Policies, Regulations & Financial Review

Prepared for the Northwest Commission on Colleges and Universities by Clatsop Community College

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Clatsop Community College

www.clatsopcc.edu

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Mission Fulfillment

Defining Mission Fulfillment

Clatsop Community College defines mission fulfillment as the achievement of meaningful, measurable progress toward empowering all students to reach their full potential while serving as an educational and economic anchor for the North Coast. Mission fulfillment is realized not only when students complete degrees and certificates, but also when they successfully transfer, gain skills to advance in their careers, or enrich their lives through continuing education. It is evident when barriers to access are reduced, equity gaps close, and the College is recognized as a trusted partner by employers, community organizations, and educational institutions.

At its core, mission fulfillment is both a reflection of student success and an affirmation of the College's stewardship of resources, relationships, and reputation. It requires a continuous cycle of planning, action, assessment, and improvement. This commitment is central to how the College organizes its work and evaluates its effectiveness.

Strategic Plan as the Framework for Mission Fulfillment

The 2025–2030 Strategic Plan provides the framework for mission fulfillment, aligning day-to-day practices with long-term goals. The plan is structured around five Strategic Priorities:

1. **Improve Student Access** – expanding outreach, simplifying enrollment, and maximizing financial support.
2. **Increase Student Success** – strengthening support, academic resources, and belonging.
3. **Strengthen Our Reputation** – demonstrating academic excellence, stewardship, and regional impact.
4. **Increase Organizational Effectiveness** – streamlining processes and building a resilient, high-performing workforce.

5. **Build & Sustain Partnerships** – collaborating with K–12, universities, and industry to create pathways for students.

Each priority includes objectives, indicators, and key actions designed to provide measurable evidence of progress. Together, these priorities capture the breadth of the College's mission—from academic achievement to community and economic vitality.

Institutional Indicators and the Effectiveness Dashboard

To monitor progress, CCC uses two integrated tools:

- **The Institutional Effectiveness Dashboard** – a high-level view of progress toward mission fulfillment, reporting on persistence, retention, completion, equity in access, satisfaction, financial health, and partnerships.
- **The Strategic Plan Scorecard** – a more detailed tool aligning each objective with its key indicator(s), including baselines, targets, and annual status updates.

Institutional measures include:

- Student access (high school matriculation, adult learner enrollment).
- Student success (persistence, retention, credit accumulation, completion/transfer).
- Community reputation (community NPS, employer partnerships, published success stories).
- Organizational effectiveness (leadership stability, employee satisfaction, financial health, facilities).
- Partnerships (industry investment, university transfer pathways, internships, and advisory engagement).

Progress is evaluated on an ongoing basis, and success is defined by meeting or exceeding benchmark thresholds. In alignment with NWCCU Standards 1.B.1–1.B.4, CCC has adopted the benchmark of achieving at least **70% of institutional measures at threshold** by the end of each accreditation cycle. Several benchmarks are tied to 90% of the Oregon community college average, ensuring CCC's performance is both aspirational and contextually relevant.

President's Vision of Mission Fulfillment

The College also frames mission fulfillment through a vision articulated by the President. Mission fulfillment occurs when CCC is recognized not simply as an affordable or convenient choice, but as a vital asset to the region. It is reflected in graduates who are sought after by employers, students who transfer successfully with

confidence, and entrepreneurs who launch businesses that strengthen the local economy. It is visible in the pride students take in belonging to Clatsop, and in the role of faculty and staff as trusted mentors and advocates.

Mission fulfillment also requires equitable support for students experiencing financial hardship. Through collaboration with the College Foundation, CCC extends assistance beyond tuition, meeting basic needs and removing barriers that allow students to stay focused and persist. Equally important is the College's commitment to long-term stewardship: maintaining fiscal sustainability, preserving facilities, and planning strategically so that future students inherit a strong and resilient institution.

Broad Engagement in Mission Fulfillment

The definition and measurement of mission fulfillment are grounded in the voices of the community. More than 400 stakeholders, including students, employees, alumni, K–12 partners, employers, civic leaders, and community members, participated in surveys, focus groups, and interviews during the planning process. These conversations affirmed the College's role in expanding educational opportunity, strengthening the workforce, and enriching the community. The inclusion of faculty and staff in refining objectives and actions further ensures that mission fulfillment is a shared responsibility across the institution.

Commitment to Continuous Improvement

Mission fulfillment at Clatsop is not static. New challenges such as shifting demographics, evolving workforce demands, and rapid technological change require the College to adapt continuously. Through annual reviews of institutional measures, open reporting to the Board of Education and the community, and intentional cycles of improvement, CCC ensures that mission fulfillment is both a measure of current success and a driver of ongoing innovation.

In this way, Clatsop Community College defines and demonstrates mission fulfillment through student achievement, equity, community impact, and stewardship, always anchored in the mission to **empower all students to reach their full potential**.

EXHIBIT
2025-2030 Strategic Plan (college website)
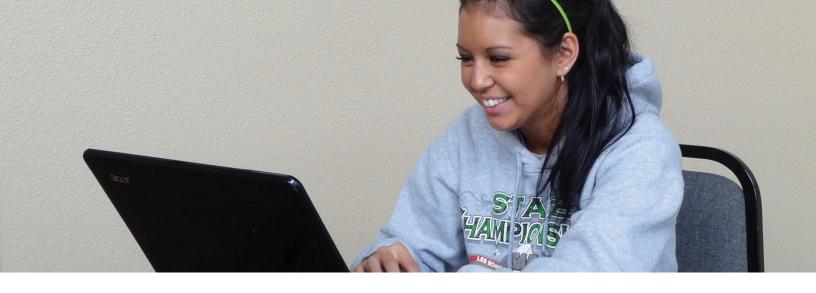
Eligibility Requirements

Clatsop Community College affirms that it remains in compliance with NWCCU Eligibility Requirements 1-24 as certified in the Institutional Certification Form.

1. OPERATIONAL STATUS: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

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

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

4. OPERATIONAL FOCUS AND INDEPENDENCE: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

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

6. INSTITUTIONAL INTEGRITY: The institution establishes and adheres to ethical standards in all of its operations and relationships.

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

8. CHIEF EXECUTIVE OFFICER: The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

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

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

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

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

13. LIBRARY AND INFORMATION RESOURCES: Consistent with its mission and core themes, the institution maintains and/or provides access to library and

information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE: The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

15. ACADEMIC FREEDOM: The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

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

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

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

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

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

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION: The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the

Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

22. STUDENT ACHIEVEMENT: The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

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

24. SCALE AND SUSTAINABILITY: The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Standard 2-Governance, Resources and Capacity

2.A Governance

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Clatsop Community College is governed by an elected seven-member Board of Education. There are three zones in Clatsop County, and Board representation is based on population, with one member from Zone 1 and three members each from Zones 2 and 3. While Board members must reside within the zone they represent, all residents of Clatsop County vote for all Board members regardless of zone. Board members have no contractual, employment relationship, or personal financial interest with the College. The Board has clearly defined authority, roles, and responsibilities that are outlined in the College's policies; specifically, the Chapter 2 policies, which govern the Board. The Board meets monthly and is well-informed of college operations and status. Each month, Board members receive reports from the college leadership in a packet, which ensures they are updated on the latest high-level data and considerations for the institution, as well as being kept abreast of current events at the College.

Upon election or appointment to the Board, members receive a Board Member Handbook. This handbook includes all Board policies, information on the history and governance of the College, a yearly meeting calendar, contact information for all Board

members, and org charts for the College. The handbook is updated yearly. Through the College's memberships in the Oregon Community College Association (OCCA) and in the Association of Community College Trustees (ACCT), the Board of Education is offered multiple opportunities for professional development, including the annual OCCA Board Leadership and Governance Summit, held each fall. In 2024, the Board's annual retreat was facilitated by a representative from ACCT, Dr. Rick Aman.

The Board is responsible for approving the College's operating budget, evaluating the College President annually, and adopting College policies. The Board has a yearly retreat in which they set goals for the year. In July, as required by Board Policy 2305 and ORS, they hold an annual organizational meeting in which they name committee members, elect Board officers, and fulfill several statutory requirements.

The Board of Education annually appoints a Board Policies and Procedures Committee with three members. This committee meets at least monthly to review policies and procedures, which are then taken to the full Board of Education for review and adoption.

Clatsop Community College participates in the Oregon Community College Association Board Policy and Procedure Program. In partnership with the Community College League of California (League) and the law firm of Liebert Cassidy Whitmore, OCCA provides subscribing Oregon community colleges access to the League's national board policy and procedure program designed for community colleges. The program reflects the community college policy-based governance model, and templates provide customizable sample language that can be revised to reflect local practices.

Policies and procedures are updated through a process that involves shared governance and the active participation of the Board of Education. Updated policy templates received from OCCA are reviewed by a representative committee of college staff and faculty. Their changes are then reviewed by the Board Policy Committee and either returned to the College committee for revision or passed along to the full Board of Education to be placed in First Reading. They then return to the College committee for further revision if deemed necessary. Those changes are reviewed by the Board Policy Committee, which either passes them along to the full Board for second reading and adoption or returns them to the committee. This process, while it is effective in involving staff, faculty, and the Board in a collaborative process, is admittedly somewhat unwieldy, and College leadership is examining it to consider possible streamlining solutions.

Joint Policies and Procedures Committee 2024-2025

- Jarrod Hogue (President)
- Anita Jensen (HR Director)
- Teena Toyas (Provost)
- Julie Kovatch (Marketing & Communications Director)

- Faith Forster (Director of Student Access Services)

- TJ Lackner (FT Faculty)

- Deac Guidi (FT Faculty)

- Greg Dorcheus (S&S/Conf Classified)

- Layla Solar (S&S/Conf Classified)

- Rinda Johansen (Classified)

- Kirsten Horning (Classified)

- Pat Schulte, Special Projects

- Felicity Green, Executive Coordinator to the President and Board of Education

- Josie Kero and Emily Bates (Two Student Associated Student Government Representatives)

Oregon Community College Governance

Clatsop is one of Oregon's 17 decentralized community college districts accredited by the Northwest Commission of Colleges and Universities. The Oregon legislature grants authority to Clatsop and its governing Board to operate and award degrees with two Oregon Revised Statutes: ORS 341.290 and ORS 341.465. Oregon community colleges are overseen by the Higher Education Coordinating Commission (HECC) and guided by the Oregon Department of Community Colleges and Workforce Development, which is headed by a commissioner for community colleges. The commissioner reports directly to HECC. Policies that govern the Board are available on the College's public website along with all the College's policies and procedures. Detailed information about the Board and its members also appears on the College website.

EXHIBITS
Board of Education
      *Chapter 2 Board Policies
      *Clatsop Community College Policies and Procedures (College Website)
      *Sample Board Packet, Including Policy and Procedure Review
      *Board of Education Member Manual
Additional Exhibits
      *Clatsop Community College Board of Education (College Website)
      *Clatsop Community College Charter

2.A.1 Required Evidence

Standard 2.A.2

> The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Clatsop Community College's system of leadership is designed to ensure that all voices are heard while maintaining appropriate levels of authority, responsibility, and accountability. The Board of Education delegates authority to the President as outlined in Board Policy 2430. The President is then responsible for delineating the lines of responsibility as outlined in Board Policy 3100. The College org charts are regularly updated to reflect any changes. In the past two years, leadership has been streamlined and made more efficient while continuing to include input from the entire staff and faculty.

Under the guidance of President Hogue, leadership is focused on the Strategic Plan. Strategic Priority 4, Increase Organizational Effectiveness, includes Objective 4.1: build and sustain an effective leadership team. The College is committed to maintaining a clear, collaborative, and adaptable leadership framework that supports strategic decision making, operational efficiency, and institutional growth. Goals included in this strategic priority include benchmarking and defining the leadership structure, and developing a leadership recruitment, retention, and succession plan.

College administrators are hired in alignment with position descriptions that outline minimum and preferred qualifications to ensure they will be professionally qualified to perform their roles within the College leadership structure. The College's robust recruitment and advertising practices generate diverse pools of well-qualified candidates for vacant positions. In accordance with Board Policy 7150, supervisors evaluate employees on a regular basis, and as outlined in contractual agreements, evaluations are included in personnel files.

The tiered system of the College leadership is interconnected and inclusive. The President meets individually with direct reports on a weekly or biweekly basis. The President's Cabinet, senior leadership, meets twice a month. Monthly meetings with the President's Council, which includes all Cabinet members as well as representatives from the entire staff and faculty, ensure that leadership is kept up to date with everything going on at the College. Through this synthesis of shared governance, the decision-making process includes provisions for the consideration of the views of faculty, staff, administrators, and students.

President's Council

NAME	TITLE
Jarrod Hogue	President

Teena Toyas	Provost / Vice President of Instruction & Student Success
Kevin Leahy	Associate Vice President for Business, Community & Workforce Development
Tina Kotson	Associate Vice President of Nursing, Allied Health & Public Safety
Tom Ank	Director of Computer Services and Information Security
Margaret Antilla	Director, Accounting Services
Dan Clark	Director, Physical Plant
Vanessa Garner	Director, Adult Education
Sarah Geleynse	Director of Financial Aid / Interim Dean of Student Success
Felicity Green	Executive Coordinator to the President and Board of Education
Mary Jackson	CTE Grant Director
Anita Jensen	Human Resources Director
Rinda Johansen	Program Specialist; President, Classified Union
Julie Kovatch	Director of Marketing and Communications

TJ Lackner	Math Instructor; President, Full Time Faculty Union
Amy Magnussen	Director, TRIO Pre-College Programs
Dan McClure	Library Director
Bill Meck	Part Time Temp Financial Consultant
Christine Riehl	Director, TRIO Student Support Services
Beth Van Elswyk	Foundation Director
Kasey White	Director, Outreach and Admissions
Tina Willis	STEP Program Manager
Ian Wilson	Interim Director of Institutional Research & Data Architecture

EXHIBITS:

*Organizational Charts

Executive Leadership: President's Cabinet

NAME	TITLE
*Jarrod Hogue	President
*Teena Toyas	Provost / Vice President of Instruction & Student Success

*Kevin Leahy	Associate Vice President for Business, Community & Workforce Development
*Tina Kotson	Associate Vice President of Nursing, Allied Health & Public Safety
*Tom Ank	Director of Computer Services and Information Security
*Margaret Antilla	Director, Accounting Services
*Sarah Geleynse	Director of Financial Aid / Interim Dean of Student Success
*Anita Jensen	Human Resources Director
*Julie Kovatch	Director of Communications & Marketing
*Beth Van Elswyk	Foundation Director

Additional Exhibits

Institutional Governance Policies and Procedures (College Website)

Board Policy 2430 (College Website)

Board Policy 3100 (College Website)

Strategic Plan (College Website)

Board Policy 7150 (College Website)

Sample Leadership Job Description: Director, Nursing and Allied Health

Sample Leadership Job Description: Chief Information Security

*2.A.2 Required Evidence

Standard 2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

President Jarrod Hogue has been at Clatsop Community College since August 2024. His extensive previous experience at Mt. Hood Community College has been foundational to his successes at Clatsop Community College. He became President at a uniquely challenging time in Clatsop's history and over the past year has provided the leadership to repair its reputation and improve morale both on campus and in the larger community. He attends all Board of Education meetings but does not serve as an ex officio member; he is not a voting member.

EXHIBITS
  *[Jarrod Hogue CV](#)
Additional Exhibits

[Jarrod Hogue Begins Presidency at Clatsop Community College](#) (College Website)

[Community Member Letter to Daily Astorian Newspaper](#)

[Board Policy 2430 – Delegation of Authority to the President](#) (College Website)

2.A.3 Required Evidence

Standard 2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Clatsop Community College's system of leadership and decision-making is designed to ensure that all voices are heard while maintaining appropriate levels of authority, responsibility, and accountability. The decision-making structures are outlined in the publicly available [organization charts](#) referred to in Standard 2.A.2. These charts are available to staff and faculty both in SharePoint and in the Employee manual. Institutional level planning and decision making is fully informed by the work of college-wide councils, each composed to represent multiple perspectives from faculty, staff, and students. One of the advantages of Clatsop's small size is the opportunity for everyone to participate in planning and decision-making processes.

As detailed in Standard 2.A.2, the President is active in both the President's Cabinet and the President's Council. Other committees of note include the Policies and

Procedures Joint Meeting (discussed in Standard 2.A.1,) College Council, the Budget Advisory Committee, the DEI Council, and Instructional Council.

The College Council is tasked with overseeing the implementation of the Strategic Plan. College Council membership includes the President, several members of the President's Cabinet, two students and two elected representatives from each of the four employee groups: full-time faculty, part-time faculty, service & supervisory and the Classified union.

The Policies and Procedures Joint Meeting incorporate a similar process for representatives from the employee groups, as does the Budget Advisory Committee.

DEI Council members are self-selected. The DEI Council's mission is to provide campus training opportunities focused on diversity, equity, and inclusion and to promote a more equitable and inclusive environment at Clatsop Community College. In 2024-25, the DEI Council membership included three full time faculty members, two classified staff members, two service and supervisory staff from Student Success, the Benefits Navigator, the Access Coordinator, the Director of Human Resources, the Patriot Hall Coordinator and two representatives from Adult Basic Education.

The Budget Advisory Committee, also discussed in Standard 2.E.2, gathers input from staff and faculty to guide next year's budget decisions. Representatives from each department are included in the Committee, as well as senior leadership. The President and CFO work with the Budget Advisory Committee to evaluate and prioritize budget requests. Decisions made by the Budget Advisory Committee are incorporated into the proposed budget and eventually presented to the external Budget Committee. The Budget Committee, which consists of the Board of Education and seven appointed volunteer community members, reviews and approves the budget in a series of public meetings. Finally, the College Board votes to approve the budget, ending the annual budget cycle. Individual departments have authority over their own adopted budgets and are empowered to make spending decisions throughout the year.

The Instructional Council is responsible for the approval of academic credit curriculum designed by faculty, academic programs, and facilitates other academic and instructional essentials for Clatsop Community College. The Council approves all new course curriculum and major course revisions prior to implementation. It comprises college representatives meeting at least monthly during the nine-month academic year to review proposals and make recommendations to the Chief Academic Officer.

The committee is comprised of representatives from the following departments/areas:

- Chief Academic Officer
- Dean of Transfer Education
- Dean of Workforce Education and Training
- Director of Nursing & Allied Health

- Dean of Student Success or appointed representative

- Library Director

- Five annually contracted faculty members each representing an instructional department

- One part-time faculty member (if not available will be filled by a full-time faculty member)

- Registrar or appointed representative (non-voting)

- Associated Student Government representative (non-voting)

- Curriculum Coordinator (non-voting)

EXHIBITS

*College Council Charter

*Instructional Council Bylaws

*Budget Advisory Committee Charter (Draft)

Additional Exhibits

Oregon Local Budgeting Manual

BP 3225 – Institutional Effectiveness (College Website)

BP 3250 – Institutional Planning (College Website)

BP 6200 – Budget Preparation (College Website)

2.A.4 Required Evidence

2.B Academic Freedom

Standard 2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Standard 2.B.2

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

The college supports academic freedom and diverse viewpoints amongst students, faculty, the College, and community. The College publishes and adheres to policies approved by the Board of Education regarding academic freedom and responsibilities inherent to higher education that protect constituencies from inappropriate internal and external influences, pressures, and harassment. Board Policy 5.030 (soon to be updated with the adoption of BP 4030) reinforces faculty collective bargaining agreements that clearly delineate key aspects of academic freedom (see Article 4.D of the Full-Time Faculty Agreement, and Article 5.D of the Part-Time Faculty Agreement). The Full-Time and Part-Time faculty collective bargaining agreement adopted the identical language to define and describe the importance of academic freedom.

College faculty maintain a sense of responsibility to promote public understanding in support of academic freedom. The College operates for the common good and not to further the interest of either the individual or the institution. Full-Time and Part-Time faculty consider academic freedom when teaching and when participating in other duties as a member of the College, as employees, and as citizens of the community.

EXHIBITS

*[Academic Freedom Policy](#)
*[Updated Academic Freedom Policy to be Adopted September 11, 2025](#)
*[2024-2026 Clatsop CC FT Faculty Agreement Signed (1).pdf](#)
*[2023-2026 CLATSOP CC PTFA - signed.pdf](#)

2.B.1 Required Evidence

2.C Policies and Procedures

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Clatsop has an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs. In Oregon, community colleges transfer offerings must, by law, adhere to the approval guidelines set forth by the Higher Education Coordinating Commission (HECC) and the Community Colleges and Workforce Development (CCWD) program and course approval process. The College adheres to the policies and procedures outlined in HECC's Community College Policy and Process Manual.

Information about transfer credit from other colleges or universities is published in the College catalog and is posted on the College website. The Office of Instruction annually reviews credential requirements before they are published in the College catalog, and these requirements guide transcription. The Registrar regularly confers with program faculty regarding the applicability of potential transfer credit.

The College maintains direct articulation agreements with four-year universities and other regionally accredited organizations. Additionally, the College maintains Degree Partnership Programs with Oregon State University and Portland State University. These Degree Partnership Programs provide benefits for transfer students including financial aid coordination, shared student records, and college resources available to students on both campuses.

EXHIBITS

*[Community College Policy and Procedure Manual](#)

*[2025-26-Catalog_8.21.25.pdf](#)

*2.C.1 Required Evidence

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

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

The student resources information provided to students includes College policies and procedures regarding Student Rights and Responsibilities (Board Policy 6.205), the Student Code of Conduct (Board Policy 5500), Hazing (Associated Procedure 5505), Sanctions for Violation of the Student Code of Conduct (Board Policy 6.212), Student Discipline Procedures (Associated Procedure 5520), and Student Complaint/Grievance Resolution Policy and Procedure (Board Policies 6.220 & 6.220P). The Student Code of Conduct ensures the right of due process and the right to appeal to all students. Available online, the Student Complaint Resolution Procedures webpage provides information about the process the College follows when reviewing student grievances.

The student handbook content provides an overview of departments and support services including Student Access Services (SAS). Additional SAS information is provided to students during New Student Orientation and through the SAS webpage. The SAS webpage and SAS handbook includes helpful information for potential students, students, and parents.

Clatsop is committed to providing reasonable accommodation for qualified students with disabilities, in accordance with Board Policy 5140, Disabled Student Programs and Services, the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973. The College's SAS Office implements a comprehensive policy focusing on the rights and responsibilities of students under the ADA and establishes a clear procedure for seeking and receiving reasonable accommodations. Information about the services and contact information for the SAS office can be found in the Student Handbook, on the College website, and in the College Catalog. These procedures can also be found in the Student Handbook and the SAS Office.

Student complaint forms are available via the College's website, in the First Stop, and in several locations throughout the Student Services area. The First Stop staff, and others

throughout campus, help in understanding/completing a complaint form when requested by a student.

In partnership with the Oregon Community College Association (OCCA), the College reviews and adopts new policies, and rescinds previous policies regularly to remain in compliance with Federal and State law. This was part of a multi-year project to assist participating Oregon community colleges with federal and state compliance and provides a resource for ongoing monitoring of policies/procedures by OCCA legal representation.

EXHIBITS

*Student Handbook

*6.205 Student Rights

*BP-5500-Standards-of-Student-Conduct

*AP-5505-Hazing-Approved-02.12.25.pdf

*Sanctions for Violations of the Student Code of Conduct

*Student Disciplinary Procedures

*Student Complaint Resolution Procedures | Clatsop Community College

*Student Access Services | Clatsop Community College

Additional Exhibits

Student-Access-Services-Handbook-2.docx

2024 Annual Security Report- Working Document Copy

2.C.2 Required Evidence

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal.

Admissions

Clatsop is an open-door, equal-access public institution of higher education. To qualify for admission (Board Policy 6.015), students must be 18 years of age or older and be able to benefit from the instruction. Circumstances permitting under age 18 students to

enroll ([Board Policy 6.015P2](#)) at Clatsop include completion of a high school diploma or GED®, release from compulsory attendance at a high school to pursue an associate degree program, completion of the equivalent of a high school diploma through home schooling, release from compulsory attendance, completion of at least two-years of a program that is acceptable for full credit toward a bachelor's degree and obtainment of a release from compulsory attendance from the high school district in which they reside. To be admitted to the College, an individual must complete an admission application and go through the placement process. Information regarding Clatsop's admission policies can be found in Clatsop's catalog and on the College website.

Clatsop strives to eliminate barriers to enrollment. Application and financial aid workshops are offered to all local high school seniors. Through multiple events and tabling sessions, the Onboarding Specialist strives to make the College accessible to graduating senior and non-traditional students.

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

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

The [Adult Basic Education](#) (ABE) department requires all students to take the CASAS test and engage in individual advising for placement into ABE and English as a Second Language (ESL) courses. [Information for admission into ABE or ESL](#) classes and frequently asked questions are available on the College's website in both English and Spanish, and in the GED®/ABE/ESL Departments.

Placement

Clatsop Community College's primary mode of placement into college-level courses is, Multiple Measures Assessment (MMA). This method aims to provide a more accurate and equitable assessment of a student's readiness for college-level work. The goal of

MMA is to expand access to college-level courses by giving students several ways to demonstrate college readiness. Students can use high school transcripts, prior college transcripts, and GED scores. Clatsop also offers the ACCUPLACER® placement exam that helps identify student readiness levels in writing and reading which can be taken remotely or in-person at our testing center. For math placement, Clatsop uses the ALEKS PPL math placement assessment. Students may opt to do a self-directed placement where they have a one-on-one conversation with an admissions staff member detailing their past educational and work experience and discussing the best college-level coursework to start their journey at Clatsop.

EXHIBITS

*[CCC Admissions Policy.pdf](#)

*[CCC Under 18 Admissions.pdf](#)

*[Placement at CCC](#)

*[2024-2026 Multiple Measures cut scores (1).docx](#)

*[Placement Options](#) (college website)

*[Nursing Program](#) (college website)

Additional Exhibits

https://www.clatsopcc.edu/admissions/

[Medical Assisting Program](#) (college website)

2.C.3 Required Evidence

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

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

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

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

Student Information System, Archiving, Reliable Backup and Retrievability

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

In accordance with the Family Education Rights and Privacy Act, (FERPA), the College controls the release of student information. Board Policy 6.025P-1 effectively implements FERPA at the College. All employees, including work study students, must complete FERPA training upon hire and again annually.

 All College administration, staff, and faculty must complete online training modules annually that include FERPA guidelines and compliance. The modules require a test at the end of the training to verify successful completion. The Human Resources Department is responsible for implementing and verifying employee compliance for the successful completion of the required training.

EXHIBITS

> *[Oregon Secretary of State Administrative Rules](#)
>
> *[6.025 Student Records.doc](#)
>
> *[STUDENT RECORDS PROCEDURE (Family Educational Rights and Privacy Act)](#)

2.C.4 Required Evidence

2.D Institutional Integrity

Standard 2.D.1

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

Institutional Information Accuracy

Clatsop represents itself through clear, accurate, and timely announcements, statements, and publications. The Communications and Marketing Office, which encompasses marketing, public relations, and publication roles for the college is responsible for Clatsop's internal and external communications alongside major publications. The office also prepares and distributes news releases to media outlets, coordinates social media messaging and coverage, and maintains the Clatsopcc.edu website ensuring consistent messaging across publication platforms. The Communications and Marketing Office reviews College publications on a by-term and yearly cycle to ensure integrity in all representations.

Major Publications

The Communications and Marketing Office produce quarterly class schedules and manages the public website, the primary introductory sources of information to CCC's various audiences about academic options, programs, resources, and services. The Communications and Marketing Office work closely with the Office of Instruction to produce an annual catalog. The content for all publications is additionally reviewed for accuracy by the most knowledgeable department or academic area prior to publication as part of the bi-term and yearly cycles to ensure content integrity.

The College catalog is published annually and is primarily available on the College website. A limited number of printed copies are produced for internal use. The catalog

contains instructional program descriptions, learning outcomes, and guides that outline requirements for completing certificates and degrees promptly. Quarterly class schedules list all courses available in a term and information to help a student apply or register for courses. Resources and services are also regularly highlighted in the quarterly schedule to help direct students to those offerings. Printed copies of the schedule are mailed to residents in the College's service area and additional copies are available at various locations around the college and in the community. These publications are reviewed by department leads and program chairs prior to publication and are available online on the public website. The public website is reviewed and updated through an ongoing cycle of department meetings in which webpage content is reviewed and updated. These meetings are held throughout the year to ensure information is current and accurate.

The catalog and the College website detail requirements for completing each credential and a description of every program including career or transfer information. Descriptions of all courses offered by the College are also listed in these resources. These are all reviewed for accuracy by the Office of Instruction and academic areas prior to publication. Most Career and Technical Education programs include a recommended term-by-term course sequence in the catalog to assist students in academic planning for timely completion.

EXHIBITS

> *Schedule Production Calendar 2024-25
>
> *Description of Recruiting Practices
>
> *Program expectations/time of completion - Automotive Tech (college website)
>
> *Student Handbook (college website)

Additional Exhibits

> 2025–2026 Clatsop Community College Catalog
>
> 2025 Fall Class Schedule
>
> Clatsop Community College Website

2.D.1 Required Evidence

Standard 2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty,

> administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College maintains a range of policies and procedures that establish clear expectations and promote high ethical standards in the institution's management and operation. These guidelines are to ensure that all individuals are treated fairly and with respect.

The College maintains a comprehensive framework of policies, procedures, and practices that govern ethical conduct across all areas of operation. As outlined in Standard 2.E, these measures ensure the highest ethical standards (Business and Fiscal Policies) in managing College finances, including the implementation of annual independent audits and the use of transparent budgeting, and purchasing processes. The College has established defined procedures for awarding contracts through competitive processes that ensure both the best value and quality for the institution. In accordance with Board Policy 6340 Bids and Contracts, all practices comply with applicable Oregon statutes, laws, and regulations.

In alignment with Standard 2.C, the College enforces policies and procedures to ensure consistent credit transfer practices and the legal and ethical management of student records, in full compliance with Oregon statute. These protocols are followed by the departments responsible.

The Board's General Institutional Policies emphasize fair and equitable treatment for all members of the College community. In addition to the protections cited in Standard 2.C.2, covering student rights and responsibilities and maintaining a respectful institutional climate, the Board has established Board Policy 2710 Conflict of Interests and Board Policy 2715 Code of Ethics/Standards of Practice, and Board Policy 2718 Professionalism and Accountability.

Further, Board Policy 1.002 requires the College to maintain an Affirmative Action Plan. Individuals with ethical concerns are encouraged to report them under the protections provided by Board Policy and Administrative Procedure 7700 Whistleblower Protection.

To ensure fairness and consistency in hiring practices, the College follows Human Resources procedure AP 7120 – Recruitment and Hiring. These protocols are applied by all hiring committees and include requirements for search committee composition, Equal Employment Opportunity compliance, confidentiality, non-discrimination (merit-based hiring), and standardized interview and selection processes.

Established practices and written guidelines ensure that student and employee complaints and grievances are addressed in an equitable, consistent, and timely manner. Employee Complaint Resolution Procedures are located on the Human Resources page on the College website, which provides clear information on

appropriate points of contact for students and employees who believe their rights have not been upheld in various areas.

For students, the Students Rights and Responsibilities policy BP 6.205 outlines behavioral expectations and provides clear procedures for filing complaints or grievances when students believe those expectations have not been met. More detailed information is provided on the College's website related to student rights and responsibilities.

For faculty, classified staff, and administrators, grievance and complaint processes are explicitly defined and readily accessible through their respective collective bargaining agreements and employee handbooks.

Title IX and Diversity, Equity, and Inclusion
The Director, Human Resources oversees Title IX Office and Diversity, Equity, and Inclusion. The Human Resources department offers additional resources for concerns related to discrimination, sexual harassment, or abuse. To promote awareness and compliance, all employees are required to complete annual Title IX and Sexual Harassment Prevention for Higher Education Employees training.

EXHIBITS

Policies Governing Ethical Standards

*1_002 Affirmative Action

*BP 3410 Nondiscrimination

*BP 3430 Prohibition of Harassment

*AP 3430 Prohibition of Harassment

*AP 3432 Workplace Harassment

*AP 3433 Prohibition of Sexual Harassment Under Title IX

*AP 3434 Responding to Harassment Based on Sex under Title IX

*AP 3435 Discrimination and Harassment Complaints

*BP 3433 Prohibition of Harassment under Title IX

* AP 3433 Prohibition of Sexual Harassment under TitleIX

*6_205-Student-Rights1.pdf

*https://www.clatsopcc.edu/student-rights-and-responsibilities/

 *7_025 Public Complaints

*Human Resource Policies

*BP 2715 Code of Ethics/Standards of Practice (Rescinds 1.055, 1.215, 1.305, 4.735, 7.005)

*[AP 2715 Standards of Practice Shared Governance](#)

*[BP 2718 Professionalism and Accountability](#)

Policies for Ethical Hiring Practices

*[BP 7120 Recruitment and Hiring](#)

*[AP 7120 Recruitment and Hiring](#)

*[AP 7126 Applicant Background Checks](#)

Complaint and Grievance Procedures

*[Classified Bargaining Agreement,](#) Article 21, Grievance Procedure (pp. 32-40)

*[Faculty Bargaining Agreement,](#) Article 32 Grievance Procedure (pp. 46-48)

*[Employee Handbook](#)

*[Employee Complaint Resolution Procedure](#)

Additional Exhibits

[Board of Education Policies](#)

https://www.clatsopcc.edu/accreditation-policies-reports/policies/title-ix/

[General Institution Policies](#)

[Business and Fiscal Policies](#)

2.D.2 Required Evidence

> **STANDARD 2.D.3**
>
> The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

As public employees, Board of Education members are subject to the [Oregon Government Ethics Law: ORS Chapter 244.](#) College employees are likewise subject to the Oregon code of conduct outlined in these statutes. The Board Chair, the President and the Lead Financial Officer are required to file a [Statement of Economic Interest (SEI)](#) annually. All Board members are directed towards the [Guide for Public Officials,](#) which explains the law in detail. In addition, OCCA has provided a short guide which is included in the Board Member Handbook. Ethics and conflicts of interest are also touched on in the [OGEC Public Meetings training](#) which all Board members are required to take at least once during each term of their tenure as public officials.

Board members and College employees are bound by [Board Policy 2710](#) as well as by [Administrative Procedure 2710](#), which specifies that any employee of the College who is

involved in matters in their official capacity that give rise to a potential or actual financial conflict of interest, must provide written disclosure of the conflict to their supervisor. This procedure also specifies that Board and employees are prohibited from accepting gifts worth more than $50 from a person who can reasonably be known to have a legislative or administrative interest in a decision before the Board of Education or the individual employee as a public official.

EXHIBITS

*BP 2710 Conflict of Interest (Rescinds 1.310)

*AP 2710 Conflict of Interest

*AP 2712 Conflict of Interest – Contracts (Federal)

* Board Policy 2710 – Conflict of Interest (College Website)

* Administrative Procedure 2710 (College Website)

* Board Policy 2715 Code of Ethics / Standards of Practice (College Website)

Additional Exhibits

Board Member Handbook

Oregon Government Ethics Law, Chapter 244 (External Link)

Statement of Economic Interest (SEI) (External Link)

Oregon Guide for Public Officials

Public Meetings Trainings (External Link)

2.D.3 Required Evidence

2.E Financial Resources

Standard 2.E.

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Under Oregon Revised Statutes applicable to community college districts and Oregon's Municipal Audit Law, Clatsop Community College undergoes an annual independent financial audit performed by certified public accountants. The Board of Education has selected CliftonLarsonAllen, LLP (CLA) as auditor. CLA conducts the audit in accordance with Generally Accepted Auditing Standards (GAAS) and the Secretary of State's municipal audit rules.

The annual audit is planned and typically completed within six months of the fiscal year-end. Upon completion, CLA presents the audited financial statements—auditor's opinion, findings, and any management-letter recommendations—to the Board of Education in a public meeting. Findings and recommendations are addressed promptly; improvements are implemented as needed to strengthen internal controls and fiscal processes. Audited financial statements are filed on time to meet all state and federal compliance requirements, including submissions to the Oregon Secretary of State, the Higher Education Coordinating Commission (HECC), and relevant federal grant agencies.

In addition to the audit, the Board receives regular financial reporting at each monthly meeting. The College's financial consultant, in partnership with the President, provides an oral update with written reports that include:

- a Fund Summary comparing prior-year full-year actuals to current year-to-date actuals across key funds (General Operating Fund 11, Restricted Fund 21, Plant Fund 41, and ERP Bond Proceeds within Fund 41); and

- a four-year comparative tracking the annual operating budget, year-to-date budget and actuals, percent of year elapsed, and year-to-date change.

These reports provide timely snapshots and longitudinal trends to support proactive oversight of cash flow, reserves, and budget performance, ensuring transparent communication, expert analysis, and leadership accountability.

Clatsop evaluates short-term liquidity annually and participates in Tax Anticipation Notes (TANs) only when needed. The College did not participate in Tax Anticipation Notes in FY 2025 because sufficient funds were available to cover fiscal needs. Clatsop typically considers TANs about every other year when the State withholds the spring payment. This disciplined approach, combined with reserve targets and monthly cash monitoring, supports stable operations without unnecessary borrowing.

Through annual audits, timely filings, monthly financial updates, longitudinal reporting, and prudent liquidity management, CCC ensures that financial practices are transparent, responsible, and aligned with mission and strategic priorities.

Exhibits

* [Business and Fiscal Policies](#) (Chapter 6 – College Website)

* [2023 -2024 Audit](#) (College Website)

*[April 2025 Financial Statement Commentary](#) (Sample from Board of Education April 2025 Packet)

*[April 2025 All Funds Summary](#) (Sample from Board of Education April 2025 Packet)

*[April 2025 Financials](#) (Sample from Board of Education April 2025 Packet)

*[June 13, 2024 Regular Board Meeting Agenda](#) (includes Approval of TAN)

2.E.1 Required Evidence

Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Clatsop's budget development follows Oregon Local Budget Law (ORS 294) and provides structured avenues for internal and external participation. Department

managers prepare budget renewal requests and, when applicable, initiative proposals informed by annual plans, program reviews, operational priorities, and the 2025–2030 Strategic Plan.

The internal Budget Advisory Committee (BAC), with representation from all employee groups, meets to discuss potential uses of available funds. Departments present proposals; employee groups vote and rank initiatives; and the BAC forwards a consolidated ranked list to the President as advisory input for building the proposed budget. The BAC did not convene for the FY 2025–26 cycle after members were advised there was no additional funding to prioritize. Even so, the adopted FY 2025–26 budget includes $100,000 in Plant Fund 41 for instructional equipment. In fall 2025, departments will be invited to submit equipment requests tied to Strategic Plan objectives for review and approval using a streamlined BAC ranking process.

While no separate budget forum was held this cycle, the State of the College address during Winter In-Service served as the main venue for broad communication. The President outlined enrollment trends, FTE levels, student success challenges, facility needs, and the implications for resource allocation, and met directly with staff in affected departments to discuss proposed reductions and hear concerns."

Externally, the statutory Budget Committee, seven elected Board members and seven appointed community representatives, holds public meetings each spring to review and recommend the proposed budget prior to Board adoption. The College publishes the budget calendar and supporting materials on its website to ensure transparency and community access.

Financial planning monitors long-term trends in state Community College Support Fund allocations, tuition and fees, county property taxes, and timber revenue. The College employs conservative revenue estimates and realistic expenditure projections, and evaluates risks associated with enrollment volatility, state funding variability, capital needs, debt service, collective bargaining agreements, capital asset replacement, and contingencies.

These practices ensure that financial planning is participatory, evidence-based, risk-aware, and aligned with the College's mission and strategic priorities.

EXHIBITS

> * Board Policy 6200 Budget Preparation (College Website)
>
> * Board Policy 6250 Budget Management (College Website)
>
> * Board Policy 6300 Fiscal Management (College Website)
>
> * Board Policy 6320 Investments (College Website)
>
> * Budget and Budget Committee Information (College Website)

Additional Exhibits

2025-2026 Adopted Budget (College Website)

2025 – 26 Budget Calendar (College Website)

April 22, 2025 Budget Committee Minutes

Local Budgeting in Oregon

2.E.2 Required Evidence

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

CCC manages resources under Oregon Local Budget Law (ORS 294) and Board policies governing budgeting, debt, investment, and the depository of public funds. The College maintains documented business office procedures and internal controls aligned with Generally Accepted Accounting Principles (GAAP) and higher-education best practices; audit recommendations are addressed promptly to strengthen accountability and transparency.

Transparency is reinforced through multiple channels. Proposed and adopted budgets, audited financial statements, and monthly financial summaries are presented in public Board meetings and posted on the College's website. The College's financial consultant participates in the President's Council and provides regular updates, ensuring leadership and employee representatives have current information for decision-making.

Although Clatsop does not publish a formal multi-year forecast, leadership closely tracks long-term revenue and cost drivers, enrollment patterns, state funding allocations, timber revenues, salaries and benefits, and capital needs to anticipate challenges and plan resource allocations responsibly.

Through clear policies, strong internal controls, regular public reporting, and open communication, Clatsop ensures that fiscal management is transparent, compliant, and aligned with mission and strategic priorities.

EXHIBITS:

* Local Budgeting in Oregon Handbook

* 2023 -2024 Audit (College Website; description of internal financial controls)
*Sample Board Financial Report from June, 2025 Regular Board Meeting

* Board Policy 6100 Delegation of Authority, Business and Fiscal Affairs (College Website)

*Board Policy 6200 Budget Preparation (College Website)

*[Board Policy 6250 Budget Management](#) (College Website)

[* Board Policy 6300 Fiscal Management](#) (College Website)

*[Board Policy 6320 Investments](#) (College Website)

2.E.3 Required Evidence

2.F Human Resources

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The Human Resources Department at Clatsop Community College has documented procedures that guide every stage of the employment lifecycle. Staff are provided with accurate and up-to-date details about their employment conditions, job assignments, rights, responsibilities, and the processes used for evaluation, retention, promotion, and separation. Information and resources from Human Resources are made available through the College's website and internal SharePoint site, and are also shared regularly via email, printed materials, and training opportunities.

Conditions of Employment and Work Assignments

Comprehensive employment information is provided to individuals well before they join the College. Job postings give prospective applicants a clear picture of the position, including responsibilities, work location, schedule, employee group, classification, salary, FTE, employment terms, physical requirements, and both minimum and preferred qualifications. To ensure transparency, the Faculty, Part-time Faculty, and Classified Collective Bargaining Agreements and the Employee Handbook are readily accessible on the College's internal SharePoint site.

When a contingent offer is extended, new hires receive a standardized electronic letter detailing the position title, department, supervisor, start date and time, salary, and any agreed-upon terms discussed during the formal verbal offer.

Human Resources maintains an up-to-date job description for every role within the College. These documents, available through the Human Resource Department, outline essential duties, and minimum and preferred qualifications. Job descriptions are reviewed periodically to ensure alignment with current job expectations.

In accordance with Board Policy and Administrative Procedure 7150 Evaluations, the College employs a structured approach to performance evaluation. Salaried and Supervisory, Confidential Classified, and Classified staff are reviewed annually using standardized evaluation tools, while faculty participate in a three-year review cycle based on criteria collaboratively developed between the faculty member and their supervisor. Part-time Faculty can be evaluated by the College any time it is determined an evaluation is needed.

Employee Rights and Responsibilities

Clatsop Community College's Classified, Part-Time Faculty, and Faculty employees are covered by collective bargaining agreements, typically renegotiated on a three-year cycle. Confidential Classified, Salaried, and Supervisory employees are guided by the Employee Handbook and policies. These documents define employee rights and responsibilities and outline the processes for evaluation, retention, discipline, and termination.

The College strives to maintain employment continuity for all employees into the next fiscal year, unless otherwise determined through the evaluation process or necessary business decisions.

Training New Employees

All newly hired salaried employees, regardless of classification or position, participate in New Employee Orientation (NEO). This program introduces employees to the College's mission, vision, values, core themes, and strategic goals, while providing an overview of institutional systems, policies, and procedures. NEO also includes completion of required compliance training modules, including the Family Educational Rights and Privacy Act (FERPA), Preventing Sexual Harassment, and Mandatory Reporting.

New full-time faculty complete an enhanced orientation program that includes comprehensive initial training and follow-up sessions throughout the first year to support instructional excellence and alignment with institutional expectations.

All benefit eligible employees receive a benefits overview of the College's comprehensive benefits package upon hire and during open enrollment.

Exhibits

> * https://www.clatsopcc.edu/policies/ (College Website-Human Resources tile)
> *2023-2026 CLATSOP CC PTFA - signed.pdf
> *2023-2025 Clatsop CC Classified FINAL.pdf
> *2024-2026 Clatsop CC FT Faculty Agreement Signed.pdf
> *Clatsop Community College Policies and Procedures.pdf
> *Employee Handbook 2024-25 Official.pdf

*[Example Employee Professional Development Plan.pdf](#)

Additional Exhibits

[Employee HR Resources Employee Portal SharePoint.pdf](#)

[Sample Classified Job Requisition.pdf](#)

[Sample Contingent Classified Offer Letter.pdf](#)

[Sample Contingent Faculty Offer Letter.pdf](#)

[Sample Employee Evaluation.pdf](#)

[Sample Fac_Eval_24-25_Redacted.pdf](#)

[Sample Faculty Job Requisition.pdf](#)

[Sample Pay Agreement.pdf](#)

[Sample Pay Agreement_Redacted.pdf](#)

2.F.1 Required Evidence

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Clatsop Community College provides its employees with a broad range of training and professional development opportunities.

The Diversity, Equity, and Inclusion (DEI) Committee provides cultural awareness and equity-focused professional development for faculty, staff, and community members. Through its Cultural Competence Certificate program, participants engage in guided self-reflection, develop cultural humility, and learn strategies for embedding equity and educational excellence into institutional practices. Beginning in Fall 2020, the program expanded its focus to include building capacity for anti-racist action. Certificates are valid for three years, ensuring participants continue their learning and skill development over time. In addition, the DEI Committee collaborates with campus departments and external partners to deliver workshops, training, and other educational opportunities.

Online Training and Resources for Employees

Clatsop Community College supports continuous employee learning through access to Vector Solutions online training and the College Library's Articles and Databases.

Vector Solutions provides a wide range of interactive, self-paced courses covering compliance requirements, workplace safety, technology skills, leadership, and professional development topics.

The College Library's Learning Express database and electronic journals offer employees authoritative, peer-reviewed articles and research materials to support evidence-based decision-making, instructional excellence, and subject-matter expertise. Together, these resources provide flexible, on-demand learning opportunities that empower employees to expand their knowledge, strengthen their skills, and stay current in their respective fields.

These resources may be used by employees and supervisors for addressing day-to-day workplace challenges or as structured components of an individual's professional growth plan.

Independent External Professional Development

The College provides a variety of professional development opportunities designed to support employees in advancing their skills and pursuing interests relevant to their roles. Available options include tuition waivers, financial assistance for degree completion, sabbaticals, and other professional development. In addition, employees receive an annual allocation of professional development funds to support ongoing learning. Specific details about these opportunities are outlined in the collective bargaining agreements and employee handbook referenced in Standard 2.F.1.

EXHIBITS

> *[2024 Clatsop Community College Equity Academy Budget and Proposal.pdf](#)
>
> *[5.035 Min Quals.pdf](#)
>
> *[Internal Training and Workshop Opportunities.pdf](#)

2.F.2 Required Evidence

Standard 2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.
Clatsop Community College maintains an adequate number of qualified and committed faculty, staff, and administrators to serve students, support employees, and meet the needs of the community. Leadership regularly evaluates workloads across all employee groups, identifying opportunities to adjust assignments to maintain efficiency and balance within the organizational structure. These reviews help ensure the College has

the necessary personnel to fulfill its mission, uphold the integrity of its academic programs, and provide consistent operations. Staffing is allocated strategically across divisions to effectively support both instructional and administrative functions.

Employee Group	Current Number of Employees (As of 7/30/2025)
Salaried / Supervisory	36
Confidential Classified	4
Classified	30
Faculty	25
Total Full Time Employees	70
Part Time Faculty	86
Part Time Temps	73
Federal Work Study	66

Recruitment

Recruitment requests require approval from the President's Council, which evaluates each proposal in the context of strategic goals and resource planning.

All recruitments begin with an authorized position description developed within the College's established classification system. These descriptions define job duties, minimum qualifications, preferred qualifications and skills, physical requirements, and work schedule. Human Resources ensures position descriptions are equitable and consistent with similar roles across the institution.

Human Resources, working in partnership with department leadership, coordinates the recruitment process for all employees. Open positions are posted on the College website and advertised through targeted channels locally, regionally, or nationally, depending on the scope of the search, to attract a qualified and demographically diverse applicant pool.

Faculty Qualifications

Faculty assigned to general education and transfer-level courses are required to hold a minimum of a master's degree in the discipline taught or possess a master's degree in

another subject area and have successfully achieved a minimum of thirty quarter credits in the primary subject area taught. Faculty can be assigned on a provisional basis with a minimum of twenty-four graduate quarter credits towards a master's degree in the primary subject area and demonstrate active progress towards achieving a master's degree in the designated primary subject area. This provisional status is allowed for one year to complete the master's degree and may be renewed for a maximum of one additional year upon review and approval by college administration. Some faculty possess doctoral degrees, a standard that aligns with university hiring practices and supports the integrity of the College's transfer agreements with four-year institutions.

Career and Technical Education (CTE) faculty must demonstrate discipline-specific expertise, most often through substantial professional experience in the field. In addition, certain programs require specialized licensure, certifications, or advanced training to meet regulatory or industry standards. All CTE faculty meet the state-established minimum qualifications for their discipline.

EXHIBITS

Policies and Guidelines Governing Hiring Practices
    *College Policies(College Website-Human Resources tile)
    *5.035 Min Quals.pdf

Employee Responsibilities
    *2024-2026 Clatsop CC FT Faculty Agreement Signed.pdf
    *2023-2026 CLATSOP CC PTFA.pdf
    *Employee Handbook 2024-25 Official.pdf

*2.F.3 Required Evidence

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The College maintains a structured and consistent evaluation process for all employee groups to assess performance, foster professional growth, and ensure alignment with the institutional mission, educational objectives, and established policies. In accordance with Board Policy and Administrative Procedure 7150 Evaluations and the provisions outlined in applicable collective bargaining agreements, evaluations are conducted at regular intervals or as otherwise specified.

Standardized evaluation forms are used for each employee group to ensure the process is equitable, consistent, and transparent. These templates are accessible to employees via the College's internal dashboard. Evaluations include an assessment of the employee's progress toward professional development goals and the supervisor's review of performance across defined competency areas, highlighting strengths and opportunities for improvement.

Completed evaluations are signed by the employee and supervisor, reviewed by the Director of Human Resources, and filed in the employee's official personnel record, in compliance with the College's personnel file retention policy. Employees have the right to review their personnel files at any time.

Evaluation Processes

The College conducts regular, systematic evaluations for all employee groups, consistent with the procedures outlined in the collective bargaining agreements. Evaluation processes are designed to assess performance, support professional growth, and maintain alignment with institutional mission and goals.

For classified employees, the Classified Association Collective Bargaining Agreement (Article 16) requires a 2-month, 4-month, 6-month evaluation during their probationary period, followed by annual evaluations thereafter. Exempt employees are evaluated before the conclusion of their one-year probationary period and annually thereafter.

Faculty are evaluated on a three-year cycle in accordance with the Faculty Association Collective Bargaining Agreement (Article 14). The process emphasizes instructional quality, professional development, and service contributions. In the first year of the cycle, the supervisor and faculty members collaboratively establish the evaluation plan, define assessment methods, schedule review points, assign responsibilities, and identify evidence to be used. Progress is reviewed throughout the cycle, culminating in a signed final evaluation report submitted to Human Resources. The cycle then restarts in the next year, ensuring continuous improvement in the faculty member's employment.

Employee Group	Probationary Evaluation	Ongoing Evaluation Cycle
Classified	2-month 4-month 6-month	Annually thereafter
Exempt	End of 1-year or as determined if sooner	Annually
Full-Time Faculty	Annually Years 1-3	3-year cycle

Part-Time Faculty	First Three Terms of Instruction	As determined

EXHIBITS

Policies and Procedures Governing Evaluation

*BP 7150 Evaluations

*AP 7150 Evaluations

*2023-2025 Clatsop CC Classified FINAL.pdf

*2023-2026 CLATSOP CC PTFA - signed.pdf

*2024-2026 Clatsop CC FT Faculty Agreement Signed.pdf

*Employee Handbook 2024-25 Official.pdf

Evaluation Resources

*Exempt Employees Evaluation Form 2019-20 - CONVERTED (7).pdf

*Classified Probationary Eval Form - CONVERTED (2).pdf

*Evaluation Form 2019-20 for Classified - CONVERTED.pdf

*Official FT Faculty Evaluation Manual.pdf

*2.F.3 Required Evidence

2.G Student Support Services

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

For more than 30 years, CCC has administered TRIO projects at both the pre-college and college level. These programs are designed to support low-income students, first generation students or students with documented disabilities. Building on the success of these groups the college has scaled up the high-touch, timely targeted supports and interventions characteristic of these programs to impact more students.

In the 2024-2025 academic year advising at CCC experienced reorganization and changes to improve student access and support. Due to budget constraints, the college combined TRIO Student Support Services (SSS), a federally funded student success program, and the office of advising, now called TRIO SSS/Advising. The TRIO SSS/Advising staff are highly qualified individuals focusing on student success.

After following the four evidenced-based recommendations for designing and delivering comprehensive, integrated advising to support students' educational success as outlined in the federal What Works Clearinghouse Guide for Effective Advising For Postsecondary Students (2021, https://ies.ed.gov/nces/wwc/PracticeGuide/28) CCC developed a new advising program which includes both professional and faculty advisors providing better wrap-around services. These services focus on education and career goals, and integrated academic support. This new model provides Clatsop with a clear path to best support students in reaching their academic goals.

EXHIBITS

     *Success info TS & UB.pdf
     *Student Handbook
     * https://www.clatsopcc.edu/degrees-certificates/career-pathways/ (College
       Website-Career Pathways)

*2.G.1 Required Evidence

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The college has a publicly accessible website organized in overarching categories with links to detailed subpages. The webpages include our mission statements, policies, fees, financial aid, areas of study, pathways, a list of degrees, student services, and a directory of faculty and staff. Admissions and registration can be managed online, through this website.

Clatsop's catalog contains specifics and details related to career pathways, degree requirements, learning outcomes, term planners with timelines, and detailed course descriptions for specific disciplines, approved course hours, and course credits. To keep general policies up to date, the online catalog provides brief summaries and then links to our website for current details.

EXHIBITS

     *2.G.2 2024-2026 Multiple Measures cut scores[64].pdf
     *2025-26 Admissions and Fees.pdf
     *2025-26 Admissions.pdf
     *2025-26 Academic Catalog (college website)
     *2025-26 Course Descriptions.pdf
     *2025-26 Degree Descriptions.pdf
     *2025-26 Degrees.pdf
     *2025-26 Example Degree 2.pdf
     *2025-26 Example Degree.pdf

*[2025-26 Grading.pdf](#)
*[2025-26 Mission Statement.pdf](#)
*[2025-26 Resources for Students.pdf](#)
*[6.015P2-Under-18-Admissions.pdf](#)
*[6_015-Admissions Policy.pdf](#)
*[2025-2026-Academic-Calendar-Clatsop Community College.pdf](#)
* https://www.clatsopcc.edu/study/(College Website-Areas of Study)

*2.G.2 Required Evidence

Standard 2.G.3

The college website and catalog include, in each degree's description, any special eligibility or application requirements. CTE programs include career pathways suggesting potential job outlooks and certification opportunities. External certifications that we do not award, and related preparatory courses are also listed in the catalog.

Clatsop Community College's website and catalog provide clear and accurate information about the eligibility requirements for professional licensure. Some limited career technical programs, such as those that lead to professions requiring a clean criminal history, mandate a criminal background check before students are admitted. These programs are clearly identified on the college's website, in the catalog, and in their specific application materials.

Similarly, programs for professions that require drug screening also have this requirement clearly stated in all the same locations. Additionally, some programs may provide even more detailed information about occupational requirements in their own program-specific materials.

EXHIBITS

* [Nursing and Medical Assisting Program Information.docx](#)
*[2025-26 Maritime Programs.pdf](#)
*[2025-26 Medical Assistant.pdf](#)
*[2025-26 Nursing.pdf](#)
*https://www.clatsopcc.edu/study/nursing/ (Nursing Program website page and Application information)

*2.G.3 Required Evidence

Standard 2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information

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> regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Clatsop provides a comprehensive financial aid program for students needing assistance paying for educational expenses. The college is approved for participation in the Title IV programs under the Higher Education Act and State funding administered through the Higher Education Coordinating Commission (HECC).

The Clatsop Community College Foundation awards over $350,000 annually to students, including those not eligible for federal financial aid. The College and Foundation work collaboratively to promote the opening of the scholarship application. There are two or more scholarship application cycles open each year to maximize the outreach potential to non-traditional students who may miss a Spring deadline.

Information about financial aid programs is published on the college's website and in the college catalog. In addition to published material, information about financial aid is shared at presentations conducted by financial aid staff at local high schools and at college recruiting events. Admissions and Advising staff are cross trained to assist students with filling out aid applications.

EXHIBITS

> *BP-5130-Financial-Aid.pdf
> *Help Paying for College (College Website)Catalog
> *Consumer Information: Student Financial Aid Information (College Website)
> * Federal Student Loan Exit Counseling ("Financial Aid Exit Final Email")
> *Clatsop Foundation Scholarships
> *Foundation Annual Report

2.G.4 Required Evidence

> **Standard 2.G.5**
>
> Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Clatsop's financial aid website describes loan obligations to prospective and current students. Loans are not automatically packaged in aid offers but instead must be requested via a Loan Request Form.

Prior to the first disbursement of an accepted student loan at Clatsop, borrowers must complete online entrance counseling via the US Department of Education's website. Students are notified of all disbursements, including their right to cancel any loans

received. When a student drops below half-time, withdraws, or graduates, loan exit counseling materials are sent to the student's personal email address.

EXHIBITS
> *Financial Aid (College Website)
> *Consumer Information (College Website)
> *Federal Direct Student Loan Instructions
> *Federal Student Loan Exit Counseling ("Financial Aid Exit Final Email")
> *Cohort Default Rates (College Website)

2.G.5 Required Evidence

Standard 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Shared Model of Academic Advising

The Academic Advising Model at Clatsop offers robust, systematic, and effective academic advising for its students on campus, via Zoom and online, delivered by well-prepared staff who are knowledgeable of college curriculum, program requirements, graduation requirements, and transfer requirements.

In the fall of 2024 CCC combined the office of advising and TRIO Student Support Services (SSS), a federally funded student success program. This change was budget friendly for both the college and the TRIO SSS program. The TRIO SSS/college advisors work in TRIO SSS 50% of the time and in advising 50% of the time. The director works in TRIO SSS 80% and in advising 20% of the time. The staff is knowledgeable of the curriculum, program and graduation requirements and the transfer process.

These changes required streamlining advising at CCC. In 2024-25 advising processes were evaluated, updated, and put into play. CCC followed the four recommendations for providing effective and holistic advising services as researched and evaluated in "Effective Advising for Postsecondary Students, A Practice Guide for Educators" (*WWC Effective Advising for Postsecondary Students*, 2021). The TRIO SSS/Advising department now coordinates all advising services campus wide.

Clatsop uses a shared model of academic advising, and the recruitment, intake, and advising processes helps connect students to the people who can best help them realize their educational goals. Professional advisors comprise the TRIOSSS/Advising team that guides advising at the college. Advisors help incoming students interpret placement results, develop academic plans, create a plan for transferring, and recommend access or transition to other support resources as needed. The TRIO SSS/Advising team and faculty advisors also assist undecided students in determining academic paths and exploring career options.

Based on developmental advising theory, advising at Clatsop takes an initiative-taking "intrusive" approach with students, anticipating student needs as they arise, reaching out to students rather than waiting for students to come for help. Students meet with the TRIO SSS/Advising team to register for their first quarter at Clatsop and address any concerns regarding enrollment at the college. During this initial advising meeting TRIO SSS/advisors help to identify and refer students to any college resources they may need to support and assist them in their academic journey. In addition, during this initial advising session students will be assigned to a faculty advisor in the student's area of interest and will be invited to attend New Student Orientation (in fall quarter).

Advisor (Faculty and TRIO SSS/Advising team) Responsibilities

Advisors support students with academic planning, information about financial aid and career planning resources, and general problem-solving to plan for academic success. Students who indicate they are undecided about their academic focus are referred to a TRIO SSS/Advising advisor for a more in-depth exploration to determine the direction they would like to take with their education.

All advising notes are stored in Colleague Self-Service and are available to any CCC employee assigned to provide advising support for an individual student. All advisors use Colleague Self-Service, an automated system that allows students and their advisors to view all necessary information for developing effective educational plans, including grade point averages, placement assessment, completed courses, prerequisites, degree audits showing remaining courses required for any range of certificate or degrees, and certificate and degree requirements.

Student handbooks are available to all students in print and on the CCC website. The handbook includes information on key student support services including roles and relationships with academic advising.

Advisor Knowledge and Training

The TRIO SSS/Advising team coordinates advising expectations and advisor training campus wide, keeping all advisors well-informed through regular communication. Training curriculum is grounded in the Global Community for Academic Advising (NACADA) professional competencies. A comprehensive advising training course is offered to all faculty and staff during the in-service week preceding the fall quarter.

Advising information updates and training is also provided during the monthly all faculty meeting to all faculty advisors.

The TRIO SSS/college advisors are encouraged to use either TRIO SSS funds (following federal legislation and regulations) or college advising funds to attend professional development opportunities focusing on advising and student success. Faculty may use Professional Growth and Enrichment college funds as explained in the faculty contract) to attend professional development opportunities focusing on advising and success.

Evaluation

Continuous improvement is part of the College's advising culture. In addition to reviewing results from formal student satisfaction surveys conducted by CCC, the TRIO SSS/college advising staff regularly collects feedback from students as they collaborate with them. In weekly staff meetings and monthly faculty meetings, advisors consider adjustments based on what students tell them does and does not work well. Faculty feedback is considered when developing advising training and dissemination of advising information for faculty advisors. The advising team is also committed to professional improvement, keeping up to date with best practices in the field and implementing research-based improvements. Each fall, the TRIO SSS/Advising team conducts an internal review of the year's progress and develops a plan for the coming year.

Exhibits

> *Student Handbook
> *2025-26 Catalog
> *Student Satisfaction Survey
> *Academic Advising (college website)
> *Academic Planner – In Colleague the student information system and advisors assist students in completing their "Timeline" of courses. This is private and available for students and their advisors to review.
> *Course schedule Sent by mail to all addresses in county (pdf version on website)
> *_WWC Effective Advising for Postsecondary Students_.
> *Timeline of Advising at CCC (1).docx
> *2024-2026 Clatsop CC FT Faculty Agreement Signed.pdf (Article 6-Workload Student Advising pages 20-21)

2.G.6 Required Evidence

Standard 2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Clatsop maintains an active identity verification process for all students, to establish that anyone enrolled in an on-campus and/or distance education course is the same person whose work and achievements are evaluated and credentialed. All college communication and interaction between the student and the College is protected, including access to distance education portals, and is accessible only by secure username and password.

At the time any potential student applies for admission, they provide their identifying information and are assigned a unique student ID#, email address, and username and password. Students are prompted to reset and create their own secure personal password. Students are then required to use their unique username and password credentials to login to the learning management system (**Canvas)**. Students can only participate in the classes in which they are enrolled. They are urged not to share their credential information with anyone.

As a further measure, distance education students are requested to meet with the Distance Ed Coordinator in person or via ZOOM (web-based conference program) to verify their identification. They are asked to present an acceptable form of picture ID, such as a state issued Driver's License or ID card, or military identification. If the verification is done remotely via Zoom, the student must show a photo ID on camera. This request is posted in the learning management system's global announcements and also published on the LMS page of the College's website.
https://www.clatsopcc.edu/online-education/canvas/

Instructors use the same indicators of academic honesty for online students as they use in the classroom. Many instructors design assignments and exams specifically to prevent plagiarism and other forms of academic dishonesty as listed in the College Policy BP5500 (Standards of Student Conduct). https://www.clatsopcc.edu/wp-content/uploads/BP-5500-Standards-of-Student-Conduct-adopted-09.13.22-Board.pdf
The LMS has integrated plagiarism software (Turnitin) and many faculty make use of other authentication tools like lock down browsers when administering remote exams.

This identity verification process is designed to ensure the identity of the student and protect student privacy.

EXHIBITS

* https://www.clatsopcc.edu/online-education/canvas/(College Website Online Education/Canvas-ID Verification

*2.*G.7 Required Evidence*

2.H Library and Information Resources

> **Standard 2.H.1**
>
> Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Clatsop's Dora Badollet Library provides crucial support for student success through information resources developed through close partnerships with academic departments, service areas, students, and the community. The library's mission is to support the college by providing resources, services, and instruction to support the teaching, learning, and inspiration of students, staff, faculty, and the greater community. In response to the College's strategic planning process, the Library Director, in consultation with the faculty Library Advisory Group, has identified four overarching goals that advance the College's Vision, Mission, and Core Themes.

Goals:

- Collections and learning resources are monitored, updated, and improved

- Facilities and equipment are updated to meet current needs of patrons

- Programming, and instruction support college mission, values, core themes, and strategic initiatives

- Collaborative initiatives promote education, culture, environment, and social justice

- Collections and learning resources are monitored, updated, and improved

To achieve this vision, Clatsop invests in and maintains 1) library and information resources that support its college preparation, transition and transfer studies, and workforce education programs, 2) tools that further support student success such as

study rooms, student use technology, research and technology assistance, information literacy instruction, and other library support services and 3) community partnerships with area libraries and participation in resource sharing through interlibrary loan and consortia activities.

The library houses a robust suite of online services always available through the library's website, including discovery systems, and access to the digital collection. Partnerships with other libraries supplement the local collection of roughly 35,000 items and provide access to extensive resources in support of lifelong learning and academic inquiry. Clatsop is a member of the Chinook Library Network, which shares a catalog of over 450,000 items and includes three community college libraries and six public libraries in the North Coast region. Clatsop is also an affiliate of the Orbis Cascade Alliance, and uses the Orbis courier for easy access to physical item delivery to and from libraries throughout Oregon, Washington, and Idaho. In addition, the library is active in interlibrary loan resource sharing, lending, and obtaining materials to and from all over the nation.

The library offers various faculty services. The Library Director provides individualized, point-of-need, and group instruction in research and information literacy skills, and works in partnership with faculty to integrate library and information resources into the learning process. Library instruction is informed by the Association of College and Research Libraries Framework for Information Literacy and statewide information literacy student learning outcomes embedded in the College writing course series. The Library Director collaborates closely with the instructors to provide library-specific instruction sessions for their classes. Customized library instruction is available for any subject or class, across all modes of instruction, and at any College location. The Library Advisory Group includes faculty members and provides another pathway for input to the department. In addition, interlibrary loan, consortia transfers, and support for Open Educational Resource (OER) support are available to faculty.

The Library Director provides library instruction. This librarian is required to have an MLS/MLIS degree and acts as the lead administrator for the Writing Center and support tutoring. The Library Director is also the College's OER point person (a requirement of the State of Oregon). Two classified staff (1.75 FTE) provide additional support for library operations, while a part-time Tutor Coordinator oversees the tutoring program.

Best practices are informed by current leadership in the field. The Library Director is an active member and past President of the Oregon Community College Library Association, where information and current guidelines and developments in the State are shared in quarterly meetings and via email listserv. The Library Director is also a member of the American Library Association, The Art Library Society of North America, and the Association of College and Research Libraries. The Library Director provides service to the field by contributing book reviews regularly to Library Journal, Choice, and ARLIS/NA Reviews.

The library ensures the quality and adequacy of library resources and services through regular assessment and monitoring. Collection development guidelines specify means for evaluating the quality of resources for selection and deselection, and procedures are in place to ensure a balanced, curriculum-focused process for evaluating materials. Statistics are collected throughout the year to track usage of key services. Satisfaction with library services is measured through a biennial survey of students about the library, and through regular consultations with faculty and student leadership. The following tables show key statistics reported for the 2023 and 2024 ACRL Library Survey for Clatsop.

Library Collection, ACRL Library Survey

Material Type	Physical 2023	Electronic 2023	Physical 2024	Electronic 2024
Books (title count)	24,753	(eBook databases excluded from count)	25,315	(eBook databases excluded from count)
Databases	--	75	--	75
Media	4800	(Media databases excluded from count)	4917	(Media databases excluded from count)
Serials	78	5 (Serials databases excluded from count)	77	5 (Serials databases excluded from count)
Digital Institutional Repository Items	--	321	--	322

Library Use Statistics, ACRL Library Survey

Library Use Type	2023	2024
Initial Circulation (physical collection)	3936	3371
Digital Institutional Repository Item Use	18905	26483
eBook Use (COUNTER BR1+BR2)	1689	4655

eSerial Use	4938	9150
Library Instruction Sessions	26	25
Library Instruction Attendance	416	584
Gate Count (annual)	11672	14081
Gate Count (third week of fall term)	325	532
Open Hours	52	46
Interlibrary Loans Provided	394	500
Interlibrary Loans Received	213	113

EXHIBITS
Library Policies/Planning/Assessment

*Library Policies & Guidelines (College Website)

*Procedures for Assessing Adequacy of Library Collections

*Library Collection Development Guidelines (College Website)

*Library Staffing Information

*AP 4040 Library and Learning Support Services

*Library & Learning Commons Strategic Planning

Library Instruction

*Procedures Covering Faculty/Library Partnership

*Library Resources for Faculty and Students

*2.H.1 Required Evidence

2.I Facilities and Technology Infrastructure

Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Clatsop consistently strives to provide both physical and virtual amenities that are accessible, dependable, secure, and sufficient to sustain the College's mission, instructional and academic programs, and services. Ensuring that our facilities are accessible, safe, modernized, and provide necessary technological systems and other adequate instructional equipment, materials, and infrastructure will serve to enhance all strategic priorities and support the College's mission, values, and vision.

Physical Facilities

Sufficient in Quality and Quantity

Clatsop comprises approximately 500 thousand square feet of building area on approximately 140 acres of property. Based on current projected enrollment, its facilities are expected to be of sufficient quantity for the near future. Therefore, the current emphasis at the College is modernization and improved space utilization of the existing facilities.

Accessibility

Accessibility to student instruction and services encompasses two key aspects: geographical proximity and barrier-free access. These contexts ensure that all students, regardless of their location or physical abilities, have equal opportunities to learn and engage.

Accessibility to college facilities for both students and the wider community is a key goal for institutions like Clatsop Community College. This commitment is demonstrated

through a multi-campus approach and a variety of public access initiatives. This approach supports strategic priority number on "Improve Student Access."

To best serve its students, Clatsop Community College has established a presence in multiple locations within Clatsop County. This geographical distribution directly addresses the issue of geographical proximity, ensuring that students in different areas have a nearby campus. By having locations in both Astoria and Seaside, the college reduces travel barriers for students living throughout the county, making it easier for them to attend classes and access services. This multi-campus model demonstrates a strategic commitment to meeting the community and is an important priority addressed by the College's Strategic Plan.

Safety and Security

All Clatsop facilities are constructed and maintained in compliance with governing codes and regulations related to occupant safety. A standing Safety Committee monitors safety issues related to facilities as they arise to ensure compliance with governing regulations.

Personal safety is a top priority for the College. Clatsop works closely with local law enforcement to ensure safety on campus. Staff and faculty annually review safety protocols during in-service activities and are updated on changes and procedures.

The College maintains records of any crimes or public safety concerns on College grounds and issues a Clery Report each fall posted on the College website's Public Safety page. Several committees monitor and address institutional safety, crisis management, and emergency preparedness including the College's Threat Assessment Team, the Behavioral Intervention Team, and the Emergency & Risk Management Team. The committees are charged with ensuring that College practices align with Board policies and procedures, and that these are regularly updated to meet the safety and security needs. Emergency Preparedness is a standard element in new employee training. Safety and emergency information is also provided on the College's website.

A Title IX officer in the Human Resources and Diversity, Equity, and Inclusion office manages the College response to sexual harassment concerns, and the College complaint process includes extensive support for incidents that align with Title IX legislation. The information is available to all students, staff, and the public on the College's website.

Future Planning

The College is planning to develop a long-range facilities plan to serve as a framework for future development to ensure that adequate infrastructure is established to meet future needs. The plan will correlate with strategic and academic planning to support and align with Clatsop's academic needs and strategic priorities. The plan will be

developed with key College personnel and community members to ensure a comprehensive and far-reaching perspective.

Technological Infrastructure

Clatsop has, maintains, and monitors performance on all technology systems and infrastructure to conduct its mission, core themes, and strategic goals. The College provides a complete range of technology solutions designed to support the academic needs of students and faculty, the business needs of college employees, and the specialized needs of community and partner organizations.

As technological options and needs evolve at an ever-increasing pace, the College continues to improve utilization and access to technology. An Information Technology Strategic plan was established in 2025 to prioritize and recommend technology path and investments to ensure that these align with the College's strategic direction and goals. This will allow us to approach our strategic system utilization, purchasing and implementation based on usage data and the needs of the community.

Technology Support

Technology support for students, employees, and partner organizations is provided through Computer Services' support services. Clatsop's Computer Services (CS) Department operates the College's Help Desk for drop-ins, email, and phone assistance with passwords, Wi-Fi access, faculty utilizing our Learning Management System and Student Information systems.

Classroom Technology

All classrooms are fitted with presentation technology, including either a computerized instructor station or a docking station allowing instructors to utilize their college-issued devices. Projectors or large-format displays with multimedia capability are available in all classrooms. Both wired and wireless connections are available, allowing our instructors to seamlessly migrate around the classroom and teach in their most effective manner.

Student computer labs are available in every Clatsop location, with the appropriate software installed and maintained by Computer Services. Support for students and faculty is available during normal business hours.

Classroom and service area equipment is regularly updated to ensure that students and staff have access to current technology, including the support for a wide range of hardware, and providing access to the latest software.

Access to Technology Platforms and Products

High-speed, secure Wi-Fi access is now available at all Clatsop locations. This access has been extended from the buildings into parking lots and common outdoor areas to

assist students outside of business hours who may not have reliable internet service at home.

A single sign-on solution has been developed to provide easier access to all services for students, and all but one for employees. This has significantly reduced the need for repeated log-in and authentication throughout the day as our users move from one tool to another. Users see available products based on their role.

Robust and Secure Technology

Computer Services is focused heavily on improving student access to courses offered by Clatsop Community College. This includes improving and expanding the remote learning experience, utilizing technology to help accommodate students with special needs, and ensuring that Clatsop is a place welcoming to all students.

The College has made a significant commitment to digital security and risk management. CS staff have instituted industry standard best-practice security procedures that help the College mitigate risk, remain compliant, and react quickly to potential threats. Requests for access to data are granted only after the appropriate need is determined and training has been completed. Tools and practices have been implemented to identify and neutralize external attack vectors.

Of equal importance, College data is protected from loss due to equipment failure or disaster. The entire database of student records is securely stored in data centers on the west and east coasts of the United States. All school data is encrypted, be it on premises or in the cloud (per contract). On-premises data is stored both locally (on two separate systems) and in a third-party Disaster Recovery as a Service provider, allowing the college to maintain a 24-hour Recovery Time Objective (RTO) even in the worst-case scenarios.

EXHIBITS

Facilities and Technology Management

> *[Jerome Campus Redevelopment Plan.pdf](#)
> *[MERTS Campus Plan](#)
> *[Clatsop Community College Computer Services and IT Internal Policy Manual.docx](#)
> *[BP-3720-Computer-and-Network-Use.pdf](#)
> *[AP-3720-Computer-and-Network-Use.pdf](#)

Policies Governing Safety and Security

> *[BP-3500-Campus-Safety-1.pdf](#)
> *[BP-3501-Campus-Security-and-Access.pdf](#)
> *[AP 3501 Campus Security and Access.pdf](#)
> *[BP-3540-Sexual-and-Other-Assaults-on-Campus.pdf](#)

*[AP-3540-Sexual-and-Other-Assaults-on-Campus-Approved-06.11.25.pdf](#)
*[BP-3430-Prohibition-of-Harassment-Adopted-04.11.2023.pdf](#)
*[AP-3430-Prohibition-of-Harassment.pdf](#)
*[BP-3515-Reporting-of-Crimes.pdf](#)
*[AP-3515-Reporting-of-Crimes.pdf](#)
*[2024-Revised-Annual Safety Report.pdf](#) (Clery Act Compliance)

Additional Exhibits Demonstrating Safety and Security

*[2024-Revised-Annual Safety Report.pdf](#) (Clery Act Compliance)
*[Chemical hygiene plan.pdf](#)

2.I.1 Required Evidence

Advancing Forward

Clatsop Community College is taking significant steps to secure its financial stability and embrace its mission: "Empowering all students to meet their full potential."

Drawing from a legacy of innovation and service, the College is advancing forward with determination to address the changing needs of both its students and the larger community. Inspired by a vision to serve as a diverse, dynamic center for education, workforce development, and community enrichment, the College is shaping its next chapter with purpose.

To accomplish this mission, several core focus areas and strategic priorities have been identified as essential to success.

Strategic Priorities

The College's Strategic Plan, adopted in October 2024, centers on five foundational pillars. Each plays a crucial role in shaping the institution's direction:

Strategic Priority	Definition
1. Improve Student Access	By expanding outreach, making enrollment easier, and providing robust financial support, the College strives to open doors for more students to pursue higher education.
2. Increase Student Success	Through better academic support, enhanced resources, and fostering a sense of belonging, students are

	encouraged and equipped to achieve their goals.
3. Strengthen Our Reputation	By displaying academic excellence and the College's positive contributions, the institution reinforces its role in regional growth and enrichment.
4. Increase Organizational Effectiveness	Ongoing improvements in internal processes and communication empower faculty and staff to provide the highest standards of education and service.
5. Build & Sustain Partnerships	Collaboration with high schools, universities, and industry ensures successful pathways for student advancement.

Strategic Priority 1: Improve Student Access

Access is at the heart of the College's mission. To broaden opportunities for all, the College has focused on four main initiatives: nurturing strong connections with local high schools, streamlining the onboarding process, expanding academic offerings, and reaching out to underrepresented populations.

Regular evaluation and refinement of outreach and admissions strategies ensure every student is given a clear and equitable start. Increasing awareness of opportunities, removing historical barriers, and providing targeted recruitment and financial support all contribute to a more inclusive environment. By simplifying the admissions process and deepening outreach, the College lays the groundwork for fair access. Comprehensive financial aid and personalized advising provide students with the confidence and assistance required to thrive academically and personally.

Strategic Priority 2: Increase Student Success

Student success encompasses a spectrum of efforts and measurable outcomes to ensure that the college if targeting and succeeding in the Strategic Priority "Increasing Student Success."

Enhancing Student Belonging: The College promotes a welcoming and inclusive atmosphere by spotlighting student success stories, raising awareness of advising services, expanding opportunities for peer-to-peer connection, and introducing a First-Year Experience (FYE) program. Success is measured by maintaining an average student satisfaction rating above 4.5 for feeling welcome, a familiarity rating above 4.25 for advising services, student club participation above 15%, and by hosting at least one FYE event each term.

Expanding On-Campus Student Employment: Initiatives include creating and maintaining a student job board, establishing job classifications, and streamlining Work-Study processes through staff training. Annual increases in the number of on-campus student employees and the ongoing maintenance of the job board serve as benchmarks of progress.

Supporting Basic Student Needs: The College works to raise awareness of basic needs services identified in student surveys, supports fundraising goals through the College Foundation, and collaborates with agencies to improve available resources. Success indicators are achieving at least 75% awareness of basic needs services (such as a benefits navigator) and attaining a 10% annual increase in Magic Opportunity Fund spending.

Improving Student Satisfaction: Regular student surveys guide strategic decisions, while the implementation and maintenance of year-round class scheduling ensure flexible, student-focused learning. The College aims to sustain a high average student Net Promoter Score (NPS) as a marker of satisfaction.

Strategic Priority 3: Strengthen Our Reputation

Amidst the evolving landscape of higher education, the college has set forth Strategic Priority 3, dedicated to strengthening its reputation. This priority is anchored in highlighting academic excellence, prudent stewardship of resources, and the institution's positive influence on enrichment and economic development throughout the region.

To begin with, the college places significant importance on nurturing its relationships with high school staff and leadership. Regular, focused meetings with area high school administrators and staff will serve as the cornerstone for collaboration and understanding. By developing a consistent dual credit process and providing clear, reliable admissions and program information, the college will ensure that local high schools are actively engaged in at least one annual collaborative meeting, fostering a unified approach to student success.

Recognizing the power of storytelling, the college will make it a priority to share student and alumni achievements widely. Success stories will be promoted through media outlets and highlighted at events, high school visits, and community gatherings. This effort will not only increase the number of published success stories each year but will also help to achieve a community Net Promoter Score (NPS) above 30, reflecting strong community support and pride in the college's accomplishments.

Stewardship of campus facilities is another vital focus. Annually, the college will establish a prioritized list of maintenance and repair needs, alongside a dedicated ADA Accessibility Improvement list. Project tasks and budgets will be set annually to ensure

ongoing care, with at least 1.5% of the operating budget allocated to facility maintenance and repairs. This investment will preserve and enhance the quality of the learning environment.

Financial health remains at the forefront through careful budgeting and vigilant oversight. The college will set a minimum 10% operating fund contingency, prioritize one-time funds for one-time expenses to safeguard structural balance, and consistently monitor and report budget-to-actual performance. Position controls are strictly maintained so that vacancies are filled only when clear justification exists, ensuring the institution maintains a healthy ending fund balance.

Through these integrated actions, the college will not only strengthen its reputation but also reaffirm its commitment to excellence, stewardship, and impactful community engagement.

Strategic Priority 4: Increase Organizational Effectiveness

Enhancing internal processes and communication is essential to empowering faculty and staff in delivering high-quality education and services. To achieve this, several key objectives and actions have been outlined.

The first objective centers on building and sustaining an effective leadership team. This begins with benchmarking and defining the leadership structure, followed by integrating it into budget planning. Comprehensive plans for recruiting, retaining, and ensuring succession within leadership roles are established, complemented by annual evaluations for all leadership employees. Success in this area is measured by maintaining a 100% budget for senior leadership positions, keeping the leadership vacancy rate below 10%, and achieving 95% compliance in leadership employee evaluations.

Streamlining the employee onboarding experience is another vital focus. All onboarding information and resources are updated regularly, and a digital workflow will be implemented to make onboarding processes more efficient. New employees will be further supported by a post-onboarding survey administered 30 days after their starting date, ensuring feedback is gathered and improvements can be made. The completion of an online onboarding workflow by the end of 2026 will serve as a key indicator of progress in this area.

To increase efficiency in business workflows and approvals, the institution is deploying the Ellucian Workflow system. Full implementation of this system by the end of 2026 will signify a major advancement in automating processes and streamlining approvals.

Ensuring that course section information is updated prior to registration is also a strategic objective. A timeline is established for updating section details before each

registration period, and departments are required to verify their course schedules every term. The goal is for 95% of textbook information to be available before registration begins, with 100% departmental compliance, ensuring students have access to accurate and timely course materials.

Through these coordinated efforts, the organization is poised to strengthen its operational effectiveness, support its people, and deliver quality education.

Strategic Priority 5: Build and Sustain Partnerships

Clatsop Community College is prioritizing partnerships with high schools, universities, and industry leaders to create more opportunities for students and strengthen the region. The college aims to secure an $8 million capital match for the MERTS facility by March 2027, working closely with maritime industry partners on project planning and fundraising.

The college is also collaborating with universities to develop new transfer pathways, such as AAT and AST programs, making four-year degrees more accessible and efficient. Success will be tracked by the number of pathways and increasing student enrollment at partner institutions.

Efforts to raise awareness of career options include expanding the Clatsop Works internship program with a goal of 10% annual growth in placements, hosting yearly job fairs, and organizing at least five open houses each year to connect students and residents with local resources.

Business support is strengthened through SBDC and CEDR, ensuring academic programs meet workforce needs and promoting events focused on technologies like artificial intelligence. Benchmarks include annual increases in Small Business Management and Bootcamp enrollments, active leadership participation in advisory committees, and hosting three professional development events per year.

These initiatives bring Clatsop's fifth strategic priority to life, reflecting a strong commitment to collaboration, advancement, and a brighter future for the community.

Commitment to Mission Fulfillment and Building Strong Relationships

Clatsop Community College is dedicated to advancing its mission fulfillment, upholding core values, and striving toward its vision and strategic priorities. This commitment is central to the College's sustainability and its ongoing ability to meet the evolving needs of students.

The College is emphasizing strengthening connections with universities, businesses, community partners, stakeholders, and the wider community. Through these relationships, Clatsop Community College ensures that its programs and initiatives remain relevant and

effective, supporting both student success and institutional growth. The College acknowledges the importance of implementing these aggressive goals to ensure previous findings and shortcomings, such as data-driven decision-making, will be improved and successfully accomplished.

EXHIBIT

[2025-30 Strategic Plan](#)