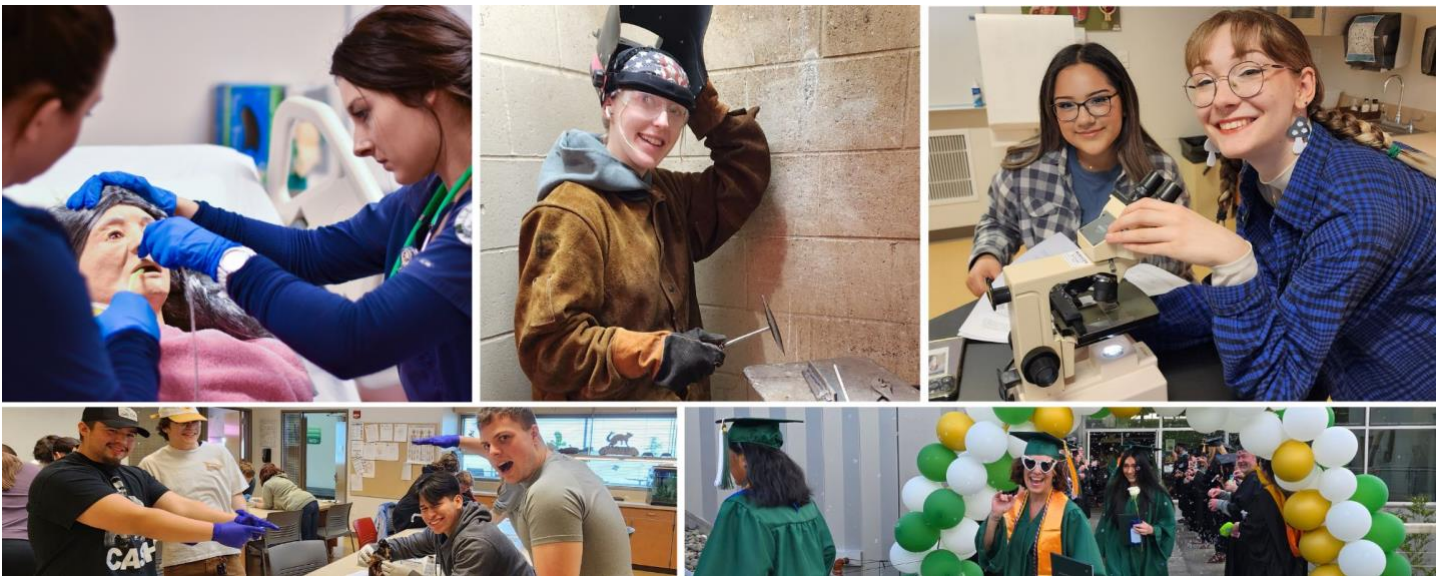


STRATEGIC PLAN

2025-2030

UPDATED NOVEMBER 2025



Clatsop
Community
College

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A Message from the President



It is with a deep sense of purpose and optimism that I share Clatsop Community College's 2025–2030 Strategic Plan.

Over the past 18 months, we have listened closely and with intention. Through surveys, interviews, and focus groups, students, faculty, staff, alumni, partners, and community leaders helped shape a vision that reflects both who we are and who we aspire to be.

Fulfilling our mission at Clatsop means more than access and affordability. It means providing the kind of education that changes lives, fuels local economies, and inspires confidence in the future. It means graduates who are prepared, whether to transfer, advance in a career, or to give back. It also means students who feel seen, supported, and proud to be part of this community.

This plan was designed to achieve meaningful, measurable results for our students and the region. It will be reviewed and updated regularly to ensure continued alignment with emerging needs and opportunities.

I extend my sincere thanks to all who contributed—our faculty, staff, students, alumni, community members, partners, and Board of Education. Your insights shaped the direction of this plan, and your continued partnership will bring it to life.

With appreciation,

A handwritten signature in black ink, appearing to read 'J. Hogue', written over the printed name.

Jarrod Hogue

How This Plan Was Developed

Clatsop Community College's 2025–2030 Strategic Plan was developed through an inclusive, iterative, data-informed process engaging students, employees, alumni, community partners, and Board members over eighteen months.

The process began in early 2024 with a community survey of 228 responses, followed by eight focus groups and interviews with more than 200 participants, including K–12 partners, industry leaders, community organizations, alumni, and students. These conversations, along with an Insight Report, identified opportunities to improve access, support student success, strengthen reputation, and expand workforce partnerships.



Despite leadership transitions and major system upgrades, the planning process was sustained by faculty, staff, and community members. A Core Planning Team worked with facilitators to refine mission, vision, and values, and to shape five strategic priorities. In August 2024, a new president joined the College and guided completion of the Strategic Plan Framework, approved by the Board that November.

In 2025, the College conducted additional surveys of students, staff, and community to identify challenges, confirm priorities, and refine objectives. Enrollment and student success metrics also informed objectives. Priority Implementation Teams then refined objectives, identified indicators, and developed key actions for implementation.

As implementation neared, a visioning session with the Board of Education further informed refinements to the objectives. The president then conducted a final review to ensure objectives and indicators aligned with the strategic priorities, were achievable and measurable, and that the College's efforts, amid rapidly changing technologies, remained focused on the most impactful key actions.

The result is a Strategic Plan that reflects the voices of the community, is grounded in evidence, and provides a clear path to strengthen access, student success, organizational effectiveness, and workforce partnerships through 2030.

Core Planning Teams (2024)

Improve Student Access	Increase Student Success	Strengthen Our Reputation	Increase Organizational Effectiveness	Build & Sustain Partnerships
Kasey White	Teena Toyas	Julie Kovatch	Greg Dorcheus	Kevin Leahy
Greg Riehl	Kristen Wilkin	Kevin Leahy	Tina Kotson	Kristen Wilkin
Sarah Geleynse	Christine Riehl	Jessica Newhall	Julie Kovatch	Jason Edwards
Eileen Purcell	Vanessa Garner	Angee Hunt	Felicity Green	Misty Bateman
Faith Forster	Becky Kraft	Amy Magnussen	Teena Toyas	Carla Moha
Pat Keefe	Sarah Geleynse	Tammy Heintz	Margaret Antilla	Mary Jackson
Kristi Polus	Deac Guidi	Helen Keefe	Daniel Clark	Julie Brown
Kama O'Connor	Pat Keefe	Kama O'Connor	Celeste Petersen	Kurt Donaldson

Priority Implementation Teams (2025)

Improve Student Access	Increase Student Success	Strengthen Our Reputation	Increase Organizational Effectiveness	Build & Sustain Partnerships
Faith Forster	Sarah Geleynse	Julie Kovatch	Greg Riehl	Teena Toyas
Kasey White	Christine Riehl	Beth Van Elswyk	Anita Jensen	Kevin Leahy
Misty Lindstrom	Brina Burke	Russ Dickerson	Jeanette Sampson	Rinda Johansen
Kama O'Connor	Vanessa Garner	Julia Mabry	Helen Keefe	Kama O'Connor
Pat Keefe	Dan McClure	Ciara Van Velsor	Felicity Green	Celeste Petersen
Eileen Purcell	Kirsten Horning	Becky Kraft	Becky Kraft	Mary Jackson
Margaret Antilla	Ben Palenske	Amy Magnussen	Margaret Antilla	Kristen Wilkin
Kristi Polus		Meyer Freeman		Misty Bateman
Fiona Hackett		Deac Guidi		Helen Keefe

About Clatsop Community College

Founded in 1958, Clatsop Community College (CCC) is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and offers associate degrees, certificates, and continuing education programs that prepare students for careers, university transfer, workforce advancement, and lifelong learning.

CCC primarily serves Clatsop County while also welcoming students from neighboring Columbia and Tillamook Counties in Oregon and Pacific County in Washington.

Located near the mouth of the Columbia River in historic Astoria, Oregon, Clatsop Community College operates three main locations. The Lexington Campus sits on a hillside overlooking Astoria, offering one of the most spectacular views of any college in America. It features state-of-the-art laboratories and classrooms, full accessibility, and student-centered spaces including the library, campus store, student club areas, and the Bandit Café. Patriot Hall, a modern fitness and recreation facility, serves students and the community with training spaces, events, and activities. The Marine and Environmental Research and Training Station (MERTS), located at Tongue Point, houses Oregon's Maritime Training College and hosts fire science and industrial technology programs with an emphasis on applied learning. The South County Center in Seaside offers small business development services, workforce training, adult basic education, and a variety of classes convenient for South County residents.

Governance of Community Colleges

Oregon's 17 community colleges are local, independent institutions governed by elected Boards of Education. Each district elects board members who set policy, approve budgets, and hire and evaluate the president. While boards provide local oversight, the colleges operate within a statewide framework established by the Oregon Legislature and overseen by the Higher Education Coordinating Commission (HECC).

At Clatsop Community College, governance is provided by a seven-member Board of Education: Zone 1 is represented by Ed Johnson (Chair); Zone 2 by Sheila Roley (Vice Chair), Lloyd Mueller, and Mitra Vazeen; and Zone 3 is represented by Ashley Flukinger and Jody Stahancyk. The position previously held by Tim Lyman has been vacant since September 2025.

Clatsop County Profile

This profile distills key demographic and socio-economic indicators for Clatsop County, Oregon and highlights opportunities for Clatsop Community College (CCC) to expand its impact.

Clatsop County is older than Oregon and the U.S., with a median age of 45.2 years. Children and teens (0–19) make up 20% of residents, while 34% are 60 or older and 58% fall in the working-age range of 18–64¹. This age mix points to growing demand for adult learning, re-skilling, and health-care training to serve an aging population.

The county is gradually diversifying. About 81.2% of residents identify as White non-Hispanic, 4.25% as White Hispanic, 3.68% as two races excluding “other,” and 2.76% as two races including “other”². The Hispanic/Latino community now represents nearly 10% of the population². These shifts highlight opportunities for CCC to strengthen bilingual outreach, expand culturally responsive programming, and increase diversity among faculty and staff.

Language barriers are limited but present. About 1.6% of residents aged 5+ live in households where no one over 14 speaks English very well³. While below the state average, targeted ESL and citizenship classes remain important for newcomer integration and workforce readiness.

Education levels are widely varied: 26% of adults have only a high-school diploma or GED, 28% some college but no degree, 13% an associate’s degree, 17% a bachelor’s, and 9% a graduate or professional degree⁴. Federal data show 38.8% of adults have at least an associate’s degree and 26.3% hold a bachelor’s or higher, leaving about 13% with an associate’s only⁵. The largest group without a credential is “some college, no degree,” offering CCC the chance to create completion pathways and flexible re-entry programs.

Highest Education Level	Share	Explanation
No diploma	7%	Adults without a high school diploma or GED.
High school diploma/GED	26%	Completed high school but no post-secondary
Some college but no degree	28%	Post-secondary education but no credential
Associate’s degree	13%	Completed an associate’s degree only
Bachelor’s degree	17%	Bachelor’s degree as highest credential
Graduate/professional degree	9%	Post-graduate degree

President's Vision of Mission Fulfillment

At Clatsop Community College, we fulfill our mission when we are recognized not just as an affordable and convenient option but as a vital asset to our region. We drive economic growth, expand educational opportunity, and help shape the leaders of tomorrow.

Our impact is reflected in the strength of our outcomes: program graduates who are sought after by employers for the quality and relevance of their training, university-bound graduates with transferable credits in hand and the confidence to excel at the next level, and individuals who go on to launch successful businesses that contribute to the economic vitality of our region.

We see mission fulfillment in the pride our students take in being part of Clatsop. They describe the college as a welcoming and inclusive environment where they feel supported academically, socially, and professionally. Our faculty and staff are often named among their most trusted mentors and advocates, people who genuinely care about student success and guide them every step of the way.

For students experiencing financial hardship, we provide meaningful, timely support. In partnership with the College Foundation, we offer assistance that extends beyond tuition, helping our most vulnerable students cover basic needs, respond to unexpected challenges, and navigate barriers so they can stay focused, stay enrolled, and achieve their goals.

We also uphold our mission through thoughtful planning and strong stewardship of resources. In times of reduction and in times of growth, we make strategic decisions that protect the long-term sustainability of the college and preserve our ability to serve students and our community well into the future.

Through excellent programming, a supportive environment, and strong stewardship of resources, Clatsop Community College empowers all students to reach their full potential.



Strategic Plan Framework

2025-2030

Our Mission

Empowering all students to reach their full potential.

Our Values

Accessibility | Collaboration | Community | Inclusivity | Integrity

Our Vision

We envision Clatsop Community College as a diverse, dynamic center for education, workforce development, and community enrichment.

Strategic Priorities

Priority	Definition
1. Improve Student Access	Expanding outreach, simplifying the enrollment process, and maximizing financial support to ensure more students can access opportunities.
2. Increase Student Success	Enhancing support systems, improving academic resources, and fostering a sense of belonging to ensure students stay on track and achieve their goals.
3. Strengthen Our Reputation	Showcasing academic excellence and the college's impact on enrichment and economic development in the region.
4. Increase Organizational Effectiveness	Improving internal processes and communication to support faculty and staff in delivering high-quality education and services.
5. Build & Sustain Partnerships	Developing and maintaining strong collaborations with high schools, universities and industry to create successful pathways for students.

Plan Hierarchy

Term	Definition	Approver
Mission	A clear, concise statement of the college's fundamental purpose.	Board
Vision	A forward-looking statement describing the college's aspirations.	Board
Values	Core beliefs and principles that shape the culture of the college and guide behavior and decision-making.	Board
Strategic Priority	A broad, high-level focus area aligned with the mission and vision, guiding long-term efforts and resource allocation.	Board
Institutional Measure	The primary quantitative or qualitative data point used in the Institutional Effectiveness Dashboard to track progress toward institutional goals.	President
Objective	Specific, measurable outcome that supports achievement of a strategic priority and has associated indicators.	President
Indicator	Quantitative or qualitative measures used to assess progress toward achieving an objective.	Leadership
Key Indicator	The primary quantitative or qualitative measure identified to show progress toward an objective.	Leadership
Key Action	Targeted initiative or strategy designed to achieve the objectives.	Leadership
Task*	Detailed, actionable steps required to execute an action effectively.	Departmental

* Task details not included in this publication

Strategic Priority 1: Improve Student Access

Expanding outreach, simplifying the enrollment process, and maximizing financial support to ensure more students can access opportunities.

Objective	Key Actions	Indicators (key in bold)
Objective 1.1: Strengthen connections with high schools	<ol style="list-style-type: none"> 1. Host multiple recruitment events on campus 2. Expand dual credit opportunities 3. Conduct regular outreach to area schools 	<ol style="list-style-type: none"> A. Percent of local high school graduates enrolling in a credential program the following year¹ B. Annual increase in dual credit and simultaneous enrollment
Objective 1.2: Streamline student onboarding experience	<ol style="list-style-type: none"> 1. Provide students with clear, complete information on schedules, books, and costs 2. Implement a student satisfaction survey for New Student Orientation 3. Modernize transcript processing 4. Pilot a direct admissions program 	<ol style="list-style-type: none"> A. Average student satisfaction rating of 4.5 or higher with the admissions process² B. Average student orientation overall satisfaction rating of 4.5 or higher² C. New transcript evaluation process adopted (Yes/No) D. Direct admission program piloted (Yes/No)
Objective 1.3: Expand programs and course offerings	<ol style="list-style-type: none"> 1. Increase online, hybrid and HyFlex course offerings 2. Add or redesign programming to align with student interests and employer demand 3. Increase short-term, industry-recognized credentials 4. Identify and promote degree partnership opportunities 	<ol style="list-style-type: none"> A. Average student satisfaction rating of 4.5 or higher with course offerings² B. Annual increase in short-term training and credential opportunities C. Percentage of adult learners³ D. Increase in the number of credit students from non-Astoria ZIP codes.
Objective 1.4: Outreach to underserved communities	<ol style="list-style-type: none"> 1. Recruit bilingual staff for the outreach team 2. Host recurring bilingual community and family engagement events 3. Promote opportunities with employers and community organizations 	<ol style="list-style-type: none"> A. Increase in percentage enrollment of underserved students⁴ B. Outreach team includes bilingual (English/Spanish) staff – Yes/No

Strategic Priority 2: Increase Student Success

Enhancing support systems, improving academic resources, and fostering a sense of belonging to ensure students stay on track and achieve their goals.

Objective	Key Actions	Indicators (key in bold)
2.1: Enhance student belonging efforts	<ol style="list-style-type: none"> Promote student success stories that reflect welcoming and inclusive culture Increase awareness of advising services Increase peer-to-peer connection opportunities Implement a First-Year Experience (FYE) program 	<ol style="list-style-type: none"> Average student satisfaction rating above 4.5 with feeling welcome² Average student familiarity rating above 4.25 with advising services² Participation in student clubs above 15%² Host a minimum of one First-Year Experience (FYE) event each term
2.2: Expand on-campus student employment opportunities	<ol style="list-style-type: none"> Create and maintain a student job board. Create a student employment classification Streamline and train employees on Work-Study employment processes 	<ol style="list-style-type: none"> Increase in number on-campus student employees annually. Student job board created and maintained (Yes/No)
2.3: Support students in meeting their basic needs	<ol style="list-style-type: none"> Increase awareness of basic needs services identified in student survey Support fundraising goals of College Foundation Collaborate with agencies to enhance basic needs support 	<ol style="list-style-type: none"> Achieve at least 75% awareness of basic needs services (benefits navigator)² Annual increase in Magic Opportunity Fund spending
2.4: Improve Student Satisfaction	<ol style="list-style-type: none"> Continue quarterly student surveys to inform strategic decision-making Implement and maintain year-round class scheduling 	<ol style="list-style-type: none"> Maintain an average student Net Promoter Score (NPS)² above 50 Implement year-round class schedule for 2026-27 academic year

Strategic Priority 3: Strengthen Our Reputation

Showcasing academic excellence, strong stewardship of resources, and the college's impact on enrichment and economic development in the region.

Objective	Key Actions	Indicators (key in bold)
3.1: Improve relationship with high school staff and leadership	<ol style="list-style-type: none"> 1. Hold regular, focused meetings with area high school administrators and staff 2. Develop a consistent dual credit process 3. Provide clear and consistent information on admissions and programs. 	A. % of local high schools engaged in at least one annual collaboration meeting
3.2: Promote success stories to broader community	<ol style="list-style-type: none"> 1. Share student and alumni success stories with media 2. Showcase student stories at events, high school visits, and community gatherings 	A. Annual increase in number of success stories published B. Achieve a community Net Promoter Score (NPS) ⁵ above 30
3.3: Sustain and improve campus facilities	<ol style="list-style-type: none"> 1. Establish annual priority list of maintenance and repair needs 2. Establish annual ADA Accessibility Improvement list 3. Set yearly project tasks and budget allocation 	A. Minimum of 1.5% of the operating budget is allocated to facility maintenance and repairs
Objective 3.4: Maintain healthy ending fund balance	<ol style="list-style-type: none"> 1. Budget for minimum 10% operating fund contingency 2. Prioritize one-time funds for one-time expenses to protect structural balance 3. Monitor and report budget-to-actual performance 4. Maintain position controls to ensure vacancies are only filled when clearly justified 	A. Ending fund balance maintained at or above 12.5% of annual operating expenditures B. Achieve an S&P Global credit rating of A+ or higher by 2029

Strategic Priority 4: Increase Organizational Effectiveness

Improving internal processes and communication to support faculty and staff in delivering high-quality education and services.

Objective	Key Actions	Indicators (key in bold)
4.1 Build and sustain an effective leadership team	<ol style="list-style-type: none"> 1. Benchmark and define the leadership structure 2. Integrate leadership structure into budget planning 3. Develop leadership recruitment, retention and succession plan 4. Evaluate leadership employees annually. 	<p>A. 100% of senior leadership (President's Cabinet) positions are budgeted</p> <p>B. Achieve leadership vacancy rate below 10%</p> <p>C. Maintain leadership employee evaluations at 95% compliance</p>
4.2 Streamline employee onboarding experience	<ol style="list-style-type: none"> 1. Update onboarding information and resources 2. Move to digital workflow 3. Develop post-onboarding survey at 30 days 	A. Implement an online onboarding workflow by end of 2026. (Yes/No)
4.3 Streamline business workflows and approvals	<ol style="list-style-type: none"> 1. Implement Ellucian Workflow 	A. Ellucian Workflow implemented by end of 2026 (Yes/No)
4.4 Ensure course section information is updated prior to registration	<ol style="list-style-type: none"> 1. Establish timeline for updating section information before registration. 2. Require departments to verify course schedules each term 	<p>A. 95% of textbook information available prior to registration</p> <p>B. 100% of departments complete course schedule verification prior to registration (Yes/No)</p>

Strategic Priority 5: Build and Sustain Partnerships

Developing and maintaining strong collaborations with high schools, universities and industry to create successful pathways for students.

Objective	Key Actions	Indicators
5.1 Secure \$8 million MERTS capital match	<ol style="list-style-type: none"> 1. Engage maritime industry to identify needs 2. Identify project scope and costs 3. Develop fundraising campaign 	<p>A. \$8M identified and committed by March of 2027</p> <p>B. Number of maritime organizations supporting MERTS campaign.</p>
5.2 Add university transfer and degree partnership	<ol style="list-style-type: none"> 1. Develop new AAT and AST university pathways 2. Offer full lower-division coursework for priority 2+2 transfer pathways 3. Promote transfer pathways as an affordable first step to a four-year degree 	<p>A. Increase in number of AAT and AST pathways.</p>
5.3 Increase student and community awareness of regional career pathways.	<ol style="list-style-type: none"> 1. Expand Clatsop Works internship opportunities 2. Continue to host the Job and Career Fair each year 3. Host or provide program showcase events in the region 	<p>A. Annual increase in number of Clatsop Works internships</p> <p>B. Host a minimum of 5 program open houses</p> <p>C. Hosted the Job and Career Fair (Yes/No)</p>
5.4 Support business and industry in the community	<ol style="list-style-type: none"> 1. Leverage the SBDC/CEDR to expand business education and support economic growth 2. Support program advisory committees to help align programs with workforce needs 3. Provide professional development opportunities in emerging technologies, including AI 	<p>A. Increase in total Small Business Management (SBM) and Bootcamp students annually</p> <p>B. President and Foundation Director participate in at least five program advisory committee meetings annually</p> <p>C. Host three professional development events annually</p>

2025-26 Strategic Plan Scorecard

(updates in bold)

● on track

● needs attention

● off track

Objective	Key Indicator	Baseline	Target	Status	Progress
1.1 Strengthen connections with high schools	% of local high school graduates enrolling the following year ¹	14%	20%	14%	●
1.2 Streamline student onboarding experience	Average student satisfaction rating of 4.5 or higher with the admissions process ²	4.2	4.5	4.3	●
1.3 Expand programs and course offerings	Average student satisfaction rating of 4.5 or higher with course offerings ²	4.2	4.5	4.3	●
1.4 Outreach to underserved communities ⁴	% of degree- or certificate-seeking students receiving Pell grants	56%	44%	40%	●
1.4 Outreach to underserved communities ⁴	% of degree- or certificate-seeking students reporting Hispanic ethnicity or non-white race	31%	32%	16%	●
2.1 Enhance student belonging efforts	Average student satisfaction rating of 4.5 with feeling welcome ²	4.65	4.5	4.6	●
2.2 Expand on-campus student employment opportunities	Increase in number on-campus student employees annually	77	85	--	●
2.3 Support students in meeting their basic needs	Achieve at least 75% awareness of basic needs services ²	48%	75%	51%	●
2.4 Improve Student Satisfaction	Maintain an average student Net Promoter Score (NPS) ² above 50	57	50	60	●
3.1 Improve relationship with high school staff and leadership	% of local high schools engaged in at least one collaboration meeting	75%	100%	--	●
3.2 Promote success stories to broader community	Annual increase in number of success stories published	26	35	--	●

3.3 Sustain and improve campus facilities	Minimum of 1.5% of the operating budget is allocated to facility maintenance and repairs	\$0	\$216K	\$250K	●
3.4 Maintain healthy ending fund balance	Ending fund balance maintained at or above 12.5% of annual operating expenditures	11.7%	12.5%	13%	●
4.1 Build and sustain an effective leadership team	100% of senior leadership (President's Cabinet) positions budgeted	90%	100%	80%	●
4.2 Streamline employee onboarding experience	Online onboarding implemented by end of 2026 (Yes/No)	No	Yes	No	●
4.3 Streamline business workflows and approvals	Ellucian Workflow implemented by end of 2026 (Yes/No)	No	Yes	No	●
4.4 Ensure course section information is updated prior to registration	95% of textbook information available prior to registration	16%	95%	88%	●
5.1 Secure \$8 million MERTS capital match	100% of \$8M identified and committed	0%	100%	0%	●
5.2 Add university transfer and degree partnership	Increase in number of AAT and AST pathways	0	5	3	●
5.3 Increase student and community awareness of regional career pathways.	Annual increase in number of Clatsop Works internships	31	34	45	●
5.4 Support business and industry in the community	Increase in total Small Business Management (SBM) and Bootcamp students annually	60	66	--	●

● on track ● needs attention ● off track

2025-26 Institutional Effectiveness Dashboard

This table provides a high-level view of the College's progress toward mission fulfillment. Mission fulfillment is achieved when at least 70% of all indicators, and 67% of Student Success indicators, are on track.

Institutional Measure	Baseline	Target	Status	Progress
Student Access				
% of local high school graduates enrolling in a degree or certificate program the following year ¹	14%	20%	14%	●
% of adult learners (age 25-64) ³	35%	30%	37%	●
Adult Basic Skills to college transition rate	11%	15%	11%	●
Student Satisfaction ²	67%	75%	67%	●
Student Success				
Fall-to-Winter Persistence	75%	71%	67%	●
Fall-to-Fall Retention	48%	43%	46%	●
3-Year Achievement Rate (complete or transfer) ⁶	--	27%	--	●
% of students completing a college-level writing course within their first year	54%	39%	37%	●
% of students completing a college-level math course within their first year	27%	32%	14%	●
% of students earning 30+ credits in the first year	26%	33%	32%	●
Reputation				
Community Net Promoter Score (NPS)	-34	+30	+20	●
Ending fund balance as % of operating expenditures	11.7%	12.5%	13.4%	●
Organizational Effectiveness				
Leadership Turnover Rate (S&S)	22%	10%	--	●
Employee Satisfaction ⁷	--	70%	--	●
Partnerships				
Number of industry or business partners providing financial or in-kind support	16	20	--	●

● on track ● needs attention ● off track

Plan Objectives and NWCCU Standards Crosswalk

Objective	Standards	Rationale
1.1 Strengthen connections with high schools	1.C.3; 1.D.2	Outreach and dual credit create academic pathways and measurable achievement opportunities.
1.2 Streamline student onboarding experience	1.C.5; 2.G.1	Transparent admissions and onboarding ensure equitable, accurate student services.
1.3 Expand programs and course offerings	1.C.2; 1.C.10	Expanded modalities and new programs align offerings with student demand and industry needs.
1.4 Outreach to underserved communities	1.B.2; 2.E.1	Bilingual outreach and access initiatives advance equity and support mission-driven planning.
2.1 Enhance student belonging efforts	2.G.1–6; 1.D.1	Advising, mentoring, and FYE support student services and achievement benchmarks.
2.2 Expand on-campus student employment opportunities	2.G.1; 2.E.2	On-campus jobs provide co-curricular learning and support retention.
2.3 Support students in meeting their basic needs	2.G.1; 2.E.1	Basic needs support promotes equity and persistence.
2.4 Improve Student Satisfaction	1.D.2; 2.F.4	Surveys and retention/persistence data provide evidence for achievement and improvement.
3.1 Improve relationships with high school staff and leadership	2.C.7; 1.B.3	Strengthening articulation and collaboration ensures smooth transfer pathways.
3.2 Promote success stories to broader community	1.B.3; 2.F.1	Sharing outcomes publicly demonstrates accountability and institutional effectiveness.
3.3 Sustain and improve campus facilities	2.G.6; 2.G.7	Prioritizing maintenance and ADA access ensures adequate infrastructure for learning.
3.4 Maintain healthy ending fund balance	2.E.3; 2.F.1	Financial reserves demonstrate stewardship and sustainability.
4.1 Build and sustain an effective leadership team	2.A.2; 2.B.2	Leadership structure, evaluation, and succession support governance and HR effectiveness.
4.2 Streamline employee onboarding experience	2.B.1; 2.B.3	Updated onboarding and orientation ensure staff readiness and compliance.
4.3 Streamline business workflows and approvals	2.G.8; 2.F.2	Workflow automation strengthens operational efficiency and institutional effectiveness.

4.4 Ensure course section information is updated prior to registration	1.C.5; 2.C.2	Verified course data ensures curriculum accuracy and transparency for students.
5.1 Secure \$8 million MERTS capital match	2.E.3; 2.G.6	Fundraising supports facility adequacy and resource sufficiency, though indirect in Standards.
5.2 Add university transfer and degree partnership	2.C.7; 1.D.2	Expanding transfer pathways supports affordability, progression, and student achievement.
5.3 Increase student and community awareness of regional career pathways.	1.B.3; 2.C.6	Job fairs, showcases, and internships link programs to workforce needs and external partners.
5.4 Support business and industry in the community	1.B.3; 2.C.6	Advisory committees and SBDC connections ensure programs remain relevant to employers.

Notes:

¹ Local (service district) high school graduates enrolling in a degree or certificate program the academic year following their graduation.

² Based on the mean of three Student Survey results (Fall–Spring terms) collected each academic year.

³ Students aged 25-64 enrolled in a degree or certificate program

⁴ Populations that have historically faced barriers to college access and success, including low-income, first-generation, students of color, English language learners, and students with disabilities.

⁵ Based on annual community survey

⁶ Data pending confirmation from the National Student Clearinghouse to ensure accuracy in reporting.

⁷ Based on pending results of the annual Employee Climate Survey; excludes Board of Education members.

References (Clatsop County Profile)

1. U.S. Census Bureau. (2023). American Community Survey 5-year estimates: Clatsop County, Oregon – age and sex. Census Reporter.
2. U.S. Census Bureau. (2023). Clatsop County, Oregon – race and ethnicity. Data USA.
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