



# Year Seven Evaluation of Institutional Effectiveness Self-Report

Northwest Commission on Colleges & Universities  
2019-2026 Accreditation Cycle

Clatsop Community College | August 14, 2026



**Clatsop  
Community  
College**

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# Institutional Report Certification Form

Accreditation Handbook

## APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

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



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

**Clatsop Community College**

(Name of Institution)

**Jarrod Hogue**

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

**8/13/2026**

(Date)

## Institutional Overview

Clatsop Community College is a public, comprehensive community college serving Oregon's North Coast. Founded in 1958, the College is one of Oregon's 17 locally governed community colleges and is accredited by the Northwest Commission on Colleges and Universities. Clatsop serves approximately 3,000 students annually, representing just under 900 full-time equivalent students. The College offers associate degrees, certificates, university transfer pathways, career and technical education, adult basic education, workforce training, small business development services, community education, and other opportunities for lifelong learning.

The College's service district includes all of Clatsop County, a rural area bordered by the Columbia River, Pacific Ocean, and Coast Range. The College also serves students from neighboring Columbia and Tillamook counties in Oregon and from portions of Pacific and Wahkiakum counties in Washington. Several Washington communities are located within approximately 30 miles of Astoria, directly across the Columbia River. Astoria is the county seat and the region's largest population center, but the College serves students from coastal, rural, and small-town communities throughout Clatsop County and neighboring areas, including Warrenton, Seaside, Gearhart, Cannon Beach, Knappa, and communities across the Columbia River in southwest Washington. Distance, transportation, employment schedules, river crossings, and the dispersed nature of the population influence how students access courses and services.

The economy and identity of the region are closely connected to the Columbia River and Pacific Ocean. Maritime transportation, fishing, tourism, health care, construction, public services, natural resources, and small businesses shape the region's workforce needs. These industries are reflected in the College's transfer and workforce programs, including maritime science, nursing and allied health, fire science, welding and fabrication, business, and other applied technical fields. The College also works with regional employers, school districts, universities, public agencies, and community organizations to support dual credit, transfer, workforce preparation, internships, and continuing education.

Clatsop operates three primary locations. The Lexington Campus, situated on a hillside in Astoria overlooking the Columbia River, is the College's largest campus. It includes multiple buildings containing classrooms, science laboratories, art studios, the Dora Badollet Library, the IDEALab makerspace, the Bandit Food Pantry, the Bandit Café, student gathering areas, and a full gym with community fitness and recreation facilities. The Marine and Environmental Research and Training Station, known as MERTS, is located at Tongue Point east of Astoria. MERTS houses Oregon's Maritime Training College and supports fire science and industrial technology programs through laboratories, shops, and applied training facilities. The South County Center in Seaside extends access to the southern portion of the district through adult basic education, workforce training, small business development, and selected classes and services.

According to the latest U.S. Census Bureau estimates, Clatsop County had a population of approximately 41,000 in 2024 and a median age of about 46, older than both Oregon and the nation. About 27 percent of residents were age 65 or older, 12 percent were Hispanic or Latino, 7 percent spoke a language other than English at home, and 13 percent lived below the federal poverty level. These conditions contribute to demand for adult education, workforce retraining, health care programs, flexible pathways, and bilingual outreach.

Clatsop serves recent high school graduates, students preparing to transfer, adults returning to education, individuals seeking technical credentials, dual-credit students, adult basic education students, and community members pursuing professional development or personal enrichment. Many students balance education with employment, family responsibilities, transportation limitations, and other demands. The College's small size supports close relationships among students, faculty, and staff, while its rural setting requires deliberate attention to access, course scheduling, delivery methods, and partnerships.

The College is governed by a seven-member Board of Education elected by Clatsop County voters. Board members reside within geographic zones that provide representation across the College's service district, including the eastern and rural areas of Clatsop County, Astoria and surrounding communities, and Warrenton and South County. The current Board includes Ed Johnson, Lloyd Mueller, Sheila Roley, Mitra Vazeen, Ashley Flukinger, Bill Montero, and Jody Stahancyk. Bill Montero serves as Board Chair and Lloyd Mueller as Vice Chair. The Board establishes policy, adopts the budget, hires and evaluates the president, and provides oversight of the College's direction and performance. Clatsop operates as an independent local district within the statewide framework established by the Oregon Legislature and overseen by the Oregon Higher Education Coordinating Commission.

The College's current mission, "Empowering all students to reach their full potential", is carried out through the 2025–2030 Strategic Plan, which guides institutional priorities, resource allocation, and continuous improvement.

## Preface

### Institutional Changes Since the 2019 EIE Report

Since the 2019 EIE Report, Clatsop Community College has experienced significant changes in leadership, governance, technology, finances, institutional planning, enrollment, student support, and academic programming. The period included considerable disruption, followed by a more recent phase of stabilization and institutional improvement.

President Christopher Breitmeyer separated from the College in May 2023. The Board appointed an interim president whose service ended after approximately six months, followed by the appointment of longtime faculty member and administrator Teena Toyas as interim president. Changes also occurred in the Vice President of Finance and Administration and Vice President of Instruction and Student Success positions. During this same period, the College faced significant financial pressure, including a projected FY 2024–25 budget deficit exceeding \$900,000 that required staffing and expenditure reductions. In October 2023, S&P Global Ratings listed the College at A- with a Negative outlook. Following a national search, the Board selected Jarrod Hogue, who began serving as president in August 2024.

Since that time, the College has established greater stability across the Board of Education and senior leadership team. Governance and administrative roles have been clarified, Board-administration communication has improved, and more consistent institutional practices have been restored.

The College transitioned through two enterprise resource planning (ERP) systems within approximately three years, moving from RogueNet to Anthology and then to Ellucian Colleague. These transitions created substantial financial, operational, and data challenges. Completion of the Colleague implementation now provides a stronger foundation for finance, registration, financial aid, enrollment management, and reporting.

Institutional research was brought in-house through the creation of the Director of Institutional Research and Data Architecture position. Power BI and Colleague Insights now support improved enrollment, student achievement, workload, financial, and operational reporting. Live and disaggregated student access and success dashboards have further strengthened the College's capacity to use evidence in planning and decision-making.

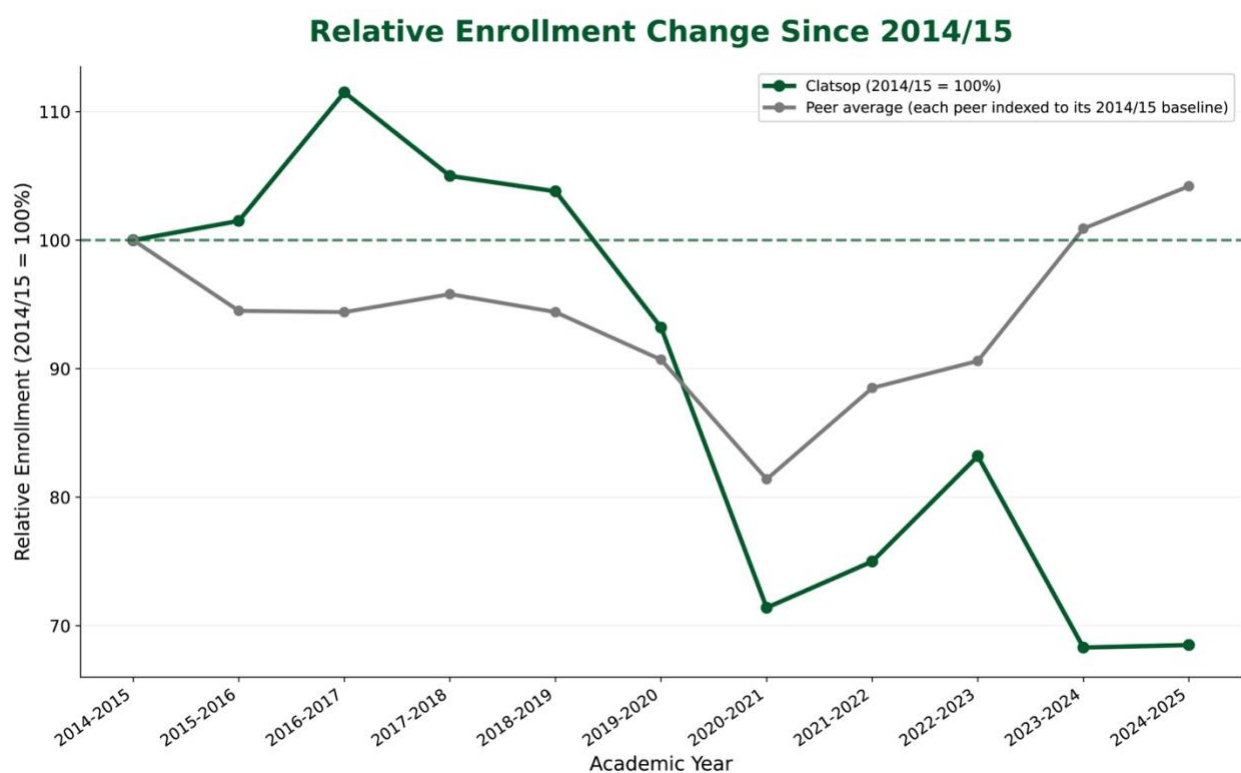
The College adopted a new mission, vision, values, and 2025–2030 Strategic Plan, replacing the previous core theme structure and establishing a new framework for institutional planning and mission fulfillment.

Institutional planning remained an accreditation concern during much of the review period. NWCCU continued Recommendation 1 and issued a Warning in March 2025. The College responded by revising and implementing its institutional planning and effectiveness framework.

The Commission subsequently removed the Warning following further review of the College's progress.

Enrollment declined substantially during the review period, affecting tuition revenue, state funding, staffing, and the sustainability of lower-enrolled programs. Much of the decline was associated with significant reductions in maritime enrollment and articulated-credit activity as key partners, including Tongue Point Job Corps and the U.S. Coast Guard, experienced disruptions. In response, the College strengthened enrollment monitoring, expanded flexible delivery options, and increased efforts to rebuild and strengthen relationships with high school and regional partners.

**Figure 1. Relative FTE Enrollment Change Since 2014/15**



Academic programming also changed in response to enrollment, completion, workforce demand, and financial capacity. The College suspended selected lower-enrolled programs and is developing required teach-outs while considering redesigned, shorter, or differently structured pathways. At the same time, the College has expanded flexible course delivery and developed new transfer, workforce, and regional partnership opportunities.

Significant financial and organizational adjustments were made in response to deficit spending, ERP-related costs, declining reserves, and enrollment losses. Actions included expenditure reductions, personnel changes, stronger financial oversight, and establishment of clearer financial expectations, including avoiding deficit spending and maintaining a minimum 12.5%

ending fund balance in the operating fund. By FY 2024–25, the College reported a \$1.3 million increase in net position and an improved Composite Financial Index.

Clatsop enters the 2026 EIE review with more stable leadership, improved data capacity, a current Strategic Plan, stronger financial practices, and clearer connections among mission fulfillment, planning, resource allocation, and institutional action. Significant challenges remain, particularly in enrollment recovery and sustaining a comprehensive mission with limited resources, but the College is better positioned to identify those challenges, make decisions, and assess results.

## Response to Outstanding Recommendations

Clatsop Community College’s outstanding recommendation originated with the 2019 Mission Fulfillment and Sustainability Evaluation and was carried forward through subsequent Ad Hoc [reports](#) and visits. The recommendation directs the College to:

*Review and revise institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (Standards 1.B.1, 1.B.3, and 1.B.4).*

The College submitted follow-up reports in 2021, 2023, and 2024. In March 2025, the Commission accepted the Fall 2024 Ad Hoc Report but determined that Recommendation 1 remained unresolved and issued a [Warning](#). The College was directed to submit an additional [Ad Hoc Report](#) with Visit in fall 2025 demonstrating that its planning processes had been reviewed, revised, and implemented in a manner that supports mission fulfillment and effective strategic decision-making.

In response, the College completed and began implementing the [2025–2030 Strategic Plan](#), established an in-house institutional research function, completed implementation of Ellucian Colleague, adopted a balanced budget, and revised portions of its shared governance structure. The Strategic Plan includes objectives, key actions, indicators, a Strategic Plan Scorecard, and an Institutional Effectiveness Dashboard. It also includes the President’s Vision of Mission Fulfillment, which describes mission fulfillment in terms of student achievement, workforce and transfer outcomes, student belonging, support for students facing financial barriers, and responsible stewardship of College resources.

The October 2025 peer evaluator found and documented in the [Peer Evaluation Report](#) that the College had taken significant steps toward addressing the recommendation and had established important foundations for an ongoing institutional planning process. The evaluator noted the strength and scope of the Strategic Plan, the inclusive process used to develop it, improved access to enrollment and financial information through the new ERP, the creation of an in-house institutional research office, adoption of a balanced budget, and changes to the College’s committee and council structure.

The evaluator also identified work that remained incomplete at the time of the visit. The College had not yet finalized a documented methodology for establishing and adjusting baselines and targets, tracking progress over time, or using results in an annual planning cycle. The disaggregated student achievement dashboard had only recently been completed, and the College had not yet had sufficient time to identify meaningful achievement gaps or incorporate those findings into planning and improvement efforts. The evaluator further noted that the College was still determining how College Council, the Budget Advisory Committee, Strategic Priority Groups, student learning assessment, and disaggregated achievement data would function together in a sustainable annual planning process.

Since the October 2025 visit, the College has completed its first full academic year under the 2025–2030 Strategic Plan. The College now maintains disaggregated measures of student achievement and a live dashboard of student access and success metrics. These measures include persistence, retention, completion, transfer, and access indicators that can be reviewed by student characteristics and compared over time. The Board of Education receives regular updates on Strategic Plan progress, including scorecard and dashboard results, so that institutional performance is reviewed as part of ongoing governance and decision-making.

The 2026 EIE Report provides evidence of how the College is now using these measures to assess mission fulfillment, identify areas for improvement, inform resource allocation, and refine planning. It also addresses the remaining work identified by the evaluator, including documentation of indicator methodology, analysis of disaggregated student achievement data, integration of student learning assessment, and continued development of a sustainable annual planning cycle.

## Standard 1

### Student Success and Institutional Mission and Effectiveness

#### Standard 1.A: Institutional Mission

##### 1.A.1 Mission

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

Clatsop Community College's mission is: Empowering all students to reach their full potential.

The mission reflects the College's role as an open-access community college serving students pursuing university transfer, career and technical education, workforce advancement, foundational education, continuing education, and lifelong learning. The phrase all students reflects the College's commitment to accessibility and inclusion, while reach their full potential expresses its commitment to student learning, achievement, and progress toward educational and career goals.

The mission is supported by the College's vision and values of accessibility, collaboration, community, inclusivity, and integrity. The 2025–2030 Strategic Plan translates the mission into five institutional priorities: Improve Student Access, Increase Student Success, Strengthen Our Reputation, Increase Organizational Effectiveness, and Build and Sustain Partnerships.

The mission, vision, values, and Strategic Plan Framework were developed through institutional and community engagement and formally adopted by the Board of Education in December 2024. Together, they provide the foundation for the College's planning, assessment of mission fulfillment, and institutional decision-making.

##### Evidence Supporting Standard 1.A.1

- [Strategic Plan 2025-2030](#)
- [Strategic Plan Framework 2025-2030](#)
- [College's Website: Mission, Vision, Values](#)
- [Board Minutes 2024-12-12, p. 4: Adoption of the 2025–2030 Strategic Plan Framework](#)

## Standard 1.B: Improving Institutional Effectiveness

### 1.B.1 Continuous Assessment of Institutional Effectiveness

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

Clatsop Community College uses a recurring institutional effectiveness process to connect evidence with analysis, planning, resource allocation, implementation, and reassessment. The process incorporates student learning, student achievement, support services, financial and operational information, and stakeholder feedback to identify areas for improvement and evaluate whether institutional actions are producing intended results.

The process is organized around five recurring stages: evidence, analysis, action, implementation, and assessment and improvement.

**Table 1. Institutional Effectiveness Cycle**

| Stage          | Process                                                                                                                                   |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Evidence       | Collect and disaggregate institutional data, student learning and achievement results, operational information, and stakeholder feedback. |
| Analysis       | Review and interpret results, identify trends and gaps, and determine areas requiring attention.                                          |
| Action         | Establish priorities, select strategies, assign responsibility, and determine the resources needed to respond.                            |
| Implementation | Carry out the approved actions and monitor progress, participation, and implementation barriers.                                          |
| Improvement    | Assess whether the actions produced the intended results and continue, revise, expand, or discontinue the response as appropriate.        |

The 2025–2030 Strategic Plan provides the common framework for this cycle. Evidence includes student access and achievement data, course and program outcomes, student learning assessment, quarterly student surveys, annual employee and community surveys, financial and operational information, labor-market data, and feedback from students, employees, employers, and community partners.

Completion of the Ellucian Colleague implementation, development of Power BI reporting, implementation of Colleague Insights, and creation of an in-house institutional research function have substantially strengthened the College’s capacity to collect, validate, analyze, and report institutional data. The College now maintains [Student Access](#) and [Student Success](#) dashboards, a Strategic Plan Scorecard, an Institutional Effectiveness Dashboard, and internal enrollment and completion dashboards. The October 2025 peer evaluator identified the new

ERP and institutional research function as foundational to tracking student achievement, disaggregating results, and supporting an ongoing planning process.

These tools serve different purposes. The Student Access and Student Success dashboards provide underlying enrollment and achievement results, including disaggregation where reliable. The Strategic Plan [Scorecard](#) monitors progress on strategic objectives and key indicators, while the Institutional Effectiveness [Dashboard](#) provides a high-level assessment of mission fulfillment. [Internal dashboards](#) report institution-wide headcount and FTE trends term over term and year over year, as well as headcount, FTE, [completions](#), and completion type by academic department. Student, employee, and community surveys provide additional context, while operational reports support review of programs, services, finances, enrollment, and student progression.

### Examples of the Institutional Effectiveness Cycle in Practice

**Student Access and Course Flexibility.** Quarterly student surveys identified course availability, class times, and limited scheduling choices as continuing barriers. The College invested in HyFlex classrooms and flexible delivery to increase access without duplicating large numbers of course sections. When faculty feedback later identified additional preparation and workload as barriers to expansion, the College and the full-time faculty association negotiated incentives for developing and teaching HyFlex courses, as well as incentives intended to expand summer offerings. The College continues to monitor enrollment, fill rates, modality, student success, withdrawals, and student satisfaction to determine whether these changes improve access.

The effectiveness cycle also identifies areas where additional adjustment is needed. Despite improvement in satisfaction with class times, student feedback continues to identify course availability and scheduling as areas requiring attention.

**Table 2. Student Satisfaction with Course Offerings and Times**

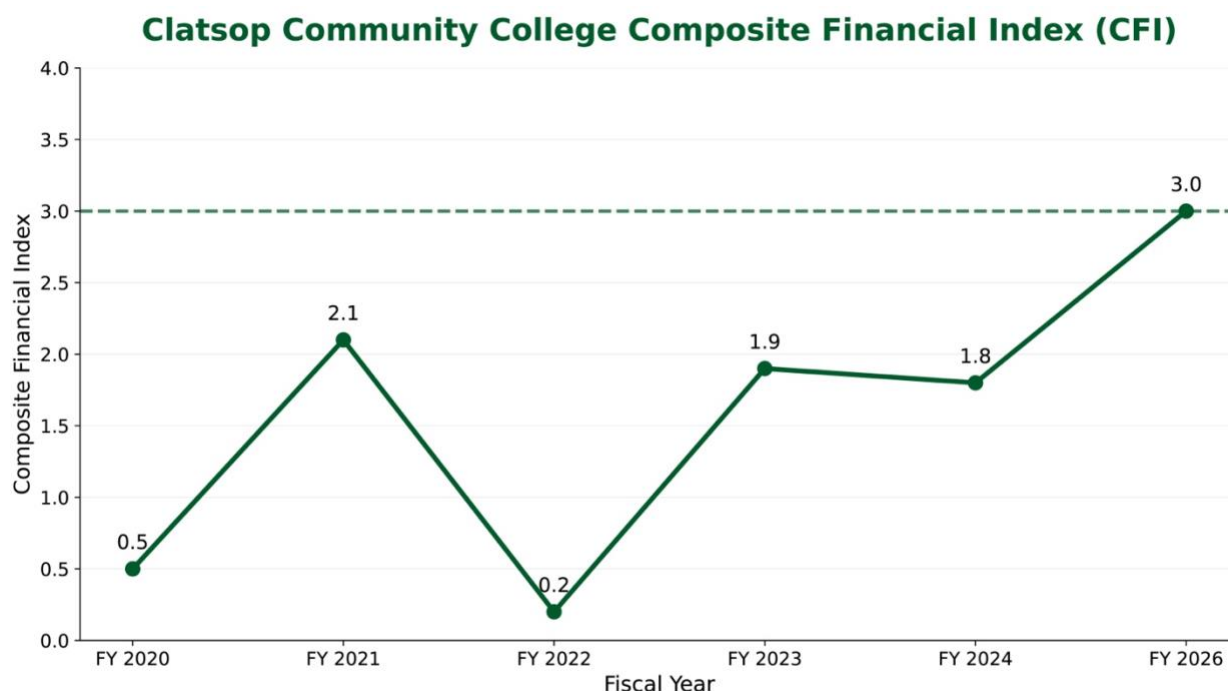
| Student Surveys                    | SP25 | FA25 | WI26 | SP26 | Ave |
|------------------------------------|------|------|------|------|-----|
| Satisfaction with course offerings | 4.2  | 4.3  | 4.1  | 4.2  | 4.2 |
| Satisfaction with course times     | 3.9  | 4.1  | 3.8  | 4.2  | 4.0 |

Satisfaction with whether class times fit students' schedules improved from 3.9 in Spring 2025 to 4.2 in Spring 2026, but recurring qualitative feedback shows that scheduling and course availability remain areas for continued attention. The College is continuing to examine course demand, fill rates, scheduling conflicts, program sequencing, modality, faculty availability, and student feedback.

**Financial Sustainability.** Financial analysis identified deficit spending, declining reserves, ERP-related costs, and weaknesses in revenue forecasting and budget development as areas requiring institutional attention. Following the decline in the College's S&P credit rating, the

College recognized the need for a different approach to financial planning and budgeting. The College hired a part-time financial consultant, a retired community college CFO, who helped strengthen revenue analysis, budget development, monthly financial monitoring, reserve planning, and the financial reports provided to the Board. The College also implemented expenditure reductions and staffing adjustments and established clearer reserve targets. These actions contributed to a balanced budget, improved reserves, and a stronger Composite Financial Index. Financial performance continues to be monitored through monthly budget-to-actual reporting, ending fund balance, the Composite Financial Index, revenue trends, and Board reporting, with results used to inform subsequent budget and resource decisions.

**Figure 2. Composite Financial Index (CFI) Trend**



Note: In higher education finance practice, a CFI score of 3.0 is commonly treated as the minimum threshold for solid financial health.

## Integration of Student Learning and Achievement

The College assesses institutional effectiveness using both student achievement and student learning. Achievement measures include persistence, retention, credit accumulation, completion, and transfer, while course and program learning-outcome assessment provides evidence of what students know and can do.

Mathematics is one area receiving closer review. A recent Institutional Research analysis found substantial variation in gateway math outcomes. Students entering with prior dual credit met the first-year college-level math indicator at 42.9%, compared with 16.3% for students without dual credit, a 26.6 percentage-point gap. The analysis also found that campus math sections

had a 63.1% pass rate compared with 98.8% in dual-credit sections, highlighting the importance of examining course context rather than relying on aggregate results alone.

The analysis also showed a strong relationship between unsuccessful math attempts and subsequent departure from the College. Across MTH-095, MTH-105, and MTH-111, 32% to 39% of students who failed their first attempt subsequently left the College, compared with 11% to 12% of students who passed. The analysis appropriately identifies this as an association rather than a causal relationship, but it provides a useful early indicator for student outreach and support.

The College is using these findings to move beyond the institutional math indicator and examine where students encounter barriers within the pathway. This analysis also aligns with broader statewide efforts to reduce reliance on developmental math and redesign gateway-course structures that may create barriers to student progression. Continued review will include placement practices, course sequencing, corequisite support, completion of gateway math, learning outcomes, and related student supports.

The College is also continuing to strengthen the connection among learning-outcome assessment, student achievement, program review, planning, and resource allocation. The October 2025 evaluator noted that the newly completed disaggregated dashboard had not yet been in use long enough to demonstrate how achievement gaps would be identified and incorporated into planning. Mathematics faculty reached a consistent finding through their own program assessment during the same period, recording completion below locally set achievement targets in most measured terms; that assessment and this analysis are described together under Standard 1.C.7. The expanded mathematics analysis is an example of the College beginning to use more detailed, disaggregated evidence to identify areas for further review and action.

Results from institutional assessment are used in operational planning, program review, staffing and service decisions, budget development, and requests for instructional and other resources. The College is continuing to improve documentation of how evidence leads to specific decisions, resources, responsible parties, and subsequent assessment.

The 2025–26 academic year was the first complete year of implementation under the Strategic Plan. The College now has a full year of Scorecard, Dashboard, survey, financial, and operational results to review together.

Continued work is focused on strengthening the connection between student learning assessment and institutional planning, using disaggregated achievement data to identify meaningful gaps, documenting how evidence leads to decisions and resource allocation, and assessing whether implemented actions produce measurable improvement. The institutional effectiveness framework is still maturing, but the College now has an ongoing process for collecting evidence, taking action, assessing results, and refining institutional strategies.

### Evidence Supporting Standard 1.B.1

- [Strategic Plan 2025-2030](#)
- [Strategic Plan Scorecard](#)
- [Institutional Effectiveness Dashboard](#)
- [Online Dashboard of Student Success Indicators](#)
- [Online Dashboard of Student Access Indicators](#)
- [CTE Persistence Review](#)
- [Expansion of HyFlex Classrooms](#)
- [Math Gateway Outcomes](#)
- [Faculty HyFlex Incentive](#)
- [Employee, Community and Student Surveys \(bottom of webpage\)](#)

### 1.B.2 Mission Fulfillment Goals, Objectives, Indicators, and Peer Comparison

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

Clatsop Community College defines mission fulfillment through the goals, objectives, and indicators established in its 2025–2030 Strategic Plan and Institutional Effectiveness framework. The Strategic Plan organizes the College’s work around five priorities:

- Improve Student Access
- Increase Student Success
- Strengthen Our Reputation
- Increase Organizational Effectiveness
- Build and Sustain Partnerships

Each priority is supported by defined objectives, actions, responsible parties, and indicators of progress. The Strategic Plan Scorecard is used to monitor implementation and performance across the five priorities. A smaller set of institution-level indicators is used to assess overall mission fulfillment through the Institutional Effectiveness Dashboard.

The College selected indicators that reflect the primary ways it fulfills its mission, including student access, persistence, achievement, student experience, community confidence, organizational effectiveness, partnerships, and financial sustainability. Measures include enrollment and access, Fall-to-Winter persistence, Fall-to-Fall retention, first-year credit accumulation, completion or transfer, student and community Net Promoter Scores, ending fund balance, leadership stability, and external partnerships.

Baselines and targets have been established for these measures. Results are reviewed over time and, where appropriate and reliable, disaggregated by student characteristics. Indicator

definitions, baselines, and targets are documented and reviewed periodically to ensure they remain meaningful, verifiable, and useful for assessing mission fulfillment.

The distinction between the College's two principal reporting tools is intentional. The Strategic Plan Scorecard monitors progress on the priorities, objectives, and key indicators in the Strategic Plan. The Institutional Effectiveness Dashboard provides a focused assessment of the institution-level indicators used to evaluate mission fulfillment.

**Table 3. Strategic Plan Scorecard**

● on track    ● needs attention    ● off track

| Objective                                                      | Key Indicator                                                                               | Target | Status | Progress |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------|--------|----------|
| 1.1 Strengthen connections with high schools                   | % of local high school graduates enrolling the following year                               | 20%    | 8%     | ●        |
| 1.2 Streamline student onboarding experience                   | Average student satisfaction rating of 4.5 or higher with the admissions process            | 4.5    | 4.4    | ●        |
| 1.3 Expand programs and course offerings                       | Average student satisfaction rating of 4.5 or higher with course offerings                  | 4.5    | 4.2    | ●        |
| 1.4 Outreach to underserved communities                        | % of degree- or certificate-seeking students receiving Pell grants                          | 44%    | 51%    | ●        |
| 1.4 Outreach to underserved communities                        | % of degree- or certificate-seeking students reporting Hispanic ethnicity or non-white race | 29%    | 20%    | ●        |
| 2.1 Enhance student belonging efforts                          | Average student satisfaction rating of 4.5 with feeling welcome                             | 4.5    | 4.6    | ●        |
| 2.2 Expand on-campus student employment opportunities          | Increase in number on-campus student employees annually                                     | 85     | 53     | ●        |
| 2.3 Support students in meeting their basic needs              | Achieve at least 67% awareness of basic needs services                                      | 67%    | 53.6%  | ●        |
| 2.4 Improve Student Satisfaction                               | Maintain an average student Net Promoter Score (NPS) above 50                               | 50     | 61     | ●        |
| 3.1 Improve relationship with high school staff and leadership | % of local high schools engaged in at least one collaboration meeting                       | 100%   | 100%   | ●        |
| 3.2 Promote success stories to broader community               | Annual increase in number of success stories published                                      | 35     | 33     | ●        |
| 3.3 Sustain and improve campus facilities                      | Minimum of 1.5% of the operating budget is allocated to facility deferred maintenance       | 1.5%   | 0.6%   | ●        |
| 3.4 Maintain healthy ending fund balance                       | Ending fund balance maintained at or above 12.5% of annual operating expenditures           | 12.5%  | 13.6%  | ●        |
| 4.1 Build and sustain an effective leadership team             | 100% of senior leadership (President's Cabinet) positions budgeted                          | 100%   | 90%    | ●        |

| Objective                                                                 | Key Indicator                                                                    | Target | Status | Progress                                                                            |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------|--------|-------------------------------------------------------------------------------------|
| 4.2 Streamline employee onboarding experience                             | Online onboarding implemented by end of 2026 (Yes/No)                            | Yes    | No     |  |
| 4.3 Streamline business workflows and approvals                           | Ellucian Workflow implemented by end of 2026 (Yes/No)                            | Yes    | No     |  |
| 4.4 Ensure course section information is updated prior to registration    | 95% of textbook information available prior to registration                      | 95%    | 88%    |  |
| 5.1 Secure \$8 million MERTS capital match                                | 100% of \$8M identified and committed                                            | 100%   | 6%     |  |
| 5.2 Add university transfer and degree partnership                        | Increase in number of AAT and AST pathways                                       | 5      | 3      |  |
| 5.3 Increase student and community awareness of regional career pathways. | Annual increase in number of Clatsop Works internships                           | 35     | 56     |  |
| 5.4 Support business and industry in the community                        | Increase in total Small Business Management (SBM) and Bootcamp students annually | 66     | 83     |  |

## Peer Institution Selection and Comparison

The College uses regional and national peer comparisons to provide context for institutional performance and to help evaluate whether its targets and results are meaningful. Peer comparisons are incorporated into the Student Access and Student Success dashboards and are reviewed alongside Clatsop's own trends and institutional targets.

Peer institutions were selected based on factors including enrollment size, rural service area, open-access mission, program mix, geography, and other institutional characteristics. Regional peers provide comparison within Oregon's community college environment, while national peers provide broader context from similarly situated small and rural institutions.

Peer comparisons are intended to provide context rather than establish a single external benchmark for every indicator. The College considers its own historical performance, Strategic Plan targets, regional conditions, and peer results together when evaluating institutional effectiveness. This is particularly important for a small rural college where enrollment, program mix, geography, and local economic conditions can materially affect institutional results.

**Table 4. Regional and National Peer Institutions Used for Institutional Effectiveness Benchmarking**

| College Peer  | Type     | Justification                                                                     |
|---------------|----------|-----------------------------------------------------------------------------------|
| Oregon Coast  | Regional | Small coastal Oregon college serving a rural, dispersed population.               |
| Tillamook Bay | Regional | Similar size, coastal setting, rural mission, and limited institutional capacity. |

| College Peer                   | Type     | Justification                                                                                               |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------|
| Columbia Gorge                 | Regional | Small rural Oregon college balancing transfer, workforce, and community needs.                              |
| Southwestern Oregon            | Regional | Coastal Oregon college with similar workforce and regional partnership responsibilities.                    |
| College of the Siskiyous       | National | Rural college serving a former timber economy transitioning toward tourism and outdoor recreation.          |
| North Central Michigan         | National | Coastal resort community with a former lumber economy, seasonal jobs, and housing-cost pressures.           |
| Sullivan County                | National | Rural tourism region with seasonal changes and a shift from agriculture and manufacturing to services.      |
| Haywood                        | National | Former timber and paper region transitioning toward outdoor recreation and tourism.                         |
| Columbia–Greene                | National | Historic river-port and manufacturing area now shaped by tourism, arts, services, and rising housing costs. |
| Northeastern JC                | National | Small regional service hub adapting from traditional resource industries toward new economic sectors.       |
| Eastern Oklahoma State College | National | Former coal-mining region transitioning toward tourism, recreation, education, and regional services.       |

### Strategic Focus on Student Progression

State student success data available during the planning process identified persistence and progression as areas for strategic focus. The College made an intentional decision to invest resources in helping students already connected to Clatsop remain engaged and progress to the next educational milestone.

This strategy is reflected in Strategic Priority 2 and includes stronger first-year support, advising, belonging, and student engagement, as well as improving transitions from Adult Basic Skills into credit-bearing pathways. Using grant funding, the College hired an Adult Basic Skills Transition Specialist with bilingual capacity to work with ESL and GED students and help more completers transition into college programs and career pathways.

The College monitors persistence, retention, Adult Basic Skills transition, advising awareness, belonging, participation, and student feedback to determine whether these strategies are contributing to improved student progression.

### Areas Demonstrating Measurable Improvement

Student onboarding provides a clear example of measurable improvement tied directly to the Strategic Plan. Objective 1.2 focuses on streamlining the student onboarding experience, with student satisfaction with admissions identified as a key indicator. From Spring 2025 to Spring 2026, satisfaction with the admissions experience increased from 4.2 to 4.5, meeting the

Strategic Plan target. Over the same period, satisfaction with advising guidance increased from 4.25 to 4.7. These results provide early evidence that focused attention on onboarding, advising, and first-year support is improving the student experience.

Community reputation provides another example. The winter 2024 community survey established a Net Promoter Score baseline of –34. Strengthening the College’s reputation became a Strategic Plan priority, with a target of +30. Community NPS improved to +20 in 2025 and +39 in 2026, exceeding the target. The College will continue annual measurement to determine whether that improvement is sustained.

Financial sustainability also demonstrates measurable progress. Ending fund balance is an institution-level measure of mission fulfillment because long-term financial stability is necessary to sustain programs and services. The College established a target of at least 12.5% of annual operating expenditures and reached 13.6% in FY 2025.

### **Current Status**

The College recognizes that the framework will continue to mature as additional years of results become available. Indicator definitions, targets, and peer comparisons will be reviewed periodically to ensure they remain meaningful, verifiable, and useful for assessing mission fulfillment.

The first full year under the Strategic Plan provides initial evidence that the framework is functioning as intended: the College has defined what mission fulfillment means, established measures and targets, incorporated peer comparisons, and begun using results to determine where progress is occurring and where additional attention is needed.

### **Evidence Supporting 1.B.2**

- [Strategic Plan 2025-2030](#)
- [Strategic Plan Scorecard](#)
- [Institutional Effectiveness Dashboard](#)
- [Student Success Dashboard](#)
- [Student Access Dashboard](#)
- [Insight Report 2024](#)
- [President’s Vision of Mission Fulfillment](#)
- [Annual Community Survey 2026](#)
- [HS Interest Survey, p. 3](#)
- [Budget Message 2026-27](#)
- [General Fund Peer Analysis 2026](#)
- [Financial Sustainability Oregon CCs 2025](#)

### 1.B.3 Inclusive Planning and Resource Allocation

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

Clatsop Community College uses established leadership, governance, student, and employee structures to connect institutional evidence with planning and resource allocation. The 2025–2030 Strategic Plan provides the common framework. As indicators and institutional information are updated, results are shared through President’s Cabinet, College Council, President’s Council, the Board of Education, and other groups responsible for planning and implementation.

Quarterly student survey findings are regularly shared with President’s Cabinet, College Council, College leadership, and the Board and are considered alongside enrollment, student achievement, financial, program, and operational information.

The College’s participatory planning process includes recurring review of evidence, sharing of results, opportunities for constituent input, establishment of priorities, allocation of available resources, implementation, and reassessment.

The October 2025 peer evaluator found that the Strategic Plan was becoming embedded in College operations, including alignment of budget requests with strategic priorities and an expanded role for College Council in monitoring implementation.

#### Representative Planning Structures

College Council meets monthly during the academic year and provides a representative forum for reviewing Strategic Plan implementation, key indicators, student survey findings, institutional trends, and other matters related to institutional effectiveness. As Scorecard and Dashboard results are updated, representatives have opportunities to discuss progress, identify concerns, and provide input on institutional priorities.

President’s Cabinet regularly reviews Strategic Plan indicators, enrollment, student achievement, student survey findings, financial information, and operational measures to inform staffing, services, instructional priorities, and resource decisions.

President’s Council provides a broader venue for sharing institutional information and gathering perspectives from College leadership and employee groups. Representatives from the full-time faculty association, part-time faculty, and classified employees are invited to participate.

Associated Student Government provides direct student participation in institutional planning and has been assigned a role in advancing student belonging. This expands student involvement beyond survey participation and provides a structure for students to help shape activities and the student experience. In addition, the ASG President and Vice President host a monthly

student lunch to hear directly from students about concerns, ideas, and issues affecting their College experience. Feedback from these meetings provides another regular avenue for student perspectives to be shared with College leadership and considered in planning and decision-making.

### **Board Oversight and Transparency**

The Board of Education receives regular updates on Strategic Plan implementation, institutional performance, student survey findings, enrollment, finances, programs, and partnerships. President's and departmental reports are organized around the five strategic priorities, providing a consistent connection between operational information and institutional direction. For example, the January 2026 Board packet organized presidential and departmental reporting around the Strategic Plan priorities, reinforcing the connection between ongoing College activities, institutional performance, and strategic direction.

Quarterly student survey findings are also shared with the Board, providing direct information about the student experience and emerging areas of concern. This supports the Board's responsibility to monitor institutional effectiveness while preserving the administration's responsibility for implementation.

The College also shares key planning and financial information more broadly. Financial indicators, including the Composite Financial Index, are presented through the budget process, public Budget Committee meetings, employee budget forums, the State of the College address, and Board meetings. Providing employees and community members access to the same financial information used by College leadership supports more informed participation in discussions about staffing, reserves, investments, and future financial capacity.

The College maintains internal [enrollment](#) and [completion](#) dashboards that report institution-wide headcount and full-time equivalent enrollment, including year-over-year and term-over-term trends. The dashboards also provide headcount, [full-time equivalent enrollment](#), completions, and completion type by academic department. Leadership uses these data to monitor enrollment patterns and inform course scheduling, staffing, program planning, and resource allocation.

### **Participatory Resource Allocation**

The Budget Advisory Committee provides a structured opportunity for representative employee participation in resource planning. Proposals identify anticipated cost, potential revenue, institutional need, and alignment with the Strategic Plan. Committee members review competing needs and submit recommendations to the President for consideration during budget development.

During development of the 2026–27 budget, financial constraints limited the College's ability to fund new staffing and other ongoing investments. Although many identified needs could not be

funded, the planning process documented institutional priorities and established a record of deferred needs for future consideration.

The College was able to fund a \$100,000 instructional equipment allocation. Faculty and staff were invited to submit proposals tied to student learning, safety, workforce preparation, current technology, program outcomes, and Strategic Plan priorities. This provides a direct example of participatory planning informing the allocation of institutional resources.

### **Connection to Institutional Action**

Participatory structures have influenced institutional actions described throughout Standard 1.B. Student feedback has informed course-access strategies and transportation partnerships; faculty feedback informed changes to HyFlex incentives; employer and advisory input contributed to program review and workforce programming; and employee participation has informed budget and instructional equipment priorities.

These examples demonstrate that constituent participation is not limited to receiving information. Input is considered alongside institutional evidence and available resources when priorities and actions are determined. Not every recommendation results in funding or implementation, but the College provides recurring opportunities for participation, documents institutional needs, makes decisions within available resources, and communicates the basis for those decisions.

The College has established recurring structures for representative participation in planning and resource decisions. College Council, President's Council, Associated Student Government, the Budget Advisory Committee, President's Cabinet, and the Board each have distinct roles in reviewing information and contributing to institutional planning. Continued work will focus on documenting more consistently how participation influenced final decisions, particularly when competing priorities cannot all be funded, and on assessing the results of resources allocated through these processes.

### **Evidence Supporting 1.B.3**

- [College Council Minutes 2025-12](#)
- [Instruction Equipment Request](#)
- [President's Council Charter Agenda 2025-07](#)
- [Budget Advisory Committee Presentations](#)
- [Budget Message 2026-27, p. 6: Alignment with Strategic Objectives](#)
- [Staff Budget Presentation 2026-27](#)
- [Board Packet 2026-Spring Student Survey p21](#)
- [Board Packet 2026-01: Strategic Priorities in Department Reports](#)
- [Quarterly Student Survey Reports, bottom of page](#)
- [SP Quarterly Progress Report FA2025](#)
- [Internal FTE by Department Faculty](#)

1.B.4 Environmental Monitoring and Strategic Direction

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

Clatsop Community College monitors its internal and external environments through institutional data, the 2024 Insight Report, quarterly student surveys, annual community surveys, labor-market information, advisory committees, and regular conversations with employers, K–12 partners, universities, public agencies, and community organizations. These sources are connected to the 2025–2030 Strategic Plan so that environmental review informs institutional priorities, program and service decisions, resource allocation, and the College’s future direction.

The 2024 Insight Report served as the principal environmental scan for development of the Strategic Plan. The planning process included surveys, focus groups, and interviews with students, employees, K–12 leaders, employers, alumni, community partners, and civic leaders. Findings related to student access, student success and belonging, community reputation, organizational effectiveness, and partnerships directly informed development of the five strategic priorities.

Table 5. 2024 Stakeholder Findings Crosswalk to Strategic Priorities

| Stakeholder Finding                                             | Strategic Priority                    |
|-----------------------------------------------------------------|---------------------------------------|
| Need for greater flexibility and access                         | Improve Student Access                |
| Need for stronger advising, support, and student outcomes       | Increase Student Success              |
| Concerns about reputation and public confidence                 | Strengthen Our Reputation             |
| Need for leadership, financial, and operational stability       | Increase Organizational Effectiveness |
| Stronger workforce, K–12, university, and community connections | Build and Sustain Partnerships        |

The College continues this work through quarterly student surveys and an annual community survey. These instruments are linked to Strategic Plan objectives and indicators rather than treated as stand-alone opinion surveys. Student surveys provide recurring information about course availability, scheduling, advising, belonging, transportation, services, and the overall student experience. The annual community survey monitors public confidence, awareness of College programs, community needs, and perceptions of the College’s regional value.

Institutional and survey data are considered alongside conversations with major employers and industry advisory committees. The College also uses Lightcast, a labor-market analytics platform that provides employment projections, job postings, occupational demand, wages, employer activity, and skills information. Lightcast is not used as the sole basis for decisions. It is

considered together with internal enrollment, persistence, completion, program cost, student feedback, advisory committee input, and direct conversations with local employers.

As a small rural institution with limited resources, the College uses this evidence to determine where programs and services should be sustained, expanded, redesigned, or reconsidered. Where possible, partnerships and external funding are used to test emerging opportunities before the College makes substantial long-term commitments.

### **Strategic Response to Regional Need**

The College uses external evidence to shape strategic objectives, partnerships, and programming. The 2024 Insight Report identified opportunities to strengthen relationships and communication with local high schools. In response, the College increased engagement with superintendents, principals, counselors, and other school leaders and strengthened dual-credit processes and communication about programs and admissions. The Strategic Plan now measures both high school collaboration and the percentage of local graduates enrolling at Clatsop.

Feedback from schools, employers, and community partners has also contributed to new workforce pathways. Recent examples include short-term trades training and an expanded Medical Assistant pathway serving South County. These initiatives illustrate the College's approach of using partnerships and external funding to respond to identified needs while assessing demand and outcomes before making larger long-term commitments.

### **Health Care Workforce and South County Access**

Health care provides one example of environmental monitoring influencing institutional direction. Conversations with Columbia Memorial Hospital and Providence Seaside identified a need for additional Medical Assistant training and stronger health care workforce pathways. These conversations were considered alongside labor-market information showing continued regional demand for health care workers and employment opportunities within Clatsop County.

The College also identified a geographic access issue. Existing Medical Assistant training was centered in Astoria, while South County employers, schools, and students had expressed interest in more local educational opportunities. The College partnered with Providence Seaside Hospital, Seaside School District, and the regional education service district to secure grant funding for an expanded Medical Assistant pathway beginning in high school and serving South County.

The initiative is intended to introduce students to health care careers earlier, improve the transition from high school into postsecondary training, expand access in South County, and prepare students for regional employment. The College will monitor student interest, enrollment, completion, certification, employment or continued education, and participation by South County students to determine whether the pathway is meeting its intended outcomes.

## Skilled Trades and Short-Term Workforce Training

The College has used a similar approach in construction and the skilled trades. Surveys and conversations with local high school counselors identified strong interest in hands-on trades education, while employers identified demand for foundational technical, safety, and workplace skills.

In response, the College developed short-term HVAC Foundations training in partnership with area employers. The training combined introductory instruction, OSHA-10 certification, tools and personal protective equipment, and paid workplace experience.

This model allowed the College to respond quickly to identified demand, connect students directly with employers, and evaluate participation and completion before committing resources to a larger long-term credential. The College is also pursuing external funding to support broader foundational construction trades training. Together, these efforts reflect a strategy of testing student and employer demand, assessing outcomes, building partnerships, and expanding programming when evidence supports additional investment.

## Program Portfolio Alignment

Environmental monitoring has also influenced decisions about the existing program portfolio. The College reviewed internal enrollment, persistence, completion, cost, facilities and equipment requirements alongside labor-market information, employer feedback, and advisory committee input for Automotive, Historic Preservation, Computer-Aided Drafting and Design (CADD), and other lower-enrolled programs. Advisory committees provided information about workforce demand, changing industry practices, curriculum, equipment needs, and graduate preparation.

The review indicated that some existing program models no longer aligned well with current student demand, workforce expectations, or available institutional resources. The College suspended selected programs while considering whether they should be redesigned, shortened, integrated into broader pathways, offered in another format, or discontinued.

Student persistence was one of several internal measures considered in the review. As shown below, the three programs under review had substantially lower Fall-to-Winter persistence than other CTE programs. Persistence was considered alongside enrollment, completion, workforce demand, program cost, facilities and equipment requirements, and stakeholder input rather than used as a stand-alone basis for program decisions. Program assessment records are consistent with this account: the historic preservation program's own 2022–23 learning assessment showed students meeting outcome targets at high rates while its enrollment target went unmet, indicating that the suspension reflected enrollment and resource considerations rather than instructional quality.

**Table 6. Fall-to-Winter Persistence in Selected CTE Programs Compared with Other**

| Program/comparison group           | Mean persistence rate | Difference from Other CTE (pp) |
|------------------------------------|-----------------------|--------------------------------|
| Automotive                         | 54.0%                 | -28.8 pp                       |
| Historic Preservation              | 63.3%                 | -23.6 pp                       |
| Computer-Aided Drafting and Design | 55.7%                 | -32.7 pp                       |
| Other CTE Programs                 | 82.8%                 | —                              |

For Automotive, the College is considering a broader transportation-sector approach that better reflects current technology, employer-recognized competencies, shorter credentials, and work-based learning. For Historic Preservation, selected courses and project-based experiences may be retained within a broader construction trades framework rather than maintaining a stand-alone degree. These decisions reflect an effort to align the College's program portfolio with current student interests, regional workforce needs, and available resources rather than continuing existing structures without reconsideration.

### Access and Service Delivery

The College also monitors how changes in student needs, technology, geography, and community conditions affect the way education and services are delivered.

Quarterly student surveys have continued to identify course availability and scheduling as access issues. In response, the College has invested in HyFlex technology and is working to expand flexible course delivery. Transportation feedback also contributed to an agreement with the regional transportation district allowing students to use their College identification card as a bus pass.

Childcare provides another example. When a donor expressed interest in supporting an on-campus childcare option, the College completed a preliminary review of facilities and approaches used by other colleges. The review raised concerns about staffing, licensing, liability, space, and long-term sustainability. Student feedback showed a broader need for more flexible course times and formats, including for student parents managing childcare responsibilities. The College therefore redirected the donor support toward HyFlex equipment and expanded flexible delivery options, providing greater access for student parents while also benefiting the broader student population.

The College has also reconsidered service models where technology, student behavior, comparative resource data, and financial conditions indicate a need for change. In reviewing library services, the College compared its library budget and staffing levels with peer institutions and found that Clatsop was spending more while serving a relatively small student population. This comparison, together with student use, circulation, tutoring needs, and broader financial conditions, contributed to staffing reductions and restructuring of library and

tutoring services. The revised model places greater emphasis on academic support, digital resources, tutoring, research assistance, technology access, and collaborative student space.

Similar review of changing student purchasing patterns contributed to closure of the physical College store after textbook sales moved online. The space is being repurposed as a more visible and welcoming First Stop Center for student information, support, and collaborative use. These changes reflect a broader shift toward using limited space, staffing, and operating resources in ways that more directly support current student needs.

## **Governance and Strategic Direction**

Information about the internal and external environments is reviewed through the College's leadership and governance structures. President's Cabinet reviews enrollment, student achievement, finances, academic programs, workforce needs, facilities, and operational information. College Council reviews Strategic Plan implementation and provides a representative forum for institutional discussion. Associated Student Government contributes student perspectives, advisory committees provide industry-specific input, and the Board of Education receives regular updates on Strategic Plan progress and emerging conditions.

These structures provide multiple points at which environmental information is considered before or during institutional action. Program suspensions, budget priorities, changes in service delivery, workforce partnerships, and other strategic decisions are reviewed through the appropriate administrative, participatory, and Board processes.

The President's regular Board reports are organized around the five strategic priorities. This structure connects information about student access, programs, workforce partnerships, facilities, finances, affordability, and community engagement to the College's mission and future direction.

The October 2025 peer evaluator found that the Strategic Plan reflected a thorough and thoughtful analysis of the College's internal and external environments and was becoming embedded in Board reporting, departmental activities, budget requests, and institutional decisions.

The College's environmental monitoring is increasingly influencing where it invests, where it tests new approaches, and where existing models are reconsidered. Current direction includes expanding health care and South County pathways, developing shorter and more employer-connected trades training, reconsidering selected CTE program models, expanding flexible access, and modernizing student support services.

The College will continue using institutional data, student and community feedback, labor-market information, partnerships, and regional conditions to assess its strategic position and future direction. As additional evidence becomes available, programs, services, partnerships, resource priorities, and associated indicators will be reviewed and adjusted as appropriate.

#### **Evidence Supporting 1.B.4**

- [Insight Report 2024](#)
- [High School Interest Survey, p. 3](#)
- [Board Packet 2026-04, p. 15: CTE Program Review and Planned Suspensions](#)
- [Library Cost Analysis](#)
- [Student and Community Surveys, bottom of page](#)
- [College HyFlex Classroom Expansion](#)
- [Maritime Partner Industry Needs Assessment, 2025](#)
- [Employer Engagement Medical Assistant](#)
- [HPR-CADD Advisory Minutes Fall 2025](#)
- [Medical Assistant Expansion Grant Award, bottom of page](#)
- [New HVAC Training Opportunity](#)
- [Ad Hoc Peer Evaluation Fall 2025](#)

## Standard 1.C: Student Learning

### 1.C.1 Program Content, Rigor, and Learning Outcomes

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

#### Academic Program Overview

Clatsop Community College offers credit programs tailored to community needs while aligning with state standards and its local Board of Education policies. These credit programs support the College's mission, empowering all students to reach their full potential. The College provides career-technical degrees, certificates, and state-approved transfer degrees. The state-approved transfer degrees include the Associate of Arts Oregon Transfer (AAOT), Associate of Science in Biology (AST-Biology), Associate of Science in Business (AST-Business), and Associate of Arts in English (AAT-English). The Associate of General Studies (AGS) provides a flexible degree option for students pursuing broad educational goals that do not align with a specific statewide transfer or career-technical degree. Applied Science degrees and certificates prepare students for direct entry into the workforce in areas including: Accounting, Business, Criminal Justice, Fire Science, Maritime Science, Medical Assisting, Nursing, and Welding.

The local Board of Education establishes degree requirements in accordance with the Northwest Commission on Colleges and Universities' accreditation standards. The College also collaborates with the Higher Education Coordinating Commission (HECC) to maintain course approvals under Oregon Administrative Rules, Chapter 589, Division 6. Program designators follow state and national conventions for recognized fields of study, including CIP codes assigned through the state approval process.

#### Transfer Degrees and Statewide Alignment

Clatsop works in conjunction with the HECC to implement Major Transfer Maps and transfer degrees. The HECC has consistently collaborated with Oregon community colleges to implement a framework that assists students in streamlining transfer directly to Oregon public universities and with junior standing for specified majors. In summer 2025, Clatsop obtained approval for three transfer degrees associated with the Major Transfer Map framework: AST-Biology, AST-Business, and AAT-English.

Major Transfer Maps have been developed and approved by the HECC in Biology, Business, Communications, Computer Science, Elementary Education, English, Human Development and Family Services, Psychology, and Sociology. Following course reviews and examination of current curriculum, Clatsop has been approved for participation in the Biology, Business, Communications, English, Psychology, and Sociology maps. The College will seek substantive

changes and transfer degree approvals from NWCCU for Psychology and Sociology in 2026–27 and for Communications in 2027–28. Implementation of these degrees supports the College’s mission and its strategic priorities for increasing student success and building and sustaining partnerships.

A key component of streamlining transfer is the collaboration of the State of Oregon, community colleges, and public universities to implement and expand Common Course Numbering. The initiative focuses on the most transferred lower-division coursework so that students receive academic credit when transferring between Oregon public institutions. Since Senate Bill 233 established the framework in 2021, Clatsop has updated and approved the curriculum for 47 courses to become Common Course Numbering courses. As additional courses are identified by the Transfer Council and approved by the HECC, the College will continue to update course curriculum accordingly.

### Program Approval Standards

New Career and Technical Education (CTE) programs designed for direct workforce entry must follow the approval process outlined in the Course and Instructional Program Approval Handbook. Each proposed CTE degree or certificate must meet five program approval standards and four community college assurances.

The five approval standards are:

- **Need:** Clear evidence of community and workforce demand.
- **Collaboration:** Systematic and ongoing involvement of relevant stakeholders.
- **Alignment:** Alignment with regional education, workforce development, and economic development priorities.
- **Design:** A curriculum structured to help students achieve the intended academic and technical knowledge, skills, and proficiencies.
- **Capacity:** Adequate resources to launch, maintain, and sustain the program.

The four assurances address access, through accommodations, supplemental services, and equitable access for special populations and protected classes; continuous improvement, through active systems for evaluation, feedback, labor market re-evaluation, and input from students, instructors, and employers; adverse impact and detrimental duplication, through good-faith efforts to avoid unnecessary duplication or negative impact on other regional programs; and records maintenance and congruence, under which official state records for titles, CIP codes, and credit hours take precedence and local records remain aligned. The procedural steps by which programs and courses move through faculty review and approval are described under 1.C.5.

The College cannot advertise or publish a new CTE program in the catalog or online until full state approval is granted. If catalog publication deadlines occur while state review is underway, a Pending Approval notation may be used.

## Demonstrated Rigor and Outcomes

Program rigor is evidenced through student performance on third-party licensure and certification examinations. The Associate of Applied Science in Nursing consistently achieves high NCLEX-RN pass rates, and CTE programs including Maritime Science, Medical Assisting, and Welding integrate industry-standard assessments and certification pathways to verify student competency before completion.

The Nursing and Allied Health programs maintain curricula that demonstrate appropriate content, rigor, sequencing, and breadth consistent with associate degree and certificate-level expectations, workforce needs, state regulatory requirements, and specialized program accreditation standards. Curriculum is developed, reviewed, and revised through a systematic process that incorporates faculty expertise, advisory committee input, employer feedback, student outcomes data, licensure and certification requirements, and current evidence-based practice.

As a member of the Oregon Consortium for Nursing Education, the Associate Degree Nursing Program implements a shared concept-based curriculum designed to prepare graduates for evidence-based, patient-centered nursing practice by developing clinical judgment, professional identity, and person-centered care across diverse populations and healthcare settings. The standardized curriculum is developed collaboratively by consortium partners and regularly evaluated to ensure alignment with current professional standards, regulatory requirements, and emerging healthcare needs. Nursing faculty and the Nursing Program Director contribute to this continuous quality improvement process through service on the Consortium Curriculum Committee and Coordinating Council.

Since 2022, all 92 graduates of the Associate Degree Nursing Program have achieved a 100 percent first-time pass rate on the National Council Licensure Examination for Registered Nurses, and 100 percent of graduates secured employment as registered nurses within 60 days of program completion. Annual employer surveys administered approximately nine months after graduation indicate high satisfaction with graduate preparation, with an overall mean rating of 4.13 on a 5-point scale across measures of clinical competence, critical thinking, communication, professionalism, and readiness for entry-level practice. Curriculum review processes similarly support the Medical Assisting, Nursing Assistant, and Emergency Medical Technician programs, in which faculty evaluate certification standards, employer feedback, advisory committee recommendations, and workforce trends to maintain current, industry-relevant instruction.

### Evidence Supporting 1.C.1

- [Course-Program Approval Handbook 2025-11](#)
- [Oregon Administrative Rules, Chapter 589, Division 6](#)
- [Oregon Transfer Compass](#)
- [Common Course Numbering](#)
- [Nursing Postgraduate Employer Survey 2023-25](#)
- [April 2026 Board Packet, President's Report: Academic Program Review and Portfolio Alignment, p. 15](#)
- [April 2026 Board Packet: Medical Assisting and Nursing Retention, p. 50](#)

### 1.C.2 Breadth, Depth, Sequencing, and Synthesis of Learning

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

#### Academic Progression

Clatsop Community College designs its degree and certificate pathways to ensure clear academic progression, building from foundational concepts to more advanced concepts and incorporating critical thinking skills that enable students to meet institutional, program, and course learning outcomes.

Programs structure lower-division courses around foundational requirements that establish core competencies in written communication, quantitative reasoning, and scientific inquiry. These structures are demonstrated in the adopted outcomes for the institution, programs, and courses. Prerequisites are intentionally embedded across program maps to ensure students possess the necessary background knowledge before advancing into specialized coursework. Through alignment with Common Course Numbering and Major Transfer Maps, academic pathways enforce clear institutional structure: 100-level courses emphasize broad discipline concepts and foundational skills, while 200-level courses demand higher-order analysis, problem-solving, and domain-specific application.

#### Breadth and Distribution in Transfer Degrees

The Associate of Arts Oregon Transfer degree illustrates how breadth, depth, and distribution are structured. The degree requires a minimum of 90 quarter credits at the 100 level or higher with a minimum cumulative grade point average of 2.0. All courses applied toward foundational and discipline requirements must be completed with a grade of C or better.

Foundational requirements comprise a minimum of 8 credits in writing, including WR 121Z and either WR 122Z or WR 227Z; one course of 3 to 4 credits in oral communication; one 4-credit

college-level mathematics course; a minimum of 3 credits in health, wellness, or fitness; and information literacy, which is embedded directly within the required writing courses.

Discipline studies require at least 11 courses across three distribution areas: a minimum of 3 courses in Arts and Letters drawn from at least two distinct disciplines; a minimum of 4 courses in Social Sciences from at least two distinct disciplines; and a minimum of 4 courses in Science, Mathematics, or Computer Science from at least two distinct disciplines, of which at least 3 must include a laboratory component. Students must also complete at least one course satisfying statewide Cultural Literacy outcomes, typically double counted within discipline studies. Remaining credits are completed through electives, subject to published limits on cooperative work experience, physical education, individual music lessons, and career and technical coursework.

### Core Transfer Map

To meet the requirements of ORS 350.400, the College evaluated its existing one-year programs and established a standardized foundational curriculum of at least 30 college-level credits for first-year students planning to transfer. The Core Transfer Map requires a minimum of 30 lower-division collegiate general education credits; designated college-level writing and mathematics; distribution across Arts and Letters, Social Sciences, and Science and Mathematics including laboratory science where applicable; at least one approved Cultural Literacy course; a grade of C or better in all required courses taken for a letter grade; and a minimum cumulative grade point average of 2.0 on completion.

Completion of the Core Transfer Map guarantees that students are not required to complete additional lower-division general education coursework to meet degree requirements at any Oregon public university, and the College designates completion on the student's academic transcript. Frameworks and curriculum alignments follow statewide guidelines established in the Oregon Community College Policy and Process Book.

### Depth and Synthesis in Applied Programs

All Applied Science degrees and certificates are grounded in entry-level industry requirements and adhere to external programmatic accrediting and approving bodies, which establish expectations for breadth, depth, sequencing, and synthesis of learning.

**Table 7. Applied Science External Programmatic Accrediting and Standards**

| Program          | Agency                                              | Standard                                                          |
|------------------|-----------------------------------------------------|-------------------------------------------------------------------|
| Nursing          | Oregon State Board of Nursing OAR 851-021-0010      | Specialized State Accreditation                                   |
| Maritime Science | National Maritime Center, United States Coast Guard | Specialized licensure and training ship status approval authority |
| Welding          | American Welding Society                            | Specialized approval                                              |

| Program                      | Agency                                               | Standard                        |
|------------------------------|------------------------------------------------------|---------------------------------|
| 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                 |

Curricula in these programs are sequenced from foundational knowledge to increasingly complex concepts, allowing students to build competency through classroom instruction, laboratory simulation, and supervised clinical or practicum experiences. Students demonstrate synthesis by integrating theoretical knowledge with clinical judgment, technical skills, communication, professionalism, and evidence-based practice in authentic work environments.

### Example: Nursing Curriculum Alignment and Continuous Improvement

The Associate of Applied Science pathway demonstrates intentional design through a comprehensive curriculum map linking course learning outcomes to program learning outcomes, the College's Institutional Student Learning Outcomes, and professional competencies established by national standards. The nursing curriculum progresses from foundational sciences, communication, and basic nursing concepts to increasingly complex clinical reasoning, leadership, and care coordination. Students first develop essential knowledge and psychomotor skills in classroom and simulation laboratory settings before applying those competencies in supervised clinical experiences across acute care, long-term care, community health, maternal-child, pediatric, and mental health settings. During the final term, students synthesize learning through advanced clinical experiences that require prioritization, delegation, evidence-based decision-making, and interprofessional collaboration.

Faculty annually review curriculum maps, standardized assessment results, NCLEX-RN performance, clinical evaluation data, employer feedback, advisory committee recommendations, and graduate surveys. Assessment findings are used to revise course content, enhance simulation scenarios, strengthen clinical learning experiences, and improve student support strategies.

### Evidence Supporting 1.C.2

- [2026-27 Academic Catalog, Degrees and Certificates](#)
- [Core Transfer Map](#)
- [Oregon Community College Policy and Process Book](#)
- [ORS 350.400](#)

### 1.C.3 Published Program, Degree, and Course Learning Outcomes

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

Each program has clearly defined and publicly available Program Learning Outcomes that align with the College's Institutional Student Learning Outcomes and the competencies expected for entry into professional practice or transfer. Course learning outcomes are intentionally mapped to program learning outcomes to support students' progressive development of the knowledge, skills, and professional behaviors necessary for program completion and employment. Program learning outcomes, course requirements, degree and certificate requirements, and progression standards are published in the College Catalog, program handbooks, and on the College website.

The Nursing Program, for example, uses ten program learning outcomes embedded within the Oregon Consortium for Nursing Education curriculum to guide student learning and achievement. Each year, nursing faculty conduct a systematic review of program learning outcome achievement using student learning and program outcome data to identify strengths, gaps, and opportunities for improvement. Findings inform adjustments to course content, sequencing, instructional strategies, clinical experiences, and assessment methods.

All course learning outcomes are included in official course outlines and course syllabi. Course outlines are reviewed and approved through the Instructional Council, which is primarily comprised of faculty, providing faculty oversight of course-level curriculum and learning expectations. MTH 108 illustrates the process: the course outline was developed by faculty and documented the ways in which the course met Institutional Student Learning Outcomes, Program Learning Outcomes, and Discipline Learning Outcomes, and was presented and approved at the February 2026 Instructional Council meeting. The course syllabus is provided to students through Canvas and documents the course learning outcomes. Every course syllabus provided to enrolled students carries the approved course learning outcomes in this manner.

#### Evidence Supporting 1.C.3

- [MTH108 Course Outline](#)
- [MTH108 Syllabus SU26](#)
- [Instructional Council Minutes 2026-02-10](#)
- [NRS230 Syllabus Fall2025](#)
- [Nursing Program Outcomes Report 25-26](#)
- [Nursing Program Student Handbook 2026-28](#)
- [Academic Catalog](#)
- [Degrees and Certificates](#)

## 1.C.4 Admission and Graduation Requirements

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

Clatsop Community College is an open-door, equal-access institution. Consistent with the mission of the College, Clatsop recruits and admits students with the potential to benefit from its educational offerings. The admissions process is clearly outlined on the College's website, linked from the upper left-hand corner of the landing page, as well as in the academic catalog.

Students earn a degree or certificate by fulfilling the graduation requirements for their specific program, as outlined in the academic catalog and on the College website. The academic catalog is updated annually and is easily accessed through the Academics tab on the College's website, as is degree and certificate information. Programs with special admission or graduation requirements are clearly identified in the catalog, including procedural and contact information.

Enrolled students track their progress toward completion using the College's student self-service degree audit system, available through the MyCCC student portal's Student Planning and My Progress features. The degree audit system also allows students to View a New Program to see how completed coursework may apply to alternative degree or certificate programs, allowing them to explore other academic possibilities.

Academic programs maintain clearly defined admissions, progression, and graduation requirements that are widely published and readily accessible to prospective and current students. Program-specific admission criteria, prerequisite coursework, application procedures, selection processes, technical standards, progression requirements, graduation requirements, and program learning outcomes are published in the College Catalog, program webpages, and student handbooks. These resources are reviewed and updated annually to ensure accuracy and compliance with institutional policies, accreditation standards, and applicable state and regulatory requirements. Students are supported throughout the admission and completion process through individualized academic advising, information sessions, program orientations, and ongoing faculty guidance, with faculty working collaboratively with Enrollment Services, Advising, and Student Services to ensure students receive consistent information.

### Exemplar: Nursing Program Admissions and Graduation Requirements

The Nursing Program provides prospective and enrolled students with comprehensive information regarding admission and graduation requirements through multiple publicly accessible resources, including the College Catalog, the Nursing Program webpage, the Nursing Program Information Guide, and the Student Handbook. Admission materials clearly outline prerequisite courses, minimum grade point average requirements, required healthcare certifications, application deadlines, selection criteria, immunization and background check requirements, drug screening, clinical eligibility expectations, and technical standards for program participation. Prior to applying, prospective students are encouraged to meet with an academic advisor and attend a nursing information session. Following admission, students

receive ongoing guidance regarding progression requirements, and annual review of published materials ensures that requirements remain current, accurate, and aligned with College policies, Oregon State Board of Nursing requirements, and the expectations of the Oregon Consortium for Nursing Education.

#### **Evidence Supporting 1.C.4**

- [Admissions](#)
- [Academic Catalog](#)
- [Nursing program page](#)
- [Medical Assisting program page](#)
- [Student Portal Screenshots \(Figures 1–3\)](#)
- [Board Policy 5010 Admissions and Concurrent Enrollment](#)
- [Administrative Procedure 5010 Admissions](#)
- [Administrative Procedure 5011 Admissions and Concurrent Enrollment](#)
- [Administrative Procedure 5013 Students in the Military](#)

#### **1.C.5 Assessment of Student Learning**

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

#### **The Central Role of Faculty**

Clatsop faculty members are primarily responsible for developing, revising, and implementing curriculum, and they play a significant role in the curriculum approval process. All curriculum at the College must be approved by the Instructional Council, as stated within the Instructional Council By-Laws. The Council is heavily represented by full-time faculty and is responsible for approving new courses, new programs, course changes, and program revisions, as well as reviewing institutional policies. It evaluates course-related student learning outcomes, course content, and delivery methods, and provides feedback to submitting faculty. Because the Council takes a college-wide view of courses, it is also responsible for identifying course duplication and redundancy.

Instructional Council is composed of the Chief Academic Officer; the Administrators of Transfer Education, Workforce Education and Training, Nursing, Allied Health and Public Safety, and Student Success, or their designees; the Library Director; five annually contracted faculty members, each representing an instructional department and selected by the faculty; and one adjunct faculty member selected by the Part-Time Faculty Union. Non-voting advisory members include the Registrar or designee, the Administrator for Advising, the Curriculum Coordinator, and one student nominated by the Associated Student Government and approved by the

Instructional Council. Other staff and faculty are encouraged to attend, and anyone in attendance may contribute to the discussion. The Council typically meets every other week during the fall term through January, allowing several opportunities to bring items forward for inclusion in the next year's catalog ahead of the February deadline, and monthly thereafter.

Faculty are also 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, which states that all selection committees for faculty positions shall have faculty membership. Selection committees usually include faculty representing the hiring department as well as faculty from other departments.

### **Course and Curriculum Approval**

During the 2025–26 academic year, the College identified weaknesses in course approval and verification practices resulting from staff turnover, failed searches, and changes in administration. The Office of Instruction and Student Services, working with faculty, reviewed past practices and forms and implemented improvements to the processes for course approval, curriculum review, and verification of submissions to the state reporting system.

Course outline submission forms were updated to include all state-required information. Matrices were simplified and placed in table format for Institutional Student Learning Outcomes, Program Learning Outcomes, and Discipline Learning Outcomes, ensuring that course learning outcomes for new and updated courses demonstrate alignment with each. The paperwork for course approvals and course changes is submitted as a single packet so that all supporting evidence reaches the Instructional Council for review before approval.

New credit courses and modifications follow a defined sequence. Faculty prepare the approval cover sheet, course outline with outcomes, content, assessment, and the three outcome tables, and a course justification narrative. Evidence of transferability with three Oregon public universities is provided. Approvals are secured by the Instructional Supervisor, Financial Aid Director, and Library Director. The proposal is submitted to the Office of Instruction for format review and placement on the Instructional Council agenda, and the Council Chair and Chief Academic Officer review it to resolve issues in advance. The originator then presents the proposal to the Instructional Council for approval, conditional approval, tabling, or rejection. Following the Chief Academic Officer's signature, the Office of Instruction seeks state or external approval before the course can be advertised or offered.

Through removal of outdated courses from the master course list and catalog, improvement of the approval process and its required forms, and verification of each step, course and curriculum approval has become more transparent, streamlined, verifiable, and sustainable.

## Program-Level Assessment

Faculty 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 assess those outcomes throughout the course; students are graded on how well they achieve them, and faculty use grades, student evaluations, student success data, and other assessment data to improve course quality. At the program level, faculty assess how well students across department classes achieve program-level student learning outcomes, which align with the College's Strategic Plan and Strategic Priorities.

Program-related student learning outcomes are assessed throughout the year and documented on Education Program Assessment tables, which record program goals, program outcomes, measures, achievement targets, findings, and actions needed. The assessments are analyzed annually by faculty to guide improvements to courses and programs, and the tables are submitted to the Office of Instruction each fall following the previous academic year. Some courses and disciplines lacking a full-time faculty member are assessed at the course level through part-time faculty evaluations, student evaluations, class observations, and other evaluation tools.

Education Program Assessments are completed across instructional areas rather than in a single department. The College's assessment file contains completed tables for accounting, the business professional one-year certificate, business management, art, biology, developmental mathematics, transfer mathematics, physical science, literature, technical writing, medical assisting, and nursing, together with assessments from the 2022–24 cycle for the College's career and technical programs, including maritime science, welding, fire science, criminal justice, automotive, apprenticeship, computer-aided drafting and design, and historic preservation. Each table records the measure used, the achievement target, the finding, and the resulting action.

Several disciplines have now completed the cycle in consecutive years, allowing faculty to compare findings over time rather than review a single snapshot. Accounting, biology, business management, and the business professional certificate each have assessments for 2023–24 and 2024–25; medical assisting has three years; and nursing has completed assessments for the 2021–23, 2022–24, and 2023–25 cohorts.

The biology lower-division transfer assessment illustrates the format. Faculty set an achievement target that 80 percent of students demonstrate the program outcome of using research skills to access information, measured through reports from laboratory- or field-based research. In GS 112 during winter and spring 2025, 81 percent of students (27 of 33) received a B or better on the research report, meeting the target. Faculty also confirmed that all biology courses incorporate at least one assignment in which students are expected to demonstrate the communication outcome.

Assessment practice also includes managing the measures themselves. In medical assisting, faculty closed a practicum evaluation measure after six consecutive years of consistent findings

at target, then reopened it in 2022 to resume tracking as the program changed. Measures are retired, restored, and revised on the basis of what they are still able to show.

Depending on the area of study, student learning is assessed using multiple direct and indirect measures, including classroom assessments, laboratory skills evaluations, simulation experiences, clinical performance evaluations, standardized examinations, licensure and certification examination results, employer and graduate surveys, program completion rates, and job placement data. Faculty regularly review assessment data through program assessment activities, annual program review, and discipline meetings, and use findings to identify strengths, revise curriculum, refine instructional strategies, and strengthen student support services.

Assessment practice has not been uniform across these areas, and the differences are themselves informative. The career and technical assessments from the 2022–24 cycle used a combined format that recorded program strategic planning — equipment, facilities, staffing, external approvals — alongside or in place of student learning outcomes, and were keyed to the College's previous core theme structure. Historic preservation is the exception: its 2022–23 assessment recorded measurable learning targets with findings, including 100 percent of students achieving well-developed results on capstone building projects and at least 80 percent earning a C or better on architectural history examinations. The variation across the file is precisely what the 2025 standardization of the outcome matrices was designed to correct, and the career and technical programs enter the standardized cycle with the course review rotation beginning in Fall 2026.

### **Example: Continuous Improvement through Program Assessment**

Nursing and Allied Health programs use a comprehensive Systematic Evaluation Plan to assess student learning and overall program effectiveness. Faculty collect and analyze data from course and program learning outcome assessments, standardized examinations, simulation evaluations, clinical performance assessments, NCLEX-RN first-time pass rates, completion rates, graduate and employer surveys, and employment outcomes, reviewing findings throughout the year and incorporating them into annual program evaluation and strategic planning. Faculty routinely analyze student performance on standardized assessments to identify concepts requiring additional instructional emphasis, and have on that basis revised course sequencing, enhanced simulation scenarios to strengthen clinical judgment and prioritization skills, expanded remediation resources, and refined teaching strategies across multiple courses. The effectiveness of these interventions is subsequently evaluated through student performance data and licensure outcomes, creating a continuous cycle of assessment, improvement, and reassessment. This systematic approach has contributed to a 100 percent first-time NCLEX-RN pass rate since 2022, high employer satisfaction, and strong employment outcomes. The Program has achieved Candidacy Status with the Accreditation Commission for Education in Nursing and is using its Systematic Evaluation Plan in pursuit of national accreditation by 2029.

## Evidence Supporting 1.C.5

- [Course-Program Approval Handbook 2025-11](#)
- [Instructional Council Course Packet](#)
- [Instructional Council Program Packet](#)
- [Instructional Council Minutes 2026-02-10](#)
- [Faculty Agreement 2026-2029, Article 4.E](#)
- [Nursing Clinical Evaluation Tool NRS224](#)
- [Educational Program Assessment Historic Preservation 2022-23](#)
- [Educational Program Assessment Welding 2022-23](#)
- [Educational Program Assessment Biology 2024-25](#)

## 1.C.6 Institutional Learning Outcomes and Core Competencies

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

### The College's Institutional Student Learning Outcomes

The Institutional Student Learning Outcomes were established through a collaborative, campus-wide effort involving faculty, administrators, staff, students, and the Board of Education. The Assessment Steering Committee established dedicated subcommittees, including an outcomes subcommittee charged with operationally defining outcomes, monitoring assessment activities, and recommending improvements. The outcomes represent what each student will be able to demonstrate upon graduation and completion of any transfer degree, program, or certificate. Students graduating from Clatsop Community College will have demonstrated the ability to:

- Communicate effectively through writing, speaking, and imagery.
- Solve problems with current and emerging discipline-appropriate technology.
- Act with integrity.
- Understand and appreciate diversity.
- Work competently through knowledge of content, mastery of skills, and effective work habits.
- Work effectively individually, collaboratively, and as leaders.
- Solve problems through critical and creative thinking.
- Demonstrate the skills and tools needed for lifelong learning.

Each Program Learning Outcome and Course Learning Outcome must document how it aligns with the Institutional Student Learning Outcomes when programs and courses are presented to the Instructional Council for approval or change. The alignment is documented in the outcome

matrices contained in the Instructional Council course approval packet, so that alignment is verified for every course the College offers rather than sampled.

### **Discipline Outcome Parameters for General Education**

As part of the 2025 review of course and program approval processes, the Office of Instruction established criteria for what each course in a discipline must demonstrate, covering Arts and Letters, Social Sciences, Science and Mathematics, and Cultural Literacy. These parameters provide the standard against which course learning outcomes in the lower-division transfer disciplines are written and reviewed.

A course in Arts and Letters, for example, must introduce the fundamental ideas and practices of the discipline and allow students to apply them; elicit analytical and critical responses to historical or cultural works; explore the conventions and techniques of significant forms of human expression; and place the discipline in historical and cultural context. Social Science courses must help students understand the role of individuals and institutions within society, assess competing theories and distinguish empirical from other methods of inquiry, use information literacy skills in written and oral communication, understand the diversity of human experience, and apply knowledge to contemporary problems. Each set of parameters carries the specific learning outcomes that appear on the course matrices, which connects general education coursework directly to the institutional outcomes for communication, critical analysis, and appreciation of diversity.

These parameters were subsequently approved by Instructional Council and were necessary to maintain the College's commitment to the Oregon Transfer Compass and to changes proposed by the Oregon Transfer Council regarding the Transfer General Education Framework.

### **Assessment of Institutional Outcomes Across the College**

Institutional outcomes are assessed through the Education Program Assessment cycle described under 1.C.5, in which each program reports against outcomes mapped to the institutional set, and through direct demonstration in coursework across disciplines.

The RiverSea Undergraduate Conference provides a college-wide venue for that demonstration. Created in spring 2025 and hosted by the English Department, the conference invites students from every academic discipline — arts and letters, natural sciences, social sciences, and career technical fields — to present scholarship, research, creative projects, and practical demonstrations to faculty, peers, and the broader community. The conference gives faculty a shared setting in which to evaluate institutional outcomes outside a single classroom.

Students adapt complex ideas into clear presentations for faculty, peers, leadership, and community members, addressing the communication outcome. They evaluate sources, structure arguments, and answer unanticipated questions live, addressing critical and creative thinking. Work presented in partnership with regional organizations, including the College

Foundation and the Columbia Land Trust, connects academic work to the region. Because presentations originate as course assignments, the conference also allows faculty to see how effectively program curricula prepare students to represent their field publicly.

Academic programs also integrate the institutional outcomes throughout their curricula. Program learning outcomes are aligned with institutional outcomes through curriculum mapping and reinforced through classroom instruction, laboratory experiences, simulation, clinical education, and experiential learning. Students demonstrate institutional competencies through progressively complex learning activities requiring critical thinking, effective written and oral communication, quantitative reasoning, information literacy, ethical decision-making, collaboration, and cultural responsiveness. Faculty assess these competencies using direct measures including written assignments, presentations, simulation performance, clinical evaluations, case studies, reflective learning activities, and competency-based assessments.

### **Integration of Institutional Outcomes in Clinical Education**

Standardized Clinical Performance Evaluation Tools are used across the Nursing and Allied Health programs. During the final clinical practicum, nursing students care for multiple patients while integrating knowledge acquired across the program. Students demonstrate critical thinking by prioritizing patient care and responding to changing clinical conditions; communication through therapeutic interactions with patients, families, and the interprofessional team; quantitative reasoning through accurate medication calculations; information literacy by locating and applying current evidence; and ethical and professional responsibility through adherence to standards of practice and patient advocacy. Faculty assess these competencies using standardized clinical evaluation tools, simulation rubrics, reflective assignments, and course assessments aligned with the institutional outcomes, and review results annually as part of the College's systematic program evaluation process.

### **Evidence Supporting 1.C.6**

- [Areas of Discipline Course Outcome Parameters](#)
- [Instructional Council Course Packet](#)
- [NRS221 Course to ISLO Matrix](#)
- [NRS221 Clinical Performance Eval Tool](#)
- [Oregon Transfer Compass](#)
- [RiverSea Conference Program](#)

### 1.C.7 Use of Assessment for Continuous Improvement

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

Academic programs employ a systematic, data-informed approach to planning and continuous improvement. Faculty use assessment findings to evaluate program effectiveness, identify opportunities for improvement, and implement evidence-based changes. Assessment results inform decisions related to curriculum, instructional practices, simulation and laboratory experiences, clinical education, student support strategies, resource allocation, and long-term program planning.

Planning is guided by multiple sources of evidence: course and program learning outcome assessments, clinical performance evaluations, simulation assessments, standardized examinations, licensure and certification results, completion and retention data, graduate and employer surveys, advisory committee recommendations, workforce and labor market trends, and institutional assessment data. Faculty review these data through annual program review, discipline meetings, and ongoing assessment activities. Findings are used to develop action plans that include measurable improvement strategies, assigned responsibilities, implementation timelines, and follow-up evaluation.

#### Convergent Evidence in Gateway Mathematics

Mathematics illustrates how course- and program-level assessment and institution-level achievement data reach the same conclusion by different routes. Institutional Research identified first-year college-level mathematics completion as the College's widest gap against peer performance and analyzed pass rates by course and student outcomes following a drop or failure, as described under Standard 1.B.1. Independently, mathematics faculty assessing their own program against locally established achievement targets recorded results below target across most measured terms.

In the 2024–25 transfer mathematics assessment, the proportion of students successfully completing applications and modeling work in MTH 105Z was 62 percent in summer 2024, 69 percent in fall 2024, 83 percent in winter 2025, and 60 percent in spring 2025, against a 70 percent achievement target. The developmental mathematics assessment recorded comparable variation against its targets across MTH 059, MTH 060, and MTH 098. Faculty documented these findings term by term and by instructor, which allows variation within the sequence to be examined rather than obscured by an annual average.

The two lines of evidence were developed separately, one from institutional achievement indicators and one from faculty program assessment, and they identify the same barrier. The College is treating them as a single problem with one coordinated response, including review of placement practices, course sequencing, corequisite support, and instructional approach. This convergence is the clearest instance to date of course- and program-level learning assessment

and institution-level achievement data informing one another, which the October 2025 peer evaluator identified as an area requiring further development.

### **Strengthening the Assessment Cycle**

The assessment file also identified a weakness in the cycle itself. In accounting, the 2023–24 table recorded a finding based on a single completing student, and the 2024–25 table recorded that the departing instructor did not transfer the completed rubrics or findings, leaving the achievement target unverified. The College treats two consecutive years without a usable finding as evidence about the durability of the assessment process rather than about the program. It informed the changes described under 1.C.5: standardizing the outcome matrices, aligning them to the Institutional Student Learning Outcomes, and requiring assessment documentation to be submitted to the Office of Instruction each fall rather than retained at the department level.

A systematic rotational process for course review is being implemented in fall 2026. All courses will be reviewed every three years, with the supporting faculty member or program supervisor responsible for following the review process and providing verification through the Office of Instruction and Instructional Council. The process will be presented to full- and part-time faculty at the 2026 in-service activities in mid-September.

### **Example of Using Assessment and Community Input to Inform Program Planning**

Employer surveys of graduates from the 2023–25 nursing cohort identified an opportunity to strengthen graduates' confidence and proficiency in appropriately activating the chain of command in clinical practice. These findings were shared with the Nursing Advisory Committee at its Fall 2025 meeting, where healthcare partners discussed the underlying issues and offered recommendations. In response, faculty developed and implemented a live role-playing simulation for second-year nursing students requiring learners to recognize a patient safety concern, communicate effectively with the healthcare team, and appropriately activate the chain of command to advocate for patient care. Student performance and debriefing data demonstrated measurable improvement in clinical judgment, communication, and appropriate use of the chain of command. Faculty will share these assessment results and the instructional intervention with the Nursing Advisory Committee at its Spring 2026 meeting, and the simulation has been incorporated as a recurring component of the curriculum.

### Evidence Supporting 1.C.7

- [Education Program Assessment Math Transfer 2024-25](#)
- [Education Program Assessment Math Developmental 2024-25](#)
- [Education Program Assessment Accounting 2023-34](#)
- [Education Program Assessment Accounting 2024-25](#)
- [Math Gateway Outcomes](#)
- [Nursing Postgraduate Employer Survey 2022-24](#)
- [Nursing Program Outcomes Report 25-26](#)
- [Course-Program Approval Handbook 2025-11](#)

### 1.C.8 Transfer Credit and Credit for Prior Learning

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

#### Transfer Credit

Clatsop Community College has an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs, published on the Transfer Credits page of the College website. To ensure that accepted transfer credit is appropriate to College programs and has the expected academic rigor and quality, the College accepts lower-division transfer credits from regionally accredited postsecondary institutions. Transfer students submit official transcripts for evaluation by the Registrar's Office, which confers with program faculty in the appropriate disciplinary area when articulation is unclear. Credit from international institutions may be accepted when accompanied by an official course-by-course evaluation from a service accredited by the National Association of Credit Evaluation Services. The College holds final judgment in accepting all transfer credit.

The College maintains articulation agreements with other institutions and participates in the state's Common Course Numbering system described under 1.C.1. Common Course Numbering establishes uniform course codes for courses with similar content and competencies across Oregon institutions, creating consistency in course outcomes and learning objectives and allowing students to transfer credits among Oregon's public colleges and universities. Because participating courses share outcomes verified through the state approval process, comparability in content and rigor is established at the point of course approval rather than assessed transcript by transcript.

Completion of the Core Transfer Map described under 1.C.2 satisfies lower-division general education requirements at any Oregon public university. Transfer degree requirements and course mapping for the Associate of Arts Oregon Transfer, the Associate of Arts Transfer in

English, the Associate of General Studies, the Associate of Science Transfer in Biology, and the Associate of Science Transfer in Business are published in the Academic Catalog.

### Credit for Prior Learning

Under Board Policy 4235, published on the College website, the College may grant Credit for Prior Learning through credit by examination including CLEP, Advanced Placement, and institutional challenge examinations; military training and experience as evaluated by the American Council on Education or other recognized bodies; industry-recognized credentials and certifications; registered apprenticeship training; and portfolio assessment demonstrating mastery of course outcomes.

Program faculty may assist in the review and assignment of appropriate credit, so that academic judgment about comparability rests with the discipline. Safeguards limit how such credit is applied: students must be enrolled in the degree in which the credits will be used; credits must not duplicate previously awarded credit and must be integral to completion; no more than 24 credits earned through prior learning may be applied to a program; and all such credits are recorded with a grade of Pass. Students changing their declared major must request re-evaluation through the Registrar's Office if credit for prior learning has been awarded.

### Evidence Supporting 1.C.8

- [Transfer Credits and Evaluation](#)
- [Board Policy 4235 Credit by Exam](#)
- [Academic Catalog](#)
- [Degrees and Certificates](#)
- [Published Transfer Credit Evidence](#)
- [Common Course Numbering](#)

### 1.C.9 Graduate Programs

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

Not applicable. Clatsop Community College does not offer graduate-level programs or degrees.

## Standard 1.D: Student Achievement

### 1.D.1 Recruitment, Admission, and Orientation

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

Clatsop Community College is an open access institution and thus serves students with varying support needs. The College is committed to supporting prospective and onboarding students with clear and concise information about programs of study and student support. Application information, including step-by-step instructions, can be found on the College website.

Many individuals in Clatsop County face significant barriers to higher education, particularly those from underserved, low-income, and first-generation backgrounds. GED and Adult Basic Education students; bilingual and bicultural learners; English Language Learners; and disengaged or underrepresented high school seniors often encounter financial, academic, and systemic obstacles. The College recognizes that a one-size-fits-all approach does not meet the needs of these students. In addition to offering an on-campus GED program, Adult Basic Education courses, and English Language Learner courses, under the First-Generation Success Grant the College's Bridge to Success Program prioritizes equitable access by proactively recruiting and supporting these populations, providing dedicated transition support, financial aid assistance, a structured First-Year Experience program, and robust academic services.

Following general admission, every student is contacted by an Admissions staff member to begin onboarding. Students complete placement using Oregon's statewide Multiple Measures Placement system or, when appropriate, placement testing through the College's Testing Center. Students are then connected with the Advising Center for assistance with the MyCCC student portal, College email, registration, academic planning, degree and transfer exploration, the degree audit system, Canvas, and campus resources. During their first term, students transition to a faculty advisor for ongoing academic guidance; all full-time faculty advise a group of students during their contract period.

All students have access to academic and personal support services designed to improve retention and reduce barriers to completion: in-person New Student Orientation each fall alongside online orientation videos; academic advising; TRiO Student Support Services for eligible first-generation, low-income, and disabled students; Student Access Services coordinating accommodations; the Testing Center; free in-person and online tutoring; and confidential mental health counseling free of charge through in-person and virtual appointments.

### Evidence Supporting 1.D.1

- [Apply Now | Clatsop Community College](#)
- [Testing Center | Clatsop Community College](#)
- [Academic Advising | Clatsop Community College](#)
- [TRIO SSS Resources | Clatsop Community College](#)
- [Mental Health & Crisis Support | Clatsop Community College](#)
- [New Student Orientation Series - YouTube](#)
- [First Gen Student Success Grant](#)

### 1.D.2 Student Achievement Indicators and Disaggregation

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

### Student Success and Student Access Indicators

The College publishes live webpages with key performance indicators organized under strategic plan priorities [Student Success](#) and [Student Access](#). These indicators were established through the 2025–2030 strategic planning process, and each carries a target set at the average of comparable peer institutions when available.

Under Student Success, the College measures:

- Fall-to-Winter Persistence
- Fall-to-Fall Retention
- Three-Year Achievement (Graduation and/or Transfer)
- Gateway Writing Completion
- Gateway Math Completion
- Thirty Credits in First Year

Under Student Access, the College measures:

- Local High School Graduates Enrolling in Degree Program
- Local GED Completers Enrolling in Degree Program
- Students Age 25 and Over
- Pell Grant Recipients
- Students of Color
- Student Satisfaction

Together these address the persistence, completion, and retention categories named in this standard.

2025–2026 was the first full year of implementation. All six Student Success indicators currently meet or exceed their peer-referenced targets for the general cohort. Continuous improvement efforts can therefore focus on equity gaps where specific student groups perform below target. Three of six Student Access indicators fall below target, pointing to work needed in recruitment of local high school graduates, local GED completers, and students of color.

### Disaggregation

Each dashboard features cohort fields allowing the user to obtain indicator values disaggregated by each of the following groups:

- Students of Color
- Gender
- Age 25 and Over
- First Generation
- Pell Grant Recipient
- CTE Program

These fields address the categories named in this standard, with Pell reciprocity serving as the measure of socioeconomic status. Race and ethnicity are reported as a single Students of Color category rather than as individual groups — a deliberate response to institutional scale, as the College’s entering cohort numbers between 100 and 200 students and individual groups would produce cells too small to report reliably.

This enables quick and transparent identification of equity gaps. For example, selecting Yes for Students of Color drops the Gateway Math Course measure from 33% to 23%, with the 5-year trend graph showing historical underperformance as well. Similarly, persistence and retention rates drop when selecting Male for student gender.

### Evidence Supporting 1.D.2

- [Institutional Effectiveness Dashboard](#)
- [Student Success Dashboard](#)
- [Student Access Dashboard](#)
- [Strategic Plan Scorecard](#)

### 1.D.3 Publication, Benchmarking, and Use of Indicators

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

#### Publication

The disaggregated indicators described under 1.D.2 are published through the College's [Student Success Dashboard](#) and [Student Access Dashboard](#) and are available to the public without login.

The Strategic Plan Scorecard and Institutional Effectiveness Dashboard are also published within the updated [2025–2030 Strategic Plan](#) on pages 14–15 and 16, respectively. The Strategic Plan and related indicator dashboards are available through the College's [Strategic Planning webpage](#).

#### Peer Benchmarking

Each dashboard discloses sources for indicator targets on the second page, navigated by arrows at the bottom. Targets are set at an average of regional peers' most recent values at the time of the Strategic Plan's initiation. All Student Success indicators, as well as the Pell Grant Recipients, Students of Color, and Adult Learner indicators, are published by regional peers in the [Oregon Community College Student Success Dashboard](#). When comparable IPEDS metrics are available, national peers' averages are plotted alongside regional peers for additional context.

#### Informing Planning, Decision Making, and Resource Allocation

Student achievement indicators are reviewed through the Strategic Plan Scorecard and Institutional Effectiveness Dashboard and reported to President's Cabinet, President's Council, College Council, the Budget Advisory Committee, and the Board of Education. The Dashboard also provides the basis for the College's annual determination of mission fulfillment.

When results or disaggregated data identify a gap, Institutional Research conducts additional analysis to inform institutional action. Gateway mathematics provides one example. Further analysis of the indicator identified differences by student group, prior dual-credit participation, course, and instructional setting. In response, instructional leadership changed the faculty assignment and instructional approach for a section of the College's most frequently attempted quantitative literacy course. Results will be reviewed to determine whether the change should be continued or expanded.

Student Access indicators show that enrollment of local high school graduates, GED completers, and students of color remains below target. In response, the College strengthened outreach

and transition support, including using grant funding to hire a bilingual Adult Basic Skills Transition Specialist to help GED and English Language Learning students enter credit-bearing programs.

Indicator results are also incorporated into budget development. Budget Advisory Committee proposals identify the institutional need, supporting evidence, cost, and alignment with the Strategic Plan. Because 2025–2026 was the first full year of implementation, the College is continuing to strengthen documentation connecting identified gaps, institutional actions, resource decisions, and subsequent results.

### Evidence Supporting 1.D.3

- [Student Success Dashboard](#)
- [Student Access Dashboard](#)
- [Math Gateway Outcomes](#)
- [April 2026 Board Packet, ABE Report, pp. 45-47](#)
- [2026-27 Institutional Effectiveness Review Calendar](#)

## 1.D.4 Transparent Processes and Methodologies

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

### Selecting Indicators

Indicators were established through the Strategic Plan development process. The success indicators follow a student from initial enrollment through early momentum to a terminal outcome so that the College can identify where progress stalls rather than only whether students eventually complete. The access indicators measure whether the College is reaching the populations its mission commits it to serve, and map to the [President's Vision of Mission Fulfillment](#)

**Table 8. Indicators of Presidents Vision of Mission Fulfillment**

| President's Vision                                    | Indicator                                            |
|-------------------------------------------------------|------------------------------------------------------|
| Graduates prepared for employment or transfer         | Three-year graduation / transfer rate                |
| Transferable credits and readiness for the next level | Gateway math and writing; 30+ credits in first year  |
| Students stay enrolled and progress                   | Fall-to-Winter persistence; Fall-to-Fall retention   |
| Expanded educational opportunity across the region    | Local high school and GED completers; adult learners |
| Support for students in financial hardship            | Pell recipients                                      |

| President's Vision                                               | Indicator                               |
|------------------------------------------------------------------|-----------------------------------------|
| A welcoming, inclusive environment where students feel supported | Students of color; student satisfaction |

These indicators are designed to measure the College's Strategic Plan objectives and are mapped to NWCCU standards at pp. 17–18 of the 2025–2030 Strategic Plan (1.A Strategic Plan 25-30).

### Setting Baselines and Targets

Baseline values for performance indicators were fixed upon the initiation of the 2025–2030 Strategic Plan, using the most recent data then available — generally the 2023–24 academic year. Those values were fixed as the baseline in the Institutional Effectiveness Dashboard and Strategic Plan Scorecard for evaluation of the plan's effectiveness against its origin, with 2024–25 values shown as current upon the plan's initiation. Certain baselines have since been restated as cohort definitions were aligned to the Oregon Community College Student Success Dashboard and as data reconciliation associated with the change of student information systems was completed; restated baselines are re-derived across the full series rather than spliced onto prior values.

Targets were set at the same time, with a general rule of using the most recent available regional peer average. Peer values were available for all indicators other than Local High School Graduates, GED to College Transition, and Student Satisfaction; for these, President's Cabinet agreed upon reasonable goals with room for growth. Targets are expected to remain fixed throughout the plan's duration. The College recognizes, however, that external factors can render targets obsolete; if evidenced by significant and consistent shifts among peers, targets may be updated intermittently with justification and approval by President's Cabinet.

### Sourcing the College's Values

Student Success and Access indicators are measured by in-house institutional research with documented queries to enrollment and financial aid tables in the College's student information system. Cohorts and definitions are defined to comply with the Oregon Community College Student Success Dashboard surveys. The primary cohort is first-time degree-seeking students who first enroll in summer or fall term of a given academic year; students with a dual credit history at Clatsop are permitted. This cohort is small — between 100 and 200 students — given the College's size and above-average share of adult learners, but indicator values do not significantly change with larger cohorts.

### Review Cycle

The Institutional Effectiveness Dashboard is updated and reviewed annually. Completion of the 2025–26 academic year produced the first update to its current values, distributed to all

employees by the President and incorporated into the Strategic Plan Scorecard and the public Student Success and Student Access dashboards. That point also marked completion of the large-scale data reconciliation associated with the change of student information systems.

The College therefore enters 2026–27 with a reliable current and historical series, documented indicator definitions and methodology, and functioning disaggregation tools. The measurement infrastructure the 2025–2030 Strategic Plan requires is built and in operation.

Data reconciliation produced accurate multi-year series for each indicator, presenting five-year trends alongside current values and peer comparisons. What begins now is the other half of the cycle. Indicators are in use, decisions are being made from them, and each successive year will show whether those decisions moved the measures they were intended to move. That evidence necessarily follows the decisions that generate it: a change made in one academic year becomes measurable in the next and interpretable across the years after.

Institutional Research supplements the broad indicator values with disaggregated analyses provided to President’s Cabinet, College Council, Strategic Priority Groups, instructional leadership, and the Budget Advisory Committee. Placement of these analyses within the annual calendar is deliberate: results reach the Budget Advisory Committee during budget development so that findings can inform funding proposals, and reach Strategic Priority Groups before objectives are reviewed for the following year. The mission fulfillment determination is made annually and reported to the Board. Program-level learning assessment results are reviewed jointly by instructional leadership and Institutional Research, connecting course-level outcomes with institution-level achievement data.

The 2026–27 institutional effectiveness review calendar specifies when each body receives disaggregated results and what each is expected to produce.

Acting on Identified Gaps

The College has historically used enrollment, completion, financial, survey, and program review evidence in decision-making. What was not previously available was a reliable disaggregated achievement series and a defined point in the annual calendar at which it is examined. Both now exist, and the first cycle of use is complete.

Gateway mathematics is the first full instance and demonstrates each stage of the cycle.

Table 9. Indicator Stages for Acting on Identified Gaps

| Stage     | What occurred                                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator | The 2024–25 gateway indicator identified first-year completion of college-level mathematics as the College’s widest gap against peer performance.                       |
| Analysis  | Institutional Research examined the result further, comparing pass rates by course and section context and reviewing outcomes for students following a drop or failure. |

| Stage         | What occurred                                                                                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Disaggregation of the indicator identified an equity gap: completion falls from 33 percent overall to 23 percent for students of color, a pattern persistent across five years.                                                                 |
| Corroboration | Mathematics faculty, assessing their own program against locally established achievement targets, recorded completion below target across most measured terms in 2024–25. Two independent methods identified the same barrier (Standard 1.C.7). |
| Action        | Instructional leadership reviewed the analysis, and the College assigned a section of its most frequently attempted quantitative literacy course to a different faculty member using a different instructional approach.                        |
| Reassessment  | The effect of that change will be evaluated through subsequent indicator updates and disaggregated analyses, including whether the gap for students of color narrows.                                                                           |

This sequence is the process the College now applies to indicators falling below target. Gateway mathematics is the first indicator to complete it because it was the widest gap identified in the first year of measurement.

The College is candid about what one year of results does and does not establish. A single year identifies gaps; it does not yet show whether interventions close them. The instructional change described above was implemented at the end of 2025–26, which places its first measurable effect in the 2026–27 indicator update and its interpretable trend in the years following.

Three of the College’s fifteen Institutional Effectiveness Dashboard measures and one Student Success measure fall below target for 2025–26. Each has been assigned for analysis within the 2026–27 review calendar, and the College expects the mathematics sequence to be repeated for each: disaggregation first, then analysis of context, then a specific institutional response with a named owner and a date for reassessment.

#### Evidence Supporting 1.D.4

- [Math Gateway Outcomes](#)
- [Institutional Effectiveness Dashboard](#)
- [Indicator Methodology](#)
- [2026-27 Institutional Effectiveness Review Calendar](#)

## Conclusion

The development of this Evaluation of Institutional Effectiveness Report provided Clatsop Community College an opportunity to assess its progress, identify strengths, and establish areas for continued improvement. This review demonstrates that the College has made substantial progress in strengthening institutional effectiveness and establishing an integrated approach to mission fulfillment.

The 2025–2030 Strategic Plan connects the College’s mission, priorities, objectives, indicators, resource decisions, and assessment processes. Planning, assessment, budgeting, and decision-making are increasingly connected through an institutional effectiveness cycle that uses evidence to identify needs, establish priorities, implement actions, assess results, and guide improvement.

The College has clarified responsibility for strategic objectives and established regular reporting through the Strategic Plan Scorecard and Institutional Effectiveness Dashboard. Review by President’s Cabinet, College Council, strategic priority groups, the Budget Advisory Committee, and the Board of Education provides broader participation, clearer accountability, and greater transparency.

Investments in institutional research, completion of the Colleague implementation, and development of Power BI and Colleague Insights have strengthened the College’s capacity to collect, disaggregate, and use data. The College now has more reliable information about student access, persistence, retention, progression, completion, and equity gaps. Regional and national peer comparisons provide context for evaluating performance and establishing meaningful targets, while public dashboards make results widely available.

Evidence from the first full year of Strategic Plan implementation shows meaningful progress. Student success indicators meet or exceed peer-referenced targets for the general cohort. The College has also improved its financial position, strengthened community confidence, expanded flexible course delivery, and developed partnerships and pathways in response to regional needs.

The College recognizes, however, that meeting an overall target does not mean all students experience the same outcomes. Disaggregated data identify gaps in gateway mathematics, persistence, retention, and access for specific student populations. The College must also strengthen pathways for local high school graduates, GED completers, students of color, and other underserved populations. Developing a postgraduation success indicator and more consistently documenting how assessment results inform resource allocation are additional areas for improvement.

Assessment of student learning is becoming more systematic. Faculty use course, program, licensure, transfer, and institutional evidence to improve curriculum and instruction. The next step is to ensure these practices are consistently documented across programs and more

clearly connected to institutional learning outcomes, student achievement, and resource decisions.

Clatsop's small size and rural setting create both strengths and challenges. The College benefits from close relationships with students, employers, school districts, and community partners while managing limited capacity, small student cohorts, geographic barriers, changing workforce needs, and enrollment-related financial pressures.

The College does not view this report as the completion of its institutional effectiveness work. These systems will require continued attention, consistent implementation, and evaluation. However, Clatsop now has a clear mission, an aligned Strategic Plan, defined indicators of mission fulfillment, functioning assessment and reporting structures, and a regular process for using results to guide improvement. The College welcomes the evaluation team's review and feedback as part of its commitment to continuous improvement and to its mission: Empowering all students to reach their full potential.

## Addenda

### Response to Findings

The Fall 2025 Policies, Regulations, and Financial Review Evaluation Committee found Clatsop Community College compliant with all reviewed elements of Standard Two: Governance, Resources, and Capacity. In its January 21, 2026 report, NWCCU stated, “No Findings Identified.”

### Evidence

- [Fall 2025 Policies, Regulations, and Financial Review Evaluation Report](#)

### Distance Education

*Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:*

#### Student Identification

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

The following announcement is posted on the Dashboard of Clatsop’s Learning Management System, Canvas, each term, letting students know the policies and procedures for Identity Verification and our goal of corroborating that the person who registers for the distance education course is the same one who participates in and receives credit for it. Students are asked to appear in person and present their valid picture ID (a state-issued Driver’s License, Permit, or Identification Card, a federally issued ID such as a passport or a Military ID) to the Distance Education Coordinator. The coordinator documents the student’s name, student ID information, and the date they appear. A master Excel spreadsheet list of participants is kept on file by the Distance Education Coordinator. If a student cannot appear in person, they can arrange for a Zoom session in which they appear on camera with their valid ID. The student’s face and ID must be clearly visible to ensure proper verification.

**Figure 3. Zoom Session ID Verification**

ID Verification



It is a requirement that students verify their identity in order to take online classes. This is to ensure that the person who registers for the class, and who receives the credit associated with it, is the same person who actually *completes* the material.

We are asking all students taking an online class to present their picture ID to the **Distance Ed** office on campus (**Towler Hall, Room 305-F**.) The picture ID should consist of a valid state Driver's License, a state issued ID card, or a Military ID.)

**If you have completed the ID verification already, then you do not have to do so a second time.**

The Distance Ed Office is open Mon-Thur from 9-3 pm.

If it is not possible for you to come to campus, you can arrange for a **Zoom** session with me in which you will appear on camera with your valid picture ID. If you have any questions, don't hesitate to contact me at [khorning@clatsopcc.edu](mailto:khorning@clatsopcc.edu) .

This is an announcement from Clatsop Community College

The ID Verification Requirement is listed on the College's website and on the College's LMS (Canvas) page. Furthermore, every student who registers for an online or remote course receives an email before the term reminding them to verify their ID. The email also contains an attachment, the **Welcome Letter**, with information about online course instructions, again listing the ID verification process/requirement.

**Figure 4. Example email with attached Welcome Letter**

 Welcome Letter Clatsop 25-2...  
2 MB

Hello Students. Welcome to Summer Term. The term started Monday, July 6th.

I have attached a **Welcome Letter**, which contains most of the information you'll need to know about online classes - how to login, Clatsop's Learning Management System Canvas, attendance, how to get help, etc. Many instructions refer to online classes only, but if you are enrolled in a hybrid or remote course, the information will be helpful as well, especially if this is your first experience with our Learning Management System **Canvas**.

If you haven't already done so, don't forget to Verify ID with the Distance Ed coordinator in person (Towler 305F, 9:00 - 3:00 pm, Mon/Tues/Wed/Thurs) or make a Zoom appointment to do so.

It's important to get started **right** away and not fall behind during the term.

If you have any questions, do not hesitate to email, or call. My office is in Towler 305F and I am available Mon/Tues/Wed/Thurs 9:00 am- 3:00 pm.

Kirsten

**Kirsten Horning**  
Distance Education Coordinator  
Clatsop Community College  
[khorning@clatsopcc.edu](mailto:khorning@clatsopcc.edu)  
(503) 338-2341

**Clatsop Community College**  
Mission: **Empowering all students to reach their full potential**  
Values: **Accessibility, Collaboration, Community, Inclusivity, and Integrity**  
Vision: **We envision Clatsop Community College as a diverse, dynamic center for education, workforce development, and community enrichment**

## Evidence

- <https://www.clatsopcc.edu/online-education/canvas/>

## Student Privacy

Policies and procedures that make it clear student privacy is protected.

Student privacy for distance education is upheld in accordance with the approved College policy BP 5040: Education Records, Directory Information, and Privacy.

Minimal student information is stored and accessible in the College's Learning Management System, Canvas. This information is provided by integration with Clatsop Community College's Student Information System, Colleague.

- **Name:** Full and Display (Preferred) name: *Full Name visible to Instructor* *Display Name visible to fellow students in Discussion area*
- **Student ID#:** *Student ID # visible to Instructor*
- **Student Email/Login:** *Login visible to instructor*

Clatsop uses a Single Sign-On for all student resources to provide added security and ease. To access these resources, a student enters their login/username and unique password. Students can request that Computer Services reset their password if they are having trouble, but for security purposes, Computer Services must verify identity against multiple pieces of student-provided information in Colleague - **Name** and **Student ID#**, as well as **Date of Birth**, **Phone Number on Record**, or **Last 4 of SSN** if they are requesting to do it remotely. If a student is requesting a password reset in person, they will be required to present a **college or State picture ID**.

## Evidence

- <https://www.clatsopcc.edu/wp-content/uploads/BP-5040-Education-Records-2.pdf>

## Student Notifications

Notifications to students at the time of registration of any additional charges associated with verification procedures.

There are no direct fees associated with the Identity Verification or Distance Education courses; however, technology services and systems are supported by the Technology Fee assessed to every student and listed under **Tuition and Fees** on the Clatsop Community College website.

## Evidence

- <https://www.clatsopcc.edu/tuition-fees/>

## Academic Policies

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

Faculty are expected to conduct instruction for distance education courses in a high-quality and professional manner, like instructing courses in other modalities. Instructors must provide high-quality digital instructional materials, a detailed syllabus, activities that provide active student engagement, clear course structures, scheduled and frequent interaction with students, accessible communication channels, timely feedback, and private access to student grades. Faculty workload expectations for the work week and work hours related to their professional and instructional duties are outlined in the Full-time Faculty Bargaining Agreement, Article 6, C 1 and 2.

### Evidence

- [FT Faculty Agreement - Final.pdf](#)

## Mission and Objective Consistency

The institution's Distance Education programs are consistent with the mission and educational objectives of the institution. (**Standard 1.C.1**).

To meet **Standard 1.C.1**, Clatsop ensures that the institution's distance education courses are consistent with the mission and educational objectives of the institution by mandating that online courses share the same approved course outlines, credits, and student learning outcomes as courses taught in other modalities. Modality changes the delivery vehicle, not the expected depth or academic rigor required for degree or certificate completion. Assessment criteria, grading rubrics, and curricular expectations in distance courses are measured against classroom offerings to ensure students demonstrate accomplishment of the course learning outcomes. Distance education courses at Clatsop must provide direct instructor engagement, active learning activities, student feedback both individually and to the class as a whole, well-structured course progression, course grade information, and other course specifics that are documented on the course outline, which has been through all of the institutional processes and officially approved by Clatsop's Instructional Council.

To better achieve the College's mission of "Empowering all students to reach their full potential," the College received a donor grant through the College Foundation, which provides funding for technological equipment, training, and other needs related to increasing the number of Hyflex courses at Clatsop. All course materials for Hyflex courses are provided in an online course shell on the College's learning management system, Canvas. Students may also optionally attend class activities at specific times and at a specific physical location. The course times and locations are documented in the online course schedule, Colleague, and the printed PDF schedule that is provided online and in hard copies. There is no requirement for students to attend any activities at a specific time or location. Some class activities will be delivered

remotely via Zoom, other remote methods, or online via Canvas in addition to meeting in person. All in-person lectures for any course are recorded and uploaded to the Canvas course shell and made available for students to review. Students are provided the flexibility to complete the course requirements and meet the course learning outcomes using various learning modalities. This flexibility helps students to successfully navigate personal schedules, prevent overlapping course issues, avoid transportation issues, and better supports individual learning styles and needs. Faculty who agree to teach courses using a Hyflex modality are compensated with additional work formula points because of the extra work necessary to make the course information available to students in numerous modalities. Clatsop faculty are encouraged to teach classes in a Hyflex modality when appropriate. Hyflex, hybrid, remote, and online courses provide flexible scheduling and diverse opportunities for students and for the College to target the mission of “Empowering all students to reach their full potential,” and strategic priority #2: Increasing student success.

Distance education courses for hyflex, hybrid, remote, and online modalities are fully integrated into Clatsop Community College’s ongoing course and program review processes. Student performance data across all modalities are evaluated using Clatsop’s education program assessment framework, ensuring equity, consistent academic standards, and continuous quality improvement across all learning environments.

### **Outcomes and Student Achievement**

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (**Standard 1.C.6**).

Clatsop Community College addresses Standard 1.C.6 by ensuring learning outcomes and levels of student achievement are comparable across delivery modalities through four primary institutional operational practices.

### **Consistency of Learning Outcomes**

First, regardless of whether a course is delivered in-person, remotely, asynchronously, hybrid, or hyflex, the course is governed by the same official course outline approved through Clatsop’s curriculum approval process. Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) remain fixed across all modalities. All delivery methods are mapped to Clatsop’s Institutional Student Learning Outcomes (ISLOs), which include critical thinking, clear communication, and discipline-appropriate technology skills that ensure standard expectations across distance education, in-person, or other types of course modalities.

### **Standardized Institutional Assessment Framework**

Clatsop evaluates student achievement through a single institutional assessment framework rather than isolating distance education data. Assessment processes aggregate and review

student performance data (such as rubric scores, course completion rates, and grade distribution) broken down by delivery mode (online, hybrid, face-to-face). When gaps in student achievement appear between online and in-person cohorts, faculty use annual course and education program reviews to adjust instructional design, media resources, or learning activities.

### **Faculty Oversight and Curriculum Equity**

The responsibility for course quality, rigor, and content lies with discipline faculty across all modalities. Distance education courses undergo regular peer, departmental, and administrative reviews to confirm that online assignments and assessment tools match the depth, breadth, and academic rigor of their traditional course counterparts.

Online courses are examined and evaluated to ensure that instructors provide high-quality digital instructional materials, a detailed syllabus, activities that provide active student engagement, clear course structures, consistent and frequent interaction with students, accessible communication channels, timely feedback, and private access to student grades. This ensures that distance learning maintains the same rigor as in-person instruction. As part of the faculty evaluation process, distance education courses and courses taught in other modalities are observed. Evaluation feedback will be provided on a rubric specifically designed for distance education courses to better communicate the course observations related to distance education courses.

#### **Evidence**

- [Faculty Online Course Evaluation Form.pdf](#)

### **Equal Access to Academic Support Services**

To ensure comparable levels of achievement, online students are supported with equivalent academic resources, including remote tutoring, online library and database access, virtual advising, and digital disability accommodations.