



Clatsop Community College

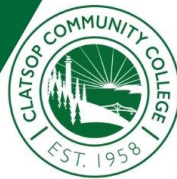
Board of Education October 9, 2025 Board Packet

STUDENT SPOTLIGHT



"I've advanced my learning so much with the CWE internship and I got to jump in on projects I wouldn't have tried for a few more terms. Hood time is good time. If I'm under the hood, I'm happy."

-Sara Ruscetta



Clatsop Community College

MEET SARA RUSCETTA

Welding Student

After starting her first welding classes in spring 2025, Sara Ruscetta wanted to keep her skills sharp over the summer. She turned to CCC's Cooperative Work Experience (CWE) program, which connects students with real-world job sites for credit. Sara landed at the Port of Astoria, where she shadowed welders and took on a major fabrication project—designing and building an outrigger rack for the boatyard.

Now back at CCC's MERTS campus for Fall Term, Sara is working toward her AWS certifications and a goal to achieve a career with the Army Corps of Engineers.

Clatsop Community College

1651 Lexington Avenue * Astoria, Oregon 97103 * (503) 338-2411

NOTICE OF MEETING

DATE: Thursday, October 9, 2025
TIME: Regular Board Meeting, 4:30 pm
PLACE: Columbia 219 or Zoom
ZOOM: <https://clatsopcc.zoom.us/j/89824559188>

REGULAR BOARD MEETING

❖ CALL TO ORDER

- Approval of Agenda
- Roll Call

❖ PUBLIC FORUM

- **Public Comment** Note: This is an opportunity for brief comments for the Board. Individuals wishing to sign up for public comment during the meeting should do so by emailing Felicity Green at fgreen@clatsopcc.edu by no later than 12:00 noon on Thursday, October 9. Public comments may not exceed 3 minutes unless approved otherwise by the Board Chair. Public comment will also be accepted by mail to: Felicity Green, Board Secretary, 1651 Lexington Avenue, Astoria, OR 97103, by close of business on Thursday, October 9.

❖ TEN MINUTE PRESENTATION: *Christine Riehl, Director, Trio Support Services and Amy Magnussen, Director, Trio Pre-College Programs*

❖ APPROVAL OF MINUTES

- September 11, 2025 Regular Board Meeting

❖ VERBAL REPORTS / DISCUSSION ITEMS

- Report of the President
- Financial Report
- Report of the Board Chair

❖ WRITTEN REPORTS *will be accepted as submitted*

- Report from the ASG Representative
- Report from OCCA
- Report from CEDR
- Report from the CCC Foundation
- Report from Communications and Marketing
- Report from Instruction and Student Success
- Report from the Board Policy Committee
- Report from Human Resources

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❖ OLD BUSINESS

- Update on Board Member Search
 - Related Policy and Procedure for Updating, First and Second Reading and Adoption
 - *BP 2110 Vacancies on the Board of Education*
 - *AP 2110 Vacancies on the Board of Education*
- Appoint a Board Representative to CEDR / SBDC
- Finalize Board Goals
- Motion to Rescind Motion Referenced on Page 7 of the October 12, 2023 Board Meeting Minutes
 - ***Tim Lyman: Motion that meetings be conducted by Roberts Rules of Order (12th edition) Ed Johnson: seconds; Discussion-no; All in favor, motion carries unanimously***

❖ NEW BUSINESS

- Accreditation: NWCCU Ad Hoc Report and Upcoming Visit
- Resignations and Board Information
- Board Evaluations

❖ ANNOUNCEMENTS/COMMUNICATIONS

- Next Board Meeting: Thursday, November 13, 2025, 5:30 pm: Regular Board Meeting, *South County Campus and Zoom*
- Committee Meetings
 - November Board Meeting Agenda Prep: Thursday, October 23, 11:00 am, Zoom only, *3rd Board member attending: Jody Stahancyk*

❖ BOARD FORUM

❖ ADJOURNMENT

Clatsop Community College

1651 Lexington Avenue * Astoria, Oregon 97103 * (503) 338-2411

2024 - 2025 Board Goals for the College

- 1. Create a positive atmosphere for students, faculty and staff.*
- 2. Ensure fiscal responsibility.*
- 3. Strengthen the collaborative relationship between the Board and Foundation.*
- 4. Support the goals of the President of the College.*

Non-Discrimination Declaration: It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Anita Jensen, Affirmative Action/Gender Equity (Title IX) Officer, Lower Library, Suite 102, ajensen@clatsopcc.edu (503) 338-2450; TDD : Oregon Relay- Dial 711. For Student Access Services, contact Faith Forster, Columbia Hall, Room 111, fforster@clatsopcc.edu (503) 338-2313.

Accommodations: Students having questions about or a request for classroom accommodations should contact Faith Forster, Columbia Hall, Room 111, fforster@clatsopcc.edu (503) 338-2313. Community members having questions about or a request for special needs and accommodation should contact Anita Jensen, Lower Library, Suite 102, ajensen@clatsopcc.edu (503) 338-2450; TDD: Oregon Relay- Dial 711. Please send special needs and accommodations requests here. Contact should be made at least two business days in advance of the event.

Declaración de no-discriminación: Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, sexo, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Anita Jensen, Oficial de Acción Afirmativa / Título IX localizada en la biblioteca, oficina número 102 , ajensen@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) marcar 711 en su teléfono. Para servicios de acceso para estudiantes, comuníquese con Faith Forster localizada en Columbia Hall, oficina número 111, fforster@clatsopcc.edu (503) 338-2313.

Ayuda a personas discapacitadas: Estudiantes que tengan preguntas o una requieran solicitud de adaptaciones en el aula deben comunicarse con Faith Forster, localizada en Columbia Hall , oficina número 111, fforster@clatsopcc.edu (503) 338-2313. En cuanto a los miembros de la comunidad, se les pide que se comuniquen con Anita Jensen, localizada en la biblioteca, oficina número 102 , ajensen@clatsopcc.edu número de teléfono (503) 338-2450, TDD (discapacidad auditiva) marcar 711 en su teléfono. Haga el favor de notificar a la oficina para que se le pueda proporcionar apoyo. La comunicación debe tomar lugar por lo menos dos días de trabajo antes del evento por el cual se requiera tal ayuda. Para más información, vea la página Web de Clatsop Community College bajo Información en Español.

Presentation



Clatsop
Community
College

Board of Education

PRE-COLLEGE TRIO PROGRAM OVERVIEW



2024 UPWARD BOUND SUMMER ACADEMY PARTICIPANTS

Educational Talent Search supports students in grades 6–12, offering college prep services like academic advising, college field trips, and workshops. It stands out for its emphasis on early intervention and sustained support, particularly providing more hands-on assistance to high schools seniors to ensure college readiness. The majority of our participants start in this program.

Upward Bound supports student in grades 9–12 and provides an intensive college prep initiative that regularly engages high school students through academic support, college field trips, weekend seminars, and a six-week summer program. It distinguishes itself by providing financial incentives for participation and a strong emphasis on sustained, hands-on support

PROGRAM OVERVIEW	Upward Bound	Talent Search
Schools Served	AHS, SHS, WHS	AHS, AMS, Hilda Lahti, KHS, SMS, SHS, WMS, WHS
Grades Served	9–12	6–12
Number of Students served	73	671
Annual Grant Funding	367,181	387,128
Grant Cycle (5 year award cycle)	Ends August 2027	Ends August 2026

Pre-College TRIO Administrative Staff

Director, Amy Magnussen
Program Assistant, Katherine Johnson
Administrative Assistant, Destini Kuller

College/Career Advisors

- Lacey Guest, UB/TS, Astoria High School
- Troy Henri, UB/TS, Warrenton High School & Middle School
- Chris Mahan, TS, Knappa High School & Astoria Middle School & Hilda Lahti Elementary
- Claudia Mendez Uritz, UB/TS, Seaside High School & Middle School

SERVICES PROVIDED

Upward Bound

Talent Search

Access to tutoring	✓	✓
Secondary & postsecondary course selection	✓	✓
College entrance exams and applications	✓	✓
Information and Assistance with Federal Aid	✓	✓
Secondary school reentry	✓	✓
Postsecondary Education Entry	✓	✓
Financial and Economic Literacy	✓	✓
Academic Tutoring	✓	✓
Summer Academy Curriculum in math, science, foreign language & composition	✓	
Workshops and college planning for families	✓	✓
Campus visits	✓	✓
Career exploration & counseling	✓	✓

TALENT SEARCH ELIGIBILITY

- 6-12 grade student interested in attending a post-secondary institution after high school
- Meet federal low-income guidelines or are a first-generation college-bound student



**Apply Now for
Talent Search**

UPWARD BOUND ELIGIBILITY

Astoria, Seaside, or Warrenton High School Students meeting the following criteria:

- Have academic potential and demonstrate need for academic support
- Plan to attend college
- Meet federal low-income guidelines or are a first-generation college-bound student
- Be committed to participate in all aspects of the Upward Bound Program.

Impact of Clatsop Community College Talent Search & Upward Bound

High School Graduation Rates

- Graduation rates of all students in Clatsop County target schools ranged from **70-92%** for the classes of 2021, 2022 and 2023.¹
- The graduation rate for Upward Bound participants in these schools is **98%** for the classes of 2021, 2022 and 2023.²
- The graduation rate for Talent Search participants in these schools is **95%** for the classes of 2021, 2022 and 2023.²

College Entrance Rates

- In Oregon, an average of only **42%** of rural high school graduates enroll in post-secondary education. Only **37%** of low-income rural graduates enroll in postsecondary education.³
- The college entrance rate for Upward Bound graduates (who are mostly low-income) is **75%** for the Classes of 2019-2023.²
- The college entrance rate for Talent Search graduates (who are mostly low-income) is **68%** for the Classes of 2019-2023.²

College Graduation Rates

- The averaged college completion rate for Upward Bound graduates (who are mostly low-income) is **58%** for the classes of 2015-2017.²
- The averaged college completion rate for Talent Search graduates (who are mostly low-income) is **39%** for the classes of 2015-2017.²
- The college completion rate for rural Oregon graduates is **44%**. Only **34%** of low-income rural students persisted and graduated from the class of 2017.⁴

¹ Oregon Department of Education (2020-2023) Report on data on student outcomes, cohort graduation rates. <https://www.oregon.gov/ode/reports-and-data/students/pages/cohort-graduation-rate.aspx> Oregon.gov,

² Clatsop Community College (2018-2023) Talent Search and Upward Bound student Department of Education, Annual Performance Report.

³ Ford Family Foundation (2023) Oregon by the numbers, key measures for Oregon and it's counties Ford Family Foundation Research and Publications. <https://www.tfff.org/research-publications/>

⁴ Ford Family Foundation (2021) Supporting rural students in Oregon in high school and beyond: a study of college enrollment, persistence, transfer, and completion outcomes. Ford Family Foundation Research and Publications. <https://www.tfff.org/research-publications/>

Minutes



Clatsop
Community
College

Board of Education

MINUTES OF THE SEPTEMBER 11, 2025
BOARD OF EDUCATION
Regular Board Meeting

Board Members Present: Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley, Jody Stahancyk

Others Present: Teena Toyas, Tina Kotson, Bill Meck, Julie Kovatch, Jim Alegria, Pat Keefe, Beth Van Elswyk, Tom Ank, Deborah Howe, Carla Moha, “Kenny’s iPhone”, Recording Secretary Felicity Green and President Jarrod Hogue

REGULAR BOARD MEETING

CALL TO ORDER

Chair Ed Johnson called the meeting to order at 7:32 pm.

Lloyd Mueller **moved to approve the agenda as presented.** Ashley Flukinger seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller and Jody Stahancyk voted Aye. The motion carried.**

Roll was called. Lloyd Mueller, Ed Johnson, Ashley Flukinger and Jody Stahancyk were present. Sheila Roley arrived late for the meeting. Mitra Vazeen and Tim Lyman were absent.

Ed Johnson announced that Tim Lyman has resigned from the Board, effective immediately. He sent a letter of resignation to the Clatsop County Clerk, Tracie Krevanko, who notified Felicity Green via email.

Ed Johnson read BP 2110, Vacancies on the Board of Education. There was discussion of the best method to fill the vacancy and the timeline. There was also discussion of AP 2110 with the Board agreeing that new candidate questions were needed. The Board decided to form a committee consisting of Jody Stahancyk, Ashley Flukinger and Lloyd Mueller. Ashley Flukinger will chair the committee.

Ed Johnson announced that he will be out of the area on October 9 for the Board meeting but will attend via Zoom. He asked Sheila Roley to chair the meeting in his stead.

PUBLIC FORUM

Fiona Giselle, the new ASG President, introduced herself to the Board. She is from Clatsop County and attended Seaside High School. She is excited to share her sense of belonging at CCC with other students. Sophia Vandegriff, the new ASG Vice President, also introduced herself and said that they look forward to serving as a bridge between the Board and the student perspective.

TEN MINUTE PRESENTATION: *Beth van Elswyk, State of the Foundation*

Beth Van Elswyk, the Foundation Director, gave a presentation focused on the past year and her plans moving forward. She is excited to be offering solutions and removing hurdles so every student has

access to the tools and resources they need. She is planning to expand marketing for the Foundation this year, including a dedicated website. The past year was a record-breaking year for scholarships and she is looking forward to repeating that. She is also excited by the quick takeoff of the alumni association and planning an alumni driven family day at the College in the spring. She thanked the Board of Education and the Foundation Board for all their help. The powerpoint is attached to these Minutes as Appendix A.

Ashley Flukinger thanked Beth Van Elswyk for her positive impact. President Hogue seconded Ashley Flukinger's thanks and said that he very much appreciated the way Beth Van Elswyk came into the job and took off running immediately.

APPROVAL OF MINUTES

Ashley Flukinger **moved to approve the July 24, 2025 Regular Board Meeting Minutes as presented.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.**

REPORT OF THE PRESIDENT

President Hogue reported that the two accreditation reports which were due on September 1, the Year Six Policies, Regulations and Financial Review and the Ad Hoc Report, were turned in. He thanked the leadership team for all their work. He feels the College is beginning to really measure institutional effectiveness and hopes to have live dashboards by the end of the month. He and Tina Kotson have been meeting with CMH and he is happy to have been part of their strategic planning sessions with OHSU and looking forward to what that partnership may look like in the future. He thanked Bill Antilla for all his work with the maritime department, including creating new partnerships. The College has also recently received \$150,000 in grant funds for HVAC apprenticeships that will be free for participants. Diamond Heating will be the lead partner.

Negotiations with the Classified Union have reached a tentative agreement; he asked that cost of living increases be tied to CPI and that will be happening. He spoke about the progress that the College has made towards financial stability and commented that FTE has bounced back significantly. Enrollment is looking very good for the fall and several classes have waiting lists. Teena Toyas and Tom Ank commented that additional sections have been added to several classes and that there has been a significant increase in students coming into computer services seeking devices.

FINANCIAL REPORT

Bill Meck said that FY 25 has closed and the final report was fantastic. Tuition, property taxes and state appropriations all came in over budget and for the first time in some years the College did not need to put timber revenue in the operating fund. Instead, those revenues are in the plant fund. Expenditures were significantly lower as well. He spoke about the possibilities and increased flexibility that these funds are opening up for the College. He has been speaking with Caroline Wright at CliftonLarsenAllen and hopes that the December audit presentation will be both finalized and more interesting than it has been in past years.

REPORT OF THE BOARD CHAIR

Ed Johnson thanked Tim Lyman for his many years of service to the college. He commented that one of Tim's big concerns was the plant fund; now there are reserves in that fund and he thanked Tim Lyman for his aggressiveness on that matter. He said that hearing from the new ASG officers was great and he felt that it was a great time to be on the Board.

OLD BUSINESS

Ashley Flukinger and Sheila Roley read the Oath of Office.

CONSENT AGENDA: POLICIES AND CORRESPONDING PROCEDURES FOR 2ND READING AND ADOPTION

Jody Stahancyk moved to approve BP 2355 Decorum; BP 1200, Mission; BP 3720 Computer and Network Use; BP 4030 Academic Freedom; BP 4230 Grading, Academic Record Symbols, and Grading Changes; BP 4040 Library and Learning Support; 4235 Credit by Examination / Credit for Prior Learning; BP 5110 Academic Advising and Personal Counseling and BP 5140 Disabled Student Programs and Services for 2nd Reading and Adoption. Sheila Roley seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

CONSENT AGENDA: POLICIES FOR RESCISSION

Jody Stahancyk moved to rescind BP 4231 Grade Changes; BP 5.016 Grading System; BP 5.030 Academic Freedom and BP 6.010 Disabled Access to College. Lloyd Mueller seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

CONSENT AGENDA: POLICIES AND CORRESPONDING PROCEDURES FOR FIRST AND SECOND READING AND ADOPTION

Jody Stahancyk moved to accept BP 3430 Prohibition of Harassment; BP 3433 Prohibition of Sexual Harassment under Title IX and BP 5500 Standards of Student Conduct for first and second reading and adoption. Sheila Roley seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

ELECTION OF BOARD OFFICERS

Jody Stahancyk moved that Ed Johnson continue as Chair of the Board of Education. Sheila Roley seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

Jody Stahancyk moved that Sheila Roley continue as Vice Chair. Ashley Flukinger seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

APPOINTMENT OF BOARD COMMITTEE REPS FOR ACADEMIC YEAR 2025-2026

Sheila Roley moved that Jody Stahancyk will be the Chair of the Board Policy Committee with Ashley Flukinger and Lloyd Mueller as the other two members. Jody Stahancyk seconded the motion. Ashley

Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

As Mitra Vazeen was not present to agree to continue as Board representative to the CEDR Board, the Board agreed to table her nomination until the October meeting.

Ed Johnson moved that Ashley Flukinger continue as the Board representative to the Foundation. Jody Stahancyk seconded the motion. Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.

FURTHER DISCUSSION OF BOARD GOALS

Lloyd Mueller asked if it was possible for the Board to use the five strategic priorities as the Board goals. Jody Stahancyk **moved that the Board goals would be the five goals of the strategic plan, embellished or written differently as goals.** Ashley Flukinger seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.**

FURTHER DISCUSSION OF PRESIDENTIAL GOALS

Jody Stahancyk **moved that President Hogue present the Board of Education with a plan to get a PhD or EdD in some form that would advance the College.** There was some discussion of the difficulty and expense involved in this goal, as well as the length of time required. Ashley Flukinger **moved to amend Jody Stahancyk's motion and adopt President Hogue's five proposed goals with the inclusion of the creation of a plan to pursue further education towards and advanced degree as he thinks appropriate.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The amended motion carried.**

NEW BUSINESS

STRATEGIC PLAN UPDATE

President Hogue presented the updated strategic plan and explained that he wanted to commit to regularly presenting updates on implementation. He asked for the Board's support in his commitment in the Ad Hoc report to NWCCU that this will be a quarterly responsibility of going over the scorecard and dashboard.

CONSIDER APPROVAL OF CLASSIFIED ASSOCIATION CONTRACT FOR JULY 5, 2025 – JUNE 30, 2027

Ashley Flukinger **moved to table this item until the October meeting.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller, Sheila Roley and Jody Stahancyk voted Aye. Mitra Vazeen was absent. The motion carried.**

BOARD FORUM

Lloyd Mueller said that he attended the alumni cookout and it was great, went on the Forerunner and it was superb and the regatta parade was great too! He commented that the event coming up in October at Seaside High School looked like fun as well. Beth Van Elswyk invited the Board to participate as a team.

Ed Johnson said that he was happy to be Chair for one more year and that it will be an exciting year.

Ashley Flukinger thanked ASG and Beth Van Elswyk for their presentations. She said she is excited about the direction of Board and the College in general and felt it was promising for the first time since she joined the Board.

Jody Stahancyk said that it was a lot of fun being the senior statesman on this board.

The meeting was adjourned at 7:09 pm.

DRAFT



**CLATSOP
COMMUNITY
COLLEGE**

FOUNDATION

Annual Report

Fiscal Year 2025

Empowering students and strengthening our community,
through education and pathways to livable wage jobs & careers.



A Message from Our Director

Established in 1960, the Clatsop Community College Foundation serves as a nonprofit, community-based organization dedicated to creating resources for higher education. Our volunteer board generates funds, maximizes investment opportunities, and expands resources to support our students' success.

Since beginning as Foundation Director in January 2025, I've had the privilege of connecting with donors, volunteers, elected leaders, faculty, staff, students, and community influencers throughout Clatsop County and the state. Through listening and learning, I've implemented a collaborative approach to reinvigorate our Foundation based on Masushita management, Drucker principles and TRIZ (Theory of Inventive Problem Solving).

"Community giving helps transform lives through education and drives positive economic impact throughout Clatsop County and beyond."

Our Mission & Vision

Mission Statement

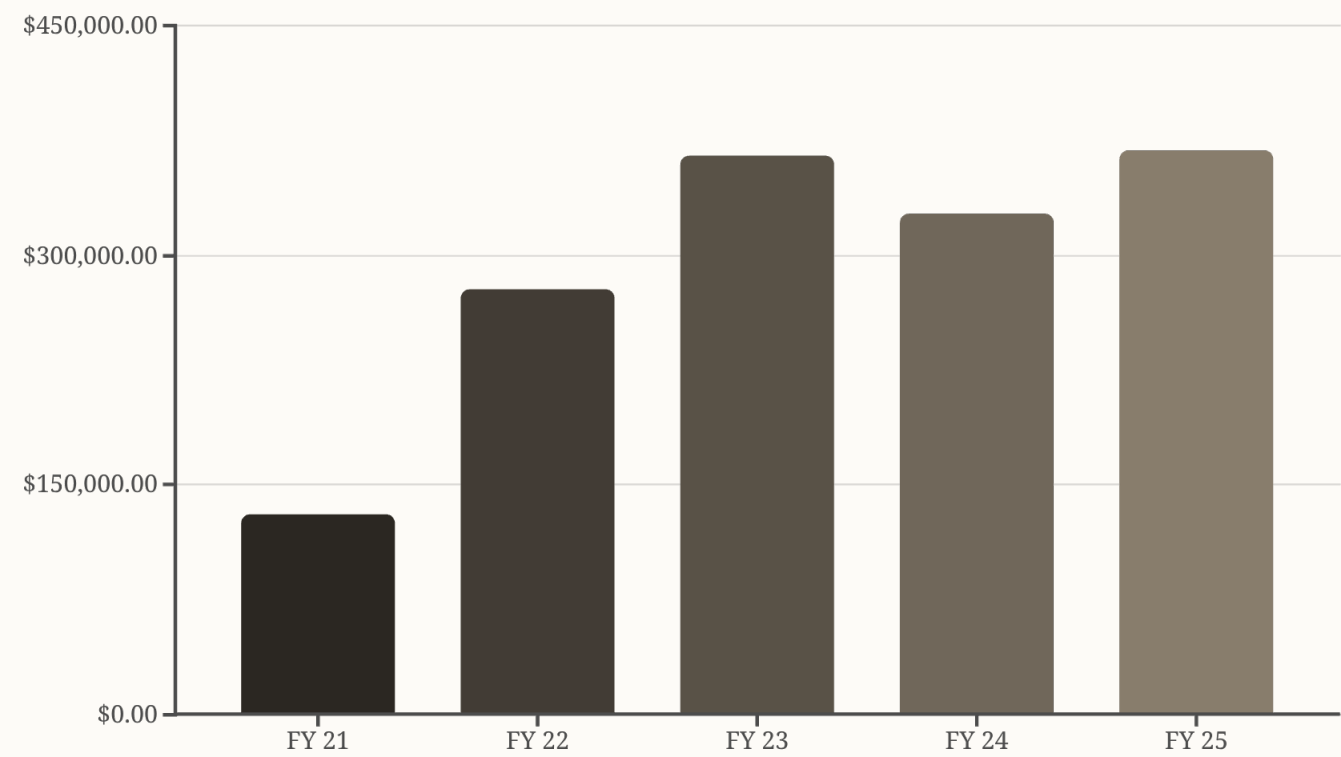
Our mission is to inspire and engage the community in support of Clatsop Community College students so they can achieve their goals.

Vision Statement

We believe that our entire community benefits when every student has access to the tools and resources they need to help them succeed in school and in life.



Scholarship Impact & Growth



Record-Breaking Year

We awarded **225 scholarships** totaling **\$367,964** to students across Clatsop County, representing our highest scholarship support to date.

- Endowed Scholarships: \$175,186**
Sustainable support from established endowment funds
- Annual Scholarships: \$118,228**
Direct community contributions for immediate impact
- Additional Support: \$74,550**
Emergency aid and specialized program assistance
- Total Support: \$769,00**
Combined scholarships, grants and disbursements.

Programs & Campus Impact



Technical Programs

Enhanced support for Plumbing Apprenticeships, Welding programs with new equipment, Maritime training tools such as the Lifeboat & new Trailer as well as Forerunner enhancements and planned Automotive Revitalization.



Healthcare Education

Expanded Nursing Lab Technology support to prepare students for high-demand healthcare careers in our coastal communities. National Accreditation over next three years.



Arts & Culture

Two new ceramic kilns and cohort art department program support via Roundhouse. Supportive of fostering creative expression and cultural enrichment on campus. Reviewing further options for Community Art Education.



Student Pathways

Supported Tongue Point/Job Corps students creating pathways to CCC, plus AAUW/ACT program serving 25 participants with 24 becoming CCC students. Renewing industry relationships for education to job cycle.

Our comprehensive support extends across all academic areas, ensuring students have the resources they need to succeed in their chosen fields while meeting the workforce needs of Clatsop County.



Basic Needs & Student Support

Basic Navigator and Food Pantry Program Success

Our Basic Needs Programs and support continues to address food insecurity and basic needs among our student population. Through strategic partnerships and dedicated funding, we're ensuring that no student goes hungry or hits an insurmountable fiscal hurdle while pursuing their education.

State Grant Renewed

Benefits Navigator program secured funding through FY26, providing crucial support for students accessing essential services and resources.

Food Pantry Expansion

OCF Grant and private donor support secured Food Pantry operations through FY26, with plans to expand services to MERTS campus.

Looking Ahead: Strategic Initiatives



Enhanced Collaboration

Supporting Nursing National Accreditation, Automotive equipment upgrades including E/V technology, Maritime Simulator Project, continued South County Campus Collaboration, and HyFlex classroom expansion.



Marketing

Outreach, Annual Fundraiser, Give 10, website update, increase in small events, social media, quarterly department video, quarterly newsletter, updated marketing materials, merch, PSA's. weekly press release.



Give 10 Campaign

Goal: FY 26 1% of Clatsop County residents (410 people) giving \$10/month = \$49,200 annually. Partner with the Small Business Development Center (SBDC) supporting the Give 10 internship program. Offer Give 10 volunteer hours. Everyone can Give 10!



Alumni Association

Establishing an Alumni-Driven Committee with Foundation support to strengthen connections and create ongoing engagement opportunities. Alumni BBQ, Beautification committee, annual event and more.

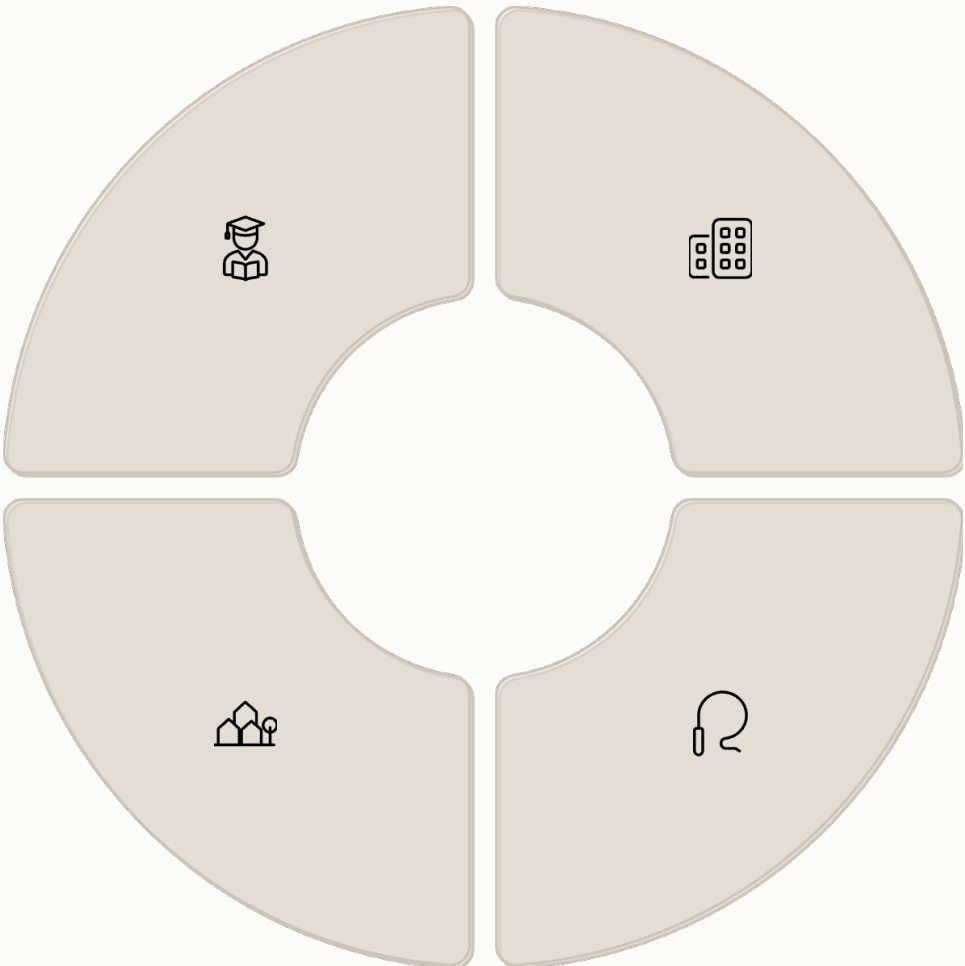
Areas of Foundation Support

Scholarship & Program Funds

Direct financial support helping students achieve their educational goals through need-based and merit scholarships.

Community & Cultural Arts

Supporting programs that enrich our community's cultural landscape while providing students with creative outlets.



Building & Equipment

Infrastructure investments ensuring state-of-the-art facilities and modern equipment for hands-on learning experiences.

Unrestricted Funds

Flexible resources addressing the College's greatest needs as they arise, providing agility to respond to opportunities.

All contributions are tax deductible to the full extent of the law, managed by our dedicated volunteer board of directors.

Thank You & Get Involved

We are grateful for your continued support. Together, we are empowering students and strengthening our community. Your partnership makes the difference between a student's dream deferred and a future realized.

Contact Us

Clatsop Community College Foundation

1651 Lexington Ave, Towler 104

Astoria, OR 97103

Phone: (503) 338-2306

Email: foundation@clatsopcc.edu

Visit us online: <https://www.clatsopcc.edu/leadership/foundation/>



Building futures, strengthening communities, one student at a time.

President's Report



Clatsop
Community
College

Board of Education

President's Report to the Board

October 2025

1. Accreditation

Strategic Priority: Increase Organizational Effectiveness

An Ad Hoc Visit is scheduled for October 14 with Dr. Bryce Humpherys from Big Bend Community College. A full day of meetings is planned, including sessions with the Board of Education, Instructional Council, President's Council, President's Cabinet, and Institutional Research.

2. Institutional Effectiveness

Strategic Priorities: Improve Student Access; Increase Student Success

The Institutional Effectiveness Dashboard is now in place to provide real-time tracking of progress on the Strategic Plan and key accreditation indicators. The dashboard is designed to make evidence more transparent, accessible, and actionable. It will allow Cabinet to review progress monthly, the Board to review progress quarterly, and the campus community to engage with results on an ongoing basis. This is a critical tool for moving CCC toward a culture of continuous improvement.

<https://www.clatsopcc.edu/student-success-indicators/>

<https://www.clatsopcc.edu/student-access-indicators/>

3. Enrollment Updates

Strategic Priority: Improve Student Access

Enrollment updates will be provided at the time of the report.

4. MERTS Capital Project

Strategic Priority: Build and Sustain Partnerships

Tentative dates have been set for a Maritime Industry Convening on November 7. I also spoke by phone with the capital project team at HECC, who provided guidance on project guidelines, including what may be included in the remodel. Depending on funds raised, the project could include:

1. Complete modernization of the existing building (interior, exterior, HVAC)
 2. Convert existing classroom to bridge simulation technology (including electrical)
- (Est. \$4.5 million)

Additional options, depending on funds raised.

- Add on for additional space
- Landscaping/hardscaping/sidewalks related to the project
- Resurface road and parking lot
- Install lifeboat davit or any related training adjacent to building

Key Activities and Meetings (9/12 to 10/9):

- MERTS on Mondays!
- Ethan Roth, OSU Vessel Operations, Hatfield Research
- In-Service Week
- New Student Orientation
- Student BBQ
- Welding Department Meeting
- OSU Ongoing Research Vessel Program
- David Carr, ED, Sunset Empire Transportation
- President's Council
- HECC Capital Projects
- Craig Hoppes, Superintendent Astoria SD
- ODE Grant Presentation
- Clatsop Working Watersheds Cooperative Farm, Fish, and Forestry Tour
- Oregon President's Council (all day)
- President's Cabinet
- The Future of Work with Economist Shaun Barrick
- ColPac Board Meeting

Financials



Clatsop
Community
College

Board of Education

Clatsop Community College Financial Report as of September 30, 2025

General Operating Fund		FY2023			FY2024			FY2025			FY2026				
Fund	Description	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	FY Operating Budget 7/1/25	FY Operating Budget 9/30/25	Year-to-Date Actual	% of Full Year	Year-to-Date Change
11	Beginning Fund Balance	\$ 1,361,974			\$ 1,662,359			\$ 1,674,128			\$ 1,864,859	\$ 1,864,859			
Revenue															
11	Tuition and Fees	\$ 2,760,350	\$ 1,089,863	39.48%	\$ 2,953,091	\$ 1,162,740	39.37%	\$ 3,122,377	\$ 1,180,826	37.82%	\$ 3,203,000	\$ 3,327,569	\$ 1,249,135	37.54%	\$ 68,309
11	State Appropriations	\$ 3,771,129	\$ 863,582	22.90%	\$ 4,106,512	\$ 935,570	22.78%	\$ 4,297,181	\$ 1,175,260	27.35%	\$ 4,425,000	\$ 4,301,828	\$ 1,075,457	25.00%	\$ (99,803)
11	Property Taxes	\$ 5,610,168	\$ 97,491	1.74%	\$ 5,903,094	\$ 19,820	0.34%	\$ 6,110,588	\$ 28,187	0.46%	\$ 6,225,000	\$ 6,290,000	\$ 25,467	0.40%	\$ (2,720)
11	Other Revenue Including Transfers	\$ 2,028,794	\$ 96,517	4.76%	\$ 1,291,788	\$ 112,781	8.73%	\$ 613,845	\$ 102,490	16.70%	\$ 764,875	\$ 764,875	\$ 97,528	12.75%	\$ (4,962)
	Total Revenue	\$ 14,170,441	\$ 2,147,453	15.15%	\$ 14,254,485	\$ 2,230,911	15.65%	\$ 14,143,991	\$ 2,486,763	17.58%	\$ 14,617,875	\$ 14,684,272	\$ 2,447,587	16.67%	\$ (39,176)
Expenditures by Function															
11	Instruction	\$ 5,170,308	\$ 887,514	17.17%	\$ 5,462,231	\$ 941,124	17.23%	\$ 5,298,970	\$ 845,573	15.96%	\$ 5,977,185	\$ 5,977,185	\$ 922,926	15.44%	\$ 77,353
11	Instructional Support	\$ 1,632,496	\$ 418,396	25.63%	\$ 1,870,684	\$ 514,252	27.49%	\$ 1,734,397	\$ 427,650	24.66%	\$ 1,775,007	\$ 1,815,626	\$ 453,918	25.00%	\$ 26,268
11	Student Services	\$ 1,571,357	\$ 349,649	22.25%	\$ 1,489,137	\$ 450,042	30.22%	\$ 1,202,706	\$ 218,799	18.19%	\$ 1,416,258	\$ 1,416,258	\$ 281,040	19.84%	\$ 62,241
11	Institutional Support	\$ 3,689,254	\$ 776,516	21.05%	\$ 3,561,504	\$ 1,351,797	37.96%	\$ 3,630,314	\$ 972,854	26.80%	\$ 3,310,472	\$ 3,336,250	\$ 1,026,753	30.78%	\$ 53,899
11	Operation and Maintenance of Plant	\$ 1,638,689	\$ 476,582	29.08%	\$ 1,663,056	\$ 497,798	29.93%	\$ 1,898,198	\$ 488,339	25.73%	\$ 1,954,153	\$ 1,954,153	\$ 555,328	28.42%	\$ 66,989
11	Scholarships & Tuition Waivers	\$ 167,952	\$ 29,950	17.83%	\$ 196,104	\$ 52,584	26.81%	\$ 188,675	\$ 38,707	20.52%	\$ 184,800	\$ 184,800	\$ 49,667	26.88%	\$ 10,960
	Total Expenditures	\$ 13,870,056	\$ 2,938,607	21.19%	\$ 14,242,716	\$ 3,807,597	26.73%	\$ 13,953,260	\$ 2,991,922	21.44%	\$ 14,617,875	\$ 14,684,272	\$ 3,289,632	22.40%	\$ 297,710
	Net Revenue (Expenditures)	\$ 300,385	\$ (791,154)		\$ 11,769	\$ (1,576,686)		\$ 190,731	\$ (505,159)		\$ -	\$ -	\$ (842,045)		\$ (336,886)
	Ending Fund Balance	\$ 1,662,359			\$ 1,674,128			\$ 1,864,859			\$ 1,864,859				
Expenditures by Category				% of Total			% of Total			% of Total				% of Full Year	
	Salaries and Fringe Benefits	\$ 10,749,041		77.50%	\$ 11,397,252	\$ 2,759,850	24.22%	\$ 10,622,166	\$ 2,076,739	19.55%	\$ 11,610,479	\$ 11,676,876	\$ 2,300,550	19.70%	\$ 223,811
	Contracted Services	\$ 2,009,150		14.49%	\$ 1,515,779	\$ 573,707	37.85%	\$ 1,552,188	\$ 536,627	34.57%	\$ 1,619,850	\$ 1,612,439	\$ 604,503	37.49%	\$ 67,876
	Materials, Supplies, and Travel	\$ 664,415		4.79%	\$ 968,908	\$ 358,696	37.02%	\$ 1,347,165	\$ 317,786	23.59%	\$ 1,124,626	\$ 1,125,935	\$ 322,074	28.61%	\$ 4,288
	Other Expenditures Including Transfers	\$ 379,998		2.74%	\$ 351,486	\$ 113,378	32.26%	\$ 383,464	\$ 42,770	11.15%	\$ 262,920	\$ 263,020	\$ 56,503	21.48%	\$ 13,733
	Capital Outlay	\$ 67,452		0.49%	\$ 2,263	\$ 1,966	86.88%	\$ 48,277	\$ 18,000	37.28%	\$ -	\$ 6,002	\$ 6,002	100.00%	\$ (11,998)
	Total Expenditures	\$ 13,870,056	\$ -	100.00%	\$ 14,235,688	\$ 3,807,597	26.75%	\$ 13,953,260	\$ 2,991,922	21.44%	\$ 14,617,875	\$ 14,684,272	\$ 3,289,632	22.40%	\$ 297,710

ASG



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Board of Education

Associated Student Government Report for Thursday, October 09, 2025 BOE Meeting

Submitted by Fiona Giselle Hackett 09/28/2025

Internal Organization Activities

09/09/25 Meeting with CCC President Jarrod Hogue, Advisor Julie Kovatch, & ASG VP Sophia Vandagriff. Topics: ASG visibility on campus and balancing activity with advocacy.

09/09/25 Meeting with Advisor Julie Kovatch and ASG VP Sophia Vandagriff. Topics: timeline and deadlines for 2025-26 cabinet elections and finalize digital interest form.

09/11/25 ASG's Introduction Speeches at Board Meeting,

09/15/25 Decorating Lexington campus

09/16/25 New Student Orientation (NSO) ASG President and VP served as student ambassadors for tour groups; placed decorations at MERTS.

09/19/25 Office organizing, social media design, flyers, and Instagram post prep, completed ASG informational table setup

09/24/25 Amendment to By Laws for ASG Officer position reinstatement

Service to Students

Participated in NSO as student ambassadors for tour groups.

Engaged with students during the NSO Resource Faire, gathered feedback, and spent time getting to know students in casual conversation and bonding over crafts provided by faculty. Set up table with school supplies during the first week back at Lexington Campus.

Student Engagement and Upcoming Student Events

- * Set up a Manifestation Station for students to share their wishes and visions for the 2025–26 year. This project is in alignment with the 2025-26 ASG campaign : “your story belongs”.
- * Helped reorganize and decorate the new Bandit Burrow Snack Station on the first floor of Towler in partnership with the new Benefits Navigator Bri Smith.
- * Organized a rotating ASG Information Table in Towler Hall at Lexington campus; will appear in a new location each week during the first month of fall term.

OCCA



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Board of Education

OCCA Update for College Boards – October 2025

Governor's Agency Budget Message & Interim Legislative Days

Budget – On Sept. 16, Governor Tina Kotek issued a letter to state agency leaders signaling that Oregon faces a significant budget shortfall for the next two years. The legislature just approved a budget bill for the 2025-27 biennium in June, and already the state expects to be about \$327 million short of \$37.3 billion budgeted from the state general fund. This deficit is due in large part to expected impacts from the federal H.R. 1, the budget reconciliation bill the President signed into law on July 1. As a result, the Governor directed agencies to immediately scale back spending and noted that budget reductions should be expected during the 2026 short legislative session. While these cuts will immediately require action by state agencies, HECC Director Ben Cannon has indicated that the reductions to the HECC operational budget will not impact the Community College Support Fund (CCSF) at this time.

Given that Oregon expects additional budget impacts due to changes in federal policy as H.R. 1 is fully implemented, OCCA continues to prepare for the short session and will intensify our advocacy to protect the Community College Support Fund (CCSF) to the greatest extent possible. Preserving the CCSF is essential to ensuring our colleges can continue to serve students and support Oregon's workforce and communities during challenging fiscal times.

Interim Legislative Days – Interim Legislative Days will take place at the Capitol September 29-30 and October 1. OCCA has been asked by both the Senate and House Education committees to present at an informational hearing during that time to discuss the effects on financial aid by the federal H.R.- 1. Both committees have expressed deep concerns about some of the impacts of the federal law on Oregon's colleges and universities. OCCA plans to include a community college financial aid director to provide these details, as well as a president to address the broader impacts of the law on colleges. No date/time has yet been set for this informational hearing. Be sure to read the October 2 *OCCA Digest* for a recap.

OCCA Annual Conference Announces Keynotes – Register Now!

[Registration](#) for the 2025 OCCA Annual Conference Nov. 5-7 in Hood River is now open! This year's theme is "Winds of Opportunity", setting the stage for an energizing three-day event packed with valuable keynote sessions, engaging workshops, and meaningful networking opportunities. This year's conference will explore how we navigate, lead, and grow in a world shaped by evolving challenges and new possibilities.

- **Keynotes**

OCCA is also excited to announce the two keynote speakers, along with the Welcome Dinner speaker, for the conference:

- [Dr. Tim Cook](#), President of Clackamas Community College (CCC), along with CCC Executive Director of College Relations Lori Hall, CCC Foundation Executive Director Debra Mason, CCC Director of College Advancement Haley Stupasky, and Tim's wife Paddy Cook will discuss the success of the Running for Oregon Community College Students (ROCCS) campaign. Dr. Cook completed a 1,500-

mile marathon run across Oregon over the summer with stops at each of the state's 17 community colleges and to raise awareness for student basic needs.

- [Dr. Demetri L. Morgan](#), Associate Professor at the University of Michigan, focuses on how higher education shapes democracy through student activism, governance, and the organizational dynamics that drive institutional change. His work offers powerful insights into the evolving role of colleges and universities.
- **Jee Hang Lee**, president and CEO of the Association of Community College Trustees (ACCT). Jee Hang provides national leadership to the over 500 governing boards who oversee the majority of community colleges throughout the United States and internationally. He will speak about the role of board members and provide a brief federal update.
- [Helen and Dave Edwards](#), co-founders of the Artificiality Institute, explore how humans and AI co-evolve, not just for efficiency, but for meaning. With deep experience in tech, leadership, and research, they bring a unique perspective on human-AI symbiosis and the future of intelligence.
- Breakout Sessions
OCCA has announced a diverse lineup of breakout sessions led by community college colleagues and partners from across the state. Sessions relate to the following tracks: Innovation, Equitable Career Pathways, Board Equity, Student Achievement, Community Engagement, and Policy & Procedure. Check out the full line-up on OCCA's Conference web page, <https://occa17.com/conference/>.
- Howard Cherry Awards Banquet
OCCA has announced the winners of the annual Howard Cherry Awards, as well as two additional awardees who will all be honored during the Howard Cherry Awards Banquet on November 6 during the conference. The Banquet is included with your conference registration and additional guest tickets are also available for purchase. Congratulations to the 2025 winners – the press release with details can be found on OCCA's [website](#):
 - **Chuck Clemans Award** – Diane McKeel, Board Member, Mt. Hood CC
 - **Howard Cherry Outstanding Administrator** – Dr. Tim Cook, President, Clackamas CC
 - **Howard Cherry Outstanding Board Member** – Ken Hector, Board Member, Chemeketa CC
 - **Howard Cherry Outstanding Advocate** – Senator Janeen Sollman (D-Forest Grove)
 - **Cam Preus Award** (awarded by the Oregon Presidents' Council)– Dr. Bruce Clemetsen, VP of Academic & Student Affairs, Oregon Coast CC
 - Dedicated Service Awards
 - Pat Fahey
Rogue CC
8 Years
 - Roger Stokes
Rogue CC
8 Years
 - Betsy McMahon
Tillamook Bay CC
8 Years
 - Mary Faith Bell
Tillamook Bay CC
12 Years

Board Leadership & Governance Summit – Thank You!

The 2025 Board Leadership and Development Summit (formerly known as OCCA Board Training) on Saturday, September 6, was a great success. More than 40 attendees came to the Chemeketa Eola Center in Salem, including nine newly elected board members. Highlights of the day included a presentation on accreditation and governance from Northwest Commission on Colleges & Universities (NWCCU) President Selena Grace, a visit from Oregon Senator Lew Frederick, and a panel of board members sharing their wisdom and experience with the attendees. The Summit ended with an Oregon Government & Ethics Commission (OGEC) certified training on Public Meetings Law, given by OCCA Senior Policy Advisor & General Counsel Karen Smith. Thank you to all who took the time to attend!

First Lunch & Learn Webinar of 2025-26 Set For October 30

OCCA will launch its third year of the Lunch & Learn Webinar Series on October 30, with a session on PERS. PERS is often in the news, yet it is generally not well understood. You’ve learned the basics of PERS at recent OCCA conferences, so we’ve invited Carol Samuels and Brendan Watkins from Piper Sandler & Co. to lead this Lunch and Learn to share some hot topics related to PERS that could impact community college budgets in the coming years. PERS rates are set for the 2025-27 biennium, but changes are coming to the administration of “side accounts” which could have direct implications for community colleges. These “PERS gurus” always make the topic of PERS as exciting as possible, and we encourage board members, presidents, and college business officers to attend this session to learn more about how these hot topics may impact 2027-29 rates.

All Lunch & Learn webinars are included with your OCCA membership and will take place on the last Thursday of each month (except December) through June. To register, visit <https://occa17.com/lunchandlearn/>.

Public Meeting Minute – Prohibited Serial Communications

Each month, OCCA Senior Policy Advisor & General Counsel Karen Smith will provide guidance for boards related to public meetings law. This month’s Public Meeting Minute focuses on prohibited serial communications.

Oregon Public Meetings Law requires governing bodies to deliberate and decide matters in open public meetings. The Oregon Government Ethics Commission (OGEC) recently released a [Frequently Asked Questions](#) resource titled “Prohibited Serial Communications” to help governing bodies, like community college boards of education, navigate when a quorum of the board might be engaged in serial conversations that may violate Public Meetings Law. It is important for all community college board members to understand the law and rules around serial communications.

OGEC administrative rules effective October 1, 2024, state that a quorum of the board shall not use a series of communications of any kind, directly or through intermediaries, for the purpose of

deliberating or deciding on any matter that is within the jurisdiction of the governing body outside a meeting conducted in compliance with Public Meetings Law. As a reminder, a quorum of a community college board of education is four (4) board members. Serial communications may include in-person conversations; telephone calls; videoconferencing (like Zoom or FaceTime); written communications including email, text, and other written electronic communications; and using intermediaries to convey information among board members on matters that may come before the board. Prohibited communications among a quorum of the board can occur outside a public meeting as well as during a public meeting if a quorum of the board is discussing matters outside the public's view such as in a private text group.

As an OCCA best practice, we recommend that you avoid communicating the views of other board members to fellow board members outside a properly noticed public meeting. Also, ensure that the board engages in deliberation and discussion in full in all public meetings. Please do not hesitate to contact OCCA's Senior Policy Advisor & General Counsel Karen Smith if you have any questions about prohibited serial conversations.

OCCA Digest e-newsletter

The *OCCA Digest* is a monthly e-newsletter that highlights updates during the Legislative Session, important events, news, and announcements. It is a great way to stay connected with information important to community colleges in Oregon and learn how you can take action to support colleges and students. The newsletter is published the first Thursday of each month, *except during a legislative session, at which time it becomes a weekly publication that comes out on Thursdays.*

To sign up to receive this free e-newsletter, visit <https://occa17.com/resources/newsletter/> and click the "Sign Up" button. The OCCA Digest will come from OCCA Communications Director Casey White-Zollman at casey@occa17.com, so be sure to add her email to your contacts to ensure the email arrives in your inbox and not your spam folder.

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The Oregon Community College Association was founded in 1962 with the purpose of providing support to the colleges before policymakers and partners whose actions affect the wellbeing of community colleges across the state. OCCA represents the 17 publicly chartered community colleges and their locally elected board members. Leading with racial equity, we advocate, communicate, and collaborate to strengthen community colleges for the benefit of Oregonians, particularly those historically underserved or systemically marginalized in higher education. Have questions about OCCA and our work to support Oregon's community colleges? Contact occa@occa17.com.

CEDR & SBDC



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BOARD REPORT – October 9, 2025

CEDR

Clatsop Center for Business, Community & Professional Development Clatsop WORKS & Cooperative Work Experience

CEDR

Submitted by: Kevin Leahy, CEDR Executive Director & CCC Associate Vice-President

- Flew to Orlando on Labor Day for the National SBDC Training Event (Conference) and was honored on Tuesday evening the 2nd to attend a “State Star” Reception at Disneyworld celebrating all the state stars from throughout the United States. We were also acknowledged at the General Session on Thursday the 4th and brought up on stage. Truly an amazing honor for me personally, our team, CCC, and Clatsop County!
- Attended a Housing Summit on 9/22 which was held at the Holiday Inn Express in Astoria and organized by Columbia Pacific EDD (Col-Pac). Encouraging news and progress on housing developments throughout the county, including those in the 30-60% and 60-120% AMI (area median income). Continuing to push for more affordable housing.
- CEDR Board meeting was held at our South County Center on 9/23. Sarah Lu Heath, Col-Pac Executive Director and Elissa Gertler, Clatsop County Housing Director, gave a high-level summary of the summit held the day before. The Board also directed a letter to be sent to FEMA on the dramatic consequences if the FEMA BiOP is enacted. Commissioner Anthony Huacuja presented the Countys point of view, which is to go with Option 1, which is to not make any changes. CEDR will follow that direction, and I am also sending out to the entire CEDR Board a letter template to use for other members who want to send a letter. Deadline for public comment is 10/6.
- Met with Providence Seaside CEO Rebecca Coplin on Friday 9/26 to thank her for her support of CEDR, CCC and the community as she transfers to the Hood River Providence Hospital to be closer to family. A big loss, but the interim CEO will be Jason Plamondon, the CNO at Providence Seaside Hospital who knows CCC well.

CENTER FOR BUSINESS, COMMUNITY & PROFESSIONAL DEVELOPMENT

Submitted by Josh Allison & Meyer Freeman

Small Business Development Center

- Food & Beverage Entrepreneur’s Boot Camp launched on 9/16. Class participants will cover varying aspects of the packaged food/beverage industry including: production, packaging, licensing, labeling, and retail requirements. This cohort integrates community partners – Consejo Hispano & Astoria Co+Op by providing commercial kitchen access and co-facilitating classroom instruction.
- Continued marketing for upcoming SBDC programming:
 - Retail Excellence Boot Camp (10/7)
 - Start Up Bootcamp (10/9)
 - Small Business Management 1 (11/5)
 - Small Business Management 2 (10/29)
- Held a team training with LearnWorlds representative to explore the back-end features of our Online Business Academy.

Community Education

- Completed entering summer term registrations into Colleague.
- Programmed 33 Community Education/Professional Development classes for Fall Term 2025
- Onboarding of new instructors completed with HR
- Coordinated with ENCORE Learn to increase FTE-eligible classes for 3rd Party reimbursement via HECC. Five additional FTE-eligible classes were programmed through ENCORE Learn for Fall Term.
- Attended meeting led by Ian Wilson (Director of Institutional Research and Data Architecture) to begin disaggregating non-degree student data. This should lead to improved metrics tracking and reporting in the future.
- Planning to meet with Curriculum Coordinator to discuss streamlining term-by-term class programming to make the process more efficient.

Clatsop WORKS Paid Internship Program & CCC Cooperative Work Experience

Submitted by Misty Bateman, Program Manager

Clatsop WORKS

- Our program is receiving more notice, representatives from Tillamook County, Columbia County, and Klamath Union High have reached out for program information and consults as they attempt to create their own version of Clatsop WORKS.
- I will be presenting at the HECC Regional Youth Workforce Convening in October: *Clatsop WORKS: Building a Rural Student Paid Internship Program through Education, Business, and Community Partnerships.*
- The summer 2025 intern cohort was rated highly by their respective employers for employability skills. See the mean intern cohort score below:

Employer Evaluations SU25	1= Poor		2=Fair		3=Adequate		4=Good		5 = Excellent		Overall performance
	Attendance	Punctuality	Basic skills (communication skills, professionalism, work attire, email etiquette, etc)	Relations with others	Judgement	Ability to learn	Quantity of work	Work initiative / attitude	Dependability	Quality of work	
Average of all interns' evaluation scores	4.7	4.8	4.6	4.5	4.2	4.5	4.3	4.4	4.5	4.5	4.5

- Professional Development for the 2025 intern cohort focused on Career Exploration. Students attended 7 sessions -4 with interactive activities and information in different career fields, one employability skills session, and the orientation and final presentation sessions. In the Career Exploration Evaluations Summary below, note how many students discovered new career interests in these sessions, OR ruled one out!

PROFESSIONAL DEVELOPMENT 2025 Career Exploration Area	EPA Brownfield grant work / Urban Revitalization	Nursing / Healthcare	HAYSTACK ROCK Marine Conservation / Marine Biology	Hyak Tongue Point Boat Lift / Maritime repair & maintenance / welding / construction
Attendance / Evals turned in	34	35	29	25
Were you interested in this career before this event? Are you interested in this career now?	yes/yes (3%) yes/no (0%) no/yes (35%) no/no (62%)	yes/yes (31%) yes/no (9%) (too stressful) no/yes (14%) no/no (46%)	yes/yes (31%) yes/no (3%) no/yes (21%) no/no (45%)	yes/yes (4%) yes/no (0%) no/yes (44%) no/no (52%)

- We had an informational table for Clatsop WORKS and CWE at the New Student Orientation Resource Fair in September.

Cooperative Work Experience (CWE)

- I gave a 5 minute Synapse at In-Service to remind faculty that Cooperative Work Experience is available to all students in any program.
- For fall term we have one student enrolled in CWE (AUTO280).

Foundation



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Foundation Board Report for Thursday, Oct 9th, 2025 Board of Education Meeting

Submitted by Beth van Elswyk, Sept 29th, 2025

- 1. Increase Student Access &**
- 2. Student Success -**
 - a. Scholarships OPEN till Oct 10th for second chance opportunities
 - b. Will be reviewing scholarship software
 - i. ensure we are using the most accessible and best for students
 - c. Tongue Point
 - i. Toured and Spoke at a WEALTH class to help future graduates
 - d. Starting office hours at MERTS
 - e. Creating avenues for community to give based on students' needs
 - i. le; laptops and working with my local Credit Union Wauna
- 3. Strengthen Reputation**
 - a. Community Outreach
 - i. Chambers / AAUW / PEO / Downtown Assoc / lunches with community leaders
 - b. Restart Newsletter in October
 - c. Update website fully by end of October
 - d. Start Social media campaigns
 - e. Adult Field Day with Sisu Sponsoring - postponed till March 2026
 - i. Timing was not working
 - ii. we now have 6 teams ready to pre-register with the postponement
 - f. Preparing weekly "good news" to share as press releases and updates to community
 - g. April 11th - Bandit in Wonderland
 - i. SAVE THE DATE
 - ii. Save the Dates going out to Political and Community Leaders 2nd week of Oct
- 4. Increase Organizational Effectiveness:**
 - a. Align Reports to Strategic Plan
 - b. Establishing a Governance Committee for Foundation Board
 - c. Establishing a digital hub for Foundation Board
 - d. 12 month calendar being set between ED and Benefits Navigator
 - e. "Wish lists" for every department
- 5. Build & Sustain Partnerships**
 - a. Donors / Grants
 - i. Roundhouse
 1. Fire Science finishing up and will renew
 - b. Partner Promos - NW Natural
 - i. Sept 16th Student Orientation BBQ with Foundation
 - ii. Featured in their upcoming quarterly newsletter
 - iii. Automotive upgrade to include Electric & Diesel
 1. Department meeting to be scheduled and plan will be shared after
 - c. Community
 - i. Continue regular involvement with County Wide meetings
 - ii. Alumni
 1. Alumni – "we want you" campaign to start by Nov.
 - i. Alumni Beautification Committee
 - ii. Alumni Association
 - d. On Campus
 - i. Bandit Celebration with TLC – Oct 17th

Communications and Marketing



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College

Board of Education

Communications and Marketing Report for Thursday, Oct. 9, 2025, BOE Meeting

Submitted by Julie Kovatch, 9/24/25

Communications – Internal collaborations and messaging to CCC community

- Website-
 - Website use: September-6.8K
 - Highest visited pages for June: Homepage, Catalog, Canvas, Schedules and Calendars, Area of Study, Register for Classes
 - Updated new **Student Handbook** page with current information provided by Christine Riehl; added Student Handbook to Main Menu Navigation & Tools Menu
 - Uploaded updated **Academic Catalog PDF** to the website per request from Office of Instruction
 - Updated web **Faculty & Staff Directory** with new faculty & staff and updated contact information
 - Updated **Foundation** page with updated data provided by Foundation
 - Updated **Maritime Science** pages with MMSEAS content (in collaboration with MMSEAS)
 - Processing and reviewing unused media in the website Media Library to delete old and outdated information that may pop up during google searches. As part of this process we have removed old press releases before January 2024 so old promotions to not pop up during searches.
- Completed Business Card order requests
- ID Photos for new Faculty & Staff, New Student Orientation students and first year nursing students
- Attended meetings and assisted with prep for New Student Orientation
- Met and communicated regularly with new ASG presidency to start fall term prep regarding their responsibilities, and student outreach.

Communications – External collaborations and messaging to public

- Press releases for: Art Show Reception, Board Seeking Applicants for Open Position, Student Feature Story on Sara Ruscetta, and Maritime Licensing Partnership
- Announcements to students and social media postings: Announcements of Scholarship cycle being open, ENCORE lecture, Participation in the Seaside Wheels and Waves Car Show, Foundation Field Day, Art instructor and students in local show, Labor day closure
- Attended the bi-weekly College Advocacy Coordinator meetings and the monthly Oregon Community College Marketing Public Relations Group meetings.
- Met with Foundation staff do collaborate on marketing efforts focused around student success.

Marketing – Printed Media, Radio, and Publications, Marketing events

- Ran ad in the Community Sports and Activities Guides for regional school sports.
- Purchased ad in Relocation Guide for people moving to area

Communications and Marketing Report for Thursday, Oct. 9, 2025, BOE Meeting

Submitted by Julie Kovatch, 9/24/25

- Prepping slides, social media posts and updating events on website for CCC events coming up for Fall Term.
- Met with Carpenter Media reps for digital advertising and agreed to a 6-month run to try out their services for geofencing and branded content. Developed content for ads to start as of Oct. 1.
- Interviewed and took photos of Sara Ruscetta, Welding student for a feature story.
- Worked with Thad Nolan in Automotive Dept. for the CCC entry in the Seaside Wheels & Waves Car show. We had the CCC Montego car in the show with an info booth next to it. Had some great conversations including a few with parents interested in information for their children about the program.
- Radio ads have started to run again during local high school games that focus on Oregon Promise, then during College football games the ads focus on transfer options and the benefit of staying local the first two years, and Seattle pro games that focus on adult learners wanting to go back to college to get training in skills for better jobs. I have also started incorporating our new mission into the radio ads using the phrase “reach your full potential”.
- Social Media- Audience- September #'s-
 - Facebook followers: 3,592 (up 9)
 - Instagram Followers: 1,403 (up 34)
 - Organic post reach #'s Facebook: 8K Instagram: 1K

Events – Recent and Upcoming

- Oct. 2- Ales & Ideas at Fort George Lovell Room
- Oct. 9- Art Show Reception
- Oct. 16- Open Mic
- Oct. 22- Library Story Hour featuring Magical Stories
- Oct. 31- Spooktacular Student Costume Contest and Social
- CCC event details and important dates can be seen on the CCC Calendar at: www.clatsopcc.edu/events/

Instruction and Student Success



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College

Board of Education

October Report to the Board
Office of Instruction and Student Services
Prepared by Provost Teena Toyas: BS,MA
September 28, 2025

The October Report to the Board will continue to provide updates related to how the Office of Instruction and Student Services is striving to achieve the five priority areas of focus related to the Clatsop Community College Strategic Plan.

Strategic Priority I-Improve Student Access

Office of Instruction and Student Services

1. Coastal Commitment (dual credit and sponsored dual credit for transfer) and College Now(dual credit and sponsored dual credit for CTE) continue to communicate with Astoria High School, Seaside High School, Warrenton High School, Knappa High School, Jewell High School, and additional area high schools to provide leadership, collaboration, and support for the schools, instructors, and administrators.
2. Program Specialist, Rinda Johansen and Provost Toyas met with Trip Goodall, Interim Superintendent of Warrenton School District on September 18, 2025, to discuss increasing the possibilities of increasing the dual credit and sponsored dual credit course opportunities for the Warrenton District. Rinda Johansen and Provost Toyas followed up with a meeting at Warrenton High School with Principal Bev Scott and Counselor Jamie Klebe on September 25, 2025, to further the conversation and to gain an increased perspective regarding the various possibilities for increasing partnership curriculum opportunities. Dual credit and sponsored dual credit course offerings will be expanded with Warrenton High School in 2025-26 academic year and in future years.
3. Course registration forms for the fall dual credit and sponsored dual credit courses have been sent to the area high schools. Student registration will be facilitated by the high school instructors and high school staff. CCC Staff will enter the registrations into the college information and registration system to ensure all high school students receive the proper college credit.
4. Clatsop will continue to expand dual credit course offerings, provide support to high school instructors through mentoring, improved grade reporting, and system access to ensure seamless operations for grade submissions by high school instructors and proper transcription of student grades.
5. Our dual credit and sponsored dual credit team of Mary Jackson, Rinda Johansen, and Provost Toyas and College Faculty Mentors will be working together to prepare the High School Based Partnerships for College Credit report for approval.

6. TRIO SSS, Admissions, Financial Aid, and other Student Services CCC collaborated to plan a successful New Student Orientation on September 16, 2025. There were over 120 students who attended the event. Full-time faculty met with their student advisees, students received tours of the Lexington Campus, students designed and created tie died t-shirts, and students were provided with essential information to help them be successful college student at CCC. Thank you to the Board of Education and Foundation Board members who served lunch to our new students and staff attending the successful event. A special thank you also goes to Northwest Natural Gas for providing the food, cooking capabilities, and sponsoring the lunch.

Strategic Priority II-Increase Student Success

Office of Instruction and Student Services:

1. Patriot Hall, the Campus Store, will continue to provide opportunities for students to be employed and learn life skills and employment responsibilities thanks to the Federal Work Study funding. New and returning students will be employed to work throughout the academic year in both locations. This is collaborative work between Financial Aid, Human Resources, and other college departments. Patriot Hall hours will change during the fall term. Fall hours in Patriot Hall are 6:30 AM to 8:00 PM Mondays through Fridays and 9:00 AM to 3:00 PM on the weekends.
2. The Bandit Food Pantry continues to provide food and clothing opportunities for students, staff, and others. The College Foundation partners with CCC to ensure that the services and opportunities continue to increase and sustain. The hours of operation for the Bandit Food Pantry and Closet are available on the website. Thank you to The Astoria Co+op for providing ample produce to Clatsop's Food Bank on a weekly basis.
3. Tutor and Writing Coordinator Abby Mortimer is working with the Office of Instruction, Library Director, Full-time Faculty, prospective tutors, and others to develop a tutoring schedule for math and writing. She will also be interviewing and hiring tutors for other subject areas.

Strategic Priority III-Strengthen Our Reputation

Office of Instruction and Student Services

1. Instructional administrators, full-time faculty, student services staff, advising staff, and instructional have been responding to student requests during the first week of the term to insure students are properly registered for the courses they need, direct them to proper campus locations, assist them in adding and dropping courses, and much more to ensure that students begin the first week of the fall term with success and a sense of belonging.

2. Instructional administrators and student services staff continue to meet with area high school administrators, staff, students, local businesses, and other community stakeholders to collaborate on partnerships, increased curriculum offerings, creative funding resources, and much more. These meetings and opportunities provide reassurance that Clatsop Community College provides strong leadership, organized structures, evidence of fiscal stability, and demonstrates a powerful sense of dependability.

Strategic Priority IV-Increase Organizational Effectiveness

Office of Instruction and Student Services

1. Full-time faculty and part-time faculty began instructing the scheduled course on September 22, 2025. Students were assisted with course changes in the First Stop if instructors provided permission for students to add a course during the first week of the term. Colleague the Student information system is working well to meet student, and staff needs to solidify improved organizational effectiveness.
2. Executive Coordinator to the President Felicity Green and Provost Toyas are collaborating to create the schedule for the important Ad Hoc visit on October 14, 2025. Meetings will select staff, committees, councils, and others will be scheduled to meet with accreditors.

Strategic Priority V-Build and Sustain Partnerships

Office of Instruction and Student Services

1. The Coastal Commitment and College Now team of Mary Jackson, Rinda Johansen, and Provost Toyas continue to meet area high schools to expand course offerings, provide advising assistance, increase administrative collaboration, ensure necessary mentoring, provide assistance with student enrollment, and continue engagement with high school staff for the 2025-26 academic year.
2. All areas of academic instruction and community education continue to collaborate with stakeholders and community partners to build and sustain collaborative partnerships and opportunities.

Activities and More for Provost Teena Toyas

- Participated in the Higher Education Coordinating Commission Career Technical Education Program Review on Zoom organized by Grant Director, Mary Jackson.
- Attended the Oregon Department of Human Services presentation on September 10, 2025, in Columbia Hall 219. The presentation provided information regarding services that are available for CCC students, gaining access to those services, and additional human services available to students.
- Attended the monthly Chief Academic Officer Zoom meeting to collaborate with Chief Academic Officers from other Oregon community colleges and stay abreast of instructional updates, opportunities, changes, and more.

- Participated in the College Credit Partnerships Self Study: Cohort 3 Orientation. This meeting was led by Higher Education Coordinating Commission Staff and the Department of Education Staff associated with High School Based Partnerships and College Credit. The information centered around preparation for the Self Study Review and approval for the program for State Cohort 3.
- Participated in, facilitated, and assisted with in-service sessions from September 15 to September 19, 2025.

Pre-College TRIO Board Report October 2025

Submitted by Amy Magnussen, MSW, Pre-College TRIO/Career Connected Learning Director

Strategic Priority 1: Improve Student Access

Pre-College TRIO currently serves **774 first-generation and low-income middle and high school students** in Clatsop County through the Talent Search and Upward Bound programs. This summer, we supported **43 graduating TRIO seniors** successfully transition to Clatsop Community College as first-time first-year students.

Strategic Priority 2: Increase Student Success

Our team delivers year-round academic and college readiness programming tailored to each grade level. September services included:

- Recruitment for the Talent Search Program
- College and career planning workshops/College Enrollment Support
- Scholarship application support (Beat the Odds, Haggen, and Gates Millennial)
- Career Connected Learning (Identifying school partners & CCL interest areas)

These services directly promote persistence toward high school graduation and smooth transitions into postsecondary education.

Strategic Priority 3: Strengthen Our Reputation

Pre-College TRIO continues to strengthen CCC's visibility through our daily presence in **eight Clatsop County schools**. Additionally, our participation in back-to-school nights and family engagement events reinforces the college's reputation as a leader in supporting first-generation and low-income students. In addition, the **TRIO Summer Academy**, hosted on CCC's campus, provided students with the opportunity to become familiar with college facilities and engage directly with CCC faculty and staff.

Strategic Priority 4: Increase Organizational Effectiveness

Pre-College TRIO maintains rigorous data tracking systems to measure student performance outcomes and ensure strong grant accountability. Staff regularly engage in professional development and employ a student-centered advising model. This year, we are also facilitating the **Career Connected Learning Grant**, which expands our reach to more pre-college students while highlighting CCC's career and technical pathways, certificates, and degrees.

Strategic Priority 5: Build and Sustain Partnerships

We continue to cultivate strong partnerships with local school districts, community organizations, and higher education institutions. In September, CCC Admissions and Career Connected Learning co-hosted a Pre-College CCC Partner Meeting to share information about CCC's collective work in the schools and identify opportunities to coordinate and elevate one another's work. This month, Pre-College TRIO and Career Connected Learning will host **Shaun Barrick, Economist with the Oregon Employment Department**, for a presentation on Oregon's job forecasts and the future of work. The event is open to all.

TRIO Student Support Services (SSS) and Advising Report Prepared for the 10/9/2025 Meeting of the CCC Board of Education Submitted on 9/25/2025 by Christine Riehl, Director of TRIO SSS and Advising

This report demonstrates how TRIO SSS and Advising work aligns with the five areas of the new CCC Strategic Plan.

Improve Student Access

1. Throughout the summer the advising team has been meeting with new students and helping them register and get ready for the fall quarter. One of the focus areas of these meetings was to make sure students understood their account statements.
 - a. Students accessed their account statement via their student portal and were assisted in understanding their statement.
 - i. They reviewed the courses they registered for.
 - ii. Looked at the fees they were charged.
 - iii. And noted if financial aid funds had been applied to their account.
 - b. If a student did not have financial aid funds on their account statement, the advising staff then helped them review the status of their financial aid in the student portal and assess what needed to be done to make sure the student had funds to pay for their classes.
 - c. Students were also referred to campus resources, such as the Benefit Navigator, the STEP coordinator, and Student Access Services as needed.

2. TRIO SSS had 59 spots in early September to fill ensuring a full program of 160 students. During September 13 students became members of TRIO SSS for a total of 114 students/160 spots. Most of these students were also new Clatsop CC students.

Increase Student Retention and Success

1. In early August, the Advising team identified and reached out to all the students that were registered for spring quarter, were not registered for fall quarter and did not graduate. Fifty-eight students were assisted with a variety of issues and many met with someone in advising and registered for fall quarter. By mid-September 45% of the 130 students contacted had registered for fall quarter classes.

Strengthen Our Reputation

1. As part of the NSO committee the TRIO SSS/Advising director has worked to update the student handbook.
 - a. To see the new student handbook:
 - i. Go to the college website
 - ii. Click on “Tools” in the upper right corner or Click on Bandit Life then choose Student Handbook
 - iii. The direct link is <https://www.clatsopcc.edu/student-handbook/>
 - b. A printed student handbook is also available in the First Stop and in the Advising Center.

Increase Organizational Effectiveness

1. The advising team has assigned all degree-seeking students to their faculty or TRIO advisors for the fall quarter. If a student is registered for less than 6 credits, they are assigned to someone on the advising team as their advisor.
2. All advising Canvas shells are updated and new ones have been built for the new full-time faculty and a shell for students taking less than 6 credits.
3. The advising team has set a goal of assigning all degree-seeking students to an advisor by the end of the first week of classes so students will have academic support throughout the entire quarter.
4. The 25-26 academic year is the first year of the new TRIO SSS five-year grant cycle. The TRIO SSS staff met in early September for a two-day retreat to focus on updating student facing forms, developing a yearlong calendar of TRIO SSS events and workshops, and discussing strategies to fulfill new grant requirements.

Build and Sustain Academic and Workforce Partnerships

1. TRIO SSS and Advising depend on partnerships throughout the college to best serve students.
 - a. In late August TRIO SSS partnered with the financial aid office to give an additional \$4,500 in scholarship money to TRIO SSS students. TRIO SSS had unspent funds due to COVID and staff changes throughout the 5-year grant cycle (2020-2025) allowing TRIO SSS to give away a total of \$64,654 in scholarship money to low-income TRIO SSS students in the Sept 1, 2024 – Aug 31, 2025, academic year.

Nursing, Allied Health & Public Safety

Report for 10.09.25 Meeting of the CCC Board of Education

Respectfully submitted on 09.23.25 by Tina Kotson, Interim AVP Nursing, Allied Health & Public Safety (NAHPS)
The Board report for Nursing, Medical Assisting, Nursing Assistant, EMT, and Fire Science is organized to demonstrate how the department is working toward achieving the five areas of focus outlined in the 2025-2030 Strategic Plan.

I. Improve Student Access

1. **We welcomed 24 new nursing students** to campus with an all-day New Nursing Student Orientation on 9/18. This is the third consecutive year the program has maintained this increase in enrollment.
2. **Twenty-four new medical assisting students** attended a Welcome to Campus Orientation on 9/18. This class is twice the size of the past five fall cohorts, thanks to efforts by Holly Tumbarello. We are excited to welcome this expanded new class to campus!
3. **Nearly 20 new students began** the 2-part EMT 151/152 series this term with co-teachers Josh Feller and Spencer Johnston as well as new medical director Dr. Paul Silka. Additionally, work is underway to **introduce a hybrid advanced/intermediate EMT class by mid-Winter term.**
4. Kurt Donaldson and John Jerome are teaching a **wide range of fall Fire Science courses.** More than a dozen students are enrolled in EACH of the FRP courses offered this term, and **at least 16 CCC students are listed as Fire Science majors.**
5. The **2026-27 Nursing Program Application** will be posted to the CCC website by October 1. Several revisions have been made to enhance the user experience with the application. Additionally, **five Application Information sessions** (two in-person and three via Zoom) will be scheduled in the fall term, focusing on completing the application process for students who plan to apply in February 2026.
6. This year, the nursing program has a **new dedicated classroom in Columbia Hall (COL 116)** which has been **painted and fully furnished by our Facilities team** to hold 40+ students. Additionally, **Tom Ank has equipped the room to create a High Flex environment,** which will enable us to recruit and meet with students interested in the program. The room can also accommodate students who are unable to attend events in person, allowing them access to class.

II. Increase Student Success

1. **20 returning nursing students** began classes this term, which is an 80% retention rate from their first year. These “seniors” are scheduled to graduate on June 12, 2026.
2. **New student orientations** for nursing, medical assisting, and EMT students provided students with a plethora of information about the specific programs as well as myriad on-campus student resources such as financial aid, tutoring, counseling, SAS, advising, emergency funds, and the Food Pantry.
3. **Nursing instructor Devon Weaver** is working on her PhD in Nursing Education. She recently completed the Certified Nurse Educator curriculum and earned the coveted national CNE distinction. Devon has kindly shared many lessons from her studies with nursing faculty colleagues, which are being implemented in our teaching strategies and curriculum. We are very fortunate to have her on our teaching team!
4. **On October 6, we are welcoming the OHSU RN to BS advising team to share important information with our nursing students.** As an OCNE partner, CCC strongly supports students’ pursuit of a bachelor’s degree in nursing immediately after graduation from our program. **As a result, more than half earn a BSN within 3 years of graduation from CCC.**

III. Strengthen our Reputation

1. Tina continues to provide **guided tours for potential donors** of the nursing skills and simulation labs.
 2. In October, Tina Kotson and Beth Van Elswyk from the Foundation will be meeting with representatives from **Providence Health as well as the Oregon Center for Nursing (OCN)** to share the good news of how their respective grants are supporting student success!
-

Nursing, Allied Health & Public Safety
Report for 10.09.25 Meeting of the CCC Board of Education
Respectfully submitted on 09.23.25 by Tina Kotson, Interim AVP Nursing, Allied Health & Public Safety (NAHPS)

IV. Increase Organizational Effectiveness

1. **Six FT faculty** are collaborating to teach and mentor the 44 nursing students in both cohorts. Additionally, **three PT faculty** are providing additional clinical and lab support throughout the year. This is **the largest nursing faculty team we have had in over a decade**.
2. Tina has committed to **spending one full day each week at the MERTS campus** to ensure faculty and students have access to leadership during the workday.
3. Tina is working with leadership to identify funding and begin preparations for the **mandatory 2-3 year national accreditation process that is now required in the state of Oregon by July 1, 2029**. The accreditation is **likely to cost the college \$20,000-\$30,000** over the next four years and requires full participation from nursing faculty, staff, and students, as well as from all members of the broader CCC community. **We will be looking to the BOE for support in the near future**.
4. Tina is drafting a **response to the five-year EMS Accreditation Report** received in mid-August. A handful of deficiencies are being addressed. Response to the report will be filed by the end of October.
5. All members of the NAHPS team continue their work to **achieve strategic goals** as outlined in the new strategic plan. Most FT faculty serve on Strategic Planning committees and other college committees that meet regularly.

V. Build & Sustain Partnerships

1. Tina and Jarrod continue to collaborate **with CMH and OHSU leadership** to strengthen partnerships, grow NAHPS programs, and support the collaborative effort to make **Clatsop County a rural healthcare hub**. We are grateful for the continued support from CMH over more than 43 years, as well as for the consortium with OHSU during the past decade. **One of the collaborative projects includes a “job share”** of a CMH medical assistant who will serve as an instructional assistant for the CCC MA program.
 2. Tina is meeting this month **with leadership at Providence Seaside Hospital (PSH)** to discuss ways to strengthen our partnership. We are grateful for our long-standing relationship with Providence, which allows nursing and medical assisting students to practice direct patient care in the hospital and Providence clinics throughout Clatsop County.
 3. In late October, Tina and Jarrod will meet with representatives from Providence Seaside Hospital and Seaside Schools to **collaborate on a new project to develop a healthcare occupations program for Seaside students**.
 4. The **CCC Nursing Advisory Committee will expand to include two emeritus members as well as a student member** this fall. All 20+ existing members are returning. We plan to hold two of the three quarterly meetings in person (for the first time since 2020) at the encouragement of the members. The first meeting is scheduled for October 14.
 5. The **CCC EMT and Fire Science Advisory Board will also expand this year** to include a student and additional professional and community representatives from local fire departments and Medix Ambulance Service. Plans are underway for at least three quarterly meeting dates throughout the year. The first meeting is scheduled for October 17.
 6. **The nursing department maintains nearly two dozen active clinical partnership agreements** with acute care, long-term care, clinics, and community-based care organizations in the local community. All nursing affiliation agreements have been renewed until 2030. Additionally, **the medical assisting and EMT departments maintain more than a dozen similar agreements** that will be renewed later this year. All of these agreements are based on sustained workforce relationships that enable CCC students to learn in a diverse range of local healthcare facilities. We are very grateful for these continued partnerships.
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Human Resources



Clatsop
Community
College

Board of Education

To: **Board of Directors**

Prepared By: Anita Jensen

Date: October 9, 2025

Subject: **New Hires, Job Postings, Separations, Position Changes,
Recruitment News**

NEW HIRES

- Nothing to Report

NEW JOB POSTINGS

- Nothing to Report

SEPARATIONS

- Nothing to Report

POSITION CHANGES

- Nothing to Report

RECRUITMENT EFFORT UPDATE STATEMENT

- Nothing to Report.

Old Business



Clatsop
Community
College

Board of Education

AP 2110 Vacancies on the Board of Education

References:

ORS 341.335

Sample Interview Questions are listed at the end of this Procedure

When the Board of Education determines to fill the vacancy by appointment, the President shall assure that there is ample publicity to and information for prospective candidates.

The posted notice of vacancy shall include directions regarding applications or nominations of legally qualified candidates. Persons applying or nominated must meet the qualifications required by law for members of the Board of Education.

~~Persons applying for appointment to the Board of Education shall receive a letter from the President containing information about the college and the Board of Education, including a candidate interest and information sheet to be completed and returned by a specific date.~~ The President's Designee Board secretary will review all completed applications to confirm statutory qualifications.

The Board of Education will develop a "standard" set of questions ~~to that will~~ be asked of ~~each the~~ candidates. Each candidate will be asked the same questions. The candidates will be provided a copy of the questions in advance of the scheduled interview.

The Board of Education shall request personal interviews with all qualified candidates. Interviews will be conducted in a public hearing scheduled for that purpose.

Each Board of Education member will review all candidate information sheets, with final selection made by a majority vote (four or more) of the Board of Education members at a public meeting called for that purpose.

END OF PROCEDURE

Approved: **November 13, 2018**

~~Sample – interviewee to receive the questions in advance of the Interview~~

~~Board Interview Vacancy Questions~~
~~Zone – _____~~

~~A. Candidate – 3 minute statement of interest~~

~~B. Board – Interview Questions:~~

- ~~1. Describe your volunteer and community experience.~~
- ~~2. If a visitor asked you to describe the College, how would you describe it?~~
- ~~3. What motivated you to apply for this position?~~
- ~~4. This Position on the Board expires on June 30, _____. Would you consider running for office in the May _____ election to serve the unexpired _____ year portion of this 4 year term?~~
- ~~5. What expertise (business background, previous work in an educational institution, education related service, etc.) do you feel you bring to the Board?~~
- ~~6. If you find yourself in a minority position on an important issue, how will you handle the situation?~~

~~C. Candidate – Do you have any Questions?~~

~~D. Candidate – Is there anything, which we didn't ask you about that you would like to share?~~

END



BP 2110 Vacancies on the Board of Education

References:

ORS 341.335

AP 2110 Vacancies on the Board of Education

The Board of Education shall declare the office of a board member vacant if it finds any of the following:

- (a) The incumbent has died or resigned.
- (b) The incumbent has been removed or recalled from office or the election of the incumbent thereto has been declared void by the judgment of a court.
- (c) The incumbent has ceased to be a resident of the district from which the incumbent was nominated or elected.
- (d) The incumbent has ceased to discharge the duties of office for two consecutive months unless prevented therefrom by sickness or other unavoidable cause or unless excused by the chairperson of the Board of Education.

A Board member who changes permanent residence from one Zone of the District to another Zone or who by a change in Zone boundaries no longer resides in the Zone to which elected or appointed is entitled to continue to serve as a Board member until June 30 following the next regular district election at which a successor shall be elected to serve for the remainder of the unexpired term, if any.

When a vacancy is declared the remaining Board of Education members shall meet and appoint a person to fill the vacancy from any of the electors of the zone from which the vacancy occurs.

If the offices of ~~a majority~~ four or more of the board members are vacant at the same time, the governing body of the principal county shall appoint persons to fill the vacancies from any of the electors of the zone from which the vacancy occurs.

The period of service of a Board of Education member appointed to a vacant position commences upon appointment and expires June 30 next following the next regular district election at which a successor is elected. The successor shall be elected to serve the remainder, if any, of the term for which the appointment was made. If the term for which the appointment was made expires June 30 after the election of the successor, the successor shall be elected to a full term. In either case, the successor shall take office on July 1.

The Board of Education shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board of Education will determine the schedule and appointment process, which may include interviews at a public meeting.

END OF POLICY



Board Adoption Date:
Last Revised:

Rescinds: 1.025

Draft Board Goals 2025–2026

1. Board Self-Evaluation

Aligned with Strategic Priority 3: Strengthen Our Reputation

By March 2026, the Board of Education will conduct a comprehensive 360-degree evaluation of its performance, gathering input from board members, college leadership, faculty/staff, and community stakeholders. The Board will review the results and prepare a summary report to inform continuous improvement and strengthen governance practices.

2. Institutional Effectiveness

Aligned with Strategic Priority 4: Increase Organizational Effectiveness

Each quarter, during a regularly scheduled board meeting, the Board of Education will review the College's Strategic Plan Scorecard and Institutional Effectiveness Dashboard, ensuring progress and alignment with the College's mission, strategic priorities, and accreditation standards.

3. Board Communication Training

Aligned with Strategic Priority 4: Increase Organizational Effectiveness

Prior to January 2026, the Board of Education will participate in an interactive Microsoft Outlook (mail and calendar) training session led by Tom Ank, designed to strengthen communication practices, improve meeting coordination, and enhance the effective use of digital tools.

New Business



Clatsop
Community
College

Board of Education



March 3, 2025

Mr. Jarrod Hogue
President
Clatsop Community College
1651 Lexington Avenue
Astoria, OR 97103

Dear President Hogue:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 28-31, 2025, concerning the Fall 2024 Ad Hoc Report with Visit and Fall 2024 Financial Resources Review of Clatsop Community College.

Accreditation

Accept the Report, Issue Warning on Recommendation 1: Fall 2021 Ad Hoc Report with Visit

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 1: Fall 2021 Ad Hoc Report with Visit - Continued as Non-Compliant

Recommendations Out of Compliance

The Commission finds that the following Recommendations are areas where Clatsop Community College is out of compliance with the NWCCU Standards for Accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, the Commission requires that Clatsop Community College take appropriate action to ensure these Recommendations are addressed and resolved within the prescribed three-year period.

The Commission recommends that Clatsop Community College:

- Recommendation 1: Fall 2021 Ad Hoc Report with Visit - Review and revise institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. (2020 Standard(s) 1.B.1;1.B.3;1.B.4)

Future Evaluations

- Ad Hoc Report with Visit Fall 2025
 - Recommendation 1: Fall 2021 Ad Hoc Report with Visit
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Fall 2025
- Financial Resources Review Spring 2026
- Year 7 - Evaluation of Institutional Effectiveness Fall 2026

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Selena Grace, at sgrace@nwccu.org.

Sincerely,

Jeff Fox
Interim President

cc: Ms. Teena Toyas, Provost/Chief Academic Officer
Mr. Ed Johnson, Chair, Board of Education
Mr. Chris Bragg, Dean of Institutional Effectiveness and Communication, College of Southern Idaho
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission



Clatsop Community College

Ad Hoc Report

**Submitted to the Northwest Commission on Colleges and
Universities (NWCCU)
Fall 2025**



Table of Contents

Introduction.....	1
Response to Recommendation 1 (Standards 1.B.1; 1.B.3; 1.B.4)	2
1. Strengthen Institutional Planning and Mission Fulfillment	2
2. Evidence of Data-Informed Planning and Decision-Making	3
a. Improving Relationships with High Schools and K-12 Leadership.....	5
b. Student Success and Belonging.....	5
c. Reputation and Community Trust	6
d. Access through Modality	7
e. Revenue Mix and Budget Forecasting.....	8
f. Resource Allocation Guided by Evidence	9
Next Steps (2025–2026)	11
Conclusion	12



Introduction

Clatsop Community College (CCC) submits this Ad Hoc Report in response to the Northwest Commission on Colleges and Universities (NWCCU). This report directly addresses Recommendation 1 (Fall 2021 Ad Hoc with Visit), for which the Commission issued a [Warning](#) in March 2025. CCC acknowledges its current Warning sanction and provides evidence of substantive progress toward compliance with Standards 1.B.1, 1.B.3, and 1.B.4.

Recommendation 1 originated during CCC's 2019 Mission Fulfillment and Sustainability Evaluation ([report](#)) and has since been the subject of multiple follow-up reports and visits, including Ad Hoc Reports in [Spring 2021](#), [Fall 2021](#), [Spring 2023](#), and Ad Hoc Report and Visit in Fall 2024. Each of these evaluations recognized areas of progress but confirmed that Recommendation 1 remained unresolved. The January 2025 Commission action accepted the [Fall 2024 Ad Hoc Report](#) but issued a Warning, requiring CCC to submit this Fall 2025 Ad Hoc Report with Visit to demonstrate that planning processes are now reviewed, revised, and implemented in a manner that collectively supports mission fulfillment and effective strategic decision-making.

Exhibits:

[NWCCU Letter – Response to CCC Ad Hoc Reports \(July 2021\)](#)

[NWCCU Commission Letter – Ad Hoc Report Review \(March 3, 2025\)](#)



Response to Recommendation 1 (Standards 1.B.1; 1.B.3; 1.B.4)

The Commission directed CCC to review and revise institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making.

The Commission's Warning requires CCC to demonstrate that its planning framework is both data-driven and actionable. In response, the College undertook a comprehensive recalibration in 2025, clarifying mission fulfillment indicators, finalizing baseline measures, and establishing peer and state benchmarks. Strategic priorities are now explicitly [tied to planning](#), assessment, budgeting, and resource allocation, ensuring that evidence informs institutional decisions and supports continuous improvement.

1. Strengthen Institutional Planning and Mission Fulfillment

Clatsop Community College's mission is empowering all students to reach their full potential. The vision affirms CCC as a diverse and dynamic center for education, workforce development, and community enrichment. The values of accessibility, collaboration, community, inclusivity, and integrity guide decision-making.

The [2025–2030 Strategic Plan](#) was developed through an intentional, [inclusive](#), and data-informed process. In 2024, CCC engaged more than 400 stakeholders through surveys, focus groups, and interviews with students, faculty, staff, community partners, and K–12 leaders. An external facilitator helped synthesize findings into the [Insight Report](#), which identified opportunities in access, advising and belonging, organizational effectiveness, reputation, and partnerships. Despite significant leadership transitions and ERP implementation, CCC sustained momentum through a core planning team, and ultimately a [framework](#) presented to the Board in September 2024 and [approved](#) in November 2024. The planning process also incorporated a new quarterly [student survey](#), a second annual [community survey](#), and a 360-degree presidential [evaluation](#) tied to strategic priorities, strengthening the evidence base.

The Strategic Plan organizes the mission through five strategic priorities: Improve Student Access, Increase Student Success, Strengthen Reputation, Increase Organizational Effectiveness, and Build and Sustain Partnerships. Each [priority is anchored by clear objectives](#), measurable indicators, and concrete actions. Together, they create the framework that drives CCC's institutional effectiveness and provide the standard by which we define and demonstrate mission fulfillment.

Strategic planning is becoming more embedded across the institution. Leadership has begun intentionally aligning budget, program development, and student success initiatives with the strategic priorities. Beginning in September 2025, Board reports will include quarterly scorecard updates, strengthening the connection between governance and the

College's strategic direction. At the unit level, faculty and staff are in the early stages of [linking their initiatives](#) to strategic plan objectives, reinforcing how departmental work contributes to institutional mission fulfillment. While this integration is still maturing, CCC has established structures that are making the plan a living framework to guide operations, resource allocation, and accountability.

In direct response to the 2019 concern that CCC had no acceptable thresholds for mission fulfillment, the College now defines mission fulfillment through the five sections of the Institutional Effectiveness Dashboard. These sections align directly with the Strategic Priorities: Student Access, Student Success, Reputation, Organizational Effectiveness, and Partnerships.

Each section is operationalized through measurable indicators in the Strategic Plan [Scorecard](#), and overall mission fulfillment is monitored through the Institutional Effectiveness [Dashboard](#). Baselines were established in 2025 and, where appropriate, benchmarked against statewide and peer community colleges. Mission fulfillment is achieved when at least 70% of all indicators, and 67% of Student Success indicators, are on track (green). These thresholds are new and still being tested, but they already give the College a clear and transparent standard for evaluation

For example, Student Access is tracked through the percentage of local high school graduates enrolling immediately after graduation and the enrollment of adult learners. Student Success is measured through fall-to-winter persistence, fall-to-fall retention, and achievement rate (transfer or completion). Reputation is reflected in measures such as community [Net Promoter Score \(NPS\)](#), which was first introduced in the *Insight Report* and is now collected annually to show [progress](#) over time.

Organizational Effectiveness is monitored through fiscal and operational indicators, including maintaining an [ending fund balance](#) as a percentage of expenditures, leadership stability, and employee satisfaction. Partnerships are evidenced by the number of industry partners providing financial or in-kind support.

Together, these thresholds demonstrate that CCC has moved beyond defining mission fulfillment through activities alone. Mission fulfillment is now demonstrated by concrete, outcome-based indicators tied directly to the College's Strategic Priorities, with early results confirming progress and a framework in place for continuous improvement.

2. Evidence of Data-Informed Planning and Decision-Making

The 2025–2030 Strategic Plan, its Scorecard, the Institutional Effectiveness Dashboard, and new data reporting now support a continuous improvement cycle aligned with NWCCU Standards 1.B.1, 1.B.3, and 1.B.4. The cycle involves collecting and analyzing evidence, confirming findings with stakeholders, setting objectives, aligning resources, implementing

actions, and then assessing results with disaggregated indicators. Results are used to refine planning, decision-making, and budgeting.

The indicators in the Strategic Plan Scorecard are newly established and are in their first year of implementation. While still maturing, they provide a structured framework for accountability and improvement. Cabinet will review these indicators monthly, and the Board of Education will review progress quarterly. Results from student, employee, and community surveys will also be systematically incorporated into mid-year and annual adjustments. These practices ensure that planning is not static but continuously reviewed, revised, and acted upon in direct response to the Commission's Warning.

Supporting this cycle, CCC has brought Institutional Research in-house and established a new data infrastructure framework. Finalizing the transition to a new student information system during the 2024–25 academic year provided the ideal opportunity to strengthen data reporting at the technical infrastructure level. The framework has three components:

1. Internal [Enrollment Dashboards](#) provide faculty and staff with live enrollment data that update daily. Information includes FTE, headcount, and enrollment trends, all of which can be disaggregated by department, major, course modality, and student demographics. These dashboards are accessible to all employees, ensuring transparency and consistency in data use.
2. The Student Achievement [Dashboard](#) presents the student success and access indicators identified in the 2025–2030 Strategic Plan. Hosted on a public webpage, it provides external stakeholders with a clear picture of progress, including peer comparisons where available. Indicators are disaggregated by race/ethnicity, age, gender, and other student characteristics to track equity gaps and inform targeted interventions.
3. Ellucian Insights is the College's new [custom reporting](#) platform that enables departments to build and access live reports tailored to their operational needs. It is already in use by Financial Aid, the Registrar, Admissions, the Business Office, and TRIO, allowing each to make real-time decisions based on current enrollment, aid, and student progression data.

Together, these tools provide the live, disaggregated evidence needed to sustain the continuous improvement cycle and embed accountability into every level of the institution.

Exhibits:

[2025–2030 Strategic Plan Framework](#)

[2025-2030 Strategic Plan](#)

[Strategic Plan Scorecard](#)

[Institutional Effectiveness Dashboard](#)

Examples of Data-Informed Planning and Decision-Making:

a. Improving Relationships with High Schools and K–12 Leadership (Priority 1 – Improve Student Access; Priority 5 – Build and Sustain Partnerships)

The 2024 Insight [Report](#) highlighted the need to strengthen relationships and communication with local high schools and K–12 leadership, noting inconsistent engagement and unclear processes as barriers for students. In [response](#), CCC now holds regular meetings with district leaders, established a more consistent dual credit process, and ensures timely, accurate admissions information is shared.

These actions are embedded in the 2025–2030 Strategic Plan under Objective 3.1: Improve relationships with high school staff and leadership, with progress measured by the indicator “% of local high schools engaged in at least one annual collaboration meeting.”

- **Data/Assessment:** The 2024 Insight Report identified inconsistent engagement and unclear processes with local high schools as barriers for students.
- **Action Taken:** Began holding regular [meetings](#) with district leaders, standardized the dual credit process, and improved accuracy and timeliness of admissions information.
- **Measurement:** Indicator in Strategic Plan Objective 3.1: percentage of local high schools engaged in at least one annual collaboration meeting.
- **Results:** Stronger, more consistent partnerships with K–12 leadership are building clearer pathways for students; updated engagement data are being collected with the new indicator.

b. Student Success and Belonging (Priority 2 – Increase Student Success)

A 2023–24 Student Success [Report](#) showed fall-to-winter persistence and fall-to-fall retention below state and peer averages. These measures are also tracked on the College’s Institutional Effectiveness Dashboard, reinforcing their role as core indicators of mission fulfillment. Listening sessions confirmed the need for stronger belonging and engagement supports.

In response, the College implemented Objective 2.1: Enhance student belonging efforts, redesigning the first-year experience, strengthening advisor training, and expanding peer connection opportunities. CCC also pursued and secured \$234,000 through a First-Generation [Student Success Grant](#), which will support retention with supports and activities such as first-year experience.



Progress is now being tracked by student satisfaction, belonging survey results, and student club participation, ensuring persistence challenges are addressed through measurable, intentional strategies.

- **Data/Assessment:** Persistence and retention rates below state and peer averages; listening sessions highlighted the need for stronger belonging supports.
- **Action Taken:** Launched Objective 2.1, Implementing a first-year experience, strengthening advising, and securing a \$234,000 First-Generation Student Success Grant.
- **Measurement:** Tracking student satisfaction, belonging survey results, and club participation.
- **Results:** Updated retention numbers are pending, but leading indicators such as surveys show positive gains in student belonging.

c. Reputation and Community Trust (Priority 3 – Strengthen Our Reputation)

The 2024 Insight [Report](#) identified the need to strengthen CCC's visibility and reputation in the community. Stakeholders emphasized clearer communication of the College's value and stronger engagement with K-12, business, and civic partners.

In response, CCC increased [visits](#) and roundtables with K-12 leaders, re-engaged business groups, and placed a renewed focus on highlighting success stories shared in the community and in the press. To measure progress, the College launched an annual community [survey](#) that tracks year-over-year perceptions and outcomes.

The [Net Promoter](#) Score (NPS) is a simple but powerful measure of reputation and stakeholder satisfaction, asking how likely respondents are to recommend Clatsop Community College to others. For a small community college, where enrollment relies heavily on local students and word-of-mouth strongly influences choice, NPS provides a standardized indicator of public trust and perceived value. A higher score signals that students, families, and community partners view CCC positively and are willing to advocate for the College, while a lower score offers an early warning of potential challenges.

Progress is tracked through indicators such as NPS, K–12 leader visits and roundtables, industry donations, and public success stories. Early results show measurable gains, with NPS [improving](#) from –34 to +20, reflecting stronger community perception and trust.

The most recent community survey in 2025 [underscored](#) long-term opportunities for CCC, including partnering with local industries for targeted workforce programs (Priority 5) and investing in modernizing campus facilities (Priority 3).

CCC’s response to these findings demonstrates its commitment to ongoing assessment and action. The College has already submitted a [proposal](#) to Columbia Memorial Hospital for expanded workforce training partnerships as part of their hospital expansion, secured an HVAC training [grant](#), and obtained [reauthorization](#) of the MERTS capital match to strengthen maritime and technical training facilities.

- **Data/Assessment** – The 2024 Insight Report identified reputation and visibility as areas needing improvement.
- **Action Taken** – CCC responded with targeted K–12 visits, business engagement, and community storytelling.
- **Measurement** – The College created a community survey with NPS as a standardized outcome measure.
- **Results** – NPS moved from –34 to +20, showing drastic improvement.

d. Access through Modality (Priority 1 – Improve Student Access)

CCC’s quarterly student [survey](#) and community [feedback](#) identified course availability and transportation as barriers to access. Peer benchmarking confirmed that Clatsop offers fewer online sections than nearby regional peers, particularly in the sciences. These findings reinforced the need to expand flexible delivery as a core measure of mission fulfillment.



In response, the College advanced Objective 1.3: Expand programs and course offerings by proposing and launching a [HyFlex expansion](#) initiative. This effort ensures students can participate in courses either in person or online in real time, reducing transportation barriers and increasing overall access to programs of study. This initiative will be tracked by course fill, success, and withdrawal rates, disaggregated by location and student group, ensuring that

expanded modalities lead to measurable improvements in equity and access.

- **Data/Assessment:** Surveys and community feedback identified course availability and transportation as barriers; benchmarking showed fewer online sections than peers.
- **Action Taken:** Launched HyFlex expansion to increase access across modalities.
- **Measurement:** Course fill, success, and withdrawal rates, disaggregated by location and student group.
- **Results:** To be determined (implemented for 2025-26)

e. Revenue Mix and Budget Forecasting (Priority 3 – Strengthen Our Reputation)

CCC made an intentional effort to strengthen its financial forecasting by developing multi-year [revenue reports](#) that take revenue streams often subject to uncertainty and make them more predictable overall. In addition, the College now maintains a [four-year budget summary](#) that is reviewed monthly by the President and Financial Consultant and [shared with the Board](#). By tracking property taxes, state appropriations, tuition, and other sources across multiple years, leadership gains a clearer view of long-term patterns and can forecast with greater confidence, confirmed by the most recent [budget vs actuals](#).

Property tax projections ([see highlights in blue](#)) now leverage historical growth and collection rates as a reliable baseline. Tuition revenue forecasts are now modeled on observed enrollment trends, and in 2025, [tuition increases](#) were indexed to the Consumer Price Index as a data-informed measure of the College's cost of doing business. In addition, CCC considered the average community college tuition rate in Oregon to ensure alignment with statewide norms. Together, these measures

reinforce credibility and transparency, showing that tuition adjustments are tied to cost and market data rather than used to plug gaps.

With this consolidated trend analysis, CCC has moved to a more strategic model that reduces uncertainty, improves accuracy, and strengthens financial decision-making.

- **Data/Assessment:** Revenue streams such as property taxes, state appropriations, and tuition are uncertain; prior forecasts lacked consistency.
- **Action Taken:** Developed multi-year revenue reports, created a four-year budget summary reviewed monthly by the President and Financial Consultant and shared with the Board, and tied 2025 tuition increases to CPI, benchmarked against Oregon community college averages.
- **Measurement:** Ending fund balance, salaries and benefits as a share of expenditures, and alignment of budgeted vs. actual revenues.
- **Results:** FY2025 budgeted revenues closely matched actuals, demonstrating improved accuracy, transparency, and credibility in forecasting.

f. Resource Allocation Guided by Evidence (Priority 4 – Increase Organizational Effectiveness; Priority 3 – Strengthen Our Reputation)

CCC's cost-of-living adjustment (COLA) vs. Consumer Price Index (CPI) [analysis](#) highlighted the need for more sustainable and transparent compensation planning. Historical comparisons showed that cost of living adjustments did not consistently align with inflationary pressures, creating challenges for both employee stability and long-term sustainability.

In response, the College used CPI as the benchmark for salary COLA adjustments in collective bargaining and supervisory decisions. The Classified Bargaining Unit and the College reached tentative agreement on a CPI-linked compensation model, while supervisors were [approved](#) for a CPI-based COLA. This evidence-based approach ensures that cost-of-living adjustments are based on actual changes in living costs rather than arbitrary figures.

Progress will be monitored through annual COLA vs. CPI [tracking](#) and reviewed as part of resource allocation decisions, ensuring ongoing alignment with both [financial sustainability](#) and employee equity.

- **Data/Assessment:** COLA vs. CPI analysis revealed a need for sustainable, data-informed compensation planning.

- **Action Taken:** Adopted CPI as the benchmark for bargaining and COLA decisions.
- **Measurement:** Annual COLA vs. CPI tracking and monitoring of compensation agreements.
- **Results:** Tentative agreement with Classified Bargaining Unit on CPI-linked model; supervisors approved for CPI-based COLA increase, contingent on final state allocation.

Exhibits:

[2024 Insight Report](#)

[Student Satisfaction with Times and Offerings](#)

[First-Generation Student Success Grant](#)

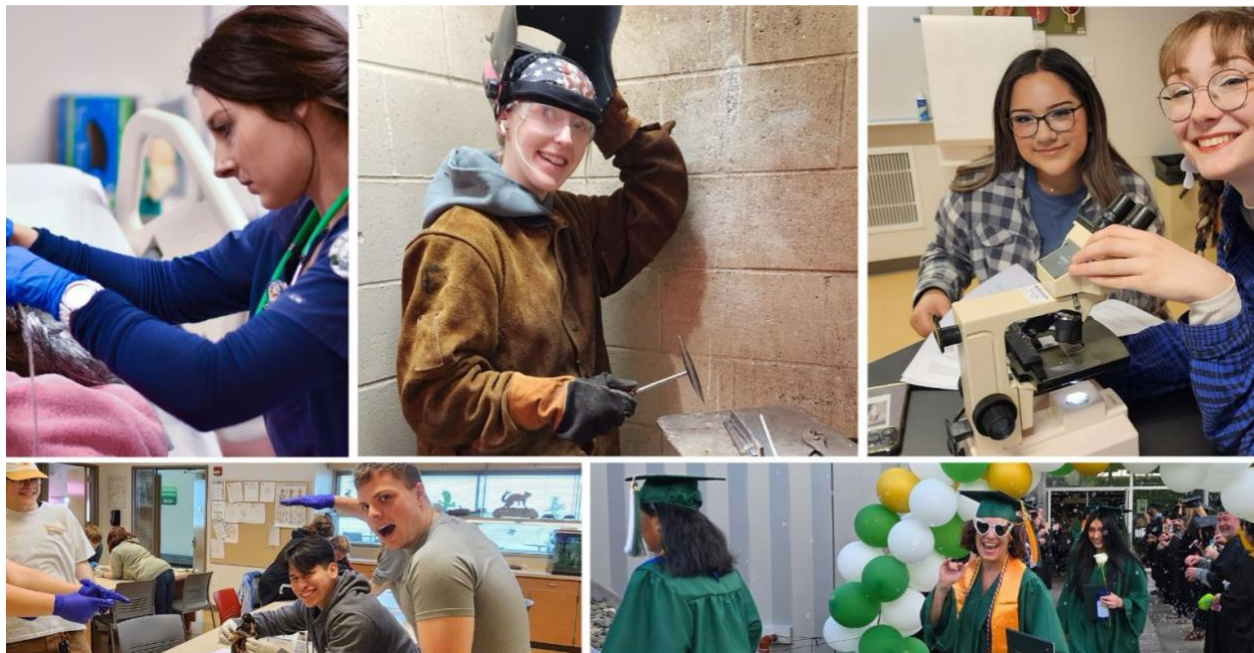
[Community Net Promoter Score \(2024 & 2025\)](#)

[HyFlex Expansion](#)

[Four-Year Financials](#)

[Multi-Year Revenue Reports](#)

[COLA vs CPI Analysis Table](#)



Next Steps (2025–2026)

Building on the recalibration of 2025 and the implementation of the 2025–2030 Strategic Plan, CCC is now moving to full integration. The priorities for the coming year emphasize embedding evidence-based practices into daily operations, ensuring results are assessed and acted upon, and maintaining transparency with stakeholders.

Key actions include:

- Publishing and sharing the Strategic Plan and Year 1 Scorecard and Dashboard at Fall In-Service and Board of Education meetings.
- Sustaining the evidence cycle through monthly Cabinet briefings and quarterly Board reports to allow for timely mid-year adjustments.
- Advancing implementation of strategic initiatives that improve access, success, organizational effectiveness, reputation, and partnerships.
- Continuing to advance objectives identified in the Strategic Plan and monitored by the Strategic Plan Scorecard.
- Maintaining survey cadence: students surveyed quarterly, the community annually, and employees annually, with results shared openly.

Together, these next steps ensure that CCC continues to integrate its Strategic Plan into decision-making, demonstrate accountability, and sustain the cultural shift toward continuous, evidence-driven improvement. The 2025–26 cycle will provide the first full year of indicator data, creating a baseline against which CCC will demonstrate measurable progress at the next Commission review.

Conclusion

The March 2025 Warning prompted Clatsop Community College to pause, recalibrate, and embed evidence-based practices more deeply across the institution. The College acknowledges that there is more work to do to fully mature its systems and demonstrate results across every indicator. At the same time, CCC has made substantial progress in a short time.

By adopting the 2025–2030 Strategic Plan and building in-house research capacity, CCC aligned planning, budgeting, and governance into a continuous improvement cycle. These structures now position the College to sustain progress. Evidence is visible in concrete examples: K–12 engagement is guided by new indicators, persistence challenges are being addressed with redesigned student belonging initiatives, reputation has improved dramatically as measured by NPS, and financial planning is demonstrably more accurate through improved models and revenue forecasting. Overall, the College’s finances have strengthened significantly, providing greater stability and credibility in resource allocation.

This integration of planning, assessment, and resource allocation reflects substantial movement toward compliance with Standards 1.B.1, 1.B.3, and 1.B.4. CCC has shifted from reactive responses to proactive, data-informed decision-making, with transparency and Board oversight ensuring accountability. The broader College community is now better informed through increased transparency and a clearer understanding of the state of the College.

Even though CCC is only in the first year of its new strategic plan, indicators strongly suggest that planning, data-informed decision-making, financial management, community reputation, and partnerships have all improved significantly. This early progress demonstrates that the systems now in place are functioning as intended and that the College is on a trajectory to sustain these improvements over the full 2025–2030 plan horizon.

Here we answer the Who, What, How, and Why's of Board Self-Assessments

Why Should Boards Engage In Self-Assessment?

- In order to identify where they are performing well as a board, and where they might improve.
- Discussion about board roles and responsibilities can strengthen communication and understanding among board members. The discussions can lead to stronger, more cohesive working groups.
- A board's willingness to engage in self-assessment is a model for the rest of the institution. It indicates that board members take their responsibilities very seriously.
- Their interest in self-improvement sets a tone for others in the college to engage in an ongoing review of how education is delivered.

What Should We Expect From a Self-Assessment?

Well-conducted board self-assessments lead to better boards. The results include:

- a summary of board accomplishments
- a better understanding of what it means to be an effective board
- clarification of what trustees expect from each other and themselves
- improved communications among trustees and between the board and CEO
- identification of problems, potential issues, and areas to improve
- an opportunity to discuss and solve problems that may hurt board performance
- identification of strategies to enhance board performance
- renewed dedication to the board
- agreement on board roles and trustee responsibilities
- board goals and objectives for the coming year

Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side benefit may be that individual board members gain appreciation for the roles and responsibilities of trusteeship.

How Should Boards Evaluate Themselves?

The process generally involves the use of self-assessment instruments. The results of the survey instruments then become the basis for discussion.

Who Should Be Involved In The Evaluation?

Each and every board member should participate in the self-evaluation by completing a board self-assessment instrument (if used), and be involved in the discussion.

The CEO is also an important resource. Varying levels of involvement by the CEO are appropriate, from being a full participant in the process, to contributing advice and support for the process, to providing comments on the board/CEO relationship. Most boards conduct the board and CEO evaluations in tandem, since the success of one entity depends on the effectiveness of the other.

In addition, boards may consider inviting comments from those who are part of the management team. Their perspectives can add valuable insight to the board process. However, evaluations that involve others need to be carefully designed so that the information is based on a board established criteria of effectiveness.

Should the Board and CEO Evaluations be Linked?

The board and CEO work together in leading the institution - the board governs, and the CEO leads and administers on a day-to-day basis. It is difficult to evaluate the board without reference to the CEO's contributions, and vice versa.

No matter the process, boards should recognize that when evaluating the CEO, their support of the CEO is an important contribution to the success of the CEO. Conversely, when conducting self-assessments, the CEO's support and advice contributes to board success.

How Often Should Boards Evaluate Themselves?

Formal self-assessments should occur annually. Getting into the habit of regular evaluations makes the process part of the board and college culture, and lessens resistance to self-assessment.

New boards, or boards with a significant number of new members, may wish to hold sessions more often as the members are learning to work together as a team.

What Criteria Should We Use?

A basic self-assessment question is: "Are we doing what we said we will do?" If the purpose of the evaluation is to answer that question the criteria used in the self-assessment process includes what the board has defined as its roles and the policies the board has for its own operations and behavior.

Another question is: "How does the board rank itself against commonly accepted standards of boardmanship?" In this case, the criteria used may be those established by national and state associations.

In either case, some possible categories are listed below.

- Board Organization
- Community Representation
- Policy Direction
- Board-CEO Relations
- College Operations
- Monitor Institutional Performance
- Board Behavior
- Advocacy
- Board Education

How Do We Design an Instrument?

The first step in designing an instrument is to identify what the board wants to get from the evaluation. If the major question is "Are we doing what we said we will do?" then whoever is designing the instrument needs to review board policies, practices and other statements that set out the board's expectations for itself.

For instance, if the board has a policy or practice that the board represents the community in its policy discussions, the evaluation instrument or checklist may include items that read:

1. The board has a comprehensive understanding of community educational needs.
2. The board considers the interests and needs of the community in its policy discussions.

On the other hand, if the major question is "How do we compare with state or national standards for governing boards?" then the instrument will be based on other standards, including the ACCT code of ethics and Standards for Effective Governance.

Board Self-Assessment Instrument Item Bank

The Board Self-Assessment Instrument Item Bank is a composite of sample items that may be used in board self-assessment forms. Self-assessment instruments generally have 30-40 items. Boards should select statements from the item bank that are most useful to them. Possible question topics include:

- Board Organization
- Policy Role
- Community Relations
- Policy Direction
- Board-CEO Relations
- College Operations
- Institutional Performance
- Board Leadership
- Advocating the College
- Board Education
- Open-ended Questions

How Should We Use The Results of a Board Self-Assessment?

The average ratings on a board self-assessment instrument, a summary of interviews, or key points in a group discussion identify the strengths of the board and areas for improvement.

The strengths should be celebrated and boards should congratulate themselves on their good work. The strengths are used to help the board improve.

Areas of improvement should be explored to identify the dynamics that contribute to any problems or weaknesses. Strategies to address the issues may include board retreats or workshops on a specific topic, study sessions or reading in an area where knowledge or clarification is needed.

Three to six board goals or activities for the coming year may be established, based on the evaluation and performance on prior year goals. These goals become the basis for the board's long-range or annual agenda.

For more information please contact:

[Colleen Allen](#)

Director, Retreats and Evaluation Services

Board Self-Assessment

BOT Meeting held on: _____

Rate the Board's general meeting behavior by assigning a numerical rating using the following scale:

0	1	2	3	4	5
Not Applicable	We failed	Unacceptable	Acceptable	Commendable	Met our best expectations

Note: Please comment on all ratings of 1 or 2 in addition to other comments you may have to offer.

Monthly: (following each regular meeting)

- | | |
|--|---|
| | 1. The Board followed its agenda and did not allow itself to get sidetracked. |
| | 2. The agenda was well planned to focus on the real work of the Board. |
| | 3. The meeting was well attended. |
| | 4. The Board's decision-making processes followed Carver Policy Model (focused on Ends not Means). |
| | 5. Participation was balanced. Everyone participated, no one dominated. |
| | 6. Meeting participants treated each other with respect, courtesy and openness. Board members avoided side conversations. |
| | 7. The Board regularly provides evidence of Owner Linkage. |
| | 8. The Board supports the president in any reasonable interpretation of applicable Board policies. |

Annually (to be sent before the retreat & becomes part of the retreat agenda):

- | | |
|--|---|
| | 9. Most Board actions occur at the policy level rather than at the operational level. (02.51a.) |
| | 10. The Board reviews what it has already said in its policy about each specific topic before discussion on that issue. |
| | 11. The Board regularly deepens its understanding and application of the process through discussion of case studies. |
| | 12. The Board routinely spends time monitoring and improving its own process. (2.14) |
| | 13. The Board works on clarifying Board priorities/values among the range of potential outcomes, beneficiaries and costs of outcomes. |
| | 14. Ends policies are clearly and logically stated and support the mission. |
| | 15. The Board follows an annual calendar based on a plan for accomplishing its job. |
| | 16. The Board Chair helps the Board get its job done rather than supervision or becoming involved in staff work. |



17. The Board spends most of its time debating, defining and clarifying its vision and in linking with its owners and public as opposed to “fixing things.”

COMMENTS:

**North Central State College
Board of Trustees
Annual Evaluation**

Part I: Duty of Care Assessment

The duty of care requires trustees to act as prudent and diligent persons in conducting the affairs of the College. This means that trustees are responsible for selecting, monitoring, and evaluating competent management; establishing business strategies and policies; monitoring and assessing the progress of College operations; establishing and monitoring adherence to policies and procedures required by statute, regulation, and principles of safety and soundness; and for making decisions on the basis of fully informed and meaningful deliberation.

Question	Rating Scale (circle one)					Comments
1. What is your level of understanding with regard to the higher education environment and the implications of economic and regulatory trends on the College?	Very little understanding	Below average understanding	Average understanding	Above average understanding	Significant understanding	
2. What level of engagement do the trustees have in discussions (i.e., consider whether the discussions are productive, contributions are balanced, and trustees actively question Management)?	Very little engagement	Below average engagement	Average engagement	Above average engagement	Significant engagement	
3. In terms of future Executive Leadership (i.e., President, Vice President) succession, is the College appropriately prepared?	Not prepared	Somewhat prepared	Adequately prepared	Very prepared	Extremely prepared	
4. Is enough time spent in discussions of audit reports and regulatory examinations of the College?	Insufficient time	Below average time	Appropriate time	Above average time	Significant time	
5. How prepared are the trustees for the Board meetings?	Not prepared	Somewhat prepared	Adequately prepared	Very prepared	Extremely prepared	
6. Board members devote time, thought and study to their duties and responsibilities?	Not prepared	Somewhat prepared	Adequately prepared	Very prepared	Extremely prepared	

**North Central State College
Board of Trustees
Annual Evaluation**

Part I: Duty of Care Assessment cont'd.

Question	Rating Scale (circle one)					Comments
7. What is your level of understanding in terms of your role in recognizing relevant risks to the College and monitoring CEO's response to these risks?	Very little understanding	Below average understanding	Average understanding	Above average understanding	Significant understanding	
8. To what degree are Board decisions at the policy level rather than an operating level (i.e., infringing upon CEO's decisions)?	No degree	Some degree	Average	Above average	Always	

Part II: Duty of Loyalty Assessment

The duty of loyalty requires trustees to monitor the affairs of the College with candor, personal honesty and integrity. They are prohibited from advancing their own personal or business interests, or those of others, at the expense of the College.

Question	Rating Scale (circle one)					Comments
8. How would you assess your level of understanding, support, and promotion of the Mission ¹ of North Central State College?	None	Below average	Average	Above average	Significant	
9. How would you assess your recognition of the positive accomplishments of North Central State College?	None	Below average	Average	Above average	Significant	
10. How would you assess your level of support of the College's foundation and fund-raising efforts?	None	Below average	Average	Above average	Significant	

**North Central State College
Board of Trustees
Annual Evaluation**

Question	Rating Scale (circle one)					Comments
11. How would you assess your level of support of the College by attending meetings and college sponsored events?	None	Below average	Average	Above average	Significant	
12. How would you assess your level of support for state and national community college associations?	None	Below average	Average	Above average	Significant	
13. How gratifying is Board service to you?	Not gratifying	Somewhat gratifying	Average	Very gratifying	Extremely gratifying	
14. How would you assess your level of understanding and acceptance of the Board Code of Conduct & Ethics and all other Board policies?	None	Below average	Average	Above average	Significant	
15. Regarding Board service:						
a. I wish to stand for re-appointment at the end of my current term		Yes		No		
b. I believe that the Board should establish a mandatory retirement age.		Yes		No		
c. I believe that the Board should establish term limits.		Yes		No		

Part III: Duty of Candor Assessment

The duty of candor entails trustees full and open disclosure of facts and circumstances which may impact a board's consideration of, or decisions regarding, matters of attention, e.g., disclosure of any and all direct and indirect business and personal relationships with those seeking to do business with the College.

Question	Rating Scale (circle one)					Comments
16. As a member of the Board, do you believe your thoughts and opinions are heard and considered?	Not heard nor considered	Occasionally heard and considered	Usually heard and considered	Often heard and considered	Always heard and considered	

**North Central State College
Board of Trustees
Annual Evaluation**

Question	Rating Scale (circle one)					Comments
17. Do you feel that you have the opportunity to raise issues outside of the agenda?	Never	Occasionally	Usually	Often	Always	
18. Do you feel that the Board and the CEO work together effectively and maintain open lines of communication?	Never	Occasionally	Usually	Often	Always	
19. How would you rate the level of access the Board has to the CEO?	None	Limited	Average	Often	Unlimited	
20. How would you rate the Board's willingness to tackle the tough issues, i.e., "the elephant in the room?"	Never	Occasionally	Usually	Often	Always	
21. Do you feel that the Board enjoys an environment that promotes candor?	Never	Occasionally	Usually	Often	Always	

Part IV: Board Composition/Organization

Question	Rating Scale (circle one)					Comments
22. Is the Board aware of current and relevant information on state and national issues?	Never	Occasionally	Usually	Often	Always	
23. Does the Board set a positive example for the community and students?	Never	Occasionally	Usually	Often	Always	
24. Does the Board work to build positive relationships with all stakeholders?	Never	Occasionally	Usually	Often	Always	
25. Do the skills and background of the current Board adequately represent the voice of the owners?	Insufficient	Less than adequate	Adequate	More than adequate	Highly sufficient	

**North Central State College
Board of Trustees
Annual Evaluation**

26. In consideration of future Board members, how important is it that the Board's composition in terms of diversity (e.g., ethnicity, experience, age, gender) is reflective of our community?	Not important	Somewhat important	Of average importance	Above average in importance	Critical
27. How would you rate the ongoing education and training received by the Board through Board presentations, Board material, and higher education governance and trends (e.g., publications, seminars)?	Insufficient	Below average	Appropriate	Above average	Significant
28. How would you rate the number of Board meetings?	Too few	Could use 1-2 more	Just right	Could use 1-2 less	Too many
29. How would you rate the adequacy and timeliness of the Board materials?	Seriously inadequate and untimely	Somewhat inadequate and untimely	Adequate and often timely	More than adequate and timely	Excellent and always timely

Part V: Duties of Owner Linkage

Question	Rating Scale (circle one)					Comments
30. How would you rate the Board's efforts in providing the community with timely and relevant information	Insufficient	Below average	Appropriate	Above average	Significant	
31. How would you rate the Board's efforts in evaluating how the College's services are impacting the community?	Insufficient	Below average	Appropriate	Above average	Significant	
32. How would you rate the Board's efforts in maintaining a network of strong relationships with community leaders?	Insufficient	Below average	Appropriate	Above average	Significant	

**North Central State College
Board of Trustees
Annual Evaluation**

33. How would you rate the Board's participation in community activities as representatives of North Central State College?

Insufficient Below average Appropriate Above average Significant

Part VI: General Questions/Comments

34. What are the Board's greatest strengths?

35. As a Trustee, I am most pleased about?

36. The Board of Trustees' greatest accomplishments this past year have been?

37. What do you consider to be the top challenges for the College in 2022-2023 (rank the following)? Please feel free to add comments regarding your priorities.

- _____ Human Resources
- _____ Cybersecurity
- _____ Growth
- _____ Technology
- _____ Regulatory Compliance
- _____ Fiscal viability
- _____ Sustainability
- _____ Strategic Planning
- _____ Environmental Impact
- _____ Other

**North Central State College
Board of Trustees
Annual Evaluation**

38. Is there anything about the College that keeps you up at night?

39. As a Trustee, I recommend the following goals for the coming year:

**North Central State College
Board of Trustees
Annual Evaluation**

Part V: General Questions/Comments cont'd.

40. Do you feel more challenged today as a trustee than in years past? If so, why? How could CEO help?

41. What could the Board do to improve its efficiency and/or effectiveness? What aspect of the Board's performance could be improved and how?

42. Other comments, clarification of any comments, suggestions, including how this annual survey may be improved:

Name: _____

Date: _____