Clatsop Community College

Board of Education

July 24, 2025

Board Packet

Clatsop Community College

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

NOTICE OF MEETING

DATE: Thursday, July 24, 2025
TIME: Regular Board Meeting, 5:30 pm
PLACE: South County Campus 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, July 24. 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, July 24.

  CONSENT AGENDA
  ➢ **APPROVAL OF MINUTES**
    ▪ Regular Board Meeting, June 12, 2025
    ▪ Board Retreat, June 21, 2025

❖ **VERBAL REPORTS / DISCUSSION ITEMS**
  ➢ Report of the President
  ➢ Financial Report
  ➢ Report of the Board Chair

❖ **WRITTEN REPORTS *will be accepted as submitted***
  ➢ Report from OCCA
  ➢ Report from CEDR
  ➢ Report from the CCC Foundation
  ➢ Report from Communications and Marketing
  ➢ Report from Academic and Student Affairs
  ➢ Report from the Board Policy Committee
  ➢ Report from Human Resources

❖ **OLD BUSINESS**
  ➢ Further Discussion of Board Goals
  ➢ Further Discussion of Presidential Goals
  ➢ Further Discussion of Possibilities for Future Program Growth

- ➢ Board Futuring: Conclusions from the Retreat
- ➢ Consent Agenda: Policies and Corresponding Procedures for 2ⁿᵈ Reading and Adoption
  - ▪ *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; BP 5140 Disabled Student Programs and Services*
- ➢ Consent Agenda: Policies for Rescission
  - ▪ *BP 4231 Grade Changes; BP 5.016 Grading System; BP 5.030 Academic Freedom; BP 6.010 Disabled Access to College*

- ❖ **NEW BUSINESS**
  - ➢ Election of Board Officers
  - ➢ Appointment of Board Committee Reps for Academic Year 2025-2026
  - ➢ Approve Board Meeting Dates, Times and Locations
  - ➢ Appointment of Clerk, Deputy Clerk and Board Secretary
  - ➢ Authorize Fiscal Year Signatures
  - ➢ Appointment of Budget Officer
  - ➢ Designate Depository of Funds for Fiscal Year 2025-2026
  - ➢ Consent Agenda: Policies and Corresponding Procedures for First Reading
    - ▪ *BP 3430 Prohibition of Harassment; BP 3433 Prohibition of Sexual Harassment under Title IX; BP 5500 Standards of Student Conduct*
  - ➢ Student Survey

- ❖ **ANNOUNCEMENTS/COMMUNICATIONS**
  - ➢ Next Board Meeting Thursday, September 11, 5:30 pm *(proposed)*
  - ➢ Upcoming Policy Committee Meeting Dates TBD
  - ➢ September Board Meeting Agenda Prep Meeting, August 28, 11:00 am *(proposed)*

- ❖ **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.

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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 expresióno 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.

Minutes

Clatsop Community College

Board of Education

MINUTES OF THE JUNE 12, 2025
BOARD OF EDUCATION
Board Meeting

Board Members Present: Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller, Mitra Vazeen

Others Present: Beth van Elswyk, Tina Willis, Evon Jacobsen, Kevin Leahy, Fernando Rojas, Therese Davis, Julia Mabry, Bill Meck, Mary Jackson, Josie Kero, Bill Meck, Teena Toyas, Julie Brown, Tom Ank, Helen Keefe, Dan Clark, Mary Jackson, Recording Secretary Felicity Green and President Jarrod Hogue

PUBLIC HEARING ON THE BUDGET
The Public Hearing on the 2025 – 2026 budget was called to order at 5:31 pm. There was no public comment. The Public Hearing was declared closed at 5:32 pm.

EXECUTIVE SESSION
The Board convened an Executive Session pursuant to ORS 192.660(2)(a) and 192.660(7) at 5:34 pm. The Executive Session adjourned at 6:01 pm.

REGULAR BOARD MEETING

CALL TO ORDER
Ed Johnson called the Regular Board Meeting to order at 6:03 pm. Roll was called. Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen were present. Sheila Roley and Jody Stahancyk were not present.

APPROVAL OF AGENDA
Ashley Flukinger **moved to approve the agenda as presented.** Tim Lyman seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen voted Aye. The motion carried.**

PUBLIC FORUM
Julie Brown thanked everyone on the Board and staff for their generous donations to the English Club students for their trip to England. 28 people are going, including Julie Brown, Kama O'Connor and Teena Toyas. They are leaving July 17. Student Terese Davis came in person to thank everyone for the donations as well. The total amount raised was $1800, or $900 for each of the three students who needed help. Julie Brown also thanked Sheila Roley for the dragon boat trip for the Maritime Lore class. She also spoke briefly about the success of the RiverSea conference.

TEN MINUTE PRESENTATION: Julia Mabry, *Experiencing a CCC Education in Biology*
Julia Mabry, Biology Instructor, gave the presentation. She has been here four years and teaches multiple life science classes, including biology, botany, ecology, general science and one pre-nursing class. Most transfer science majors require a year of undergraduate biology. She teaches from an experiential and inquiry perspective and takes students out into the field regularly. They go to the beach to explore the intertidal zone and out on the Forerunner as well as spending time at the South

Tongue Point site. They work with community partners doing collaborative projects and service learning in wetlands restoration and other projects. They also work regularly in the lab and learn the skills necessary to work in a laboratory environment. She is also excited by the opportunity to work with students and cutting-edge technology such as CRISPR, which enables students to learn and work directly about DNA. She said that the opportunity provided by the RiverSea conference for students to present was invaluable, as was their opportunity to attend the OSU conference in Seaside. One student will be interning at the OSU Seafood Lab this summer then moving on to become a full-time student at OSU this fall. She has also started a student Natural Explorations Club which has been very successful. The students will be putting in a pollinator garden of native plants on the Lexington campus this summer. This will also eventually be used as an outdoor classroom. The PowerPoint is attached as Appendix B.

Board questions included whether students can be dual enrolled with OSU. They can be dual enrolled through their financial aid and it gives them a seamless transition to a four-year institution. Several Board members and ASG President Josie Kero thanked Julia Mabry for her presentation, with Josie Kero saying that she credited her teaching with inspiring a love of science.

APPROVAL OF MINUTES
Lloyd Mueller **moved to approve the May 8, 2025 Regular Board Meeting Minutes as presented**. Mitra Vazeen seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen voted Aye. The motion carried.**

REPORT OF THE PRESIDENT
President Hogue announced that Kevin Leahy has received the State Star award as the most outstanding SBDC Director in Oregon.

Recent good financial news includes the state appropriations staying at 6.9%, which is better than was forecast in May. The Benefits Navigator position is going to be funded for the next two years. The Career Connected Learning Navigator position has been funded as well. The College was successful with their First Generation grant and will receive $243,000 over the next two years. Beth van Elswyk was instrumental in securing a $110,000 to support nursing staff and Vanessa Garner in Adult Basic Education has received some funding for technology in the classroom which will be used at the South County campus. The College has received their Title II grant funding; there was some uncertainty as it is a federal grant. There is no news on the status of the TRIO programs at this time. The President distributed an enrollment report (Appendix A) and noted that enrollment has bounced back a little. There was some discussion of the student survey which will be discussed in depth in July.

There will be two parts to the annual accreditation report and site visit in the fall. The first is the sixth year of the seven-year accreditation cycle, which focuses on policies, regulations and financial resources. Teena Toyas will be the lead in charge of that report; there is no site visit associated with it. President Hogue will be focusing on the second part: the warning status finding on strategic and data driven decision making. He will be working with Ian Wilson all summer to address those issues. That accreditor site visit will take place in October.

FINANCIAL REPORT

Bill Meck gave the financial report. He said the College is going to meet its budget; revenues are up and expenditures are down. The primary reason for the drop in expenditures has been the decline in wage and benefit costs associated with the unfilled positions.

REPORT OF THE BOARD CHAIR

Chair Ed Johnson reported that he attended the pinning ceremony and found the number of older graduates with children an eye opener. He said it made him realize what community colleges can do and how important it is to fight for them.

WRITTEN REPORTS

Chair Ed Johnson thanked outgoing ASG President Josie Kero for everything she has done and for all her reports. President Hogue thanked her as well. She presented Ed Johnson with a thank you card. She will be attending PSU starting this summer and majoring in social work.

RESOLUTION #2024-25-01: AMENDING 2024/25 APPROPRIATION

Chair Ed Johnson read **Resolution #2024-25-01: Amending 2024/25 Appropriation**
Ashley Flukinger **moved to approve Resolution #2024-25-01.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller and Mitra Vazeen voted Aye. Tim Lyman abstained. The motion carried.**

RESOLUTION #2024-25-02: ADOPTING THE 2025-2026 BUDGET, MAKING APPROPRIATIONS AND IMPOSING AND CATEGORIZING TAXES.

Chair Ed Johnson read **Resolution #2024-25-02: Adopting the 2025-2026 Budget, Making Appropriations and Imposing and Categorizing Taxes.**

He read each section separately and asked for motions on each section.

Mitra Vazeen **moved to adopt the budget for fiscal year 2025-26 in the total sum of $27,904,639.** Ashley Flukinger seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller and Mitra Vazeen voted Aye. Tim Lyman voted Nay. The motion carried.**

Ashley Flukinger **moved that for the fiscal year beginning July 1, 2025, the amounts on the Resolution page are hereby appropriated for Clatsop Community College for the purposes indicated within the funds listed.** Mitra Vazeen seconded the motion. **Ashley Flukinger, Ed Johnson, Lloyd Mueller and Mitra Vazeen voted Aye. Tim Lyman voted Nay. The motion carried.**

Ashley Flukinger **moved that the Board of Education, Clatsop Community College, hereby imposes the taxes provided for in the adopted budget at the rate of .7785 per $1000 of assessed value for operations and in the amount of $1,052,081 for bonds; and that these taxes are hereby imposed and categorized for the tax year 2025-2026 upon the assessed value of all taxable property within the College district.** Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman and Lloyd Mueller voted Aye. Mitra Vazeen voted Nay. The motion carried.**

Tim Lyman initially voted Nay then switched, saying there was no point in a protest vote that has no impact. He said he was voting under duress.

PRESIDENT'S EVALUATION AND CONTRACT, INCLUDING ANY ACTIONS FROM EXECUTIVE SESSION

Chair Ed Johnson read the summary of the President's evaluation provided by Lloyd Mueller. Tim Lyman **moved to approve the evaluation and thanked Lloyd Mueller for preparing the summary**. Lloyd Mueller seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen voted Aye. The motion carried.** Ed Johnson thanked Lloyd Mueller for preparing the summary.

Ashley Flukinger explained the President's contract terms, noting that these terms would have to be approved by legal counsel. Ed Johnson **moved that the Board approve the terms of the President's contract subject to review by the attorney.** Ashley Flukinger seconded the motion. There was some discussion of the motion. The motion gives Ed Johnson the authority to sign the contract once it has returned from the attorney, who will have included the terms in the contract. Tim Lyman requested that the term Executive Order be defined in the contract at some time in the future. Sheila Roley was reached by telephone and voted via speakerphone. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley and Mitra Vazeen voted Aye. The motion carried.**

JULY AND AUGUST BOARD MEETINGS

After some discussion, Ashley Flukinger **moved to reschedule the July 10 Regular Board meeting to Thursday, July 24 at 5:30 pm and have no August meeting**. Tim Lyman seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen voted Aye. The motion carried.**

POLICIES AND CORRESPONDING PROCEDURES FOR REVIEW

Ashley Flukinger **moved for consent to place BP 2355, Decorum; BP 1200, Mission; BP 3720, Computer and Network Use; BP 4230, Grading, Academic Record Symbols and Grading Changes; BP 4040 Library and Learning Support; BP 4235 Credit by Examination / Credit for Prior Learning and BP 5140, Disabled Student Programs and Services in First Reading.** Tim Lyman seconded the motion. **Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller and Mitra Vazeen voted Aye. The motion carried.**

BOARD FORUM

Ashley Flukinger congratulated Kevin Leahy on his State Star award. She also said, Go Beavers tomorrow!

Mitra Vazeen congratulated Sheila Roley and Ashley Flukinger for running for the Board and winning the election.

Tim Lyman said that it was a pleasant and productive meeting.

Ed Johnson thanked the Foundation for the email about the student who received help and their thank you card, saying that he likes getting positive news. He also congratulated Kevin Leahy.

Lloyd Mueller said he had attended the pinning ceremony and that it was always a very warm, good and encouraging event.

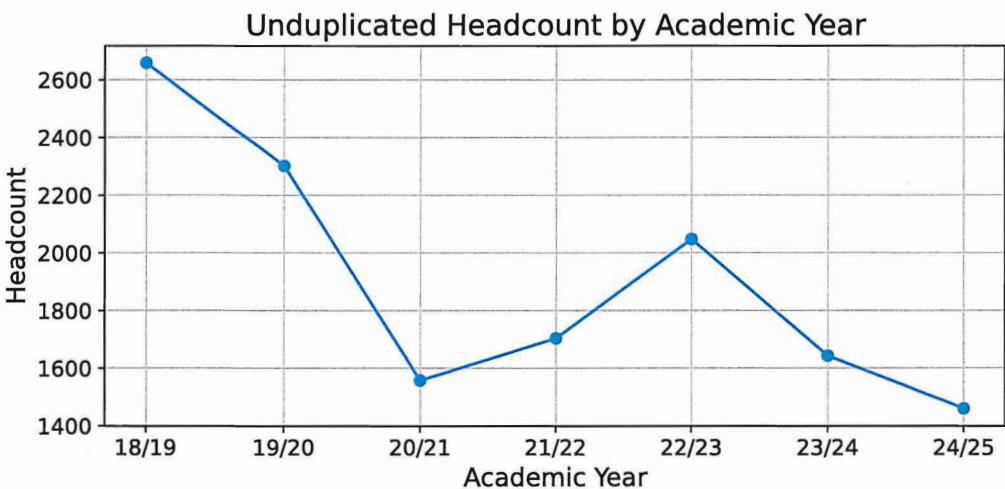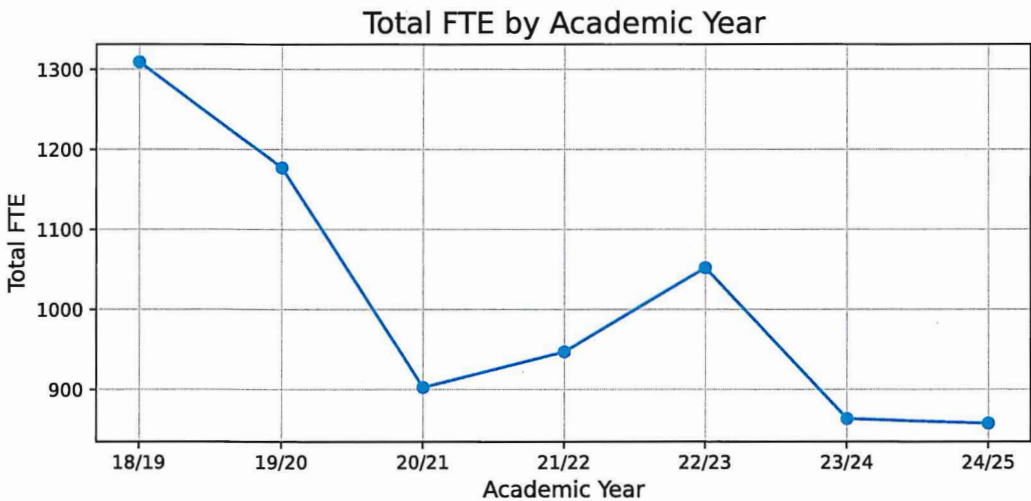**The meeting was adjourned at 7:21 pm.**

June 2025 Enrollment Update

Ian Wilson

June 11, 2025

Unduplicated Headcount

Year	Headcount
18/19	2,658
19/20	2,301
20/21	1,557
21/22	1,703
22/23	2,047
23/24	1,642
24/25	1,457

FTE

Year	FTE
18/19	1,309
19/20	1,177
20/21	902
21/22	947
22/23	1,052
23/24	863
24/25	857

Experiencing a CCC Education in Biology

Julia Mabry, MS, MPH

Who takes biology at CCC?

Principles of Biology (BI221Z, 222Z, 223Z): any transfer student who wants to get a degree in the natural sciences.

Ecology (BI101)/Marine Biology (BI143)/Botany (BOT101): any transfer student in need of a lab science; also Associates of General Studies majors

Chemistry and Cell Biology for Healthcare (GS112): future nurses, dental hygienists, radiology technicians; the class also works as a lab science for other students

(other pre-healthcare classes and BI102/103 are taught by Nichole Warwick)

Field Work
Collaborative
&
Experiential

Exploring plant and stream communities in the county

Visiting the intertidal areas – rarely in good weather but it's always exciting

Planting, weeding and trail maintenance with Lewis and Clark National Park at Fort Clatsop

Plankton tows, bird watching on the Forerunner

Learning how to sample for 6PPD-quinone with CCC alumna Kelli Daffron, North Coast Watershed Association

Service Learning
Wetland and Riparian Improvement Projects

South Tongue Point Collaboration with CREST & NCWA

Photopoint monitoring
Planting natives
Invasive species removal

Sometimes we get lucky

What grows over the course of just a few weeks?
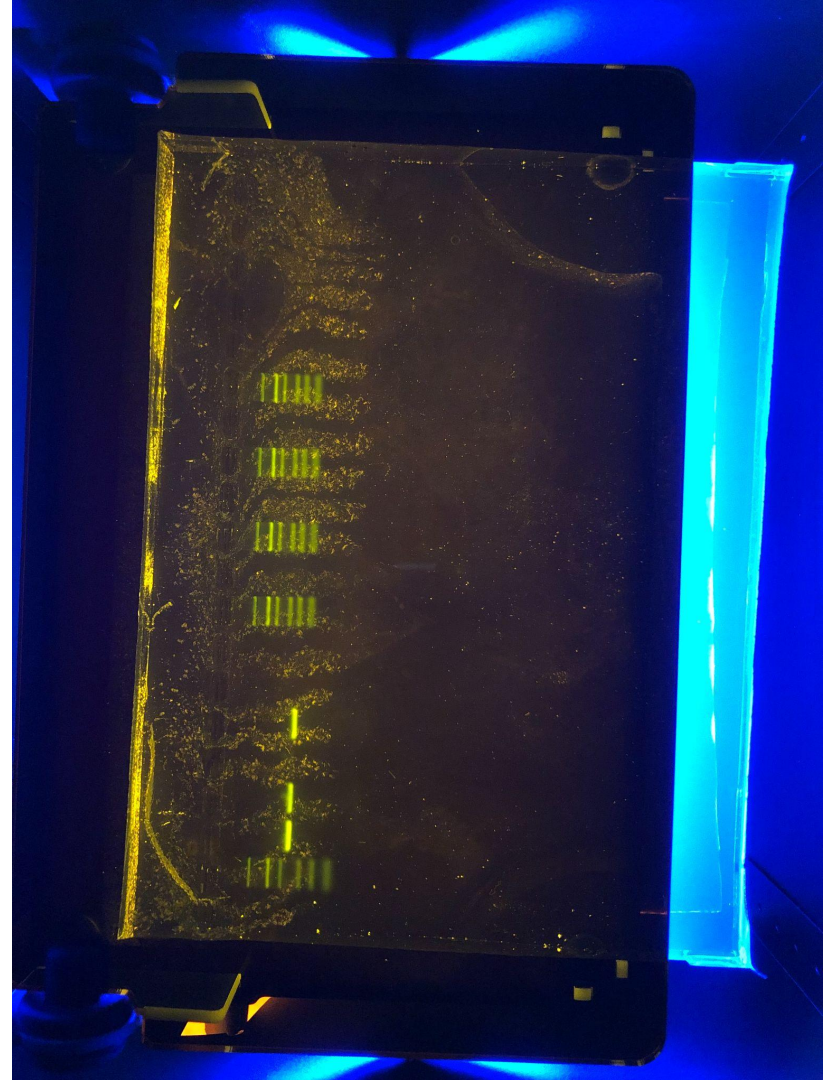
Stream Reach Assessments at Gnat Creek

Lab Work
Inquiry-based

Lab work can be fun, too!
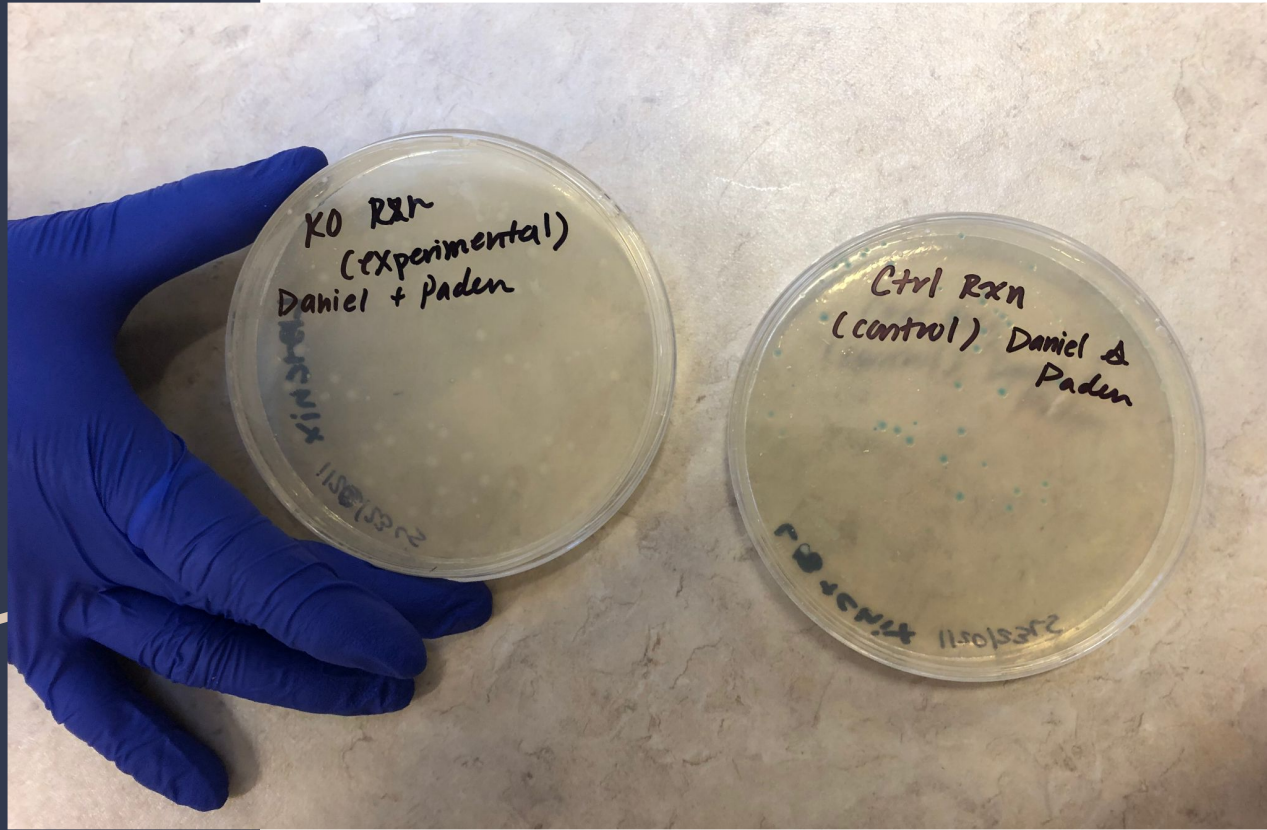
Conservation genetics using real Lemur DNA

Genetics and plant behavior

Using CRISPR to edit *E. coli:*

Can we change the genome of bacteria using CRISPR technology?

(yes, we can)

More than courses

Collaborations

NCWA, CREST, LEWI–NP, OSU, Conferences, Club

CCC biology students (and honorary Bandit Angee Hunt)
at the State of the Coast Conference in Seaside, November 2024

Collaborations with OSU–Food Science

Open House

Dual Paths, One Future:
Clatsop Community College & OSU Open House

Wednesday, May 14th | 3 pm to 7 pm
at the OSU Seafood Education & Research Center

Info Tables, Short Presentation, Lab Tours, and Prizes!
Learn about educational, career, and internship opportunities in food science with CCC and OSU.

This FREE event is open to anyone interested in STEM careers- especially in food science, biology and chemistry.

Oregon State University
Coastal Oregon Marine Experiment Station

Clatsop Community College

PacificSeafood

Natural Explorations Club
Invasive Species Event
Pollinator Garden on Campus

On display for a limited time!

PLANTS
THAT KILL

**BANDIT CAFE, CLATSOP C.C.
APRIL 8 @ 1:30 - 3:30PM**

Clatsop Community College's brand-new
Natural Explorations Club will be escorting groups to
see this special plant collection from Bandit Cafe.
Members of the public are also welcome to view this
collection! Come identify noxious weeds that threaten
Oregon's wildlife, community, and gardens. Please note,
no risks are associated with viewing these plants.

Clatsop Community College is an affirmative action, equal opportunity institution. ADA accessible. For
the complete Non-Discrimination and Accommodations statements, please visit www.clatsopcc.edu/ada.
Clatsop Community College es una institución de igualdad de oportunidades y de discriminación
positiva. Para las declaraciones completas de No-discriminacion y de Ayuda a las personas
discapacitadas, por favor visite www.clatsopcc.edu/ada.

Clatsop
Community
College

Questions?

jmabry@clatsopcc.edu

MINUTES OF THE JUNE 21, 2025
BOARD OF EDUCATION
Retreat

Board Members Present: Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk, Mitra Vazeen

Others Present: Dr. Rick Aman, Recording Secretary Felicity Green and President Jarrod Hogue

Ed Johnson called the Retreat to order at 9:20 am. Roll was called. Ashley Flukinger, Ed Johnson, Tim Lyman, Lloyd Mueller, Jody Stahancyk and Mitra Vazeen were present. Sheila Roley was not present for roll call but arrived later.

President Hogue welcomed the Board and introduced ACCT Facilitator Dr. Rick Aman, who has been his assigned NWCCU mentor since he began his position as President.

Dr. Aman introduced himself. He stressed that this is a time of great opportunity for community colleges. He said that the work of the retreat would be for the Board to imagine a future for CCC.

He asked the Board to state what they think of as mission fulfillment for the College.

Answers included:
- Accountability
- The importance of CCC being responsive to the workforce.
- When the Board sets goals they must meet them.
- Certifications: six months, one year or two years
  - A six month or one year certification is a gateway into a two-year program.
- Sustainability
  - Keeping the College doors open and programs going.
  - Offering sustainable jobs to the community.
- Access to education without barriers.
- Continuing to grow and change connections with the community
  - Dual credit with the high schools is very important
  - Nursing should offer four year degrees
  - Ties with the Latinx community

Concerns expressed included:
- A lack of fundraising for the matching grant.
- The College is too expensive.
- College mission and goals are not actionable.

Dr. Aman asked the Board what it meant to have a degree from Clatsop Community College?

- That they have completed something
  - Completion is a source of confidence and pride
  - It opens up the next steps
- They know they have a job
  - Nursing and Maritime have a job immediately
  - Medical Assisting also have jobs right away
- The Nursing program is one of the best in the state.
- It doesn't mean very much.
  - It means more locally than on a statewide level.
  - This is because the College doesn't advertise itself appropriately.
  - The College doesn't stand out among other community colleges.
- The trade schools are highly thought of.
- It's different for each individual.
- It gives them a chance for a step up to a family wage job without leaving the community.
- For the student and their family it's a mark of accomplishment, achievement, pride and relief.
- For the business community it just means they met a minimum set of requirements.
- Many students don't graduate, especially in CTE.
  - The College should recognize that they may be getting a job and don't need to graduate.
- Concerns were expressed about marketing, videos and storytelling.

Dr. Aman spoke about futuring and the concept of Ikegai: 1) know what you love, 2) know what you are good at, 3) what does my community need from me? 4) can you sustain operations?

He asked the Board what Clatsop Community College loves, or, the organizational "Why"

- To provide opportunities to the people in this county.
  - Providing opportunities here means people don't have to go elsewhere.
- Meeting students where they are: anyone can come here and progress no matter where they are starting.
- The College should do what other colleges are not doing.
- The purpose of the College is to provide access to the opportunity for a better life however any student defines a better life.
- The College loves itself.
  - But it should not as it is resistant to change.
  - It is irrational in this love and should define itself better to serve better.
- The College does not love itself, nor should it.

There was some discussion of how change could occur at the College. Concerns were expressed that there is no buy in to changes from faculty and staff. There was also a suggestion that the President's role is to ensure that change happens.

Dr. Aman emphasized that this work will lead to four or five key initiatives that if will lead into the preferred future of the college. These will be measurable, SMART outcomes. He also commented that this will help President Hogue as it will give him clear deliverables that the Board will hold him accountable for.

Dr. Aman asked the Board to define what the College is good at.

- The College should be good at understanding what the needs of the community are.
  - But it is not.
- The College needs to look at 3 – 5 years of data to figure out what it needs and who it wants to attract.
  - It will have to accept excluding some people.
- College transfer programs are important for the community.
  - Those students value small class sizes and being close to home.
- There was a suggestion that CCC could function as a small private college.
- The College should be able to provide what others do not.
- Nursing and Maritime were both mentioned both as examples of programs the College does well and as programs that could be expanded.
- Maintaining strong faculty student relationships.

There was some discussion of the students the College needs to attract.

- There was some discussion of seniors and community members.
- There was a lengthy discussion of the benefits of online, hybrid and in person classes.
- There was more discussion of College marketing and the availability of videos.
- There was some discussion of grant writing and the necessity of applying for grants.

Dr. Aman proposed a sample futuring statement.

- • **Rooted in History, Focused on the Future**
- • For generations, Clatsop College has helped students build brighter futures through affordable, personalized education. Today, we are growing intentionally, strengthening general education, technical training, and real-world learning that leads to resume-worthy experiences. By expanding flexible options for adult learners, embedding AI-readiness, and frontloading workforce certifications, we ensure every student can plan for the future with confidence. Through operational excellence and strategic partnerships, Clatsop College aims to helping students graduate debt-free, equipped with the skills and experience to thrive.

6/21/25   Clatsop College Board Retreat   15

- • There were concerns that the statement was too wordy and would not resonate with the community.
- • Several Board members suggested using the word promise.
- • There were suggestions for measurable initiatives.
- • Lloyd Mueller offered to take the statement and reword it.
- • The Board discussed marketing, including asking President Hogue to write an editorial every two weeks.
- • A Board goal of budget training was suggested.

Dr. Aman spoke about initiatives to both help the College and help set goals for the President. After discussion, he gave this summary of suggested initiatives and goals.

- • External relationships / major donor cultivation / $9 million applied for
- • Revise the org charts, specifically noting which positions are vacant.
  - o Set job categories, look at hiring and where degrees aren't necessary, look at qualifications, look at training for staff. Tim: analyze current job descriptions and see if they require the listed qualifications and match market values.
- • Increasing enrollment by a specific percentage. 5% was suggested as a possibly achievable goal.
- • Data dashboard visible to everyone.
- • Feasibility analysis on expanding allied health care and maritime – expansions of programs.
- • Feasibility study of whether the College store should be eliminated.
- • The President's primary goal before October is to wrap up ad hoc report for NWCCU and then prepare for the site visit on October 10
- • Annual employee evaluations with uniform standards.
- • Ensuring that standard operating procedures for every department exist and are being followed.

The Board Retreat adjourned at 2:19 pm.

President's Report

Clatsop Community College

Board of Education

President's Report to the Board
July 2025

1. 2024-2025 Enrollment

Full-Time Equivalency (FTE) remained stable, declining by less than one percent, ending at 857 compared to 863 in the previous academic year.

Unduplicated Headcount
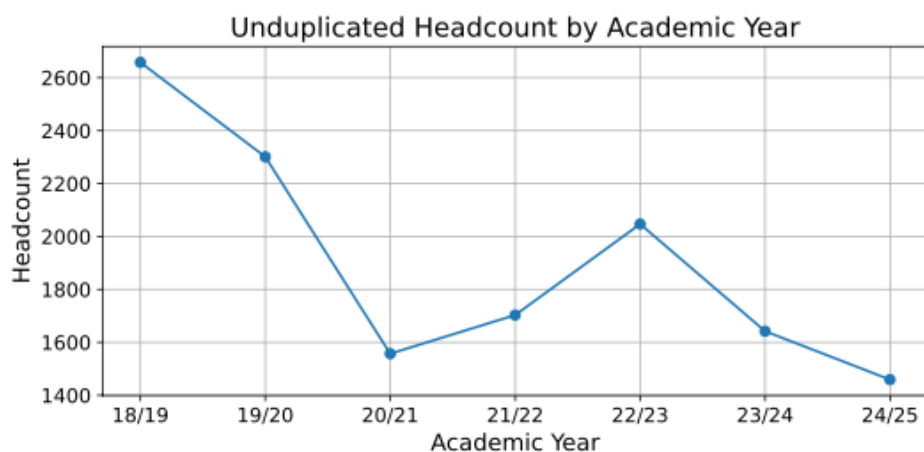
Year	Headcount
18/19	2,658
19/20	2,301
20/21	1,557
21/22	1,703
22/23	2,047
23/24	1,642
24/25	1,457

FTE
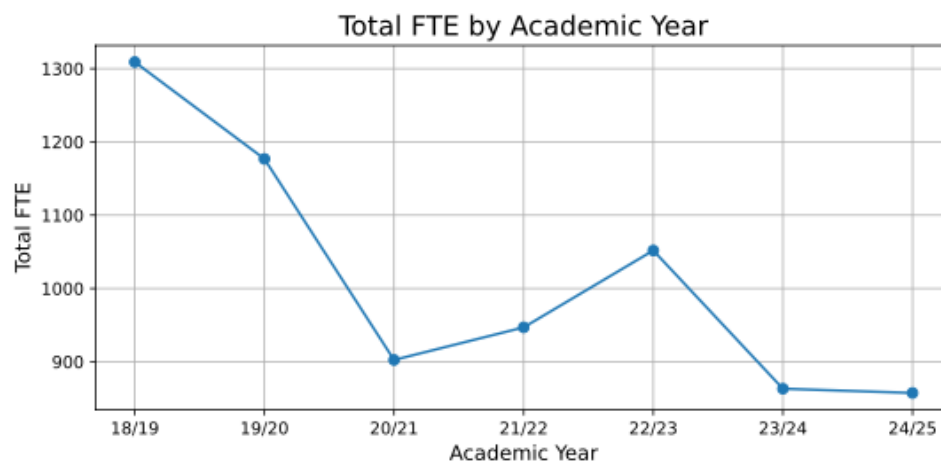
Year	FTE
18/19	1,309
19/20	1,177
20/21	902
21/22	947
22/23	1,052
23/24	863
24/25	857

2. State Legislature
The Legislature, through SB 5505, approved funding for three new community college projects at Clackamas CC, Klamath CC, and Mt. Hood CC, and renewed funding for two others: Clatsop CC and Southwestern Oregon CC. The bill also included language increasing the Article XI-G bond funding cap from $8 million to $12 million for projects submitted after July 1, 2025.

3. Accreditation
Teena Toyas is working on the College's Annual Report for NWCCU, as well as the Year Six Policies, Regulations, and Financial Review.

I am continuing to pull information to develop the NWCCU Ad Hoc Report in response to the College's noncompliance related to Standard 1. This report is due September 1.

4. Classified Bargaining Agreement
We have been meeting with the Classified Association leadership team and representative to discuss the next Classified Employee Contract. Discussions are progressing, and we hope to have a new agreement in place before fall.

5. Adult Basic Education Funding:
On July 1, we received the following notification from HECC:

Dear Presidents and Business Officers,

Yesterday we received communication from the United States Department of Education that the official Grant Award Notification which obligates funds for Adult Education Basic and Integrated English Language and Civics Education programs has been delayed pending review of the submissions and awards for the upcoming academic year. We are working to identify implications of this delay and will provide additional information related to this matter as it becomes available. HECC leadership is consulting with the Governor's office and Oregon Department of Justice on next steps, and we will be reaching out to college leadership in the coming days to address immediate concerns.

In full transparency, I will be sending a similar message to your Adult Basic Education Directors later today (probably around 4pm) as I will be relying on them to promptly turn in invoices and documentation during this time.

I realize that this is likely an already difficult time for some of you, so if there is anything I can do to act as a conduit of information, please let me know.

Thank you again for your continued partnership,

Donna

Donna Lewelling
Director, CCWD
OREGON HIGHER EDUCATION COORDINATING COMMISSION
www.oregon.gov/highered
Cell 503-559-4340

6. Community College Financial Monitoring

In November 2023, the HECC endorsed a recommendation to include Oregon's community colleges in its financial monitoring work. A collaborative workgroup of college leaders developed a framework for an annual financial report, with the first publication scheduled for June 2025.

As of July 2025, a draft version of the report has been completed and is included in the meeting packet for review. The report is intended to inform statewide policymaking, identify financial risks, and support budget planning.

Based on six years of data through the 2023–24 fiscal year, Clatsop is categorized as "Struggling 2" on its Composite Financial Index (CFI), with a six-year average of 1.2—below the 1.5 threshold for financial wellbeing. The college remains financially vulnerable and should maintain a focus on long-term stability and aligning resources with strategic priorities.

Highlights:
- Most recent fiscal year is 2023-2024
- Clatsop's Composite Financial Index rating is "Struggling 2"
- Clatsop's Reliance on State Funding is rated as "Struggling 1"

HIGHER EDUCATION COORDINATING COMMISSION

FINANCIAL SUSTAINABILITY
OF OREGON COMMUNITY COLLEGES

2025

(FINANCIAL DATA THROUGH FY2024 OR JUNE 30, 2024)

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Accessibility Statement

The HECC is committed to accessible services for all. Requests for translations, language services, alternative formats, or Americans with Disabilities Act (ADA) accommodations may be sent to info.hecc@hecc.oregon.gov.

Key Takeaways

Although none of the colleges are at a moment of crisis, they are vulnerable to financial pressures with spending growing faster than revenues for many. This is consistent with the nationwide trend for higher education institutions as a whole. This is due in part to falling tuition revenue from decreasing enrollment over the past decade. Additionally, labor and benefits costs, among others, are increasing at a rate faster than revenues, some of which are outside the control of the governing boards.

Financial sustainability likely will not be improved solely by expanding mission scope to attract more pipeline students. Based on forecasted demographics, more working adults will be needed to increase enrollment and improve operating revenue. However, older students can be more expensive to recruit and retain[1] and minimal progress has so far been made toward achieving Oregon's adult attainment goal[2] with the colleges serving fewer adults over the past decade as a percentage of overall enrollment.

Inflation in the western region has been higher than the national average, impacting operating expenses. The Higher Education Cost Adjustment (HECA) has also started to outpace the Consumer Price Index (CPI), potentially impacting tuition and fee rates. This may continue to challenge students' perception of the value of higher education in general which may impact demand.

Many community colleges face significant capital needs which are becoming more challenging to fund in a higher interest rate environment. Ten of the seventeen community colleges were founded in the 1960s and early 1970s, with buildings and equipment reaching the end of their useful lives. Key decisions will need to be made to signficantly renew or replace much of this infrastructure. In addition, public willingness to pass tax bond levies will play a role in the ability of colleges to fund capital needs.

Potential risk due to federal policy uncertainty creates a more difficult operating environment. As noted by Moody's Ratings, macroeconomic uncertainty, driven by shifting policies and market volatility, adds to the financial sustainability risk for institutions already dealing with elevated expense growth and enrollment challenges.[3]

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[1] Jesse Levin, Bruce Baker, Jason Lee, Drew Atchison, and Robert Kelchen. An Examination of the Costs of Texas Community Colleges. Institute of Education Sciences. U.S. Department of Education. 2023.

[2] HECC Office of Research and Data, Research Brief: Oregon's Adult Attainment Goal, Spring 2024.

[3] Moody's 2025 Outlook, US Higher Education, March 2025.

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Overview

This report contains a wide-ranging financial evaluation of Oregon's community colleges and includes information on broader trends. The intent is to inform the Commission's work in developing state goals, determining strategic investments, and recommending a consolidated budget, as outlined in Oregon Revised Statues (ORS) 350.075 (3). This report focuses solely on Oregon's community colleges; however, monitoring of local workforce boards, non-exempt private colleges, public universities, and career schools is also conducted by HECC staff. The report is organized around the elements of the purpose statement noted below with operating assumptions that propose:

- Oregonians are best served by a higher education system that combines centralized coordination with independent board governance.

- The direct governance of the institutions is the work of the independent boards, which are responsible for financial viability, sufficiency, and sustainability across all funding sources.

- The HECC's responsibility is to ensure collaboration and coordination among public institutions of higher education for the benefit of all Oregonians. HECC observes the work of institutional boards in maintaining financial viability and stewarding public resources and serves as a trusted third-party reporting to the legislature and governor on these matters.

Purpose Statement

The purpose of financial monitoring is to support statewide policy making guided by the goals and mission of public higher education in Oregon. Specifically, the financial monitoring performed by HECC staff seeks to:

- **Provide advance warning** of financial instability for policy makers.

- **Identify potential systematic risks** to Oregon's higher education infrastructure with a particular focus on the education and workforce mission of the institutions.

- **Maintain an awareness** of broader institutional finance trends to inform the HECC's agency request budget (ARB) and related recommendations for the Governor and Legislature.

Other Organizations Involved in Financial Monitoring

A regulatory triad of state agencies, accrediting bodies, and the federal government, are primarily involved in monitoring the financial health of public institutions of higher education. Other entities, outside of regulators, often perform similar analysis as well.

The Northwest Commission on Colleges and Universities (NWCCU) is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA) to accredit postsecondary institutions. Legally a non-profit corporation, NWCCU accredits institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia. It recognizes institutions for performance, integrity, and quality to merit the confidence of the education community and the public. Additionally, the NWCCU Board of Commissioners may request the Financial Resources Review (FRR) Committee, comprised of

experienced Chief Business Officers and Enrollment Management Administrators, to review a report from an institution detailing financial and enrollment trends. The Board of Commissioners will review the report and the FRR Committee's recommendations at its upcoming meeting to determine if Commission action is needed.

The eligibility and assessment standards used include a review of governance, resources, and capacity. Eligibility requirements 19 and 20 address fiscal resources, planning, and accountability and require the submission of an external financial audit within 15 months after the fiscal year ends. Standard 2.E.1 considers auditing and regular reporting to assess financial stability, including sufficient cash reserves to achieve and fulfill its mission. Standard 2.E.2 assesses for appropriate available funds, realistic development of financial resources, and risk management to ensure short-term financial health and long-term financial sustainability.

The federal government has for many years played a role in providing oversight of higher education through institutional eligibility for student financial aid programs. Consistent with the Higher Education Act (HEA), institutions must be financially responsible to participate in Title IV programs. Related regulations identify the criteria that public, private, nonprofit, and proprietary institutions need to meet to demonstrate they are financially responsible.

Outside of regulators, there are others, the most prominent being credit rating agencies, who perform similar analysis. Of the largest credit rating agencies, Moody's Investor Services is the most prominent to cover institutions of higher education. They rate the debt sold independently by institutions to provide potential investors an understanding of the institution's financial health and more specifically their ability to repay debt. Their financial framework considers scale, market profile, operating performance, financial resources and liquidity, leverage and coverage, and financial policies. They also consider qualitative and contextual information when determining a credit rating.

Outlook for Higher Education

According to Moody's Ratings, the 2025 outlook for U.S. higher education has turned negative from stable as recent potential federal policy changes create a more difficult operating environment for colleges and universities.[4] They note that "macroeconomic uncertainty, driven by shifting policies and market volatility, adds to the risks for institutions already dealing with elevated expense growth and enrollment challenges." More information is included later in this report within the *Broader Financial Trends* section.

Financial Overview

The seventeen community colleges in Oregon are local governmental entities with taxing authority and a defined service area as authorized by the state. They are complex organizations with broadly defined missions serving all 36 Oregon counties. They are eligible for limited amounts of state backed bond funding for education/workforce related capital projects.

Each community college has a locally elected governing board. The board has the ultimate authority over institutional finances including the viability, sufficiency, and sustainability across
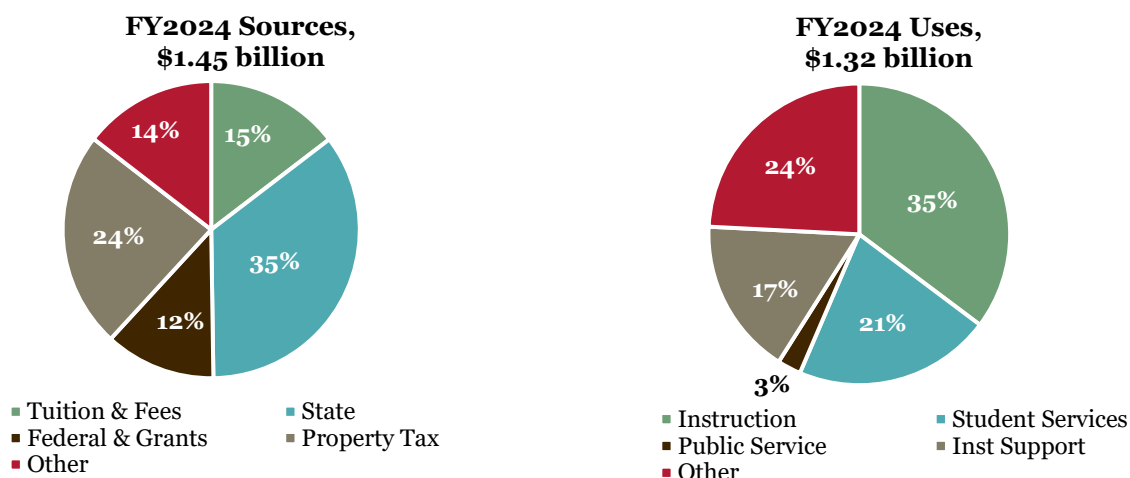
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[4] Moody's 2025 Outlook, US Higher Education, March 2025.

all funding sources. Donations are received by affiliated nonprofit foundations which are included as component units within the college's annual financial report. The colleges are obligated to comply with Oregon Local Budget Law and are required to publish an annual financial report that has been externally audited.

The colleges use a system called fund accounting to track activity by legal requirement and intended purpose. Each fund is a separate set of self-balancing accounts. Fund accounting helps facilitate accountability and supports required reporting to the federal government, state government, and others. Although not exhaustive, the most common funds include:

- **General Fund** – this is sometimes called the Education & General (E&G) fund. This includes activities for instruction, workforce, and public service functions.

- **Restricted Fund(s)** – used to track grant funding which is often public service related but could include grants from other sources.

- **Auxiliary Fund** – related to food service, housing, athletics and retail operations.

- **Plant Fund** – related to physical plant (buildings) and other capital activity.

FY2024 Sources, $1.45 billion

- Tuition & Fees
- State
- Federal & Grants
- Property Tax
- Other

FY2024 Uses, $1.32 billion

- Instruction
- Student Services
- Public Service
- Inst Support
- Other

Sources and Uses. Across all funds, the largest source of revenue, at 35% of the total, is state appropriated funding. This is predominantly through the community college support fund (CCSF). Property tax revenue makes up a significant share as does federal and other grant funding which is used for specific purposes. Other funding includes auxiliary and certain non-operating revenues like interest earnings.

Traditionally, revenues within the general fund by itself, are a three-legged stool with tuition/fees, state funding, and local property taxes all making up about a third of the total. Within all funds, the federal government is a key funding partner as well. Recently, state funding has grown relative to the other sources of revenue largely due to enrollment declines and the base plus approach used for state budgeting.

The largest expense is instruction and related student services. The largest expense by natural classification is personnel costs including wages and benefits which make up about 80% of all spending. Some benefit expenses are outside the control of the college like PERS contributions. Auxiliary services make up a small proportion of spending.

Equalized Funding. The community colleges collect property tax revenue which provides funding for instructional activities and campus operations. Much like the K – 12 school districts, the colleges are affected by property value limitations enacted due to ballot measures passed during the 1990's. Assessed property taxes are considered within the model for the distribution of state funding with both state funding and property tax revenue equalized to provide adequate funding per full-time student equivalent.

This is often referred to as the total public resources (TPR) available for distribution. In FY2024, the TPR per FTE was $10,013 with 63% coming from state appropriations across all 17 colleges and 37% coming from local property tax collections. However, this ratio varies greatly by college.

Capital Infrastructure. Many community colleges face significant capital needs which are becoming more challenging to fund in a higher interest rate environment. Although a comprehensive space analysis has not been performed for Oregon's community colleges as a whole, it is unlikely that the achievement of the state's higher education goals is dependent on significant investments in <u>new</u> capital facilities. Enrollments have declined during the past decade, have rebounded somewhat during the past couple years, but are not expected to increase substantially going forward due to demographic headwinds. However, since 10 of the 17 colleges were founded in the 1960s to early 1970s, many of the major existing facilities are near the end of their useful lives having been built more than 40 years ago and likely have substantial deferred maintenance backlogs. In addition, public willingness to pass tax bond levies will play a role in the ability of colleges to fund capital needs.

This issue is not unique to buildings. IT infrastructure is similarly situated in that many of the major IT platforms used for business operations and student records are 20-30 years old. Systems of this age are more vulnerable to destabilizing cybersecurity attacks. The key challenge is how to pay for a vast and aging infrastructure in desperate need of major renovation if not outright replacement. State funding will be challenged by competing spending priorities compounded by higher interest rates increasing the cost of state-issued bonds. At the same time, suppressed institutional revenues might be insufficient to make up the difference.

Financial Condition Analysis

To provide warning of potential financial instability for policy makers, the financial sustainability of each institution is assessed using currently available data. The analysis includes both quantitative and qualitative factors for appropriate context. The metrics are measured over time to understand emerging trends.

There is no singular method perfectly capable of forecasting imminent distress for an institution. The focus in this report is on a simplified methodology with a higher likelihood of predicting instability. The goal is to include metrics that provide an overall assessment for policy makers that are calculated using currently available data.

Several factors can lead to an increased risk of predictable financial instability and are therefore used in this analysis. These factors include a sharp decline in enrollment, a decline in financial ratios over time, and an increased reliance on a single revenue source.[5] An assessment of the trend for each by college is included in Table 1. Other factors, such as financial statement audit issues, known investigations or sanctions, and key leadership turnover, are also discussed.

The assessment of the metrics is based on work conducted by the National Association of College and University Business Officers (NACUBO) in conjunction with public accounting firm Baker Tilly. The assessment of the Composite Financial Index (CFI) is informed by the book, *Strategic Financial Analysis for Higher Education*, which is considered industry standard. However, the condition of each metric is noted as stable, struggling 1, or struggling 2, which is informed by work conducted through the National Association of College and University Business Officers (NACUBO)[6]. More detailed information is included in subsequent tables. Some of the general factors that influence these metrics are noted in Appendix A.

Table 1: Trend in Metrics			
	Enrollment	**Composite Financial Index (CFI)**	**Reliance on State Funding**
Blue Mountain	Stable	Struggling 1	Struggling 1
Central Oregon	Stable	Stable	Stable
Chemeketa	Stable	Stable	Stable
Clackamas	Stable	Stable	Stable
Clatsop	Stable	Struggling 2	Struggling 1
Columbia Gorge	Stable	Struggling 1	Stable
Klamath	Stable	Stable	Stable
Lane	Stable	Struggling 1	Stable
Linn Benton	Stable	Struggling 1	Stable
Mt. Hood	Stable	Stable	Stable

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[5] Kelchen, Robert. "Examining the feasibility of empirically predicting college closures." Economic Studies at Brookings, 2020, https://www.brookings.edu.

[6] NACUBO/Baker Tilly, Path to Sustainability Project, 2023.

Table 1: Trend in Metrics			
	Enrollment	**Composite Financial Index (CFI)**	**Reliance on State Funding**
Oregon Coast	Stable	Struggling 1	Stable
Portland	Stable	Stable	Stable
Rogue	Stable	Stable	Stable
SW Oregon	Stable	Stable	Stable
Tillamook Bay	Stable	Stable	Stable
Treasure Valley	Stable	Stable	Stable
Umpqua	Stable	Stable	Stable
Source and Notes: Enrollment from the HECC Office of Research and Data. The CFI calculations are based on data supplied by the colleges. Reliance on state funding is calculated by HECC staff based on data from CCFIS. FY2024 data is not available for Columbia Gorge or Lane with the assessment of CFI based on available data.			

A summary of the trend for each metric is included below. More detailed information for each component is included in the rest of this section with additional data in the appendix.

- **Enrollment** – Considering fall, fourth-week FTE enrollment, the total FTE for all colleges is higher in 2024 than in 2023, although not all colleges experienced growth. All colleges experienced FTE enrollment growth between fall 2022 and fall 2024, although it remains lower than pre-pandemic levels.

- **CFI** – Most are stable and have maintained a CFI above 3.0 in the past six years. However, in the short-term, many are struggling to collect enough revenue to cover expenses. Meanwhile, long-term capacity seems to be an issue as well.

- **Reliance on State Funding** – The reliance on state funding, as measured by the percentage of general fund revenue provided by the state, has increased or remained stable for most of the colleges except Blue Mountain and Clatsop, which have seen a decrease of 3% each, comparing FY2022 to FY2024 data.

- **Other Factors** – There are no known ongoing investigations or sanctions for any of the colleges. Some of the colleges have had recent challenges publishing an annual financial report in a timely manner which is due to a number of issues including staffing and external auditor changes. Also, there has been recent leadership turnover at nine of the colleges affecting key leadership positions including president, vice president of academic affairs, and chief financial officer.

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Enrollment

Stable, if not growing, enrollments over time are the most visible sign of an institution's financial health. Net tuition revenue is typically one of the largest sources of revenue and the distribution of state funding is influenced by the enrollment and success of students as well. Credit rating agencies rely on enrollment trends to determine student demand and market position, both of which are factors in ratings analysis.

The trend in fall, fourth week FTE enrollment for all students is included in Table 2. Five key years of enrollment data are included, the three most recent years along with two prior years to present a broader trend. The two prior years were chosen specifically. Year 2015 data is included because it is a decade before the most recent completed year of 2024, and year 2020 data is included to represent a pandemic-influenced perspective. The condition noted in Table 1 is based on the two-year trend.

Table 2: Trend in Fall, Fourth Week Enrollment							
	2015	**2020**	**2022**	**2023**	**2024**	**Ten-Year Trend**	**Two-Year Trend**
Blue Mountain	620	389	366	358	386	-38%	5%
Central Oregon	1,777	1,269	1,189	1,320	1,346	-24%	13%
Chemeketa	3,621	2,461	2,352	2,337	2,507	-31%	7%
Clackamas	1,936	1,452	1,359	1,488	1,650	-15%	21%
Clatsop	312	223	208	229	226	-28%	9%
Columbia Gorge	267	245	199	219	261	-2%	31%
Klamath	539	442	422	494	499	-7%	18%
Lane	2,892	2,102	1,911	1,936	2,055	-29%	8%
Linn Benton	1,811	1,458	1,303	1,295	1,357	-25%	4%
Mt. Hood	2,397	1,640	1,597	1,737	1,809	-25%	13%
Oregon Coast	161	140	145	168	176	9%	21%
Portland	8,438	6,238	5,505	5,922	6,214	-26%	13%
Rogue	1,429	884	931	1,108	1,268	-11%	36%
SW Oregon	855	537	591	546	651	-24%	10%
Tillamook Bay	106	140	128	163	161	52%	26%
Treasure Valley	724	473	465	460	492	-32%	6%
Umpqua	793	639	678	681	840	6%	24%
Total	**28,678**	**20,729**	**19,348**	**20,460**	**21,897**	**-24%**	**13%**
Source: HECC Office of Research and Data, analysis of student-level data. Published November 2024.							

Condition	Associated with Fall FTE Enrollment Trend (Two-Year Trend)
Stable	Increasing or relatively stable (i.e., <2% decrease)
Struggling 1	Decreased by 2 to 5%
Struggling 2	Decreased by 5 to 10%
In Crisis	Decreased by >10%

Source: NACUBO/Baker Tilly, Path to Sustainability Project, 2023.

Financial Ratios

Financial ratios are a commonly used tool to illuminate the current condition of institutions and have been used in higher education since the early 1980s. They are the predominate tool used by most states in financial monitoring work. A version is used by the U.S. Department of Education to calculate financial responsibility scores of private institutions.

There are some common criticisms. One is that the data is historical and may not offer much situational awareness in an environment where circumstances are rapidly changing. Also, that the calculations are influenced by factors outside a governing board's control, like pension liabilities for example. Although valid, these criticisms can be addressed by using trend data to compare an institution to itself over time and by including additional context.

In this report, four ratios are used to assess the financial condition of each college. Together, these ratios are known as the Composite Financial Index (CFI). The industry standard for CFI is 3.0 or above for sustainability. The federal government considers a CFI score of 1.5 or below to be the threshold for wellbeing. Both the short-term and long-term perspective are considered because sustainability is based on achieving the mission today while balancing the need to develop the capacity for mission relevance in the future as noted in Table 3.

Data used to calculate the ratios comes directly from the colleges. Data for the related component units is included in the calculations, which is considered an industry standard. The calculations are adjusted for pension and OPEB liabilities with related expenses excluded. The trend for each ratio is included in Tables 4 through 8 with detailed calculations for each college included in the appendix. The intent is to assess a limited set of objective financial metrics to provide the means for institutions to have difficult conversations with partners around their financial condition and sustainability.

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Table 3: Financial Ratios Used to Assess Sustainability

	Short-Term Performance		Long-Term Capacity	
Measure	Do revenues meet or exceed expenses?	Does asset performance support the mission?	Are resources sufficient and flexible enough to support the mission?	Are debt resources managed strategically?
Ratio	**Operating Margin**	**Return on Net Assets**	**Primary Reserve**	**Viability Ratio**
Calculation	Net Income / Total Revenue	Change in Net Assets / Total Net Assets	Expendable Net Assets / Total Expenses	Expendable Net Assets / Long-term Debt
% of CFI (Weights)	10%	20%	35%	35%

Operating Margin – This ratio measures whether the institution is living within existing resources. It determines if the institution is collecting enough revenue to cover existing expenses. Expressed as a percentage, a negative outcome indicates a structural deficit which depletes financial reserves. Table 4 includes data by college over time. Some of the general factors that influence the calculation of this ratio are noted in Appendix A as is more context for specific colleges.

Table 4: Trend in Operating Margin

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Blue Mountain	3.2%	11.4%	12.0%	8.6%	8.7%	20.4%	10.7%
Central Oregon	10.8%	-0.3%	3.2%	-1.5%	1.9%	10.4%	0.5%
Chemeketa	2.2%	14.4%	12.0%	20.8%	11.1%	19.7%	13.4%
Clackamas	-1.8%	13.0%	13.1%	10.1%	3.4%	13.3%	8.5%
Clatsop	0.1%	3.2%	10.2%	-2.5%	6.1%	3.4%	3.4%
Columbia Gorge	-1.8%	8.1%	44.5%	18.6%	19.7%	N/A	17.8%
Klamath	-4.4%	14.3%	4.5%	23.7%	3.0%	16.8%	9.6%
Lane	-2.9%	4.1%	4.3%	7.0%	13.5%	N/A	5.2%
Linn Benton	-3.8%	13.0%	4.7%	20.5%	-4.6%	16.3%	7.7%
Mt. Hood	-3.1%	11.7%	6.0%	16.3%	3.0%	12.1%	7.7%
Oregon Coast	4.7%	1.1%	13.2%	11.5%	7.8%	13.7%	8.7%
Portland	6.5%	9.7%	13.2%	26.1%	4.9%	13.7%	12.3%
Rogue	5.5%	8.3%	7.6%	23.0%	6.3%	12.7%	10.6%
SW Oregon	-11.7%	24.0%	13.8%	8.0%	11.7%	15.0%	10.1%
Tillamook Bay	13.2%	18.6%	0.3%	15.3%	-4.9%	19.9%	10.4%

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Table 4: Trend in Operating Margin							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Treasure Valley	-9.0%	12.7%	13.5%	11.1%	20.9%	23.5%	12.1%
Umpqua	-4.2%	13.6%	21.0%	16.9%	4.3%	17.5%	11.5%
Average Total	**-1.1%**	**10.6%**	**11.6%**	**13.7%**	**6.9%**	**15.2%**	**9.5%**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

Return on Net Assets - This ratio measures whether asset performance supports the strategic direction, or mission, of the college by assessing total economic return. The calculation divides the change in net assets from one year to the next by the total net assets. It can be affected by changes outside the control of the governing board; however, an improving ratio indicates financial flexibility. Table 5 includes data over time. Some of the general factors that influence the calculation of this ratio are noted in Appendix A as is more context for specific colleges.

Table 5: Trend in Return on Net Assets							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	2.5%	10.0%	9.0%	6.8%	6.1%	15.4%	8.3%
Central Oregon	-7.4%	-0.2%	2.3%	-1.2%	1.4%	9.9%	0.8%
Chemeketa	1.4%	10.6%	8.1%	16.0%	6.7%	13.3%	9.4%
Clackamas	-1.6%	12.0%	10.2%	8.1%	2.6%	11.4%	7.1%
Clatsop	0.1%	1.8%	6.6%	-1.4%	4.2%	2.1%	2.2%
Columbia Gorge	-5.0%	-3.2%	-2.0%	9.5%	11.6%	N/A	2.2%
Klamath	-2.9%	13.1%	3.4%	25.0%	2.3%	15.7%	9.5%
Lane	-3.1%	3.7%	4.7%	7.6%	8.9%	N/A	4.4%
Linn Benton	-5.3%	23.7%	5.7%	31.8%	-4.5%	21.8%	12.2%
Mt. Hood	-4.6%	30.5%	13.2%	31.1%	4.0%	18.6%	15.5%
Oregon Coast	2.9%	0.7%	10.4%	8.8%	6.1%	9.8%	6.4%
Portland	7.1%	25.8%	20.2%	41.6%	4.4%	15.1%	19.0%
Rogue	6.9%	9.7%	6.9%	22.9%	4.1%	7.8%	9.7%
SW Oregon	-22.4%	73.6%	22.8%	8.9%	18.4%	21.7%	20.5%
Tillamook Bay	3.6%	6.3%	0.1%	7.0%	-2.1%	10.6%	4.3%
Treasure Valley	-19.5%	34.4%	10.4%	14.1%	23.4%	27.1%	15.0%
Umpqua	-3.5%	11.2%	16.0%	12.4%	2.5%	13.1%	8.6%
Average Total	**-3.0%**	**15.5%**	**8.7%**	**14.6%**	**5.9%**	**14.2%**	**9.3%**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

<p align="center" style="color:red">**DRAFT**</p>

Primary Reserve – This ratio measures the sufficiency and flexibility of financial resources, across all institutional funds, for long-term mission attainment. Since not all assets have the same availability or liquidity, this measure focuses on those net assets that are expendable (i.e., currently available without legal restriction). It expresses the percentage of current annual expenses that can be covered with currently available resources if needed. Table 6 includes data by college over time. Some of the general factors that influence the calculation of this ratio are noted in Appendix A as is more context for specific colleges.

Table 6: Trend in Primary Reserve							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	0.2	0.2	0.2	0.3	0.3	0.6	0.3
Central Oregon	0.6	0.7	0.8	0.7	0.8	0.9	0.8
Chemeketa	0.4	0.4	0.4	0.4	0.5	0.6	0.5
Clackamas	0.5	0.5	0.6	0.4	0.5	0.5	0.5
Clatsop	0.1	0.0	0.2	0.1	0.2	0.3	0.2
Columbia Gorge	0.1	0.1	0.3	0.2	0.3	N/A	0.2
Klamath	0.3	0.4	0.4	0.6	0.4	0.6	0.4
Lane	0.2	0.2	0.3	0.8	0.5	N/A	0.4
Linn Benton	(0.1)	0.0	0.1	0.2	0.1	0.2	0.1
Mt. Hood	0.2	0.4	0.4	0.3	0.4	0.5	0.3
Oregon Coast	0.1	0.0	0.2	0.2	0.2	0.4	0.2
Portland	0.5	0.6	0.9	1.2	1.2	1.2	0.9
Rogue	0.3	0.4	0.5	0.5	0.7	0.9	0.6
SW Oregon	(0.2)	0.0	0.4	0.1	0.2	0.2	0.1
Tillamook Bay	2.1	1.9	1.0	1.1	0.9	0.9	1.3
Treasure Valley	0.2	0.3	0.4	0.6	0.7	0.7	0.5
Umpqua	0.6	0.7	1.0	0.7	1.0	1.0	0.8
Average Total	**0.4**	**0.4**	**0.5**	**0.5**	**0.5**	**0.6**	**0.5**

Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.

Viability Ratio – This ratio measures whether debt resources are managed strategically for long-term mission attainment. It is a coverage ratio that expresses how much, in a decimal format, of existing long-term capital debt can be repaid with currently available resources if needed. Table 7 includes data by college over time. Some of the general factors that influence the calculation of this ratio are noted in Appendix A as is more context for specific colleges.

Table 7: Trend in Viability Ratio							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	0.2	0.2	0.3	0.5	0.6	1.2	0.5
Central Oregon	0.9	1.0	1.1	1.2	1.4	1.8	1.2
Chemeketa	0.7	0.9	1.1	1.6	2.1	4.1	1.8
Clackamas	0.3	0.4	0.4	0.5	0.5	0.5	0.4
Clatsop	0.1	0.0	0.3	0.3	0.4	0.5	0.3
Columbia Gorge	0.1	0.1	0.3	0.3	0.4	N/A	0.3
Klamath	1.1	1.7	1.8	3.5	3.7	7.2	3.2
Lane	0.5	0.5	0.2	0.7	0.4	N/A	0.5
Linn Benton	(0.2)	0.1	0.1	0.6	0.2	0.4	0.2
Mt. Hood	0.8	1.9	2.2	2.4	2.0	2.5	2.0
Oregon Coast	0.0	0.0	0.2	0.3	0.4	1.7	0.4
Portland	0.3	0.6	0.7	1.2	0.8	1.0	0.8
Rogue	0.7	0.9	1.1	1.8	1.9	2.7	1.5
SW Oregon	(0.1)	0.0	0.3	0.1	0.1	0.2	0.1
Tillamook Bay	2.1	2.4	1.6	2.1	0.5	0.6	1.5
Treasure Valley	1.2	2.2	3.1	3.6	5.6	6.1	3.6
Umpqua	1.3	4.4	5.8	7.0	7.2	9.0	5.8
Average Total	**0.6**	**1.0**	**1.2**	**1.6**	**1.7**	**2.6**	**1.5**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

Composite Financial Index – The data from Tables 4 to 7 are combined using the weighting shown in Table 4 to produce the CFI, which is shown below in Table 8. Some of the general factors that influence this calculation are noted in Appendix A as is more context for specific colleges.

Table 8: Composite Financial Index							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	0.9	2.5	2.7	2.5	2.7	5.6	2.8
Central Oregon	0.8	2.5	3.5	2.7	3.7	5.6	3.1
Chemeketa	2.0	4.1	3.7	5.5	4.6	8.0	4.7
Clackamas	1.2	3.8	3.9	3.0	2.2	3.9	3.0
Clatsop	0.3	0.5	2.1	0.2	1.9	1.8	1.2
Columbia Gorge	(0.2)	0.7	4.4	3.3	3.8	N/A	2.4
Klamath	1.0	4.8	3.2	8.8	4.8	10.6	5.5
Lane	0.4	1.6	1.9	4.0	3.5	N/A	2.3

Table 8: Composite Financial Index							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Linn Benton	(1.1)	3.6	1.2	5.8	(0.4)	4.3	2.2
Mt. Hood	0.4	6.5	4.5	7.2	3.3	6.1	4.7
Oregon Coast	0.9	0.2	2.7	2.5	2.0	4.5	2.1
Portland	2.8	5.5	6.0	10.3	4.7	6.6	6.0
Rogue	2.6	3.4	3.4	6.8	4.3	6.5	4.5
SW Oregon	(3.7)	9.2	4.8	1.7	3.3	4.0	3.2
Tillamook Bay	8.7	9.0	4.0	6.5	2.2	5.4	6.0
Treasure Valley	(1.1)	7.0	5.9	6.7	10.5	11.5	6.7
Umpqua	1.9	7.8	10.7	10.4	9.2	12.8	8.8
Average Total	**1.0**	**4.3**	**4.0**	**5.2**	**3.9**	**6.5**	**4.2**

Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.

The industry standard for CFI is 3.0 or above for sustainability, while a score of 1.5 or above is generally considered the minimum for wellbeing. Therefore, the condition is noted as stable for a CFI greater than 3.0, struggling 1 for a CFI between 2.9 and 1.5, and struggling 2 for a CFI below 1.5. This is based on a six-year average of the CFI to account for potential year-to-year volatility. Table 9 includes recommendations for governing board strategy based on the CFI metric.

Table 9: CFI Range and Suggested Board Strategy	
Range	**Strategy**
7.5 to 10.0	Deploy resources to achieve robust mission
6.5 to 7.5	Allow experimentation with new initiatives
4.5 to 6.5	Focus resources to compete in future state
2.5 to 4.5	Direct resources to allow transformation
1.0 to 2.5	Re-engineer the institution
1.0 and less	Consider substantive programmatic adjustments

Source: Prager, Sealy & Co., LLC; KPMG LLP; and Attain LLC. *Strategic financial analysis for higher education: identifying, measuring & reporting financial risks.* 7th edition.

Reliance on State Funding

The overreliance on any one source of revenue can subject an institution to volatility and risk should changes occur unexpectedly. Considering each revenue source's percentage of total revenue provides indication of dependence. There is no universally accepted benchmark or definition of overreliance. However, it is helpful to consider the trend over time.

In this section, the focus is on state funding. As in, funding appropriated to the HECC from the state's general fund on behalf of the colleges for distribution through the Community College Support Fund (CCSF). Table 10 summarizes the trend in the percentage change in revenue that comes from state support to provide an understanding of the dependence on state funding.

It should be noted that a key portion of funding for Oregon's 17 community colleges is local property tax revenue. The colleges collect local property tax revenue for operations but can also establish levies for debt service separately. Although the colleges collect and keep all local property tax revenue, it is considered within the distribution of the CCSF. When added to state funding, the total is often referred to as Total Public Resources (TPR). The trend in TPR is presented in a subsequent section of this report.

An improving, or relatively stable, level of state funding support is a sign of financial health and can have a positive impact on student affordability. A decreasing level of state funding support indicates the potential for financial stress and is often emblematic of other challenges which could include lower enrollment, reduced persistence, and fewer completions. However, a decreasing level of state funding support, again measured as a relative proportion of total revenue, could also result from increased enrollment or an increase of other revenues. Therefore, a cautious assessment is required.

Table 10: Trend in Percentage of Revenue from State Support				
	2022	**2023**	**2024**	**Three-Year Trend**
Blue Mountain	27%	19%	24%	-3%
Central Oregon	19%	19%	20%	1%
Chemeketa	48%	33%	49%	2%
Clackamas	17%	27%	30%	13%
Clatsop	32%	27%	29%	-3%
Columbia Gorge	55%	53%	54%	-1%
Klamath	64%	62%	64%	0%
Lane	31%	29%	31%	1%
Linn Benton	46%	45%	47%	1%
Mt Hood	48%	50%	52%	5%
Oregon Coast	42%	46%	50%	8%
Portland	49%	50%	49%	0%
Rogue	25%	24%	24%	-1%

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Table 10: Trend in Percentage of Revenue from State Support

	2022	2023	2024	Three-Year Trend
SW Oregon	36%	37%	36%	0%
Tillamook Bay	53%	56%	57%	4%
Treasure Valley	49%	50%	52%	3%
Umpqua	55%	54%	55%	0%
Average Total	**41%**	**40%**	**43%**	**2%**

Source: Community College Financial Information System (CCFIS)

The chart below defines the condition for state support as noted in Table 10.

Condition Associated with Change in State Support (Three-Year Trend)

Stable	Increasing or relatively stable (i.e., <2% decrease)
Struggling 1	Decreased by 2 to 5%
Struggling 2	Decreased by 5 to 10%
In Crisis	Decreased by >10%

Source: NACUBO/Baker Tilly, Path to Sustainability Project, 2023.

Other Factors

In addition to enrollment and financial metrics, a more robust understanding of an institution's circumstances can be informed by considering other contextual factors including audit findings, late submissions of annual financial statement audits, pending investigations, accreditation sanctions, and leadership turnover.

Audit Issues

The institutions are required to have an external audit performed of their annual financial reports each year. The auditor expresses an opinion and is required to communicate to the board on certain other matters. Seven colleges had material weaknesses or significant deficiencies related to internal controls of federal awards. An example of a material weakness is if the enrollment status change for a student is not reported in a timely manner to the National Student Loan Data System (NSLDS). An example of a significant deficiency is if a student didn't receive a timely notification of their award from the college. None of these issues led to any material misstatements of financial information.

Known Investigations or Sanctions

Although this could include all known investigations and sanctions regardless of source, the focus is on the regional accrediting body. Oregon is served by the Northwest Commission on Colleges and Universities (NWCCU). The current accreditation standards, specifically 2.E.1

through 2.E.3, used by NWCCU include reference to the financial stability and control expected of each institution and represent good practice. Accreditation is a prerequisite for an institution to participate in federal financial aid programs and is therefore fundamental to an institution's financial viability. The NWCCU website lists all seventeen community colleges as "substantially compliant"[7] as of February 24, 2025. The HECC is not aware of any current accreditation sanctions affecting the community colleges.

Leadership Turnover

Turnover in executive leadership positions can potentially impact continued alignment with mission. There is no benchmark for this metric. For calendar year 2024, two of the seventeen colleges have seen turnover in their president position, eight have had turnover in their vice president of academic affairs, and five of the seventeen colleges have seen turnover for their chief financial officer position.

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[7] NWCCU, https://nwccu.org/institutional-directory/.

Systematic Financial Trends

The analysis in this section focuses on the education and general (E&G) or general fund for the colleges collectively. This limits the perspective to the education and workforce related mission to identify potential challenges and trends.

Table 11: Trend in E&G (General) Fund – Combined (in thousands)						
	2019	**2020**	**2021**	**2022**	**2023**	**2024**
Total Revenues	772,568	828,009	841,850	923,094	869,048	965,542
Total Expenses	737,889	704,511	744,458	827,190	821,523	886,117
Operating Margin	34,679	123,498	97,391	95,903	47,525	79,425
	4.49%	14.92%	11.57%	10.39%	5.47%	8.23%
% State Revenue	35%	39%	38%	41%	40%	43%
Source: Community College Financial Information System (CCFIS).						

The trends noted during the six-year period observed as noted in Table 11 are similar in some ways, but different than others, to the national observations offered by Moody's as summarized earlier in this report:

- The annual growth in revenues increased at a rate greater than expenses. Operating margins increased during the pandemic, have since declined, but are still positive.
- Collectively the institutions are more reliant on state funding as measured by the proportion of total revenue. This is due to declining enrollment over the last decade. Since pricing power (i.e., the ability to raise tuition and fee rates) is limited, this could place additional pressure on non-operating revenue growth.

A cursory look at fund balances, for all funds combined, based on 2024-25 budget hearing notices suggests that fund balances are declining. Many are just above the industry recommended level of twenty percent of revenues. Although positive operating margins should help, this suggests continued pressure on financial sustainability as fund balance reserves are often used to respond to extraordinary circumstances (i.e., wildfires, operational disruptions, etc.) and to invest in mission realignment efforts (i.e., development of new programs, new student supports, etc.).

Broader Financial Trends

The purpose of this section is to provide a summary of broader trends that may impact the financial sustainability of the institutions. The intent is to inform state higher education goals, strategies, and investments. The trends outlined focus on demographics and market demand, inflation, revenues and expenses, and state funding. Key takeaways include:

- Enrollment headwinds and demand uncertainty might continue to suppress revenue.
- Balancing expenses with available revenue might continue to create budgetary strain.
- Recent increases in state funding are having a positive impact on student affordability. However, growth in state funding going forward might lag its recent trend.
- Potential additional costs lurk outside primary expense drivers due to extraordinary federal policy uncertainty and other factors.

Demographics and Market Demand

Enrollment is a key revenue driver. Forecasted demographics suggest the enrollment outlook does not appear promising. The implication being that institutions will not be served well by expectations of substantially higher enrollments of resident students under age 25. There are opportunities in improving the college going rate among adults while improving retention and success rates as well.

The number of public K-12 students in Oregon has declined 6.1% since 2019-20[8] while the number of annual high school graduates in Oregon is projected to decline 19% through 2041.[9] Also, the number of Oregon residents aged 18 – 24 is projected to decrease by 1% total through 2035 while decreasing as a percentage of the overall population as show in Table 12 with national projections predicting a similar trend through the end of the century.[10]

Table 12: Oregon Population Age 18-24			
	Age 18-24	**Total Population**	**Proportion**
2000	330,328	3,431,100	9.6%
2010	359,854	3,837,300	9.4%
2020	372,296	4,240,296	8.8%
2030 projected	*379,529*	*4,405,800*	*8.6%*
2035 projected	*369,007*	*4,515,800*	*8.2%*
Variance, **2020 to 2035**	**(3,289)**	**275,504**	
	(1%)	**6%**	
Source: Oregon Department of Administrative Services, Office of Economic Analysis, Oregon Economic and Revenue Forecast, Tables C.3 and C.6, May 2025.			

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[8] Oregon Statewide Report Card for 2023-24, Oregon Department of Education, November 2024, p. 3.

[9] WICHE, Knocking at the College Door: Projections of High School Graduates, 11th edition, December 2024, p. 35.

[10] US Census Bureau, 2023 National Population Projections, https://www.census.gov/programs-surveys/popproj.html, February 2024.

At the same time, Oregon's population is growing more diverse in terms of race and ethnicity. The Hispanic population in Oregon is the largest historically underrepresented group and growing rapidly. Since the year 2000, the Hispanic population has doubled, with the Asian, Hawaiian and Pacific Islander (AHPI) population not far behind. An overwhelming proportion of them are children and young adults with many being the first generation in college.[11] Recent research has shown that serving first-generation students, English learners, and adults older than 24 years requires significant additional spending, up to 1.6 times as much, to achieve the average level of success.[12] Other studies suggest that educating disadvantaged students may require up to 40 percent more funding.[13]

Meanwhile, uncertainty remains regarding long-term student demand. The college-going rate of Oregon high school graduates has declined from 60% to 53% during the past decade.[14] And the adult-learner population nationally has migrated toward "cheaper, more flexible, and quicker-to-advance-through online courses provided by a narrow cadre of institutions capable of investing in expensive marketing campaigns".[15]. However, according to Georgetown University's Center on Education and the Workforce, "Of all jobs in Oregon, 70% will require some postsecondary training beyond high school in 2031.".[16]

Inflation

Inflation is a key cost driver. One perspective on inflation is the consumer price index for urban consumers (CPI-U). The growth in the CPI-U over time often influences wage and benefits expense growth. Figure 1 shows the growth in CPI-U over time for both the western region and the national average.

Figure 1: CPI-U Trend
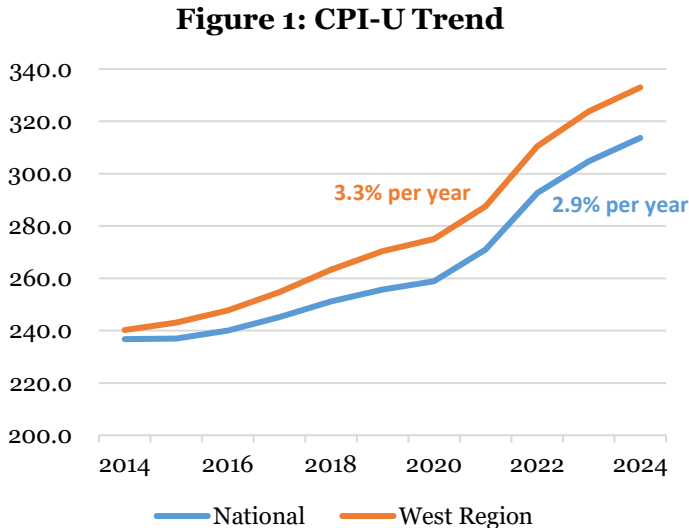
Although the year-to-year increases are similar, inflation in the western region has grown faster than the national average. Inflation spiked to over 8.0% during the pandemic but has now fallen to 2.4% year over year as of January 2025 for the western region.[17] Inflation in the western region averaged 2.3% from 2000 through 2020. With that in mind, higher inflation in the future compared to the recent historical average might lead to an acceleration of spending in the short-term.

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[11] Oregon's Demographic Trends, DAS Office of Economic Analysis, July 2019.
[12] Jesse Levin, Bruce Baker, Jason Lee, Drew Atchison, and Robert Kelchen. An Examination of the Costs of Texas Community Colleges. Institute of Education Sciences. U.S. Department of Education. 2023.
[13] William B. Bonvillian and Sanjay E. Sarma. Workforce Education, A New Roadmap. The MIT Press. 2021. p. 55.
[14] HECC Annual Report of Key Performance Measures, December 2024.
[15] Dan Bauman, Colleges Were Already Bracing for an Enrollment Cliff. Now There Might be a Second One. The Chronicle of Higher Education, February 7, 2024.
[16] Anthony P. Carnevale, Nicole Smith, Martin Van Der Werf, and Michael C. Quinn. After Everything, Projections of Jobs, Education, and Training Requirements through 2031. Georgetown University, Center on Education and the Workforce, 2023.
[17] U.S. Bureau of Labor Statistics, Western Information Office, News Release, February 12, 2025.

Another perspective on inflation is the Higher Education Cost Adjustment (HECA) created by the State Higher Education Executive Officers (SHEEO). It is designed to more accurately measure the inflation institutions face, largely through personnel costs which comprise 75% of the measure. The other 25% is related to general growth in services and supplies costs.

Table 13 includes a comparison of inflation measures over time. The average inflation for each of the past four decades is noted along with the inflation over the past four years of the current decade. Historically, institution-based inflation (HECA) has outpaced consumer-based inflation (CPI-U). That trend reversed itself in the 2010's and early 2020's. However, during 2024, HECA has once again started to outpace consumer-based inflation. This may create upward pressure on tuition and fee rates at a time when pricing power is limited for most colleges.

Table 13: Comparison of Inflation Measures			
	HECA	**CPI-U** **Western Region**	**Variance**
1980's Average	5.5%	4.6%	0.9%
1990's Average	3.2%	3.1%	0.1%
2000's Average	3.2%	2.6%	0.6%
2010's Average	2.0%	2.1%	(0.1%)
2020 to 2021	2.8%	4.5%	(1.7%)
2021 to 2022	5.1%	8.0%	(2.9%)
2022 to 2023	4.2%	4.3%	(0.1%)
2023 to 2024	3.6%	2.8%	0.8%
Source: HECA is from the State Higher Education Finance Survey, SHEEO, Data Adjustments. CPI-U is from the U.S. Bureau of Labor Statistics, Western Region.			

Revenues and Expenses

Balancing expenses with available revenues is important to achieving the mission in the short-term and developing the capacity for mission relevance over the long-term. Table 14 includes the trend in community college revenues and expenses over time for all funds. With enrollment down 24% in the past decade, the annual growth in total expenses is less than inflation. However, the annual growth in expenses has been outpacing the annual growth in revenues.

Table 14: Community College Revenues and Expenses Unadjusted for inflation				
	Operating Revenue	**Non-Operating Revenue**	**Total Revenue**	**Total Expenses**
2014	478,120,399	829,138,697	1,307,259,096	1,188,585,261
2015	466,812,804	646,683,896	1,113,496,700	1,021,818,924
2016	430,686,238	760,871,314	1,191,557,552	1,314,450,671

Table 14: Community College Revenues and Expenses Unadjusted for inflation				
	Operating Revenue	**Non-Operating Revenue**	**Total Revenue**	**Total Expenses**
2017	451,441,249	676,753,450	1,128,194,699	1,225,466,679
2018	430,252,516	816,976,375	1,247,228,891	1,194,499,431
2019	419,887,050	707,869,033	1,127,756,083	1,203,555,566
2020	405,429,390	905,316,914	1,310,746,304	1,131,710,015
2021	458,206,784	754,597,419	1,212,804,203	1,285,186,928
2022	480,916,195	996,061,242	1,476,977,437	1,288,846,061
2023	439,195,032	832,548,432	1,271,743,464	1,235,731,977
Annual Growth Rate	**(0.9%)**	**0.0%**	**(0.3%)**	**0.4%**

Source: US Department of Education, NCES, IPEDS, finance component data, public institutions.
Notes: All funds, capital activity excluded.

Operating revenue is generated from the direct provision of services and includes net tuition and fees, grants and contracts, and auxiliary enterprises. Non-operating revenue includes government appropriations including local property taxes, financial aid grants, investment earnings, and gifts.

When comparing total revenues to total expenses over the past decade, the colleges have experienced challenges in generating sufficient revenue to cover expenses. This excludes capital activity, so it is possible capital related funding changed that outcome. However, the net margin (i.e., the difference between total revenues and expenses) in FY2014 of 10% of expenses has shrunk to 3% in FY2023.

Public Funding

Public funding for the community colleges has grown during the past decade. Property tax assessments have grown from $154.2 million in FY2015 to $232.3 million in FY2024 for an average annual growth of 4.7%. Funding for the community college support fund (CCSF) has grown from $550.0 million during the 2015-17 biennium to $795.6 million during the 2023-25 biennium for an average annual growth of 5.4%. This is compared to inflation of 3.3% per year and expenditure growth of 0.4% per year.

Table 15 includes the trend in total public resources (TPR) over time expressed on a per student basis. During the past decade, TPR per FTE has grown 159%. Granted, a fair amount of that is due to enrollment fluctuation as there are fewer students as well as increased state funding. Proportionally, the share each type of funding has changed only slightly with 37% from property tax revenue and 63% from state funding during FY2024. This can vary by college with more detail included in Table 16.

Table 15: Trend in Total Public Resources (TPR) per FTE

	Property Tax	State Funding	Total Public Resources
2015	$1,502	$2,367	$3,869
2016	$1,625	$2,753	$4,378
2017	$1,764	$2,873	$4,637
2018	$1,930	$3,082	$5,012
2019	$2,096	$3,209	$5,305
2020	$2,265	$3,777	$6,042
2021	$2,531	$4,021	$6,552
2022	$2,892	$4,792	$7,684
2023	$3,347	$5,277	$8,624
2024	$3,730	$6,283	$10,013
Variance, 2015 to 2024	$2,228	$3,916	$6,144
	148%	165%	159%

Source: HECC staff analysis of CCSF workbook data. Base payments are included.

Table 16: Proportion of TPR by College (FY2024)

	Property Tax	State Funding
Blue Mountain	65.8%	34.2%
Central Oregon	66.1%	33.9%
Chemeketa	40.9%	59.1%
Clackamas	52.8%	47.2%
Clatsop	59.6%	40.4%
Columbia Gorge	19.3%	80.7%
Klamath	13.7%	86.3%
Lane	44.8%	55.2%
Linn Benton	28.4%	71.6%
Mt Hood	28.2%	71.8%
Oregon Coast	29.9%	70.1%
Portland	26.8%	73.2%
Rogue	62.2%	37.8%
Southwestern	44.3%	55.7%

Table 16: Proportion of TPR by College (FY2024)		
Tillamook Bay	27.7%	72.3%
Treasure Valley	24.2%	75.8%
Umpqua	24.4%	75.6%
Totals	**37.3%**	**62.7%**
Source: HECC staff analysis of CCSF workbook data. Base payments are included.		

Along with additional investments in state financial aid programs, this has allowed for recent improvements in student affordability as noted in the HECC's Community College Data Dashboard. The percent of all students who cannot afford college costs has declined from 41% in 2011-12 to 25% in 2022-23. For Pell grant recipients specifically, the rate has declined from 52% to 37%. It should be noted that a large percentage of community college students do not apply for financial aid and actively choose to enroll part-time due to affordability concerns. These students are not included in the affordability statistics noted.

Table 17 shows how public funding in Oregon for the community colleges compares to the national average over time. Currently, for the two-year sector, Oregon ranks 15th in the nation in educational appropriations per full-time student equivalent. Educational appropriations in this context includes state funding, local property tax revenue, and state funding for financial aid programs. Since this is a national survey, the definition of FTE is different than what is commonly used in Oregon. Some of the growth, since this measure is presented on a per student basis, can be attributed to enrollment fluctuation.

Table 17: Educational Appropriations per FTE Adjusted for Inflation			
	U.S. Average	**Oregon**	**Variance**
2019	$9,319	$8,342	(12%)
2023	$11,268	$11,852	5%
2024	$10,899	$12,224	11%
Variance, 2019 to 2024	$1,580	$3,882	
	17%	47%	
Source: State Higher Education Finance Survey, SHEEO, Table 3.2A, 2024. Funding per FTE is adjusted for inflation to current dollars using the Higher Education Cost Adjustment (HECA). Educational appropriations include support funds (CCSF/PUSF), financial aid (OOG, Promise), and property taxes.			

Nontraditional Risks

Beyond the typical expense drivers, nontraditional risks have the potential of adding costs. Such risks include cyberattacks, changing government policies, climate events, and legal issues. As a result, some institutions are dedicating additional resources to revising risk management frameworks.

Most recently, potential federal policy changes create a more difficult operating environment. Actions and potential changes include cuts to research funding and other programs, enforcement actions against diversity programs, staff reductions at the U.S. Department of Education, and uncertainty over federal student aid. These changes are causing institutions, in some cases, to pause capital investments, freeze hiring, and cut spending. Moody's Ratings provides a summary of the potential impact on institutions due to the related policy risks in Figure 2.

Figure 2: Potential Risk due to Federal Policy Uncertainty

Credit impact ● Negative ● Neutral ● Positive   Severity ● High ● Medium ● Low

Policy risk	Institutions affected	Credit impact	Severity
Federal research cuts	All, predominantly R1 institutions	●	●
Enforcement actions related to DEI programs	All	●	●
Department of Education restructuring	All	●	●
Reduction or interruption in Pell Grants	All, institutions serving low-income students	●	●
Changes or disruptions to federal student loans	All	●	●
Endowment tax	Wealthy private colleges and universities	●	●
Reduction in foreign student visas	Many, especially those with STEM or art and design programs	●	●

Source: Moody's Ratings, March 2025

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Appendix A – Community College Context

This appendix is designed to provide the reader with additional context to better understand the factors affecting Oregon's community colleges. This appendix is divided into two sections including general factors potentially affecting all colleges and more specific factors applicable to specific colleges. The goal is a more complete, shared understanding.

General Factors

There are several factors that are seen across the community colleges. It should be noted that local governing board decision making and local voter decision making (i.e., passing a tax levy) impacts the ratio calculations in general. However, there are specific issues that impact the calculations across all seventeen colleges as outlined below.

1. 5/3 payment cycle – The payments that are distributed via the CCSF are paid on a cycle of five payments for even fiscal years and 3 payments in odd fiscal years. This is related to a statewide budget shortfall that happened in the early 2000s. This variation contributes to operating revenue that fluctuates based on what is the fiscal year. This affects the Operating Margin, the Return on Net Assets, the Primary Reserve, and the Viability Ratio.

2. Oregon PERS – the rate of contributions to the Public Employees Retirement System (PERS) lies outside of the control of the colleges. These rates are set by the PERS Board. Although an attempt has been made within the ratio calculations to address PERS liabilities, related personnel expense is still included. Therefore, this affects the Primary Reserve Ratio, the Viability Ratio, and the Return on Net Assets.

3. Long-term debt – long-term debt is a significant factor for many of the colleges based on aging infrastructure and technological developments. A difference also exists between those colleges with long-term debt backed by a property tax levy versus those without. And, the public's willingness to pass tax bond levies will play a role in the ability of colleges to fund their capital needs. Long-term debt affects the Viability Ratio.

4. Enrollment – as noted earlier, enrollment is a key factor to financial sustainability. The colleges have seen variable enrollment over the last decade. This in turn affects all of the financial ratios and the CFI in total.

Specific Factors

This section exists to enable the colleges to provide information about specific factors that may impact financial sustainability.

Appendix B – Ratio Definitions and Data

Financial Ratio Definitions

The definitions for the numerators and denominators of the ratios are included below.

Operating Margin (i.e., net operating revenues) = Gain or Loss before other revenues, expenses, gains, losses (i.e., net income) / Total Operating and Nonoperating Revenue (i.e., total revenues)

Net Income:
+Total operating revenues
+Nonoperating revenues
-Total operating expenses
-Nonoperating expenses
+Gain/loss before other revenues, expenses, gains, losses for all component units

Adjusted for pension and OPEB by:
Subtract from total expenses any expenses/losses resulting from GASB statements 68 and 75.

Total Revenues:
+Total operating revenues
+Nonoperating revenues
+Total operating and nonoperating revenues for all component units

Adjusted for pension and OPEB by:
Subtract expenses resulting from GASB statements 68 and 75.

Return on Net (Assets) Position = Change in Net Position / Total Net Position

Change in Net Position:
+Change in net position
+Change in net position for component units under either FASB or GASB
Adjusted for pension and OPEB by:
Adjust beginning and ending net position by the liabilities and deferred inflows or assets and deferred outflows related to pension and OPEB resulting from GASB statements 68 and 75.

Total Net Position:
+Total net position (beginning of year)
+Total net position (beginning of year) for all component units under either FASB or GASB
Adjusted for pension and OPEB by:
Adjust beginning net position by the liabilities and deferred inflows or assets and deferred outflows related to pension and OPEB resulting from GASB statements 68 and 75.

Primary Reserve Ratio = Expendable Net Assets / Total Expenses

Expendable Net Assets:
+Unrestricted net position
+Restricted expendable net position
-Restricted expendable for capital acquisitions
+Expendable net assets for component units under either FASB or GASB

Adjusted for pension and OPEB by:
Adding back liabilities and deferred inflows OR subtracting assets and deferred outflows, related to pension and OPEB resulting from GASB statements 68 and 75.

Total Expenses:
+Total operating expenses
+Interest expense
+Total expenses for component units under either FASB or GASB

Adjusted for pension and OPEB by:
Adding back liabilities and deferred inflows OR subtracting assets and deferred outflows, related to pension and OPEB resulting from GASB statements 68 and 75.

Viability Ratio = Expendable Net Assets / Total Plant Related Debt

Expendable Net Assets: Same as noted above for the Primary Reserve Ratio.

Total Plant Related Debt:
+Total plant related debt at par (includes the current and non-current portion of plant related debt that must be repaid, i.e., premiums, discounts, issuance costs, and asset retirement obligations are not included)
+Total plant related debt at part for all component units

Financial Ratio Data

The data for the related financial ratio calculations are included in Tables A through G. The data is presented in thousands of dollars, includes data for component units, and is adjusted for pension and OPEB expenses, assets, and liabilities consistent with relevant Government Accounting Standards Board (GASB) statements.

Table A: Total Revenues (in thousands)							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	28,617	31,756	28,696	31,298	29,256	33,230	30,475
Central Oregon	65,311	71,787	69,133	80,982	77,496	95,684	76,732
Chemeketa	132,457	153,755	147,410	175,485	151,610	173,468	155,698

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Table A: Total Revenues (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Clackamas	77,093	87,220	84,066	95,060	93,723	103,485	90,108
Clatsop	16,367	18,093	21,816	19,486	23,352	22,101	20,203
Columbia Gorge	14,188	14,559	13,970	17,978	22,619	N/A	16,663
Klamath	22,440	29,880	26,536	36,724	34,654	46,024	32,710
Lane	132,496	114,379	141,969	160,190	147,320	N/A	139,271
Linn Benton	72,148	84,657	76,510	98,723	79,072	96,419	84,588
Mt. Hood	103,074	121,814	145,762	134,477	114,673	126,319	124,353
Oregon Coast	8,248	8,366	11,040	11,851	12,993	13,854	11,059
Portland	331,533	399,826	359,026	444,645	349,044	448,529	388,767
Rogue	76,999	74,597	68,370	83,067	65,863	64,029	72,154
SW Oregon	36,993	43,194	38,011	42,006	44,639	46,203	41,841
Tillamook Bay	6,185	7,903	7,165	8,968	8,982	13,679	8,814
Treasure Valley	32,029	41,452	18,309	38,601	40,745	46,165	36,217
Umpqua	33,667	39,212	39,797	44,362	39,558	51,722	41,386
Avg. Total	**69,991**	**78,968**	**76,329**	**89,641**	**78,565**	**92,061**	**80,649**

Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.

Table B: Total Expenses (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Blue Mountain	30,649	28,138	25,265	28,609	26,720	26,455	27,639
Central Oregon	70,440	73,357	67,747	79,137	71,173	79,549	73,567
Chemeketa	129,486	131,528	129,769	193,642	130,821	138,434	142,280
Clackamas	76,953	78,928	75,096	138,081	87,157	92,895	91,519
Clatsop	16,348	17,513	19,597	20,406	21,934	21,356	19,526
Columbia Gorge	15,086	14,314	15,018	15,326	18,790	N/A	15,707
Klamath	23,423	25,616	25,338	28,034	33,625	38,293	29,055
Lane	141,256	137,720	136,120	148,922	137,313	N/A	140,266
Linn Benton	74,880	73,687	72,879	78,462	81,249	80,741	76,983
Mt. Hood	106,237	107,601	107,076	170,829	111,213	110,995	118,992
Oregon Coast	7,859	8,274	9,588	10,494	11,982	11,956	10,025
Portland	310,065	361,205	311,475	333,760	333,234	387,497	339,539
Rogue	72,689	68,302	63,088	95,731	61,567	55,081	69,410
SW Oregon	41,571	32,823	32,737	38,663	39,422	39,257	37,412

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Table B: Total Expenses (in thousands)							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Tillamook Bay	5,715	6,750	7,428	7,851	9,422	11,006	8,029
Treasure Valley	34,307	34,625	32,942	35,856	34,620	36,620	34,829
Umpqua	35,078	33,827	31,433	53,789	37,863	42,691	39,113
Avg. Total	**70,120**	**72,601**	**68,388**	**86,917**	**73,418**	**78,188**	**74,935**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

Table C: Net Operating Revenue (in thousands)							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	921	3,618	3,431	2,689	2,553	6,774	3,331
Central Oregon	(7,071)	(234)	2,244	(1,188)	1,479	9,978	868
Chemeketa	2,971	22,207	17,632	36,505	16,764	34,160	21,706
Clackamas	(1,350)	11,308	11,021	9,573	3,227	13,721	7,917
Clatsop	19	580	2,219	(490)	1,418	746	749
Columbia Gorge	(252)	1,184	6,213	3,338	4,452	N/A	2,987
Klamath	(985)	4,264	1,198	8,686	1,028	7,731	3,654
Lane	(3,897)	4,656	6,036	11,268	19,893	N/A	7,591
Linn Benton	(2,732)	10,970	3,632	20,260	(3,610)	15,678	7,366
Mt. Hood	(3,163)	14,213	8,686	21,889	3,460	15,324	10,068
Oregon Coast	389	92	1,452	1,358	1,011	1,899	1,034
Portland	21,468	38,621	47,270	115,905	17,108	61,282	50,276
Rogue	4,198	6,184	5,171	19,104	4,177	8,150	7,831
SW Oregon	(4,342)	10,371	5,238	3,343	5,217	6,946	4,462
Tillamook Bay	815	1,470	24	1,371	(440)	2,728	995
Treasure Valley	(2,885)	5,263	2,477	4,289	8,523	10,845	4,752
Umpqua	(1,411)	5,324	8,364	7,505	1,695	9,032	5,085
Avg. Total	**158**	**8,240**	**7,783**	**15,612**	**5,174**	**13,666**	**8,275**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

Table D: Expendable Net Assets (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Blue Mountain	3,355	4,403	5,469	8,058	8,876	14,981	7,523
Central Oregon	45,348	49,216	54,389	55,693	60,419	68,920	55,664
Chemeketa	51,628	57,468	55,577	70,442	67,784	86,649	64,925
Clackamas	34,673	39,028	42,594	49,875	42,224	45,001	42,232
Clatsop	1,494	563	3,308	2,811	5,470	6,952	3,433
Columbia Gorge	2,105	1,913	5,229	3,744	5,089	N/A	3,616
Klamath	6,544	9,655	9,438	16,211	14,892	24,288	13,505
Lane	27,977	25,762	45,044	119,858	65,108	N/A	56,750
Linn Benton	(5,052)	3,149	3,760	18,425	8,340	16,262	7,481
Mt. Hood	16,452	37,678	38,393	54,491	43,961	53,047	40,670
Oregon Coast	535	211	1,879	2,015	2,015	5,066	1,954
Portland	149,886	233,463	278,418	392,397	406,964	467,155	321,381
Rogue	25,058	27,567	29,716	45,744	42,951	51,100	37,023
SW Oregon	(6,468)	315	14,441	2,749	6,134	7,148	4,053
Tillamook Bay	12,134	12,550	7,343	8,353	8,570	9,776	9,787
Treasure Valley	7,476	10,122	14,412	19,748	24,362	26,090	17,035
Umpqua	19,901	24,697	30,770	39,525	37,375	43,081	32,558
Avg. Total	**23,120**	**31,633**	**37,658**	**53,537**	**50,031**	**61,701**	**42,329**

Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.

Table E: Plant Debt (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Blue Mountain	19,240	18,065	16,790	15,444	15,055	12,860	16,242
Central Oregon	53,197	50,772	48,157	45,302	42,054	38,616	46,350
Chemeketa	72,110	63,577	52,882	42,915	32,275	21,027	47,464
Clackamas	109,781	106,655	103,158	99,833	93,225	85,504	99,693
Clatsop	14,220	13,154	11,982	10,929	13,002	13,428	12,786
Columbia Gorge	18,444	17,034	15,464	13,606	11,647	N/A	15,239
Klamath	6,224	5,688	5,137	4,570	3,985	3,383	4,831
Lane	58,934	50,919	180,372	169,761	158,435	N/A	123,684
Linn Benton	33,273	31,132	35,726	32,967	46,741	42,346	37,031
Mt. Hood	20,660	19,345	17,840	22,899	22,193	21,618	20,759

Table E: Plant Debt (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Oregon Coast	13,168	11,369	9,470	7,452	5,313	3,049	8,303
Portland	430,600	397,790	371,715	326,471	503,642	467,695	416,319
Rogue	33,462	30,758	27,874	25,024	22,290	18,662	26,345
SW Oregon	49,489	46,574	44,535	42,926	41,195	39,428	44,024
Tillamook Bay	5,885	5,265	4,612	3,927	16,891	16,422	8,834
Treasure Valley	6,376	4,700	4,601	5,533	4,381	4,301	4,982
Umpqua	15,873	5,639	5,301	5,618	5,204	4,807	7,074
Avg. Total	**56,526**	**51,673**	**56,213**	**51,481**	**61,031**	**52,876**	**55,292**

Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.

Table F: Change in Net Position (in thousands)

Fiscal Year	2019	2020	2021	2022	2023	2024	Six-year Average
Blue Mountain	921	3,618	3,431	2,689	2,553	6,774	3,331
Central Oregon	(7,071)	(234)	2,244	(1,188)	1,479	9,978	868
Chemeketa	2,971	22,207	17,632	36,505	16,764	34,160	21,706
Clackamas	(1,350)	11,308	11,021	9,573	3,227	13,721	7,917
Clatsop	19	580	2,219	(490)	1,418	746	749
Columbia Gorge	(954)	(599)	(503)	2,860	3,952	N/A	951
Klamath	(985)	4,264	1,198	8,686	1,028	7,731	3,654
Lane	(3,897)	4,656	6,036	11,268	19,893	N/A	7,591
Linn Benton	(2,732)	10,970	3,632	20,260	(3,610)	15,678	7,366
Mt. Hood	(3,163)	14,213	8,686	21,889	3,460	15,324	10,068
Oregon Coast	389	92	1,452	1,358	1,011	1,899	1,034
Portland	21,468	38,621	47,270	115,905	17,108	61,282	50,276
Rogue	4,198	6,184	5,171	19,104	4,177	8,150	7,831
SW Oregon	(4,342)	10,371	5,238	3,343	5,217	6,946	4,462
Tillamook Bay	815	1,470	24	1,371	(440)	2,728	995
Treasure Valley	(2,885)	5,263	2,477	4,289	8,523	10,845	4,752
Umpqua	(1,411)	5,324	8,364	7,505	1,695	9,032	5,085
Avg. Total	**117**	**8,136**	**7,388**	**15,584**	**5,144**	**13,666**	**8,155**

Table F: Change in Net Position (in thousands)							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years. FY2024 data is not available for Columbia Gorge or Lane; therefore, the average is a five-year average.							

Table G: Total Net Position, Beginning (in thousands)							
Fiscal Year	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**Six-year Average**
Blue Mountain	36,935	36,327	38,113	39,699	42,037	43,857	39,495
Central Oregon	95,004	94,437	97,446	101,823	103,640	100,856	98,868
Chemeketa	209,911	209,136	217,234	228,617	249,153	256,355	228,401
Clackamas	84,371	94,220	108,052	118,087	123,446	120,096	108,045
Clatsop	33,504	32,778	33,568	34,327	33,925	35,439	33,924
Columbia Gorge	19,136	18,597	24,786	29,972	34,000	6,222	22,119
Klamath	34,269	32,441	34,859	34,685	45,223	49,144	38,437
Lane	127,659	127,351	128,218	147,321	224,708	133,326	148,097
Linn Benton	51,392	46,236	64,030	63,786	79,423	71,860	62,788
Mt. Hood	69,467	46,647	65,760	70,478	86,216	82,467	70,173
Oregon Coast	13,535	13,880	13,986	15,356	16,655	19,334	15,458
Portland	304,425	149,886	233,463	278,418	392,397	406,964	294,259
Rogue	60,533	64,012	75,005	83,502	102,672	104,618	81,723
SW Oregon	19,388	14,090	22,951	37,547	28,396	31,991	25,727
Tillamook Bay	22,871	23,160	23,922	19,671	21,127	25,636	22,731
Treasure Valley	14,805	15,292	23,898	30,465	36,461	40,049	26,828
Umpqua	40,278	47,701	52,368	60,420	68,497	68,720	56,331
Avg. Total	**72,793**	**62,717**	**73,980**	**82,010**	**99,293**	**93,937**	**80,788**
Source and Notes: Calculated using data provided by the community colleges. The six-year average is evenly weighted for all years.							

OCCA

Clatsop Community College

Board of Education

OCCA Update for College Boards – July 2025

2025 Legislative Session Ends

The Legislative Session ended just before midnight on Friday, June 27, with several bill passages worth noting. Most agency budgets were set at state Current Service Level (CSL), and the Higher Education Coordinating Commission (HECC) budget was no exception. The Community College Support Fund (CCSF) in the HECC's budget was set at $854.4 million as part of SB 5525. While this is a nearly 7% increase over the legislatively approved budget for the 2023-25 biennium, it is far short of the $920 million true need that OCCA and the colleges advocated for throughout the session. However, a big win within the budget was that funding was restored for Benefits Navigators at all 17 colleges.

The end of the Session also saw the passage of another of OCCA's legislative priorities of SB 5505, the capital construction bill. This bill approved funding for three new community college projects – Clackamas CC, Klamath CC, and Mt. Hood CC – and two funding renewals (Clatsop CC and Southwestern Oregon CC). In addition, while HB 3635 – which would have increased the Article XI-G bond funding cap for community college construction projects – did not move forward, SB 5505 did include language that increases the Article XI-G bond funding cap from $8 million to $12 million for projects requested after July 1, 2025.

Student success has been at the heart of everything we've done this session. From budget conversations to policy efforts, our advocacy has centered on one clear goal: ensuring students and community colleges have the opportunities and support they need to succeed. As we shared during our time at the Capitol, **Community Colleges Work for Oregon** – and your team at OCCA is genuinely proud to stand with you every day in support of that work.

We're especially grateful for the many ways you showed up this session— testifying, sending emails, engaging in conversations, and always championing student success.

The 2025 End of Session Report is also now available on the [OCCA website](https://www.occa17.com). It highlights the wins, challenges, and everything in between that shaped our collective advocacy on behalf of Oregon's 17 community colleges.

Board Leadership & Governance Summit – September 6

Mark your calendars for Saturday, September 6, for the Board Leadership and Governance Summit, the newly revamped OCCA Board Member event. The one-day Summit will take place at Chemeketa Community College's beautiful Eola Center in Salem. This is an opportunity for both newly elected and experienced community college board members, as well as college presidents. Participants will learn about board responsibilities, the board-president relationship, the structure and outlook of higher education in the state and hear directly from statewide leaders. The Summit will also fulfill the statewide certification requirements for board members related to Oregon's public meetings laws. In addition, OCCA has invited Senator Lew Frederick, chair of the Senate Committee on Education, and Representative Zach Hudson, chair of the House Committee on Higher Education & Workforce Development, to speak with attendees at

the Summit. Registration will open in August, so stay tuned for details!

Revisit the 2024-25 Lunch & Learn webinars

Missed the June 26 OCCA Lunch & Learn webinar on "Public Meeting Law & Other Basics of Board Service"? Not to worry – the recording of this session, along with all other OCCA Lunch & Learn webinars from the past two years (2023-2025), is available on the OCCA website. Visit https://occa17.com/lunchandlearn/ to view all the recordings.

Call for OCCA Annual Conference Presentations

OCCA is now accepting proposals for breakout sessions at the **2025 OCCA Annual Conference**, set for November 5-7 at the Best Western Plus Hood River Inn in beautiful Hood River. This year's theme is "Navigating the Winds of Opportunity," and OCCA is looking for presentations that share best practices, showcase a unique college program, or inform other stakeholders about an event or issue affecting your institution and/or community colleges on a broader level. All presentations should relate to the conference theme, as well as at least one of the following topic areas:

- Innovation and the Future;
- Equitable Pathways to Good Careers;
- Board & College Commitment to Equity;
- Student Achievement & Data;
- Policy & Procedure; or
- Community Engagement & Partnerships

All proposals must be submitted by Friday, August 15, at 5:00 p.m. PST using the **online form**. More details on the conference and proposal submissions can be found on the **OCCA Annual Conference web page**.

Submit Howard Cherry Award Nominations by Aug. 15

OCCA is now accepting nominations for the annual Howard Cherry Awards, held November 6 during the **OCCA Annual Conference** at the Best Western Plus Hood River Inn in Hood River. The Howard Cherry Awards are named for Dr. Howard Cherry, who was a lifelong advocate for education and community involvement. These awards honor those who have made significant contributions to their college or to community colleges statewide in the following categories:

- Outstanding Community College Advocate
- Outstanding Community College Board Member
- Outstanding Community College Administrator

Nominations must be submitted no later than Friday, August 15, at 5:00 p.m. PST using the **online form**. For more information about the Howard Cherry Awards, **click here**.

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 Friday of each month, *except for 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.

###

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

Clatsop Community College

Board of Education

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

CEDR
Submitted by: Kevin Leahy, CEDR Executive Director & CCC Associate Vice-President
- I was honored to be selected as the 2025 SBDC State Star for the State of Oregon. I will be traveling to Orlando, Florida in early September to accept this award on behalf of the CCC SBDC, Clatsop County and the State, along with the other "State Stars" from throughout the United States.
- As Enterprise Zone Manager for Clatsop County, I worked with Don Bohn, County Manager, and Melanie Olson, Regional Development Officer for Business Oregon, to re-designate the Enterprise Zone for the next 10 years. It was established in 2015 and is approved for ten-year increments. This included presentations at the four sponsors meetings: Port of Astoria, Clatsop County & Warrenton Commission meetings, and Astoria City Council. There was unanimous approval for the re-designation. Business Oregon informed us in early July all the paperwork was filed within the deadline, and we were approved for the re-designation.
- I was invited by the leadership of the Georgia-Pacific Wauna Mill to be a guest speaker at the ribbon-cutting ceremony for the new $158,000,000 Paper Machine #1. This is a huge long-term investment for our region and was a celebratory event!
President Hogue and Dean Wilken represented the college, as well.
- President Hogue and I co-presented at the NOW (Northwest Oregon Works) Workforce Investment Board meeting in Astoria at the Port of Astoria on June 27.

CENTER FOR BUSINESS, COMMUNITY & PROFESSIONAL DEVELOPMENT
Submitted by Josh Allison & Meyer Freeman

Small Business Development Center
- Continue team meetings with HB3410 Grant Manager (Robert Killen), community partners and instructors regarding programming planning for Fall Term '25
- Submitted grant application to Pacific Power Foundation for funds to be used as scholarships for local businesses to attend Small Business Management (Level 1 & Level 2) programs.
- Kevin Leahy was selected as State Star for the Oregon SBDC Network.

Community Education
- Completed all FTE-eligible Spring Term registrations and uploaded to Colleague
- Completed onboarding of new instructors for Summer Term '25
- Marketing Summer '25 Workforce Training classes as "Summer Tech Suite"
  - Introduction to Canva
  - Build Your Own Website
  - Digital Marketing Essentials

Clatsop WORKS Paid Internship Program & CCC Cooperative Work Experience
Submitted by Misty Bateman, Program Manager

Clatsop WORKS

- We had record-breaking numbers for Clatsop WORKS this year!
    - 43 employers were registered to host.
    - 123 students from CCC and all five Clatsop County High Schools applied.
    - 231 interview requests went out.
    - 124 interviews occurred.
    - 46 students were hired for paid summer internships (11 from CCC).
    - 56% of the students who interviewed were hired for an internship, up from 44% last year.
    - 37% of the total applicants were hired, up from 26% last year.

- Four Knappa High students completed "Give Me Ten" micro-internships / job shadows at the end of the academic year in late May / early June.

- We hosted an Intern Orientation at South County on June 18th for the 46 summer interns.

- On June 25th, I took the intern cohort to CCC Lexington Campus for a Career Exploration session hosted by Tina Kotson to explore careers in healthcare / nursing.

Cooperative Work Experience (CWE)

- We have one student registered for a welding CWE this summer with Port of Astoria, and one automotive student is completing paperwork for a CWE at Lum's Auto this summer.

Foundation

Board of Education

Foundation Board Report for Thursday, July 24th, 2025 Board of Education Meeting

Submitted by Beth van Elswyk, July 16, 2025

1. **Increase Access - CCCF Scholarships**:
   a. Foundation Board scored 159 scholarships, 111 estimated to be awarded.
   b. Second Chance and second round will run through first week of term.
   c. Brainstorm after working directly with students during this season
      i. Improve Advising, Marketing and working with HS

2. **Annual Event**
   a. April 11th, will send first save the dates once confirmed
   b. Theme will center around Alice in Wonderland, Bandit in Wonderland...the CCC Wonderland.

3. **Increase Outreach/Reputation:**
   a. Donors
      i. Oregon RENEW
         1. Awarded 110k
      ii. OCF
         1. Applied for Community Grant
      iii. Roundhouse
         1. Completed and applied for CTE renewal
      iv. Scholarship fiscal renewals
         1. Providence
         2. Haskell / Maritime
         3. Review and renew all
      v. Automotive upgrade to include Electric
                  a. LCCC 8k Road Balancer
                     Mitra introduced
                     Seeking 8k matching
                     Foundation Chair Jamey 2k
                  b. Next meetings getting scheduled.
      vi. Summer training & planning collabs
         1. Donors / Grants / Alumni
         2. Give 10 Marketing campaign developed and rolled out
         3. Donor Bill of Rights – SOPs
         4. Accounting – reviewing best practices with Accountant
      vii. Foundation Director on summer PTO and will not be in attendance.

   b. Community
      i. Continue regular involvement with County Wide meetings
      ii. Attended. - 100 women / CMH Derby / Golpetazo del Ano

Foundation Board Report for Thursday, July 24th, 2025 Board of Education Meeting

Submitted by Beth van Elswyk, July 16, 2025

     1. Quid Pro Quo volunteerism with CMH
   iii. FUTURE EVENTS
     1. ROCC https://www.clackamas.edu/landing-pages/run-for-oregon-community-college-students-(roccs!)
       a. Local sponsor will be NW Runners Supply Kevin Staples
       b. Faculty lead Fernando Rojas
  c. On Campus
   i. Commencement June 13th 5:30pm
     1. Director is a Volunteer
   ii. 40th Pinning for Nurses June 12th 2pm
     1. Foundation donating linens and support
   iii. Strategic Planning – Foundation Director is involved with supporting the College Strategic Plan

Communications and Marketing

Clatsop Community College

Board of Education

Communications and Marketing Report for Thursday, July 24, 2025, BOE Meeting
Submitted by Julie Kovatch, 6/25/25

Communications – Internal collaborations and messaging to CCC community

- Website-
    - June website use: Users: 6.8K
    - Highest visited pages for June: Homepage, Canvas, Schedules and Calendars, Area of Study, Human Resources, Apply Now
    - Creation of STEP webpage
    - Strategic Planning page developed to include survey results for community, student, and employees.
- I am part of the New Student Orientation Planning team. Participated in planning meetings. I am overseeing training and securing student leaders to help lead groups at the event. I currently have 10 secured.
- Commencement assistance with guest speaker, mascot presence, and photography for the event. We also created the printed program prior to the event. Photographs are posted and free to all students to view and download as they want.
- Photographer and promotion of nurses pinning ceremony.
- Wrapped up ASG meetings and final PO's regarding cap/gown coverage and final meeting retreat.

Communications – External collaborations and messaging to public

- Press releases for: Annual Juried Student Art Show, Commencement announcement, Student Art Show Winners, Maritime Culture Class Outing with Dragon Boat, OSU & CCC Collaboration for Science, Terra Wolden Student Success Feature story
- Announcements to students and social media postings: Summer registration open, Scholarship application deadline, MERTS power outage, River Sea Conference announcement, Nursing Club NARCAN training, Trantlerfest thank yous, live egg hatch in Biology class, and OSU/CCC open house event
- I have agreed to serve on the Astoria Rotary Foundation Board for the next year. CCC is a corporate member.
- Attended the bi-weekly College Advocacy Coordinator meetings and the monthly Oregon Community College Marketing Public Relations Group meetings.

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

- Coast Guard Welcome Packets- I participated in putting together 120 welcome packets for new Coast Guard people coming to the area. I included a paper schedule and CCC notebook in the packets.
- Staffed booth at Seaside Farmers Market on 6/18. Interactions were:
    - Oregon Promise questions
    - Community Education options- basket weaving, swing dance
    - Nursing Alumni stopped by
    - Community member stopped to say thank you for supporting Job Corps students
    - Financial aid question from student who wants to take summer classes
    - Welding class inquiry

Communications and Marketing Report for Thursday, July 24, 2025, BOE Meeting
Submitted by Julie Kovatch, 6/25/25

- - Gave away: 5 summer schedules, 13 notebooks, 12 pens, 1 bumper sticker
- Staffed booth with Automotive Instructor Thad Nolan and former student Bonnie Hilderman at the Seaside Car Show on 6/14/25- more so for community involvement and college recognition than recruitment but was a positive presence.
- Registered for Warrenton 4th of July Parade and Astoria Regatta Parade. Working with small group on the college's entry.
- Radio ads continue to run during local high school games that focus on Oregon Promise. I have also started incorporating our new mission into the radio ads using the phrase "reach your full potential".
- Astorian and Seaside Signal ads ran congratulating local high school graduates and promoting CCC.
- Ordered updated banners and wall posters with new mission on them to replace old posters with outdated mission.
- Social Media- Audience- June #'s-
  - Facebook followers: 3,560 (up 29)
  - Instagram Followers: 1,362 (up 7)
  - Organic post reach #'s Facebook: 25.8K Instagram: 1K

Events – Recent and Upcoming

- June13-14- Seaside Car Show- CCC is sponsor. Will have booth for portion of event.
- June 18- Seaside Market- will have CCC booth at event
- July 4th- Warrenton 4th of July Parade-
- August 9th- Regatta Parade-Working to gather group to participate in parade
- CCC event details and important dates can be seen on the CCC Calendar at: www.clatsopcc.edu/events/

Instruction and Student Success

Clatsop Community College

Board of Education

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July Report to the Board
Office of Instruction and Student Services
Prepared by Provost Teena Toyas: BS,MA
July 13, 2025

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The July 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.

<u>Strategic Priority I-Improve Student Access</u>
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) to meet and communicate with Astoria High School, Seaside High School, Warrenton High School, Knappa High School, and Jewell High School on a consistent basis to expand dual credit course offerings, provide support to high school instructors through mentoring, and improve grade reporting and system access to ensure seamless operations for grade submissions by high school instructors and proper transcription of student grades. We are also collaborating with Neah-Kah-Nie High School in conjunction with Tillamook Bay Community College to assist in providing dual credit courses if requested. Program Specialist, Rinda Johansen and CTE Grant Director, Mary Jackson will represent Clatsop as peer reviewers for the High School Based College Credit Partnerships Committee during the summer of 2025.

2. TRIO SSS, Admissions, Financial Aid, and other Student Services CCC Staff met with area high school students in late May and early June to register students for summer and fall terms. The staff continues to register students for the 2025 fall term throughout the summer.

3. The CCC staff for Admissions, Advising, Financial Aid, and Instruction continue to meet during the summer to organize new student orientations, advising, dual credit options and more.

<u>Strategic Priority II-Increase Student Success</u>
Office of Instruction and Student Services:

1. The English Club sponsors Dr. Julie Brown and Kama O'Connor organized a trip for students, alumni, staff, and others to England. The group of almost thirty individuals is set to depart for England on July 19, 2025.

2. Patriot Hall, the College Bookstore, will continue to provide opportunities for students to be employed and learn life skills and employment responsibilities thanks to the Federal Work Study funding. This is collaborative work between Financial Aid, Human Resources, and other college departments. If students qualify for Federal Work Study, they may work during the summer term if they are taking summer courses or registered

for fall courses. Patriot Hall is open during the summer term, Mondays through Thursdays from 7:00 AM to 7:00 PM.

3. The Bandit Food Pantry continues to provide food and clothing opportunities for students, staff, and others. The College Foundation partners with CCC to help the services and opportunities continue. The hours of operation for the Bandit Food Pantry and Closet are available on the website.
4. The Benefits Navigator position works with students to provide gas cards, guidance to other State services, housing needs, and more. The support for students will continue going forward but there is uncertainty regarding a full-time position replacement for this role. Briana Smith continues to serve in the position to facilitate the Bandit Food Pantry and provide support for other student needs.
5. Curriculum Coordinator, Aaron Gulliford is the instructional lead and is collaborating with instructional staff and other stakeholders to update and publish the 2025-26 college catalog. The completion of the catalog work is expected to be in early September 2025.

Strategic Priority III-Strengthen Our Reputation
Office of Instruction and Student Services

1. Patriot Hall continues to offer Bandit Community Fitness opportunities. Patriot Hall summer hours are 7:00 AM to 7:00 PM Mondays through Thursdays during the summer term. Patriot Hall also has added a ping-pong table on the third floor and a new Precor recumbent exercise bike in the cardio room.

Strategic Priority IV-Increase Organizational Effectiveness
Office of Instruction and Student Services
1. Organizational changes in leadership for the Office of Instruction have been implemented on July 1, 2025. All Instructional Staff and Administrators will work collaboratively to ensure quality education and services effectively and efficiently to all students.
2. All full-time faculty are off contract and will return for in-service in mid-September. Summer courses for business and lower division transfer are going well and adding some life to the campus during the summer.

Strategic Priority V-Build and Sustain Partnerships
Office of Instruction and Student Services
1. Coastal Commitment and College Now staff will continue to meet area high schools to expand course offerings, advising assistance, administrative collaboration, faculty mentoring, and assist with student enrollment and engagement once high school staff return from summer vacation.
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.
3. Misty Bateman's excellent organization and facilitation of the successful Clatsop Works program, which provides employment and other opportunities for high school and college students, is having an outstanding year. Follow the Clatsop Works Facebook page to learn more about the students, their experiences, and opportunities.

Activities and More for Provost Teena Toyas

- Collaboration with other CCC staff to complete the NWCCU Annual Report due August 1, 2025.

- Collaboration and work with CCC staff to prepare and submit the Policies, Regulations, and Financial(PRFR)Report due September 1, 2025.

- Evaluation of new part-time faculty teaching summer courses.

- Continual work with student services, advising, financial aid, and other departments to organize opportunities, facilitate necessary changes, and review processes as we prepare for the return of students and faculty in the fall.

Nursing & Allied Health
Report for 07.24.25 Meeting of the CCC Board of Education
Respectfully submitted on 07.09.25 by Tina Kotson, MSN, MBA, RN, Director of Nursing & Allied Health
The Board report for Nursing and Allied Health (NAH) is organized to demonstrate how the department is working toward achievement of the five areas of focus in the Strategic Plan.

I. **Improve Student Access**
   1. Thirty-two students attended the first of two **New Nursing Student Orientations** on 6/11 to begin onboarding for the fall term. Twenty-four of these students have been guaranteed spots in the 2025-27 cohort; the others are alternates who will be considered if/as openings arise during the summer. A second New Nursing Student Orientation session will be held on 9/18 to prepare students for the first few weeks of the program which begins this year on 9/22.
   2. On 6/25, Tina Kotson, Jennifer Carpenter and one of our senior nursing students collaborated with Misty Bateman to host a **healthcare career exploration session for 40 Clatsop WORKS students**
   3. Tina and Kathy Laughman have already begun work **on revising and improving the Nursing Program Application for the 2026-27 cohort**. Plans are underway to ensure the application and instructions are posted to the CCC website before the start of the fall term. Also, at least four information sessions will be scheduled in late fall term that focus on completing the application process for students who plan to apply in February.
   4. **NAH and Student Services are collaborating** to complete the onboarding process of incoming NAH students This multi-step process began in January and will (hopefully) be completed by the end of July. We are grateful for the much-improved onboarding system due to the efforts of Sarah Geleynse, Jamie Swick, Ian Wilson, and Brina Burke.
   5. Jennifer Carpenter, the Program Director for the Nursing Assistant program, **held New Nursing Assistant Orientation sessions which have resulted in the max enrollment of 10 students in the NA Course** that begins the first week of July. This course prepares students to take the Oregon State Board of Nursing exams to become Certified Nursing Assistants.
   6. Holly Tumbarello, the **Medical Assisting Instructor, has already enrolled nearly 20 students for next fall's** MA program, which is a notable uptick from the 11-13 students enrolled in the past few years.

II. **Increase Student Retention & Success**
   1. For three days in mid-June, senior nursing students participated in an NCLEX-RN prep class to support their success on the 145-question national board exam to become registered nurses.
   2. Final exams are complete, and the results are in: **All 19 second-year nursing students met graduating requirements for the AAS in Nursing; 100% attended graduation on 6/13**. Additionally, **20 first-year nursing students will be moving forward** to the second year of the program.
   3. The **Medical Assisting Program maintained a 100% retention rate** during the 2024-25 academic year with a dozen students enrolled in the program all year. All 12 students graduated on 6/13, and all have MA jobs lined up.
   4. **100% of the 19 graduating nursing students have successfully passed the national NCLEX-RN exam** to become registered nurses. Additionally, 15 of these **graduates have already secured RN jobs**; the other 4 are in the interview process. Finally**, all but two of the graduates plan to remain in the local area** as they begin their nursing careers!

III. **Strengthen our Reputation**
   The **CCC Nursing Program celebrated its 40th Pinning Ceremony on 6/12**. In the past four decades, CCC has prepared **nearly 700 students to be registered nurses**. Many of these alumni still work as RNs in the local community or have gone on to become nurse leaders in our local hospitals, care centers, hospice, and clinics. During the Pinning, many of these alumni joined the newest graduating class to help celebrate. It is estimated that nearly 200 people attended this inspirational event!!

Nursing & Allied Health
Report for 07.24.25 Meeting of the CCC Board of Education
Respectfully submitted on 07.09.25 by Tina Kotson, MSN, MBA, RN, Director of Nursing & Allied Health

IV. **Increase Organizational Effectiveness**

1. Planning is underway for the 2025-26 academic year. In the fall, **five FT nursing faculty will teach the 44 nursing students in both cohorts**. Four of these instructors have been with the college for more than a decade; our newest instructor will join the team permanently after serving as a part-time clinical instructor since 2021. Additionally, we have cultivated **a devoted and consistent part-time nursing faculty pool that consists of three nurses** who serve as clinical, lecture, and community-based instructors at various times throughout the year.

2. On 7/1, Tina will assume her **new role as the Interim Associate Vice President of Nursing, Allied Health and Public Safety.** In addition to nursing, medical assisting, and nursing assisting, Tina will also be responsible for EMT and fire science programs in the 2025-26 year.

3. On 8/8, **Tina will attend a regional ACEN Conference in Tacoma, WA, to begin preparations for the mandatory national accreditation process that is now required in the state of Oregon.** By attending the event, Tina hopes to gain valuable information and connect with necessary resources that will support the CCC Nursing Program's effort to attain the national accreditation and recognition it deserves. We will be looking to the BOE for support in the near future as we begin this 2-3 year process.

4. All members of the NAH team are working to achieve strategic goals as set forth in the new strategic plan. Most faculty serve on Strategic Planning committees that meet regularly.

V. **Build & Sustain Academic & Workforce Partnerships**

1. The Nursing Program has received **a $110,000 RENEW grant from the Oregon Center for Nursing (OCN).** This grant is designed to support FT faculty retention and will be used to hire a clinical teaching associate (CTA) who will work in the labs, simulations, and clinical components of the curriculum. This CTA's involvement will **likely decrease overload for all five FT instructors by 40-50% during the next two academic years**. Special thanks to CCC Foundation Director Beth Van Elswyk who coordinated the grant application process and will serve as the grant administrator for the 3-year life of the gift.

2. On 6/26, Tina met with the new EMT Program Coordinator Josh Feller and a potential new EMT Medical Director from the local community. During the conversation, there was expressed interest in **collaborating with the NAH programs to conduct emergency simulations that would benefit students in nursing, EMT and possibly fire science programs at CCC.** We are working hard to build partnerships that utilize existing resources within and outside of the college.

3. On 7/7, Tina met **with leadership at Providence Seaside Hospital** (PSH) to begin planning for the 2025-26 academic year. We are grateful for the long-standing relationship with Providence that allows nursing and medical assisting students to practice direct patient care in the hospital and the Providence clinics throughout Clatsop County.

4. On 7/14, Tina and Jarrod will **meet with leadership at Columbia Memorial Hospital** to discuss opportunities for growth. CMH is our longest-serving clinical partner, and we are thankful for more than four decades of collaboration that supports student success in nursing, medical assisting, EMT and fire science.

5. In the new academic year, **the CCC Nursing Advisory Committee will expand to include two emeritus members as well as a student member**. Additionally, the existing 20+ members have all committed to returning. Next fall, we plan to hold the first in-person meeting of the Committee since Covid at the encouragement of the members.

6. **NAH 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 affiliation agreements will be **renewed during the summer** to ensure active placements for nursing and MA students.

Policy Committee

Clatsop Community College

Board of Education

Board Policy Committee
BOE Report for July 24, 2025
Prepared by Pat Schulte on 07.13.2025

The Board Policy Committee met on June 5, 2025 with Ashley Flukinger, Jody Stahancyk, Teena Toyas, Anita Jensen, Felicity Green, and Pat Schulte in attendance. Tim Lyman and Jarrod Hogue were absent.

The Committee discussed the following policies for 1st reading at the July BOE meeting. These policies are part of a special federal legal update related to Title IX that we received from OCCA. (OCCA recently received these updated policies from their Federally-Compliant Board Policy Program partners at the Community College League of California after the 2024 Title IX regulations were overturned by the U.S. District Court for the Eastern District of Kentucky and the Department of Education under President Trump reverted back to the 2020 rules.)

- **BP 3430 Prohibition of Harassment** – Removed a reference to BP 3433 Prohibition of Sexual Harassment under Title IX. **–** Legally required
- **BP 3433 Prohibition of Sexual Harassment under Title IX** – Updated the title and aligned the sample with the requirements of the 2020 Title IX regulations pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. **–** Legally required
- **BP 5500 Standards of Student Conduct** – Added legal references and a prohibition on hazing pursuant to the federal Stop Campus Hazing Act. The update also added a reference to BP 3433 Prohibition of Sexual Harassment under Title IX. **–** Legally required

The following policies will be on the July BOE agenda for 2nd reading and adoption:

- **BP 2355 Decorum** – Recommended as good practice

- **BP 1200 Mission –** Accreditation-related

- **BP 3720 Computer and Network Use –** Legally required

- **BP 4030 Academic Freedom** – Recommended as good practice / Accreditation-related

- **BP 4230 Grading, Academic Record Symbols, and Grading Changes** – Recommended as good practice

- **BP 4040 Library and Learning Support –** Accreditation-related

- **BP 4235 Credit By Examination/Credit for Prior Learning** – Recommended as good practice / Accreditation-related

- **BP 5110 Academic Advising and Personal Counseling** – Recommended as good practice / Accreditation-related

- **BP 5140 Disabled Student Programs and Services** – Recommended as good practice

Human Resources

Clatsop Community College

Board of Education

To: **Board of Directors**

Prepared By: Anita Jensen

Date: July 24, 2025

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

NEW HIRES

- Nothing to report.

NEW JOB POSTINGS

- Nursing Instructor/Clinical Teaching Assistant
- Bilingual Transition Specialist

SEPARATIONS

- Amanda Arrington, Trio Program Assistant II (January 6, 2025, to June 27, 2025)
- Tom Williams, Maritime Technology Instructor. (September 11, 2000, to June 30, 2025)
- Kristen Wilken, Dean of Workforce Education and Training. (May 26, 1999, to June 30, 2025)

POSITION CHANGES

- Tina Kotson, MSN, MBA, RN, Interim AVP of Nursing, Allied Health & Public Safety
- Tom Ank, Interim Director of Computer Services and Information Security
- Ian Wilson, Interim Director of Institutional Research and Data Architecture

RECRUITMENT EFFORT UPDATE STATEMENT

Human Resources continues to advance recruitment strategies in support of organizational effectiveness and alignment with the College's Strategic Plan. Current efforts focus on strengthening our ability to attract and retain highly qualified candidates through a merit-based hiring approach. Enhancements to recruitment processes are being implemented with a comprehensive "hire-to-retire" perspective, ensuring consistency, efficiency, and long-term support for employee success throughout the employment lifecycle.

Old Business

Clatsop Community College

Board of Education

President's Proposed Goals 2025-26
July 14, 2025

1. By March 1, 2026, Clatsop Community College will successfully address NWCCU's concerns related to Recommendation 1 of Standard 1 (Mission Fulfillment and Strategic Decision-Making), resulting in the removal of the current warning sanction.

2. By the March 2026 Board meeting, Clatsop Community College will report financial results demonstrating revenues exceeding expenses year-to-date, contributing positively to the College's ending fund balance for fiscal year 2026.

3. By May 1, 2026, Clatsop Community College will achieve a revision of its S&P Global Ratings credit outlook from 'Negative' to 'Stable' or better by addressing the agency's concerns related to leadership stability and improved financial performance.

4. By June 15, 2026, Clatsop Community College will increase full-time-equivalency (FTE) enrollment from 857 to 900, representing a growth of approximately 5.0%.

5. By November 1, 2025, Clatsop Community College will complete planning and officially launch a capital campaign to secure matching funds required to access state funding for the MERTS building remodel and simulator addition.

6. By the January 2026 Board meeting, the President will present a feasibility analysis for expanding Clatsop Community College's Registered Nursing (RN) program. The analysis will include labor market demand, potential enrollment growth, facility and faculty needs, practicum placement opportunities, and financial impact.

7-11-25

This document is presented as an overview of the Board Retreat for Clatsop Community College
June 21 – Astoria, Oregon

Dr. Rick Aman, Facilitator

Clatsop Community College
Strategic Futuring Document

Preamble

The Board of Trustees and President Hogue participated in a one-day retreat on June 21, 2025, facilitated Dr. Rick Aman. The board engaged in a futuring exercise to envision CCC's preferred future three years ahead.

Guiding Framework

The retreat applied Ikigai principles, identifying what CCC loves, does well, what the community needs, and what sustains the College, along with accreditation and mission-fulfillment requirements of NWCCU. The Board's vision is centered on four core questions drawn from the Ikigai framework: Clatsop leadership identified the love of serving students personally through small classes and faulty mentorship. Leadership described the college is good at delivering hands-on learning, building student confidence, and preparing students for workforce or transfer success. CCC's region needs affordable, industry-aligned education that leads to university transfer and family-wage careers. The college can sustain its mission through associate degrees, short-term certificates, and partnerships that generate both trust and revenue.

Purpose of this Document

This Strategic Futuring Document is intended to guide Clatsop Community College as it moves toward its preferred future for 2028. It articulates the College's aspirations and strategic priorities, informed by community needs and institutional strengths. While not prescriptive, the document offers a vision for long-term relevance, academic and workforce alignment, and sustainable growth. By highlighting key initiatives and desired outcomes, it provides a common framework to inform decision-making, resource planning, and leadership focus.

Preferred Future Statement – (Target Year: 2028) Draft

By 2028, Clatsop Community College will be the top choice for accessible, affordable, and career-focused education on Oregon's North Coast. CCC will offer two-year degrees and industry-recognized certificates that lead to family-wage jobs or smooth university transfer. Signature programs in healthcare, trades, and maritime will align with regional workforce demand and include real-world internships in collaboration with local employers. Students will build durable skills through hands-on learning and flexible formats, including high-quality online classes. Strong partnerships with high schools, employers, and community groups will expand access and trust. Through accountable governance and sound finances, CCC will deliver greater opportunities for graduates and strengthen the region's economic and educational vitality.

There was a critique that this statement was too "academic" in nature. Here is an alterative DRAFT Preferred Future Statement, aimed externally.

By 2028, Clatsop Community College will be the top choice on Oregon's North Coast for students, college graduates, and local residents who want affordable, hands-on training for good jobs or a university degree. We will offer two-year degrees and job-ready certificates in fields like healthcare, trades, and maritime. Students will learn by doing—through real-world internships with local hospitals, shipyards, and other employers. Our flexible classes, including online options, will fit the lives of working adults. By partnering with high schools, businesses, and community groups, CCC will help more people build skills, find careers, and grow our region's future.

In many cases this vision of the preferred future statement is too long. Here is a DRAFT, condensed suggestion for use in marketing or an elevator pitch.

By 2028, Clatsop Community College will be the first choice on Oregon's North Coast for people looking to gain real-world skills, earn a degree, or move into a good-paying job. Through strong partnerships and hands-on programs in healthcare, maritime, and the trades, CCC will grow talent for the region and help students succeed at every stage of life.

Board Retreat Themes taken from the Clatsop Community College Trustee Retreat

6-21-25

Clatsop Community College – Board Retreat Summary of Strategic Themes

This summary reflects the CCC Board's strategic discussion and input during the retreat, aligning institutional priorities with our mission.

1. Mission Fulfillment & Institutional Identity
- Clarify what success looks like by defining mission fulfillment through community impact, sustainability, and student outcomes.
- Identify core programs (healthcare, trades, maritime) that drive family-wage employment.
- Develop a compelling brand promise grounded in opportunity and regional relevance.
- Promote CCC as a local gateway to education, career, and personal advancement—regardless of graduation status.

2. Governance & Leadership Alignment
- Strengthen the board-president partnership with clear roles, SMART goals, and regular reporting.
- Promote Board unity and trust to support bold leadership and accountability.
- Provide trustee development in budget, accreditation, and policy governance.
- Encourage transparency through dashboards, timelines, and policy visibility.

3. Community, Employer, and Industry Engagement
- Formalize program-specific advisory councils and community feedback loops.
- Expand workforce partnerships with employers in healthcare, maritime, and trades.
- Align short-term credentials with regional job needs (e.g., eldercare, hospitality).

4. Strategic Planning & Data-Informed Decision Making
- Implement an institutional dashboard with track progress and ensure focus.
- Use scenario planning to adapt to enrollment trends, industry shifts, and demographic changes.
- Ensure every strategic initiative is actionable, measurable, and regularly updated.

5. Access, Affordability, & Student-Centered Services
- Expand online and hybrid course offerings
- Strengthen dual credit and adult re-entry pipelines, particularly for underserved students.
- Keep tuition among the lowest in Oregon and reduce access barriers (transportation, childcare, digital equity).
- Support student life with services aligned to real-world responsibilities.

6. Operational Excellence & Organizational Capacity
- Revise job descriptions and hiring plans.
- Align staff roles and compensation with institutional priorities and equity standards.
- Maintain financial sustainability with adequate operating reserve and strategic fundraising growth.
- Update performance evaluations tied to strategic outcomes.

7. Branding, Communication & Visibility
- Define CCC's brand identity and elevate its visibility statewide and regionally.
- Use storytelling, employer narratives, and student success to communicate CCC's "why."

This integrated framework reflects the board's commitment to aligning CCC's structure, planning, and investment with the community's evolving needs, fulfilling our promise of accessible, affordable, and opportunity-driven education.

Overview of Potential Goals for President Hogue Discussed w/ Board of Education

1. **Prepare CCC for NWCCU Upcoming Ad Hoc Accreditation Visit**
   o Submit a complete ad hoc report prior to the October deadline.
   o Determine names of the ad hoc onsite team members.
   o Coordinate logistics for the site visit and ensure board awareness.
2. **Drive Enrollment Growth**
   o Set realistic enrollment targets based on trend data. Consider 5% annual enrollment growth in credit programs.
   o Implement a strategy for outreach, retention, and dual credit expansion.
3. **Create Fundraising Campaign**
   o Actively cultivate major donor relationships.
   o Initiate MERTS capitol campaign
   o Continue building partnerships with local and regional foundations and employers.
4. **Complete and Communicate Organizational Structure**
   o Revise and publish an updated CCC organizational chart.
   o Clearly identify filled and vacant positions across departments.
5. **Modernize Hiring Practices and Staffing Review**
   o Audit job descriptions to align with required skills and market value.
   o Identify positions where a college degree is not essential. Reliance on documented skills where possible.
   o Develop internal staff training and formalize reclassification options.
6. **Launch a Data Dashboard**
   o Build and maintain a board-accessible dashboard with real-time data. Focus on no more than eight categories for the first year.
   o Include key indicators such as enrollment, staffing, budget, and accreditation status.
7. **Conduct Feasibility Studies for Program Expansion**
   o Deliver feasibility reports for growing allied health and maritime programs.
   o Align studies with labor market demand and potential industry partnerships.
8. **Evaluate "College Store" Viability**
   o Complete and present a feasibility study on the future of the campus store. The college store would carry course equipment/uniform, food items, and CCC swag.
   o Bookstore functions are handled online by Barnes and Noble.

- o Provide options including modernization, closure, or third-party operation.

9. **Explore Presidential Credential Advancement**
   - o Research pathways and options to pursue an Ed.D. or comparable credential.
   - o Communicate progress and rationale to the Board as appropriate.

10. **Implement Board Budget Training**
    - o Schedule and conduct comprehensive training on college budget structure and reserves.
    - o Include interpretation of contingency, ending fund balances, and restricted funds.

11. **Ensure Consistent Employee Evaluations**
    - o Complete annual performance reviews across all employee categories.
    - o Use uniform standards and timelines college wide.

12. **Standardize Departmental Procedures**
    - o Review and update standard operating procedures (SOPs) for all departments.
    - o Ensure policy awareness and compliance across the institution.

For 2nd Reading and Adoption at July 24, 2025 BOE Meeting

- **BP 2355 Decorum** – Recommended as good practice

- **BP 1200 Mission –** Accreditation-related

- **BP 3720 Computer and Network Use –** Legally required

- **BP 4030 Academic Freedom** – Recommended as good practice / Accreditation-related

- **BP 4230 Grading, Academic Record Symbols, and Grading Changes** – Recommended as good practice

- **BP 4040 Library and Learning Support –** Accreditation-related

- **BP 4235 Credit By Examination/Credit for Prior Learning** – Recommended as good practice / Accreditation-related

- **BP 5110 Academic Advising and Personal Counseling** – Recommended as good practice / Accreditation-related

- **BP 5140 Disabled Student Programs and Services** – Recommended as good practice

BP 2355 Decorum

References: ORS 166.025

The following will be ruled out of order by the presiding officer:

- Disrupting, disturbing, or otherwise impeding the orderly conduct of the meeting.
- Physical violence or threats of physical violence directed towards any person or property.

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be removed from the meeting room.

Speakers who engage in such conduct may be removed from the meeting and will be denied the opportunity to speak to the Board of Education for the duration of the meeting.

Expressive speech or profanity in and of itself ~~that does not include 'fighting words' or physical threats~~ shall not be considered disorderly conduct.

Before removal, a warning and a request that the person curtail the disruptive activity will be made by the Chair of the Board of Education. If the behavior continues, the person may be removed by a vote of the Board of Education, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, any member of the Board of Education may clear the meeting room and the meeting will continue in session. The Board of Education shall only consider matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

END OF POLICY

Board Adoption Date: June 14, 2022
Last Revised: February 8, 2024

Rescinds: **None**; no applicable policy

BP 2355 Decorum

References: ORS 166.025

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END OF POLICY

Board Adoption Date: June 14, 2022
Revised: February 8, 2024
Last Revised:

Rescinds: None; no applicable policy

BP 1200 Clatsop Community College Mission

References:
   NWCCU Standards 1.A.1, 1.B.2, 1.B.4, 2.G.2
   ORS 341.005, 341.009

The mission of Clatsop Community College is:

   ~~*Enriching Lives, Inspiring Learning, Creating Opportunities*~~
   Empowering all students to reach their full potential

The Clatsop Community College Board of Directors will evaluate annually and revise the mission of Clatsop Community College as needed.

Clatsop Community College believes a commitment to diversity, equity, and inclusion enriches the College's mission and supports students in achieving their educational goals.

END OF POLICY

Board Adoption Date: ~~November 13, 2018~~
Last Revised: ~~December 14, 2021~~

Rescinds: None; no applicable policy

BP 1200 Clatsop Community College Mission

References:
     NWCCU Standards 1.A.1, 1.B.2, 1.B.4, 2.G.2
     ORS 341.005, 341.009

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END OF POLICY

Board Adoption Date: November 13, 2018
Revised: December 14, 2021
Last Revised:

Rescinds: None; no applicable policy

BP 3720 Computer and Network Use

References:
17 U.S. Code Sections 101 et seq.;
ORS 341.290(4)

NOTE: *The following policy is **legally required***.

Students, employees, and visitors who use **[*entity*]Clatsop Community College** ~~computers and networks~~information technology systems, and the information they contain, and related resources have a responsibility not to abuse those resources and to respect the rights of others. The **[*CEO*]President** shall establish procedures that provide guidelines to students, employees, and visitors for the appropriate use of information technologies. The procedures shall include that users must respect software copyrights and licenses, respect the integrity of computer-based information resources, refrain from seeking to gain unauthorized access, and respect the rights of other computer users.

Joint Policies & Procedures Committee Approved: May 28, 2025

Board of Education Adopted:

Last Revised:

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NWCCU Standard Revised 5/20, 10/21

![Clatsop Community College logo]

BP 3720 Computer and Network Use

References:
>   17 U.S. Code Sections 101 et seq.;
>   ORS 341.290(4)

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Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

BP 4030 Academic Freedom

References:

NWCCU Standards 2.B.1, 2.B.2
No Oregon statutory requirement

NOTE: *Although this policy is **recommended as good practice**, it is up to the entity to determine the applicability of this board policy given state law and the entity's organizational culture. Regional accrediting agencies may require an Academic Freedom statement. There may be state or regional requirements to consult with Faculty or Academic Senates, where those exist, or to collectively bargain portions of this policy.*

The [entity] College shall support the principles of academic freedom, built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and upon which a free and democratic society depends. The College affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty members are entitled to freely discuss issues germane to their subject matter, in and out of the classroom. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion.

Academic freedom must be balanced with the obligation of the College to protect the right of students to learn in an environment characterized by civility, open inquiry, and freedom from unlawful discrimination. While faculty have the right to present ideas and conclusions which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views. Faculty and students have a responsibility to engage in teaching and learning that honors and respects divergent viewpoints that are grounded in cultures of reason, logic, evidence and responsible scholarship.

~~Each employee is also a citizen of the nation, state, and community, and when speaking, writing, or acting as such shall be free from institution censorship. It is recognized that the personal life of an employee is not an appropriate concern of the College except as it limits the employee's effectiveness in their position.~~

When faculty (or any other College employees) speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the [entity] College.

Adopted: **Joint Policies & Procedures Committee Approval: June 11, 2025**
Board of Education Approval:
Last Revised:

NWCCU Standard Revised 5/20

BP 4030 Academic Freedom

References:
> NWCCU Standards 2.B.1, 2.B.2
> *No Oregon statutory requirement*

The College shall support the principles of academic freedom, built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and upon which a free and democratic society depends. The College affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty members are entitled to freely discuss issues germane to their subject matter, in and out of the classroom. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion.

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When faculty or any other College employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the College**.**

Joint Policies & Procedures Committee Approved: June 11, 2025
Board of Education Adopted:
Last Revised:

Rescinds: 5.030 Academic Freedom

BP 4040 Library and Learning Support Services

References:
> NWCCU Standards 2.H.1

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NOTE: *Although this policy is **recommended as good practice**, it is up to the entity to determine the applicability of this board policy given state law and the entity's organizational culture.*

The **[*entity*]Clatsop Community College** shall have library and learning support services that are an integral part of the institution's educational program. The college library and learning support services must meet academic standards consistent with accreditation guidelines and purposes, American Library Association – Library Bill of Rights, and Association of College and Research Libraries standards.

Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

NWCCU Standard Revised 5/20

Clatsop Community College

BP 4040 Library and Learning Support Services

References:
NWCCU Standards 2.H.1

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Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

BP 4230 Grading, ~~and~~ Academic Record Symbols, and Grading Changes

The President shall establish procedures to determine and maintain a grading system that defines the grades awarded to students at the end of College courses, and to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Absent mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.

- Procedures for students to challenge the correctness of a grade.

- The installation of security measures to protect grade records and grade storage systems from unauthorized access.

- Limitations on access to grade records and grade storage systems.

- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

See also:
    BP 3310 Records Retention and Destruction
    BP 5040 Student Records

END OF POLICY

BP 4230 Grading, Academic Record Symbols, and Grading Changes

References:
NWCCU Standard 2.D.5
No Oregon statutory requirement

The President shall establish procedures to determine and maintain a grading system that defines the grades awarded to students at the end of College courses and to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Absent mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.

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See also:
BP 3310 Records Retention and Destruction
BP 5040 Student Records

END OF POLICY

Joint Policies & Procedures Committee Approval Date: May 28, 2025
Board of Education Adoption Date:
Last Revised:

Rescinds: 5.016 Grading System and BP 4231 Grade Changes

BP 4235 Credit by Examination/Credit for Prior Learning

References:
NWCCU Standard 1.C.8
ORS 350.110 (Credit for Prior Learning)
ORS 350.417 (Advanced Placement Exams)

NOTE: *If the **entity** grants credit by examination, the following policy **suggested as good practice**. If the entity grants credit for prior learning (CPL), Oregon law states that entities should develop transparent policies and procedures. The decision to offer or not to offer CPL to students is solely determined by the institution.*

~~Students who satisfactorily pass authorized examinations may earn academic credit. The **President** shall establish administrative procedures to implement this policy.~~

Academic Credit for Prior Learning
The College authorizes the awarding of academic credit for prior learning that demonstrates achievement of course outcomes and competencies comparable to those taught in traditional college settings. The College shall establish procedures for the evaluation and transcription of such credit in accordance with state and federal regulations.

Credit may be granted for the following types of prior learning, provided that it meets standards of academic quality and is aligned with course outcomes:
- Credit by examination (e.g., CLEP, institutional challenge exams)
- Industry-recognized credentials and certifications
- Registered apprenticeship training
- Military training and experience as evaluated by ACE or other recognized bodies
- Portfolio assessment demonstrating mastery of course outcomes
- Advanced Placement (AP) and International Baccalaureate (IB) examination scores

The College shall ensure that all Credit for Prior Learning is clearly documented on the student's transcript and does not duplicate previously awarded credit. Procedures shall include guidelines for student eligibility, faculty review, transcript notation, and appeal processes.

Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

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NWCCU Standard Revised 5/20
Revised 10/21

BP 4235 Credit by Examination/Credit for Prior Learning

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     NWCCU Standard 1.C.8
     ORS 350.110 (Credit for Prior Learning)
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Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

BP 5110 Academic Advising ~~and Personal Counseling~~

References:
> NWCCU Standards 2.G.6
> ORS 341.290 (13)

Academic advising**,** ~~and personal counseling services are~~ is an essential part of the educational mission of Clatsop Community College.

The President shall assure the provision of services to include academic advising, ~~personal~~ counseling, placement services, and referrals to community partners to support student success.

Joint Policies & Procedures Committee Approved: June 11, 2025
Board of Education Adopted:
Last Revised:

NWCCU Standards Updated 5/20

BP 5110 Academic Advising

References:
   NWCCU Standards 2.G.6
   ORS 341.290 (13)

Academic advising, is an essential part of the educational mission of Clatsop Community College.

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Joint Policies & Procedures Committee Approved: June 11, 2025
Board of Education Adopted:
Last Revised:

BP 5140 Disabled Student Programs and Services

References:
>29 U.S. Code Sections 701 et seq.;
>NWCCU Standard 2.C.2
>ORS 659.850
>ORS 659A.103 - 145

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs and for all applicable services at Clatsop Community College.

The Student Access Services (SAS) shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students who are qualified and seek services as required by federal and state laws.

SAS services shall be available to students with verified disabilities upon request. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, and referrals to community partners. After completion of the interactive accommodation process, with student's written consent, SAS communicates student accommodation needs to specific college staff.

No student with disabilities is required to disclose to or engage with the Student Access Services if they are not requesting accommodations.

SAS shall respond in a timely manner to accommodation requests. The President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The President shall assure that the SAS conforms to all requirements established by the relevant law and regulations.

Joint Policies & Procedures Committee Approval: ~~Feb. 12, 2025~~May 28, 2025

BP 5140 Disabled Student Programs and Services

References:
    29 U.S. Code Sections 701 et seq.;
    NWCCU Standard 2.C.2
    ORS 659.850
    ORS 659A.103 - 145

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The President shall assure that the SAS conforms to all requirements established by the relevant law and regulations.

Joint Policies & Procedures Committee Approved: May 28, 2025
Board of Education Adopted:
Last Revised:

Rescinds: 6.010 Disabled Access to College

Policies to Rescind at July 24, 2025 BOE Meeting

- **BP 4231 Grade Changes** – will be replaced by BP 4230 Grading, Academic Record Symbols, and Grading Changes

- **5.016 Grading System** – will be replaced by BP 4230 Grading, Academic Record Symbols, and Grading Changes

- **5.030 Academic Freedom** – will be replaced by BP 4030 Academic Freedom

- **6.010 Disabled Access to College** – will be replaced by BP 5140 Disabled Student Program and Services

BP 4231 Grade Changes

References:
   No Oregon statutory requirement
   BP 3310 Records Retention and Destruction
   BP 5040 Student Records

The President or presidential designee shall implement procedures to assure the accuracy and integrity of all grades awarded by faculty. The procedures shall include, but not necessarily be limited to, the following:

- Absent mistake, bad faith, fraud, or incompetence, the grades awarded by faculty shall be final.

- Procedures for students to challenge the correctness of a grade.

- The installation of security measures to protect grade records and grade storage systems from unauthorized access.

- Limitations on access to grade records and grade storage systems.

- Discipline for students or staff who are found to have gained access to grade records without proper authorization or to have changed grades without proper authorization.

- Notice to students, faculty, transfer institutions, accreditation agencies, and law enforcement agencies if unauthorized access to grade records and grade storage systems is discovered to have occurred.

END OF POLICY

President's Cabinet Approval Date: May 14, 2019
College Council Approval Date: May 23, 2019
Board Adoption Date: July 9, 2019
Last Revised:

Rescinds:

Clatsop Community College

GRADING SYSTEM

The college administration maintains a procedure for defining the grades that may be awarded to students at the end of the college's courses.

END OF POLICY

ACADEMIC FREEDOM

Clatsop Community College employees are entitled to and responsible for protecting academic freedom in the classroom and in other instructional contexts. They should encourage examination of controversial issues that are germane to the academic area and consider multiple points of view. Students should be free from coercion as they form and support their own reasoned opinions.

END OF POLICY

Orig. Code: 3.415

Legal References:
    ORS 336.067 Conduct of Schools Generally
    ORS 339.875 Procurement, Display and Salute of Flags
    ORS 659.855 Discrimination in Education Prohibited; Rules.

NWCCU Accreditation Standard 4.A Faculty Selection, Evaluation, Roles, Welfare and Development

NWCCU Accreditation Standard 9 – Institutional Integrity

DISABLED ACCESS TO COLLEGE FACILITIES

Clatsop Community College is committed to providing access to all services, programs and facilities, for all individuals who can benefit from those services. The College will provide these services in a barrier-free environment to the extent feasible.

The College will provide a plan to support this policy with applicable procedures for acquired and future sites. The plan will address criteria for selecting sites, preparing sites if deemed appropriate or necessary and monitoring sites to maintain a barrier-free environment.

The President shall appoint a qualified individual or individuals to review all sites prior to acquisition to ensure accessibility. The review shall include all potential barrier areas such as parking, facility access, lighting, security, and restrooms.

END OF POLICY

Legal References:

> ORS 339.185
> ORS 343.035 et seq.
>
> OAR 581-15-005 to-201
>
> Education for All Handicapped Children Act of 1975. secs. 2-8, 20 U.S.C. secs. 1400-1427 (1988).
> Rehabilitation Act of 1973. 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985)
> Americans with Disabilities Act of 1990, P.L. 101-336, 104 Stat. 327 (1990).

Cross References:

> Policy AC – Non-Discrimination
> Policy JB – Equal Educational Opportunities

New Business

Clatsop Community College

Board of Education

BP 2210 Board of Education Officers

References:
ORS 341.283

At its first scheduled meeting in July, the Board of Education will elect one of its members to serve as Board Chair and one to serve as Vice-Chair. No member of the Board may serve as Board Chair more than two years in succession. If a Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July.

The terms of officers shall be for one (1) year.

The duties of the Chair of the Board of Education are:

- Preside over all meetings of the Board of Education;
- Call emergency and special meetings of the Board of Education as required by law;
- Consult with the President on Board of Education meeting agendas;
- Communicate with individual Board members about their responsibilities;
- Participate in the orientation process for new Board members;
- Assure Board of Director compliance with policies on Board member education, self-evaluation, and evaluation of the President;
- Represent the Board of Education at official events or ensure Board of Education representation;
- Appoint all Board Committees;
- Retains full voting and participation rights.

The duties of the Vice-Chair of the Board of Education are:

- In the absence, incapacitation, or death of the Board Chair, perform the duties of the Board Chair and, when so acting, will have the Board Chair's powers.
- Perform other functions as designated by the Board or the Board Chair.

The duties of the Secretary for the Board are:

- Notify members of the Board of Education of regular, special, emergency, and adjourned meetings;
- Prepare and post Board of Education meeting agendas;
- Record and have prepared for adoption minutes of Board of Education meetings;
- Maintain all records, proceedings and documents of the Board;
- Attend all Board of Education meetings and closed sessions, unless excused, and in such cases to assign a designee;
- Conduct the official correspondence of the Board of Education;
- Certify as legally required all Board of Education actions;

The duties of the Clerk for the Board are:

- Approve and sign the minutes of all special and regular meetings of the Board of Education;
- Sign all other official documents of the Board, as appropriate.

The Board of Education does not have an official system of rotation of officers; it elects the officers each year from among all its members.

The Board may appoint one of its members, usually the Board Chair, or another person to make authorized statements to the public or media when the Board deems that, under the circumstances, the College's position should be articulated by a single voice. The spokesperson serves at the Board's direction and may be removed or replaced at any time by action of the entire Board.

END OF POLICY

President's Cabinet Approval Date: November 27, 2018
College Council Approval Date: November 29, 2018
Board Adoption Date: November 13, 2018
Last Revised: November 13, 2018

Rescinds:1.035

2025- 2026 Academic Year Proposed Board Meeting Dates

DATE OF BOARD MEETING 2ND Thursdays, 5:30 pm *Unless Highlighted*	BOARD AGENDA PREP MEETING 4TH Thursdays, 11:00 am *Unless Highlighted*	LOCATION OF BOARD MEETING
September 11, 2025	August 28	South County Campus
October 9, 2025	September 25	Columbia 219
November 13, 2025	October 23	South County Campus
December 11, 2025	Monday, December 1	Columbia 219
January 15, 2026	Monday, January 5	South County Campus
February 12, 2026	January 22	Columbia 219
March 12, 2026	February 26	MERTS
April 9, 2026	March 26	Columbia 219
May 14, 2026	April 23	South County Campus
June 18, 2026	May 28	Columbia 219
July 9, 2026	June 25	South County Campus

Proposed changes:

December agenda prep meeting would move from November 27 to the following Monday, December 1, to accommodate the Thanksgiving holiday.

January Board meeting would move one week later, from January 8 to January 15 to enable more time after the holiday break to prepare the agenda and packet. Related, the January agenda prep meeting would move from December 25 to Monday, January 5 to accommodate the holiday break, which will not end until Friday, January 2. This ensures a more timely agenda.

June Board meeting would move one week later, from June 11 to June 18 in order to avoid having the meeting the night before Commencement. Having a Board meeting the same day as Nurse Pinning and the evening before Commencement is difficult for all staff but particularly for facilities and computer services.

Clatsop Community College
Board Meeting
July 24, 2025
Submitted by: Jarrod Hogue

Title: Appoint FY2025-26 Clerk, Deputy Clerk and Board Secretary

What: Board Policy 2305 states that the President of the College shall be appointed the Clerk of the College, the Vice-President of College Services shall be appointed the Deputy Clerk of the College and the Secretary to the President shall be named the Board Secretary. Because the Vice-President of College Services (Finance and Operations) is currently vacant, the Provost / Vice-President for Academic and Student Services should be appointed.

Recommended Action: The Board appoint Jarrod Hogue, President, as Clerk of the College, Teena Toyas, Provost / Vice-President for Academic and Student Services, as Deputy Clerk of the College and Felicity Green, Executive Coordinator to the President and Board of Education, as Board Secretary.

Clatsop Community College
Board Meeting
July 24, 2025
Submitted by: Jarrod Hogue

Title: Authorized FY25-26 Signatures

What: Request that the Board authorize individuals to sign orders and other transactions for FY25-26.

Why: Board policy 6150 (formerly policy 3.120) states the Board will annually authorize employees to sign orders and other transactions. Historically, the College Clerk (President), the Vice President, Finance & Operations and the Director of Accounting Services have been authorized signatures. Given the current position vacancy and the need to increase the number of authorized employees to sign orders and other transactions (checks and/or agreements), the Provost / Vice President, Academic and Student Affairs will be authorized when the President is unavailable. The Board may also authorize the use of facsimile signatures by those persons authorized to sign College checks.

Authority to sign orders and other transactions on behalf of the Board of Education is delegated to the President and other officers appointed by the President during the Board's annual organizational meeting in July, or at other times when deemed necessary. The Board may authorize the use of electronic signatures by those persons authorized to sign College checks.

Currently, only the College Clerk and Deputy Clerk use facsimile signatures on checks.

Recommended Action:
The Board authorizes the College Clerk, the Deputy Clerk (the Provost / Vice President, Academic and Student Affairs,) and the Director of Accounting Services to sign orders and other transactions. The Clerk and the Deputy Clerk may use facsimile signatures.

Clatsop Community College
Regular Board Meeting
July 24, 2025
Submitted by: Jarrod Hogue

Title: Appoint FY2025-26 Budget Officer

What: Request the Board appoint President Jarrod Hogue as the Budget Officer

Why: Each local government must have a budget officer, either appointed by the governing body or designated in the local government's charter. The budget officer is under the supervision of the President.

Recommended Action: The Board appoint President Jarrod Hogue as the Budget Officer.

Clatsop Community College
Board Meeting
July 24, 2025
Submitted by: Jarrod Hogue

Title: Designate Depository of Funds for FY25-26

What: Request that the Board adopt a list of qualified depositories for public funds for FY25-26.

Why: Board Policy 6300 states: *The Board of Education at its annual organizational meeting in July or at other times deemed necessary by the Board, shall designate such bank or banks, as the Board deems safe and proper depositories for district funds*

Per Oregon Revised Statute 295.002, an Oregon public official may deposit public funds up to the amount insured by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Share Insurance Fund of the National Credit Union Administration (NCUA) in any insured financial institution with a head office or branch in Oregon. Public funds deposits that exceed these insurance limits, currently set at $250,000, may only be held in a depository qualified by the Oregon Public Funds Collateralization Program (PFCP). The complete list of qualified depositories is presented below and was last updated on May 16, 2025. The qualified depositories link
https://www.oregon.gov/treasury/public-financial-services/public-depository-information/pages/list-of-qualified-depositories.aspx

The current authorized banks are Umpqua Bank and U.S. Bank. A change in banking service requires a Request for Proposal (RFP) process.

Recommended Action:
        The Board adopts the list of qualified depositories in Clatsop County for public funds for FY25-26 as designated by the Oregon State Treasury.

Source: Oregon State Treasury, Finance Division

- BANK OF AMERICA
- BANK OF THE PACIFIC
- LEWIS & CLARK BANK
- UMPQUA BANK
- U.S. BANK
- WAUNA FEDERAL CREDIT UNION
- WELLS FARGO BANK

For 1st Reading at July 24 BOE Meeting

The legal update for Title IX related policies includes revisions to three Board Policies as follows:

- **BP 3430   Prohibition of Harassment** – Removed a reference to BP 3433 Prohibition of Sexual Harassment under Title IX.

- **BP 3433   Prohibition of Sexual Harassment under Title IX** – Updated the title and aligned the sample with the requirements of the 2020 Title IX regulations pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation.

- **BP 5500   Standards of Student Conduct** – Added legal references and a prohibition on hazing pursuant to the federal Stop Campus Hazing Act. The update also added a reference to BP 3433 Prohibition of Sexual Harassment under Title IX.

BP 3430 Prohibition of Harassment

References:

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Section 2000e-2

Title IX of the Education Amendments Act of 1972, 20 U.S. Code Sections 1681 et seq.;

Age Discrimination in Employment Act of 1967 (ADEA);

Americans with Disabilities Act of 1990 (ADA);

34 Code of Federal Regulations Part 106;

ORS 659A

ORS 350.330

ORS 243.319

NOTE: *This policy is **legally required**. Executive Order 14021 states that Title IX of the Education Amendments of 1972 guarantees students an educational environment free from discrimination on the basis of sex, including discrimination on the basis of sexual orientation or gender identity. This policy recommends as best practice including sexual orientation and gender identity as protected categories.*

All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law, and this policy prohibit harassment and the College will not tolerate harassment. ~~This policy applies to all members of the College community including Board of Education members, employees, students, volunteers and interns.~~

The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of all forms of unlawful harassment. Harassment is unlawful if it is based on any of the following statuses: race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, disability, or genetic information.   **[** *NOTE: Oregon law includes the following protected classes: race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, marital status, age (18 years of age and older), disability, expunged juvenile record, or familial status. Oregon law defines race to include "physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined in ORS 659A.001."]* **]** ~~Harassment is unlawful if it is based on any of the following protected classes which are defined under Oregon law: race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, marital status, age (18 years of age and older), disability, expunged juvenile record, or familial status. Oregon law defines race to include "physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type, and protective hairstyles as defined in ORS 659A.001." For the College's policy regarding sexual harassment under Title IX, see BP 3433 Prohibition of Sexual~~

The College seeks to foster an environment in which employees, students, and other members of the campus community feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The College will investigate all allegations of retaliation swiftly and thoroughly. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, or other member of the campus community who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 Discrimination and Harassment Complaints and Investigations and AP 3432 Workplace Harassment. The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the President shall ensure that the institution undertakes education and training activities to counter harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define harassment on campus. The President shall further establish procedures for employees and students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit retaliatory acts by the College, its employees, students, and agents.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to students and employees, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures

may be subject to disciplinary measures up to and including expulsion.

END OF POLICY

Joint Policies & Procedures Committee Approval Date: ~~January 30, 2023~~ June 11, 2025
Board Adoption Date: April 11, 2023
Revised: April 11, 2023
Last Revised

BP 3430 Prohibition of Harassment

References:
> Title VII of the Civil Rights Act of 1964, 42 U.S. Code Section 2000e-2
> Title IX of the Education Amendments Act of 1972, 20 U.S. Code
> Sections 1681 et seq.;
> Age Discrimination in Employment Act of 1967 (ADEA);
> Americans with Disabilities Act of 1990 (ADA);
> 34 Code of Federal Regulations Part 106;
> ORS 659A
> ORS 350.330
> ORS 243.319

All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law, and this policy prohibit harassment and the College will not tolerate harassment.

The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of all forms of unlawful harassment. Harassment is unlawful if it is based on any of the following statuses: race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, age, disability, or genetic information.

The College seeks to foster an environment in which employees, students, and other members of the campus community feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The College will investigate all allegations of retaliation swiftly and thoroughly. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, or other member of the campus community who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 Discrimination and Harassment Complaints and Investigations and AP 3432 Workplace Harassment. The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities,

scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the President shall ensure that the institution undertakes education and training activities to counter harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define harassment on campus. The President shall further establish procedures for employees and students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit retaliatory acts by the College, its employees, students, and agents.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to students and employees, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

END OF POLICY

Joint Policies & Procedures Committee Approved: June 11, 2025
Board Adopted: April 11, 2023
Revised: April 11, 2023
Last Revised:

BP 3433 Prohibition of Harassment under Title IX

References:
Title IX of the Education Amendments Act of 1972;
34 Code of Federal Regulations Part 106

NOTE: *This policy is **legally required**.*

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment and the College will not tolerate sexual harassment. The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of sexual harassment ~~and all forms of sexual intimidation and exploitation including acts of sexual violence~~.

The College seeks to foster an environment in which all employees, students, applicants for employment, ~~and~~ applicants for admission, and other individuals participating or attempting to participate in the College's education program or activity feel free to report incidents of sexual harassment in violation of this policy ~~and Title IX~~, without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation ~~against any individual~~ for filing a complaint of sexual harassment in violation of this policy ~~and Title IX~~ or for participating, or refusing to participate, in a sexual harassment investigation. The College will investigate all allegations of ~~Title IX~~ retaliation swiftly ~~and thoroughly~~pursuant to its Title IX procedures. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in Title IX retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes that he/she/they has been harassed or retaliated against in violation of this policy should ~~immediately~~ report such incidents immediately by following the procedures described in AP 3434 Responding to Sexual Harassment under Title IX. ~~The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.~~

~~This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.~~

To this end the President shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any

~~hostile environment~~ <u>sexual harassment</u> that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define sexual harassment ~~on campus~~. The President shall further establish procedures ~~for employees, students, and other members of the campus community~~ that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy. ~~State and federal law and this policy prohibit retaliatory acts against all participants by the College, its employees, students, and agents.~~

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedures for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

END OF POLICY

~~President's Cabinet Approval Date: August 4, 2020~~
~~College Council Approval Date: August 4, 2020~~
<u>Joint Policies & Procedures Committee Approval Date:</u>
Board Adoption Date: ~~August 12, 2020~~
Last Revised: ~~August 12, 2020~~

Rescinds: None

BP 3433 Prohibition of Harassment under Title IX

References:
    Title IX of the Education Amendments Act of 1972;
    34 Code of Federal Regulations Part 106

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment and the College will not tolerate sexual harassment. The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of sexual harassment.

The College seeks to foster an environment in which all employees, students, applicants for employment, applicants for admission, and other individuals participating or attempting to participate in the College's education program or activity feel free to report incidents of sexual harassment in violation of this policy, without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation for filing a complaint of sexual harassment in violation of this policy or for participating, or refusing to participate, in a sexual harassment investigation. The College will investigate all allegations of retaliation swiftly pursuant to its Title IX procedures. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in Title IX retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes that he/she/they has been harassed or retaliated against in violation of this policy should report such incidents immediately by following the procedures described in AP 3434 Responding to Sexual Harassment under Title IX.

To this end the President shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any sexual harassment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define sexual harassment. The President shall further establish procedures that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The College will make this policy and related written procedures (including the

procedures for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

END OF POLICY

Joint Policies & Procedures Committee Approved: June 11, 2025
Board Adoption Date: August 12, 2020
Last Revised:

Rescinds: None

BP 5500 Standards of Student Conduct

References:

The President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The College shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Education (the Board) shall consider any recommendation from the President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under BP 3433 Prohibition of Sexual Harassment under Title IX and AP 3434 Responding to Sexual Harassment under Title IX.:

- Causing, attempting to cause, or threatening to cause physical injury to another person.

- Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a College employee, which is concurred in by the President. (see also BP 3.235)

- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia.

- Driving of college vehicles while impaired in any way by alcohol or drugs.

- Engaging in gambling or gambling related activities on all College-owned or controlled property or at College-sponsored or supervised functions.

- Committing or attempting to commit robbery or extortion.

- Causing or attempting to cause damage to College property or to private property on campus.

- Stealing or attempting to steal College property or private property on campus, or knowingly receiving stolen College property or private property on campus.

- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the College.
- Committing sexual harassment as defined by law or by College policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- Willful misconduct which results in injury or death to a student or to employees or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the College.
- Unauthorized entry upon or use of College facilities.
- Lewd, indecent, or obscene conduct on College-owned or controlled property or at College-sponsored or supervised functions.
- Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful College administrative procedures, or the substantial disruption of the orderly operation of the College.
- Engaging in any conduct, on or off-campus, that significantly interferes with the College's ability to effectively carryout either its instructional or administrative processes.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any board policy or administrative procedure.
- Hazing of a student.
- Abuse or unauthorized use of computer equipment or systems.
- Abusing the college's judicial system.
- Complicity: A student present during the commission of an act by another student which constitutes a violation of the Standards of Student Conduct may also be charged if his/her behavior constitutes a permission or condoning of the violation. Students witnessing any such violations are required to report such incidents to an official of the College.
- Contracting or Representing the College: Students are prohibited from contracting in the

name of the Clatsop Community College and may not claim to be official representatives of the College for any commercial or other purposes unless authorized by the appropriate College official.

- Failure to comply with published college policies, procedures, or regulations.

END OF POLICY

President's Cabinet Approval Date: June 14, 2022
College Council Approval Date: June 17, 2022
DEI Council Approval Date: June 6, 2022
Joint Policies & Procedures Committee Approved: June 11, 2025
Board of Education Adopted Adoption Date: September 13, 2022
Last Revised: September 13, 2022
Last Revised:

Rescinds: 1.003, 6.210, and 6.245

BP 5500 Standards of Student Conduct

References:
> Title IX of the Education Amendments Act of 1972;
> 20 U.S. Code Section 1092 subdivision (f);
> 34 Code of Federal Regulations Part 106;
> NWCCU Standards 2.C.2, 2.C.3, 2.G.2
> ORS 341.290(2)
> ORS 350.259

The President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The College shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Education (the Board) shall consider any recommendation from the President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student, except for conduct that constitutes sexual harassment under Title IX, which shall be addressed under BP 3433 Prohibition of Sexual Harassment under Title IX and AP 3434 Responding to Sexual Harassment under Title IX:

- Causing, attempting to cause, or threatening to cause physical injury to another person.

- Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a College employee, which is concurred in by the President. (see also BP 3.235)

- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia.

- Driving of college vehicles while impaired in any way by alcohol or drugs.

- Engaging in gambling or gambling related activities on all College-owned or controlled property or at College-sponsored or supervised functions.

- Committing or attempting to commit robbery or extortion.

- Causing or attempting to cause damage to College property or to private property on campus.

- Stealing or attempting to steal College property or private property on campus, or knowingly receiving stolen College property or private property on campus.

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- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.

- Sexual assault or sexual exploitation regardless of the victim's affiliation with the College.

- Committing sexual harassment as defined by law or by College policies and procedures.

- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.

- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

- Willful misconduct which results in injury or death to a student or to employees or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.

- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.

- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.

- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the College.

- Unauthorized entry upon or use of College facilities.

- Lewd, indecent, or obscene conduct on College-owned or controlled property or at College-sponsored or supervised functions.

- Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful College administrative procedures, or the substantial disruption of the orderly operation of the College.

- Engaging in any conduct, on or off-campus, that significantly interferes with the College's ability to effectively carryout either its instructional or administrative processes.

- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any board policy or administrative procedure.

- Hazing of a student.

- Abuse or unauthorized use of computer equipment or systems.

- Abusing the college's judicial system.

- Complicity: A student present during the commission of an act by another student which constitutes a violation of the Standards of Student Conduct may also be charged if his/her behavior constitutes a permission or condoning of the violation. Students witnessing any such violations are required to report such incidents to an official of the College.

- Contracting or Representing the College: Students are prohibited from contracting in the

name of the Clatsop Community College and may not claim to be official representatives of the College for any commercial or other purposes unless authorized by the appropriate College official.

- Failure to comply with published college policies, procedures, or regulations.

END OF POLICY

Joint Policies & Procedures Committee Approved: June 11, 2025
Board of Education Adopted: September 13, 2022
Revised: September 13, 2022
Last Revised:

Rescinds: 1.003, 6.210, and 6.245

Spring 2025
CCC Student Survey Report

Survey Objective: To measure student satisfaction and loyalty using the Net Promoter Score (NPS) framework and gather actionable feedback to improve CCC's reputation and service to students.

Survey Execution
- **Survey Period:** May 5- May 16, 2025
- **Number of Respondents:** 186
- **Methods of Outreach:**
  - Emails (2) to all students via the All-CCC student email list
  - Ad with QR Code on TV monitors around campuses
  - Canvas platform announcement
  - Website slider ad
  - Request to faculty to promote survey link through class interactions
  - Spring 25 Survey redirect URL's captured how people got to the survey:
    - Direct Email Request- 167 hits
    - Canvas, TV monitors, Website slider ad: 76 hits
    - Faculty promotion: 53 hits

Student Snapshot

Respondents were asked what their current enrollment status is:

What is your current enrollment status?
185 responses
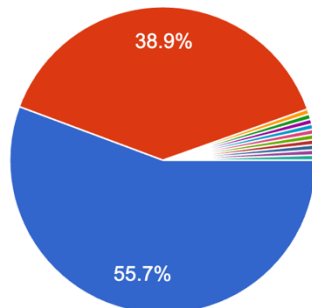
Full-time- 55.7%
Part-time- 38.9%
High school student taking classes- 2.5%
3/4 time or other- 1.9%
Auditing- .5%
I don't know- .5%

Respondents were asked which location they take classes at:

Which CCC location do you mainly take classes at?
178 responses

- MERTS Campus
- Lexington Ave. Campus
- South County Campus

91.6%
7.9%
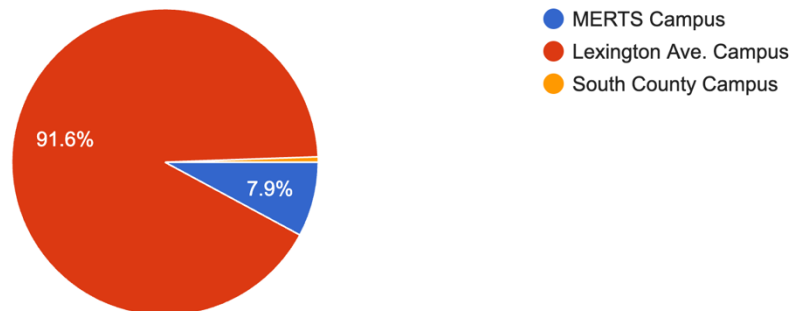
Respondents were asked if they attended New Student Orientation:

Did you attend a New Student Orientation before starting classes at CCC?
184 responses

- Yes
- No

59.8%
40.2%
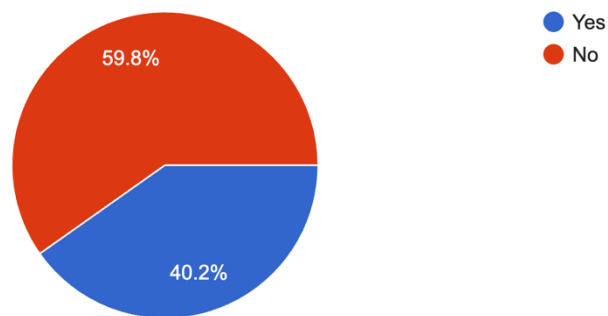
Respondents were asked about their academic goals:

What is your academic goal at CCC? (Select all that apply)
184 responses

Goal	Count
Earn a degree or certificate to start in a career	122 (66.3%)
Transfer to a university	84 (45.7%)
Career advancement	44 (23.9%)
Personal enrichment	52 (28.3%)
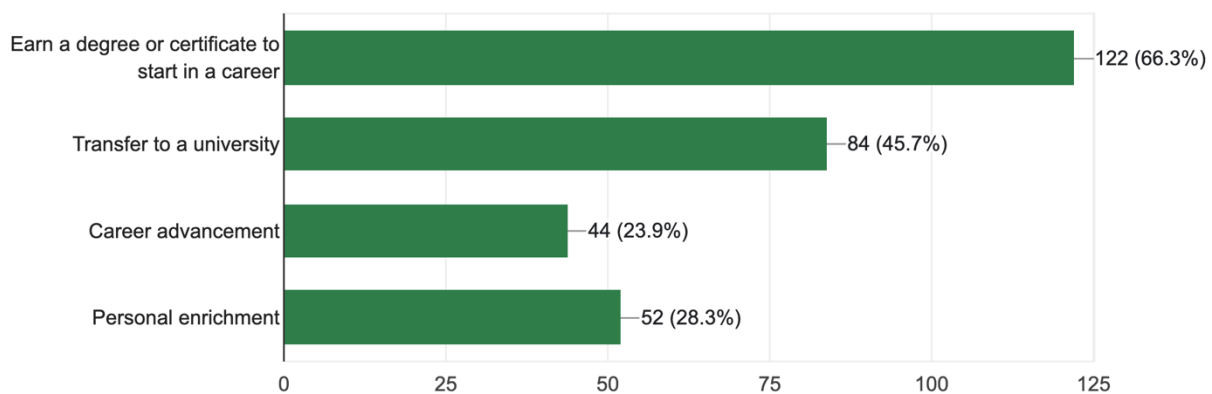
Respondents were asked about class modality:

How are you attending classes this term at CCC? (Select all that apply)
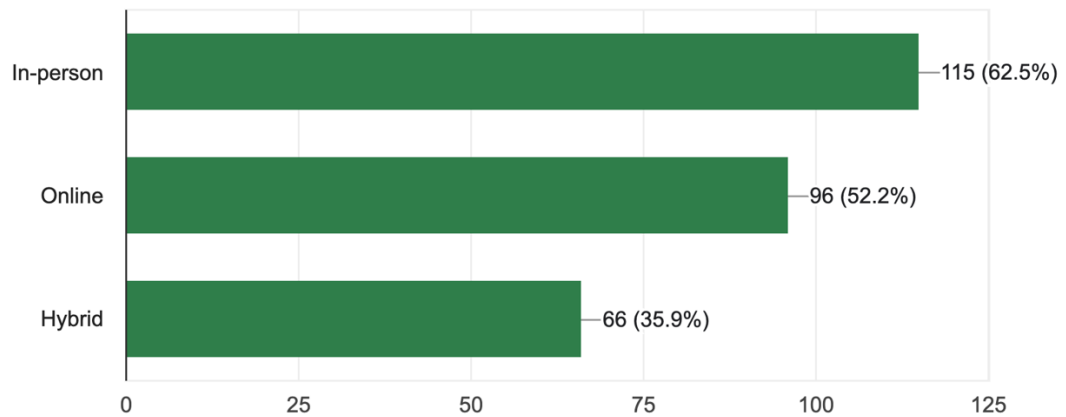
184 responses

What is your preferred method of taking classes at CCC? (Select all that apply)
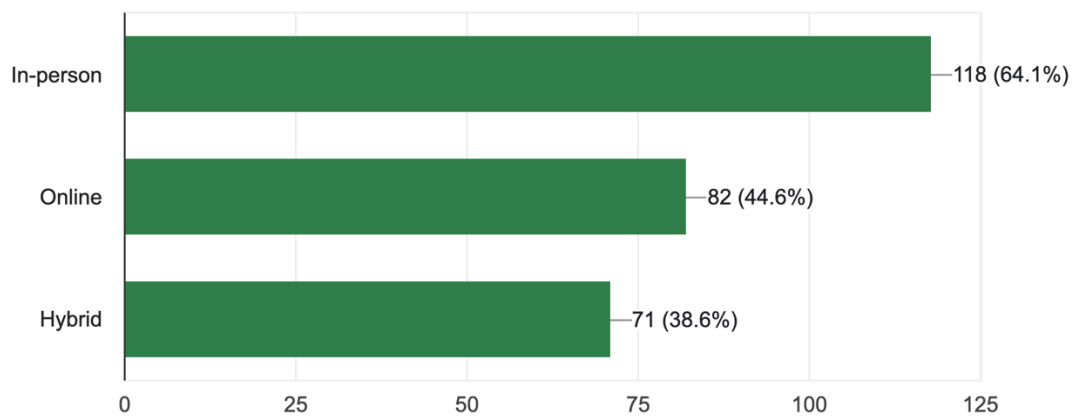
184 responses

Respondents were asked about accessibility concerns at CCC:

Do you experience accessibility issues at CCC?

184 responses
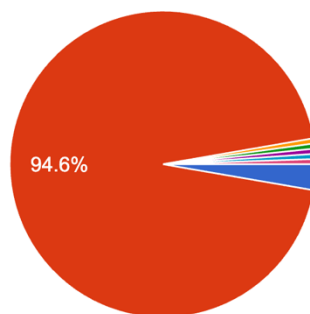
No: 94.6%
Yes: 2.7%
Other:
- Long distances to walk: 1.2%
- Wants more maps: .5%
- Noted they did not have any disabilities: 1%

Net Promoter Score Results
- Overall NPS Score for Spring 2025**: 57**

On a scale of 0 to 10, how likely are you to recommend Clatsop Community College to a friend, family member, or colleague?

186 responses
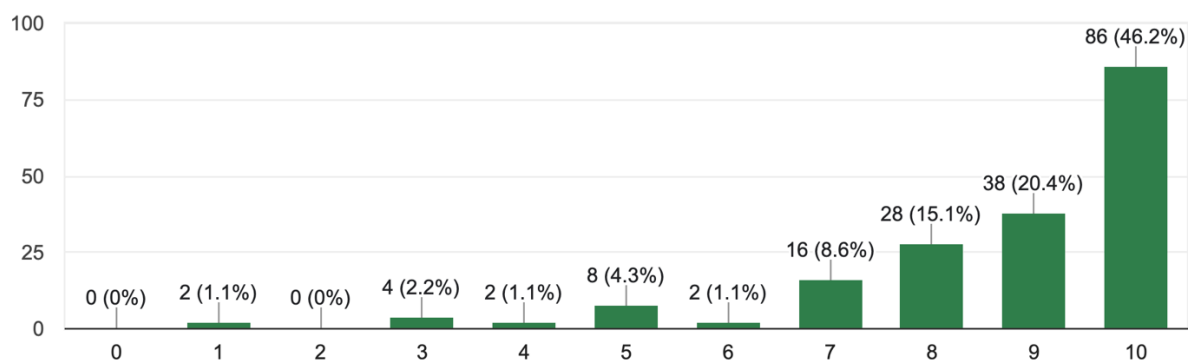
Key Insights Regarding NPS score selection by respondents: Question asked was, "What is the primary reason for your score"

Summarized Positive Reasons Students Gave for Their Score
- Supportive Faculty and Staff: Many students highlighted how approachable and committed the instructors, advisors, and staff are. Programs like TRIO were cited as instrumental in providing guidance and support.
- Welcoming, Friendly Environment: Many comments praised the inclusive, respectful, and student-centered culture on campus, creating a space where students feel safe and valued.
- Small Class Sizes and Individual Attention: Students valued the intimate class sizes that foster more one-on-one interaction and personalized support from instructors.
- Affordability: CCC was recognized as a cost-effective educational option, often described as a smart and accessible starting point for higher education.
- Ease of Enrollment and Registration: Many noted that navigating the admissions, enrollment, and registration process was easy and well-supported by staff.
- Helpful Resources and Student Services: Students expressed appreciation for the variety of support services available, including tutoring, financial aid assistance, TRIO, and advising.
- High-Quality Educational Experience: Multiple comments emphasized strong instructional quality, course relevance, and the practical nature of many programs.
- Life-Changing Opportunities and Personal Growth: Some students described CCC as transformational, providing the confidence and structure to restart or pursue educational goals.
- Online and Hybrid Learning Options: While not universal, several respondents appreciated the flexibility and usability of CCC's online course offerings.
- Career-Oriented and Unique Programs: Specific programs—such as Nursing, Historic Preservation, and Maritime Studies—were praised for preparing students for meaningful careers.

<u>Summarized Critical Reasons Students Gave for Their Score</u>
- Limited Course Availability: Students noted that course offerings can be sparse or poorly timed, especially for working students or during summer terms.
- Lack of Fully Online Options: There is a strong desire for more fully online versions of essential courses like math, citing scheduling conflicts or accessibility issues.
- Administrative Disorganization and Poor Communication: Several students expressed frustration with confusing processes, unclear messaging, and a general lack of responsiveness from administrative offices.
- Negative Instructor Experiences: A few respondents named specific instructors they found unprofessional, dismissive, or inconsistent—especially in grading and communication.
- Inadequate Handling of Complaints: Some students reported that concerns or complaints were not taken seriously or were handled inappropriately, leading to mistrust or discomfort.
- Facility and Maintenance Concerns: Complaints about restroom cleanliness, building conditions, or resource availability were noted as detracting from the campus experience.
- Concerns About Credit Transferability: Some students expressed uncertainty or frustration about how CCC credits transfer to four-year universities.
- Uneven Instructional Quality: While many praised faculty, others felt course quality varied too widely between instructors or departments.
- Overuse of Automated Learning Platforms: Students criticized classes that relied too heavily on auto-graded systems, especially in math, which they felt reduced instructional value.
- Accreditation and Stability Worries: A few comments referenced uncertainty about the college's future accreditation or financial stability, which negatively affected confidence in the institution.

NPS Benchmarking:
- **Year-over-Year Comparison:**
  - This is the first quarterly survey.

NPS Calculation
- **Promoters** (score **9-10**): Customers who are highly satisfied and likely to recommend.
- **Passives** (score **7-8**): Customers who are satisfied but not enthusiastic.
- **Detractors** (score **0-6**): Customers who are dissatisfied and may discourage others.

- **Breakdown of 2025 Responses:**
  - Promoters (9-10): **124**
  - Passives (7-8): **44**
  - Detractors (0-6): **18**
    Respondent Scores:
    - Score **0**: **0** respondent
    - Score **1**: **2** respondents
    - Score **2**: **0** respondents
    - Score **3**: **4** respondents
    - Score **4**: **2** respondents
    - Score **5**: **8** respondents
    - Score **6**: **2** respondents

- Score **7**: **16** respondents
- Score **8**: **28** respondents
- Score **9**: **38** respondents
- Score **10**: **86** respondents

NPS Formula and Steps:
1. Total Respondents = Sum of all responses.
2. Calculate Percentage of Promoters =
   Total (9-10)Total Respondents×100\frac{\text{Total (9-10)}}{\text{Total Respondents}} \times 100Total RespondentsTotal (9-10)×100
3. Calculate Percentage of Detractors =
   Total (0-6)Total Respondents×100\frac{\text{Total (0-6)}}{\text{Total Respondents}} \times 100Total RespondentsTotal (0-6)×100
4. Compute NPS = (% Promoters - % Detractors)

NPS Calculation:
- Total Respondents: 186
- % Promoters (9-10): 66.7%
- % Detractors (0-6): 9.7%

NPS Meaning
What does this score mean: A Net Promoter Score (NPS) of 57 is positive.
General NPS Benchmarking:
- Above 50 → Excellent
- 30 to 50 → Good
- 0 to 30 → Average/Needs Improvement
- Below 0 → Poor

CCC's Score of 57:
- This indicates a positive overall sentiment, with a good proportion of promoters compared to detractors.
- Our **detractors (9.7%)** show there is some dissatisfaction or areas for improvement. Addressing the concerns of these detractors can help further improve the overall experience and potentially turn some into promoters.
- Our **promoters (66.7%)** are strong, suggesting satisfaction in their experience and enthusiasm to recommend CCC to others.

Student Experience Ratings

Experience with Admissions Process: 4.2 average

On a scale of 0 to 5, how was your experience with the admissions process at CCC?
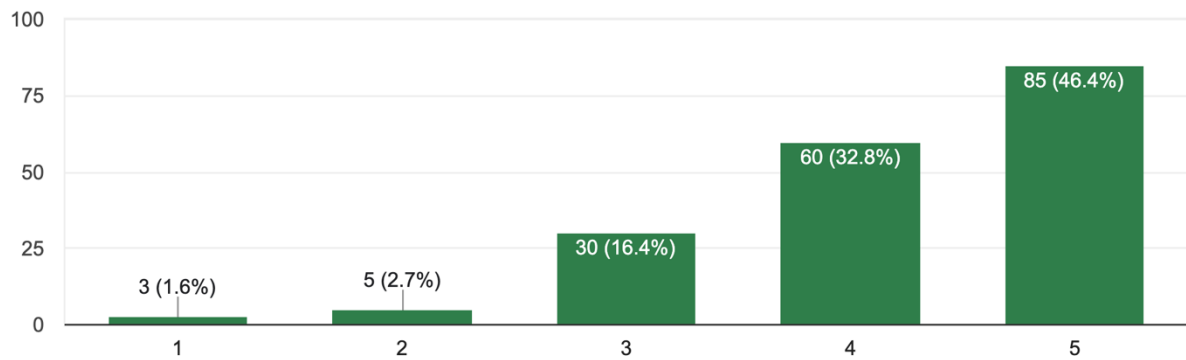185 responses
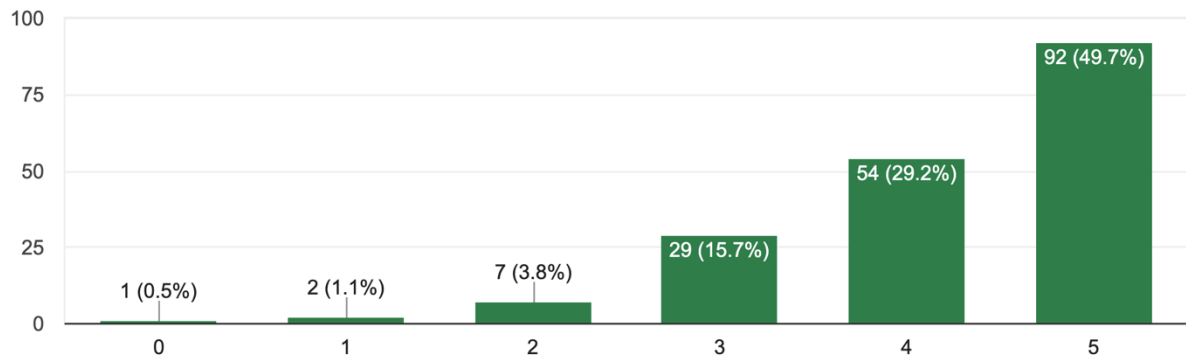
Satisfaction with Course Offerings: 4.2 average

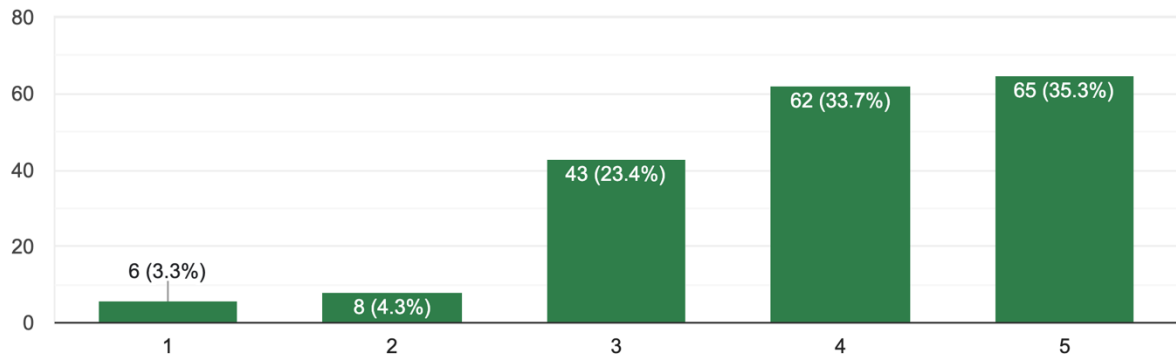How satisfied are you with the course offerings for your area of study?
183 responses

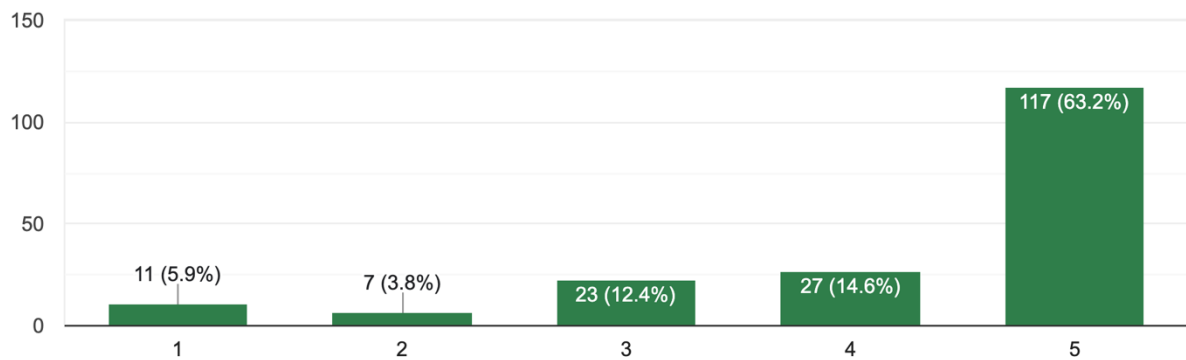**Satisfaction with Class Times that Fit Student Schedule: 3.9 average**

The college offers classes at times that fit my schedule.
184 responses

Advising Guidance: 4.25 average

I know who my academic advisor is and how to ask for help.
185 responses

Faculty Availability: 4.5 average

Faculty are approachable and available outside of class.
183 responses
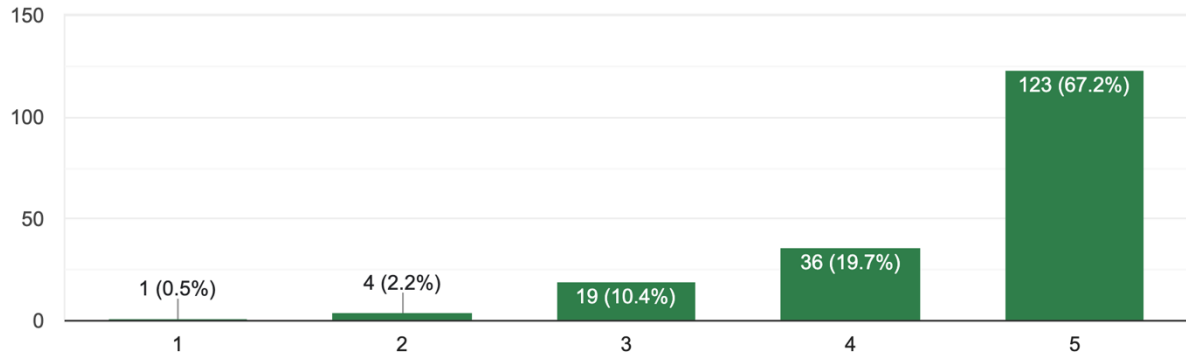
Satisfaction with Online Bookstore: 3.74 average

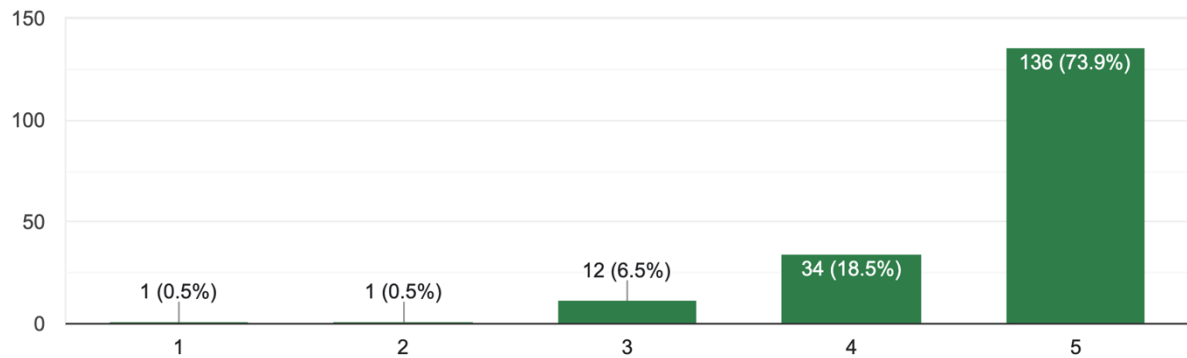Rate your experience with the CCC Online Bookstore:
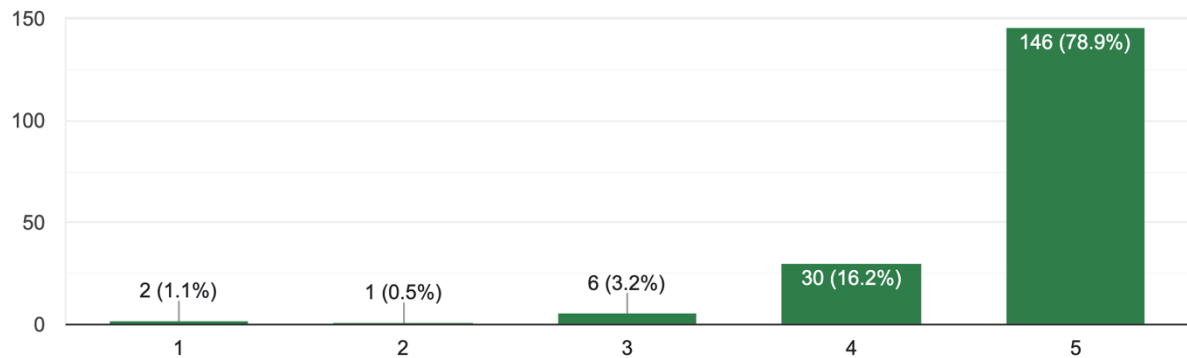179 responses
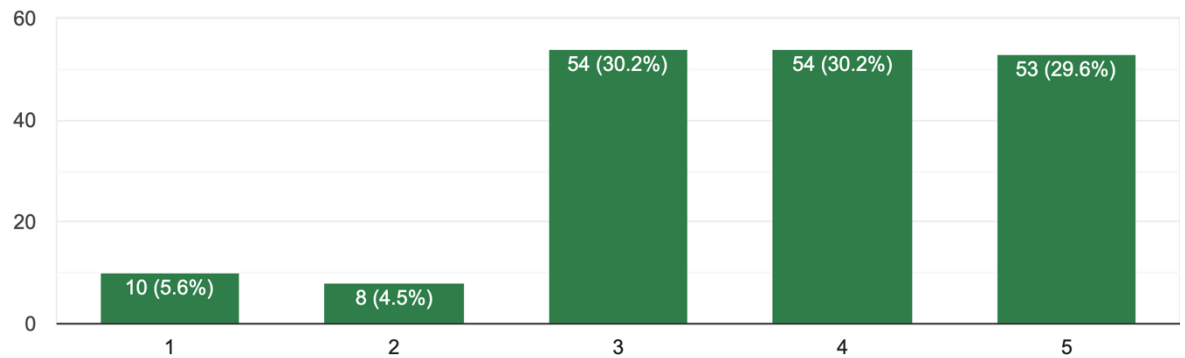
Feeling Welcome at CCC: 4.65 average

I feel welcome at CCC.
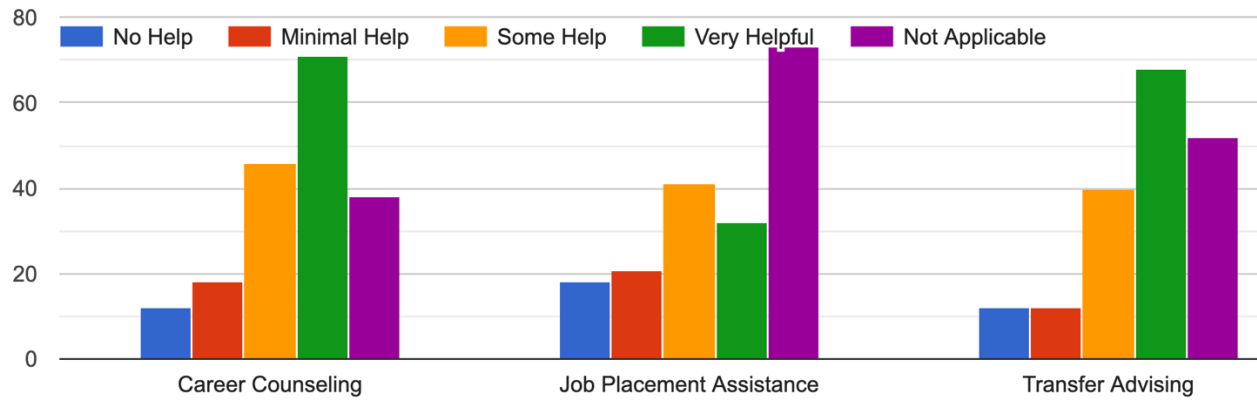184 responses

Feeling Safe at CCC: 4.7 average

I feel safe at CCC.
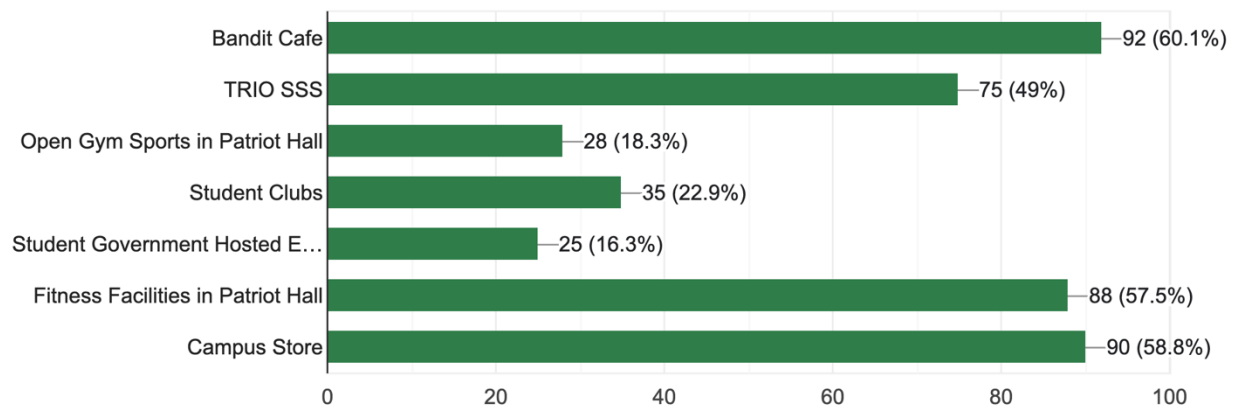185 responses

Career, Job, Transfer Assistance

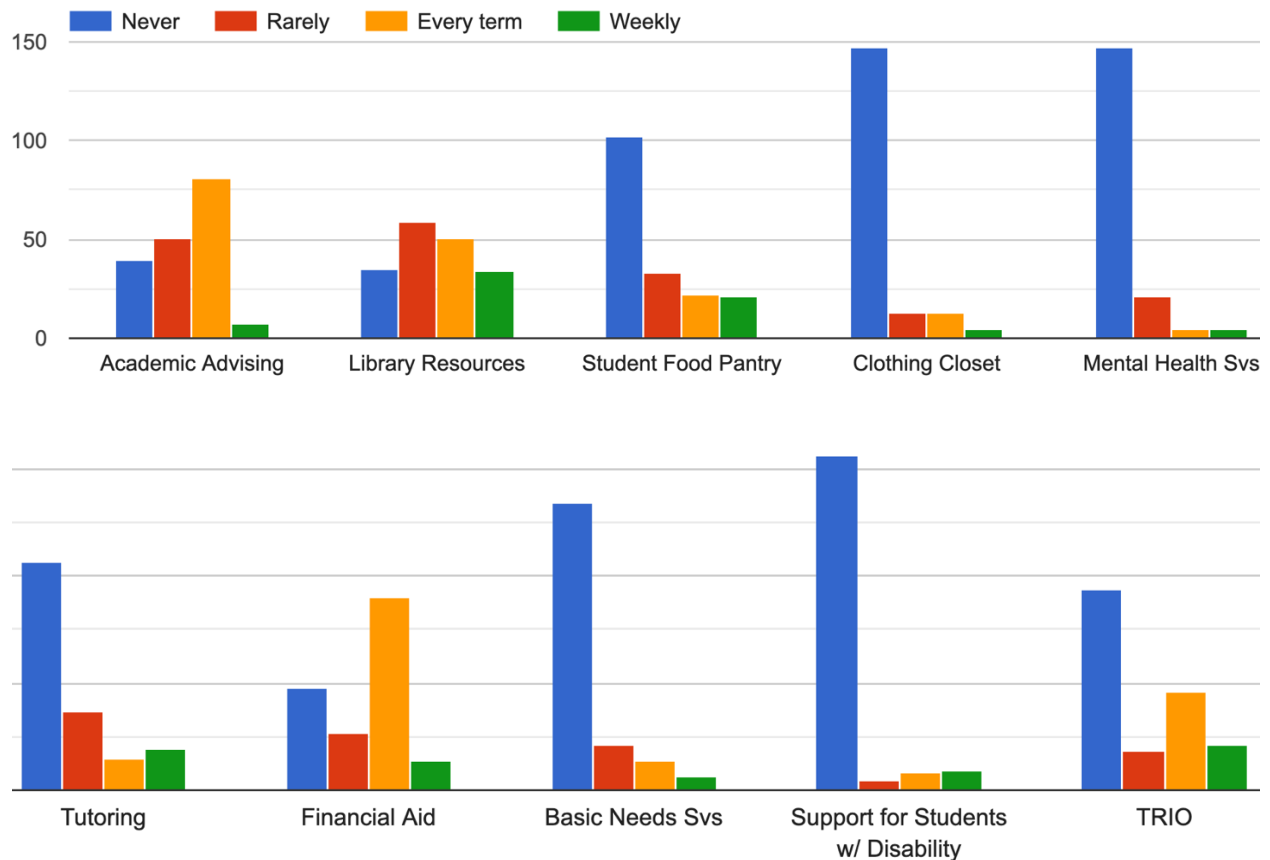Do you feel supported in the following areas:

Participation and Use of Services at CCC:

Do you participate in or use any of the following offerings: (Select all that apply)
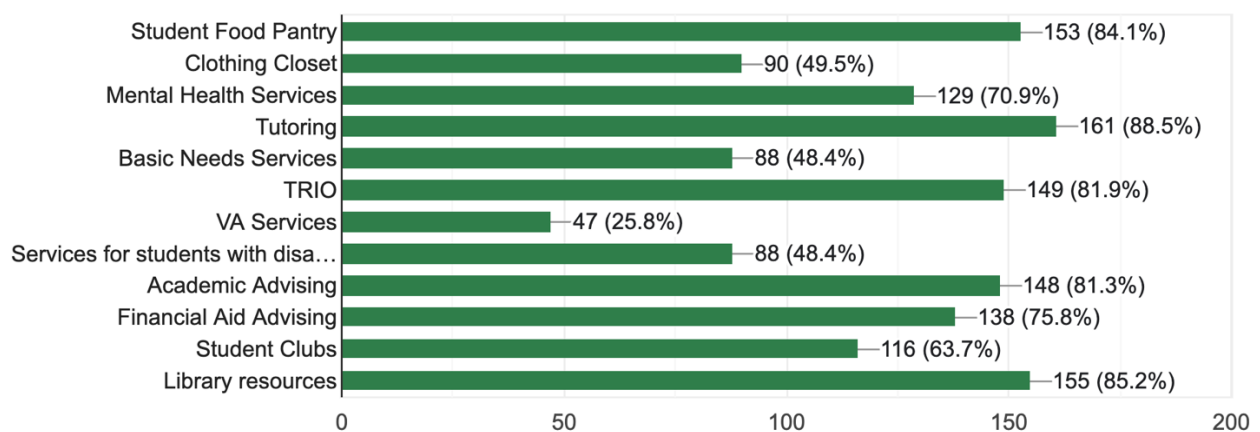153 responses

How often do you use any of the following services:

Student Service Awareness

Which services do you know are available to students at CCC:

182 responses

Service	Count (Percent)
Student Food Pantry	153 (84.1%)
Clothing Closet	90 (49.5%)
Mental Health Services	129 (70.9%)
Tutoring	161 (88.5%)
Basic Needs Services	88 (48.4%)
TRIO	149 (81.9%)
VA Services	47 (25.8%)
Services for students with disa…	88 (48.4%)
Academic Advising	148 (81.3%)
Financial Aid Advising	138 (75.8%)
Student Clubs	116 (63.7%)
Library resources	155 (85.2%)

Score Averages for College Services Questions:
- College facilities are clean and well-maintained: 4.6 average
- Rate the experience with the admissions process: 4.2 average
- Rate the process to register for classes: 4.1 average
- I know how to apply for financial aid: 4.3 average
- I know how to apply for scholarships: 3.9
- Rate your experience with the online bookstore: 3.7 average
- Rate the process to pay your bill for classes: 4.2 average
- I know how to find tutoring and academic help: 3.9 average

Students were asked what could be improved to enhance their college experience at CCC. The top themes for improvement are:
- More Online & Flexible Class Options
  - Strong demand for fully online courses, especially in math and science.
  - Requests for night classes and weekend options to support working students.
- Improved Advising and Communication
  - Multiple students noted confusion due to lack of consistent advising or poor communication between departments.
  - Students asked for clearer guidance from advisors and better tracking of degree requirements.
- Better Financial Aid Services
  - Many mentioned difficulties receiving timely, clear, or helpful information.
  - Suggestions included earlier disbursements and improved support around scholarship opportunities.
- More Campus Life and Events
  - Students asked for more activities, clubs, and events to build community.
  - Requests included open mic nights, cultural events, and student networking opportunities.
- Enhanced Facilities and Equipment
  - Feedback included issues with plumbing, classroom furniture, and outdated tools in the art building.
  - Specific mention of Bandit Café music being disruptive and calls for cleaner, more comfortable study spaces.
- Expanded Course Catalog
  - Requests for more courses in subjects like psychology, art, medical assisting, renewable energy, and languages.
  - Some students felt the current catalog was too limited, especially for degree completion and transfers.
- Improved Orientation and First-Year Experience
  - Students noted orientation was confusing and lacked useful info.
  - Suggestions included peer mentors, clearer campus directions, and Canvas training.
- Childcare and Parent Support
  - Multiple suggestions for on-campus childcare or early learning partnerships to help student-parents attend classes.
- Stronger Student Support Services
  - Calls for clearer access to food pantry, bus passes, tutoring, and TRIO services.
  - Students expressed not knowing how to access all available resources.

- Better Instructor Accountability and Professionalism
  - A few students raised concerns about instructor bias, availability, or inconsistent classroom behavior.
  - Suggestions included better training, student evaluations, and clearer communication.

Students were invited to share any final suggestions or reflections on their experience at Clatsop Community College.
Top Positive Themes
- Strong Faculty and Staff Support: Many students expressed appreciation for CCC instructors, staff, and the caring campus environment.
- Life-Changing Experiences: Several students credited CCC with helping them pursue dreams, return to education, or feel empowered academically and personally.
- Gratitude for CCC's Role: Dozens of comments included direct thank-yous and enthusiastic endorsements, such as "CCC is a hidden gem" and "I love this school!"

Suggestions for Improvement
Online and Flexible Course Access
- More online, hybrid, evening, and weekend options requested.
- Requests for online Canvas materials to be posted consistently at the start of term.
Advising and Communication
- Students shared frustration about receiving conflicting advice or having multiple advisors with poor coordination.
- Calls for a "single, dedicated advisor" model were frequent.
Financial Aid Services
- Many mentioned unclear or delayed communication and refund processing.
- Requests for earlier disbursement and more transparent scholarship support.
Campus Facilities and Infrastructure
- Concerns about the art building plumbing and equipment.
- Suggestions for more comfortable study areas, better printing access, and improved recycling and gardening initiatives.
Class Scheduling and Availability
- Requests for more frequent offerings of core classes like math, A&P, and art.
- Some students cited difficulty registering due to technical glitches or limited sections.
Campus Life and Events
- Students wanted more engagement opportunities like:
  - Open mic nights
  - Clubs and ASG promotion
  - Event visibility on digital signage or text alerts
Support for Parents and Nontraditional Students
- Strong desire for on-campus childcare and greater consideration of work-life balance.
- Specific mentions of how current systems don't serve working students effectively.
Equity and Inclusion
- A few students raised serious concerns about feeling stereotyped or overlooked.
- Requests to invest in anti-bias training and ensure respectful treatment in the classroom.

Notable Suggestions
- Gas cards and transportation support
- Visual maps and signage for new students
- More snack station options and music in common areas
- Refined orientation for new and returning students

Strategic Plan Priorities Supported by Survey Results:

1. Improve Student Access
Strategic Focus: Expanding outreach, simplifying onboarding, and increasing financial aid access.
Supporting Survey Results:
- Online Access & Scheduling Barriers: Students repeatedly requested more fully online, evening, and weekend course options (Objective 1.3: Expand programs and course offerings).
- Orientation Feedback: Students found orientation confusing and rushed (Objective 1.2: Streamline onboarding experience).

2. Increase Student Success
Strategic Focus: Enhance support systems, belonging, and resource access to promote persistence and completion.
Supporting Survey Results:
- Sense of Belonging: Most students reported feeling welcome and safe (Avg. scores: 4.65 and 4.71) (Objective 2.1: Enhance student belonging).
- Student Employment & Basic Needs: Requests for food pantry hours, gas cards, on-campus childcare, and mental health services (Objective 2.2: Expand student employment opportunities and 2.3: Leverage resources for basic needs support and mental health).
- Advising Improvements Needed: Widespread feedback highlighted the need for proactive and consistent advisor contact (Objective 2.1: Enhance Student Belonging; Action 2.4: Ongoing student satisfaction).
- NPS Score: +57, indicating strong overall satisfaction (Objective 2.4: Improve Student Satisfaction).

3. Strengthen Our Reputation
Strategic Focus: Promote success stories and college impact through outreach and facilities improvement.
Supporting Survey Results:
- Positive Testimonials: Many students described CCC as "life-changing," "a hidden gem," and praised faculty and programs (Objective 3.2: Promote student success stories).
- Facilities Feedback: Requests to improve study spaces and building maintenance (Objective 3.4: Implement facility maintenance plan).
- NPS Score: +57, indicating strong overall satisfaction (Objective 3.3: Conduct regular student surveys).

4. Increase Organizational Effectiveness
Strategic Focus: Improve internal processes, leadership continuity, and operational efficiency.
Supporting Survey Results:
- Communication Breakdowns: Frustrations over inconsistent messaging between departments and advising offices (Objective 4.4: Streamline workflows and approvals).
- Inadequate Handling of Complaints: Some students reported that concerns or complaints were not taken seriously or were handled inappropriately, leading to mistrust or discomfort (Objective 4.4: Streamline business workflows and approvals).

5. Build and Sustain Partnerships
Strategic Focus: Strengthen ties with K-12, universities, and industry to create clearer student pathways.

Supporting Survey Results:
- Desire for Career-Connected Programs: Students requested more program options in forestry, fisheries, renewable energy, early childhood, and healthcare (Objective 5.2: Add university and accelerated programs).
- Transfer Support: Students asked for clearer pathways to four-year institutions and more guidance from advisors (Objective 5.2: Add university and accelerated programs).
- Dual Credit & High School Transitions: Comments suggested interest in expanding dual credit options and improving high school-to-college communication (Objective 5.3: Expand high school dual credit opportunities).

Questions on the Spring 2025 Student Survey:
Thank you for participating in Clatsop Community College's Student Survey. Your feedback helps us focus on improvements that matter to you, our students. This survey takes approximately 10 minutes to complete. All responses are confidential and do not capture email addresses. There will be an optional opportunity for you to submit your name and contact info to be entered into a drawing for a tuition voucher.

* Indicates required question

On a scale of 0 to 10, how likely are you to recommend Clatsop Community College to a friend, family member, or colleague?*

Not at all likely 0-----10 Extremely likely

What is the primary reason for your score?

answer

On a scale of 0 to 5, how was your experience with the admissions process at CCC?

Not good at all   0------5   Excellent

What is your current enrollment status?
- o   Full-time student
- o   Part-time student
- o   Other:

What is your academic goal at CCC? (Select all that apply)
- o   Earn a degree or certificate to start in a career
- o   Transfer to a university
- o   Career advancement
- o   Personal enrichment

How do you attend classes at CCC? (Select all that apply)
- o   In-person
- o   Online
- o   Hybrid

What is your preferred method of taking classes at CCC? (Select all that apply)
- o   In-person
- o   Online
- o   Hybrid

Which CCC location do you mainly take classes at?
- o   MERTS Campus
- o   Lexington Ave. Campus
- o   South County Campus

How satisfied are you with the course offerings for your area of study?

Not at all Satisfied 0------------5 Very Satisfied

The college offers classes at times that fit my schedule.

Strongly Disagree 0------5 Strongly Agree

Rate your experience with the CCC Online Bookstore:

Bad Experience/Difficult 0--------5 Great Experience/Easy

I know who my academic advisor is and how to ask for help.

Strongly Disagree 0---------5 Strongly Agree

I know how to apply for financial aid (FAFSA).

Strongly Disagree 0--------5 Strongly Agree

I know how to apply for scholarships.

Strongly Disagree 0------5 Strongly Agree

I know how to find tutoring services for academic help.

Strongly Disagree 0-----5 Strongly Agree

How would you rate the process to register for classes?

Complicated/Doesn't work 0------5 Easy to Register

How would you rate the process to pay your bill for classes?

Complicated/Doesn't work 0------5 Easy to pay

How do you typically find out about announcements, opportunities and events at CCC: (check all that apply)

- Emails from CCC
- Other Students
- Faculty and Staff
- Social Media
- TV monitors around campus
- Posters

Which services do you know are available to students at CCC:

- Student Food Pantry
- Clothing Closet
- Mental Health Services
- Tutoring
- Basic Needs Services
- TRIO
- VA Services
- Services for students with disabilities
- Academic Advising
- Financial Aid Advising
- Student Clubs
- Library resources

How often do you use any of the following services:

	Never	Rarely.	Every term.	Weekly
Academic Advising				
Library Resources				
Student Food Pantry				
Clothing Closet				
Mental Health Svs				
Tutoring				
Financial Aid				
Basic Needs Svs				
Support for Students w/ Disability				
TRIO				
Academic Advising				
Library Resources				
Student Food Pantry				
Clothing Closet				
Mental Health Svs				
Tutoring				
Financial Aid				
Basic Needs Svs				
Support for Students w/ Disability				
TRIO				

I feel safe and welcome at CCC.

Not at all 0-----5 Very safe and welcome

College facilities (classrooms, restrooms, study spaces) are clean and well-maintained.
Strongly Disagree 0-----5 Strongly Agree

What could be improved to enhance your college experience at CCC?

answer

Please share any additional feedback or suggestions to help CCC better serve students.

answer

Upcoming Events

Board of Education

JULY AND AUGUST 2025 UPCOMING EVENTS Reminder! CCC is Closed on Fridays in July and August			Updated 07/16/2025
EVENT	**DATE**	**TIME**	**LOCATION**
Library Matinee: When Whales Could Walk	Tuesday, July 29	12:00 – 1:00	Dora Badollet Library
Library Matinee: When Whales Could Walk	Wednesday, July 30	1:00 – 2:00	Dora Badollet Library
Registration Day	Wednesday, July 30	9 am – 6 pm	First Stop, Columbia Hall
Last Day of Summer Term	Thursday, August 28	All Day	All Campuses
Labor Day Holiday - College Closed	Monday, September 1	All Day	All Campuses
New Student Orientation	Tuesday, September 16	9 am – 1 pm	Lexington Campus
First Day of Fall Term	Monday, September 22	All Day	All Campuses