in advertising.

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.

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 (Policy 6.015P2). Information regarding CCC's admission policies can be found in the CCC catalog and on the College website.

Placement Testing

ACCUPLACER® 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, they may request an ACCUPLACER® 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. With the hiring of a new Recruitment Coordinator and the recent arrival of a new Vice President for Student Success, CCC is continuing to move forward with a more holistic approach to placement by engaging multiple measures to place students with the intent of providing the most effective and efficient path to completion.

New Student Orientation

As of Fall 2015, all new students are required to attend orientation. Before this time, a College-wide orientation for new students was not required but was offered prior to the start of each term. Currently, fall term orientation is supported by staff and faculty across campus. Smaller orientation sessions are offered for winter, spring, and summer terms. Participants are surveyed to assess achievement of desired outcomes, most importantly whether the orientation promoted student satisfaction. Future orientations were revised based on that data.

When the College began requiring students to attend orientation, the format of orientations was changed to meet student needs. Smaller orientation sessions were offered multiple times before terms began, offering morning, afternoon, and evening sessions to accommodate student availability and work schedules. This in-person orientation, offered from 2015 to 2019, consisted of a one-hour presentation covering topics such as financial aid, classroom expectations, degree requirements, student conduct, campus safety, and campus resources. This was followed by a group or individual advising sessions to register students for classes. In the fall of 2019, the College is transitioning to an online orientation, again, in response to student needs. Based on student feedback from quantitative and qualitative data, Student Services found that an online orientation would better serve students. This is particularly true for many students who work Full-Time or who have childcare concerns and find it difficult to attend an in-person orientation. The new, online orientation will include a one-hour online session covering the same topics as the in-person orientation. Students can complete the online orientation from anywhere. They are also able to stop and then return to the material if they are interrupted, or if they need additional information. After completing the online orientation, students will meet with advisors for a one-on-one advising session. This increases the quality of the initial advising experience. After the first advising session, students are paired with an industry teaching professional or faculty advisor based on their program of interest and need for support.

Conclusive System, an academic planning tool, is available to students. GradPath is a secure student information online portal that includes tools and information to guide students in decision-making designed to encourage goal completion.

2.D.4 *In the event of program elimination or significant change in requirements, the institution 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.*

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. Deans and Vice Presidents work with the faculty and students to create a course schedule that meets the requirements to ensure program completion of enrolled students.

In 2011-12, the College faced a \$1.1 million budget deficit and had to lay off administrators, faculty, and staff, and suspend several programs. To ensure that students experienced minimal disruption in their academic goals, the Dean of Students and the Office of Instruction worked with faculty and students to create a course schedule that met the requirements for program completion of enrolled students in a timely manner.

Currently, in the event of program elimination or significant change in requirements, AP 4021 "Program Discontinuance," guides the College as it responds appropriately. The policy ensures that students enrolled in the affected program have an opportunity to complete their program of study in a timely manner with a minimum of disruption. Students in these circumstances are given every consideration to be able to complete their programs without disruption, but entry-level courses are not offered for new students.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *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;*
- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar*

The College publishes current and accurate information related to all items delineated in Standard 2.D.5. The [College catalog](#) is published annually and is continuously available online to students and other stakeholders, and provides information as required above:

- a) Institutional mission and core themes
- b) Entrance requirements and procedures
- c) Grading policy
- d) 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
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
- f) Rules, regulations for conduct, rights, and responsibilities
- k) Tuition, fees, and other program costs
- g) Refund policies and procedures for students who withdraw from enrollment
- h) Opportunities and requirements for financial aid; and
- i) Academic calendar

[Tuition, fees, and other program costs](#) are available at the College online and are updated as necessary to reflect current board-approved tuition, and any fees assessed for courses as determined by the Office for Instruction. Tuition and fees are displayed via the Student Registration interface and display on all student invoices.

Scholarships are posted online and communicated to students through advisors, instructors, email, workshops, and campus postings regarding the formal application process that occurs in the spring and fall. Each year over 60 scholarships are available to eligible students. The online application process is open in April and October.

The College Foundation has been very proactive in meeting students' needs through the scholarships offered. In the 2017-18 academic year increasing the amounts available to over \$160,000 which nearly doubled the amount of the previous year.

In addition to scholarships the College offers other forms of assistance that can help students overcome financial hurdles that may otherwise prevent them from successfully completing a course, term, or degree. These funds require applications and are reviewed by a panel comprised of faculty and staff. Some are short term emergency loans and others take the form of grants that do not need to be repaid. These funds are considered one-time aid and not intended to supplement the cost of attendance rather to address situations that were unforeseen.

The Clatsop Community College website, including the electronic version of the catalog and schedule of classes, serves as the comprehensive repository of information for students, faculty and staff. This information includes: mission and core themes; entrance requirements and procedures; quarterly class schedule; grading; degree program information; course descriptions; tuition and fees; refund policies and procedures; payment information; academic calendar; program outcomes; core learning outcomes; student resources; prerequisite information; and student rules, regulations, rights and responsibilities. The names, titles, degrees held, and conferring institutions for administrators and faculty appear in the annual printed and online catalogs.

2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.*

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 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 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.

The College also informs students about any unique requirements for a profession outside of licensure. Some of the College's Career Technical Education (CTE) programs have requirements that are different than a typical program. For example, CCC's Maritime Science Program requires students to be prepared to engage in a learning environment that will take them into the Columbia River and Pacific Ocean. Their classroom is the M/V Forerunner an operational boat in which students gain sea time that leads directly to an able body seaman certification. Other programs have technical standards that are developed to help the learner

understand expectations and guide the development of any accommodations should they be required.

2.D.7 The institution 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 institution publishes and follows established policies for confidentiality and release of student records.

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 module (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 can access the SeaNet system.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The College provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. It addresses Core Theme 2 (Transfer) and Core Theme 3 (Employment) of the 2013-2017 Strategic Plan and extends to the 2018-2023 Strategic Plan by supporting Core Theme 1: Foundational Skills and Core Theme 2: Academic and Student Success.

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 office also works with scholarship donors and the CCC Foundation to develop, coordinate, and administer private scholarships to students. 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, CCC Foundation scholarships, and private scholarships. The College maintains compliance with various and complex federal, state, and institutional regulations that govern by participating with a process of intensive oversight and regularly scheduled program review. CCC Financial Aid (FA) programs are audited annually in accordance with federal rules and guidance by an outside auditing firm, CliftonLarsonAllen, LLP. Last year in the summer of 2018, the College participated in a Title IV program review by the Department of Education (ED). This visit resulted in findings that CCC addressed immediately. Working with the ED, the College was able to correct all issues and strengthen its service 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 schedules workshops for prospective students and is in continuous communication with area high schools and other community organizations. The Financial Aid Director is proactive in identifying hurdles that may impact student success, and along with other staff, seeks creative ways to address student needs.

The Financial Aid Director engages regularly with the community. For example, a meeting was scheduled at Camp Rilea to speak with members of the Army and Air National Guard. Other appointments are made with Coast Guard members about financing their education at Clatsop Community College. The Financial Aid Office works collaboratively with Admissions, the CCC Foundation and the Adult Basic Education program to provide opportunities for students earning their GED® to simultaneously attend credit-bearing courses. This is a student support best practice and provides experiences of college success that might not have otherwise been within their reach.

The Financial Aid department is located in Columbia Hall at the Lexington campus location. The office staff is available to answer students' questions in person or by phone concerning eligibility, deadlines, application status, etc. Computers located in the Financial Aid Office and the Student Services Welcome Center make it easy for students to access financial aid information on the College's website or complete their FAFSA.

Additionally, student support programs such as GED®, Trio Pre-College, Literacy Department, and Lives in Transition are available to assist students with the FAFSA application.

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

Students receiving financial assistance at Clatsop Community College are informed of their repayment obligations. CCC 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 though mandatory

information dissemination. 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 credit, or financial aid compliance issues. Students also receive notice of Satisfactory Academic Progress and Title IV Refund and Repayment policies.

The CCC Financial Aid Office monitors its student loan programs on an ongoing basis via the Federal National Student Loan Data System and the Common Origination Disbursement System. The institution monitors its yearly draft and final default rates via communication with the Department of Education. CCC is proactive in its default management strategies. All students must actively request a federal student loan through an "Estimated Loan Request." CCC provides information to all students who borrow by way of an individual "Estimated Student Loan Fact Sheet." The information provided includes current loan debt, estimated yearly interest rate, estimated payments at separation, suggested maximum loan amounts to borrow, and an estimate of how much a student has been charged in tuition and fees. In addition, at a time of separation, student loan borrowers are provided with information on their current debt level and the varieties of student loan payback options. Currently, CCC loan default rate is 19.7% for 2015 cohort. CCC continues efforts to reduce costs to students. The draft default rate for the 2016 cohort is 17.8%.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program 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.

Clatsop Community College designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success by utilizing faculty and staff advisors to provide initial advising and ongoing academic advising. This support is available to students from the time they first express interest in college through their graduation. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements. In this way, they aid students as they make decision and progress along their academic and career paths. That said, with the staffing transitions over the past three years, the College is currently in the process of reviewing and redesigning an improved systematic and effective methodology of academic advisement. In this way, CCC is implementing continuous improvement so that there is broadened support to student development and success by more effectively utilizing faculty and staff advisors who provide initial advising and ongoing academic advising.

Advising assignments are made each term and every effort is made to connect faculty advisors with students in their program areas. Advisors create, review, and approve student educational plans. Advisors spend time with students to discuss classes, progress made, barriers and available resources while simultaneously assessing educational plans and reviewing degree audits. The College recently engaged in Advising Summits as an opportunity to adequately

prepare initial advisors, academic advisors, academic coaches, and student advocates in a system that successfully fulfills their roles and responsibilities to student success.

Advising requirements and responsibilities are defined, published, and made available to students. In fall 2014, the College implemented mandatory advising, requiring students to meet with an advisor before registering for classes using the College's online system. 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 was positive.

About this same time, advising training took place prior to the start of the fall term with Student Services personnel providing the training for both staff and faculty advisors about the curriculum, program, and graduation requirements, and software. The institution uses faculty and staff advisors to provide academic advising support to students from the time they enter the College through their completions and graduation. 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. Additionally, the TRIO College program, known then as the Plus Program, and more recently as the Student Support Services Program, provided one director and two counselors as advising resources for students who were eligible for their services.

This process was disrupted by a combination of administrative transitions, increased legislative focus, and funding for Accelerated Learning in which high school students attend college classes while still completing high school. Then, in 2015, the Oregon Legislature launched a program called, "Oregon Promise" that provided tuition support for recent high school graduates and GED® completers. The two programs – Accelerated Learning and Oregon Promise – impacted entry and advising responsibilities.

Over the past two years, the annual Advising Summits, sponsored cooperatively by the Office of Instruction and the Student Services Department, offer an opportunity for enhanced training, consultation, and peer support to faculty and staff advisors. The summits have simultaneously increased communication between the departments have sparked critical conversations about advising practices. This level of increased communication will be an essential component of process improvement.

Surveys 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.

Several improvements were made during the transition from the previous core themes of Foundational Skills and Transfer to the updated core theme of Academic and Student Success.

Progress was seen in these activities:

- Fall 2014: Implemented required advising for select student populations
- Fall 2014: Implemented required intrusive mandatory advising
- Fall 2015: Implemented mandatory New Student Orientation

Fall 2016: Implemented ED120, Educational Leadership, as first-term experience

Fall 2017: Expanded enrollment of ED120 to four sections

Additionally, two areas of growth occurred during the 2018-19 academic year. The first revolves around a discussion topic shared cooperatively between Student Services and the Office of Instruction during the 2018 Summit. The discussion presented a visual created by a University of Minnesota task force who identified a campus-wide advising model. The graphic defined six characteristics of effective advising:

- Intentional
- Relational
- Accessible
- Pro-Active
- Holistic
- Inclusive

The discussion was robust due to the obvious coordination between Student Services staff and instructional staff. However, it would be pre-mature to say that there are no “ownership” silos between the two departments. This concern leads to the second area of growth.

CCC advising summit attendees agreed that each of the six areas of advising was important, and that communication between the two departments would enhance the characteristics listed as components for excellent advising. The discussion did provide a step forward toward improvement. This experience will be used as a successful backdrop for the second area of growth.

During spring 2019, Clatsop Community College was selected to participate in the NWCCU Retention, Completion, and Student Success Academy. The College is honored to be a participant in the Academy and is committed to the process of continuous improvement.

The Vice President Student Success and Vice President Academic Affairs are both committed to and fully support the collaborative efforts between the Student Services and Instructional departments. Moving forward this unifying commitment will enhance communication which will assist in more clearly defining the various advising roles critical to student success.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

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

Along with traditional course work, out-of-class activities, clubs, and other campus organizations are an important part of a student’s education. Recreational and social activities occur throughout the year. Students with special interests are invited to form a club and seek Associated Student Government (ASG) approval as a recognized student organization. Participation in student activities support the College core themes, particularly in preparing students for transfer to universities, career employment and business productivity. These

activities promote communication, engagement, commitment, planning, organizing, and building friendships -- all important aspects of continued education and career success. The Associated Student Government (ASG) regularly contributes to community service activities, which also cultivate civic engagement, and encourage social development.

ASG and student clubs are funded with student fees. To be sanctioned as an official activity, potential clubs submit an application to be approved by ASG. The application includes a statement of purpose and provides ASG with information about the club's leadership, and their selection of a faculty or staff advisor. A College faculty or staff advisor is required before campus co-curricular activity groups are sanctioned as official student clubs.

ASG operates under its approved policies and procedures (Policy 6.235) and the Vice President Student Success serves as its advisor.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they 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 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 Maritime Science for-profit use of the vessel, [M/V Forerunner](#).

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 students and began an innovative textbook rental program two years ago to help students afford textbooks. This provides a valuable service to a large proportion of students who are considered low-income and/or disadvantaged.

The Maritime Science program combines classroom instruction with at-sea experience on the Columbia River and Pacific Ocean aboard M/V Forerunner, CCC's U.S. Coast Guard approved Training Ship which also serves as a Maritime Research Vessel. M/V Forerunner, utilizing CCC staff, operates on a cost recovery basis for research activities and has partnered with Oregon Health & Science University's (OHSU) Center for Coastal Margin Observation and Prediction as well as National Oceanic and Atmospheric Administration (NOAA) on various buoy deployment and recovery missions as well as specific oceanographic research. Annual revenue is dependent on amount of use and need by local research partners.

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Standard 2.D.13 is not applicable because Clatsop Community College does not offer athletic programs.

2.D.14 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution 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.*

Clatsop Community College currently uses the Brightspace Learning Environment™ Version 20.19.7.17126. The learning management system (LMS) is the main delivery method for online courses originating at CCC, for hybrid courses, and as a supplement for well over 60 courses each term. The Distance Learning Coordinator is available to students, faculty, and staff who need assistance and instruction in navigating Brightspace.

Distance learning courses are included in the schedule of classes available to students on the CCC web site. When students register, they consult with the Distance Learning Coordinator for more information and must verify identity by the end of the first week of the quarter. The Distance Learning Coordinator meets with each new prospective online student. A series of questions and an explanation of the procedure assess the general likelihood of individual student success in the online course and prepares students for the online delivery method. For authentication, each student receives a unique username, based on the student's name and ID number, and a unique password, based on the student's date-of-birth. Once the student has successfully logged in, they are required to change their password to further protect the privacy and security of their login.

The College does not charge additional fees for identity verification.



Library and Information Resources

Standard 2.E

2.E – Library and Information Resources

[Link to Glossary \(including Acronyms and Definitions\)](#)

2.E.1 *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 Dora Badollet Library provides broad, deep, and current access to library and information resources through traditional print collections, electronically accessible resources, audio-visual material, library programs, interlibrary loans, and through consortial partnerships. The Dora Badollet Library & Learning Commons Departmental Planning 2018 – 2023 document, in response to the College's strategic planning efforts, addresses several key activities regarding access to library and information resources and their currency, depth, and breadth. The first specified activity under the larger goal of collections and learning resources are monitored, updated and improved is to further develop collections to improve quality and currency, with the intended outcome of highlighting diversity and social justice, with at least one third of newly purchased collection materials covering diversity, equity or social justice issues. Outdated materials will be systematically removed and replaced or augmented with contemporary content. This activity supports all three Core Themes as well as College Strategic Goals: 1. Strengthen the Academic Environment for Students, 2. Cultivate Connections with the Community, and 3. Commit to Equity and Inclusiveness. The Dora Badollet Library & Learning Commons Departmental Planning 2018 – 2023 document provides a grid of activities under each larger goal, and identifies their correlation to Core Themes, College Strategic Goals and NWCCU Accreditation Standards. Each activity also has intended outcomes and indicators of achievement listed in this grid.

Similarly, activities of improving collection access, especially to electronic content, and bolstering access to historic documents and coverage of history help to ensure an appropriate level of currency, depth, and breadth for students, faculty and staff, making more applicable content accessible to support research and instructional endeavors, especially for nursing, historic preservation, and history students. In 2018, the library upgraded to an unlimited user account for CINAHL (from a maximum of 12 simultaneous users), restored access to JSTOR, added new eBook databases, and added the American Antiquarian Society Historical Periodicals Collection database. Print titles and DVDs on indigenous history, culture, and mythology were also added as a point of emphasis.

Overall, the Library provides extensive access to electronic resources such as academic journals, electronic books, magazines, newspapers, educational films, historic pamphlets, reference works, and ephemera via more than 70 specialized subscription databases. The most heavily used (and promoted) of these include:

Academic OneFile, a starting point for peer-reviewed, full-text articles from the world's leading journals and reference sources. Covering the physical sciences, technology, medicine, social sciences, the arts, theology, literature and other subjects, it contains millions of articles available in full-text. Includes full-text New York Times content from 1995 to present.

Academic Search Premier, a multi-disciplinary database that provides full-text for more than 4,600 journals, including full-text for nearly 3,900 peer-reviewed titles. PDF back files to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.

Bates' Visual Guide, which delivers head-to-toe and systems-based physical examination techniques for the (Advanced) Assessment or Introduction to Clinical Medicine course. The site features more than 8 hours of video content.

Business Insights: Global brings together company profiles, brand information, rankings, investment reports, company histories, chronologies, and periodicals. Find detailed company and industry news and information.

Business Source Premier Provides full-text for more than 2,300 journals, including full-text for more than 1,100 peer-reviewed titles. Includes coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance, and economics.

Cinahl w/ Full-Text for access to nursing & allied health journals, providing full-text for more than 520 journals.

eBook Community College Collection, a multidisciplinary collection covering topics across programs and fields of study as well as key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism. The complexity of the information available in this collection varies from introductory to higher-level content.

eBook Nursing Collection features more than 600 hand-selected, quality e-books that focus on the needs of nursing professionals, including clinical guides, evidence-based practice manuals, practical handbooks, and professional growth titles.

Films on Demand, a collection of thousands of high-resolution, streaming videos organized by subject. For academic research as well as general interest, this collection includes archival and newsreel films as well as career and technical videos.

JSTOR, a powerful collection provides access to full-text academic journal articles, books, and primary sources in a broad variety of academic disciplines with special emphasis on American Studies, Architecture & Architectural History, Art & Art History, Business, Environmental Studies, Feminist & Women's Studies, Health Policy, and History.

Learning Express Library, providing interactive practice tests and tutorials on academic or licensing tests. Provides tests and preparation materials for entrance examinations, occupation examinations, military, civil, business, education, citizenship, and more, including GED®, NCLEX-RN®, Civil Service Exams, Police Officer Exams, EMT Certification, ASWB, TOEIC, Health Occupations Practice Entrance Tests, Nursing School Practice Entrance Tests, Real Estate Broker Exams, CLEP, ASVAB, PSAT and many more.

Micromedex, providing full-text data with unbiased, referenced information on drugs, toxicology, diseases and alternative medicines. Includes CareNotes System, which contains patient information, in English and Spanish, for all aspects of care, medications, and health.

Opposing ViewPoints in Context, a one-stop source for information on current social issues. Includes viewpoint articles on both sides of an issue, topic overviews, statistics, primary documents, links to websites, and full-text magazine and newspaper articles.

Points of View Reference Center contains more than 380 core topics, each with an overview (objective background/description), point (argument) and counterpoint (opposing argument). Each topic features a Guide to Critical Analysis which helps the reader evaluate the controversy and enhances students' ability to read critically, develop their own perspective on the issues, and write or debate an effective argument on the topic.

Science Reference Center, a comprehensive research database provides easy access to a wealth of full-text, science-oriented content. Designed to meet every student researcher's needs, Science Reference Center contains full-text for hundreds of science encyclopedias, reference books, periodicals and other reliable sources.

A complete list of library databases is provided online at <https://www.clatsopcc.edu/library/articles-and-databases/>.

A robust collection of more than 70 serial print publications includes daily delivery of The Oregonian and The Daily Astorian. Key titles for specific area studies include Aperture, Art in America, Art Forum, Ceramics: Art + Perception, Ceramics Monthly, Clay Times, CMA Today, Creative Nonfiction, Cumtux: Clatsop County Historical Society Quarterly, EMS World, Firehouse, Flash Art, Journal of Emergency Modern Painters, Ms., New American Paintings, NFPA Journal, Old House Journal, Oregon Historical Quarterly, Pacific Horticulture, Pacific Northwest Quarterly, Parabola, Poetry, Preservation, Sculpture, Tin House and Yoga Journal.

Through participation in the Chinook Library Network, a consortium of public and academic libraries along the Oregon coast who share an Information Library System (ILS), the open-source product, Koha, the library shares collection materials—mostly books and DVDs—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, which provides access to materials from participating libraries in the region. Library staff use OCLC's search tool FirstSearch and the Cascade Alliance courier system to find, borrow, and acquire resources from libraries throughout the Pacific Northwest and the nation. This ensures access to a wide range of resources not available physically on the north coast.

Ongoing collection development, assessment, and management processes ensure collections are adequate in currency, depth, and breadth to meet the goals established in the Dora Badollet Library & Learning Commons Departmental Planning 2018 – 2023 document, and to support the College's Mission, Core Themes and Strategic Plan. Physical and digital materials are secured with a focus on striving for balance across areas of instruction and formats of educational materials, including print, electronic and audio-visual holdings. Collection development considers purchase requests representing the immediate needs of faculty and students, use of collection development selection tools, and working in coordination with faculty and staff, individually and in committee settings. Selection tools include vendor catalogs, industry and library journals and websites, listservs, book reviews, video reviews, course syllabi and reading lists, feedback from the Library Advisory Group, observed student needs in classrooms, and changes in emphasis, or new trends within already established courses and programs that come to light in Instructional Council.

Participation on committees and College work groups informs library collections and programs, and influences the content delivered therein. The Director Library serves on Instructional Council, and this participation generates awareness of many new developments for collection support that relate directly to courses offered at the College. The Director Library also serves on Arts & Ideas, a group bringing fine cultural programming, including forums, dance, music, theater, lectures and films to the Columbia Pacific Region. This year, an Arts & Ideas event, Forest Stories, a faculty reading of forest-related writing, was held in the learning commons, and the Library also worked with Arts & Ideas to bring a public screening of the documentary film Intelligent Trees to campus. Additional programming such as a summer documentary film series and the Freewriters group brings visits by students, faculty and community members while bolstering awareness of library collections. The Director Library also participates in the Clatsop Heritage Archive Project, a group of museums and libraries working to digitize archival holdings in a shared repository, and a group promoting ecological education at the College, A Forest Vision.

In keeping with the College's Core Theme of Academic and Student Success, the library is active in promoting use and awareness of Open Education Resources (OER) and affordable textbooks at the College. As a result of HB2871, publicly funded Oregon colleges and universities are required to "prominently designate courses whose course materials exclusively consist of open or free textbooks or other low-cost or no-cost course materials" at the point of registration. In the College's printed schedule, CCC designates courses with \$40 or under required textbook costs as a result of the Director Library bringing the matter before Instructional Council and the Vice President Academic Affairs. The process to have the new \$40 threshold listed brought to light not only the College's legal obligation to list affordable textbooks, but also the availability of OERs on an increasingly larger scale. In the spring of 2018 and again in the spring of 2019, the Director Library brought Amy Hofer, Coordinator, Statewide Open Education Library Services, to promote affordable textbooks and to help faculty members apply for grant funding to review and/or create OERs. Several faculty members have found high quality curricular offerings in these workshops, and one (so far) wrote an OER for CCC's statewide collection. The Director Library works directly with faculty to locate and provide access to OERs that will suit their needs. This endeavor is part of the library goal that collaborative initiatives promote education, culture, environment and social justice, and also promotes College Strategic Initiatives 1. Strengthen the Academic Environment for Students, 3. Commit to Equity and Inclusiveness, and 4. Advance Institutional Accountability.

2.E.2 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.

At Clatsop Community College, planning for library and information resources is a continuous process that includes data collection from many sources and incorporates multiple avenues of feedback from affected users throughout the year. For example, the multiple requests by faculty in person-to-person meetings, in departmental meetings, at in-service events, and in instructional sessions led to the prioritized rearrangement of database holdings. As a result, access to JSTOR was restored, CINAHL access was upgraded to unlimited users, and the American Antiquarian Society archive was added. Direct faculty feedback also led to the creation of [APA](#) and [MLA](#) citation and style guides.

Feedback from users has also led to an expansion in service hours and concomitant writing tutor service expansion that began in winter 2019. This change fits with two of the goals outlined in the Dora Badollet Library & Learning Commons Departmental Planning 2018 – 2023 document, collections and learning resources are monitored, updated and improved and facilities and equipment are updated to meet current needs of patrons that, in turn, support Core Theme 1: Foundational Skills, Core Theme 2: Academic and Student Success, and Core Theme 3: Community and Personal Enrichment. This initiative also supports all four College Strategic Goals. This planning process also involved aligning capital resources and advocating for financial support, including planning with the Budget Advisory Committee throughout the 2017-18 school year.

In addition to garnering feedback from affected users through surveys, in committees such as Instructional Council and Arts & Ideas, and via in-service meetings, the Library monitors statistical indicators of library use. These include door count, writing tutor sessions, circulation, interlibrary loans, instruction sessions, tours, database use, and program attendance. The planning process is also informed by data and feedback made available through the Oregon Community College Library Association and the Chinook Library Network. Monthly Library staff meeting are another important venue for the gathering of feedback and data.

The Library participates in the annual ACRL Academic Library Trends and Statistics Survey and the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) survey. These data collection systems offer libraries the chance to compare each other using like terms, and so provide meaningful points of comparison for longitudinal analysis. The Director Library collects monthly statistical markers in a library dashboard to allow for a more finely tuned point of self-study. Data is collected regarding circulation, eBook usage, numbers and attendance of instruction sessions and library tours, open service hours per week, gate count, interlibrary loan, family-friendly study room usage, writing tutor sessions, database searches, and group study room use.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

In support of the departmental goal of “providing programming, and instruction support to the college mission, values, core themes and strategic initiatives”, the library promotes instruction and utilization of library and information resources in the form of:

- Collaborative instruction with the writing faculty, especially focused on the WR 121 classes
- One-shot instruction sessions in a variety of subject-based courses, taught in conjunction with faculty members
- The LIB 127 class, taught by the Director Library
- Online tutorials and subject guides
- Research support provided by frontline library staff
- Research support provided by instructional assistants in the learning commons
- One-on-one research help provided by the Director Library in a more traditional reference interview format

These endeavors are informed by guiding documents such as the OWEAC Outcomes Statement, the ALA Library Bill of Rights and the ACRL Framework for Information Literacy in higher education, which provides particular guidelines on evaluating information sources. Not only is the Director Library a professional librarian with an ALA-accredited master's degree, he regularly instructs library staff on the use of library tools and methods of helping patrons discover and evaluate information. This IL instruction is at the heart of academic library services and carries with it the ability to support and prepare students for transfer to four-year institutions. On the most fundamental level, these support and instructional activities are consistent with and further CCC's current Core Theme 1: Foundational Skills, Core Theme 2: Academic and Student Success, and Strategic Goal 1: Strengthen the Academic Environment.

2.E.4 The institution 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 Dora Badollet Library & Learning Commons Departmental Planning 2018 – 2023 document outlines four overarching goals that align with the College's Mission, Core Themes, and Strategic Goals: Collections and learning resources are monitored, updated and improved; facilities and equipment are updated to meet current needs of patrons; programming and instruction support college mission, values, core themes and strategic initiatives; and collaborative initiatives promote education, culture, environment and social justice. Within each goal, activities have been outlined that support the realization of the goal. Each activity is associated with at least one intended outcome and indicator of achievement. A grid in the plan shows which Core Themes and Strategic Goals correspond to each activity.

For instance, associated with the first goal, collections and learning resources are monitored, updated and improved, is the activity: Further develop collections to improve quality and currency. An intended outcome of this activity is to highlight diversity and social justice, and update collections. The indicator of achievement is that at least one third of newly purchased collection material covers diversity, equity or social justice issues. Additional activities that support this goal are the creation of new web-based learning guides, the reconfiguration of electronic databases, and the expansion of Library & Learning Commons hours to overlap with weekday evening classes.

In support of the facilities and equipment are updated to meet current needs of patrons goal, library shelves and artwork were relocated to create wheelchair access to collection areas in 2018. Now all of the facility is wheelchair accessible. Additional facilities improvements included the relocation of an audio-visual media station and the addition of a VHS player to that station, so that all library media forms, even those held in the archives, are accessible. Library laptops, available for students to borrow for up to a week, are now on a three-year replacement schedule. Library furniture has been improved, a graphic novel room has been created, and wireless network access is improved, though it still presents issues at times.

Library collections, both print and electronic, are secured in several ways. The library's ILS tracks checked out items, sending automatic email reminders to library users for upcoming due dates and overdue items. The library has external and internal return boxes that ensure safe, anonymous return of physical collection materials. The library's large collection of electronic resources is protected from unauthorized use by an IP authentication system, EZproxy,

which 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, but, through a system of regular inventory, has determined that theft is not an issue of concern at this facility. 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 patron records. Library staff protects user privacy and does not release any user information. All borrowing 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 either directly with no consortium involvement, through the Oregon Statewide Licensing Program, or purchased through a consortium – the Electronic Resource program at 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. Usage data is compared with previous years and terms to examine the relevance of library tools, or to expose the need for their promotion by library staff. Data is gathered from circulation records, ILL, database searches, and inventory.



Financial Resources

Standard 2.F

2.F – Financial Resources

[Link to Glossary \(including Acronyms and Definitions\)](#)

2.F.1 *The institution 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 College has rebuilt financial stability through conservative fiscal activities. The College carefully adheres to state laws and rules when managing its budget, debt, and investments. The 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 representing 30 percent, tuition (\$105/credit effective summer 2019) and fees (vary per course) representing 27 percent, property taxes from Clatsop County representing 37 percent, and timber and miscellaneous revenue (from sale of timber harvested in the state forests in Clatsop County) representing 6 percent. The state funds, tuition, fees, property tax and portion of timber revenue are used to pay for college operations. Timber revenue is used to pay for the College's debt service which is approximately \$600 thousand annually.

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 revenue, the College utilizes the Oregon School Board Association (OSBA) tax anticipation note program for cash flow needs. 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 percent at the beginning of the economic turndown, reserves were depleted to less than 5 percent in 2012. The state's Community College Support Fund allocations to Clatsop Community College were drastically reduced (31 percent decline) in FY12-13. Subsequent CCSF allocation percentages have improved with FY19-20 projected at 1.2 percent of the total CCSF allocation. The strategic plan goal to rebuild reserves to 15 percent was accomplished in FY17-18 and have been maintained.

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

The College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning includes annual cash flow analysis and evaluation if short-term borrowing to meet operational needs. The College has participated in the Oregon School Board Association (OSBA) Tax Anticipation Note borrowing which provides affordable short-term borrowing to bridge the cash flow needs from July to November when property tax revenue is received.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

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. CCC'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 represent less than 7 percent of general fund resources. Examples of fees include: lab fees for consumables, technology fees for upgrading information technology including student computer labs, and student fees for ASG and student club activities. The College routinely seeks grant opportunities for specific projects.

For 2018-19, the College manages more than \$7 million in grants and nearly \$100 thousand as indirect funds. The College is currently involved with the Carl B. Perkins, TRIO (Student Support 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 general fund operational costs.

The Clatsop Community College Foundation is a charitable organization that is associated with CCC. 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 \$3.7 Million in privately donated funds which provide scholarships for CCC students and funding for CCC programs. Most of the money donated to the Foundation is used to provide scholarships for CCC students. The Foundation provides some money to support CCC programs.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

College Budget Preparation and Budget Management policies clearly define 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 understanding and participation in the budget development process institution wide. 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.

Board policy 6200 directs that the annual budget shall support the College's master and educational plans, budget projections will address long-term goals and commitments.

The business office initiates 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. Full-Time faculty, Part-Time faculty and classified employees are members of collective bargaining groups with negotiated salaries, wages and benefits. Employee salary and benefits represent 80 percent of the general fund budget.

During the budget development process, the Budget Advisory Committee meets twice monthly and has input on the guiding principles of budget development and the budget assumptions. Cabinet members 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. Typically, one to two meetings are required to approve the proposed budget. Once the Budget Committee approves the budget, it is presented to the Board of Education for adoption.

2.F.4 The institution 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.

CCC has used the Rogue Community College "SeaNet" accounting system since 2010. Three other Oregon community colleges have used the RCC system; however, in 2017 a decision was made to no longer support the system. Five community colleges evaluated several replacement options in a comprehensive Request for Proposal (RFP) process.

CCC 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. CCC 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 as listed in the table below.

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 College contracts with ADP to provide automated payroll services.

The Vice President Finance & Operations, reports to the President and is responsible for the bookstore, budget, business services, computer services, human resources and physical plant departments. The vice president works closely with the director of accounting to review and discuss monthly financial reports and the annual audit preparation.

The College's annual budget is developed and presented to the Budget Committee including the Board of Education and appointed members each spring. The Board also receives updates through the monthly financial report presented at board meetings.

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 institution'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.

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. The FY18-19 Capital Budget plan includes the acquisition of a new comprehensive Enterprise Resource Program (ERP). Campus Nexus will be replacing the current SeaNet system. SeaNet has been a computer system provided and supported by Rogue Community College (RCC). RCC decided to seek an alternative system rather than develop a new upgraded system. RCC provided an official letter stating their system will not be supported after the proposed sunset date of June 30, 2020.

Additionally, the Marine and Environmental Research and Training Station (MERTS) campus property has been operated as a twenty-year renewable lease with the Department of State Lands (DSL). The College began a purchase process with the Oregon State Land Board in 2014. A property appraisal process was conducted in spring/summer 2018. The purchase of the land provides the necessary status to own the campus land and qualifies for the State capital project matching funds authorized in the FY2015-2017 legislative session. The final purchase closing is anticipated in fall 2019.

CCC regularly reviews long-term debt. Low interest rates have enabled debt refunding to lower annual costs. A \$7.5 million full faith & credit obligation originally issued in 2006 was refunded in August 2014 saving \$30 thousand annually. Tax-payer costs were reduced with a refunding of the 2009 general obligation bond refunding in 2016. Annual debt service is currently less than \$600 thousand annually and paid using timber proceeds.

Since 2009, CCC has completed more than \$45 million in capital construction projects, guided

by the 2008 Master Plan, on the Lexington campus which included the demolition of Fertig Hall, construction of Columbia Hall and Patriot Hall, and renovation of Towler Hall. In addition, major infrastructure work to improve campus utilities were completed. Currently, the \$22 million Maritime Science building, guided by the 2018 MERTS campus master plan, is in design and development stages.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The general fund has the defined financial relationship to support its auxiliary enterprises. The auxiliary fund currently has a historical negative fund balance and a budgeted funds transfer has been in place since FY16-17 to reduce the negative balance. The annual revenue and expenditures are within budget.

The general fund provides resources, as needed, to the auxiliary fund. The resources necessary to balance the auxiliary fund are considered in the budgetary process and in long-term sustainability planning.

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Oregon Revised Statutes (ORS) requires an annual financial audit by independent certified public accountants. The CCC Board of Education have selected the accounting firm CliftonLarsonAllen, LLP, as its auditors. The audit team consists of professionally qualified staff, who operate in accordance with generally accepted auditing standards. The annual audit is planned and have been typically completed within six months. The annual audited financial statements are presented by the firm to the Board of Education, including findings and management letter recommendations. Audit findings and management letter recommendations are timely addressed and used to strengthen processes and procedures and improve internal controls when needed. The annual financial statements are timely filed for all state and federal compliance requirements.

2.F.8 All institutional 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 including the treasurer. 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, buildings and equipment, and unrestricted support to meet the College's greatest needs.

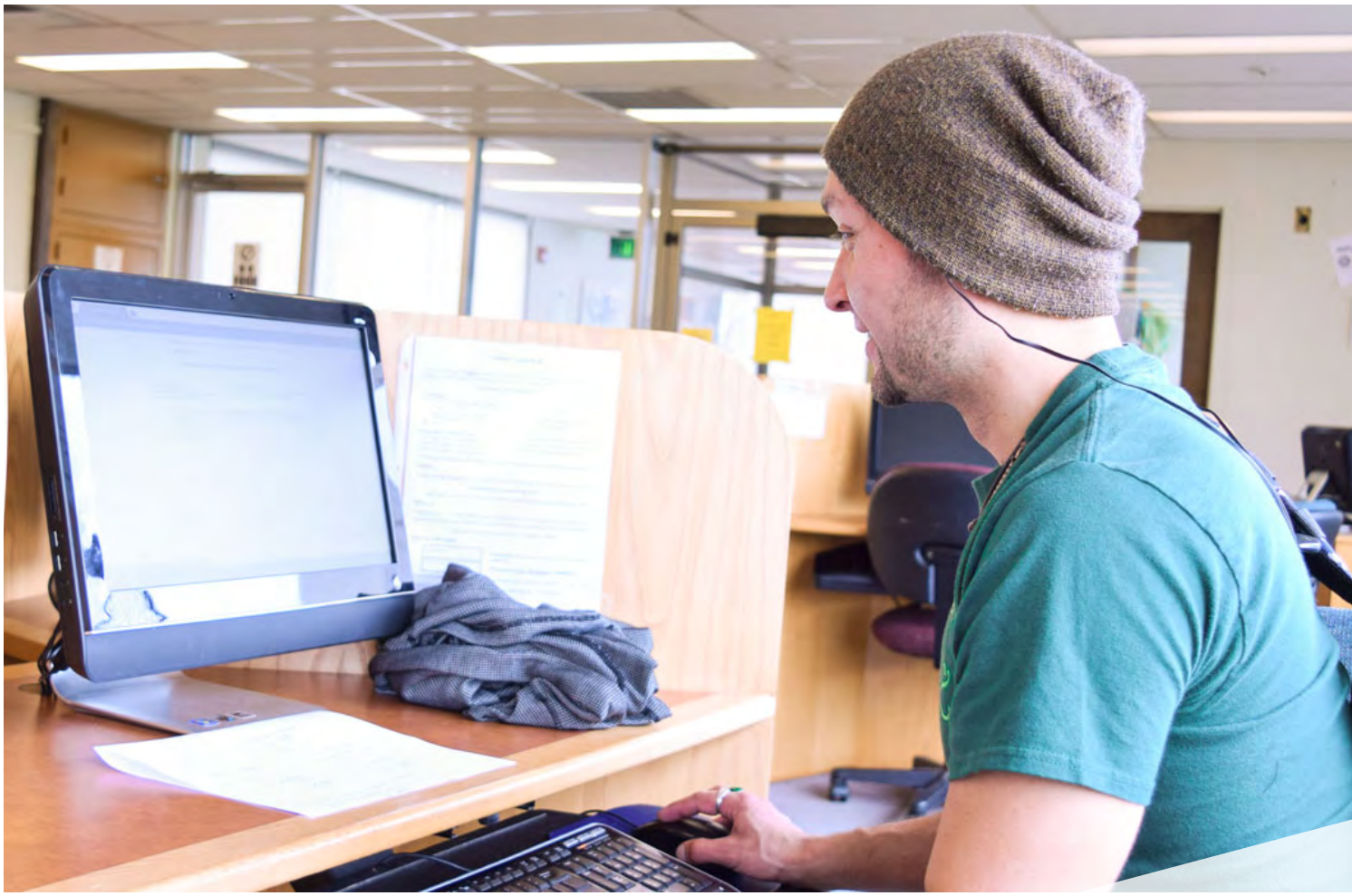
The CCC Foundation conducts a range of fundraising activities including direct mail scholarship campaigns, online giving opportunities through Greater Giving, special events, an employee giving campaign, and grant writing at the request of the College. The CCC Foundation also accepts bequests, gifts of stock, and gifts of real estate.

CCC Foundation activities comply with federal and state requirements. 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 conducts an annual audit of the financial statements. The Finance committee meets with the auditor to review the document. The auditor reviews the final document with the full board and the results are shared with the College for reporting purposes.

The CCC Foundation director is a College employee. This position is subject to all College policies and procedures. The director has two Bachelor of Science degrees, an MBA and more than 20 years of non-profit management experience.

Accounting services are provided by an independent CPA. The CCC Foundation Board meets every other month. In addition, committees meet as needed 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 a written agreement that define roles and responsibilities. The CCC Foundation and the College periodically review and amend the agreement that governs their relationship.



Physical and Technological Infrastructure

Standard 2.G

2.G – Physical and Technological Infrastructure

[Link to Glossary \(including Acronyms and Definitions\)](#)

Physical Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics, the institution 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 mission, core themes and strategic initiatives and goals, Clatsop Community College maintains a physical plant consistent with its master plans first developed in 1996 and updated in 2008 with a Marine Environmental Research and Training Station (MERTS) campus master plan in 2018. The CCC Master Plans support 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 Physical Plant department maintains a pleasant, safe, ADA-accessible, service-oriented atmosphere. The Physical Plant department consists of Maintenance and Custodial Services.

The College consists of three separate locations—Lexington, MERTS, and South County, a leased facility located in Seaside. The buildings on each campus are continually evaluated and maintained in order to extend the usefulness of the buildings, equipment, and furnishings. The Physical Plant department accepts requisitions for repair through an email work order system.

CCC's physical infrastructure has transformed over the past ten years with nearly \$50 million invested to redevelop the Lexington campus to a fully accessible and outstanding learning environment which followed a comprehensive Facility Master Plan.

As part of the Jerome Campus Redevelopment Project (JCRP), Towler Hall, originally built in 1911, was remodeled including seismic retrofitting and is a main classroom academic building. In 2010, Columbia Hall was the first new campus building completed with a mix of classrooms including Lab Sciences, Nursing, Medical Assisting, ABE, GED® and support services including Bookstore, Café and student services.

In fall 2014, Clatsop voters approved an \$8.2 million general obligation bond issuance to combine with an \$8 million State match to redevelop Patriot Hall. The beautiful 33,000 square foot health and wellness facility includes a gym, cardiovascular and weight equipment, locker rooms, running/walking track, classrooms and studios. Patriot Hall opened July 10, 2017.

The MERTS campus is located approximately five miles east of the Lexington campus on the Columbia River. The MERTS campus offers Maritime Science, Fire Science, Welding, Automotive and Historic Preservation courses and programs.

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 Science programs and works in conjunction with the floating classroom, the College owned and operated boat, a 50' vessel known as the M/V Forerunner. In 1998 phase II of the MERTS construction was completed which built the Industrial & Manufacturing Technology Center (IMTC). IMTC consists of 30,000 square feet to house the career technical programs including autocad 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, 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 (FRRRC). 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 the 2015-17 legislative process, a new \$8 million capital project match opportunity was authorized. The original submitted project was a redevelopment/expansion to the Maritime Science Center building to double the size by adding a second floor. In feasibility studies, it became clear this approach would be cost prohibitive and a new building concept was developed through a MERTS campus facility master plan process.

In spring 2018, a simultaneous capital campaign process began to determine the feasibility to raise funds for the capital project. The feasibility study determined the capacity for a \$4 million capital campaign. This amount represents a portion of the \$8 million State match and additional funding sources for project and equipment are being determined.

The College uses an emergency alert system, Bandit Alerts, to provide alerts via email, text, or voice mail to the employees and students for emergency situations and other situations that affect College operations, e.g., power outages and inclement weather. The system is an opt-out with all students and employees enrolled to receive emergency notification. The system is used for emergencies only.

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.

The College has an incident management response team that is trained in the National Incident Management System (NIMS). The Vice President Finance & Operations along with 4 staff and faculty are trained on ICS 100, 200, 300, 400, 700, and 800.

Local law enforcement responds to emergencies at all College locations with Physical Plant department employees and College leadership providing immediate support, as needed. Physical Plant employees support campus fire drills, maintaining MSDS sheets, coordinating disposal of hazard waste, and implementing the integrated pest management program.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or 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), and the health science areas (blood spills and needles). The Director Physical Plant 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 Physical Plant is trained in and supervises the College's integrated pest management program.

2.G.3 The institution develops, implements, and reviews regularly 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 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 master plans focus on the Lexington and MERTS campuses. The Lexington campus master plan was created in 2008 and contains recommendations for 20 years. During the 2013 Oregon Legislative Session, Clatsop Community College was granted \$7,999,000 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. In the 2015-17 legislative session, an \$8 million match authorization was granted for a MERTS campus expansion and a master plan was completed in 2018.

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, 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.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals 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.

In addition to the General Fund, grants, the technology fee, and the CCC Foundation also fund information technology. The College participated 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.

A Welding and Fabrication program expansion took place from May 2013-June 2016 where Capital Construction funding from the State of Oregon was utilized to purchase new equipment and upgrade facilities to expand Clatsop's American Welding Society Certificate program into an AAS degree in Welding and Fabrication with various Career Pathway opportunities. Purchases included: a Welding Simulator to cut down on the use of steel for when students need to practice their technique multiple times; a Plasma CAM to integrate AutoCAD and fabrication and better prepare students for the ever changing workplace; PipeWorx Welding Systems; six new welding booths; a pipe bender; ventilation system upgrade; and a field work truck with a portable welder attachment.

The Fire Response and Research Center (FRRRC) has had several upgrades over the last few years beginning in 2015 with an upgrade to its computer system including hardware and software. This was followed by a 2018 upgrade for the Programmable Logic Controllers. The original Programmable Logic Controllers had become obsolete and were causing problems within the proper operation of the building. A 2019 upgrade to the building's gas sensors is expected to occur in the summer or fall to bring the building up to the latest system standards.

The Maritime Science Program acquired several Electronic Chart Display and Information System (ECDIS) stations in 2014. This is a geographic information system used for nautical navigation that complies with International Maritime Organization (IMO) regulations as an alternative to students learning paper nautical charts. In addition, a custom multi-function training davit was purchased in 2017 and is currently being constructed for full use beginning fall of 2019.

The Physical Plant 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.

Technological Infrastructure

2.G.5 *Consistent with its mission, core themes, and characteristics, the institution 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.*

Clatsop Community College has appropriate and adequate technology systems and infrastructure to carry out its mission, core themes, and strategic goals. The College provides a complete range of technology solutions designed to support the academic needs of faculty and students, the business needs of the College staff and administration, and the extended needs of its community of partner organizations.

Computer services staffing continues to be lean, managing the entire technological infrastructure of the institution with a staff of four people: Computer Services Director, a Systems Administrator, a PC Support Technician, and an Instructional Technology Technologist. 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 and Chief Security Officer. The Systems Administrator, in addition to managing all College database systems, also manages the Windows Server environment, 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 Instructional Technology Technologist 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, as well as aiding students with technology issues as they come up.

CCC has a 1GB metropolitan area network (MAN) connecting the Lexington campus with the Marine and Environmental Research and Training Station (MERTS) campus in Astoria. An 100MB/Sec MAN connects the Lexington campus in Astoria with the South County Center in Seaside, and a 10MB/Sec connection ties the Performing Arts Center downtown to the Lexington campus network.

CCC has worked creatively with vendors over the last several years to constantly improve services and resources available to staff, faculty and students, while maintaining a lean budget. In 2017, the College upgraded the entire network infrastructure, replacing the existing data network with new core and edge data switches, increasing the available network bandwidth by a factor of 40, and ensuring that needed bandwidth for educational resources is available for foreseeable future growth. All buildings on the Lexington campus are connected to the network core through redundant 10GB/Sec uplinks, while each computer on campus has a 1GB/Sec connection at the desktop. Network host servers are connected to the storage area network directly through the core switches, with 40GB/Sec access links.

Staff and student data are separated by using a combination of separate virtual local area networks (VLANs), and security zones managed by a Palo Alto firewall. Wireless access is available in all interior spaces on all campuses, as well as many outdoor areas and is widely used. The wireless system was replaced in the summer of 2016, increasing bandwidth and providing better security than previously available, utilizing a machine-based certificate onboarding system that provides a one to one encrypted connection for every individual device connecting to the wireless network.

The replacement of the network switching infrastructure was accompanied by the doubling of data storage resources, which laid the groundwork for the virtualization of student computing resources.

The desktop virtualization project began in summer 2018 and has resulted in a much better experience for students when using CCC computing resources. Where student computers were once frozen, not allowing a student's work to be saved on the local machine, the virtual machines now follow the student to each physical location that they log in to, thus bringing necessary software, and any saved files, including those documents that may be in progress, to the new location. The College also added the ability for a student to log in to their own CCC virtual computer from any location that they have internet access, extending the reach of student

resources even further. Virtualization of staff and faculty computers is planned to begin after the student computers have all been moved into a virtual environment.

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 10 Enterprise, or OS X version 10.12 or higher. Most classrooms have 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 has 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 computers. For most employees, the College has standardized on HP computers with at least 4 gigabyte RAM capacity. Over the last two years, the College has begun to transition all staff computers to laptops. Each laptop installation includes a port replicator to allow an external keyboard and mouse, as well as multiple monitors, where needed. This provides more flexibility to staff to move from location to location, working special projects and events as needed while bringing their own computer with them, thus increasing both employee satisfaction and efficiency. Some employees, primarily those who work with graphics use Macintosh machines instead. The College also purchases iPads as needed 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 College employee has access to their own private network share for data storage. Files saved to those locations are automatically backed up on a regular schedule.

Two years ago, CCC changed email providers, migrating from Google to Microsoft. This provided significant improvements in several areas for staff, faculty, and students. Every staff member and student have a CCC Office365 account, which provides official email and access to secure personal data storage. In addition, online collaboration tools allow for secure file sharing, and help groups to work online together, in real-time, to simultaneously work on documents, spreadsheets, presentations, etc., making group projects easier to manage and more productive than ever before.

The telephone system at CCC is a Panasonic hybrid system, housing both voice over IP (VoIP) telephones and analog telephones. Analog sets are used only for credit card machines, the College fax server, and alarm systems. This system replaced four separate phone systems (each campus had its own unique system previously) 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 and the community. 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.

CCC recently increased the number of telephones in the system in order to place telephone sets in every manned space, increasing safety and security. Telephones are powered via power-over-ethernet switches, and the College has back-up batteries to keep the network infrastructure functioning for approximately 4 hours during a power outage, including the telephone system. CCC provides a variety of software for instructional and administrative use to support the

mission and core themes. The College utilizes RogueNet, written and supported by Rogue Community College, as its student information system module. 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, called 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 via Office365.

In the summer of 2018, CCC embarked on a two-year project to replace RogueNet with a new ERP, which will include modules of student services, as well as HR/payroll, and financial. Joining in a consortium of five Oregon community colleges, an RFP was put out, and CampusNexus, from Campus Management Corporation was selected as the software package for implementation. The project is currently ongoing and slated for completion in the spring of 2021.

2.G.6 The institution 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, as needed, 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 Brightspace 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 Brightspace. 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. Instructions for network use, Office365, and Brightspace are also available to students on the CCC website.

Computer Services provides several 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. In the fall of 2018, Computer Services built a training lab in their main office, installing an interactive projection system that is ideal for training small groups (up to about 12) in various computer systems, as well as serving as a popular site for collaborative work sessions by several different departments.

2.G.7 Technological infrastructure planning 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, as well as 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.

In addition to the formal committee process, the Computer Services staff actively cultivate a culture of inclusiveness, discussing projects and plans with affected staff and/or faculty prior to undertaking upgrades or major changes to systems. Communication out to the entire campus community provides updates and solicits input.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Staff and faculty replacement computers are funded by the Technology Fee revenue. Computers are replaced every three to five years depending on their use. Computer Services reviews the standard configuration every year, upgrading standard replacement configurations to keep up with current software needs. Specialized computer resources (graphics lab, CAD lab machines, etc.) are configured and purchased in consultation with faculty from the associated discipline to ensure that they will meet educational needs. Computer Services coordinates decision-making and manages procurement of campus licenses for common software.

Network infrastructure (switches, storage, and enterprise servers) are upgraded on a rolling basis as much as possible, to avoid major large-scale upgrades as much as possible. Those projects that must be done in a large-scale manner, such as replacement of the data switch network are financed over a multi-year period in order to fit them into the standard Technology Fee budget.



Institutional Planning

Standard 3.A

Institutional Planning (Standard 3.A)

[Link to Glossary \(including Acronyms and Definitions\)](#)

Standard 3

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplish of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core them objectives and to fulfill its mission.

3.A – Institutional Planning

3.A.1 *The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

Clatsop Community College has an established history of ongoing and purposeful planning to fulfill its mission. From its first accreditation review in 1964 (making it the first college in Oregon to receive regional accreditation status) until the present, CCC continues to provide comprehensive achievements in support of its mission and the needs of the community. College history prefaces the self-reflective activities that surround institutional planning. In the ten years since CCC celebrated its 50th year anniversary (2008-2018), the College has been served by three presidents and two interim presidents.

In 2007, four core strategic areas of focus emerged from these collaborative efforts:

- Be the primary provider of post-secondary education for the citizens of Clatsop County (i.e. enrollment management)
- Provide a supportive and productive work and learning environment for employees and students (i.e. community environment and core values)
- Be a primary participant in the development of a strong economic future for Clatsop County (i.e. economic development)
- Increase the role of private investment in the college's resource base (i.e. community endowment)

The strategic goals were shared broadly, first with the President's Council, a shared governance group with representation from every employee group and student representation, and then after consideration by the Council, the goals were shared with the entire campus community.

Full campus participation continued as the goals were associated with objectives for each strategic goal. As the planning process was implemented, the next steps acknowledged the need for continuous quality improvement to maintain a more inclusive, and more comprehensive process of evaluation than had occurred in the past. A growing emphasis was placed on broad distribution of the goals internally by teams reporting to the Board of Education and to other shared governance groups.

The 2011 Comprehensive Self-Evaluation report to the Northwest Commission on Colleges and Universities promoted the evolutionary process that ultimately laid the groundwork for the development of a full 2013-2017 board approved strategic plan.

The 2013-2017 Strategic Plan linked the previous CCC strategic goals to a new statewide plan developed by the Oregon Education Investment Board (OEIB). Beginning in 2011, Senate Bill 909 was created “for the purpose of ensuring that all public-school students in Oregon reach education outcomes established for Oregon.” Then, in 2012, Senate Bill 1581 provided further definition and duties for colleges and universities to enter into [OEIB achievement compacts](#), and to report findings annually (for further documentation of this information).

CCC faculty and administration were eager to enhance and match their data-informed assessment strategies to the reporting requirements from OEIB. The state reports seemed to fit neatly into the newly defined set of five, refined CCC Core Themes:

- Core Theme 1: Foundational Skills: Prepare students with a foundation of the skills and abilities needed for college student and life-long learning
- Core Theme 2: Transfer: Prepare students to successfully continue their education at a bachelor’s 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 2013-2017 Strategic Plan was vetted through the shared governance process and approved by the Board of Education on July 10th, 2012. This created a direct link between the College's assessment goals and the statewide Achievement Compacts. The Compacts, themselves, promised to enhance statewide networking among all public educational entities and would, in theory, provide regular communication with local constituencies. Together, the College could grow to the greatest achievements and support through challenges.

The Achievement Compacts were suspended indefinitely within two years. A bill authorizing OEIB to sunset the Compacts was approved on June 30, 2015. Then, on June 30, 2019, the Chief Education Office, formerly known as the Oregon Education Investment Board (OEIB, 2011-2015), reached its statutory sunset date. After this date, the [Chief Education Office](#) no longer existed as an agency, and the Achievement Compacts were completely dissolved.

The shifting requirements of the State combined with CCC’s limitations in staffing, reduced the institutional ability to clearly define the results of its 2013-2017 strategic plan. External shifts and

internal limitations did not, however, restrict on-going, meaningful, and comprehensive planning processes or limit the adherence to implementing plans that fulfill the College mission and allegiance to constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Clatsop Community College maintains a deeply rooted, primary commitment to students and the community. The strength of this commitment is exhibited in ongoing values: caring, collaboration, creativity, diversity, and integrity. These values frame every stage of the College's comprehensive planning process.

Many factors increased the challenges of implementing the 2013-2017 Strategic Plan, such as the lingering impact of the economic recession, continuing administrative transitions, and shifting State requirements. Fortunately, the campus community could rely on continuous efforts to pull together and support students. The ambitious goals of the previous strategic plan had diminished despite the seemingly innovative design to tie CCC's Strategic Plan to the State's Achievement Compacts.

The 2016 fall term In-Service initiated a review of current Core Themes from the 2013-2017 Strategic Plan, and by November 2016, engaged a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. Continuity between the previous strategic plan and the development of the next plan was deemed essential analyzing the results of the SWOT analysis and several stages of campus-wide discussions (in-service gatherings, faculty meetings, President's Council meetings, Instructional Leadership Team, and President's Cabinet meetings). During this same time period, individuals were selected to represent campus groups on a comprehensive Strategic Planning Committee.

The SWOT analysis was completed during winter in-service 2017. Also, during winter term, the College President worked with the College Foundation Board to determine their strategic planning goals, and to include Foundation members in the campus-wide SWOT analysis. The Director Marketing and Communications queried community members and business leaders.

By March 2017, the Strategic Planning Committee had reviewed the SWOT analysis and associated the results with the current Core Themes. The deliberation process was broad-based, comprehensive, and inclusive. Early spring term 2017, the Strategic Planning Committee consolidated the five previous Core Themes into three Core Themes that spanned the next five years. NWCCU was notified of the revision of mission and core themes. In response, the College was requested to produce a Core Themes Crosswalk to show the revision from the previous Core Themes to the new Core Themes ([link to crosswalk](#)).

During the summer 2017, the Board of Education reviewed the new College mission and vision statements, and the new core themes and their objectives. The Board adopted the revised CCC [Mission and Vision](#) statements September 12, 2017. The process of finalizing the 2018-2023 Strategic Plan by the campus community and the Board of Education continued throughout 2018 as committee members, workgroups, and Board members interfaced with the process. A set of strategic initiatives marked a highpoint in the process. The strategic initiatives represent the heart and soul of academic enrichment. They contained clear objectives and were energized

by a sense of accomplishment. Ultimately the entire planning process was thoroughly vetted by the Board and the CCC process of shared governance. The process was both transparent and available to appropriate constituencies. The campus community became the beneficiary of a process that has been purposeful and comprehensive. The integration of clear strategic initiatives into three, solid core themes connects the day-to-day endeavors that lead directly to mission fulfillment.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

In accordance with the process of shared governance, Clatsop Community College updated and extended its 2013-2017 Strategic Plan to reflect the goals of the next five years (2018-2023). The planning process relied initially on a simple collection of readily available data. The need for an additional collection of data was determined by the process of internal questions, departmental reflections, and representative committee meetings.

Over the course of 36 months, the campus community engaged in ongoing, multi-phased information gathering, and lengthy discussions about possible strategic plan revisions centered on assessment, evidence, data, goals that aligned with legislative requirements, and a clear understanding of accreditation standards. Campus discussions were thoughtful, thorough, and transparent, as viewed through the College's shared governance structure and sub-committee meetings. Upon reflection, the College recognized that the previous mission statement reflected a time of recovery after a difficult economic recession. The College needed to regain momentum and provide opportunities for increased productivity within all facets of the community.

As stated previously, there was an additional backdrop to the acute need for institutional review and adjustment of the 2013-2017 Strategic Plan. That plan was developed to support legislative action (Senate Bill 909 created in 2011, adopted 3/27/12, and further refined in 2012 as Senate Bill 1581) that required Oregon's "educational entities" to enter into Achievement Compacts. The Achievement Compacts were defined as "an agreement entered into between the Oregon Education Investment Board and the governing body of an education entity," which, for community colleges, local Boards of Education. The plan focused primarily on an assessment of and documentation about educational completion goals. Performance goals were identified individually by schools to be measured by outcomes and measurements of progress (critical stages of learning and programs of study, the attainments of diplomas, certificates, and degrees, etc.). Data for specific disadvantaged student groups was included in the measurement criteria. Achievement Compacts were the cornerstones of then Governor Kitzhaber's 40-40-20 Plan which aimed for success by 2025. According to the plan, 40 percent of Oregonians will achieve a baccalaureate degree or higher, 40 percent will hold an associate's degree or certificate in a skilled occupation, and 20 percent will have at least a high school diploma or an equivalent credential. Clatsop Community College aligned its 2013-2017 Strategic Plan to support the Achievement Compact goals. On June 30, 2015, a bill authorized the Oregon Education Investment Board to suspend the [Achievement Compacts](#) indefinitely. At this point, the College reverted to its previous strategy of using readily available data and contracted with Linn-Benton Community College's institutional research office in order to begin determining new and more applicable data sets.

The process to fully implement the revisions took time as representative campus committees met to delineate specific and meaningful measurements for each of the core themes and

strategic initiatives. The strategic planning committee continues to provide leadership and oversight of the implementation process. An implicit goal, interwoven throughout this process, is to firmly establish continuous improvement that is robust, regardless of economic shifts or internal transitions. The process ensures that the College's Strategic Planning Committee is better situated to influence attention to institutional outcomes and is more keenly focused on an increased reliance upon evidence-informed results. The entire revisioning process manifests a grounded, meaningful set of “crosswalk” objectives that emerged within and between the initiatives. The final Core Themes Crosswalk was approved by the President's Cabinet on 5/14/19.

In this way, Clatsop Community College is bolstering its capabilities to provide student-focused, data-informed analysis, and educational leadership in the community. Both the process and the outcomes recursively acknowledge CCC's long-standing commitment to **enriching lives, inspiring learning, creating opportunities!**

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The previous 2013-2017 Strategic Plan defined priorities in alignment with the State of Oregon's Achievement Compact. A primary goal was to increase academic completion, and to analyze statewide and institution-specific trends based on regularly reviewed submitted data. The comparable data would help clarify and articulate institutional priorities as well as guide decisions about resource allocations. Institutional capacity would be compared with other institutions of comparable size.

The current Strategic Planning process has revitalized the campus community and the College's investment in the process of holistic program review. CCC established a contract with Linn-Benton Community College to provide institutional data research and support.

The College commitment specific to resource allocation is evidenced in a multiplicity of efforts and comprehensive planning to determine resource allocation and institutional capacity.

A standing order of business at monthly Board of Education meetings in the financial report and discussion. The process begins with the development of an annual [budget calendar](#) which is published to the College website. The process continues throughout the fall and early winter with the campus-wide distribution of proposed budgets and department renewals. An internal Budget Advisory Committee is confirmed with representation from all campus groups and begins regularly scheduled meetings. This internal committee receives and reviews all budget requests that fall outside the usual departmental renewal procedure. Sometimes budget requests are written for additional staff positions. Sometimes budget requests are written to cover unexpected departmental needs. The budget request forms indicate which Strategic Initiative is supported, how the budget request contributes to the Strategic Initiative, and projected outcomes. Budget requests are rated and ranked. They are not guaranteed, but they provide a prioritization practice should funding become available.

The Vice President Finance and Operations presents [budget forums](#) to the campus community and continues to present updates at the regular Board of Education monthly meetings. By spring, the district's Budget Committee, comprised of Board of Education members and seven

community members appointed by the Board, meets to receive the budget message, review and approve the budget.

Throughout the process, discussion and decisions are based in the following Budget Development Guiding Principles:

- What is in the best interest of our students?
- College-wide inclusiveness
- Effectiveness and efficiency in decision making
- Evaluate/consider college-wide reduction impact on all aspects of the organization
- Building and strengthening programs

The process of resource allocation is transparent and comprehensive. It is grounded in supportive evidence and procedures provided by departments and programs. Assistance from the contracted service for institutional research has deepened the College's confidence in utilizing evidence and data to support financial decisions and further the goals of the Strategic Plan, by means of assessment data analysis.

Emergency Operations & Contingency Planning

3.A.5 *The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

CCC has established an All-Hazards Emergency Operation Plan (AHEOP) to minimize the impact of an emergency on students, faculty, staff, and visitors. The AHEOP provides the Colleges policies, procedures, and identifies those roles and responsibilities necessary to respond to an emergency affecting the campus. The foundation of this AHEOP utilizes the National Incident Management System (NIMS) as the basis for its approach.

The College's goals of planning for emergency response actions are guided by overriding emergency priorities, to:

1. Safeguard life
2. Stabilize the incident
3. Secure critical infrastructure and facilities
4. Assure minimum disruption of educational programs

Based on the assessments conducted during the planning process, CCC has implemented several tools across the campus. These tools include:

1. The College has published an All-Hazards Emergency Operation Plan (AHEOP) which describes the established practices and policies for the following: emergency support functions, checklists, and supporting documents; coordination of operations during emergencies and disasters; and strategies for the best utilization of all campus resources. The College's AHEOP includes a Continuity of Operations Overview.
2. CCC has developed and established an Emergency Management Structure, which is divided into three main groups designed to efficiently apply the resources of CCC to respond to an incident.

The three components are:

- The Threat Assessment Team
 - The Emergency Support Team
 - The Emergency Response Team
3. CCC is strengthening the Building Safety Captain program. This is a volunteer program to identify employees in each building to lead during an emergency. For each building, the building safety captains, who have access to emergency equipment. Training, drills, and exercises are ongoing with these teams. Designated staff have participated in the Emergency Planning for Higher Education Training FEMA training program.
 4. The College plans and conducts regularly scheduled drills. These include lockdown, fire, and earthquake safety drills and are conducted annually. The drills include debriefs and after-action reports.
 5. The College has maintained the existing digital notification system. Emergency notifications go out through campus telephone paging system, email, text, and social media.
 6. The College has begun development of a training program for all College staff and faculty. The planning includes outreach to campus partners for training on personal safety. As a part of this initiative, CCC has provided individual emergency bags and provided training on their use and maintenance.
 7. The College has begun development of an online Emergency Handbook that is accessible from the College's website. The handbook will be downloadable as a PDF document for easy reference.
 8. The College is investigating the installation of new door hardware in all classrooms and meeting spaces, designed to enable interior locking without a key.
 9. The College is investigating the installation of security cameras in several key locations around the campus.
 10. The College has Emergency Response Guides and Standard Response Protocol (SRP) posters posted in each classroom, in meeting rooms, and administrative areas. Lists of designated Tsunami evacuation assembly areas are posted in classrooms, administrative areas, and other prominent locations. Signs indicate the specified areas in nearby parking lots.



Core Theme Planning, Assessment, and Improvement

Standards 3.B and 4

Core Theme Planning, Assessment, and Improvement (Standards 3.B and 4)

[Link to Glossary \(including Acronyms and Definitions\)](#)

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22: Student Achievement - *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

All institutional learning outcomes for all degrees and certificate programs are available in the College catalog and on its website. Ongoing institutional assessment is used to validate student achievement of the learning outcomes.

Eligibility Requirement 23: Institutional Effectiveness - *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.*

Clatsop Community College is invested in the process of institutional effectiveness. The College has revised its mission, strategic plan, and reconfigured the previous five core themes into three, more concise and applicable core themes. Additionally, four strategic initiatives have been developed and are being assessed in conjunction with the core themes. While the previous strategic plan was fraught with external difficulties (as defined in Standards 3.A.1, 3.A.2, 3.A.4, 4.A.2, and 4.A.3), the College is once again developing and promoting assessment measurements to clearly define mission fulfillment and core theme achievements. The College is regularly monitoring internal and external events so that it is prepared for changing circumstances that may impact the institution and its ability to ensure its viability and sustainability.

3.B – Core Theme Planning

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Core Themes are the backbone of the institution's comprehensive plan. After revising the 2018/2023 Strategic Plan, the campus community spent considerable time defining four specific strategic initiatives that are associated with each of the three, new core themes. Indicators of Achievement are the connecting points that promote meaningful measurements of the core theme objectives.

The College Institutional Research consultant worked with the President's Cabinet to develop a reference document to capture the institution's comprehensive plan. The result was the following visual (February 2018):

Strategic Planning Focus Areas, 2018-2023

1. CCC Mission Statement

Enriching Lives, Inspiring Learning, Creating Opportunities

2. Vision

As a leader in education, CCC will partner with the community in creating gateways for transformation.

3. CCC Core Values

Caring, Collaboration, Creativity, Diversity, and Integrity

4. Strategic Initiatives

(Solutions that address college values)

Strengthen the Academic Environment for Students

Cultivate Connections with the Community

Commit to Equity and Inclusiveness

Advance Institutional Accountability

5. Indicators of Achievement

(Meaningful measurements; Mission fulfillment)

Core Theme: Foundational Skills

Core Theme: Academic and Student Success

Core Theme: Community and Personal Enrichment

The President's Cabinet continued to revise the visual overview by placing the Strategic Initiatives within each Core Theme, and by identifying specific administrative leadership personnel to oversee the progress of the Strategic Planning Committee. By April, 2018, the graphic was more defined and associated leadership to each strategic initiative. This graphic has served as a reminder of roles and goals:

Clatsop Community College: Charting Our Course Strategic Planning Focus Areas, 2018-2023

CCC Mission Statement

Enriching Lives, Inspiring Learning, Creating Opportunities

Vision Statement

As a leader in education, CCC will partner with the community in creating gateways for transformation.

CCC Core Values

Caring, Collaboration, Creativity, Diversity, and Integrity

Core Themes

Core Theme 1: Foundational Skills

Core Theme 2: Academic and Student Success

Core Theme 3: Community and Personal Enrichment

Strategic Initiatives (applied to each Core Theme)

- Strengthen the Academic Environment for Students
- Cultivate Connections with the Community
- Commit to Equity and Inclusiveness
- Advance Institutional Accountability

Strategic Initiative Team Leaders, 2018 - 2020:

Strengthen the Academic Environment for Students

Dean Transfer Education and Vice President Academic Affairs:

- Objective 1: Assess opportunities to improve existing programs and explore options for new programs.

Vice President Student Success, and Director Trio Student Support Services:

- Objective 2: Develop a comprehensive enrollment management plan.
- Objective 3: Improve academic scheduling to make it possible for student to graduate in two years.

Cultivate Connections with the Community

Director Marketing & Communications, Director College Foundation, and Executive Director CEDR/CCC SBDC:

- Objective 1: Create a community outreach team for coordination and connection of internal effort with external partners.
- Objective 2: Partner with public and private entities to expand options for experiential and service learning.
- Objective 3: Increase community and partner participation at the College.
- Objective 4: Support expansion of community education and customized training, as appropriate.

Commit to Equity and Inclusiveness

Vice President Academic Affairs and Instruction Technology Technician:

- Objective 1: Establish and empower a Diversity, Equity and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity and inclusion.
- Objective 2: Provide training for the Campus Community in areas of diversity, equity and inclusion.

Advance Institutional Accountability

Vice President Finance & Operations, Director Human Resources, Distance Education Coordinator:

- Objective 1: Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-informed decision-making.
- Objective 2: Improve practices related to support of all employees.
- Objective 3: Utilize appropriate evaluation tools to promote resource allocations.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The process of planning for core theme programs and services was comprehensive and included designating subcommittees that were tasked with reporting their findings to the full Strategic Planning Committee. Each subcommittee submitted a plan that included the Initiative, the objective(s) identified, goals, description of the goals, deadlines, responsible parties, resources needed, the measurement of completion, and the assessment used.

One example of the Strategic Planning process was the completion of the strategic initiative to “Commit to Equity and Inclusiveness.” For long-time members of various renditions of diversity efforts on campus, this initiative, complete with resource allocation, was an enormous boost to institutionalized efforts to assess and track campus-wide equity and inclusion. This particular set of strategic initiatives is an example of emerging connections and interdepartmental relationships. For instance, a recent grant from Meyer Memorial Trust to the Department of Instruction specifically addresses the strategic initiative to “commit to equity and inclusion.” The grant project is titled, “The Alliance for Equity in Education (A4EE),” and the goal is to develop an alliance of culturally responsive student support programs to improve transition to college for marginalized high school youth. The grant begins with institutional assessments of the College and each high school partner. The CCC Diversity, Equity, and Inclusion (DEI) Committee utilized the assessment tool provided by the grantors to begin the assessment process at the College. The assessment tool provides a baseline understanding about diversity, equity, and inclusion that simultaneously benefits the committee’s goals, the College Core Theme 2: Academic and Student Success, the strategic initiative to commit to diversity and inclusion, and intentionally assists the A4EE grant goal to build culturally responsive support for marginalized students transitioning to college. The following DEI strategic initiative plan is a sample of the planning components used by all Strategic Planning Committees:

DEI Goals	Description	Deadlines	Responsible Party	Resources Needed	Measure of Completion	Assessment
Assess Programs and Departments to establish a baseline understanding about equity and inclusion at CCC	Use an assessment tool (such as the MMT DEI Spectrum Tool) to situate CCC's continuous commitment towards an inclusive and culturally respectful campus. Commit to regular assessment.	2018-19 Academic Year	DEI Council along with the Office of the President and President's Cabinet, College Council, Instructional Council, Student Clubs	Time, commitment, and printing expenses	Program and Departmental assessment of progress	Dated and printed assessment tool, updated regularly. Continuous progress noted in DEI Assessment results
Create dedicated space on campus that supports DEI/ IOU	Develop a Center on the Lexington Campus that operates from a foundation of Courageous Conversations that promote academic inquiry primarily focused on power, privilege, oppression, social justice, and the social construction of gender, the intersections of gender, race, ethnicity, class, sex, sexual orientation, ability, age, and nationality	Winter, 2019	DEI/ASG	Dedicated space in the Bandit Burrow Supplies Budget of \$500 \$1000 for event expenses	Announcement or Grand Opening	Two events planned, documented, and evaluated per year

DEI Goals	Description	Deadlines	Responsible Party	Resources Needed	Measure of Completion	Assessment
Provide leadership and accountability for advancing college wide understanding about equity, diversity, and inclusion for students and employees.	Guide efforts that promote a culturally proficient campus community.	Ongoing	Rotational leadership of DEI committee members, DEI staff, and faculty facilitators	Funding for staff development \$18,000 (i.e. funding to send to college reps to SEED training)	Rotational leadership promotes campus-wide commitment to DEI (as referenced in the assessment tool)	Documentation of college events facilitated by a broad representation of campus leadership.
Increase credit course offerings that satisfy DEI standards	Design and integrate opportunities for students and faculty to engage in diversity, equity, and inclusion in classroom instruction.	Collect design ideas 2018-2019 Implement design by spring, 2019		Possible training funds to help design DEI standards and assessment Funded DEI Position	IC will review all new courses and review at least 5 courses previously approved courses per academic year	Increased course offerings that satisfy DEI standards
Connect the college to community partners	Advance campus and goals in improving educational participation and completion.	Ongoing connection with community partners	DEI Staff and Instructional Council	DEI staff and college representatives	Increased engagement between community and campus partners	

DEI Goals	Description	Deadlines	Responsible Party	Resources Needed	Measure of Completion	Assessment
Develop Institutional Research (IR) that collaborates student experiences on campus with DEI.	Work with IR staff to develop an annual survey, distributed to students upon completion of their first year at CCC. The survey will measure the connection between DEI experiences and academic persistence and diligence toward educational goals and endeavors.	Begin research and development during 2018-2019 academic year.	IR staff, DEI Director, Director Library, DEI Council, Student Services, IC, and ASG.	IR Team	Surveys distributed annually, collected and compared to previous years. Ongoing plans developed to address deficiencies	Survey Results
CCC's commitment to DEI is represented in all areas of college publications.	Regular review of college publications to ensure alignment with DEI goals and as found on the website, on brochures, catalog, etc.	June 2019 (first roll out of all departments for targeted departments) then on-going	All departments	Promote multiple trainings for staff by IOU Training Team & others	All departments have updated their public information	Survey sent to all people who peruse CCC website. Data is examined quarterly by IR person

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

As part of the previous (2013-2017) Strategic Plan, an Instructional Discipline and Program Evaluation process was used as a basis for continuous quality improvement. The goal was to update curriculum and teaching methods, maintain adequate resources to deliver excellent classes, accomplish program and institutional student learning outcomes, and fulfill the mission of the College. The evaluation process was introduced during the fall 2012 in-service. It was comprehensive in scope and promoted self-reflection, peer review, and analysis. The process began with a review of the Mathematics Discipline, the Nursing Program, and the Maritime Science Program. A five-year evaluation schedule was proposed. The review process required documentation about enrollment and classroom data, educational assessment and strategic planning with findings, and actions plans, and if needed Advisory Committee meetings minutes and articulation agreements. Also included were a set of 40 questions to be answered in narrative form, with evidence, and analysis.

However, the College review process did not simply go away. Faculty revised the process by developing a system of review that maintained accountability to strategic planning goals but refined the process to eliminate an overabundance of what seemed to faculty like “busy work.” The revised process continued annually for the next several years. Annual assessments have been collected and stored on SharePoint in the Office of Instruction files. A change in administration meant that the five-year comprehensive review schedule was peripherally maintained, primarily by CTE programs, but not formally maintained by all lower division transfer (LDT) departments.

Last year, after several all-faculty meetings and discussions between faculty and the Vice President Academic Affairs, three faculty members agreed to formalize a process of regular review – an annual course review, a recommended three-year cycle of departmental (or program) review, and a five-year cycle of degree review. Each review includes the following:

- Style Guide
- Template with cover page, table of contents, and introduction
- The Body of work includes
 - Mission and Guidance
 - Instruction/Curriculum
 - Faculty
 - Students
 - Resources
 - Efficacy
- Conclusion
- Appendix

Additionally, each section includes a set of guiding questions that focus on outcomes, comparisons, and assessment.

This academic review process dovetails easily with the holistic program prioritization process that began last year and will continue through the upcoming year (see 4.A.2). Implementing

these intersecting systems of accountability support core theme planning that is informed by appropriately defined data. The process now in place promotes analysis and evaluations to realize accomplishments of core theme objectives. This process will be used to inform the campus community about the progress toward achievement of goals and outcomes within College programs and services. As things progress, the community at large will see evidence of the improvements, both in report form and in the actualization of important improvements.

Standard 4

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluation the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

[Link to Glossary \(including Acronyms and Definitions\)](#)

4.A – Assessment

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives.*

Comprehensive, annual assessment is the backbone of the academic institution. The College understands this institutionally. Throughout much of the 2013-2017 Strategic Plan, the reduction of staff and the restructuring of the Oregon Department of Education resulted in limited resources and an unintended deterioration in robust data collection. However, due to the determination of staff and faculty, state and federal reporting data was maintained, and individual departments continued to attend to data-informed information. Student Services established qualitative indicators to track enrollment and graduation rates, and to provide meaningful analysis of basic data. The Office of Instruction sustained annual course, department, and degree program reviews. Even though the instability of administrative leadership, particularly within the Office of Instruction, left some faculty discouraged about the usefulness of annual reviews departments still came together to complete and submit annual reviews.

In 2018, three faculty took the initiative to update and present revised cycles of academic review. This new process will be implemented during the fall Term In-Service week. This seemingly simple act prompts others to see the links between instruction, strategic initiatives, and student success. With an improved process in place, results are intended to be easily shared with the nascent program prioritization committee and will be used as part of a comprehensive analysis of data-informed decisions.

One area of progressive improvement for the campus is the holistic collection of data and comprehensive analysis from departments outside the foci of Student Services and Instruction. These departments are critical to the strategic plan and to mission fulfillment. While each department maintains statistics, analysis, and accountability, the campus will benefit further from an intentional emphasis on the interconnectedness of every department. Efforts are already in place. Finance and Operations has the ability to provide a robust overview of campus-wide fiscal operations. Other departments are as critical to a comprehensive data collection and analysis plan. Fortunately, the current strategic plan deliberately relies on interdepartmental successes.

Each core theme is supported by the same strategic initiatives. The expansion of meaningful data collection combined with appropriately designed measurements that define goals and objectives of all departments and programs will ultimately provide improved understanding about the functioning of the institution. This will greatly enhance the ability to make data-informed decisions and strengthen the institution's response to shifts and transitions.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Student Success is a primary goal integrated into the Core Themes and the Strategic Initiatives. Clatsop Community College engages in a thorough evaluative system of accountability and evaluation. The decision to enter into an Institutional Research contract with Linn-Benton Community College (Albany, Oregon) has been a tremendous asset to the development of improved systems of program and services evaluation.

In the past year, President Breitmeyer initiated a campus-wide program prioritization process led by a representative committee of Part-Time and Full-Time faculty, program and department leaders (administrative and non-administrative), representatives from the classified union, and student government representatives. The committee was charged with defining cross-campus programs and developing criteria for program evaluation. The committee is relying on the work of Robert Dickeson's key criteria of program prioritization:

- History and Expectations
- External and Internal Demands
- Quality Inputs and Outcomes
- Size, Scope, and Productivity
- Revenue and Costs
- Impact
- Opportunity
- Contribution to Diversity
- Community Focus

Initial goals are to:

1. Begin gathering universal data
2. Identify departmental specific data
3. Prepare a communication plan

Additional first year goals include finalizing weighting criteria, reviewing data needs, developing a rating system, collecting and distributing data, and to evaluate and prioritize programs as they contribute to the strategic plan and mission fulfillment. The prioritization will contribute to the annual budgetary decision-making process. Not only does this process increase transparency of the budget process, it also regularly informs the campus community of successes and areas of improvement.

The academic course approval process and regular academic review of course, program, and degrees provides important information, but lacks a full-scale appraisal of the academic

achievement. Two new opportunities are planned during the 2019-2021 academic years to bolster further attention to institutional assessment toward mission fulfillment.

The first opportunity is available because Clatsop Community College was recently selected among 20 other institutions to participate in The NWCCU Academy for Retention, Completion, and Student Success (ARCSS). This program is a mentored learning platform offered by the Northwest Commission on Colleges and Universities. By providing an onsite and online presence, the Academy supports efforts implemented by the institution and its faculty to promote student success over a two-year timeframe. This is a tremendous opportunity for the College to design an operational plan to measure retention and completion by using best practices and identified data to improve and attain institutional goals. The focus on reducing equity gaps in underrepresented student groups highlights a primary emphasis of CCC's strategic initiative to "commit to equity and inclusiveness." The two-year Academy program is comprised of four phases: information gathering, planning, action, and assessment. CCC is honored to participate in this two-year program and foresees tremendous improvements in the use of data to articulate priorities and evaluate institutional capacity.

The second opportunity is the participation in the third cohort of the Oregon Pathways Project. With support from the Oregon Community College Association (OCCA) and hosted by their Oregon Student Success Center (OSSC), the Oregon Pathways Project is designed to support the design and implementation of structured academic and career pathways. The goal of the statewide project is to increase completion rates and student achievement across Oregon. The project aligns with the recently designed Oregon Transfer Compass. Community Colleges are tasked with providing clear information to transfer students by presenting clear information about major courses of student and promoting well-defined "pathways" to the completion of the first two years of a four-year degree program. Three CCC faculty members participated regularly in the development of Major Transfer Maps and are now poised to spearhead next steps.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluation student achievement of clearly identified learning outcomes.*

Instructional Council makes all decisions about course approvals, course changes, and other decisions about course structure and offerings.

Institutional Student Learning Outcomes (ISLO) outline the holistic and comprehensive learning outcomes that have been associated with both the previous and current strategic plans. All students receiving certificates and degrees from the College have developed a level of competence in all the outcomes. Learning Outcomes are approved by the CCC Board of Education. The Institutional Student Learning Outcomes at this time are as follows:

Students graduating from Clatsop Community College will have demonstrated the ability to:

1. Communicate effectively through writing, speaking, and imagery.
2. Solve problems with current and emerging discipline-appropriate technology.
3. Act with integrity.

4. Understand and appreciate diversity.
5. Work competently through knowledge of content, mastery of skills, and effective work habits.
6. Work effectively individually, collaboratively, and as leaders.
7. Solve problems through critical and creative thinking.
8. Demonstrate the skills and tools needed for life-long learning.

Documentation for every course includes a completed Institutional Student Learning Outcome matrix that identifies how students are prepared to meet the ISLO requirement. Not all ISLOs will be addressed in any one course. Only ISLOs that are realistically addressed in the course are selected and documented.

Each academic program has well-defined Program Learning Outcomes which are listed in matrix form, similar to the ISLO matrix. The PLO matrix matches program-specific learning outcomes to institutional learning outcomes.

Course to Program Student Learning Outcomes are integrated into all programs leading to certificates and degrees. A matrix, similar to the ISLO matrix and the Program Learning Outcomes matrix, is used to identify course learning outcomes that fit the program learning outcomes.

In this way, course learning outcomes are aligned within program learning outcomes, which are then aligned within institutional student learning outcomes. The result is a continuum of student learning outcomes leading to the successful completion of certificates and degrees.

Annual assessment plans promote faculty accountability to the ISLOs by matching course assessment data to outcomes appropriate to courses, programs, and degrees. Annual assessment results are prepared by faculty and submitted to the Office of Instruction.

Clatsop Community College understands the growing reliance on assessments and data-informed decisions in the field of education and workforce training. While CCC is proud of these matrices, it knows that it is time for re-evaluation and further improvements. During the next two years, the campus community will embark on four major projects. Each of these projects rely on a foundation of assessment benchmarks for success. While these projects were noted in Standard 4.A.2, it is important to highlight them again. The College's plans for progressive improvement in the area of assessment and data-informed decisions span each of the four primary focus areas:

1. Developing the Guided Pathways Initiative for Student Success. This national model is a comprehensive framework that links student success to education, training services, and student support. The “wrap around” model promotes expansion into regional industry sectors, outreach to non-traditional students, and works to close the equity gap in college completion. The Guided Pathways model demands a unified overhaul of program and departmental structures. This will include greater demand on measurable data to ensure continuous improvement. Clatsop Community College is a member of the 3rd Cohort of Oregon community colleges in line to implement the statewide Guided Pathways Initiative.

2. Participation in the NWCCU Academy for Retention, Completion, and Student Success. This exciting learning platform will coalesce a team of colleagues from Clatsop Community College in specific efforts to promote student success and mission fulfillment. The academy will focus on four phases – information gathering, planning, action, and assessment. This holistic approach to student success will complement the simultaneous work on Guided Pathways.
3. The implementation of a new Enterprise Resource Program with Student Service module. The current system was developed a decade ago by a forward-thinking community college. The system was innovative for its time, but the speed of technological developments outpaced the ability of the College to adequately maintain the system. A consortium of smaller Oregon community colleges is working with a consultant company to implement, test and refine the new system. The onboarding of the new system will be a primary focus for Clatsop Community College. While no one system will meet every need, this system promises to be more pro-active in its ability to collect and distribute data. It also promises to keep current with technological expectations.
4. Program Prioritization will be the fourth major, campus-wide project. This project was initiated by President Breitmeyer at the end of the last academic year. The project includes a full review of all departments and programs. The project has already garnered energy from some members of the committee because it provides a broad-scope assessment of the College, while simultaneously uniting previously independent, and often siloed, departments. The collaborative process of program prioritization suggests an opportunity to speak and connect across departmental lines.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

CCC has made several changes to its structure and processes in order to support strategic initiatives to Strengthen the Academic Environment for Students, Cultivate Connections with the Community, Commit to Equity and Inclusiveness, and Advance Institutional Accountability. Specific examples are listed below.

An intentional decision was made to first stabilize the foundation of administrative support before further revamping the academic assessment process. This rationale is based on the importance of inter-departmental relationships and the anticipation of increased collaboration between and among departments.

Throughout the previous strategic planning and into the current plan, the first priority has been to provide a vital campus community that engages students in the successful completion of their academic goals. The annual Educational Program Assessment process promotes the successful progress of students through academic courses and programs. Student evaluations provide clear examples of satisfaction and progress toward academic goals. When concerns are raised within the evaluations or reviews, steps are taken to address and resolve the concerns.

A recent grant from Meyer Memorial Trust specifically addresses the strategic initiative to “commit to equity and inclusion.” The goal of the grant project, titled, “The Alliance for Equity in Education (A4EE),” is to develop an alliance of culturally responsive student support programs that will strategically improve academic transition to college for marginalized high school youth.

The grant capitalizes on a continuum of existing educational resources that support high school students preparing to transition to college or career. These services include accelerated credit opportunities for high school students to take college classes while still attending school at one of the three different school districts in the county. A major effort is placed on the integration of independent high school and college educators to form a cohesive support system for students that promotes a synthesis of equity and inclusion throughout the educational system.

In addition to the grant, Student Services is revising responses to Satisfactory Academic Progress (SAP). As described in 2.A.16, student support personnel take a pro-active stance toward helping students develop academic success plans. Financial Aid now asks students who are having trouble making satisfactory progress to develop and sign a commitment statement. This is an honest and direct manner of addressing the commitment to academic success. Students are contacted and counseled and given tools to help them succeed. This satisfactory academic progress intervention, in concert with the early alert program, provides a path back to academic success. The personal contact deepens the connection between student and institution.

In 2018, CCC contracted with a third-party auditor, Clifton Larson Allen to complete a comprehensive Human Resources Assessment, which covered areas such as; general institution information, culture, mission & values, HR compliance & employment law, recruitment compensation, recordkeeping, technology, performance management and diversity& inclusion to name a few. This study illuminated areas for improvement, the combination of information from this assessment and the new Oregon State law regarding Pay Equity led CCC to conduct an additional study with specific focus on Pay Equity. The benefits of the Pay Equity study are currently unfolding as CCC continues the analysis of information collected by the College's partner HR Answers. The first impacts of the study are evidenced in the collaborative efforts by all staff to develop new job descriptions that reflect the slow and steady creep of job roles and responsibilities that have taken place over the last 20 years.

The 2018-2023 Strategic Plan continues to be monitored by a Strategic Plan Committee. Committee members review goals and develop measurable indicators of achievement. Several accomplishments have already been completed. Others are still in development stages, but all are committed to the process of strengthening the core themes' strategic initiatives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The College integrates several planning measures to assure a holistic alignment with resources, capacity, practices, assessment that support the goals, outcomes, and mission.

The Budget advisory committee is comprised of representative membership across campus. Each representative helps to facilitate resource requests from their department or program. Budget request guidelines are posted on SharePoint and distributed at the first Budget Advisory Committee meeting. The request forms are completed within departments and signed by supervisors. The budget request defines the contribution to the Strategic Plan and identifies the Core Theme/Strategic Goal that is endorsed by the request. Budget requests are discussed at each meeting, and ultimately compiled into a priority document.

College Council meetings represent another method of shared governance decision-making. The Council includes representatives from administration and elected representatives from both Full-Time and Part-Time faculty, Service & Supervisory staff, classified employees, and student government. The group discusses a full range of campus concerns, recommendations, and planning. Budget updates and regular review of policies and procedures occur at the monthly College Council meetings. An Open Forum provides an opportunity for any Council member to describe recent events or to announce future activities. Council minutes are deposited on SharePoint for access to any employee.

President's Cabinet, College Council, Strategic Planning Team, Instructional Council, Instructional Leadership Team, and Diversity, Equity and Inclusion Council are additional facilitated groups based on the College's commitment to shared governance. Each committee has a clear focus area, yet all represent the process of alignment, correlation, and integration of campus-wide planning, outcomes, and decision-making of all programs and services.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful result that lead to improvement.

The College is progressively improving its review and assessment processes. The decision to enter a contractual relationship with the Institutional Research Department at Linn-Benton Community College has increased the campus awareness of assessment and its meaningful yield of information. The access to Linn-Benton IR provided consistency, reliability, and accountability for the reporting expectations. The campus community is now regularly relying on the IR Department to provide data about programming and assessment matters.

While the preference is to eventually develop an on-campus department, the current contract promotes documentation and assessment services that would be impossible with current CCC staffing levels. The benefit of the Linn-Benton IR team to the College is tremendous and continues to provide meaningful data-informed information.

4.B – Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

2013-2017 Core Theme Assessment Information Review

As mentioned in Standard 1.B.1, the College was diligently working toward mission fulfillment using the 2013-2017 Strategic Plan. However, the plan was disrupted when the State of Oregon eliminated the required Achievement Compacts during a comprehensive restructuring of the Department of Education.

Core Theme 1: Foundational Skills – Prepare students with a foundation of the skills and abilities needed for college student and life-long learning.

Strategy	Criterion	Baseline	Target				
			12-13	13-14	14-15	15-16	16-17
Increase participation of Clatsop County residents without high school education	Achievement Compact item: <i>Number of students completing GED@s</i>	11-12 = 181	195	180	216	218	220
Post Secondary remedial instruction accelerated and simultaneous with college level	Achievement Compact item: PSR Write Pass Rate	11-12 = 94.4%	95%	95%	95%	95%	95%
	Achievement Compact item: PSR Math Pass Rate	11-12 = 47.93%	63.87%	66%	70%	73%	75%

The number of students completing GED@s surpasses target numbers three out of five years and continued to show improvement beyond the end of the strategic plan.

The lofty goals of the Achievement Compact to substantially increase PSR Write Pass Rate fell below target numbers in all five years. However, four out of five years saw a differential of less than 10%.

The Achievement Compact item of PSR Math Pass rates surpasses target goals four out of five years.

Core Theme 2: Transfer – Prepare students to successfully continue their education at a bachelor degree-granting institution.

Strategy	Criterion	Baseline	Target				
			12-13	13-14	14-15	15-16	16-17
Implement mandatory advising for degree-seeking students enrolling in four or more credits in a term.	Achievement Compact item: <i># of students who transfer to four-year institutions [including CCC completers below]</i>	11-12 = 240	253	275	300	325	350
	Achievement Compact item: <i>Number of students completing Oregon Transfer Modules</i>	11-12 = 43	50	70	90	100	110
	Achievement Compact item: <i>Number of students completing AAOT</i>	11-12 = 41	41	50	60	70	80

A review of data shows no information about the number of students who transfer to four-year institutions. The number of students completing the Oregon Transfer Module was far less than the elevated expectations. In addition, students completing the AAOT also below the target goals. The number of students reflected in the OTM and AAOT numbers, however, are about average for CCC graduations.

Core Theme 3: Employment – Prepare students for career employment in a global marketplace

Strategy	Criterion	Baseline	Target				
			12-13	13-14	14-15	15-16	16-17
Implement mandatory advising for degree-seeking students enrolling in six or more credits in a term.	Achievement Compact item: <i>Number of students completing career pathways certificates</i>	11-12 = 17	25	30	35	40	45
	Achievement Compact item: <i>Number of students completing CTE certificates</i>	11-12 = 39	35	40	45	50	55
	Achievement Compact item: <i>Number of students completing AAS degrees</i>	11-12 = 37	32	37	41	45	50

There were some items in Core Theme 3 that were simply not part of institutional calculations. However, the number of students completing a Career Pathway certificate surpasses expectations three out of four years. The number of students completing CTE certificates fell just nine students short of the expected five-year span. The number of students completing AAS degrees fell 14 students short of the goals. It is important to remember that the goals were set based on the Governor's ambition of 40-40-20 statewide completions (40% of the population have a baccalaureate degree or higher; 40% complete a community college degree or certificate; 20% have at least a high school diploma or its equivalent). Given these aspirational goals, CCC achievement numbers were within the margin of success.

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Moving forward, CCC is developing specific, measurable goals for each of the new Strategic Plan Core Themes and Strategic Initiatives. The redefined faculty-driven annual review process will provide increased data-informed information for continuing academic and learning-supported planning. The College commitment to and participation in the Guided Pathways initiative, the Program Prioritization Process, and the NWCCU Academy for Retention, Completion, and Student Success (see Standard 4.A.3) will lead to greater enhancement of student learning and overall institutional effectiveness.



Mission Fulfillment, Adaptation, and Sustainability

Standard 5

Mission Fulfillment, Adaptation, and Sustainability (Standard 5)

[Link to Glossary \(including Acronyms and Definitions\)](#)

Executive Summary of Eligibility Requirements 24

Eligibility Requirements 24: Scale and Sustainability - *The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.*

Clatsop Community College (CCC) has demonstrated its operational scale and commitment to sustainability over the past several years. Despite leadership changes and unexpected shifting priorities from the State, CCC remains fiscally sound and committed to achieving core themes and fulfilling the mission. CCC is focused on further improvements and continued sustainability.

Standard 5

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

[Link to Glossary \(including Acronyms and Definitions\)](#)

5.A – Mission Fulfillment

5.A.1 *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

In the spirit of self-reflection, the College has initiated various assessments to recognize accomplishments, identify gaps, and challenges within institutional practices. It is important that CCC first looks at the recent successes that have originated from past assessments. These accomplishments are broken out in a functional framework below:

Finance and Operations

Facilities Master Plan: 2008-2017 – Towler, Columbia, and Patriot Halls

The CCC community supported a successful bond measure in 2008 that provided \$5 million to help fund the construction of Columbia Hall and the renovation of Towler Hall. In 2014 the CCC community once again passed a bond measure of \$8.2 million for the redevelopment of Patriot Hall. Patriot Hall has provided community members the opportunity to utilize campus facilities for personal fitness and as a location for various community events.

In 2016 CCC was able to refinance current debt leveraging lower interest rates to reduce annual debt payments.

Dora Badollet Library & Learning Commons facilities and equipment have been updated to meet the current and evolving needs of patrons. Shelving has been adjusted to improve access to collection materials and comply with the Americans with Disabilities Act. New laptops have been purchased for student use and are now on a three-year replacement cycle. Access to the wireless network has been improved, and the media station has been upgraded. A graphic novel room improves access to this special collection while providing security for these books. Most importantly, hours of operation have been expanded to support evening students.

The previously underutilized Services building was completely repurposed to include areas for a Veteran's center, student body government, and English Second Language (ESL) and General Education Development (GED®) tutoring.

In 2018, CCC contracted with a third-party auditor, Clifton Larson Allen to complete a comprehensive Human Resources Assessment, which covered areas such as; general institution information, culture, mission & values, HR compliance & employment law, recruitment compensation, recordkeeping, technology, performance management and diversity& inclusion to name a few. This study illuminated areas for improvement, the combination of information from this assessment and the new Oregon State law regarding Pay Equity led CCC to conduct an additional study with specific focus on Pay Equity. The benefits of the Pay Equity study are currently unfolding as CCC continues the analysis of information collected by the College's partner HR Answers. The first impacts of the study are evidenced in the collaborative efforts by all staff to develop new job descriptions that reflect the slow and steady creep of job roles and responsibilities that have taken place over the last 20 years.

Student Success

In 2006, Student Services was consolidated into the newly renovated services building in order to improve student services. In 2013, based on feedback from students and staff, student services relocated the bulk of the service offices into the first floor of Columbia Hall in order to occupy a more central location on campus. The TRIO Student Support Services program was relocated into the top floor of Towler Hall in order to be closer to students moving between classes. The current Welcome Center became the central hub for direct student service supporting registration, student payment, and financial aid. After assessing student traffic, financial aid front counter service was moved in 2017 to its current location across the hall from the Welcome Center. The west end of Columbia Hall now serves as a central location for admissions, financial aid, registration, testing and placement, as well as advising. In response to observations of students seeking financial aid information at the Welcome Center, the newly formed student services leadership team group will be evaluating additional adjustments to the service model and physical space in order to ensure a “no wrong door” approach over the coming year.

The 2015 implementation of the Oregon Promise program provided the opportunity and funding to create additional support systems around Oregon Promise recipients. These included the creation of a student support course required for all Oregon Promise recipients. The student support course is now slated for evaluation and redesign in order to improve the lower than desired retention rate of Oregon Promise recipients.

The College's new student orientation program had been provided exclusively via a full-day workshop where students would participate in a campus tour and receive information regarding student success, statutorily required information, and engagement opportunities. This format was challenging since many students were unable to attend during the one-day session. In 2015, in order to improve access to the program the College transitioned to weekly in-person group advising and orientation sessions which included the statutorily required information along with initial registration. While this change represented progress and did increase the number of students able to access the formal orientation program, this format still restricted students' ability to participate in new student orientation and register for classes based on staff availability and the scheduling of the sessions. The coupling of registration with orientation also increased student wait times for registration and impacted curriculum management. While exceptions were made in order to provide one-on-one or over the phone sessions, this approach still required students to schedule appointments and self-advocate. As a result of assessing these barriers, the College began a project to implement an online new student orientation which will

be ready for students entering during the winter 2020 term. This will allow the re-introduction of information that was dropped when the format was condensed and de-couple a student's first registration from orientation, allowing for earlier student registration and better curriculum management.

The Patriot Hall Business and Planning Committee was appointed by the College President and began in the spring of 2015. The charge of the Committee was to develop a business plan and more related to building use for students, faculty, staff, and the community. Various community leaders, community members and others meet with the Committee to establish community expectations, needs and ideas related to the use of the facility. College staff, faculty, and students also meet with the Committee presenting concepts and ideas for the facility use and expectations. Bandit Fitness courses were established through the College's Community Education Department. The Committee also developed guidelines for using the facility for different events such as sport camps, tournaments, wedding receptions, symphonies, debates, reunions and more. Patriot Hall has become an extremely popular space for students, faculty, staff, and the community. Because of this popularity, the necessity to hire two half time classified staff positions became apparent in the spring of 2018 and the Dean Transfer Education and Health and Physical Education Instructor position supervises all Patriot Hall staff and directs events and scheduling for the facility.

Supervision and overall management for the student services, now student success functional areas had previously been held within a Dean of Students position which reported to a Vice President Academics and Student Affairs. This position had been primarily focused on student conduct and direct management of the various departments within Student Services (financial aid, registrar, etc.). Beginning in July 2019, this position has been replaced with a Vice President for Student Success which reports directly to the president of the College. The position now has additional responsibilities, including leading efforts to integrate strategic enrollment management and data driven decision making throughout the College. The elevation of the position to the executive level is also expected to bring a renewed focus on providing high quality student services.

Prior to 2015 the College had combined the role of mental health counselor with another position. This was made possible due to the qualifications of the individual in the position as well as the time commitments of the individual's other work. This allowed for full-time access to mental health support while allowing the College to avoid having to hire a dedicated mental health counselor. In 2015 the individual in the position changed and this model was no longer feasible. The College made the decision to hire a Part-Time (599 annual hour) counselor. This resulted in limited hours of availability. After receiving feedback from staff through the budget process, in 2018 the College adjusted the position to half-time with hours focused primarily during the main academic year. This has allowed increased availability as well as time for providing staff development in areas around mental health awareness. This fall the College will be hosting a mental health awareness day which will be organized by the Part-Time counselor.

The College has made progress reducing the student loan cohort default rate from a high of 26.8% for the 2010 cohort to a draft 2016 cohort rate of 17.8%. As part of this effort the College has utilized the SALT program however after an evaluation by the financial aid staff it became apparent that there were no clear successes from the SALT program. Beginning in the 2019 academic year, the College will no longer be utilizing the SALT program and will be implementing an improved exit counseling program which will include in-person financial literacy

information. This approach is made possible due to the low student loan volume the College experiences and the resident expertise of the financial aid staff. The College will continue to annually review the cohort default rates in order to determine the effectiveness of this approach.

Academic Affairs

The area of Academic Affairs has been committed to mission fulfillment through programmatic redesign, revitalization, and partnerships since the last accreditation self-study.

To the Oregon Consortium for Nursing Education (OCNE) program which is a partnership between Oregon community colleges and the OHSU School of Nursing. This program provides a shared curriculum which is taught on all consortium campuses focusing on the pedagogy reform and clinical education redesign. Clatsop Community College successfully admitted its first OCNE class in fall 2016.

The College has continued to grow its Nursing program, including a complete curriculum change. Significant investments have also been made in programs that had encountered past cutbacks and in newly designed programs. In 2015, the Automotive Technician program was revitalized when the Full-Time faculty position was restored. In 2016, the Criminal Justice program was reinstated after various members of the public safety community expressed a need for trained entry level personnel in the criminal justice field. In 2017, the Full-Time Spanish faculty member position was restored with additional responsibilities supporting ESL, GED® and other support services. New Full-Time faculty were hired in Welding to support the expansion of coursework into an AAS degree and in Maritime Science to support Qualified Member of the Engineering Department (QMED) curriculum for workforce training and industry partners.

In addition, as workforce and community needs grew for specialized programming, partnerships were developed between Clatsop Community College and several two-year and four-year institutions to bring valuable training opportunities to the student body and break down the educational isolation that rural communities face. In 2014, the College began an informal partnership with Western Oregon University to assist in the development of ASOT-Computer Science curriculum. This partnership grew to include assistance with instructional delivery and was formalized in 2018. As a result, student numbers in the ASOT-Computer Science courses and degree have steadily increased over the past few years as students have a clearer understanding of their transfer degree path. In 2019, two partnerships were developed, one with Southwestern Oregon Community College to deliver Paramedic coursework and one with Tillamook Bay Community College to deliver Commercial Driver's License (CDL) training, utilizing Clatsop Community College facilities. The CDL training program has offered two successful classes and the Paramedic program is expected to have a full cohort to begin courses in the 2020/21 program year.

Another noteworthy development is that library programming, and instruction have been realigned to support the current College mission, values, core themes and strategic plan. A series of collaborative initiatives have also been launched to promote education, culture, environment and social justice. These include the promotion of Open Educational Resources (OERs) and work with Instructional Council and the bookstore to create affordable textbook listing guidelines and list affordable textbooks in print catalog and online. Finally, collections, both print and electronic, are evolving to more fully support the curriculum and College strategic initiatives. For instance, at least one third of newly purchased collection materials cover

diversity, equity or social justice issues. The library upgraded electronic subscription access to unlimited user account for CINAHL, restored access to JSTOR, added new electronic book databases, added American Antiquarian Society Historical Periodicals Collection, and added print titles on regional and indigenous history.

By leveraging accomplishments in these areas, CCC has been able to stabilize when other institutions may have seen dramatic decreases in enrollment.

In response to the economic challenges, CCC was wise to develop efficiencies within the organization by having staff take on additional roles and responsibilities, thereby creating an institution in which fewer personnel were needed to manage existing obligations. However, as economic conditions improved and legislative mandates increased, the College has found itself looking at restructuring existing positions to better provide areas of expertise and knowledge applicable to these new requirements.

Communication of assessments and report outcomes is vital to an institutions ability to adapt, when necessary, to accommodate changing and emerging needs, trends, and influences to ensure continuing institutional productivity, capability, and sustainability. The President communicates directly matters of an urgent nature and congratulatory messages with each staff member through the all-staff e-mail functions. Communications that require a more thoughtful approach or response are shared with the campus community through President's Cabinet and are discussed at the board meetings.

The information gained from required reporting has been used to identify institutional assets and areas where the College's strengths are developing. An example of information used for institutional review is the recent compilation of data from the Voluntary Framework of Accountability (VFA) (VFA). This report measures the breadth of the College functions with a goal to determine the effectiveness of services to students. By including measurements specific to both Part-Time and Full-Time students, the data reflects student performance, areas to improve, and commitment to the academic mission of student success. The 2017 data collection cycle represents cohort performance through the 2016 academic year. These data provide a regular basis for comparison, analysis, and reflection and allow for cohort comparison and provide high level metrics to evaluate mission fulfillment.

VFA data is focused on student outcomes by the end of two and six years. The two-year analysis (students entering in fall of 2014) results showed excellent engagement and success with students entering college for the first time (50.1% compared with peer institutions average of 24.1%), and above average success with credential seeking students (35.7% as compared with peer institutions average of 30.5%). However, the main cohort student success rate is 36.6% while peer institutions rate is 49.3%. This is an area for improvement at CCC.

The Voluntary Framework of Accountability also measures developmental education progress. The main cohort represents student entering fall 2014 term as new students. Credential seeking students are students in the main cohort who earned 18 credits by the end of their second year. First time in college students are students in the main cohort who entered CCC as their first college experience. The results of these measurements provide guidance in areas of strength and areas ready for improvement. This information is shared on campus with the Program Prioritization Committee.

Outcomes	Main Cohort	Peer Avg	Credential Seeking	Peer Avg	1st Time College	Peer Avg
Became college ready English	81.5%	55.4%	100.0%	76.9%	100.0%	58.3%
Completed college course English	55.6%	39.7%	78.9%	60.2%	77.8%	41.7%
Became college ready Math	48.8%	40.4%	69.4%	56.2%	66.7%	41.7%
Completed college course Math	20.0%	24.9%	29.4%	36.4%	30.0%	25.6%

Using student completion and persistence as measured by the VFA reporting provides CCC with a way to assess the degree, certificate, transfer and developmental course completion rates of students while providing a broad-spectrum view of student success, informing the College about ways in which CCC is successful and indicating areas it can improve upon.

The need for robust assessment processes is clear to staff and faculty at Clatsop Community College. Discussions about improving processes for self-reflection and assessment have taken place over the past two years in the formal shared governance forums within the College; College Council, President's Cabinet, Strategic Planning Committee, Governing Board meetings, as well as in less formal venues including CTE Regional Advisory Committees, departmental meetings, open forums, and work groups. These discussions led to the identification of deficits in CCC's collection, analysis and use of data that need to be improved. Many systems have been implemented, recently reviewed, and improved to capture pertinent data that forms a foundation for analysis of current and future accomplishments. The two most promising areas of improvement at CCC in terms of creating a culture of evidence-based reflection are the new strategic plan and the upcoming program review implementation. Both processes are yielding positive results for CCC and its students. These areas of improvement will be discussed more fully in sections 5.A.2 and 5.B.2. In summary, these two initiatives have the potential to impact progress on strategic indicators and inform resource allocation to promote mission fulfillment.

As part of consistent data collection, CCC faculty evaluate specific course and program measurements on a regular cycle of evaluation. All courses connect to Institutional Student Learning Outcomes (Course to ISLO Matrix) and Program Outcomes (Course to Program Matrix). Program outcomes are then aligned to the Institutional Student Learning Outcomes (Program to ISLO Matrix) which are, in turn, measured by specific course learning outcomes. The Course Approval Handbook defines Institutional Student Learning Outcomes as follows:

1. Communicate effectively through writing, speaking, and imagery.
2. Solve problems with current and emerging discipline-appropriate technology.
3. Act with integrity.
4. Understand and appreciate diversity.
5. Work competently through knowledge of content, mastery of skills, and effective work habits.
6. Work effectively individually, collaboratively, and as leaders.
7. Solve problems through critical and creative thinking.
8. Demonstrate the skills and tools needed for life-long learning.

Course Learning Outcomes directly relate to Program Learning Outcomes that directly relate to Institutional Outcomes. For example, in the chart below, Program Outcome 1a. “Apply fundamental accounting principles to the needs of an organization or individual client integrating appropriate technologies” is directly connected to Institutional Student Learning Outcome 2. “Solve problems with current and emerging discipline appropriate technology”. General education outcomes are currently being reviewed as part of a unified statewide transfer agreement plan underway in Oregon.

CCC faculty submit annual program outcome review information by department. This information is collected by the Office of Instruction and managed electronically for continued evaluation and data-informed decisions about course trends, necessary adjustments, and a rationale for possible new programming, additional course needs, or adequate staffing levels. These reviews are led by the Office of Instruction. Faculty periodically review their programs to ensure that all programmatic and institutional learning outcomes are met by the required coursework. Some departments have begun using exit assessments in order to evaluate the achievement of program outcomes. Expansion of this effort could assist in improving the assessment of learning outcome attainment.

An example of annual course review information is found below and represents the work in this area:

Accounting AAS Education Assessment 2017-18					
Program Goals	Program Outcomes	Measure	Achievement Target	Findings	Actions
1. Prepare graduates to work competently in the Accounting Technician field.	1a. Apply fundamental accounting principles to the needs of an organization or individual client integrating appropriate technologies	1a1. Rubric – BA295A	1a1. 80% of students will score 3 or higher on the rubric	One student completed the course spring 2018 and made 100% on the rubric scoring 3 or higher. For the 18-19 year, this will be tracked again with, hopefully, more students participating.	Continue to monitor number of students and success rate. The instructor seems very positive about the capstone course and wants to continue.

Accounting AAS Education Assessment 2017-18					
Program Goals	Program Outcomes	Measure	Achievement Target	Findings	Actions
1. Prepare graduates to work competently in the Accounting Technician field.	1b. Convey financial and business information effectively to diverse individuals including accounting professionals and non-financial persons both orally and in writing integrating appropriate technologies.	1b1. Rubric – BA295A	1b1. 80% of students will score 3 or higher on the rubric	One student completed the course spring 2018 and made 100% on the rubric scoring 3 or higher. For the 18-19 year, this will be tracked again with, hopefully, more students participating.	Continue to monitor number of students and success rate. The instructor seems very positive about the capstone course and wants to continue.
	1c. Initiate and display professional and ethical behaviors individually and collaboratively that contribute to continued employability.	1c1. Rubric – CWE280 & 281	1c1. 80% of students will score 3 or higher on the rubric	Four students participated in CWE during the 17-18 year, one per each term, and 3 scored a 3 or higher on the rubric making the goal at 75%. For the 18-19 year, this will be tracked again with, hopefully, higher scores and healthy student participation.	Only one student was not successful and numbers are increasing so that is positive. Continue to monitor student count and success rates over the coming year.
	1d. Exhibit work behaviors that maximize opportunity for continued employment, increased responsibilities, and business success.	1d. Rubric – CWE280 & 281	1d. 80% of students will score 3 or higher on the rubric	Four students participated in CWE during the 17-18 year, one per each term, and 3 scored a 3 or higher on the rubric making the goal at 75%. For the 18-19 year, this will be tracked again with, hopefully, higher scores and healthy student participation.	Only one student was not successful and numbers are increasing so that is positive. Continue to monitor student count and success rates over the coming year.

In addition to regular reporting, the College was reviewed in 2018 by the U.S. Department of Education (ED) and the Oregon Office of Civil Rights. In July 2018, the results of the U.S.

Department of Education audit arrived, the report provided a list of findings in the areas of Financial Aid processes and the reporting requirements of the Annual Safety Report. Through a collaborative cross-departmental approach the ad hoc team worked to identify the gap and reply to the findings. Director Financial Aid restructured the departmental processes and revised the departmental policies to remedy the deficiencies brought forth by the ED. Vice President Finance & Operation, Dean Student Services, Director Human Resources and the President's office worked closely to revamp the Annual Safety Report, correcting the identified deficiencies, this work produced a robust version of the Annual Safety Report and provided the College with a framework to serve as a model for continuous improvement.

In July 2019, a year after the Oregon Office of Civil Rights audit CCC received a letter outlining the observed infractions along with the suggested Voluntary Compliance Plan (VCP) including the timelines given to mitigate the violations. The College worked in a similar manner to bring all departmental stakeholders together to develop an action plan to resolve the acknowledged issues. Completing the VCP and meeting the prescribed timelines will take place over the next year.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The College judges mission fulfillment in several ways. As previously mentioned, some determinations are straightforward measurements of participation, enrollment, retention, and completion. Others are more programmatic ventures that assess important details about teaching and learning. Still other measurements require more complex qualitative approaches to holistically evaluate student and community needs. The interweaving of outcomes, goals, and conclusions provides CCC with the ability to adapt and maintain commitment to students and high academic standards despite shifts and transitions, internally and externally.

A primary vehicle for continuous improvement at CCC is the strategic planning process. From 2013 until 2017 the College worked on [a plan](#) that focused on five core themes:

- Foundational Skills
- Transfer
- Employment
- Business Productivity
- Personal Enrichment

The plan set forth [goals and strategies to reach those goals](#) that focused on the core themes set by the College. The specificity of the plan allowed for some achievable goals that furthered the mission but the lack of a central planning committee to report on progress meant that dashboards and dissemination of progress reports were episodic and not effectively communicated to the entire campus.

The most recent CCC strategic plan, Charting Our Course: 2018-2023, identifies four strategic initiatives that specifically support mission fulfillment. As the implementation of the plan continues, it establishes core theme attainment strategies along with specific measures that provide insight about progress toward CCC's essential goals.

The following strategic planning visual, clearly stating the framework of mission fulfillment, was developed after a 36-month inclusive review by the campus community.

Clatsop Community College: Charting Our Course Strategic Planning Focus Areas, 2018-2023

CCC Mission Statement

Enriching Lives, Inspiring Learning, Creating Opportunities

Vision Statement

As a leader in education, CCC will partner with the community in creating gateways for transformation.

CCC Core Values

Caring, Collaboration, Creativity, Diversity, and Integrity

Core Themes

Core Theme 1: Foundational Skills

Core Theme 2: Academic and Student Success

Core Theme 3: Community and Personal Enrichment

Strategic Initiatives (applied to each Core Theme)

- Strengthen the Academic Environment for Students
- Cultivate Connections with the Community
- Commit to Equity and Inclusiveness
- Advance Institutional Accountability

Strategic Planning committees developed measurable assessment goals to determine the effectiveness and quality of actions and implementation of the strategic initiatives associated with each core theme. Assessment progress toward goals are regularly discussed and reviewed during President's Cabinet meetings and at College Council meetings. These representative groups provide information that is then communicated to other departments across the campus and into the community. This communication is essential for the continuous implementation and progress. Communication off campus and in the community is coordinated by the College's Marketing and Communications Department, often added by the College Foundation Director, and the Director the Small Business Development Center/Clatsop Economic Development Resources Director.

The establishment of a strategic planning committee with College-wide representation who are charged with monitoring the progress of the plan will ensure that progress is communicated as goals and objectives are met. The recent redevelopment of the College website is providing a venue for Strategic Planning dashboard metrics to be available regularly on the website. Progress is communicated through the Strategic Planning Committee as well as President's Cabinet, College Council, and at College Board meetings.

These approaches to mission fulfillment promote continuous assessment of the quality, effectiveness of the College's efforts and communicate the results of the College's efforts and the progress to CCC's goals to constituencies and to the public.

5.B – Adaptation and Sustainability

5.B.1 *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to documents its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Clatsop Community College enjoys an actively involved Board of Education. Members of the Board take interest in the progress of strategic planning and pay keen attention to regular evaluation of campus academics and other activities. The relationship between Board of Education members and the campus community is rich in its support and affirming in its expectations of excellence. The Board meets annually for retreat to develop and assess Board goals. Board members were directly involved with the campus-wide strategic planning process, and their commitment strengthens the ongoing, comprehensive assessment of College goals and strategic initiatives.

The Vice President Finance and Operations provides a monthly overview of campus finances to the Board of Education, and updated budget information is available on the College website. Within the monthly reports, attention is paid to the adequacy of both resources and capacity, as well as the effectiveness of operations.

In the past year, the College has reviewed the following areas of progress in the areas of resources, capacity, and effectiveness of operations:

- Student default rate was compared with the previous accreditation review. At that time, the default rate was 24%. Preliminarily, it appears the 2016 cohort default rate is 17.8%.
- Reserve funds have been a focus since before the economic recession. Just before the recession, reserve funds were at 12%. They were then depleted to less than 4% in 2012. After tremendous attention to fiscal management across the campus, and by careful annual adjustments in spending, the reserve fund balance returned to a healthy 15% in FY17-18.
- The Community College Support Fund (State funds) were dramatically reduced in FY12-13 with CCC losing over one million dollars of support out of roughly ten-million-dollar budget. The College received \$970,000 dollars in state support, at that time receiving less than 0.6 percent of the total support fund. The current biennium finds CCC receiving approximately 1.3 percent equating to 5.8 million dollars of support over the next two years.
- A faculty-driven review of the annual assessment plans was completed in 2018 and will provide greater alignment to the strategic plan beginning fall 2019.
- Acceptance into the NWCCU Academy for Retention, Completion, and Student Success will further align academic and support services for students within a data-informed design to drive positive results across all student demographics.
- A three-year equity-focused grant will help coalesce high school programs with College offerings to increase student enrollment, particularly from underrepresented student groups.
- Physical plant improvements are on track to receive capitol expense funding for a new \$22M Maritime Science building as part of the MERTS Master Plan.

- The College is currently testing and preparing for the transition to a new Enterprise Resource Program, currently scheduled to come onboard spring 2020.

These areas of improvement enhance and emphasize the College commitment to regular evaluation of the adequacy of resources, capacity, and effectiveness of operations. The successes that have occurred in the past few years document the ongoing potential to fulfill the mission and accomplish the core theme objectives that motivate CCC toward achieving goals and intended outcomes of CCC's programs and services, wherever offered and however they are delivered.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The College regularly documents and evaluates progress in planning, practices and resource allocation. The Board of Education is invested in the College's success and anticipates regular status reports, departmental updates, and financial analysis to define institutional stability and progress toward CCC's goals. Two prime examples of this are the new strategic plan and the program review process which serve as a conduit for information to the larger campus community and have representation from a broad spectrum of departments and employee groups.

The President's Cabinet assists with ongoing assessment of program and departmental assessments to ensure continuous alignment to the Strategic Plan and Strategic Initiatives. The President's Cabinet is supported by all other committees on campus, and particularly by the College Council, Instructional Council, the Budget Advisory Committee, the Diversity, Equity and Inclusion Council, the Strategic Planning Committee, and the Program Prioritization Committee. The extensive use of committees is an inclusive representation of the campus structure and the College's allegiance to shared governance and representation across the institution.

The annual cycle of Budget Advisory Committee meetings provides an allocation review of requests outside the regular, annual departmental budgeting process. The internal budgeting process is combined with the annual external budget oversight by a Budget Committee comprised of community members.

The much-anticipated participation in the NWCCU Academy for Retention, Completion, and Student Success (beginning September 6th, 2019) will enhance a holistic and interactive cycle of practices that support student success and foster quality improvement across departmental boundaries. Departmental representatives will collaborate on four phases of development: information gathering, planning, action, and assessment. The four phases identify resources about best practices and support the development of institutional planning with peer institutions. The four phased process ultimately promotes the execution of one or more interventions to improve mission fulfillment as documented by evaluative analysis of data. The NWCCU Academy is an exciting opportunity to improve the ongoing and continuous cycle of holistic and comprehensive evaluation of CCC's planning, practices, and resource allocation to support student success.

Initiated by faculty discussion in College Council, one of CCC's primary shared governance committees, it became clear that there was need to examine all areas of instruction to better understand how to be more efficient with limited resources both fiscal and human. This process will shift budgetary allocations and allow CCC to be data informed as the College prioritizes its academic programs and services. The current cycle of the program review process is scheduled to be completed by spring of 2020. The process is guided by these principles:

- Carried out by those most affected by outcomes
- Data driven (qualitative and quantitative)
- Transparent
- Comprehensive
- Treating all programs and services fairly
- Guided by a common rubric
- Supported by leadership

Progress has been made in identifying programs to be reviewed and selecting criteria to be evaluated along with creation of a rubric. This work is guided by the process outlined in Robert Dickeson's book "Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance." In the fall of 2019, departments will collect data and analysis can begin, ultimately resulting in College Council creating a report that will make recommendations regarding resource allocation. This review process will guide how CCC invests its resources and ensures that it continues to make sound decisions about where the College puts its dollars to impact students and the community in the most effective way possible.

Clatsop Community College has been and will continue to appraise institutional capacity and assessment to ensure adequacy, alignment, and effectiveness of its systems. The results of system appraisals direct the necessary changes that promote overall operational improvement.

5.B.3 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

The recent revision of CCC's mission and vision statement demonstrates an institution that evaluates its position as an educational leader in the community and state. This process was the foundation of the creation of the new strategic plan and involved discussions, both College and community wide. Defining who CCC is and what it hopes to be sets the context for the creation of its latest strategic plan. Using data, both internal and external, helped to revise the language of CCC's commitment to student success and community service. CCC is in the midst of several areas of shared governance review of college systems. Measurable results will be defined prominently in the Year One Report to NWCCU.

The new Program Prioritization Committee supports continuous endeavors to systemically understand the internal and external factors that produce patterns, trends and expectations applicable to CCC. The committee is in the process of a full review of all programs and departments to identify needs, track progress, and recommend changes to improve overall

institutional functioning. As identified in 4.A.2, the criteria for evaluation includes internal and external demands, as well as quality inputs and outcomes, size, scope and productivity, impact, opportunity, revenue and costs, contribution to diversity, and community focus. The first year of review will revolve around finalizing the criteria to be used, a review of data needs, and the development of a rating and evaluation system.

In addition to the Program Prioritization Committee, the Strategic Committee will continue to collect data and evaluate progress toward measurable indicators of achievement. The Instructional Council will continue to provide leadership in progress toward Guided Pathways, the implementation of the Oregon Transfer Compass, the integration of Core Transfer Maps and Major Transfer Maps. The testing and onboarding of a new Enterprise Resource Planning (ERP) software involves overlapping departmental participation.

Compliance with legislative mandates around accelerated learning and cultural competency involve internal and external support. Future decisions will be made in tandem with peer community colleges who are responding to the same legislative expectations. Through participation as a member of the Oregon Community College Association, CCC is able to leverage the influence of all 17 Oregon community colleges and impact change at the state level that promotes student success on campus. Two prime examples are [HB2998](#) in 2017 addressing the transferability of community college credits to the state's universities and the recent increases to the community college support fund in the 2019-2021 state budget.

Clatsop Community College is clearly on track toward greater stability and an enhanced ability to identify current and emerging patterns, trends, and expectations of operational success. The College has endured the shifts and transitions of State revisions and internal changes. The College is ready for a strategic plan that promotes future directions and bolsters the institutional evolution and growth already present on campus. CCC will continue to monitor internal and external factors that provide guidance on future decisions. The College has a strong strategic plan, and a refreshed and energized mission statement. CCC is ready to face the challenges ahead with the experience of adaptation and renewed vigor.



Conclusion

Conclusion

This report is a tangible representation of the College's institutional self-reflection. The framework provided by NWCCU formalizes this analysis and has allowed CCC to better understand how it is meeting the needs of its students and community. Clatsop Community College is actively engaged in mission fulfillment through its commitment to each of the five standards of accreditation.

CCC's culture is one of continual improvement seeking to move toward the vision to create gateways for transformation for the members of the community preparing them to become productive global citizens. This report captures the dynamism of a college that embraces the new while never losing focus of CCC's mission. Enriching lives, inspiring learning, and creating opportunities is what the College does and why it chooses these words to represent its mission. These six words capture the diverse goals in each area, department and course. These six words drive the College's work. Reflecting upon how it realizes that mission is a valuable exercise. CCC has many successes to celebrate and continues to chart its course.

During the self-study period CCC has experienced much positive change completing one strategic plan (2013-2017) and embarking upon another (2018-2023). The 2013-2017 plan focused on improving: foundational skills; transfer preparation; career readiness; business productivity in the community and personal enrichment. As a result of the focus, CCC was able to secure higher remedial pass rates preparing students for college level work. Implementation of mandatory advising resulted in increased transfer rates and positive impacts on student satisfaction. During this time, the College strengthened the academic alignment between student learning outcomes and student success. Through the establishment of advisory committees and the SBDC, direct connections between the campus community, community partners, and the community-at-large were forged. This connection to the community was validated through the passing of a bond that allowed for the construction of the College's newest building Patriot Hall. This facility has become a center for academic programming and community engagement.

Built on the core themes of: Foundational Skills; Academic & Student Success; and Community & Personal Enrichment the current strategic plan is already yielding results. The College has invested in new faculty members (welding, Spanish and maritime science) in response to student and community needs. The evolution of the Dean of Students position to Vice President Student Success represents the College's commitment to strengthening the academic environment for its students by developing the infrastructure to support them on their academic journey.

Looking forward to serving the needs of the community, CCC is embarking upon the construction of a new maritime science building which will be funded by a combination of grants, state match, and a capital campaign that further strengthens the College's connection to the community. The creation of the Diversity, Equity, and Inclusion Council, the newest governance body on campus, will continue the important work that was being done in a less formal manner in the past and help CCC serve its entire community.

The recent institutional wide review of job descriptions helps CCC ensure that its team of dedicated faculty and staff are recognized for the work that they do and will lead to an organizational structure based on data. Understanding the strengths and challenges CCC has

in staffing allows it to allocate its limited resources strategically and ultimately lead to better support of its students and the community.

The self-study has highlighted areas for enhancement to improve the use of data in decision making. The recent contract for institutional research services is helping to strengthen data-informed decisions. The reduction in staff the College experienced in the past has required faculty and staff to do more with less. While the College has made significant investments in Career Technical Education programs, it needs to examine its staffing and support of Lower Division Transfer programs. The recent hire of a Full-Time academic dean in this area should yield positive change. Leadership changes over the course of the self-study also presented challenges. CCC's current team is committed to the College and its mission, with a mix of long serving and newly hired leaders, CCC is looking forward to the future.

The path is clear. In order for the future work to be successful, the College must maintain a culture of collaboration. This will be important as CCC embarks on its program review process in fall of 2019 with the potential to transform resource allocation. Guided by the College's strategic plan, CCC will investigate options for new programs and create a strategic enrollment management plan. The College is optimistic about where it is heading and realistic about the work it will take to get there.

During this self-study, Clatsop Community College has learned much about who it is, what has been done well, and opportunities for improvement, allowing the College to continue growing as a student-centered institution. CCC is an institution on the move which is looking forward to the feedback from this visit and expects that it will inform initiatives on the horizon.



Appendices

Appendices

Appendix A – Glossary

Acronym	Definition
AACC	American Association of Community Colleges
AAOT	Associate of Arts-Oregon Transfer Degree
AAS	Associate of Applied Science Degree
AAWCC	American Association of Women in Community Colleges
ABE	Adult Basic Education
ADA	Americans with Disabilities Act
AGS	Associate of General Studies Degree
AHEAD	Association of Higher Education and Disability
ALO	Accreditation Liaison Officer
AP	Accounts Payable
ASOT	Associate of Science-Oregon Transfer Degree
ASOT-Bus	Associate of Science-Oregon Transfer Degree in Business
ASOT-CS	Associate of Science-Oregon Transfer Degree in Computer Science
ASG	Associated Student Government
ASL	American Sign Language
BOE	Board of Education
BRIGHTSPACE	Online platform
CAO	Chief Academic Officer
CBA	Collective Bargaining Agreement
CCC	Clatsop Community College
CCWD	Office of Community College and Workforce Development
CCSSE	Community College Survey for Student Engagement
CEDR	Clatsop Economic Development Resources
CEMP	Comprehensive Emergency Response and Management Plan
CFO	Chief Financial Officer
CEU	Continuing Education Units
CHS	College in the High School
CIS	Career Information System
CLEP	College-Level Examination Program
CLO	Core Learning Outcomes
COL	Columbia Hall, Lexington Campus
CPL	Credit for Prior Learning
CTE	Career Technical Education
CWE	Cooperative Work Experience

Acronym	Definition
DE	Distance Education
DTA	Direct Transfer Agreement
EMT	Emergency Medical Technician
ESD	Educational Service District
ESL	English as a Second Language
FAFSA	Family Educational Rights and Privacy Act
FERPA	Family Educational Rights to Privacy Act
FTE	Full-Time Equivalent
FWS	Federal Work Study
FY	Fiscal Year
GED®	General Education Development
GP	Guided Pathways
GPA	Grade Point Average
HazMat	Hazardous Materials
HECC	Higher Education Coordinating Commission
HEOA	Higher Education Opportunity Act
HD	Human Development
HR	Human Resources
IC	Instructional Council
IMTC	Industrial and Manufacturing Technology Center
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
ISLO	Institutional Student Learning Outcomes
IT	Information Technology
LEED	Leadership in Energy and Environmental Design
LIT	Lives in Transition
LIB	Dora Badollet Library
LGBTQ	Lesbian, Gay, Bi-sexual, Transgender, Questioning, Queer
MA	Medical Assistant
MERTS	The Marine and Environmental Research and Training Station
MSDS	Material Safety Data Sheet
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCA	Oregon Community College Association
OCCURS	Oregon Community College Unified Reporting System
ODE	Oregon Department of Education
OER	Open Educational Resources
ORS	Oregon Revised Statutes

Acronym	Definition
OTM	Oregon Transfer Module
Patriot	Patriot Hall, Health and Wellness Center/Gym
PTK	Phi Theta Kappa
SAP	Satisfactory Academic Progress
SBDC	Small Business Development Center
SEANET	Student Information System
SEM	Strategic Enrollment Management
SLO	Student Learning Outcomes
SPC	Strategic Planning Committee
STEM	Science, Technology, Engineering, and Math
STEAM	Science, Technology, Engineering, Art, and Math
T	Towler Hall
TRIO	Federally funded pre-college and college student assistance programs
VA	Veterans Administrative Services
VP	Vice President
WIOA	Workforce Innovation and Opportunity Act

Appendix B – Strategic Plan 2018-2023



**Clatsop
Community
College**

Charting Our Course
Strategic Plan 2018-2023

How to get from here to there...

What an exciting time to be at Clatsop Community College. We are charting the course for the future of our college, and by doing so ensuring that CCC is forward looking in serving our students and the community.

Clatsop Community College is an educational community that encourages learning, achievement, and student success. Our passion for students is reflected in an array of innovative academic, career/technical, workforce development and community programs. Our focus is on academic excellence, student success, workforce advancement, and life long learning. We will continue to celebrate diversity and the rich heritage of our county by providing cultural opportunities to our region. We manage our fiscal resources with good stewardship, always focusing on creating an environment where teaching and learning can flourish and our students are prepared for the global society in which we live.

Since coming to this wonderful community to serve as CCC president, I have been continually impressed by the dedication of our faculty, staff, and board. What follows is a tangible demonstration of that dedication and the result of a campus-wide collaborative effort to develop a five-year strategic plan for CCC. This plan provides significant benefits to our institution by focusing us on the concrete goals and objectives that we can measure to ensure we are the best college we can be.

How did we chart our course?

1. **Formation of Planning Team** – gathered representatives from a cross section of campus to lead the work of creating the strategic plan. Each member served as a conduit to the rest of the campus stakeholders to promote the sharing of questions, ideas, and solutions. Conducted both an internal and external environmental scan to gather data to inform our plan.
2. **Conducted a SWOT analysis** – engaged the campus and the community in analyzing the College's strengths, weaknesses, opportunities, and threats.
3. **Developed new mission and vision** – using the information gathered, the team crafted new mission and vision statements, to identify four areas of emphasis and to develop specific measurable objectives to promote practices that will continue to lead CCC towards the goal of being the best college we can be.

I would like to thank the faculty, staff, board, and community for the contributions to our strategic plan. I am looking forward to "a success unexpected."

Sincerely,

Christopher Breitmeyer, President | Clatsop Community College

"If one advances confidently in the direction of his dreams, he will meet with a success unexpected."

Henry David Thoreau

CCC MISSION



Enriching Lives • Inspiring Learning • Creating Opportunities

CCC VISION



As a leader in education, CCC will partner with the community in creating gateways for transformation.

CCC CORE VALUES



Caring

Respect individuals and their contributions; be constructive with words and actions; provide constant encouragement in the pursuit of knowledge and understanding; exhibit interpersonal trust; find virtue in work.

Collaboration

Seek truth and feedback; listen; have open, transparent communication; pursue common goals; encourage universal participation; strive for a "just society."

Creativity

Maintain a sense of humor while remaining serious about our mission; emphasize self-expression; show initiative; have faith in new beginnings; be open to change.

Diversity

Encourage global citizenship; affirm and respect individual human potential; appreciate differences; be inclusive.

Integrity

Provide a safe and reliable learning environment in which we strive to be ethical, honest, and disciplined; have and demonstrate pride.

STRATEGIC INITIATIVE

Strengthen the Academic Environment for Students



OBJECTIVE 1

Assess opportunities to improve existing programs and explore options for new programs.

OBJECTIVE 2

Improve academic scheduling to make it possible for students to graduate in two years.

OBJECTIVE 3

Develop a comprehensive enrollment management plan.

OBJECTIVE 4

Increase student participation in all aspects of the college via student government, clubs, and other college sponsored activities.

STRATEGIC INITIATIVE

Cultivate Connections with the Community



OBJECTIVE 1

Create a community outreach team for coordination and connection of internal effort with external partners.

OBJECTIVE 2

Partner with public and private entities to expand options for experiential and service learning.

OBJECTIVE 3

Increase community and partner participation at the College.

OBJECTIVE 4

Support expansion of community education and customized training, as appropriate.

STRATEGIC INITIATIVE

Commit to Equity and Inclusiveness



OBJECTIVE 1

Provide training for the Campus Community in areas of diversity, equity and inclusion.

OBJECTIVE 2

Establish and empower a Diversity, Equity and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity and inclusion.

OBJECTIVE 3

Create a student center for clubs with space for activities, meetings and access to resources that encourage diversity, equity and inclusion on campus.

STRATEGIC INITIATIVE

Advance Institutional Accountability



OBJECTIVE 1

Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.

OBJECTIVE 2

Improve practices related to support of all employees.

OBJECTIVE 3

Utilize appropriate evaluation tools to promote resource allocations.

Let's get
to work!



- Objectives will be prioritized.
- Leaders responsible for each objective will be identified.
- Leaders will form teams to develop implementation plans for each of the objectives. Teams will develop plans and identify the metrics by which progress will be measured.
- Any fiscal resources will be vetted through the budget process.
- Teams will report on progress to the strategic planning committee.
- A strategic plan dashboard will be established to monitor progress on the plan.

Appendix C – Institution Organizational Charts

