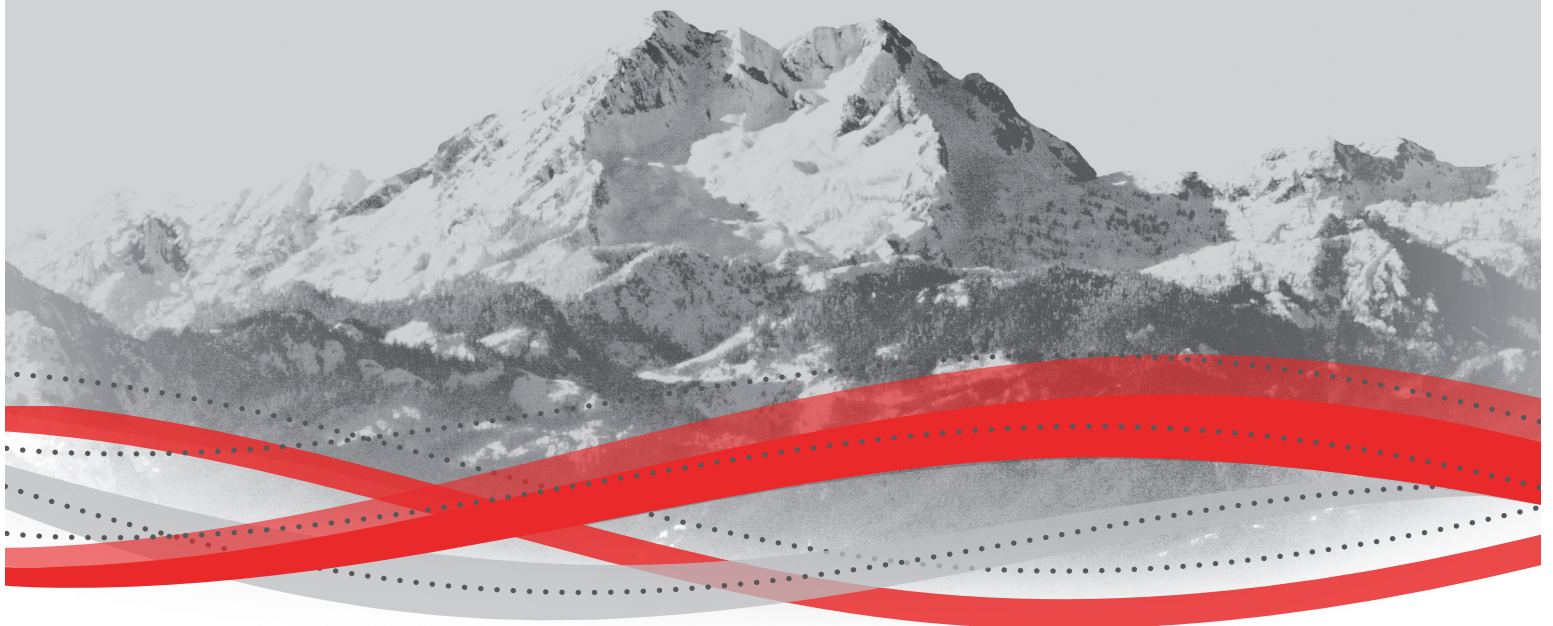# OLYMPIC COLLEGE

Mission Fulfillment & Sustainability
Self-Evaluation Report

Prepared for the Northwest Commission on
Colleges and Universities
September 2018

OLYMPIC COLLEGE

Accreditation Leadership Team

Kim Abel: Public Records Manager/Policy Development
Geri Babbo: Associate Dean of Nursing
Larry Blain: Adjunct Faculty, Mathematics
Laura Bourmatnov: Adjunct Faculty, Communication Studies
Martin Cavalluzzi: President
Martin Cockroft: Assessment Coordinator and Director, Center for Teaching and Learning
Jacquie Curry: Deputy Director of Human Resource Services
Erica Coe: Dean of Library, Learning Resources, and eLearning
Shawn Devine: Director of Communications and Web Services
David Emmons: Executive Director, OC Foundation
Mary Garguile: Vice President of Instruction and Accreditation Liaison Officer
Jennifer Glasier: Dean of Enrollment Services
Mark Harrison: Dean of Mathematics, Engineering, Science & Health
Amy Hatfield: Dean of Workforce Development & Basic Studies
Amy Herman: Library Faculty
Evelyn Hernandez: Chief Information Officer
Carrie Hillman: Data & Assessment Systems Analyst
Robin Jeffrey: Library Circulation Supervisor
Jennifer Lamb: English Faculty
Heather Lukashin: Associate Dean of Student Services
Gloria Martin: Director of Instructional Support Services
Bethany Mauden: Nursing Office Support Supervisor
Teresa McDermott: Associate Dean for Basic Studies
Cheryl Nunez: Vice President of Equity and Inclusion
Allison Phayre: Executive Director, Office of Institutional Effectiveness
Rebecca Seaman: Dean of Social Sciences and Humanities
Norma Whitacre: Dean of Business and Technology
Janell Whiteley: Interim Vice President of Administrative Services
Elaine Williams Bryant: Interim Vice President of Student Service and Achievement; Dean of Student Development

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Acronyms & Initials

AA	Associate in Arts
AACC	American Association of Community Colleges
AACU	American Colleges and Universities
AAMA	American Association of Medical Assistants
ACEN	Accreditation Commission for Education in Nursing
ADN	Associate Degree Nursing
AS	Associate of Science
AAS-T	Associate Applied Science – Transfer
ATA	Associate in Technical Arts
ADA	Americans with Disabilities Act
ATD	Achieving the Dream
ATF	Academic Task Force
AHE	Association of Higher Education
ALO	Accreditation Liaison Officer
ALT	Accreditation Leadership Team
AMCA	American Medical Certification Association
AMT	American Medical Technologists
ATC	Articulation and Transfer Council
AY	Academic Year
B&T	Business & Technology
BART	Bias Assessment & Response Team
BAS	Baccalaureate of Applied Science
BAS-IS	BAS Information Systems
BAS DF	BAS Digital Filmmaking
BAS OLTM	BAS Organizational & Technical Management
BOT	Board of Trustees
BSN	Bachelor of Science in Nursing
BYOD	Bring Your Own Device
CAT	Council on Accessible Technology
CBAs	Collective Bargaining Agreements

CCSSE	Community College Survey of Student Engagement
CCFSSE	Community College Faculty Survey of Student Engagement
CE	Continuing/Community Education
CEUs	Continuing Education Units
CIC	College Instruction Center
CLEP	College-Level Examination Program
CLOs	Course-level Learning Outcomes
CSC	College Service Center
CSDC	Classified Staff Development Committee
CTC1	College Technology Council
CTC2	Community & Technical College
CT&L	Center for Teaching & Learning
DF	Digital Filmmaking
DLE	Diverse Learning Environments
DAC	Diversity Advisory Committee
DANTES SST	Defense Activity for Non-Traditional Education Support Subject Standardized Tests
DLOA	Data Linking for Outcomes Assessment
DLOs	Distribution-level Learning Outcomes
DSJ	Diversity & Social Justice
DTA	Direct Transfer Agreements
ELA	Expected Level of Achievement
eMPN	electronic Master Promissory Note
FAFSA	Free Application for Federal Student Aid
FC	Faculty Council
FCC	Faculty Curriculum Committee
FERPA	Family Educational Rights and Privacy Act
FMS	Financial Management System
GAAP	Generally Accepted Accounting Principles
GED	General Equivalency Development
GP	Guided Pathways
H-DLOs	Humanities DLOs
HRS	Human Resource Services
IA	Instructional Administrators

IAC	Instructional Assessment Committee
I-BEST	Integrated Basic Education & Skills Training
IB	International Baccalaureate
ICRC	Inter-College Relations Commission
ILOs	Institution-level Learning Outcomes
IL	Information Literacy
IMT	Incident Management Team
IPPR	Instructional Program Planning & Review
ISP	Instructional Strategic Plan
IT	Information Technology
ITV	Interactive TV
LAC	Learning Assessment Committee
LMS	Learning Management System
LOs	Learning Outcomes
LIB-R	Library Research
MA	Medical Assisting
MAs	Medical Assistants
MAP	My Academic Plan
MESH	Mathematics, Engineering, Science and Health
MRTE	Mutual Research Transcript Exchange
MSP	Multicultural and Student Programs
MVP	Military and Veterans Programs
NCCT	National Center for Competency Testing
NCCU	Northwest Commission on Colleges and Universities
NCLEX	National Council Licensure Examination
NHA	National Healthcareer Association
NPTE	National Physical Therapy Examination
NS-DLOs	Natural Science DLOs
NSLDS	National Student Loan Data System
OC	Olympic College
OCAP	OC Adaptation Project
OCB	Olympic College – Bremerton
OCIT	Olympic College Information Technology

OCP1	Olympic College Policy
OCP2	Olympic College – Poulsbo
OCS	Olympic College - Shelton
OIE	Office of Institutional Effectiveness
OLTM	Organizational Leadership and Technical Management
PACE	Personal Assessment of the College Environment
PDP	Professional Development Plan
PCEC	Professional Credit Evaluation Committee
PEC	Professional Enrichment Committee
PLOs	Program-level Learning Outcomes
PRF	Position Requisition Form
PSNS & IMF	Puget Sound Naval Shipyard & Intermediate Maintenance Facility
PTA	Physical Therapist Assistant
PTF	Planning Task Force
RCW	Revised Code of Washington
RN	Registered Nursing
SAC	Sustainability Advisory Committee
SAO	State Auditor's Office
SAI	Student Achievement Initiative
SBCDC	Sophia Bremer Child Development Center
SBELA	Sophia Bremer Early Learning Academy
SBCTC	State Board for Community and Technical Colleges
SBCTC-IT	State Board for Community and Technical Colleges Information Technology
SEM	Strategic Enrollment Management
SENSE	Survey of Entering Student Engagement
SGOC	Student Government of Olympic College
SING	Students in Need Group
SLO(s)	Student Learning Outcomes
SMS	Student Management System
SOAR	Student Orientation to Advising and Registration
SOC	Servicemembers Opportunity Colleges
SPEP	Systematic Program Evaluation Plan
SP-DLOs	Skilled Performance DLOs

SS-DLOs	Social Science DLOs
SSH	Social Sciences and Humanities
SS/A	Student Services / Achievement
SG	Strategic Goal
STF	Strategic Task Force
STF	Support Task Force
VOIP	Voice Over IP
VP	Vice President
VPEI	Vice President of Equity & Inclusion
VPI	Vice President of Instruction
VPSS&A	Vice President of Student Services & Achievement
WABERS	Washington Adult Basic Education Reporting System
WAC	Washington Administrative Code
WACTC	Washington Association of Community & Technical Colleges
WFD&BS	Workforce Development & Basic Studies
WL-DLOs	World Language
WPEA	Washington Public Employees Association
WSU	Washington State University
WSAC	Washington Student Achievement Council
WWU	Western Washington University

Institutional Overview

Geography. Olympic College (OC) has served Washington State's Kitsap and Mason counties since 1946, most of that time as the sole source for public higher education. These largely rural counties are isolated from major metro areas by Puget Sound. As a result, OC serves a population that is remote from educational opportunities. OC's geography caused it to embrace distance learning and to form partnerships with baccalaureate schools starting in the 1980s.

In addition to the original campus in Bremerton, there are two other campuses, Olympic College Shelton (OCS) and Olympic College Poulsbo (OCP); an Apprenticeship School in the local Shipyard; a distance learning program; and a few other small locations for specific programs or classes. OCS is located one hour southwest of the Bremerton campus and the Poulsbo facility is located thirty minutes north.

The college teaches within the confines of the [Puget Sound Naval Shipyard and Intermediate Maintenance Facility](#) (PSNS & IMF) industrial area (two miles from the Bremerton campus) where it serves the Apprentice and Helper programs – cooperative programs with the Department of the Navy. Enrollment and access at this site are controlled by the Navy.

History and Politics. OC owes its existence to the end of World War II and the presence of the Navy. Veterans, with their GI Bill benefits, brought the need for postsecondary education. In 1946 the Bremerton School District found support for the creation of a "Junior College", including from the leadership of the local Shipyard Apprentice School.

Olympic Junior College opened with an inaugural class of 575 students. In 1967 it fell under the Washington State Community and Technical College Act. Over the last 72 years, enrollment varied directly with periods of unemployment.

Demographics. OC serves a diverse student body of nearly 12,000 annually and employs approximately 1,000 talented faculty and staff members at OCB, OCS, and OCP. OC is home to the second largest military-connected student body of any college or university in the state with 2,500 veterans, active-duty and dependents. In 2016-2017, OC served approximately 11,675 students, 40% in Academic Transfer and Support, 53% Workforce Education, 5% Basic Skills, and 3% other. 27% of students were of color. 53% of students were full-time, and 47% of students were part-time. In addition, OC serves 147 international students from approximately 20 countries.

The College and its Mission. OC embraces its Mission as a community college that bridges access and opportunity, with high expectations and support for our students. OC provides transfer, workforce (professional-technical), and adult basic skills education, as well as community services of an educational, cultural, and recreational nature. In addition, the Washington State Legislature approved the expansion of community college missions to

include applied baccalaureate capacity in 2005. Through a competitive process, OC was selected by the State Board of Community and Technical Colleges (SBCTC) as one of the first four community colleges in the State to develop baccalaureate programs including Bachelor of Science in Nursing (BSN) (2006). This was followed by the development and approval of a Baccalaureate of Applied Science (BAS) in Information Systems (BAS-IS) (2014), a BAS in Organization Leadership and Technical Management (BAS-OLTM) (2015), and BAS in Digital Filmmaking (BAS-DF) (2017).
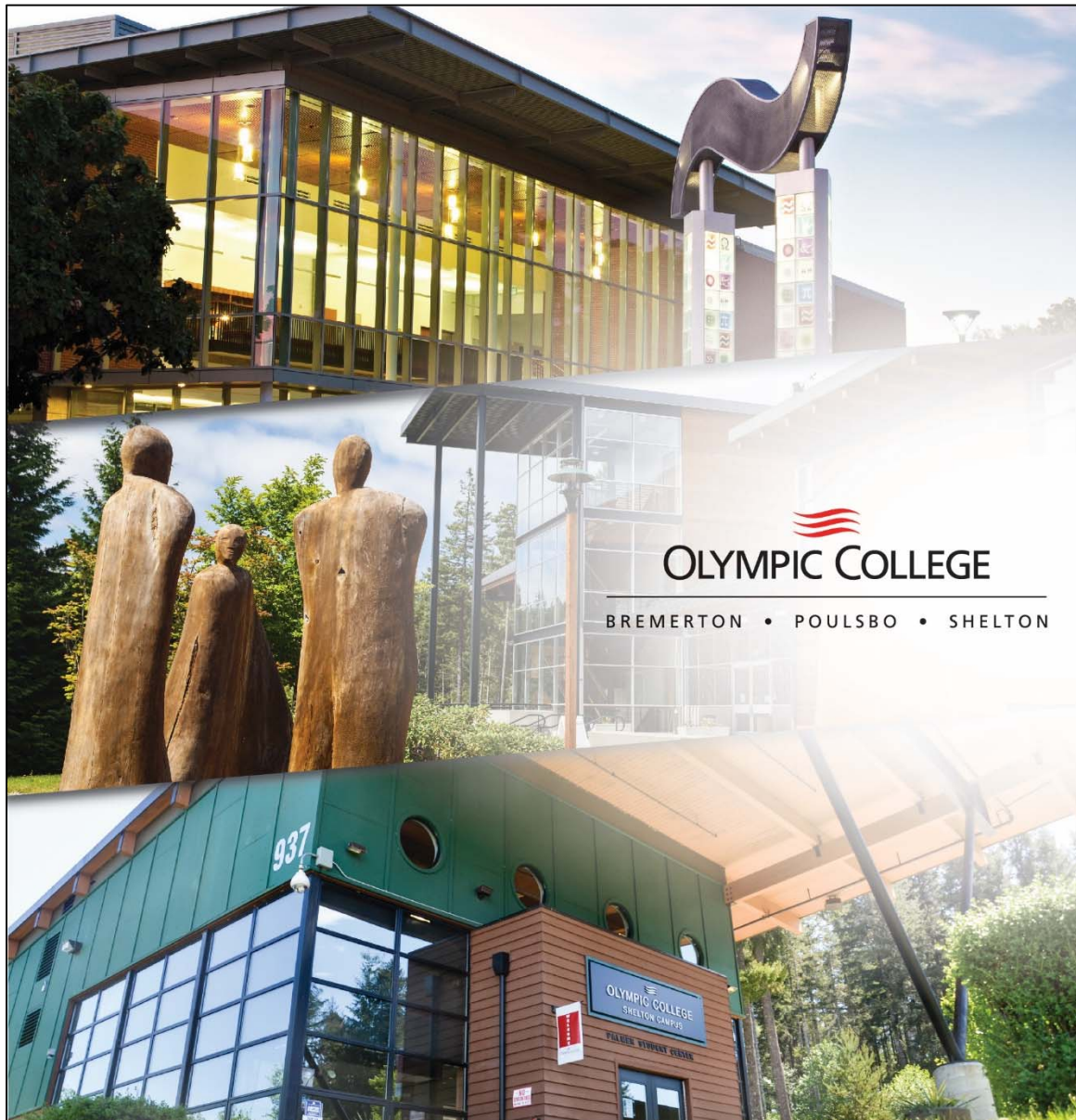
Institutional Data Form

Northwest Commission for Colleges and Universities (NWCCU) REPORTS | BASIC INSTITUTIONAL DATA FORM

Institutional Information

Name of Institution   **Olympic College**

Mailing Address: _____ 1600 Chester Ave _____
City:_____ Bremerton _____
State/Province: _____ WA _____
Zip/Postal Code: _____ 98528-1699 _____
Main Phone Number: _____ 360-792-6050 _____
Country: _____ USA _____

Chief Executive Officer	**Accreditation Liaison Officer**	**Chief Financial Officer**
Title : _Dr._	Title: _Dr_	Title: _Ms._
First Name: _Marty_	First Name: _Mary_	First Name: _Janell_
Last Name: _Cavalluzzi_	Last Name: _Garguile_	Last Name: _Whiteley_
Position: _President_	Position: _Vice President for Instruction_	Position: _Interim Vice President for Administrative Services_
Phone: _360-475-7100_	Phone: _360-475-7400_	Phone: _360-475-7500_
Email: cavalluzzi@olympic.edu	Email: mgarguile@olympic.edu	Email: jwhiteley@olympic.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

☑ Comprehensive

Degree Levels *(Choose all that apply)*

☑ Associate

☑ Baccalaureate

☑ Name of multi-institution system, Washington State Community and Technical Colleges

Calendar Plan *(Choose one that applies)*

☑ Quarter

☐ Other (specify): _____

Institutional Control

☐ City ☐ County ☑ State ☐ Federal ☐ Tribal

● Public   OR   ○ Private/Independent

● Non-Profit   OR   ○ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment

Official Fall: _____2016_____ (most recent year) FTE Student Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	**4383**	**4743**	**5196**
Graduate			
Professional			
Unclassified			
Total all levels	**4383**	**4743**	**5196**

Full-Time *Unduplicated* Headcount Enrollment.

Official Fall: _____2016_____ (most recent year) Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	**6527**	**7177**	**7349**
Graduate			
Professional			
Unclassified			
Total all levels	**6527**	**7177**	**7349**

Faculty (all locations) As of September 12, 2018
- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number:___112___Number of Full-Time (only) Faculty and Staff by Highest Degree Earned
Total Number:___126___Including Librarians, Counselors, and Advisors who have faculty status

Rank	Full-Time	Part-Time	Less than Assoc.	Assoc.	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant								
Instructor								
Lecturer and Teaching								
Research Staff and Research								
Undesignated Rank: Teaching	112 126	353	3	3	7	67 77	1 2	33 34

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	65,007	12.7

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Statements of Cash Flows

Olympic College
Statement of Cash Flows
For the Year Ended June 30, 2015

Cash flow from operating activities	
Student tuition and fees	20,127,821
Grants and contracts	12,503,831
Payments to vendors	(4,549,203)
Payments for utilities	(1,202,682)
Payments to employees	(27,422,924)
Payments for benefits	(8,178,186)
Auxiliary enterprise sales	3,984,088
Payments for scholarships and fellowships	(14,427,141)
Other receipts (payments)	(5,637,502)
Net cash used by operating activities	(24,801,898)
Cash flow from noncapital financing activities	
State appropriations	19,398,409
Pell grants	9,741,920
Building fee remittance	(1,584,107)
Innovation fund remittance	(513,760)
Net cash provided by noncapital financing activities	27,042,461
Cash flow from capital and related financing activities	
Capital appropriations	3,520,887
Purchases of capital assets	(3,689,523)
Principal paid on capital debt	(129,228)
Interest paid	(23,184)
Net cash used by capital and related financing activities	(321,047)
Cash flow from investing activities	
Income of investments	18,344
Net cash provided by investing activities	18,344
Increase in cash and cash equivalents	1,937,859
Cash and cash equivalents at the beginning of the year	23,233,597
Cash and cash equivalents at the end of the year	25,171,456

Olympic College
Statement of Cash Flows
For the Year Ended June 30, 2016

Cash flow from operating activities

Student tuition and fees	21,960,318
Grants and contracts	11,086,879
Payments to vendors	(4,346,248)
Payments for utilities	(1,027,593)
Payments to employees	(28,416,916)
Payments for benefits	(9,723,857)
Auxiliary enterprise sales	4,294,751
Payments for scholarships and fellowships	(12,553,059)
Other receipts (payments)	(9,979,733)
Net cash used by operating activities	(28,705,458)

Cash flow from noncapital financing activities

State appropriations	22,467,273
Pell grants	8,076,372
Building fee remittance	(1,687,687)
Innovation fund remittance	(507,147)
Net cash provided by noncapital financing activities	28,348,810

Cash flow from capital and related financing activities

Capital appropriations	10,707,371
Capital contributions	2,000,000
Purchases of capital assets	(12,860,019)
Principal paid on capital debt	(132,991)
Interest paid	(19,421)
Net cash used by capital and related financing activities	(305,059)

Cash flow from investing activities

Income of investments	63,196
Net cash provided by investing activities	63,196

Increase in cash and cash equivalents	(598,512)
Cash and cash equivalents at the beginning of the year	25,171,456
Cash and cash equivalents at the end of the year	24,572,944

Olympic College
Statement of Cash Flows
For the Year Ended June 30, 2017

Cash Flow from Operating Activities

Student tuition and fees	19,811,786
Grants and contracts	11,126,754
Payments to vendors	(6,291,574)
Payments for utilities	(1,051,079)
Payments to employees	(27,990,517)
Payments for benefits	(9,662,921)
Auxiliary enterprise sales	3,969,110
Payments for scholarships and fellowships	(12,782,921)
Other receipts (payments)	(12,369,114)
Net cash used by operating activities	**(35,240,478)**

Cash Flow from Noncapital Financing Activities

State appropriations	25,963,377
Pell grants	7,115,369
Building fee remittance	(1,793,366)
Innovation fund remittance	(426,980)
Net cash provided by noncapital financing activities	**30,858,400**

Cash Flow from Capital and Related Financing Activities

Capital appropriations	29,087,533
Capital contributions	1,066,598
Purchases of capital assets	(29,971,298)
Principal paid on capital debt	(136,863)
Interest paid	(15,549)
Net cash provided by capital and related financing activities	**30,421**

Cash Flow from Investing Activities

Income of investments	126,220
Net cash provided by investing activities	**126,220**

Net Decrease in Cash and Cash Equivalents	**(4,225,437)**
Cash and cash equivalents at the beginning of the year	**24,572,944**
Cash and cash equivalents at the end of the year	**20,347,507**

Balance Sheets

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Olympic College
Statement of Net Position
For the Year Ended June 30, 2015

</div>

Assets

Current assets

Cash and cash equivalents	24,649,227
Restricted Cash and Cash Equivalents	522,228
Accounts Receivable	6,645,215
Inventories	844,527
Total current assets	32,661,198

Non-Current Assets

Non-depreciable Capital Assets	16,127,921
Depreciable Capital Assets, Net	84,753,463
Total non-current assets	100,881,384
Total assets	**133,542,582**

Deferred Outflows of Resources, Related to Pensions	747,087
Total Deferred Outflows of Resources	747,087

Liabilities

Current Liabilities

Accounts Payable	812,541
Accrued Liabilities	4,107,800
Compensated absences	4,842
Deposits Payable	27,031
Unearned Revenue	2,085,505
Leases and Certificates of Participation Payable	132,991
Total current liabilities	7,170,710

Noncurrent Liabilities

Compensated Absences	1,278,508
Pension liabilty	5,101,432
Long-term liabilities	688,793
Total non-current liabilities	7,068,733
Total liabilities	**14,239,443**

Deferred Inflows of Resources, Related to Pensions	2,133,372
Total Deferred Inflows of Resources	2,133,372

Net Position

Net Investment in Capital Assets	100,176,563
Restricted for:	
Nonexpendable	845,303
Expendable	405,312
Unrestricted	16,489,677
Total Net Position	**117,916,855**

Olympic College
Statement of Net Position
June 30, 2016

Assets

    Current assets

Cash and cash equivalents	24,184,879
Restricted Cash and Cash Equivalents	388,065
Accounts Receivable	9,279,162
Inventories	770,706
Prepaid Expenses	2,916
Total current assets	34,625,729

    Non-Current Assets

Non-depreciable Capital Assets	23,620,361
Capital assets, net of depreciation	86,658,068
Total non-current assets	110,278,429
Total assets	**144,904,157**

Deferred Outflows of Resources, Related to Pensions	1,214,916
Total Deferred Outflows of Resources	1,214,916

Liabilities

    Current Liabilities

Accounts Payable	1,671,163
Accrued Liabilities	4,090,740
Compensated absences	4,842
Deposits Payable	34,560
Unearned Revenue	2,223,523
Leases and Certificates of Participation Payable	136,863
Total current liabilities	8,161,691

    Noncurrent Liabilities

Compensated Absences	1,363,108
Pension liabilty	6,396,304
Long-term liabilities	434,967
Total non-current liabilities	8,194,379
Total liabilities	**16,356,069**

Deferred Inflows of Resources, Related to Pensions	953,850
Total Deferred Inflows of Resources	953,850

Net Position

Net Investment in Capital Assets	109,706,599
Restricted for:	
Nonexpendable	400,000
Expendable	234,303
Unrestricted	18,468,252
Total Net Position	**128,809,154**

Olympic College
Statement of Net Position
June 30, 2017

Assets

    Current Assets

Cash and Cash Equivalents	19,995,098
Restricted Cash and Cash Equivalents	352,409
Accounts Receivable, Net	10,529,350
Inventories	797,041
Prepaid Expenses	1,151
Total Current Assets	**31,675,049**

    Noncurrent Assets

Capital Assets, Not Being Depreciated	50,781,244
Capital Assets, Net of Accumulated Depreciation	85,815,713
Total Noncurrent Assets	**136,596,957**
Total Assets	**168,272,006**

Deferred Outflows of Resources, Related to Pensions	1,728,664
Total Deferred Outflows of Resources	**1,728,664**

Liabilities

    Current Liabilities

Accounts Payable	761,452
Accrued Liabilities	3,245,822
Compensated absences	-
Deposits Payable	17,735
Unearned Revenue	2,016,669
Certificates of Participation, Due Within One Year	140,848
Total Current Liabilities	**6,182,526**

    Noncurrent Liabilities

Compensated Absences	3,091,031
Net Pension Liability	10,687,185
Certificates of Participation, Due in More Than One Year	294,119
Total Noncurrent Liabilities	**14,072,334**
Total Liabilities	**20,254,860**

Deferred Inflows of Resources, Related to Pensions	1,013,368
Total Deferred Inflows of Resources	**1,013,368**

Net Position

Net Investment in Capital Assets	136,161,990
Restricted for:	
Nonexpendable	400,000
Expendable	289,257
Unrestricted	11,881,195
Total Net Position	**148,732,442**

Operating Budget

Olympic College

Revenues

General Fund	FY 2017-2018 Budget	FY 2016-2017 Budget	FY 2015-2016 Budget
State Allocation	25,167,743	22,757,620	21,866,989
Local Tuition	11,959,955	12,403,628	13,041,878
Sub-Total	**$37,127,698**	**$35,161,248**	**$34,908,867**
Dedicated Fund			
Local (Fees Revenue)	2,583,990	2,621,736	3,474,823
Grants and Contracts	8,559,964	6,740,285	6,130,854
Sub-Total	**$11,143,954**	**$ 9,362,021**	**$9,605,677**
Proprietary Funds	$5,650,682	$5,010,334	$6,128,907
Fiduciary Funds	$13,500,000	$19,600,000	$19,600,000
Total Revenue	**$67,422,334**	**$69,133,603**	**$70,243,451**

Expenses

General Fund	FY 2017-2018 Budget	FY 2016-2017 Budget	FY 2015-2016 Budget
State Allocation	25,167,743	22,757,620	21,866,989
Local Tuition	11,959,955	12,403,628	13,041,878
Sub-Total	**$37,127,698**	**$35,161,248**	**$34,908,867**
Dedicated Fund			
Local (Fees Revenue)	2,583,990	2,621,736	3,474,823
Grants and Contracts	8,559,964	6,740,285	6,130,854
Sub-Total	**$11,143,954**	**$9,362,021**	**$9,605,677**
Proprietary Funds	$5,650,682	$5,010,334	$6,128,907
Fiduciary Funds	$ 13,500,000	$19,600,000	$19,600,000
Total Expenditure	**$67,422,334**	**$69,133,603**	**$70,243,451**

Capital Budget

2015-2017 Capital Allocation Schedule
Olympic College - 030

OFM Project	SBCTC Project	Fund	Approp	Description	Approp Reapprop	Art Comm Deduction	Unallotted Reserve	Allocations
30000122	7ART	057	T52	College Instruction Center (art set aside - see State Board allocations for amount)	$0.00	$0.00	$0.00	$0.00
30000122	K356	057	K18	CLOSED-Design College Instruction Center	$280,609.00	$0.00	$0.00	$280,609.00
--	K450	147	R10	CLOSED-College Commons Improvement Project -$25,153 (project Complete)	$0.00	$0.00	$0.00	$0.00
--	L406	147	R10	CLOSED-Business Bldg. Rm. 106 Renovation to Computer Lab; -$21,648 ($0 bal) project complete	$0.00	$0.00	$0.00	$0.00
--	L416	147	R10	Energy Savings Project (Boiler Sys. Repl.)	$4,117,000	$0.00	$0.00	$4,117,000
--	L417	147	R10	CLOSED-Poulsbo Campus WWU Renovations; -$61,514 ($0 bal) project complete	$0.00	$0.00	$0.00	$0.00
--	L419	147	R10	CLOSED-Rotunda Lecture Hall Renovation Project; -$68,151 ($0 bal) project complete	$0.00	$0.00	$0.00	$0.00
--	L476	147	R10	CLOSED-Code Rprs.:Handrails/Guardrails -Bus Tech. Bldg.; -$12,385.77 ($0 bal) project complete	$858.23	$0.00	$0.00	$858.23
--	L528	147	R10	CLOSED-Purchase: 0.2 acres at 1306 13th St., Bremerton; -$7,795.32 ($0 bal) project complete	$120,642.68	$0.00	$0.00	$120,642.68
--	L533	147	R10	CLOSED-CSC Bldg. Room 516 Office Renovation: Initial Amt. $83,919 + $10,006.64 (Additional Unanticipated Costs) = $93,925.64; -$10,187.03 ($0 bal) project complete	$83,738.61	$0.00	$0.00	$83,738.61
--	L534	147	R10	CLOSED-Roof Repair: Cover Bid Short-fall for Roof Repair of BSC and PE Bldgs. Also Emergency Roof Repair of Poulsbo Campus.: Initial Amt. $3,938 + $7,652.65 (Additional Unanticipated Costs) = $11,590.65; -$7,999.50 ($0 bal) project complete	$3,591.15	$0.00	$7,652.65	$3,591.15
--	L535	147	R10	CLOSED-Poulsbo: Renovate Space for WWU Lab Expn +$1,131.63 close out project complete	$51,131.63	$0.00	$0.00	$51,131.63
30001286	M017	060	T72	Preventive Facility Maintenance and Building System Repairs	$617,800.00	$0.00	$0.00	$617,800.00
30001106	M047	060	T00	Emergency Repairs and Improvements (RMI)	$423,700.00	$0.00	$0.00	$423,700.00

30001155	M096	060	T01	Repair of Multiple Building roofs at Olympic College Bremerton campus. (FCS R01)	$68,000.00	$0.00	$0.00	$68,000.00
30001155	M097	060	T01	Repair of Multiple Building roofs at Olympic College Shelton campus. (FCS R03)	$51,000.00	$0.00	$0.00	$51,000.00
30001182	M186	060	T02	Install ADA compliant lift or explore other options to comply with ADA at Olympic College Bremerton Campus Bremer Student Center. (FCS F02); -$30K 4/13/17 moved to M556 (Bal=$39,000)	$39,000.00	$0.00	$0.00	$39,000.00
30001182	M187	060	T02	Upgrade or replace the fire alarm system panel at Olympic College Bremerton Campus Hazelwood Library. (FCS F04); -$90K 4/13/17 moved to new projects (Bal=$75,000)	$75,000.00	$0.00	$0.00	$75,000.00
30001182	M188	060	T02	Remove and replace the AHU and perform the necessary re-roofing scope as well as make modifications to the temperature controls at Olympic College Bremerton Campus Health Occupations. (FCS F05)	$331,000.00	$0.00	$0.00	$331,000.00
30001216	M279	060	T03	Review and determine if trees can remain. Deal with the trees and replace entry steps and sidewalk. Funds may also be used for other sidewalk safety related repairs and replacement. Olympic College Bremerton Campus. (FCS S01); -$25K 4/13/17 moved to M564 (Bal =$239,000)	$239,000.00	$0.00	$0.00	$239,000.00
30001038	M311	060	T45	Network System Upgrade	$703,000.00	$0.00	$0.00	$703,000.00
30000122	M337	057	T52	College Instruction Center (construction-phase)	$46,334,823.00	$0.00	$7,076,000.00	$39,258,823.00
--	M405	147	R10	CIC Project Parking Mitigation; +$120,000 3/7/17	$540,000.00	$0.00	$0.00	$540,000.00
30001106	M418	060	T00	CIC Project: Methane Abatement	$500,000.00	$0.00	$0.00	$500,000.00
--	M434	147	R10	Purch/Renov: 1720 Warren & 914 17th St.,Bremerton for Electrical Engineering Program (Apprvd. Resolution 16-03-06); +$800,000 Res 17-05-28 (Bal = $1,836,000)	$1,836,000.00	$0.00	$0.00	$1,836,000.00
--	M454	147	R10	approved resolution 16-05-11 3,000 sf shop for welding program on Shelton campus (Balance = $1,300,000); +$300,000 SBCTC Res 17-05-29 (Balance =$1,600,000)	$1,600,000.00	$0.00	$0.00	$1,600,000.00
--	M455	147	R10	Poulsbo campus SAGE Modular Building; +$140K 3/7/17	$940,000.00	$0.00	$0.00	$940,000.00
--	M524	147	R10	Art mural relocation	$40,000.00	$0.00	$0.00	$40,000.00

--	M525	147	R10	Bremerton campus HOC HVAC upgrades	$510,000.00	$0.00	$0.00	$510,000.00
--	M526	147	R10	Shelton campus HVAC upgrades	$353,000.00	$0.00	$0.00	$353,000.00
--	M530	147	R10	Property acquisition 1410 Ohio Ave SB resolution 17-03-19; project complete -$437,599 6/26/17 (Bal = $762,401) +$6553.80 7/17/17 (Bal =$768954.80)	$768,954.80	$0.00	$0.00	$768,954.80
30001182	M553	060	T02	Replace failing fire alarm components (Poulsbo Campus (030B); Olympic College Poulsbo (030-OCP) - UFI A06616)	$25,000.00	$0.00	$0.00	$25,000.00
30001182	M554	060	T02	Replace failing and outdated fire alarm components (Shelton Campus (030D); Multiple (030D) - UFI)	$25,000.00	$0.00	$0.00	$25,000.00
30001182	M555	060	T02	Replace failing and outdated fire alarm components (Main Campus (030A); Multiple (030A) - UFI)	$40,000.00	$0.00	$0.00	$40,000.00
30001182	M556	060	T02	Repair various components to comply with ADA standards (Main Campus (030A); Multiple (030A) - UFI)	$30,000.00	$0.00	$0.00	$30,000.00
30001216	M564	060	T03	Replace failed sections of sidewalk (Poulsbo Campus (030B); Site (030B)	$25,000.00	$0.00	$0.00	$25,000.00

New Degree / Certificate Programs

Substantive Changes
Substantive changes including degree or certificate programs planned for 2018-19 approved by the institution's governing body.

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			

Domestic Off-Campus Degree Programs and Academic Credit Sites

Programs and Academic Credit Offered at Off-Campus Sites within the United States Reported for Fall 2017

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Poulsbo OC site	1000 Olympic College Way NW	Poulsbo, WA 98370	Associate in Arts—Direct Transfer Agreement, Associate in General Studies, Associate in Pre-Nursing—Direct Transfer Agreement	55	706	39
Puget Sound Naval Shipyard & Intermediate Maintenance Facility	1400 Farragut Ave.	Bremerton, WA 98314	Associate in Technical Arts—Industrial Trades Technician (Apprenticeship)	65	664	65
Shelton OC Site	937 W. Alpine Way	Shelton, WA 98584	Associate in Arts—Direct Transfer Agreement, Associate in General Studies, Associate in Technical Arts—Welding Technology, Associate in Technical Arts—Accounting Technology, Associate in Technical Arts—Administrative Office Support, Associate in Technical Arts—	77	235	28

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
			Business Management			
West Sound Technical Skills Center	101 National Avenue N	Bremerton, WA 98312	Associate in Technical Arts—Cosmetology	49	55	5

Distance Education   Reported for Fall 2017

Name of Site	Physical Address	Degree/ Certificate Name/Level	Program Name	Student Enrollment Undup. Headcount	On-Site Staff	Co-Sponsoring Organization
n/a	n/a	Associate	Associate in Arts-Direct Transfer Agreement	1002	n/a	
		Associate	Computer Information Systems	157	n/a	
		Associate	Business	153	n/a	
		Associate	Early Childhood Education	91	n/a	
		Associate	Business Management	75	n/a	
		Associate	Accounting Technology	69	n/a	
		Associate	Organizational Leadership and Resource Management	61	n/a	
		Associate	Administrative Office Support	33	n/a	
		Associate	Homeland Security Emergency Management	25	n/a	Pierce College
		Associate	Electronics	20	n/a	

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Various through The Washington State Community College Consortium for Study Abroad (WCCCSA)	Lyon, France, Spring 2019 Costa Rica, Summer 2019 Morocco, Pre-		General courses apply to many degrees	3 courses each instance	No more than 15 students each instance	2-3 each instance

Preface: Updates since Year 3 Report

OC developed the current self-study during a period of significant changes in the organization. OC welcomed Dr. Martin Cavalluzzi as its 15th president in March 2018. He immediately set about building upon existing structures and leading the way for new innovations to enhance the focus on student achievement through involvement in Achieving the Dream (ATD), streamlining organizational processes through the development of a new Policy and Governance Committee, and simplifying budgetary processes (3.A.1).

Organizational changes since the last report include the following highlights:
- Welcomed the college's first Vice President for Equity and Inclusion (VPEI) in 2015;
- Reorganized the Institutional Planning and Research office into the Office of Institutional Effectiveness (OIE) in 2017 – under interim leadership of Executive Director;
- Human Resource Services (HRS) leadership was evaluated and modified from Executive Director (interim) to an Associate Vice President of Human Resources;
- Interim positions or in-process replacements:
  a) Executive Director of OIE
  b) Executive Director of HRS
  c) Vice President of Student Services & Achievement (VPSS&A)
  d) VP of Administrative Services
  e) Dean of Math, Engineering, Science and Health (MESH)
- Other new or recently replaced positions include:
  a) Dean of Library, Learning Resources, and eLearning (formerly Dean of Library and Media)
  b) Dean of Social Sciences & Humanities (SSH)
  c) Associate Dean of Student Development
  d) Dean of Enrollment Services
  e) Associate Dean of Basic Studies and Career Services
  f) Associate Dean of Student Services
  g) Assessment Coordinator
  h) Director of Student Leadership and Success
  i) Director of Safety and Security
  j) Director of Emergency Management

The organizational and leadership changes are designed to assist in the improved focus on diversity and inclusion, support internal assessment processes, and to ensure sufficient support for student learning, quality teaching, and student services.

New student programs and services at OC since the last report include:
- International Education and Study Abroad
- Multicultural and Diversity Studies (now American Culture and Equity Studies)
- Destination OC to improve outreach and potential recruitment of persons of color
- Ranger Station as One-Stop student services center

- Welcome Center.

Changes in academic programs and services since the last visit include:
- Three new BAS degrees: BAS-IS; BAS-OLTM; BAS-DF
- Associate Applied Science – Transfer (AAS-T) Digital Filmmaking
- Sophia Bremer Child Development Center (SBCDC) soon to be renamed Sophia Bremer Early Learning Academy
- Cyber-security Testing Center
- Homeland Security and Emergency Management (HSEM)
- Fashion Marketing.

OC has modified its programs since the Year 3 visit in 2013. Discontinued programs include Pharmacy Technician, Polysomnography, and modified its delivery of Continuing Education (CE) offerings (2.C.16). New programs include applied baccalaureate and professional technical degrees and collaborations with university partners. The new inclusions are in response to community, professional and student requests for opportunities not available elsewhere on the Olympic Peninsula.

Infrastructure changes since the last visit include:
- Residence Hall
- Welding facility at Olympic College Shelton (OCS)
- Modular Instructional building at Olympic College Poulsbo (OCP)
- College Instruction Center (CIC) at Olympic College Bremerton (OCB)
- Modification of Electrical Engineering facility Washington State University (WSU) at OCB
- Removal of Art and Music Buildings at OCB (moved to CIC)
- Increased parking space.

The infrastructure changes at OC since the last visit are a direct response to student instructional needs, requests for improved delivery of instruction, community/industry requests for expanded programs, and collaboration with university partners. The CIC building was the largest community college building project in the state of Washington, and houses the relocated Music, Art, Physical Therapist Assistant (PTA) and Digital Filmmaking (DF) programs, as well as the modernized simulation labs for Nursing. A state-of-the-art active learning classroom was included to support internal offerings and community workshops.

OC received a Title III grant (2014) that provided support for strengthening student achievement; improving classroom assessment and instructional effectiveness; and increasing institutional effectiveness through process improvement. Funded projects include faculty professional development and assessment workshops, educational technology improvements, a curriculum management system, Ranger Station, Tutoring services, and Veteran's services. The changes at OC since the 2013 visit reflect the college Mission, its Core Themes, Vision and Values. They are in response to growth in student enrollment in some areas (and decline in others), and the need to stay abreast of professional and academic trends.

Response to Recommendations

In Fall 2013, OC submitted its Year Three Resources and Capacity evaluation for reaffirmation of accreditation by NWCCU. The evaluation team that reviewed the report made one recommendation.

> Recommendation 1: The evaluation committee recommends that the college regularly evaluate administrators and classified staff in accordance with its annual evaluation procedures (Standard 2.B.2)

NWCCU President Sandra Elman, in her letter reaffirming accreditation to OC President David Mitchell dated February 3, 2014, wrote that OC was substantially in compliance on Recommendation 1, but in need of improvement. Dr. Elman also requested an Ad Hoc Self-Evaluation report in Fall 2015 to address recommendation 1.

She also wrote that the Commission added a second recommendation and requested an Ad Hoc Self-Evaluation report in Fall 2014.

> Recommendation 2: The evaluation committee recommends that for each year of operation, OC undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees - Eligibility Requirement 19 and Standard 2.F.7).

Dr. Elman's letter, dated February 10, 2015, indicated the Commission accepted OC's Fall 2014 Ad Hoc Self-Evaluation report addressing Recommendation 2, noting the college still did not meet the criteria. The Commission requested another Ad Hoc report be submitted Fall 2015.

The 2015 Ad Hoc Report addressed the actions taken to fulfill the expectations for both recommendations. Dr. Elman's letter, dated February 22, 2016, expressed that the Commission determined its expectations regarding both recommendations have been met.   (2.B.2, ER 19, 2.F.7)

Chapter One: Mission, Core Themes, and Expectations

Standard One – Mission and Core Themes

Executive Summary of Eligibility Requirements 2 and 3

ER 2. Authority

OC is authorized by the state of Washington and Washington's SBCTC to deliver higher education programs within the state of Washington. The SBCTC system was established by the Community College Act of 1967, revised as the Community and Technical College Act of 1991 in the Revised Code of Washington ([RCW 28B.50](#)). Through this act, all college districts in the system are charged with offering "thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" ([RCW 28B.50.020](#)). The OC BOT was given formal authority to offer degrees by the Washington State Legislature ([RCW 28B.50.140](#)). OC was granted authority to offer selected BAS degrees by the SBCTC in 2006.

ER 3. Mission and Core Themes

OC's Mission and Core Themes are appropriate for and consistent with its legal authorization and focus on student learning and success as appropriate for a higher education institution. OC's purpose is to serve its students and their educational interests and to ensure its programs lead to recognized degrees. Resources are devoted to serving the Mission and Core Themes.

1.A Mission

1.A.1 The institution has a widely-published mission statement—approved by its governing board, the Board of Trustees—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

OC's Mission statement was reviewed and revised collaboratively and approved by the BOT in 2012. The Mission includes three elements:

- Purpose: enrich our diverse communities
- Process: through quality education and support
- Outcome: students achieve their educational goals

The Mission is supplemented by Vision and Values statements to further guide the work of OC. The [Mission, Vision, and Values](#) statements are included on the OC website, in

annual publications such as the *Catalog* and posted in buildings across each campus. The Mission is also recited at every BOT meeting.

Mission
Olympic College enriches our diverse communities through quality education and support so students achieve their educational goals.

(Adopted 3/99, Reaffirmed 6/05 and 8/08, revised 11/12)

Vision
At Olympic College we envision learning as a life-enhancing journey of discovery where:

    I.   Our students are life-long learners in a global society.
   II.   Our employees are empowered to achieve the college Mission.
 III.   Our community recognizes the college as its cornerstone of learning.

(Adopted January 2008)

Values
We honor our shared values by holding ourselves and each other accountable for:

1. A Dedication to Public Service and Higher Education
2. A Commitment to Life-long Learning
3. The Practice of Civil and Constructive Discourse and Respect for Diversity
4. A Quest for Community and Environmental Health
5. The Thoughtful Use of Our Finite Resources, including Ourselves

(Adopted June 2008)

1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

OC has identified four Core Themes that individually manifest essential elements of its Mission and collectively encompass its Mission.

Core Themes:
    A. Student Learning and Quality Teaching
    B. Student Access and Support
    C. College Environment
    D. Community Enrichment & Responsiveness

OC has applied the Mission to its Core Themes and established objectives used to articulate institutional outcomes. Mission Fulfillment is defined as meeting or exceeding the thresholds for these Core Theme objectives as outlined in 1.B.1. Objectives are further refined by indicators that include one or more measure by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data and comparable indicators of other institutions. A Mission Fulfillment scorecard provides the current status for each Core Theme indicator (3B, 4A, 4B). The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator.

1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

OC identified its four Core Themes as part of a strategic planning process that included college-wide input. Each Core Theme (A, B, C, D) connects to one or more of the three essential elements of the Mission and collectively encompass its Mission.

Mission Elements and Related Core Themes:
1. Enrich our diverse communities: C and D
2. Through quality education and support: A and B
3. Students achieve their educational goals: A, B, and D

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The Core Themes include nine objectives, twenty-one indicators of achievement, and thirty-two measures that have been reviewed and revised as needed to ensure currency, relevance, measurability, and alignment with its Mission. This section provides for each Core Theme a brief description, objectives, indicators, and summary rationale for the selection of the indicators. For the thresholds and rationale of individual indicators, see Chapter 4: Core Theme Planning, Assessment, and Improvement.

Core Theme A: Student Learning and Quality Teaching

Teaching and learning have always been the central focus of OC. Successful teaching and learning depend on (1) the engagement of students with appropriate preparation and (2) the dedication of competent and effective faculty. Community colleges are also springboards for further collegiate education, so attention is paid to transferability. Student perceptions of instruction and faculty dedication to ongoing professional development are critical in a learning-focused institution.

Objective A.1 Demonstrate student learning.

A.1.a First-time pass rates on standardized national or state exams
1. % of graduates who pass licensure/certification exams or standardized exams

A.1.b Preparation of OC professional-technical degree or certificate completers as employees
1. % of employer survey who rate average educational preparedness of OC graduates or certificate completers as excellent or good.

A.1.c Preparation of Professional-Technical Students for careers

1. % of Graduate Survey respondents who rank their learning at OC as helpful or very helpful in contributing to their knowledge, skills, and personal development.

A.1.d Transfer student graduation rates
1. OC transfer student graduation rates equal to or better than students who begin their education at a four-year school.

A.1.e Students completing OC baccalaureate programs
1. % of Baccalaureate and Applied Baccalaureate students who complete in four years or less

A.1.f Course Completion Rates
1. % of courses that maintain a 70% or higher completion rate.

These indicators of achievement provide measures that can be used to confirm student competencies and verify program effectiveness. Pass rates for licensure/certification or standardized exams indicate student achievement of the desired Student Learning Outcomes (SLOs). Employer surveys indicate their satisfaction with the preparation of OC students and completers and are used to determine if programs are meeting the employment needs of local area employers. Surveys of graduates are used to gauge student satisfaction with course work and the development of their own knowledge, skills, and abilities. To capture the range of student success outcomes, three indicators related to completion have been selected: transfer students completing degrees at other four-year schools; students completing OC baccalaureate programs; and OC students completing individual courses.

Objective A.2 Ensure faculty are effective educators.

A.2.a Student perceptions of teaching effectiveness and quality of relationships with instructors
1. % of all faculty undergoing OC course evaluations who score on average 4 [out of 5] or higher.

2. % of Community College Survey of Student Engagement (CCSSE) respondents who rate instructor relationships using a score of 5 [out of 7] or higher.

A.2.b Faculty professional development and teaching improvement
1. % of full-time faculty completing post-tenure review or professional-technical certification who have an approved five-year professional development plan.

2. % of Community College Faculty Survey of Student Engagement (CCFSSE) respondents who spend one hour or more per week reflecting and working on ways to improve teaching.

3. % of CCFSSE respondents who spend one hour or more per week on research and scholarly activities.

These indicators of achievement measure the effectiveness of instruction through student perceptions and faculty development. Student course evaluations addressing students' perceptions of teaching, learning, and specific course components are important to the ongoing assessment of teaching effectiveness. The CCSSE includes questions about institutional practices and student behaviors that are highly correlated with student learning and retention. One of these measures is student-faculty interaction that can be correlated with student persistence toward completion of their educational goals.

Professional development of faculty impacts student learning when faculty bring their interests, enhanced skills, and competencies back to the classroom to enrich the learning environment. Tenured faculty and all professional-technical faculty are expected to have professional development plans. The CCFSSE evaluates faculty perceptions regarding their teaching practices and the ways they spend their professional time—both in and out of the classroom. Two measures were selected to capture perceptions on teaching-related improvement, research, and scholarly activities.

Core Theme B: Student Access and Support

OC's Mission requires a commitment to serving the educational needs of the service area and its diverse people. Student access, or the "open door policy," is fundamental to all Washington state community colleges and necessitates an awareness of those in the service area who are left behind. Once a student is enrolled, OC must provide services that promote persistence and completion of educational goals.

Objective B.1 Maintain enrollment levels that reflect the demographics of our service area.

B.1.a Student and service area demographics
1. % of underrepresented students enrolled at OC.

Comparing enrollment of underrepresented populations (African-American, Pacific Islanders, Native American, and Latino) to service area demographics is an indicator of the OC's ability to meet the needs of diverse populations through its programs and services and to foster an inclusive environment.

Objective B.2 Support students in the completion of their educational goals.

B.2.a Full-time student completion
1. % of students completing first 15 credits within 2 quarters
2. % of students completing first 30 credits within 4 quarters

3. % of students completing degrees, certificates, and apprenticeships within 150% of "normal time" to completion for their program

B.2.b Part-time student completion
1. % of students completing first 15 credits within 4 quarters
2. % of students completing first 30 credits within 8
3. % of students completing degrees, certificates, and apprenticeships within 300% of "normal time" to completion for their program

B.2.c Completion for historically underrepresented subgroups (full time)
1. % of underrepresented students completing first 15 credits within 2 quarters
2. % of underrepresented students completing first 30 credits within 4 quarters
3. % of underrepresented students completing degrees, certificates, and apprenticeships within 150% of "normal time" to completion for their program

B.2.d Basic Studies completers (General Equivalency Development (GED), High School (HS) 21+)
1. % of certificate or degree-seeking students who complete Basic Studies and progress through to college level courses

These indicators focus on success measures for key student populations including full-time, part-time, historically underrepresented, and Basic Studies. Full-time and part-time progression and success rates help ensure programs are meeting the needs of students in these groups. Comparing overall rates to rates of underrepresented subgroups (African-American, Pacific Islanders, Native American, and Latino) is an indicator of improvement in addressing the gap between completion of students of color and white students. Basic skills students face an array of barriers to success, not the least of which is the time required to complete the courses needed before they are even eligible for college. Tracking their retention, achievement, and completion is a first step to providing the support structures needed to assist them in attaining their goals.

Objective B.3 Provide support that facilitates student success.

B.3.a Satisfaction with student support services
1. % of CCSSE respondents who are somewhat or very satisfied with services listed.

B.3.b Satisfaction with advising
1. % of CCSSE respondents who are somewhat or very satisfied with academic advising/planning.

B.3.c Financial aid response time
1. Average time to award for students meeting priority application deadline.

Student satisfaction with student support services is a critical measure of the effectiveness of these programs. OC routinely administers the CCSSE survey to gather feedback regarding student satisfaction levels with support services offered. These surveys provide an overall rating of satisfaction with the services, as well as information regarding student access and frequency of use. Advising has its own measure to acknowledge its important role in getting students on the path and keeping them there. Prompt receipt of financial aid awards facilitates recruitment, timely enrollment, prompt start of classes, and provides textbooks and materials when needed.

Core Theme C: College Environment

Providing a campus climate that is welcoming to all is vital to OC's Mission to enrich our diverse communities. The campus climate for diversity refers to the climate variables shown to be salient in diverse learning environments (DLE).

Objective C.1 Foster a campus climate that is welcoming to all.

C.1.a Campus climate for diversity
1. % of DLE survey student respondents who are satisfied or very satisfied with OC's institutional commitment to diversity.

Institutional commitment to diversity is one variable in the DLE Survey, indicating students' perception of OC's commitment to diversity. The measure includes several factors including promoting appreciation of cultural differences, a long-standing commitment to diversity, accurate reflection of student body diversity in publications, and campus administrators who regularly speak about the value of diversity.

Core Theme D: Community Enrichment and Responsiveness
OC's connection to its community is manifested in its program offerings, provision of local business training needs, and advancement of economic development. Community colleges must offer educational programs appropriate to the employment needs of the service area. They must be aware of and involved in the community; working with a wide array of groups to enhance its effectiveness. OC's geography and qualified faculty make it uniquely equipped to advance the knowledge of its citizens and promote economic development in the community.

Objective D.1 Affirm the relevance of OC's existing education and training offerings to community needs.

D.1.a Employer satisfaction
1. % of employer survey respondents who are satisfied or highly satisfied with OC's degrees in meeting their organization's needs.

D.1.b Status of completers
    1. % of OC completers "working" or "enrolled" or "enrolled and working."

There are two key indicators for assessing how OC is meeting community needs through the appropriateness and responsiveness of its offerings. The first is meeting the needs of local employers as measured by employer satisfaction with degree appropriateness to meet these needs. The second is meeting the needs of completers by providing appropriate education for them to find work, to continue their education, or both.

Objective D.2 Engage in ongoing partnerships and collaborations with the community

D.2.a Advisory Committees
    1. % of professional-technical advisory groups who met at least twice during the previous year.

D.2.b Career Pathways
    1. % of professional technical programs with career pathway roadmaps.

Community partnerships and collaborations can be measured through the involvement of the community in professional-technical advisory groups and the availability of career pathways. These advisory groups consist of professionals actively employed in the industry who help ensure continuous improvement of professional-technical programs in meeting the needs of business, industry, labor, the professional, technical trades, and/or the community it is designed to serve. A Career Pathway lays out the education and training required that may lead to an expected employment outcome for each level of achievement in a certain industry or occupation. These roadmaps are beneficial for current and prospective students, as well as local and employers.

Objective D.3 Promote economic development in the community

D.3.a Economic impact
    1. Economic impact on service area
    2. Employment rate of OC completers

OC strives to promote economic growth and create a significant positive impact on the communities of its service area by generating a return on investment for its major stakeholders, students, taxpayers, and society. Economic impact can also be measured by comparing the employment rates and wages of completers vs. non-completers. Students completing their educational goals at OC should have higher employment rates and wages than those not completing their education. Contributing to the economies of local area communities can be measured by reviewing the employment of professional-technical program completers within these communities.

Chapter Two: Resources and Capacity

Standard Two – Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

ER 4. Operational Focus and Independence

OC's programs and services are predominantly concerned with higher education. The governance structure, leadership, and administrative team allow independent operation with accountability to the president, BOT, SBCTC and legislature. OC has the organizational and operational independence and capacity to meet NWCCU standards and eligibility requirements.

ER 5. Non-discrimination

OC promotes inclusive practices that leverage diverse perspectives, talents, experiences, and cultures as catalysts for educational excellence. The college strives to ensure that all members of its community enjoy equal opportunity and equitable outcomes. OC provides equal opportunity in education, employment and college activities regardless of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, use of a trained guide dog or service animal, or any other legally protected group. Many OC polices, including those addressing non-discrimination are also published in the Washington Administrative Code (WAC). OC's anti-discrimination and anti-harassment standards are also interjected throughout other OC Policies (OCP) , including First Amendment Activities (OCP 200-03/WAC 132C-10-009), Grievance Procedure (OCP 200-05/WAC 132C-285), Non-Discrimination Policy (OCP 200-19/WAC 132C-10-160) and Sexual Harassment Policy (OCP 200-20). Coordination of institutional compliance efforts regarding equal opportunity and non-discrimination policies has been assigned to the Executive Director of HRS, who responds to all constituents' claims.

ER 6. Institutional Integrity

OC adheres to the highest ethical standard in its relationships and operations in accordance with Washington State Ethics in Public Service law (RCW 42.52). To reinforce a high ethical standard at OC, the BOT has established ethics policies including BOT Code of Ethics (OCP 100-11), First Amendment Activities (OCP 200-3), and Employee Ethics Policy (OCP 400-5). Additionally, the Student Code of Conduct (WAC 132C-120) addresses expectations for integrity and student conduct.

ER 7. Governing Board

The OC BOT is a functional governing board that adopted policies to ensure the quality and integrity of OC. The Board consists of five voting members, appointed by the governor and confirmed by the Legislature. Members are prohibited from having any

contractual, employment, or financial interest in OC as outlined in the Ethics in Public Service law (RCW 42.52). The Board focuses on data to ensure the institution delivers quality education and student services to accomplish OC's Mission and Core Themes.

ER 8. Chief Executive Officer

The chief executive officer and president of OC is Dr. Martin Cavalluzzi, appointed by the BOT after a national search. His full-time responsibility is to the institution. Neither he nor any officer of the college chairs the institution's governing board.

ER 9. Administration

OC has a comprehensive management team, consisting of the President, Vice Presidents, Deans, and Directors, who are supported by exempt managers and executive assistants. The college ensures its administrators are qualified through a rigorous hiring process. Administrative and exempt employees actively participate in campus committees and events that directly support the Mission and Core Theme objectives.

ER 10. Faculty

OC maintains a sufficient number of full-time and part-time faculty to achieve Mission Fulfillment while remaining responsive to a dynamic and changing environment. OC's Policy on Faculty Qualifications, General Standard of Qualifications for Personnel (WAC 131-16-80) and Certification Competencies for Professional-Technical instructors (WAC 131-16-092) provide guidance, and the college has a well-developed faculty hiring process. OC faculty (adjunct, tenured, and probationary) are evaluated in a regular, systematic, substantive, and collegial manner. Assessment procedures specify process, timelines, evaluation criteria, and indices of effectiveness. They also provide opportunities for continuous feedback and administrative access to primary evaluation data. Faculty evaluation is prescribed by the Collective Bargaining Agreement (CBA), Appendix D. (2.B.4)

ER 11. Educational Program

OC provides educational programs with appropriate content and rigor consistent with its Mission and Core Themes. Each of the certificate and degree programs in recognized fields of study fosters the achievement of clearly identified SLOs, culminating in degrees and certificates consistent with program content. In addition, the Basic Skills instructional programs address adult pre-college learning needs and can lead to completion of the GED. OC offers a variety of transfer and professional-technical associate degrees and four baccalaureate degrees.

ER 12. General Education and Related Instruction

All OC academic and transfer associate and baccalaureate degree programs require a substantial and coherent component of general education. Statewide degree guidelines and articulation agreements facilitated by the SBCTC define and regulate the character and composition of general education within all the college's transfer degrees. These

agreements require that each degree include content and methods from the humanities and fine arts, mathematical and natural sciences, and social sciences, adhering to an approved distribution course list published in the *Catalog*. All other associate degree programs (applied, professional-technical) and programs of study of 45 quarter credits or more for which certificates are granted, contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations. Related instruction aligns with and supports program goals or intended outcomes. All four baccalaureate degrees require a planned program of major specialization.

ER 13. Library and Information Resources

OC Libraries provide resources, instruction, and reference assistance for students and faculty in all programs, including online components. Services and resources are available to all students, regardless of instructional mode, through online resources, interlibrary loan, and in-person and virtual research assistance.

ER 14. Physical and Technological Infrastructure

OC maintains and regularly updates facilities Master Plans that guide capital development for its three locations (OCB, OCS, and OCP) based upon analysis of community needs and input from both internal and external sources. SBCTC conducts a facility condition survey of all community college facilities every two years to provide a determination of the physical condition of facilities and identify capital repair project candidates for funding consideration for the biennial state budget cycle. OC Information Technology (OCIT) manages the technology infrastructure at OC and provides a wide range of services and resources that support various instructional and business goals.

ER 15. Academic Freedom

OC publishes and adheres to policies, approved by its BOT, regarding academic freedom and responsibility. The Commitment to Civility and Academic Freedom policy (OCP 100-14), addresses the expectation that all employees are responsible for civility in the workplace, "while preserving the right to freedom of expression." Official policy statements regarding free pursuit of ideas, freedom to engage and express thoughts and actions, and communication of knowledge are in the faculty CBA, the Student Conduct Code, and the *Catalog*. Value statement #1: "Dedication to Public Service and Higher Education," expressly highlights academic freedom - "To demonstrate our values we: … d. Champion the principles of academic freedom and intellectual honesty."

ER 16. Admissions

Established by Washington state law, OC is primarily an open-door admissions institution that follows written policies and procedures to guide the admission process and placement of students in courses and programs. Prospective students qualify for admission through either a) high school or GED completion, b) 18 years of age or older, or c) by written release from their high school district. Specific competitive admission processes are required by Nursing programs at the associate and bachelor level.

Qualified high school juniors and seniors are admitted to the Running Start Program via a separate admissions process. Applicants to the Apprenticeship program must successfully apply to the PSNS & IMF as a student trainee in the Apprentice Program; entry requirements are published by the Navy. International students follow a separate admissions process according to federal regulations of Student and Exchange Visitor Information System and Homeland Security. All admissions processes and regulations are published in the annual *Catalog*, placed on the college's website, and are listed in applications and admissions materials. Admissions procedures are administered in an equitable and timely fashion.

ER 17. Public Information

The OC *Catalog* and website contain current and accurate information regarding the college's Mission and Core Themes, admission requirements and procedures, grading policies, faculty and staff credentials, and all the other information specified in this eligibility requirement. Communications updates the *Catalog* annually through a collaborative process that ensures accuracy. The *Catalog* is available digitally to students and the public on the website and in print at designated locations on all three campuses. For more information, see related standards, especially on all three campuses. 2.D.5.

ER 18. Financial Resources

OC depends on tuition and state allocations for its funding base, but it supplements its financial resources with shared funds from International Education and from federal and state grants and contracts to support its Mission and goals. The college operates with a balanced operating budget and a manageable level of debt. The college has adopted a financial reserve policy requiring an operating reserve balance of between six and ten percent of the annual operating budget each fiscal year. As guidance for these practices, the BOT established policies for debt, financial reserves, and cash management.

Financial planning at the college includes appropriate risk management to ensure short-term solvency and long-term financial sustainability. This allows the college to ensure a measure of stability in its fiscal management by maintaining protection from general liability and vehicle accident losses through a self-insurance program provided by Washington's Department of Enterprise Services.

ER 19: Financial Accountability

OC undergoes an annual external financial audit conducted by the State Auditor's Office (SAO), which is established by Washington State law as the auditor of public accounts. Results from the audit, including findings and management letter recommendations, are compiled into a financial report that is comprehensively reviewed by the college's BOT annually and made available to the public on the Facts and Figures web page.

ER 20. Disclosure

The college President appointed the Vice President of Instruction (VPI) as the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that all Commission-required information is provided accurately and in a timely fashion, including annual reports to the Commission. College personnel review all Commission-required documents to ensure that they accurately represent the performance of the college so that the Commission can carry out its evaluation and accreditation functions.

ER 21. Relationship with Accreditation Commission

The college accepts and agrees to comply with the standards and policies of the Commission. The college agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding OC's status with the Commission to any agency or members of the public requesting such information. OC publishes accreditation self-studies and recent evaluations on its Accreditation web page.

Standard 2.A Governance

2.A.1 - The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

In Washington State, community and technical colleges are governed by boards of trustees that are appointed by the Governor and confirmed by the Washington State Senate. Washington law specifies the duties, responsibilities, and authority of boards of trustees and serves as the primary guideline for the OC BOT, together with the Board Bylaws and the Board's Standing Orders which specify the authority to hire and to delegate responsibility to the President. Together with the faculty and staff CBAs, these laws and policies define the system of governance at OC.

OC has a multi-layered committee system that allows for employee involvement at varying levels. Faculty, staff, administration, students and members of the public are able to provide input to college-wide decisions, and other matters in which they have a direct interest. Input is solicited through a variety of venues and modalities, including (but not limited to): BOT monthly meetings, President's Cabinet, Faculty Council (FC), Association of Higher Education (AHE), Washington Public Employees Association (WPEA), and Student Government of Olympic College (SGOC).

Additionally, faculty, staff, administrators, and students are represented in the membership of committees that deal with issues relating to strategic planning, diversity, enrollment management, and safety. The college receives input from professional-technical advisory committees that consist of professionals actively employed in the industry. Budgetary decisions and processes, overseen by President and President's Cabinet, have been identified as an area of reasonable interest to college employees, students and stakeholders, which can benefit from improved transparency.

2.A.2 - In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

OC is one of Washington's thirty-four community and technical colleges, housed in thirty college districts, all of which operate under the regulatory authority of the Washington SBCTC as outlined in the Revised Code of Washington (RCW) chapter on Community and Technical Colleges ([RCW 28B.50](#)). The limited oversight of the SBCTC includes: allocating state funds, setting enrollment-reporting procedures, managing statewide data, and advocating for the college districts in legislative and regulatory matters. Administration of each college's day-to-day operations is guided by the BOT for their respective college district. The five members of the BOT are appointed by the Governor to serve a term of five years, or until replaced.

2.A.3 - The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Compliance with the NWCCU's Standards for Accreditation is the responsibility of the ALO, President, and, ultimately, the BOT for OC. The Vice President for Instruction is the current ALO and has been directing the overall activities of the Accreditation Leadership Team (ALT), the body in control of accreditation related work. Issues relating to the impact of [CBAs](#), legislative actions, and external mandates are reviewed by the President and administration during weekly President's Cabinet meetings, with each Cabinet member responsible for broad reporting to their particular area of oversight. CBAs also reflect acceptable NWCCU practices. Whenever contracts are renegotiated, relevant standards are reviewed to assure alignment of practices with accreditation requirements. Annual and periodic reports are generated and submitted to the Commission detailing the college's adherence to the Standards for Accreditation.

GOVERNING BOARD

2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood.

The OC BOT consists of five voting members who are appointed by the Governor and confirmed by the Washington State Senate. None of the Board members have any contractual, employment, or financial interest in OC. The duties, responsibilities, and authority of the board of trustees for a community college are defined by state law on Boards of trustees—Powers and duties ([RCW 28B.50.140](#)), which, in addition to the OC Bylaws and Standing Orders of BOT ([WAC 132C-104](#)), are the primary guidelines for the work of the Board. [BOT meeing minutes](#) are published to the public on the college website.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

No member or subcommittee of the BOT acts on behalf of the Board unless the authority to do so is expressly delegated to them by the full BOT. The Board complies with section V, item A of its Bylaws (OCP 100-01) that addresses the establishment, appointment and actions of special committees. The Board practices this principle consistently, and reinforces the practice at the orientation of every new member of the OC BOT.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

New OC policies and policy revisions are formulated to be in compliance with Policy Standards (OCP 200-12), and then are reviewed and acted upon by the OC BOT in accordance with the "Implementing a Proposed Policy or Policy Revision" procedure outlined in the Policy Standards. The OC BOT regularly reviews their Bylaws and Policies. A full review of all Board policies was conducted October 23, 2014. Board review of policies and approval of new policies is constantly ongoing.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Bylaws of The BOT (OCP 100-01) includes that the President of the college shall be employed by the Board upon receiving the affirmative votes of not less than a majority of the members. The policy designates the President as the CEO of the college, responsible directly to the Board for the management and conduct of all affairs of the college except those which by law, these bylaws, or other orders of the Board designate otherwise. The Standing Orders of the Board (OCP 100-02) reserves a number of responsibilities for the Board itself, including the granting of tenure, approval of bargaining agreements, and several budget related issues. The President is evaluated by the BOT each year.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The BOT is committed to rigorous self-assessment as outlined in their Self Evaluation Commitment (OCP 100-12). Board members submit individual responses to self-evaluation criteria; the responses are then analyzed and discussed at the annual retreat to help identify strategic directions and formulate the Board's Work Plan.

LEADERSHIP AND MANAGEMENT
2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The organization of administration is clearly defined and supports the successful implementation of educational activities addressed by OC's Mission, Vision, Values and Core Themes. All administrators and exempt personnel hold academic degrees and/or have extensive experience necessary for the roles they perform.

All levels of the administrative staff are accountable for their performance. The BOT evaluates the President annually, per their employment contract. Administrators meet with their supervisors annually to review accomplishments relative to stated goals from the previous year; set goals and objectives for the coming year; and discuss professional development plans. Progress is discussed throughout the year.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

> The President of OC, Dr. Martin Cavalluzzi, is highly qualified and has full-time responsibility to the institution. He reports directly to the BOT, serving as an ex officio member of the Board and as the Board Secretary. Dr. Cavalluzzi holds a Ph.D. and a Master of Arts in Marine Science from the College of William and Mary, and a Bachelor of Science in Fisheries from Humboldt State University. He is proud to share he has an Associate of Arts degree from Orange Coast College. Dr. Cavalluzzi has served as President of OC since February 2018. Prior to that, Dr. Cavalluzzi served as President of Pierce College - Puyallup for five years and was the Executive Vice President for Instruction and Chief Academic Officer at Edmonds Community College from July 2006 – July 2013. Additionally, Dr. Cavalluzzi worked at Seattle Central Community College, Northwest Indian College, and Oregon State University. He serves as a commissioner on NWCCU.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

> OC employs a sufficient number of qualified administrators who provide effective leadership and management for the college. Current administrators hold the appropriate graduate degrees or have the professional experience required for their positions. A list of faculty and administrators with their qualifications is available in the *Catalog*. With a renewed focus on student and employee success, and with several current administrators serving in interim roles, the college realizes it will need to review hiring practices to reach its goals of closing achievement gaps and review administrative roles in relation to capacity and needs to support success with increasing retention rates and increasing graduation rates.
>
> The President directly supervises four Vice Presidents (Administrative Services, Equity and Inclusion, Instruction, Student Services and Achievement), four Executive Directors (HRS, Information Technology, Office of Institutional Effectiveness, OC Foundation).

These senior administrators hold appropriate degrees at the master's level or higher and have extensive experience in their respective areas. The Vice Presidents supervise a variety of Deans, Directors, Exempt Managers, and administrative personnel sufficient to fulfill the OC Mission and Core Themes. Through President's Cabinet, strategic councils, and other leadership groups, the college ensures open and collaborative communication and teamwork in support of Mission Fulfillment.

POLICIES AND PROCEDURES

ACADEMICS

2.A.12 Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies for OC are found in multiple online and print resources.

- OC Policy Manual: all Board-approved policies covering Board policies, General College Operations, Student Services, Personnel, Instruction, Financial Operations, and Institutional Advancement
- OC *Catalog*: policies related to enrollment for new and continuing students (Enrollment Information) and academic and student procedures and requirements (Academic Information).
- Academic/Student Policies and Processes: student conduct code, academic suspension policies, appeal processes.
- HRS Policies and Procedures: handbooks, policies, and procedures for Staff & Faculty; State and Federal regulations
- OC Internal Hub (for employees only): policies related to instruction

Onboarding of newly hired employees includes overview of relevant academic policies. The Adjunct Faculty Handbook also includes relevant policies. It is distributed to new adjunct faculty members during orientation, through their division offices, and available on the Staff & Faculty section of the OC website. Faculty members include appropriate policies for students in syllabi that are distributed to all enrolled students in every course.

2.A.13 Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.

General information about the libraries, including hours and contact information, is on the OC Libraries About Us page. Policies regarding circulation and borrowing, collection management, community patron accounts, and study rooms are found under Services guide. The Copyright guide includes a link to the OC Copyright Policy (OCP 200-25). Policies are developed and updated by the Dean of Library, Learning Resources and eLearning in collaboration with the library faculty and staff, and other campus members as needed. Policies are enforced uniformly at all three libraries.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

OC's Transfer Credits and Award of Credit policy available in the Academic Information section of the *Catalog* follows that of Washington State as outlined by the Inter-College Relations Commission (ICRC) transfer guidelines and Direct Transfer Agreements (DTA). The college also participates in the Common Course Numbering statewide project, which facilitates transfer among Washington community and technical colleges. These policies maintain the integrity of instructional programs throughout the State and make transfer within Washington highly efficient. The transfer-of-credit policy is published in the annual *Catalog* and on the website. OC has negotiated articulation agreements that govern acceptance of courses to and from other institutions. Credential evaluators, which report through the Registration and Records department, determine how external credits transfer. If needed, they will consult with the appropriate faculty to make the final decision for course transfers.

OC is an institutional member of the Servicemembers Opportunity Colleges (SOC), a consortium of approximately 1,900 colleges and universities providing educational opportunities to service members as they move throughout the world.

STUDENTS

2.A.15 Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.

OC publishes the Student Conduct Code that maintains policies and procedures associated with the rights and responsibilities of students including, but not limited to academic honesty, disciplinary action, grievances, and appeals. The Student Conduct Code is available to all new and continuing students through the *Catalog*. Versions are available at the office of the Vice President of Student Services and Achievement. The Student Conduct code assures the right due process and the right of appeal to all students. Other procedures regarding student complaints and grievances include grade appeal, and bias, discrimination and harassment complaints, as well as complaints that fall outside defined categories.

In compliance with the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, and the Washington State Law regarding Students with Disabilities—Core services (RCW 28B.10.910), OC is committed to providing reasonable accommodation, including core services, for eligible students with disabilities. The Access Services office administers a policy that identifies the rights and responsibilities of students under relevant state and federal mandates and establishes clear guidelines for seeking and receiving accommodations and academic adjustments. These procedures are available on the Access Services web page and in summary in the college *Catalog* with print and alternate format copies available through the Access Services office. Grievance

procedures ([WAC 132C-285](#)) covers the investigation and resolution of complaints by persons with disabilities alleging discrimination.

OC policies are reviewed by a myriad of college groups representing students, faculty, staff, and administration. Some of these policies require a review by the BOT and then are submitted to the State of Washington's Office of the Attorney General for further review. New hires are required to complete the [Family Education Rights and Privacy Act (FERPA) tutorial](#) and Sexual harassment/Title IX training. Training also occurs at intervals to ensure appropriate handling of student information and complaints.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner.

In accordance with the OC Mission of providing quality education and support that enriches its diverse communities, OC is an open admission institution. The *[Catalog](#)*, quarterly View, and website clearly define the admissions process and steps necessary to enroll. The Enrollment Information section of the *Catalog* outlines admissions eligibility as well as policies for new, continuing, former, transfer, international, Running Start, High School Completion and College in the High School students. There are multiple programs at OC that have selective admission's criteria. These include Health Occupations ([Nursing/Healthcare](#), [Medical Assisting](#), [PTA](#)), and all applied baccalaureate and baccalaureate degrees ([BAS-IS](#), [BSN](#), [BAS-OLTM](#), [BAS-DF](#)).

To assure a reasonable probability of student success, all degree and certificate-seeking applicants who wish to enroll in specified programs and credit courses must take the Accuplacer assessment test for placement in English and mathematics or have taken the Smarter Balance Assessment during high school with an appropriate timeframe. Cut-off scores for the Accuplacer are determined by the faculty and are reviewed/updated in conjunction with curriculum revisions and outcomes assessment. Scores and timeframes for acceptance for the Smarter Balance Assessment are determined by the State. Transfer students may provide documentation of their proficiency levels, based on transcripted courses from prior institutions or acceptable scores on a prior learning assessment, such as Advanced Placement or the International Baccalaureate Diploma. Student success is supported through student orientation sessions, quarterly advising, and approved educational plans, which are required at 45 credits.

Timely notification is sent to students who fail to meet the standards of General Academic Progress by the Dean of Enrollment Services. Students may appeal admissions decisions by application to the [Admissions, Registration, and Graduation Appeals Committee](#). The appeal process is outlined on the committee's website and in the [Policies & Procedures](#) section of the *Catalog*. General academic progress policies

including alert, warning, suspension, and probation are included in the *Catalog* under General Academic Progress.

Financial Aid's Satisfactory Academic Progress Policy is published on the college website and in the *Catalog*. Timely notification is sent to students who fail to meet the standards of academic progress by Director Financial Aid. Counselors and advisors assist these students in developing academic success plans and formulating commitment statements that students agree to and which require their signatures. Termination for any other reason, appeals processes, and readmission are covered under the Student Conduct Code. Nursing program appeal processes are specific to the Nursing programs.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

OC complies with laws for college and university fees (28B.15 RCW) that pertain to Student Services Fees and Student Activities Fees used to support student activities and programming. The Student Programs and Activities Office creates, clarifies, and publishes policies on the OC website to aid student clubs and programs. The SGOC is bound by its Bylaws and Constitution. The Student Conduct Code includes policies for student publications that address the relationship between the college and the newspaper and the rights and responsibilities of the students who work there.

HUMAN RESOURCES

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

OC posts its policies, including HRS policies, publicly on the college webpage. Additionally, the policies are made known to employees via bi-monthly new employee onboarding orientations led by HRS staff.

In 2016, the college formed the OC Adaptation Project (OCAP) to review programs and efficiency processes throughout the college. HRS was one of the first areas addressed, which led to a review and reorganization of the department to be more effective. HRS staff is:
- reviewing current hiring procedures to provide consistent hiring of new employees;
- reintroducing training for OC supervisors that shares and discusses policies and procedures and how to apply them;
- updating and reformatting policies so they are easily understood, uniform in structure, and relevant to the needs of the campus community.

New and updated policies or procedures are posted to the web upon the approval from President's Cabinet and as needed by the BOT.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

New employees are required to attend an onboarding orientation to help them understand all aspects of their employment including conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. The HRS staff distributes and reviews the employee handbook at orientations. Information is presented at the orientation that reviews OC's Vision, Mission, strategic priorities, and important policies. Career Services provides a similar orientation packet for student employees, which includes conditions of employment, work assignments, rights and responsibilities.

The college follows the terms of the faculty and staff CBAs with regard to retention, promotion, and termination. These agreements are available online for convenient employee access.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

HRS record security and confidentiality are guided by Washington State laws for regarding personnel files and records (RCW 49.12.240, RCW 49.12.250, RCW 49.12.260, WAC 357-22, WAC 296-126-050). The college also adheres to specific provisions in negotiated CBAs.

HRS records for current employees are kept in the HRS office in a secure file room in College Services Center (CSC) and the office is locked when unoccupied. Access to files is limited to the HRS staff. Archived HRS records are kept in a separate, secure location on campus. Other archival documents have been scanned or created digitally and are secured digitally. They are available online for authorized HRS employees.

HRS has procedures in place to ensure confidentiality of records of applicants through the online application system portal. Only approved hiring team members who have signed a confidentiality agreement may access applicant documents.

When responding to verifications of employment requests, the HRS staff ensures there is a signed authorization from the employee before providing any information.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

> Communications & Web Services oversees the website, announcements and publications, and is committed to ensuring all information is clear, accurate and consistent through periodic reviews. The website serves as the primary method for communicating academic intention, programs and services to the public and students. Templates are provided for use by divisions and departments to help ensure consistency in all representations of the college to the community. The usual time to complete is published annually in the *Catalog* under Degrees and Certificates. The Course Catalog Task Force is working to ensure the *Catalog* is accurate and accessible via desktop, tablet, mobile and print.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

> Consistent with its Mission, Vision, and Values, the college adheres to ethical behaviors and investigates and resolves all alleged ethics violations using the established procedures consistent with the Ethics in Public Service Act, also known as the Washington State Executive Ethics Law. The college is further regulated by the Washington State Executive Ethics Board that investigates and adjudicates citizen complaints concerning state employees and provides training for state employees in ethical issues. All employees are responsible for completing Washington State Purchasing and Procurement Ethics Training, and those who manage college purchasing cards or who have signed a Purchasing Card User Agreement are required to complete WA-State Small Purchases Training. Certificates of completion of these trainings are maintained in HRS. All administrators sign an ethics statement annually upon the renewal of their employment contract.

> The Equal Employment Opportunity officer is proactive in providing training related to ethics issues, including non-discrimination. Full scope online non-discrimination training is required of all employees. All new employees are apprised of college policies and ethical expectations and receive non-discrimination training during orientation sessions. The Title IX Coordinator also provides all new employees online sexual harassment training. Successful completions of all such trainings are maintained in HRS or tracked by the training management system.

> The BOT demonstrates leadership for ethical behavior through its own Code of Ethics as well as its approval of a number of other college policies addressing the ethical

responsibilities of employees and students. These include, the Employee Ethics, Non-Discrimination, Sexual Harassment, Domestic Violence in the Workplace, and Acts of Hate - Bias Policies, and Student Conduct Code.

Complaint and grievance procedures are available to students, employees and community members, with varying paths to resolution depending on the appropriate CBAa, student grade appeal and Grievance Procedures.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

OC adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. OC is neither supported nor affiliated with any social, political, corporate, or religious organization; its purpose is education and it operates autonomously.

OC answers only to those governmental organizations that typically have oversight of such institutions in this State; for example, the Washington State Legislature, the SBCTC, and the Washington Student Achievement Council (WSAC). Washington governmental entities are subject to conflict of interest policies and ethics standards that are adjudicated by the Washington State Executive Ethics Board. Violations committed by Washington state employees are subject to Ethics Board scrutiny and the Board also interprets the Ethics in Public Service laws. These laws govern the actions and working relationships of OC employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media and others with whom the college has contact. The college has adopted an Employee Ethics Policy that further prohibits conflict of interest. The classified staff contract has a clause regarding conflict of interest and employee work performance and administrators sign an ethics statement along with their annual contract. Training regarding ethics issues is presented at all new employee orientations and annual training is offered to all employees as a refresher. Further, some academic programs have adopted ethics and/or conflict of interest statements that govern the students and faculty in those disciplines, e.g., Nursing and Early Childhood Education. The BOT has also devised and adopted their own Code of Ethics standards for Board members as organizational leaders and recognizes that they are bound to adhere to the Washington's Executive Ethics Act (RCW 42.52).

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

OC maintains clearly defined policies on ownership of intellectual property and revenue derived from its creation. The college addresses intellectual property for academic employees in the faculty CBA in Section 16 on Copyrights and Patents:

16.2 The ownership of any materials developed solely by an academic employee's individual effort and expense shall vest in the academic employee and be copyrighted or patented, if at all, in the academic employee's name.

16.3 The ownership of materials produced solely for the college and at college expense shall vest in the college and be copyrighted or patented, if at all, in its name.

16.4 In those instances, where materials are produced by an academic employee with college support (including sabbaticals) by use of significant personnel, time, facilities, or other college resources, the ownership of the materials shall vest in (and be copyrighted or patented by, if at all) the person designated by written agreement between the parties entered into prior to the production. In the event there is no such written agreement entered into, the ownership shall vest in the college.

Intellectual property rights for nonacademic employees are laid out in the Intellectual Property for Non-Academic Employees (OCP 400-08). This policy parallels the faculty contractual agreement cited above.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

OC accurately represents its current accreditation status on the college website, in the *Catalog* and other college publications. The Accreditation web page states the college's accreditation status in language as outlined by the NWCCU. No language speculates on future accreditation status.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Scope of services and responsibilities for contractual obligations is clearly stated on the Performer/Speaker contracts. These online contracts can be found on the OC website. Other documents such as Memorandi of Understanding and Lease Agreements are

reviewed by the Assistant Attorney General to ensure legal compliance and clarity of scope of work.

ACADEMIC FREEDOM

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

OC maintains an atmosphere conducive to intellectual freedom and independence. Value statement #1: "Dedication to Public Service and Higher Education," expressly highlights academic freedom - "To demonstrate our values we: … d. Champion the principles of academic freedom and intellectual honesty."

Faculty are assured of their academic freedom as outlined in Article V, section 3 of the CBA which states, in part, "*Each academic employee is entitled to freedom in the fulfillment of their scholarly and educational duties in the discussion of the subject which that academic employee teaches. When the academic employee speaks or writes outside of the scope of OC employment, the academic employee is free from institutional censorship or discipline and it is understood that the academic employee is not an institutional spokesperson.*"   This section also states that OC endorses the Association of American Colleges and Universities (AACU) Board of Director's statement entitled *Academic Freedom and Intellectual Responsibility* which is included as Appendix G.

The Student Conduct Code includes a section on Freedom of Expression which states, in part, "Fundamental to the democratic process are the rights of free speech and peaceful assembly. Students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions, students or student organizations speak only for themselves."

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The college's commitment to academic freedom is directly addressed in its Values statements. In support of Value 1: A Dedication to Public Service and Higher Education, 1.d reads, "We champion the principles of academic freedom and intellectual honesty." Value 2: A Commitment to Life-long Learning promotes thoughtful risk-taking "to acquire new perspectives and skills." Value 3, The Practice of Civil and Constructive Discourse and Respect for Diversity, promotes respect for diversity across all its

dimensions. The indicator of Core Theme C (College Environment) similarly addresses campus climate for diversity among employees and students. To reinforce the fundamental importance and congruence of civility and academic freedom in the college's working and learning environments, the Board approved the Commitment to Civility and Academic Freedom statement (OCP 100-14).

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

> The college expects that individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. This is addressed in the faculty CBA, both in Article V, Section 3, and in Appendix G, which reprints the full text of the AACU Board of Director's statement 300 regarding academic freedom and intellectual responsibility. Article V, Section 3 states, "Each academic employee is entitled to freedom in the fulfillment of their scholarly and educational duties in the discussion of the subject which that academic employee teaches." Article V, Section 16 covers definitions for ownership of intellectual properties, clarifying whether it is an employee's individual effort or an effort that belongs to the college. (2.A.24)

FINANCE

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

> The BOT approved the policies regarding oversight and management of financial resources. Following policy, the Board delegates fiscal oversight to the president, who follows financial policies in the OC Policy Manual (OCP 600 section). The specific policies under this section include: financial planning, board approval and monitory of operating budgets, monitoring of operating and capital budgets, Financial Reserves, Investments, Debt Management, Cash Management, and transfer and borrowing between funds.

Standard 2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

> The college employs a sufficient number of qualified personnel to maintain instructional and support service demands. When making decisions on replacing or hiring new faculty, internal data on the faculty/student ratios at OC are regularly compared to state faculty/student ratio averages to make sure sufficient support for student learning is maintained. The college has increased its staffing since the 2013 Three Year Report from

107 full-time faculty to 131 and from 283 part-time faculty to 355. OC has redoubled its emphasis on closing achievement gaps, through its work with ATD and Guided Career Pathways. These efforts are high-touch and labor-intensive and will necessitate additional staff positions if the college is to sustain sufficient numbers of qualified personnel.

The college strives to fill vacant positions as quickly as possible. However, all vacant full-time positions are looked at as an opportunity to reorganize and prioritize the work to be done in line with its Mission and shifting focus. Before a position is posted, the Position Requisition Form (PRF) must be reviewed by the supervisor, HRS, the relevant vice president, the Budget Office, Cabinet and the President. This comprehensive and thorough review ensures that all positions are aligned with institutional needs.

The college requires job descriptions for each newly posted position. HRS staff review the job description for accuracy of duties, responsibilities and appropriate placement. The college has a template for all position announcements that includes criteria, qualifications, application process, and timeline.

Applicants must meet minimum standards to be considered in the hiring process, with preferred qualifications sometimes added to identify desired skills or experience as a guide for potential candidates.

OC posts all personnel positions in its publicly available web page, Job Opportunities. Candidates are invited to apply by using the NEOGOV HRS software. All relevant information, to include well-defined duties and job goals, the anticipated salary, and position type (part-time, classified, faculty or exempt), as well as hiring procedures. NEOGOV also provides a secure venue for multiple search team members to review candidates before final approval to ensure all employed personnel meet the required criteria for posted positions.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

OC annually evaluates administrators and classified staff. All exempt employees are evaluated in accordance with the Administrative Performance Review procedure, using the Administrator/Exempt Employee Evaluation form. The administrator completes the self-assessment portion of the evaluation document, which serves as the basis for their meeting with their supervisor to discuss their past year's performance, job description, and goals for the future. Classified staff members use the Washington State Department of Personnel's Performance and Development Plan (PDP) Evaluation and Expectation forms for annual evaluations. Their annual evaluations are due on the anniversary of the end of their respective probationary periods. HRS encourages review of employees' job descriptions as part of the evaluation process.

In response to the Fall 2013 Year Three *Resources and Capacity* Evaluation Report, the NWCCU evaluation team recommended that "the College regularly evaluate administrators and classified staff in accordance with its annual evaluation procedures," noting that while substantially in compliance with the recommendation, the college was in need of improvement. In the 2015 Ad Hoc Self-Evaluation report addressing that recommendation, the college noted a significant improvement between 2013-2014 and 2014-2015 in the percentage of administrative/exempt personnel who were evaluated, from 85.7% to 100%. That improvement was attributed to the decision to schedule the due date for their evaluations during a less hectic time in the academic year and to recurring email reminders to supervisors from HRS as well as the President. During the same period, the completion rate of classified staff evaluations increased from 35.2% to 51.6%. Classified staff evaluations occur throughout the year, based on the employee's hiring date. To improve upon that rate, HRS began issuing reminders to supervisors in advance of the due date of each classified staff evaluation.

Complete Evaluations	2013/2014	2014/2015	2015/2016	2016/2017
Classified Staff	35.20%	51.60%	51.85%	45.86%
Administrative/Exempt	85.70%	100%	96.66%	99%

Evaluations of classified staff are still below OC's goal of 100%. Human Resource Services (HRS) had implemented a system of reminders for supervisor's, but this was unintentionally discontinued with leadership and staff turnover. HRS has reinstated the reminder system and superisor training to ensure completion of classified staff evaluations. In March and June of 2016 HRS provided 2-day trainings on Supervisor Essentials, including administrative/exempt and classified staff evaluation requirements and guidelines, which were attended by a combined total of 26 college supervisors. In addition, between November of 2016 and July of 2017, HRS hosted an additional six (6) 2-hour trainings, which addressed classified staff evaluation guidelines and were attended by 51 supervisors.

Finally, in an effort to further improve the administrative/exempt evaluation process, in November of 2015, the Administrative/Exempt Evaluation Committee was convened to address concerns that the 360-degree feedback instrument, then administered annually as part of the administrative/exempt evaluation process, was unduly burdensome. In March of 2016, the Committee recommended to the President and Cabinet that the 360-degree feedback instrument be used only every three years. Accordingly, 360-degree feedback surveys were last administered in the spring of 2016. Administrators complete annual self-evaluations, which include accomplishments for previous year and goals for the following year. These are discussed in a meeting between administrators and their supervisors, following the Administrators' performance review process.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

OC recognizes the importance of on-going training and professional development of all employees. Employees at OC are supported in their professional development and are encouraged to access the many internal and external professional development opportunities available to them.

Through the OC Foundation, the college is an executive sponsor of Leadership Kitsap which was founded in 1993. This program provides two employees with leadership potential with the annual opportunity to participate in a nine-month program, including monthly speakers on leadership topics and a mentored group project to improve the community. Other Foundation funds are available to full-time and part-time faculty, staff, administrators and other employees.

The Classified Staff Development Committee (CSDC) offers professional development programs and has available funds for individuals. Classified staff may access funds for individuals to attend class for credit, and supports staff attending workshops, seminars and professional enrichment, certification and testing, and purchasing books, CDs or software relevant to their duties. The CSDC also provides training sessions throughout the year to all employees, which are listed on the college website.

OC full-time faculty are encouraged to continuously develop professionally through required professional development plans - 3 year PDPs for tenure track, 5 year PDPs for post tenure contract requirements and for Professional-Technical full-time faculty (CBA Appendix C, Sections 2 and 4.2.) The CT&L promotes and offers professional development opportunities throughout the year for full-time and part-time faculty.

The Workforce Development & Basic Studies Division (WFD&BS) is very successful in applying for and receiving grant funding that supports the specific and ongoing professional development needs of professional-technical full-time and part-time faculty and adult education faculty to ensure faculty remain current in their discipline. In 2016-2017, OC was awarded $60,000 of competitive Workforce Development Funds from the SBCTC, which was used to purchase necessary resources for Cyber Security training and professional development for related faculty. The result was a bridge to WWU's Cyber Security bachelor's degree, an articulation agreement between the two institutions for this pathway, and also resulted in OC becoming a certified Testing Center for the EC-Council Certified Ethical Hacker and Computer Hacking Forensic Investigator industry examinations.

Additionally, HRS provides annual allotments to support professional development for all full-time faculty. Professional Enrichment Committee (PEC) funds are provided on a competitive application basis for full time ($10,000 annually) and part time ($7,500 annually) faculty. Finally, full-time faculty are encouraged to submit evidence of

professional development activities through the Professional Credit Evaluation Committee (PCEC) process to earn credit that can also be translated into salary placement improvements upon annual review.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

OC maintains a sufficient number of full-time and part-time faculty in order to achieve Mission Fulfillment while remaining responsive to a dynamic and changing environment. A list of faculty and administrators with their qualifications is available in the *Catalog*. The college has a well-developed faculty hiring process guided by its Policy on Faculty Qualifications, WACs 131-16-80 and WAC 131-16-092. The Policy on Faculty Qualifications outlines the expected education, experience, and expectations for faculty.

The number of full-time faculty (teaching) has grown from 115 in 2013-14, to 123 in 2017-18. Part-time faculty has grown from 235 to 214 (quarterly) in the same period. FTEF for full time faculty have grown from 137.36 average to 143.58 average. FTEF for part time faculty changed from 112.75 in 2013-14 to 92.68 in 2017-18. This quantity of full-time and part-time faculty ensures that faculty can provide instruction for classes demanded while preserving the traditional course enrollment caps. Faculty also take significant roles in governing the college, including committees that establish and oversee academic policies and ensure the integrity of academic programs including Faculty Curriculum Committee (FCC), Instructional Assessment Committee (IAC), and Instructional Program Planning and Review (IPPR) committee. IPPR, through its review process, provides faculty with a forum to discuss needs for each program to ensure sufficient numbers to achieve their educational goals. Faculty, full and part-time, hold primary responsibility for student learning assessment at course, program, and degree levels. They develop, revise, define, and teach the curriculum, reviewing course changes and new course and program proposals for all curriculum. Full-time faculty are the only voting members of FCC, responsible for recommending approval of all curriculum decisions at OC.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The college primarily defines teaching faculty responsibilities as focused first on teaching and learning, along with those duties related to that effort, including assessment of SLOs and curriculum development. Faculty service, scholarship, research, and artistic creation enhances the college's reputation in the community, state, and region, and supports quality instruction in all programs, including the college's baccalaureate programs. Although faculty are not required to perform research or contribute to scholarship and artistic creation, many do so.

Faculty responsibilities and workload expectations, including teaching, counseling, library, educational technology, and academic advising faculty are found in the [CBA](#) (Appendix B-4). Academic employee responsibilities are defined as essential, those that are related (selected duties determined with the supervisor), and discipline essential (duties which may be shared among discipline colleagues). The full-time load is computed on an annual basis by annualized contact hours. Part-time faculty workloads are restricted to 87% of the full-time workload by the CBA. The on-campus requirement for library/media, counseling, and advising employees is 35 hours per week.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty at OC are evaluated using the procedures outlined in the [CBA](#). Full-time faculty hired into tenure track positions undergo a three-year review process that includes self-assessments, peer reviews, student evaluations (and self-analyses of same), and administrative reviews, with annual reports submitted to the BOT. The CBA includes provisions for extension of the probationary period or non-renewal of appointment if deemed necessary by the Tenure Review Committee

Tenured faculty members are assessed every five years, through a process that includes a review of the professional development plan (five-year plan), teaching evaluations/observations by peers, and student evaluations. Designated administrators serve on each post tenure committee and submit a review of the process and final portfolio of all evaluation materials. The process includes a provision for addressing concerns and a remediation process.

Procedures for evaluation of adjunct faculty and full-time temporary faculty are covered in Section 4 of the CBA, including use of peer evaluations/observations, student evaluations, self-assessments, and a process for remediation in cases of unsatisfactory performance or when patterns of student complaints exist.

Standard 2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

OC has 31 associate degrees and 76 professional certificates in 20 programs of study, as well as 3 BAS degrees and a BSN, which align with the OC Mission, recognized fields of study, workforce needs in the college service area and nearby, and the standards for program structures, content and rigor that is required by the SBCTC and the ICRC. The curricula support course specific skills (including Course-level Learning Outcomes, or CLOs) and cumulative distribution and/or program-level learning goals including Program-level Learning Outcomes (PLOs) and newly emerging Distribution-level Learning Outcomes (DLOs) required for degree and certificate completion. PLOs are available in the *Catalog* and on program webpages. (2.C.2, 2.C.4, 2.C.5, 2.C.10) Course Outcomes are documented in the Course Outlines and provided to students through course syllabi.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Faculty members distribute syllabi with CLOs included to their classes in the form of hard copies and/or posts in Canvas Learning Management System, so students can easily access the information in various formats. CLOs are articulated and housed in the college's CurricUNET curriculum materials system and in common standardized course outlines housed in the Division offices. PLOs are clearly articulated in program requirement sheets for degrees/certificates and in the Degrees and Certificates section of the *Catalog*. Printed program sheets are used in advising sessions and are available in division offices, and discipline faculty offices.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

OC's credentialing processes and policies align with recognized academic standards and state-level requirements including:

- SBCTC's Policy Manual Chapter 5: Enrollment Reporting and Tuition and Fees (5.30.10 and 5.40.10)
- Statewide transfer of credit policy and agreement (RCW 28B.77.215); and
- Policies of Intercollege Relations Commission (ICRC Handbook). (2.C.1)

The OC *Catalog* highlights program requirements for degrees, certificates and high school diplomas. The *Catalog*, quarterly schedule, and official student transcripts clearly distinguish between college-level and non-college-level courses and between credit and noncredit (continuing education) courses.

The [Graduation Application Process](#) is facilitated by college personnel using the students' transcripts, program requirement sheets and the degree audit software to determine whether students have met all of their certificate or degree requirements and ensure consistency. (2.C.4)

OC full and part-time faculty oversee, evaluate, and document student learning in accordance with the college's published criteria for Learning Outcomes (LOs) at the course and program level.

- Course Level: Course syllabi describe grading criteria and discipline-developed, institutionally-approved LOs and performance levels that students must demonstrate to earn course credit.
- Program Level: For discipline or field-specific programs (e.g., Professional-Technical ATA degrees), faculty document student achievement through a variety of assessment instruments: capstone courses, certification exams, project-based learning assessments, competency-based learning assessments, and/or employment tracking. In multi-disciplinary General Education and Distribution areas, the PLOs and their aligned Institutional Learning Outcomes (ILOs or Core Abilities) are evaluated through shared rubrics and reporting forms to assess how the students' classroom-level learning aggregates to and demonstrates PLOs and ILOs. (2.C.5 and 4.A.3)

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning, Admission and graduation requirements are clearly defined and widely published.

OC publishes its admission processes, program requirements, and graduation criteria in the *[Catalog](#)* an on its website. The information reflects OC's and SBCTC requirements for direct transfer degrees, major-ready pathways, and professional-technical degrees. Divisions and disciplines use state guidelines; recognized academic and professional standards; input from industry experts and professional-technical advisory committees; and clearly defined institutional processes to develop and evaluate curricula for appropriate content, rigor, coherence, and sequencing. (2.C.1)

FCC, a faculty-driven body that oversees the development of curriculum, reviews SLOs for courses, and ensures that student achievement evaluation criteria are appropriate to discipline and division objectives.

To maintain coherence in program design, all programs (defined as degree and certificated units of study) undergo initial program approval by IPPR, in contrast to the focus on courses and curriculum overseen by the FCC. Once approved, each program undergoes a five year review cycle through the IPPR. Programs undergo a mid-point review of their status to identify any potential concerns and to address any recommendations noted in the last five-year review, with a full program review in the fifth year.

OC also tracks and shares information regarding course sequences, prerequisites, shared LOs and program alignments to ensure coherence at the degree/certificate level. This is facilitated by documenting information in the *Catalog* and through the CurricUNET software that allows for "impact" analysis of proposed changes on related courses and impacted programs.

- General Education LOs: All Transfer and Professional Technical Degrees/Certificates (of 45+ credits) include the same General Education Requirement categories. The courses vary, but the overarching PLOs and assessment rubrics are the same. (2.C.9, 2.C.10, and 4.A.3)
- Professional-Technical (field/department-specific) Requirements: all Professional-Technical programs are required to have Advisory Committees (which include industry representatives, faculty, and deans). These committees promote maintenance of industry standards, involve area stakeholders in the curricula process, and ensure coherence in the alignment of CLOs with PLOs with industry standards and trends.
- Transfer Degree Requirements: The deans work with discipline faculty and coordinate requirements with the state Articulation and Transfer Council (ATC) to keep courses current with state standards (e.g., common course numbering) and Transfer Degree requirements in accordance with statewide practices. Faculty working with Transfer programs and courses align CLOs and PLOs (for General Education and Distribution) to ensure that course-level learning builds to augment degree-level learning. OC is also beginning to implement Guided Pathways (GP) to assist students in clear understanding of course sequences for Transfer programs.

OC publishes and shares admission and graduation criteria on the website and in the *Catalog*, student advising sessions, college success skills classes, and quarterly orientation sessions. After students submit applications to graduate, college personnel thoroughly review graduation applications and transcripts, and then inform students whether they have (or have not) met all degree requirements.

The credit/grade, completion, and graduation requirements for each program of study (i.e., certificate and degree) are indicated in program requirement sheets. The requirement sheets are used during advising sessions and are widely available online in the *Catalog* and in hard copies, posted in division offices and display racks across the campuses. (2.C.2)

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

OC faculty are the driving force behind the design, approval, implementation and revision of all courses, certificates and programs at the college. Each Division and Distribution area selects representatives to serve on the FCC and on the IAC. Submission of proposals for new, revised, reviewed, or deleted courses, programs and certificates are made in CurricUNET by discipline faculty. The process for curriculum development and approval, laid out in the FCC handbook, establishes the requirements for curriculum design.

Faculty also play an active role in the selection of new faculty – both tenure track and adjunct – through selection committees that are clearly laid out in the CBA Section 12.

Teaching faculty play a crucial role in assessing student achievement, in their own classes, in approving standards for courses and programs, and in shared responsibility for development and assessment of CLOs, DLOs or PLOs and ILOs at OC. Coordination of these faculty efforts is conducted through the FCC, IAC and the CT&L.

2.C.6 *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

In Washington State, community college librarians have faculty status. Library and discipline faculty collaborate directly in several ways to ensure that the use of library and information resources is integrated into the learning process as outlined in the Libraries' Information Literacy Instruction Plan. These collaborations include targeted information literacy workshops, modules incorporated into the learning management system, and curriculum development for subject specific research courses requested by faculty in conjunction with assistance from library faculty.

Library and discipline faculty have additional opportunities to interact and build collaborative relationships through committee work. Library faculty and the Dean serve on committees such eLearning Council, Diversity Advisory Council (DAC), FC, FCC, Instructional Assessment Council (IAC), IPPR, Professional Enrichment Committee (PEC), Sustainability Advisory Council (SAC), and on many faculty tenure and post-tenure review committees. Please refer to section 2.E.3 for additional information on partnerships and activities.

2.C.7 *Credit for prior experiential learning, if granted, is a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon recommendations of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student to fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

OC faculty grant credit for prior experiential learning only to enrolled undergraduate students in accordance with the Award of Credit policy. Procedures for the acquisition of credits are detailed under [Transfer Credits and Award of Credits](#) and in the *Catalog*.

If an assessment procedure has not been established for a given course, faculty determine how to assess prior experiential learning and award credit. Awarded credit must be linked to established LOs for specific courses in the OC program of study, and must align with instructional standards for these courses. Faculty serve as content specialists, assessing prior experiential learning associated with courses in their disciplines and determining appropriate award of credit. Credit is only granted upon faculty recommendation. Credit granted for prior experiential learning does not duplicate other credit awarded and is noted on student transcripts. No more than 25% of credits may be obtained by these means. The college makes no assurances regarding the number of credits to be awarded prior to the review process.

2.C.8 The final judgement in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The college maintains clear, published policies and consistent procedures for accepting credit that ensure high quality, relevance to students' programs, and maintain the integrity of degrees. These policies are published in the *Catalog* and are found on the college website. The college accepts credit transferred from regionally-accredited institutions, which satisfies NWCCU's Transfer and Award of Academic Credit Policy.

For non-traditional credit, the college follows its own policies based on commonly accepted state and national guidelines for the award of credit, e.g., Advanced Placement, Armed Forces credit, College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support Subject Standardized Tests (DANTES SST), International Baccalaureate (IB), Service Members Opportunity College, and Career and Technical Education Dual Credit.

To facilitate transfer from and to other colleges in Washington's SBCTC system, the college subscribes to the SBCTC's Inter-College Reciprocity Policy, which requires the college to accept courses meeting specific graduation requirements, such as skills areas and distribution, which would have fulfilled the same graduation requirement at the sending college. The college also subscribes to the common course numbering system established by the SBCTC in 2007, which simplifies course transfer among the Community and Technical Colleges.

OC transfer policies are based on statewide agreements such as the ICRC and the SBCTC written guidelines for the DTA, as agreed to by the Joint Transfer Council (JTC) and overseen by the WSAC. These agreements ensure that transfer degrees fulfill most lower level general education requirements of ICRC-participating baccalaureate colleges and universities in Washington State.

Transcript evaluators in the Registrar's Office conduct credit evaluations, consult with faculty in subject areas where required, and notify students of the transfer of credit awarded. To ensure consistent evaluations, credit is evaluated on a course-by-course basis, with the results recorded in a course equivalency database, which is part of the statewide Student Management System. The system then automatically records the results in the student's Degree Audit plan. Credit by examination and vertical challenge procedures involve discipline faculty and the Division Dean extensively in the evaluation, testing, and award of credit. Articulation agreements exist between OC programs and selected institutions, providing potential students ease of credit transfer into OC and out to receiving institutions.

UNDERGRADUATE PROGRAMS
2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

OC's general education and distribution areas across disciplines are designed to build the foundational skills that foster educational breadth and rigor as a means of supporting the educational, career and personal development goals of its students. The general education LOs align with CLOs, and PLOs, the OC Mission, and the state guidelines. Pilots are underway to also align DLOs with CLOs and PLOs in some distribution areas.

In baccalaureate degree programs and transfer associate degree programs, the general education curriculum offered by OC includes five Core Abilities that comprise the abilities OC students will have obtained with their program completion at the college (Communication, Thinking, Global Perspective, Information Literacy & Technology, and Lifelong Learning). All five Core Abilities are to be met for DTA program graduation requirements, and three for the professional-technical degrees (written or oral, computation and human relations). The general education curriculum has five Skills/Distribution Areas from which students select courses to fulfill their program

requirements (Written Communication Skills, Quantitative/Symbolic Reasoning, Social Sciences, Natural Sciences, and Humanities). The Distribution and Skill areas target communication, computation and human relation outcomes that align with program goals and PLOs.

Core abilities are met through taking courses aligned to individual Core Abilities. As students select courses from the required Skills/Distribution Areas for a particular degree, they are also guided to take classes that address and meet the Core Abilities graduation requirements. This process is currently being evaluated to consider the alignment of individual courses to the newly emerging Distribution-level Learning Outcomes (DLOs) which can also be aligned to designated Core Abilities. (2.C.10)

As the result of reviewing the Core Abilities and college-wide discussion on how to prepare students for an increasingly diverse world, the college has undertaken work on a new graduation requirement, a Diversity & Social Justice (DSJ) requirement. The college is designing a roll-out plan for the DSJ graduation requirement in courses that align and support the intended outcomes. Faculty, administration and the BOT have supported the new requirement and current steps are underway by faculty to develop or revise courses to align with the new proposal.

Professional-technical degrees and certificate programs. In compliance with Washington's SBCTC Professional-Technical Program Approval Process, all OC applied undergraduate degree and certificate programs of 45 quarter credits or more contain a recognizable core of related instruction with identified outcomes in the areas of:
   a. Communication –a writing-intensive course and/or communication studies or equivalent embedded instruction;
   b. Computation –a quantitative course or equivalent embedded instruction; and
   c. Human Relations –a course that specifically addresses human relations in the workplace.
Related instruction requirements align with and support specific program goals or intended outcomes for each applied degree or certificate of 45 quarter credits or more. Core Abilities outcomes are also being integrated into these degrees.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.
   As described in 2.C.9, all baccalaureate degree programs and transfer associate degree programs share a General Education component. Though specific courses meeting the General Education requirements vary by program, all reflect the shared Core Abilities for Communication, Thinking, Global Perspective, Lifelong Learning, and Information Literacy & Technology.

In OC's last seven-year cycle site visit, it became clear that the associate degrees (specifically transfer associate degree programs) had a gap in systematic assessment of LOs. The college had already developed five Core Abilities designed to assess student learning at the point of transfer – designing these abilities as graduation requirements for all DTA programs. After implementing the Core Abilities over the next few years, it became apparent that the Core Abilities truly functioned more as graduation requirements and less as measurable Program Learning Outcomes (PLOs). To address this continuing gap, the college has begun to develop pilots to track student learning from courses to Distribution Areas as utilized by college DTA programs across the state, and then to align them with the Core Abilities for students graduating in these transfer programs.

In addition to those PLOs for General Education requirements, transfer degrees include LOs for Distribution Areas that link to the Core Abilities. Though in their initial stages of development and piloting, the DLOs are listed here:

- Humanities DLO (H-DLO): The humanities disciplines examine both the legacies of cultural heritage, traditions, identities, and histories and their relevance to contemporary experience. The humanities distribution area at OC has proposed six H-DLOs that help align courses within the distribution and assist in aggregating assessment data for courses found within the Humanities distribution. Humanities additionally includes specific areas of World Languages (with three specific WL-DLOs identified in addition to any two H-DLOs) and Skilled Performance DLOs for the Arts (with four specific SP-DLOs in addition to any two H-DLOs). This structure of DLOs in relation to CLOs is currently undergoing pilot studies to discern the efficiency in gathering and analyzing data to support student learning.
- Natural Sciences DLO (NS-DLO): The Nature Sciences discipline studies use scientific methods, modes of inquiry, and terminology to demonstrate knowledge, comprehension, and application of science and mathematical concepts and insights. Faculty are beginning to discuss possible DLOs for use in pilots to determine effective analysis of student learning.
- Social Sciences DLO: The Social Science disciplines study diverse and complex questions about societies and human behavior, including what does it mean to be human, how human communities develop, how they are organized, and how they shape and are shaped by individuals. The Social Science distribution area at OC has proposed five DLOs that help align courses within the distribution and assist in aggregating assessment data for courses found within the Social Sciences distribution.

The connections between the distribution areas of the transfer degrees and the General Education requirements provide a basis for assessment and ensure that the programs' purposes align with the OC Mission, Vision and Values.

The BSN and BAS programs at OC have General Education components with identifiable and measurable LOs that support the institution's Mission and build upon existing AAS-T programs at the college (see *Catalog*). An excellent example is the linkage between the

Registered Nursing RN and BSN programs. The RN-BSN programs of learning (general education components and Associate Degree Nursing (ADN) have identifiable and accessible LOs. The relationship of the RN-BSN SLOs/PLOs to the OC Mission, Vision and Values, and Core Abilities, have been mapped.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

All OC applied degrees and certificate programs comprised of 45 or more credits contain related instruction components with identifiable and assessable SLOs that align with and support program goals. The CLOs are met as students successfully complete assignments that assess attainment of course objectives. All outcomes are addressed in the course outlines and in course syllabi.

Related instruction courses are taught by OC faculty qualified to teach in appropriate disciplines or fields. The inclusion of these elements where required is monitored by the instructional deans, Instruction Support Services, and the FCC. The related instruction components of applied degree and certificate programs have identifiable and assessable SLOs that align with and support program goals or intended outcomes. A *Related Instruction Matrix* provides documentation of related instruction components of applied degree and certificate programs. This content is clearly identified, taught, and monitored by appropriately qualified teaching faculty. Faculty qualifications are specified in the CBA.

GRADUATE PROGRAMS
2.C.12 - 2.C.15 Not applicable

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS
2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

One way that OC enriches its diverse communities as indicated in its Mission is through credit and non-credit offerings. Customized Corporate Training and Continuing Education (CE) offer a wide range of courses and workshops pertaining to professional development, personal enrichment and leisure activities. These offerings are designed to align with the OC Mission and Vision statements, especially regarding meeting students' educational goals and creating life-long learners. CE reports to the Dean of WFD&BS. The Director of Program Development and Mason County Community Education and Shelton Campus Administrator serve as liaisons between all three college campuses and the outlying communities, relaying suggestions, coordinating offerings and affirming the relevance of the classes and programs. Leisure activity courses are offered by OCS while OCB houses most of the workforce and Customized

Corporate Training. CE staff at each location regularly coordinate and collaborate to ensure that the community experiences a seamless experience even though the programs operate very independently. These offerings also serve as an outreach strategy for the college and occasionally as an incubator for new classes and programs. The college is currently pursuing a partnership with Western Washington University's (WWU) Extended Education program to further expand its Community Education opportunities.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Credit-bearing CE courses are submitted for review and approval through the college's regular course approval process. FCC reviews for-credit CE and Customized Corporate Training courses using the same criteria and standards used for courses in the academic curriculum.

For non-credit courses or workshops, OC has a separate but rigorous process for selecting new course and workshop offerings. Content, objectives, teaching methods, assessments, and demand are identified on a course proposal form prior to the course being offered. These courses are reviewed by representatives within WFD&BS to determine the viability of offering the proposed course. New CE teaching opportunities are first shared with OC faculty in related disciplines. CE carefully reviews the technical background of potential instructors as well as their teaching experience. Student evaluations are administered for all courses and workshops and the results are reviewed quarterly by supervisors.

Some CE professional or workforce development instructional opportunities are offered in partnership with other organizations such as ed2go or Safeguard, providers of quality online classes. CE vets its online partners carefully through independent research as well as professional contact with its counterparts in the state Community and Technical College system for CE (i.e. Continuing Education Council). Prior to entering into any agreement, the research and reviews by faculty in related disciplines are used to ensure students will receive a quality experience.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

When granting credit or Continuing Education Units (CEUs) or verifying participation and proficiency, OC uses generally accepted norms. For example, OC uses the industry standards for Forklift and Flagging training and certifications, follows the Conference for Food Protection's standards for ServSafe training and certification and adheres to the American Council on Education's guidelines for credit recommendations. For its Washington state approved Career and Technical Educator teacher certification program, an alternative pathway to education for industry professionals, OC adheres to guidelines for the granting of Clock Hours published by of the Office of Superintendent of Public Instruction and established by the Professional Educator Standards Board (2.C.18). Procedures and criteria for granting CEU's and Clock Hours are consistent across the institution and with the OC Mission, Vision, and Values. Credits and CEUs are only awarded when students successfully pass industry, state, or nation standard examinations or demonstrate mastery of course objectives.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Records identifying the title and content of non-credit courses and workshops are recorded with all other college curriculum and maintained by Instructional Support Services. Enrollment records are created and maintained in the Student Management System (SMS), which is consistent with other courses offered at the college.

Standard 2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

OC creates, maintains, and continues to design effective learning environments for students at its various locations. OC also provides many programs and resources to enhance student learning and support student success. These services help students gain access to and engage in the college, find support and guidance for academic, career, and transfer planning, and build confidence while acquiring skills through tutoring and other academic support.

OC provides a variety of other services that support students learning needs that are described elsewhere in this document and listed under College Resources in the *Catalog*: examples include the Libraries (2.E), and technology support (2.G.6). More basic needs are also supported through a variety of organizations as the Students In Need Group (SING), Military and Veterans Programs, and the SGOC sponsored Food Bank.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

OC provides for the safety and security of its students and personnel at all college locations. Safety-related matters are not the responsibility of any solitary unit; rather, due to the potential campus-wide impacts of, different departments, teams, and tools share governance for the implementation of the campus safety architecture and to analyze, identify, and mitigate threats and risks, and communicate them to the campus community

Campus Security provides operational services district-wide and is staffed twenty-four hours a day, seven days a week. Reporting to Facilities Services, Campus Security staff are responsible for the oversight of OC, local city, state, and federal rules, regulations, and policies relating to parking, criminal offenses, emergencies, and security issues. Suspected criminal offenses at OC facilities are referred to the police department in the relevant community. Security services include safety escort services from class to parking areas, emergency message delivery, victim assistance and referral, processing "unsafe condition" referrals, and crime prevention consultation.

Crime and fire statistics, policies, and other disclosures required under federal and state regulations are collected, vetted, and disseminated by Emergency Management via the Clery-mandated Annual Security Report each year. Other aspects of emergency management deal with natural disasters and other threats (3.A.5). Emergency Management provides procedural oversight for public safety programming, preparedness, and awareness while fostering productive relationships with local, county, and Federal agencies. Additionally, Emergency Management supports the investigative, policy development, and programming of behavioral-concern based initiatives, including Student Development, Equity and Inclusion, and the Behavioral Intervention Team.

The Safety Committee is a standing committee composed of members from all constituencies; the Committee reviews issues of physical safety, hazards, and provides insight and recommendations from different perspectives at the college.

The Incident Management Team (IMT) takes a comprehensive and strategic approach to college safety and planning for emergencies, developing policy, and implementing appropriate safety programming. The IMT works with OC Emergency Management to address emergency scenarios, communication equipment and procedures, video monitoring, relationships with local law enforcement agencies, and other related areas. Tabletop emergency scenarios have been held several times providing valuable insight into strengths and weaknesses in the safety infrastructure.

In the event that a possible criminal or hazardous situation arises, either on or off campus, that, in the judgment of the Director of Communications, Director of Emergency Management, Director of Campus Security, or Incident Management Team constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued to several systems, including text message alerts, blast emails, public address

speakers that allow for announcements, departments on campus, and remote lockdown-capability.

2.D.3 Consistent with its mission, Core Themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

OC recruits and admits students with the potential to benefit from its educational offerings in support of its Mission, Core Themes and characteristics. The college orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. Key elements of the processes and services provided to fully onboard and orient students follow.

Recruitment. As an "open door" institution, OC relies predominantly on outreach and advertising efforts to inform potential students about opportunities available at the college. This responsibility is shared between Communications, Enrollment Services, and individual education programs. Communications and Enrollment Services also jointly share supervision of the Welcome Center, which produces promotional materials, organizes recruitment events, and employs professional staff members that conduct outreach and recruitment activities in the local K-12 schools and the community. Information is also provided through the outreach activities of the WFD Division, Running Start, Financial Aid, and Office of International Education. Advertising is conducted throughout the year in national and international publications, local media and newspapers, articles, the college website, highway billboards, the locally distributed quarterly schedule, The *View*, and email and text messaging. Specialized advertisements and press releases are sent to local publications with the objective of giving the public information about programs and dates. The Outreach and Recruitment Team (ORT) meets monthly to identify outreach activities and make sure all events are being appropriately staffed, promoted and resourced. Information about admissions, degree and certificate programs and requirements, graduation and transfer policies and other key student information are available on the website, the *Catalog*, the Red Book – *Professional-Technical Programs and Planning Guide* and Blue Book – *Transfer Studies and Planning* Guide, and other program focused brochures. The Red books include information on OC professional-technical programs and the Blue books cover academic programs. All information is reviewed and revised annually.

Placement Testing. To help ensure appropriate selection of and success in computational and writing-intensive courses, assessment of prior skills in these areas is required prior to registration in designated courses. Multiple assessment measures are available, including the Accuplacer, Smarter Balance, CASAS and other basic skills assessments, transcripts from other regionally accredited schools, and, through the

statewide reciprocity agreement, any placement mechanism or tool in use at any of the Washington State Community and Technical Colleges.

Student Orientation. Most new students to OC begin the advising process by completing a zero-credit, face-to-face or online Student Orientation to Advising and Registration (SOAR) session. Students in specialized programs such as Military and Veterans Programs (MVP), Running Start, international students, specialized programs of study, and apprenticeships, participate in individual and/or group orientations specifically developed for their programs. Topics addressed in the SOAR session include: associate degree and certificate programs at OC; course sequencing, class loads, time commitments and degree completion timelines; sources of advising support including advising tools such as Degree Audit and the Online Scheduler, process and timeline for registering for classes in future quarters; sources of academic assistance and campus resources; and the academic plan requirement and development tools. Upon completing the SOAR session, students meet one-on-one with an academic advisor.

Advising. A comprehensive advising system is available to help both students and potential students with timely, useful, and accurate advising about all relevant academic requirements. (2.D.10)

Academic Plans. All OC students are required to work with their program faculty advisor to build an academic plan for completing their goals at OC. Students are encouraged to begin this process during their first term and are required to have the plan formalized and approved by the time they have completed the equivalent of three terms of full-time study (45 credits). The academic plan development and approval process ensures that students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption

    If a decision is made to change a program significantly or to eliminate a college program, the college arranges for students enrolled in that program to complete their degree or certificate. A coordinated effort is made to establish pathways for currently- enrolled students to complete their programs in a timely manner and with a minimum of disruption. The Division Dean responsible for the program works in partnership with advisors, counselors, and faculty to ensure that classes are available and that every student has a personalized plan that focuses on their success.

    The procedure for dealing with the cancellation of a program is comprehensive and follows a formal instructional policy. Each cancelled program is continued for at least a full year beyond the closure decision to provide adequate time for all enrolled students to complete their degree plan. For those students who could not finish their program

using the teach-out schedule, faculty accommodated their course needs by accepting overloads or teaching some courses in an independent study mode.

In the event of significant program requirement changes, the college offers a choice to current students to minimize the impact. Students may elect to complete their program under the requirements in effect when they first enrolled in the program, or under the new program requirements.

2.D.5 The institution publishes in a Catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information.

The college publishes current and accurate information related to all items spelled out in this standard in the printed *Catalog*, annually, and on college website. In addition, several of the items are disseminated in other forms such as posters and the pamphlets.

The *Catalog*'s main sections include [pages refer to *2018-2019 Catalog*]
- Mission, Vision, Values; and Core Themes [p 2-3]
- Entrance requirements and procedures: Application Processes [p 7-8]
- Grading policy: Grades [p 16 - 17]
- Information on academic programs and courses, including degree and program completion requirements: Degrees amd Certificates [p 41 – 101]
- Degree and PLOs and required courses sequences where applicable [p 43 - 101]
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Faculty and Administrators [p 145 – 150]
- Rules, regulations for conduct, rights, and responsibilities: Student Conduct Code Summary [p 155 – 156]
- Equal Opportunity College [p 3]
- General Academic Progress [p 18]
- Enrollment in Courses [p 18 - 19]
- Confidentiality of Student Records [p 19]
- Graduation [p 20]
- Transfer planning [p 30 - 40]
- Tuition, fees, and other program costs [p 13 - 14]
- Refund policies and procedures for students who withdraw from enrollment [p 13]
- Opportunities and requirements for financial aid [p 8 – 9]
- Federal and state financial aid [p 8-9]
- Scholarships [p 9]
- Tuition waivers [p 14]
- Basic Food Employment & Training Program [p 22 - 23]
- Military and Veterans benefits [p 26 - 27]
- Worker Retraining [p 29]
- WorkFirst [p 29]
- Academic calendar [inside back cover]

2.D.6 Publications describing educational programs include accurate information on:

- *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

   OC publications describing educational programs have accurate information about the state and national eligibility requirements for licensure or entry into occupations for which the college offers education. Information can be found in the gainful employment description in the links provided below.

   The college website includes an index page that lists all degrees and certificates. Individual programs provide relevant "Requirements for Licensure and Employment" in drop down menus near the bottom of the pages. All sources of information are periodically reviewed by departments or disciplines.

   These program websites are the primary source for this information. One such example is the PTA program website, which lists Requirements for Licensure and Employment. Other similar examples from the college website include the Accounting Technology, Medical Assisting, and Welding. This information represents programs with licensure requirements to ensure the information is easy to locate. In addition, any unique requirements for employment or advancement in the occupation are included in multiple publications (i.e. program specific student handbooks, program websites, application materials and information session materials). Programs that require students to work in close proximity with other human subjects apply the relevant industry standard of requiring immunizations and insurance. Similarly, programs preparing students to work with vulnerable populations often require background checks prior to enrolling including Nursing Assistant, Nursing, and Early Childhood Education.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

   OC follows applicable federal and state policies regarding the secure retention, and backup of student records, which are maintained in a variety of formats; paper, electronic, computer-based and imaged, microfiche, and microfilm.

   The Washington State mandated Records Retention Schedule is followed strictly and regular review of records storage procedures takes place several times each year. Paper records are filed, stored, and removed as prescribed in the Retention Schedule in secure records vaults. Destruction dates and confidential disposal procedures are followed. Many of the records are maintained electronically through the student management and financial aid management systems used by all SBCTC. System maintenance and

backup is facilitated by the State Board of Community and Technical Colleges Information Technology (SBCTC-IT) division. For backup and emergency preparation, the college stores microfiche student documents in safety deposit boxes at a bank, and stores student documents electronically in OnBase, an electronic document imaging and storage system.

The college protects the release of student records in compliance with FERPA and the college's corresponding policy (OCP 300-07), published in the annual *Catalog* and on the college website. Release of student information follows FERPA guidelines. All faculty and staff must sign confidentiality statements and must complete FERPA training before being given access to the Student Management System (SMS).

2.D.8 The institution provides an effective and accountable program of financial aid consistent with it mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

OC provides an effective and accountable financial aid program that is consistent with OC's Mission, student needs, and institutional resources. OC is approved to participate in federal and state financial aid programs. Approval is reaffirmed annually (state) and/or as required (federal) to maintain accountability. Requirements to maintain eligibility include but are not limited to: quarterly and annual reports, audits, and renewing participation agreements. The college is eligible to make funding available to students through the following channels: federal, state, private, and institutional grants; federal and private student loans; institutional and private scholarships; and other agency support.

Information about financial aid and scholarships is made available to students in many different ways, including, but not limited to the Financial Aid Website, OC Financial Aid Portal, college pamphlets and brochures and financial aid workshops, the Ranger Station lobby and outreach events at OC campuses and district high schools.

The Financial Aid Office is in the Humanities and Social Services building at the Bremerton campus. The Office supports Poulsbo and Shelton students through outreach events and from the financial aid call center. The office staff provide students (in person or by phone) with relevant information and answer questions pertaining to applying for financial aid including eligibility, deadlines, application status, etc. On-site computers enhance students' ability to complete the Free Application for Federal Student Aid (FAFSA), obtain information from required worksites, and log into Financial Aid Portal.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Students receiving financial assistance at OC are informed of any repayment obligations both before and at the time of disbursement of funding through the Ranger Station. Students who borrow federal student loans are required by the Department of

Education to complete online entrance and exit counseling intended to inform borrowers of their repayment obligations and other information about the loan program. To refresh and enhance the student's understanding of the repayment obligations, the college Financial Aid office requires students to complete these steps each time they apply. The [Financial Aid](#) website includes additional information and resources for students including FAQs and Financial Literacy Tips.

OC regularly monitors its student loan programs and loan default rate as required by federal regulation. Delinquency is monitored via reports issued by the National Student Loan Data System (NSLDS). Current default management efforts include bi-monthly monitoring. Activities include contacting borrowers (phone; mail) to discuss repayment options and to put them in contact with their loan servicers.

To date, OC has never been at risk of losing eligibility for default rate; its most recently published official rate for 2014 three-year default rate is 19.8%, a decrease from the prior year of 0.7%.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Program. OC designs, maintains, and evaluates a systematic and effective program of academic advising that supports students from entry point through graduation and helps students make appropriate decisions regarding their academic choices and career paths. Most new students begin the advising process by completing a zero-credit, face-to-face or online Student Orientation to Advising and Registration ([SOAR](#)). Students in specialized programs such as Running Start, International Students, and apprenticeships participate in separate individual and/or group orientations specifically designed for their programs. Upon completing the one-hour SOAR session, students are able to meet the following outcomes:

- Identify associate degree and certificate programs at OC
- Demonstrate knowledge of course sequencing
- Demonstrate understanding of class loads, time commitments and degree timeline
- Locate sources of advising support including advising tools such as Degree Audit, the Online Scheduler, and the My Academic Plan (MAP) program.
- Identify process and timeline for registering for classes in future quarters
- Locate sources of academic assistance and campus resources
- Understand how to develop an academic plan

Following the SOAR session, students meet with an academic advisor to discuss their academic goals, begin their academic plans, select appropriate courses, and register for

their first quarter at OC. Students' primary advising resources are the faculty in programs and disciplines aligned with their goals. Every effort is made to help students identify a program of study and connect with their program advisor early in their studies. Professional advisors help new students until this connection is achieved, and continue to work with interdisciplinary and undeclared students throughout their degree progress. Students who are undecided or still exploring their career and educational goals are referred to a counselor for career and personal counseling to gain insight through self-discovery and learn career and life planning skills including decision making.

Exploratory students also are encouraged to attend information sessions conducted by program faculty for most of degrees and certificates, or to meet individually with program faculty in areas that interest them.

Faculty advisors review and approve student education plans, discuss the students' ongoing progress on their academic plans, and review applications for graduation and/or certificate completion. The MAP publishes the list of faculty advisors for specific programs, disciplines, and fields of study; manages the assignment of advisees to faculty advisors; supports communication between advisor and advisee; and tracks student progress on academic plan development and approval. A list of faculty advisors is published in the *Catalog* and on the OC Advising webpage.
Students are required to meet with an advisor before registering until they have successfully completed their first 15 credits at OC or their academic plan has been approved. Students are encouraged to develop and seek approval of their plans as early as possible. Students who have not done so by the time they have completed 45 credits will again be blocked from registering without advisor approval. Students who have successfully completed and received approval of their academic plans are encouraged to continue to seek the assistance of an advisor until they have completed their academic goals. Students applying for certificates or degrees in professional-technical programs are required to obtain their faculty advisor's signature on their graduation application form.

Personnel. Personnel responsible for advising students are adequately prepared and knowledgeable of the curriculum and program and graduation requirements for OC. All professional advisors have master's degrees in academic counseling or related fields of study. Academic advising services are coordinated by three full-time professional academic advising faculty and delivered primarily by faculty advisors within the disciplines and programs of study. Additional advising personnel includes a full-time professional advisor for the nursing programs and three adjunct advising faculty who work across programs of study, primarily with new students, as well as adjunct faculty advisors for students in professional-technical programs, international programs, and those pursuing transfer majors in science or mathematics. Four full-time counseling faculty offer advising services primarily for undecided students and those in need of personal counselling. Advisors maintain active partnerships with personnel specializing

in funding sources that may constrain course and program options, including students using military and veterans' benefits, Running Start, or WorkFirst, Worker Retraining, and other grant-funded programs. All professional advisors meet at least quarterly for training and program updates.

Publication. Advising requirements are published in the *Catalog* and in the quarterly schedule, the View, and complete information about the advising system is found on the website. Students also learn about these requirements and resources in the Student Orientation to Advising and Registration (SOAR) session.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

All co-curricular activities are consistent with the OC Mission and Core Themes of the college and governed appropriately. Falling under Student Services and Achievement and overseen by the Multicultural and Student Programs (MSP), co-curricular activities are woven closely with the OC Mission of enriching the diverse college community while assisting students in achieving their educational goals. These activities also align well with Core Theme A (Student Learning) and Core Theme C (College Environment that is welcoming to all). Co-curricular activities and programs at OC are funded with student fees and supported by the MSP in collaboration with students, faculty, staff, and the local community. The MSP strives to support and encourage students' academic success, leadership development, social justice awareness and skills, and the creation of an environment that fosters a spirit of inclusiveness. Co-curricular activities include student government, student clubs, and student programs, activities, and recreation.

Student government membership and functions are documented in the Constitution and Bylaws of the SGOC. All SGOC officers, except for the VP of Finance, are elected by the campus student body each spring. The position of the VP of Finance is appointed by the SGOC Executive Council. The advisor for the SGOC provides orientations and quarterly training sessions for the officers.

The college offers a variety of student clubs as well as programs based on the academic and extracurricular interests of students. To conduct business on campus, hold meetings, and present campus events and activities, a student club or program must obtain official recognition from the SGOC by becoming chartered. Each club or program is required to have an advisor who is an OC staff or faculty member. During the 2012-13 academic year, over 30 clubs were recognized and funded through SGOC in addition to sixteen co- curricular programs.

Student programs, activities, and recreation events range from speakers, music, and drama programs to New Student Open Houses and Annual Student Awards Celebrations. Student Organizers coordinate most student programs and activities. These student employees support the two full-time staff members of the Multicultural and Student Programs Center in developing broad-based programs and activities

developed to enhance the students' cultural, intellectual, social, recreational, wellness, and community leadership skills. Recreational student activities are coordinated by the Recreation department, for the purpose of providing diverse and fulfilling recreational activities that encourage the development of each individual and help create personal connections between students.

2.D.12   If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

OC operates auxiliary services that support the OC Mission, contribute to the intellectual climate, and enhance the environment for student learning. Students and college personnel have opportunities to provide suggestions on the operation of these services. At OC, there are four services which fall under the rubric of auxiliary services: Child Care, Food Service, the OC Bookstore, and the Office of Residence Life.

Child Care is located in the SBCDC. The SBCDC works in collaboration with the Early Childhood Education program at OC to provide hands-on experience for future educators as well as high-level early childhood services for OC families. The SBCDC offers Early Childhood Education students an opportunity to unobtrusively observe a program that provides several models of high-quality early childhood education services. The SBCDC works in collaboration with the local Educational Service District to provide Early Head Start and Head Start, as well as Early Learning program models for students' observation and participation. The SBCDC supports other academic departments of the college to augment all classroom learning. For example, Nursing Program students have used the SBCDC to enhance academic experience through work-based learning. Additionally, the existence of child care services on campus contributes greatly to quality of life for those college community members who are parents of young children. The retention and completion of student-parents is enhanced by this service. It also serves as a benefit to college employees.

Food Service supports the OC Mission through its integrated partnership with the Culinary Arts Institute and it provides a wide array of food and beverages to the college community. The cafeteria serves convenient, reasonably-priced breakfast and lunch meals five days a week. The Espresso Bar serves popular coffee drinks and snacks. Providing customized cuisine for a variety of campus events, the catering branch of Food Service brings food and refreshments to functions located throughout the campus. As part of the Culinary Arts Institute, students add to the cafeteria menu by preparing a salad bar and daily lunch specials. They also plan, prepare and serve elegant lunches and host special events in the Fireside Bistro, a formal dining facility located next to the cafeteria. As a retail outlet, Food Service receives tangible feedback on its products and services that constantly influences various aspects of the operation. In addition, the educational portion of the program regularly reviews its programs through feedback by students and prospective students.

The [OC Bookstore](#) supports student achievement by providing textbooks and a wide array of school supplies in an easily accessible location on the Bremerton campus. The Bookstore also offers many convenience items, ranging from backpacks to grab-and-go foods allowing students to stay on campus. Based on feedback and analysis of data collected, OC determined that modifications were needed to deliver consistent services for students and to ensure resources are allocated responsibly. In September, the college signed an agreement with Barnes & Nobles College Booksellers LLC to provide management services for the OC Bookstore.

The [Office of Residence Life](#) is located right next to campus and provides OC students with a safe, affordable living environment and aims to challenge, support, and educate residents to become responsible and engaged global citizens. The goal of the office is to offer a diverse, multinational living and learning environment which augments the academic pursuits of the residents through intentional programming, innovation, and community development. The Office of Residence Life offers studio-style apartment living in a set of three two-story buildings with both single and double occupancy spaces and fully equipped with essential homewares. The staff consists of the Residence Hall Manager, and three para-professional student employees, all of whom also live full time at the residence hall and share 24/7 on-call responsibilities with the help of a back-up rotation of campus administrators. Other amenities include access to a shared community room, on site laundry facilities, free parking, 24-hour access to Residence Life and Campus Safety staff, and CCTV security coverage of all public access areas. Additionally, the Residential Life staff offers residents a number of services including weekly shopping trips, a plethora of on-site programming, off-campus field trips, catered study hours, training sessions, and health and safety inspections. The Residential Life staff interacts regularly with residents and offers a supportive, academically focused residential community that serves as home while they pursue their academic goals at OC.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

OC provides athletic programs and other co-curricular programs that are consistent with the OC Mission conducted with appropriate oversight. Specifically, these programs contribute to the health and vitality of the community and allow students to develop life-long fitness skills. An Athletic Director who reports directly to the Vice President of Student Services and Achievement manages the athletic program. The Athletic department is managed in compliance with requirements set forth by the [State Board](#), OC's [Student Athlete Handbook](#), and the [Northwest Athletic Conference](#). All athletes and students participating in co-curricular and athletic programs must adhere to the same admission requirements and procedures, academic

standards, degree requirements, and financial aid requirement and regulations as other students. The Athletic department emphasizes cooperation and active citizenship for all student athletes to help strengthen the bond between the college and the community. During orientation, athletes learn that their role as a student takes precedence over their role as an athlete. Coaches and academic advisors work closely with student athletes to promote their satisfactory academic progress. Athletes are required to participate in study halls and the athletic director assesses athletes' academic progress at multiple times throughout the quarter.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education course and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

OC has established procedures for verifying the identity of distance learning students, informing the students of those practices, and protecting the students' information. Instructional and administrative processes involving student information or communications abide by FERPA regulations and protections. Online courses are currently administered through the Canvas learning management system and students must register for and use their OC account information (unique usernames and passwords) for Canvas authentication and login. Additionally, some academic areas require further identity verification. For example, all online mathematics courses require students to take an exam in person that is administered by the instructor. Students must present identification. In addition, OC has integrated the Respondus Lockdown Browser and Respondus Monitor products into Canvas, the primary Learning Management System (LMS). Respondus products are also integrated into ALEX, the LMS used for Math Emporium courses. Respondus Monitor uses web cam and video technology to proctor and record students taking exams online. Students use a webcam to record themselves during an exam. A "startup sequence" includes a webcam check and other requirements set by the instructor, such as showing identification or making a short video of the exam environment. Only the instructor can review video recordings or data from the exam session. Respondus Monitor automatically flags students for suspicious behavior, such as leaving the computer during the exam, or a different person entering the video frame. This, along with other data, provides useful information to the instructor about the exam session.

Standard 2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

OC provides library and information resources on all three campuses: Haselwood Library in Bremerton, The Johnson Library at OCS, and the Poulsbo Library. The Libraries provide circulating collections to support the programs at each location and students can request print materials from all locations. Collection holdings and currency information is available on the Libraries' About Us page.

The Haselwood Library in Bremerton provides an open computer lab, library instruction classroom, eleven group study rooms, and quiet places for study and reflection. Library faculty are available during all open hours to assist students in all phases of the research process. The library is open 65.5 hours a week, Sunday through Friday. A million dollar endowment from the Haselwood family provides funds to ensure that the Haselwood Library remains technologically current and its programs are educationally robust. The Library building also includes faculty offices, eLearning, CT&L, one ITV classroom, Media Studio, Student Government offices, and The Ranger student newspaper.

The Johnson Library building at OCS includes one room for the collection, service desk, computers and quiet study space. A Library Technician is available to assist students with their research needs, eighteen hours a week, Monday through Thursday. Faculty can request library instruction from librarians. The Library building also includes offices and classrooms.

The Poulsbo Library shares space with the open computer lab. A Library Technician is available to assist students with their research needs, eighteen hours a week, Monday through Thursday. Faculty can request library instruction from librarians.

The library collections offer a rich variety of relevant and current print and electronic resources to support courses, programs, and degrees. In February 2018, the collection included 66,055 books, 28,277 eBooks, over 26,000 online journals, and 60 subscription databases. Additional collection information is available on the Library Statistics page.

Through collaborations with discipline faculty, library faculty select resources at an appropriate level of currency, depth, and breadth to support programs and curriculum. The Collection Management Policy includes selection and deselection criteria and guidelines. The policy was reviewed in 2018 to ensure that it is up-to-date and reflects best practices particularly around representation and equity.

Electronic collections and the 24/7/365 virtual reference service have provided access to resources despite recent reductions in open hours for all three libraries due to budgetary and staffing issues. The persistent 2-5% annual price increases in electronic resources has not been addressed in the collection budget, resulting in tough decisions to eliminate some resources to purchase others. Library staff and faculty work hard to offer full services while staying within a lean budget.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

To support planning processes, the library systematically collects statistical data including use of collections, study rooms reservations, patron interactions, and gate counts.   The library also solicits user feedback, and involves the college community and staff in evaluating and developing library resources, services, and physical spaces. The Dean meets at minimum once a month with full-time library faculty and quarterly with all full-time and part-time library faculty and staff to evaluate data and plan accordingly. Library faculty and staff participation on committees and groups across campus provides information, data, and feedback from students, faculty and staff that can be used in planning. For a list of committees, see 2.C.6.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library is committed to supporting the OC Mission and Core Themes as outlined in the Information Literacy (IL) Instruction Plan. This is accomplished by:

- Helping and supporting students in the acquisition of IL skills as defined by the OC Information Literacy and Technology Core Ability and the Framework for Information Literacy for Higher Education, adopted by the Association of College and Research Libraries in 2016;
- Providing credit research courses;
- Working with teaching faculty on the design, integration, and assessment of IL assignments into their courses and providing course-integrated instruction sessions; and
- Providing instruction and support for students, faculty, staff, administrators, and the community on using library resources.

Between 2014-15 and 2016-17, library faculty taught an average of 106 classes per year, reaching an average of 2261 students per year. Many of these classes include evaluations and learning assessments, as per part-time library faculty, and tenure-track and post-tenure, contractual requirements. Library faculty also teach credit-bearing Library Research (LIB-R) courses that directly fulfill the college's Information Literacy & Technology Core Ability graduation requirement: LIB-R 180 (Research for the 21st Century), LIB-R 110 (Internet Research Skills), and NURSE 102 (PubMed/CINAHL Database Search Skills). Information literacy instruction is also delivered one-on-one at the reference desk, by phone, through online research guides, and via virtual reference.

To facilitate information literacy instruction in online classes or classes that are otherwise unable to schedule face-to-face workshops, library faculty have created modules that can be embedded in courses using the Canvas learning management

system. These modules can also support a "flipped classroom" model that provides passive learning instruction via the internet and then use class time to guide active, engaged learning. This allows students the opportunity to achieve higher levels of information literacy during face-to-face workshops. All course home pages also include a link to the virtual reference service.

The Libraries strive to provide appropriate instruction and support despite budget and staffing issues. Faculty and staff turnovers, combined with delays in filling these positions, have presented numerous challenges including temporary reductions in services over the past two years.   Most open positions have now been filled and the library has been able to resume delivery of all services to better support the OC Mission and Core Themes

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Quality: The Collection Management Policy describes the processes in place to ensure a high quality collection. Tools that are regularly used by library faculty to select materials include electronic subscriptions to Resources for College Libraries (online), Choice Reviews Online, and a variety of other review sources that are curriculum-specific. Quality of information literacy instruction is evaluated regularly by each full and part time library faculty, per the faculty CBA which specifies the student evaluation schedules for adjunct, tenure track, and tenured faculty. These evaluations attempt to assess both the instructors' effectiveness and the students' learning.

Adequacy: The library actively participates in cooperative agreements that extend the college's purchasing power, for its current integrated library and discovery systems, the majority of its database subscriptions, and its virtual reference service. Materials are selected in both print and electronic formats, to serve both face-to-face and online students. Reference books are now being purchased mostly in electronic format to ensure that students at all three campuses, and online, have easy access to these types of materials.

Utilization: Use of OC Library's physical materials is tracked by staff via circulation statistics. Utilization of the library building is tracked through hourly gate and seating counts. Study room sign-up sheets track use of the popular individual study rooms. Library staff recently tracked and solicited feedback from students on the layout and use of furniture on the basement level, to inform decisions on how to more effectively redesign the larger reading room areas. The circulation and reference desk both track interactions with patrons including directional, technical, reference, and referrals Circulation transactions are tracked in the Library's management system. Data is also available on number of questions received via virtual reference and email.

Use of electronic resources is tracked through annual usage reports of all of the subscription databases. Use statistics on the libraries web pages and guides is also available.

Security: Library materials are safeguarded with a 3M security system. Materials at all three locations are security stripped, used in tandem with security gates at two of the locations, to ensure proper checkout of materials (the third location does not have adequate space at the exit to install security gates). Barcodes on all materials provide an inventory tracking system, and a full inventory at all three locations is completed every other summer. Items on electronic course reserves are password protected to help ensure compliance with applicable copyright laws. All library employees complete mandatory FERPA training to understand how to safeguard student and employee data.

Standard 2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The college maintains sufficient cash flow and reserves to support its programs and services by prioritizing expenditures and utilizing revenues other than state allocations to support the budget. The college mitigates the risks of fluctuating revenue sources by seeking new revenues through grants and contracts. Operating reserves are maintained per the board approved Financial Reserve Policy (OCP 600-08).

The financial planning process for budgeting, debt management, cash and investment management and fiscal accountability policies adhere to state and local requirements for financial stability. The Vice President of Administrative Services oversees any new debt obligations, which in accordance with college policy cannot exceed 5 percent of the operating budget, unless supported by a dedicated revenue source.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Responsible revenue projections are conservative and applied to the budget. Departments and Divisions across the college report their budgetary needs based on projected enrollment and student needs, as well as information regarding existing grants and donations. President's Cabinet receives a proposed balanced budget for input and possible refinement. Each June, the BOT reviews and approves the proposed operations budget for the upcoming fiscal year. Conservative projections of non-tuition revenue sources allow for sufficient support of unforeseen major expenses.

The membership of Cabinet, comprised of the President's direct reports, currently restricts input into this final budget refining process, and projects a process lacking in transparency. To address the need for broader campus input and transparency, OC is

already redesigning the resource planning process to ensure budgetary decisions are carefully planned, inclusive of many constituencies throughout the college, and fully transparent.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

OC follows internal financial planning and budgeting processes that include appropriate opportunities for participation by its constituents. In 2014, the college undertook a strategic resource allocation initiative. Two task forces reviewed all support and academic programs and wrote reports providing comprehensive data demonstrating their value to the college. The task forces evaluated programs and support services and created quintiles to reflect the relative alignment with OC Mission, Vision, Values, and strategic goals of the institution. The results of this effort afforded members of the college an in-depth review of all programs and support services and operational budget process with the intent of providing strategic realignment of the budget. Placement of programs and support services within specific quintiles also resulted in a comprehensive document for budgeting discussions.

The task force wrote reports to accompany the ratings within budget quintiles, making recommendations for improvements to the budget process and accountability to provide transparent measures for programs. In 2015, the task force released a final report with general recommendations and observations:
- Evaluating programs with respect to strategic goals proved subjective
- Program advocacy and observer bias proved unavoidable
- Size of task force (19 members) and high voting threshold (80%) helped mitigate proprietary views
- Process resulted in consensus on difficult decisions
- Design of the process gave task force members "good faith in the outcome"

The college considered moving to a zero-based budgeting model to make the process more transparent to all budget managers. Due to turnover in key administrative personnel, a revaluation of the budget process is underway as part of the new Budget Committee (3.A.1) which will include budgetary alignment to decision making processes. The broad-based membership in this emerging group is designed to ensure participation by various constituencies across the college.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The college utilizes the state's Financial Management System (FMS), which reflects recognized accounting principles along with an internal budgeting process to produce timely and accurate financial information. The financial management system documents all financial transactions according to accounting structures and procedures established

by the Office of Financial Management. Responsibility for maintaining the fiscal integrity of FMS falls under the purview of the SBCTC. Employees have access to all financial transactions using the FMS Query tool.

Internal controls at the college include:
- Budgetary signature authority monitored by the Business Office
- Monitoring of correct account coding to ensure accurate reporting
- Following OFM guidelines for asset protection and risk assessment

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

> The Facilities Master plan demonstrates that capital project goals reflect the OC Mission and Core Themes by ensuring the development and maintenance of infrastructure that supports student learning needs. The Facilities Master plan works in conjunction with college strategic planning efforts through institutional planning for educational programs, physical resources, infrastructure and financial management.

> The college uses local funds, state resources and partnerships with outside entities to support the OC Mission and goals and to avoid unreasonable drains on its resources. Examples include the Bremer Trust collaboration to open a new welding building at OCS to expand training opportunities for the community, collaboration with WSU in procuring a building and conducting renovations to support an electrical engineering program to meet the growing demand for engineers at PSNS & IMF. The college recently completed a new building, the College Instruction Center (CIC), to support Nursing, PTA, Music, DF and Art programs.   Part of the state resources for the CIC included the demolition of the campus theatre as well as the Music and Art buildings to create space for much needed parking areas. The college was also able to use local funds to purchase two private properties within the footprint of the Master Plan – to include space for needed parking.

> Capital budgeting also provides for the acquisition of necessary equipment. This is clearly seen in the budgeting for new and renovated buildings, where the Master Plan and budget incorporate new furnishings, replacement or new acquisition of new equipment for the new and newly renovated spaces. The college incorporated modernization of the DF and Theatre equipment into the budget for the new CIC building. Also included was the acquisition of simulation labs for the Nursing program. Additionally, outdated equipment for music piano labs was replaced as part of this budget planning for the new building. Finally, dated equipment for the Wood/Scene shop for DF, Opera and Art were replaced with equipment meeting new safety

standards, all as part of the budget and master plan process for new facilities and renovating existing facilities.

Equipment and furnishing replacements outside of capital projects follows a process of requesting temporary or recurring budgetary requests to ensure funds are available for occasional or annual purchases of equipment and furniture. Dedicated revenues from room rentals are used to renovate common area furnishings in buildings on all three campuses.

According to the Debt Policy (OCP 600-07) the college's overall debt must not exceed 5% of the college's operating budget, unless supported by its own revenue sources. The college has a Certificate of Participation debt well below the policy threshold. In concert with the SBCTC's capital planning processes, the college carefully plans current and long term projects to meet the institutional goals.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's auxiliary enterprises are designed in the finance structure to be self-supporting, with the exception of the Parking account. A historical analysis is underway of program costs, along with prioritizing service level expectations, to allow the parking account to return to self-sufficiency. The general fund does not support auxiliary enterprises. The auxiliary operations are internally managed and monthly proprietary financial statements are prepared for review by management.

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

OC meets the standard by preparing generally accepted accounting principles (GAAP) financial statements that are reviewed by the SAO in December of each year. Completion of FY 16-7 financial report and external audit, including Administration and Board review, occurred in March 2018.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The OC Foundation is a separate but affiliated non-profit entity, incorporated under Washington law in 1993 and recognized as a tax exempt 501(c)(3) charity governed by a Board of Directors. The relationship of OC with the OC Foundation is defined in a written

agreement between the two entities. Each year the foundation undergoes an audit by the Hearthstone CPA Group. The Foundation board receives the results of the audit. Additionally, the board approves and monitors all fundraising policies and practices to ensure they reflect high ethical standards. The college president serves as secretary in a non-voting capacity. The Foundation follows the accounting requirements of the Financial Accounting Standards Board.

Standard 2.G Physical and Technological Infrastructure

PHYSICAL INFRASTRUCTURE

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

> The college's Facilities Conditions survey is conducted every two years and provides insight into physical facilities and supports requests for repairs, maintenance and improvement through the state capital project planning process. The Emergency Response Plan outlines training, strategic plan, and campus safety protocols.
> The Facilities department encompasses Custodial, Grounds, Maintenance, and Recycling/Hazardous Waste. These departments work with Safety, Security and Emergency Preparedness to ensure campus facilities are safe, secure, adequate and accessible.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

> Facilities Services regularly reviews the use, storage and disposal of chemicals and hazardous materials as part of its overall campus wide safety responsibility. The primary users of hazardous materials and producers of hazardous waste are: The Facilities Services (Maintenance, Grounds, and Custodial) and Instruction (Mathematics, Engineering, Science and Health; Welding; Nursing; and Art).

> Each department that houses hazardous or topic materials has their own protocols and procedures which adhere to all local, state, and federal guidelines for safe use, storage, and proper disposal. These procedures include requirements for warning labels, compliance, hazard communication program, Material Safety Data Sheets, and the responsibilities for compliance among purchasing, the areas listed above.

> The Safety Committee reviews safety, accidents, and campus hazards matters on a monthly basis. The committee is comprised of members which different areas on campus, including: Instruction, Administration, Facilities Services, Campus Security, and Emergency Management. The committee reports to the Vice President of Administrative Services. Employees are encouraged to report unsafe or hazardous conditions on the online reporting form, Safety Gram. Safety Grams and Accident Reports are regularly

reviewed by members of the Safety Committee, Human Resource Services, and Risk Management.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

> The college developed a separate master plan for each of the three campuses with input from the campus community, including the OC BOT. The master plan guides decisions in furthering the footprint of the college, such as the recent building of the CIC building, the acquisition of a church and adjoining parking lot, both allowing for future expansion on the Bremerton campus. OCS added a welding shop in support of long-range educational goals. The Poulsbo campus expansion includes new facilities for baccalaureate programs in conjunction with input from OC university partner, WWU. Review of the master plan every three years guides funding requests during the state Capital Request process. The IT Strategic Plan helps frame technology for the future. The plan builds on modernizing the college's IT infrastructure and positions the college to achieve its Mission and to focus on student learning and success described in the Core Themes.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

> The college manages equipment in support of its institutional functions and fulfillment of the OC Mission and Core Themes, objectives and goals. Each department manages their own equipment needs and utilizes a formal budget request process for replacement. Instructional divisions allocate funds for small equipment purchases, while the Office of Instruction has a budget allowance that supports the purchase of significant instructional equipment. These funds are discussed in Instructional Administrators meetings (IA) and divided according to documented needs and ability to support the Core Themes and college Mission. The Facilities Department maintains a variety of equipment for building maintenance and repairs. Over the past several years, both state and local capital funds supplied energy efficient equipment to buildings on all three campuses. As new buildings open, capital dollars support initial equipment needs. The Grounds Department manages a small inventory of mowers, carts, loaders to maintain the grounds and a yearly review of equipment needs allows for timely repairs or replacement.

> The OCIT Department also oversees the college's preparation for SBCTC's ctcLink project, a system-wide migration project from the current legacy system to the Oracle PeopleSoft Enterprise Resource Planning solution. OCIT works with the campus stakeholders to fund and evaluate current resources for planning continued use, replacement or decommissioning of the various technology equipment and services at the college. Funding is always a challenge but the college is committed in pursuing new

ideas and methodologies that keep the college up to date with technology and keep up with the institution's demands.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

OC's technological infrastructure and resources are appropriate for the institution's operational and instructional demands. Over the last five years, the college has made significant investments in technology enhancements and upgrades of infrastructure and college-wide services to support instruction operations.

Newer buildings are equipped with Business Automated Systems that facilitate utilities conservation, security monitoring, and access control. To keep pace with Internet use, the college has recently completed a network infrastructure upgrade to support 1 GB Internet access and 10 GB communication from building to building. Each year the users' demand for wireless accessibility increases due to the growing number of users acquiring mobile devices and the increased number of devices per user. As a result of student and employee feedback concerning internet access needs resulting from the increased use of personal technology devices, IT has continually adding hubs to facilitate wireless access for personally owned devices. The college is also in the planning stage for replacement of its wireless network infrastructure and wireless access points.

As a result of feedback, including the increased number of work orders reported, the college is currently in the process of replacing its outdated telephone system with Voice Over IP (VOIP) and implementing unified messaging. It is also in the first phase of upgrading the server infrastructure to accommodate growth in data storage and management. This project will modernize the college's server technology to be more efficient, more cost effective and more reliable. It will also facilitate the reduction of physical servers and enable the transition to more virtual environments, helping to reduce OC's carbon footprint.

The college is utilizing more cloud-based services. To support current modes of communication, IT has implemented Office 365 for students in 2015 and Office 365 email for prospective students in 2016. The Office 365 for students enable them to utilize the Microsoft product suite including email, Skype, document management and the Microsoft Office applications.

OCIT has worked closely with the offices of eLearning and Instruction to implement technological support for on-site, off-site or hybrid modes of instruction. These support systems include Canvas, Interactive TV (ITV), Zoom, and Panopto. OCIT has also continued to modernize teaching stations in classrooms and computers in computer classrooms and computer labs based on demonstrated needs and communication with

division personnel. Increased demands for technology to support learning has led to collaborations and pilots, including the ongoing pilot to explore the use of Bring Your Own Device (BYOD) learning environments underway with some Math classes.

In preparation for the system-wide transition to ctcLink, OC implemented the ctcLink Team, comprised of Subject Matter Experts (SMEs) from across the college, who have helped assess and document business process improvements. Most of the members of this team are also members of the Data Governance Authority, which has been developing processes and data standards to lead the college to the right path to data consistency and standards.

OCIT continues to work with the college community to ensure that technology at the college stay current and responds to its needs and growth appropriately regardless if it is to support teaching, learning or its business goals.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

In fostering effective use of technology at the college, OC provides a wide range of support and services to the campus community, including:
- OCIT Help Desk – serves as the centralized point of contact for users to gain assistance in getting answers to questions, troubleshooting, report problems, resolve issues and work requests. OCIT also provides drop-in service, one-on-one assistance for students and employees in the use of tools, instructional equipment, checked-out OC equipment walk through/tutorial and applications related to teaching and learning.
- Self-Service Assistance - options are available via the campus website and IT SharePoint site to assist students and employees in resetting their passwords, to find answers to frequently asked questions, information regarding services offered to OC students, and other information such as benefits students and employees gain for having an OC account.
- Open Computer Lab Assistance - OC has four computer open labs. Two in Bremerton, one in Shelton and one in Poulsbo. Each open lab is equipped with high performing computers that can facilitate applications from basic Microsoft applications to 3D modeling and highly demanding software. These computers are routinely upgraded/replaced every 3-5 years. Each open lab is also staffed to assist students with their accounts and computer use. Each open lab also has some accessible technology already installed to assist students with disabilities or facilitate fair access.
- eLearning Assistance – Support is provided to students and faculty using the Learning Management System and other related tools via email, drop-ins, professional development training for faculty, and course for students.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

OCIT responds to the current needs of the college, considers all factors when planning IT resource allocation and growth and that they are align with the college's Mission, Vision, Values, Core Themes and strategic plans. Collaboration is done through meetings and feedback solicitation with the Office of Instruction, College Technology Council (CTC), Data Governance Authority, ctcLink Team, President's Cabinet, SGOC, FC and listening to the concerns and questions of the campus through consultation with the appropriate stakeholders. The review and revision of the IT Strategic Plan in the past year is an excellent example of how this collaboration and feedback allowed OCIT to respond to existing and projected needs of constituents throughout the college. The college is working with external physical security consultants to assess the current technology use for safety. This includes the assessment of emergency communication tools and process, security cameras, egress monitoring, etc.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

OC routinely reviews its technology and the way they do business to ensure that it is responding to the need of the college as the college evolves. Each year, OCIT reconciles its IT Strategic Plan with the changes at the college. The process of preparing for the ctcLink project has initiated many reviews of the college's departmental workflows and how to better serve students. Depending on the short or long term challenges the college is resolving through initiatives, OCIT works with stakeholders to ensure technology updates and current infrastructure provide adequate support. OCIT has developed a multi-year refresh plan and schedule to meet the ongoing technology operations of the college.

OCIT has worked closely with the Office of Instruction, Student Tech Fee Committee, the OC Foundation and the Office of Administrative Services to fund multi-year replacement plans and schedules. Though the source of funding is always a work in progress, the college has covered most of its critical needs. Highly utilized and high-performance labs are typically replaced every four to five years and as needed to respond to the software requirements. Open lab technology, wireless, adaptive technology, kiosks and other all-student use technology are generally funded by the Student Tech Fee.

Chapter Three: Institutional Planning

3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The college's current strategic goals were created from the strategic planning process of 2013-14. The strategic goals align with the Core Themes and their indicators, which were reviewed the same year. A temporary Planning Task Force (PTF) was created and charged with following a planning process predicated on collaboration and transparency. All college employees, students, and community members were invited to participate in the process. The process resulted in the creation of six strategic goals. The goals were reordered by the director of Institutional Planning, Assessment, and Research so goal 6 became goal 1. These goals were initially for 2014-2017, but were extended through 2018 with the next planning process occurring in 2018-19.

OC Strategic Goals (SG) 2015-2018:
- o SG-1 OC provides and supports quality comprehensive instructional programs that meet student and community needs and respond to changing conditions.
- o SG-2 OC applies collaborative and transparent decision-making processes that engage the wider college community in planning the college's future.
- o SG-3 OC communication among employees, students, and the community is clear, consistent, and reliable.
- o SG-4 OC serves as a site for cultural events, promoting diversity and inclusion to the wider college community.
- o SG-5 OC respects and supports diversity of thought, people, culture, ideas, and activities.
- o SG-6 OC students succeed by engaging in campus life and meeting their self-determined educational goals.

Planning for and implementation of these strategic goals was originally assigned to the Strategic Planning Council. Due to a change in leadership, oversight of these goals was conducted through a distributed leadership model, utilizing the activities of related committees, councils, divisions, and leadership groups and positions to accomplish comprehensive planning to fulfill the college Mission.

The strategic goals that align most closely to existing committee charges and unit goals are as follows:
- • SG-1: Instructional Administrators (IA); IPPR
- • SG-2: President's Cabinet
- • SG-3: President's Cabinet; Communication & Web Services office

- SG-4 and SG-5: Diversity Advisory Committee (DAC), Sustainability Advisory Council (SAC), Diversity Conference Planning Committee, Bias Assessment & Response Team (BART), Diversity and Social Justice (DSJ) Requirement Committee; Council on Accessible Technology (CAT)
- SG-6: Students Services division; Strategic Enrollment Management (SEM) committee; Guided Pathways (GP) Committee; ATD Team; Center for Teaching & Learning (CT&L)

Committees, councils, divisions or leadership groups/positions that align with the strategic goals have charters with goals or charges that help support the assessment of relevant strategic goal(s). The implementation and assessment of these goals is shared through plans, reports, and progress on initiatives with President's Cabinet by those leaders who have oversight of comprehensive planning. Plans and reports are also shared with staff, faculty, and administrators as deemed appropriate by the planning group. The need for a central process of overseeing and collaborating on the development and assessment of OC goals, documents, and related feedback between the committees, councils, divisions and leadership units is recognized as a next step in continuous improvement. OC does have some successful examples of committees aligned with specific goals that have implemented and assessed the progress of said goals, including the reporting of their outcomes to the college community.

SG-1, OC provides and supports quality comprehensive instructional programs that meet student and community needs and respond to changing conditions, is carried out by the Office of Instruction, IA, and the IPPR. Led or supported by the VPI, these committees are comprised of direct reports (deans, associate deans, the Executive Administrative Assistant to the VPI, as well as directors of Instruction Support, CT&L, and the Shelton Campus). In addition to the VPI's direct reports, IA welcomes the President of the AHE and the Vice President for Adjunct faculty for the AHE to the meetings to help facilitate planning, implementation and communications. Instructional planning is conducted in IPPR through consensus-building of the represented constituencies, then shared out to the various divisions and departments where the plans are implemented.

SG-2, OC applies collaborative and transparent decision-making processes that engage the wider college community in planning the college's future. Recommendations from areas and committees across the college are funneled through the members of Presidents Cabinet consisting of the President's direct reports. While constituencies across the college are represented directly or indirectly on Cabinet, the practice of utilizing distributed leadership has increased the desire for methods to increase direct communication across committees and councils. Moving forward the President's new Policy and Shared Governance Committee Council will provide the structure to improve college-wide communication and collaboration.

SG-3, OC communication among employees, students, and the community is clear, consistent, and reliable, is carried out by President's Cabinet and the Office of Communications and Web Services. Sharing of plans and implementation are conducted through the OC email and its website banners; articles and document sharing are conducted through OC's internal and external Hub. While communications are repeatedly shared across the college, the various methods of sharing are greeted with positive and negative feedback. Some appreciate the variety of formats through which communications are disseminated, allowing them to access information in a form more familiar to them. Others find the variety communication formats confusing and unwieldy. This aspect continues to be explored and researched to provide the most efficient means of communicating with employees, students and stakeholders.

SG-4, OC serves as a site for cultural events, promoting diversity and inclusion to the wider college community, and SG-5, OC respects and supports diversity of thought, people, culture, ideas, and activities, both deal with the promotion of diverse cultures, ideas and events. The VPEI coordinates the Equity and Excellence Lecture Series and other equity and inclusion events that are extended to the community and a subcommittee of DAC organizes an annual Diversity Conference that draws presenters and participants from across the region and beyond.

SG-6, OC students succeed by engaging in campus life and meeting their self-determined educational goals, is addressed through the activities undertaken by the Student Services Division, the SEM committee, GP Committee and soon the ATD Team.

The Student Services Division and its various offices continuously strive to ensure students succeed. The recent development of the Ranger Station, as well as the employment of an Outreach Coordinator and Navigator were the result of years of gathering and analyzing data regarding student recruitment and onboarding.
SEM is comprised of small group teams (internal and external to SEM) whose work plans are implemented after SEM review and approval; progress reports are provided during monthly SEM committee meetings. Work plans are also reviewed with faculty, administrators, staff, and students and communicated throughout the institution. SEM documentation including agendas, work plans, *SEM Scorecards*, and other documents available for appropriate constituencies on the Internal OC Hub.

OC recently undertook the initial steps to develop a GP process at the college, especially to benefit first generation and low-income students. A committee was established, with membership from faculty and staff from across the college. The college completed a Scale of Adoption Self-Assessment to identify its progress in GP practices.
- First track: mapping student pathways – some progress but not systematically implemented;
- Second track: helping students choose and enter a pathway – some progress but not systematically implemented across college (student progress through math and Running Start's work with high schools rated at "scaling in progress";

- Third track: keeping students on the path – rated "not systematically implemented" though advisement, use of MAP, gradual use of predictive analytics, collaborations with OC Foundation to support students with financial needs, and monitoring and adjusting course scheduling show clear progress;
- Track four: ensuring students are learning – consistently rated "planning to scale" with exception of use of alternative methods to document student learning for future employers (portfolios are used in some programs).

The self-assessment provided insight regarding pathway development and supported OC's decision to join ATD which is being implemented starting the 2018-19 academic year.

Utilizing a distributed leadership model of diverse committees, councils, departments and divisions with the task of implementing strategic goals and the informally aligned Core Themes, OC has engaged in ongoing planning that assists in the fulfillment of its Mission. The structure employed, of disseminating the strategic goals across the college, has assisted in creating an integrated approach that engages its employees, students and stakeholders but is accompanied by delays and inconsistently communicated outcomes. OC's recognition of this trend has resulted in its ongoing efforts to redesign its planning structure in support of the college Mission. The newly proposed Policy and Governance Committee will focus on strategic planning, college effectiveness, budget oversight, and the governance system, to include monitoring accreditation processes and prioritizing major proposals. The accompanying College Budget Committee for budget review and prioritization body will focus on review, discussion, and prioritization of all budget requests. Prioritization of budgets will be based on BOT goals, Strategic Goals, and Mission fulfillment (e.g., ATD). Collectively, these committees will address existing dilemmas associated with elements of the distributed leadership model while building upon existing strengths.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The structure of distributed leadership employed by OC, utilizing various committees, councils, divisions and other leadership groups, is by its nature broad-based and provides for input from appropriate constituencies. The various planning processes are designed to solicit input from various employment groups, students, campuses, and community partners as appropriate. Examples include the following:

SEM continuously seeks input from institutional leadership, administrators, classified staff, faculty, student representatives, and other stakeholders to help identify enrollment management roadblocks and improvement opportunities. This includes mapping enrollment management and student support services activities with process owners to help streamline and realign processes and eliminate bottlenecks. SEM also hosted a "First-Quarter Student Experience" with students and staff to identify student enrollment and registration pain-points impacting student success and retention. SEM

has assessed its progress through a SEM Scorecard that is tracking actions and successes with regard to stated goals and outcomes.

OC and PSNS & IMF partner to offer comprehensive educational programs and services to PSNS & IMF employees. The two organizations collaborate to provide OC courses culminating in an Industrial Trades Technician Helper Certificate of Recognition, for entry level industrial trades workers; and courses culminating in an Associate in Technical Arts Degree in Industrial Trades Technician, for Apprentices. OC and PSNS & IMF collaborate to develop, revise, update and assess curriculum and services to meet the needs of PSNS & IMF employees and management. The process includes survey results from an annual survey of PSNS & IMF employees enrolled in the Apprentice and Helper courses; input from OC faculty and dean; input from PSNS & IMF Trade faculty and Director; input from PSNS & IMF supervisors and superintendents; and input from the program advisory committee consisting of representatives from the OC and PSNS & IMF. In 2017-2018, the OC and PSNS & IMF updated the ATA in Industrial Trades Technician curriculum. The result is curriculum that meets the specific needs of its constituencies and that was developed with robust, current PLOs and assessment measures. A similar process will be conducted in 2018-2019 for the Industrial Trades Technician Helper Certificate of Recognition curriculum. In recognition of the high-quality programs and services, OC and PSNS & IMF was given the American Association of Community Colleges (AACC) Outstanding Corporate Partnership Award, and the Dean responsible for the college parts of the partnership was given the PSNS & IMF Charles L. Derry Award.

The Ranger Station is an example of broad-based planning and the results of incorporating input from appropriate constituencies. A one-stop service point for students seeking Financial Aid, Registration, Admissions and Records, the Ranger Station was the work of all those entities and collaboration with the OC Student Government. Efforts continue to ensure the best service possible to support student learning and are usually shared with the SEM as part of the planning processes of that over-arching committee.

The newly formed FCC supports planning at OC through their oversight of the curriculum review process. Comprised of representative members from all divisions and distribution areas, the FCC also has ex officio members of staff and administrators that provide assistance and information as needed regarding Instructional policies and guidelines that impact curriculum development.

OCAP was formed to help support comprehensive planning by collecting information from various constituencies. This information was analyzed and shared with appropriate departments and function areas to support informed change management.

The Strategic Resource Allocation process is an example of a broad-based effort that had lasting impacts on the college. One of the key outcomes of this process was a revision of budget codes to separate out areas of study (i.e. Physical Sciences) into separate disciplines (i.e. Biology, Chemistry, Physics) for improved reporting and monitoring.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used in fulfillment of its mission.

The data obtained from the college during the strategic planning process suggested areas where revised processes and better communication were needed, including task-oriented information provided by the long-term planning process, a transparent resource allocation process aligned with strategic goals, and better alignment between program resources and Mission. Each planning group that was associated with these tasks identified the appropriate data needed to inform their planning processes (3.A.1). Data is analyzed by these groups and used to fulfill OC's Mission. Examples of how these group planning processes are informed by defined data to fulfill the Mission follow.

The CTC reviews the OCIT strategic plan (SP) at the end of the year. Items in the work plan are reviewed and reconciled if completed or not and if not, research is conducted to determine why. The results of such investigations determine if the items on the work plan should continue or if they should be removed because they are no longer needed. The council also responds to requests for approval or feedback from other bodies for policies, strategic plans, etc., based on data collected and analyzed. This example represents a planning body and process that directly reports to the President, is strategically linked to successful fulfillment of the college Mission through support of students, faculty, Instruction, Student Affairs, Business Administration and others. The CTC, which is housed in the OCIT department, includes membership from across the college and provides an example of a planning body whose work is ranked at "developed" to "highly developed" on the assessment rubric, and is crucially placed to assist OC in transitioning to the new ctcLink processes in 2020.

The SEM committee has worked closely throughout all levels of the institution to identify existing sources of enrollment and student success data. This data is used to help baseline current enrollment and student achievement performance and establish goals for improvement. SEM also benchmarked existing institutional data as appropriate with other comparable two-year higher education institutions within Washington State and nationally, using IPEDS and other survey sources to further identify opportunities for improvement. These data sources were then used to identify key performance indicators and establish metrics to help prioritize our enrollment management improvement efforts. The SEM committee with support from the OIE was then able to create models with data analytics using Civitas Illume to further fine-tune SEM strategies and drive our student success rates. This resulted in the rollout of the SEM Data Dashboard which is updated on an ongoing basis for use by SEM and institutional

leadership. This example represents a planning body that truly crosses the various functional areas of the college, with representatives from these functional areas and even work groups with members extraneous to the official SEM membership. While appearing to be unwieldy, the committee has nonetheless utilized connections from its various constituent members to plan and implement its initiatives – including providing data, analysis, implementation and communication. The college ranks the work of SEM as "emerging" according to the assessment rubric, though it is clearly ranked as "developed" in some of its targeted initiatives.

The College Instructional Strategic Plan was developed in 2015, and is reviewed annually by instructional deans and directors based on appropriate data and budgetary support. Annual work plans are developed with specific accomplishments documented each year as a means to assess progress and support the college Mission.

Other examples of appropriately defined data that has been used to help fulfill the OC Mission includes the seven-year project undertaken by Developmental English and college English faculty to better place incoming students, as well as to ensure an accelerated pathway for these students from developmental to college-level course work. The length of the project is partly due to the need of building up sufficient data to make informed decisions, and partly due to the complex nature of the effort. The initial pathway to college-level English included ENGL 091, 098, 099 and finally &101. Bridge classes were formed to expedite student progress while creating a "safety net" for students (ENGL 091/098 and ENGL 099/&101). The most recent modifications have reduced the steps to two or three to obtain college-level English (091, 099/101 or 091, 099/&101, &101 depending on student success in the combined bridge class). Data was not only used to guide the modifications; it has also demonstrated that students progressing through this accelerated structure experience equal and sometimes better success than those students who initially enter OC through the ENGL&101 class. Similarly, Mathematics has undergone a series of modifications using defined data. Developmental math worked to reduce the time of transition from pre-college to college level math. An unexpected outcome, in addition to reducing the overall time to transitioning to college-level courses, was the experience helped close the achievement gap for students reaching college-level courses in math and will hopefully increase in the completion of underserved students in the next two years. These examples are included because they highlight collaborations between Instructional areas and the Registration & Records office to ensure success. The work of these faculty provides an excellent example of long term, systematic planning that utilizes data and analysis to accomplish Mission Fulfillment – serving students and ensuring student success. These examples clearly meet the "highly developed" assessment rubric category.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

As indicated earlier, OC has utilized a distributed leadership model for planning that, while it increases input from the various constituencies of the college, nonetheless has

sometimes hindered the informing of decisions regarding resource allocation. Cabinet helps alleviate that impact by setting priorities and ensuring that the institutional capacity is not exceeded.

The strategic planning process highlighted a need for increased participation and transparency around allocation and budgeting decisions. OC selected a strategic resource allocation model that increased the requirement for programs to define and use metrics of program performance. Two major task forces were formed with the targeted goal of gathering data and information to guide decisions on resource allocation in 2014-15. The Support Task Force (STF) conducted a systematic evaluation of all support systems and programs at the college. The Academic Task Force (ATF) conducted an evaluation of all academic programs at the college, placing them in five quintiles based on how they reflected the Mission, Vision, Values, and strategic goals of OC. The process resulted in summary reports from each taskforce that included a list of funding priorities and identified areas where the program's performance and objectives were misaligned with the college's Mission and Strategic Goals. Actions based upon these reports have been undertaken, though the complete recommendations of both bodies were not fully implemented.

Changes in college structure and leadership since 2015 shifted the roles and responsibilities from one organization or group to another and disrupted the momentum of these efforts, and placing OC directly in the "emerging" category of the assessment rubric. New efforts to streamline planning, approve policies, and to reorganize a budget processes are currently under development as OC continues work on establishing a new Policy and Governance Committee in the Fall of 2018. (3.A.1)

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

> Emergency Management plans, provides training, and information regarding the emergency preparedness, prevention, response, and recovery. Along with Campus Security and Facilities Services, Emergency Management assists in coordinating campus-wide preparedness efforts, including: trainings, building safety, policy and program development. Additionally, Emergency Management works closely with local community partners in delivery a comprehensive and responsible strategy for campus preparedness.
>
> Emergency Management is divided into three main areas: Incident Management Policy Team (executive level policy making), Incident Management Team (management level of 'buyers, doers, planners, getters'), and Building Safety Coordinators (ground level primarily concerned with information sharing and building evacuation). The efforts of these areas are coordinated by the Director of Emergency Management. These areas work together to implement the Emergency Response Plan and assist with developing, implementing, and maintaining the Continuity of Operations Plan throughout the year.

Each year, Emergency Management, Campus Security, and other campus departments provide training opportunities throughout the campus on topics such as general preparedness, active shooter, threat assessment, Adult First Aid/CPR/AED, and similar to build campus resiliency. Often, these programs are held in conjunction with outside agencies, whether local law enforcement or emergency services. Evacuation and fire drills are held regularly for the Sophia Bremer Childcare Center and the residence hall, which are reported in the Annual Security Report.

The result of information provided through emergency planning revealed a gap in OC's emergency preparedness. In response to this, the determination was made to hire a Environmental Safety Compliance Officer to more effectively deal with a variety of safety issues that present liabilities for the college and potential safety issues for employees, students and visitors. The college is currently undertaking a search to fill the role of Environmental Safety Compliance Officer and this will fill an institutional gap between routine workplace safety and chemical hygiene compliance by providing subject-matter expert guidance as to how each of those can be maintained in an emergency situation.

OCIT is another area of the college that conducts planning for emergency preparation, disaster response and operational continuity in the face of natural disasters and man-made emergencies, including cyber-attacks. OCIT maintains an inventory and checklist of critical locations (data centers and communication rooms), and systems and services involved in emergency planning. Corresponding instructions and contingency plans to respond to emergencies are provided, along with operational continuity and recovery operations should catastrophic events significantly interrupt normal institutional system operations. OCIT works with the Facilities team to identify gaps in resources and develops mitigation strategies to resolve identified gaps.

The current OCIT SP also addresses continuous technology and storage modernization to better moderate possible system disruptions and possible service interruptions. The college is also working with external physical security consultants to assess the current technology use for safety. A recent presentation by OCIT to the BOT included the sharing of their Cyber Security plan and research on how the growing IT services is affected by needs for cyber security and how these are being accommodated while simultaneously fulfilling the technology needs – from Wi-fi access, to cloud storage, and even telephone services for all campuses.

To ensure emergency preparedness and contingency planning, the college has a board approved Financial Reserve Policy that allows the college to support institution operations for two full months. This precautionary policy helps prevent potential catastrophic events from compromising normal operations or recovery efforts.

The Incident Management Policy Team, Incident Management Team, and Building Safety Coordinators, in combination with the OCIT and Administrative Services Budgetary Reserve precautions, combine to form the main structure of OC's emergency preparedness. Whether the focus is on developing plans for possible emergencies, training personnel, establishing protocols, or dedicating funds, the comprehensive structure sets forth a basic format to address a wide variety of emergencies that could possibly occur at the college or in the region. While the budget reserve has a long history, the more recently developed cyber-security plans and the newly formed Emergency Management department place OC's emergency preparedness in the "emerging" category for the assessment rubric.

Chapter Four: Core Theme Planning, Assessment, and Improvement

Standards 3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement

Executive Summary of Eligibility Requirements 22 and 23

ER 22. Student Achievement

OC identified its core abilities (2005) as institutional, general education, and general degree LOs. The core abilities are published in the *Catalog*, online, and incorporated in the graduation applications. The core abilities are linked to program and SLOs. For program-specific degrees and certificates, PLOs are developed by faculty within the programs and approved through the FCC and IPPR process before final approval. Additionally, for some Professional-Technical programs, outcomes are approved by state approval and national accreditation. The PLOs are published in the *Catalog*, online and in the program pathway/guideline documents provided in the various program areas and division offices.

ER 23. Institutional Effectiveness

OC has developed systematic evaluation procedures for assessing programs and courses. The processes for evaluation are housed in the FCC (curriculum) and in IPPR (programs). Annual reports assess the extent to which the planning and evaluation procedures align with and support the Mission and Core Themes. The results from these annual reports and internal evaluations are used to improve curriculum, disciplines, programs and certificates, as well as to adjust and modify the standing committee processes to maximize efficiency.

Core Theme Overview

3.B Planning

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Each Core Theme was selected for its alignment to the Mission, Vision, Values, and strategic goals of OC. Core Theme planning is used to guide program and service

selection. However, there is not explicit or systematic alignment between the implementation and improvement of programs and services and the Core Theme objectives.

Metrics and data analysis are supported by the OIE, but the use of the data to inform planning has not been consistent or systematic across all institutional bodies charged with planning activities. Evaluation of the Core Theme indicators of achievement is based on measurable data, as detailed under the Core Theme sections below.

4.A Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.
4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Assessment of Core Theme indicators has been assigned to Vice Presidents, Deans, and Associate Deans across the college in areas where the data is most used. The Mission Fulfillment Scorecard provides a snapshot of the current status for each indicator based on review of the data.

Programs and services across the college were evaluated in 2014-15 through the strategic resource allocation process. The evaluation template included questions about alignment to Mission, Vision, Values, Core Themes, and strategic goals. Results of the strategic resource allocation process are detailed in 3.A.4.

Ongoing evaluation of academic programs is conducted by IPPR. The focus of IPPR is on evaluating academic programs based on Core Theme objectives for Core Theme A: Student Learning and Quality Teaching, Core Theme B: Student Access and Support, and Core Theme D: Community Enrichment and Responsiveness. This program review process addresses first time pass rates on standardized national or state exams, course completion and success (grade 2.0 or higher), program completions, faculty activities (research, scholarship, artistic creation, or service) that impact community, advisory committee activities, and employment and wages. Until 2017-18, IPPR also conducted systematic reviews of disciplines, defined as a course or set of courses that do not directly lead to a degree or certificate. After an internal assessment of the review process, it was decided that review of disciplines be moved to the division level. Discipline review committees will consist of the division dean, discipline faculty, and at least one faculty member outside the division. This structural shift will provide more opportunity for faculty engagement. Results of discipline review are reported to IPPR for further input as needed and reported to campus in the IPPR annual report.

Ongoing evaluation of services and non-academic programs has not been systematically incorporated into planning. The SEM committee is focused on improving enrollment

and retention through strategic interventions based mainly on objectives in Core Theme B: Student Access and Support. Current strategies include increasing the number of FAFSA forms processed and increasing student use of support services such as tutoring.

4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Core Theme indicators of achievement and associated measures were reviewed by the ALT and revised to ensure that they were meaningful, assessable, and verifiable. Data was collected, reviewed, and discussed at ALT meetings. The Improvement section of each indicator summarizes:

- Use of assessment results for planning, decisions, and resource allocation;
- Areas for improvement in the next self-study cycle including additional data; and
- Methods for sharing data with appropriate constituencies.

To facilitate ongoing and systematic monitoring and use of outcome indicators, OIE has developed data dashboards that are available to all OC employees. OIE is also developing annual Mission Fulfillment scorecards and reports that will be shared at the beginning of each academic year with the college, BOT, and the larger community via the college website.

Core Theme A: Student Learning and Quality Teaching

A.1: Demonstrate Student Learning

A.1.a First time pass rates on standardized national or state exams

1. Met: 80% of graduates pass licensure/certification exams or standardized exams (2014-15 94%, 2015-16 96%, 2016-17 96%)

Rationale

Results of exams that are required for licensure/certification can be used to demonstrate student competency and verify program effectiveness. To be licensed as a nurse in Washington State, students must complete the program and pass the appropriate National Council Licensure Examination (NCLEX). Medical Assistants (MAs) can acquire a credential in Washington State by passing one of five national exams:

- Certified MAs Examination through the American Association of Medical Assistants (AAMA);
- Registered MAs Certification Examination through the American Medical Technologists (AMT);
- Clinical MAs certification Examination through the National Healthcareer Association (NHA);

- National Certified MAs Examination through the National Center for Competency Testing (NCCT); or
- Clinical MAs Certification Examination through the American Medical Certification Association (AMCA).

Licensure for Physical Therapist Assistant (PTA) requires completion of the program and passing the National Physical Therapy Examination (NPTE). NCLEX and NPTE pass rates are based on first-attempt. The pass rates for the five MEDA exams include those who restested and passed.

Assessment

All programs have met or exceeded the threshold.
- ADN: 2014-15 87%, 2015-16 93%, 2016-187 93%
- MEDA: 2014 97%, 2015 100%, 2016 94%
- PN: 2014 93%, 2015 95%, 2016 94%, 2017 95%
- PTA: 2014 100%, 2015 96%, 2016 100%, 2017 100%

Improvement

Deans/Associate Deans and faculty in these programs use the data to inform decisions about curriculum modifications, admission requirements, preparation of students in the prerequisite courses and teaching and clinical experiences. Data is also included in the IPPR academic program review process and the questionnaire is posted on the OC Internal hub for employees. Pass rates are also communicated to communities of interest, including advisory committees, accreditation bodies, Nursing Care Quality Assurance Commission and on program webpages for Nursing, MEDA, and PTA.

A.1.b Preparation of OC professional-technical degree or certificate completers as employees

1. Met: 80% of employer survey respondents who rate the average educational preparedness of OC graduates or certificate completers as excellent or good. (2017-18 82%)

Rationale

OC has prioritized meeting the employment needs of local area employers and providing programs to meet their unique demands. The employer survey is one way to collect data on employer satisfaction with the preparedness of OC's students and graduates.

Assessment

During spring quarter 2017, WFD&BS and OIE conducted a survey of local employers. 82% of respondents indicated that the average educational preparedness of OC graduates or certificate completers as excellent or good. Ninety-five employers submitted the survey with fifty-four completing the survey in its entirety and forty-one completing the survey partially. There were twenty-eight respondents to the question about the educational preparedness of graduates or certificate completers. The question included fifteen job-related areas with a scale of excellent, good, neutral, fair, poor, and not observed.   An "excellent" rating was given in areas of teamwork, respect for different cultures, work ethic, adaptability/flexibility, and integrity in the workplace.

Improvement

Several programs are now assessing employer satisfaction via their robust advisory committees comprised of industry representatives to improve the response rate. This difficulty in obtaining employer feedback is not unique to OC and there is an increasing reluctance of employers to provide this information. Given the significant resources associated with this effort, it has been decided that OC will no longer use the Employer Survey tool but will look for alternatives to determine employer satisfaction, including adding an indicator that measures employer feedback through all of the advisory committees.

A.1.c Preparation of Professional-Technical Students for careers

1. Not Met: 80% of Graduate Survey respondents who are very satisfied or mostly satisfied with OC's contribution to their personal or professional growth. (2008-09 75.5%, 2010-11 71%)

Rationale

OC is committed to ensuring that programs and courses contribute to the knowledge, skills, and personal development of graduates and completers. One method for collecting this information is the Graduate & Completer Survey that includes many questions used to gauge student satisfaction with course work and the development of knowledge, skills, and abilities. The survey was sent to individuals who earned an AA, an AS, AAS-T, an ATA, or a certificate from OC during the previous academic year. The Graduate Survey is a locally devised assessment tool that can be compared only to prior student ratings.

Assessment

The Graduate & Completer Survey participants were directed to indicate their satisfaction with OC's contribution to their personal or professional growth in multiple categories including:

- Ability to shape your own future: 08-09 81%, 10-11 75%
- Computer skills: 08-09 67%, 10-11 57%
  Confidence in your ability to learn: 08-09 90%, 10-11 86%
- Reading ability: 08-09, 68%, 10-11 55%
- Speaking effectively: 08-09 73%, 10-11 70%
- Thinking critically: 08-09 82%, 10-11 80%
- Understanding/respecting different cultures/ideas: 08-09 70%, 10-11 64%

For 2008-2009, the response rate was 20% and the average percentage of responses in the top two rankings was 75.5%. For 2010-2011, the response rate was 20.6% and the average percentage was 71%. Modifications were made to the survey in 2010-2011 to include a "neutral" rating category to provide another option besides "little/somewhat helpful" for students who didn't feel strongly one way or another. As a result of the addition of the neutral option, the results of the "little/somewhat helpful" category fell significantly.

Improvement

End of program surveys are already in use and being considered as measurement tools for this indicator. This survey has not been delivered since 2010-11 because individual programs have discovered more useful data collection measures to inform how their programs prepare prof-tech students for careers. The low response rate of the original survey also made it very challenging to draw meaningful conclusions. The survey will be offered again in summer 2018, but there is ongoing discussion about alternatives for capturing this information. Based on discussions of the differences from program to program, more data from a variety of sources is already being used. The college is now in the process of designing how to assess the data holistically across multiple sources.

A.1.d Transfer student graduation rates

1. Not Met: OC transfer student graduation rates equal to or better than students who began their education at a four-year school (41%). (2009-10 51%, 2010-11 49%, 2011-12 36%, 2012-13 24%)

Rationale

Comparing the graduation rates of students who start at OC and transfer to four-year schools versus those who start and complete at four-year schools is one way to measure the effectiveness of OC coursework in preparing students. The Mutual Research Transcript Exchange (MRTE+) system from the SBCTC is a database of student unit records (courses, degree completions, demographics, transfers) across Washington's public higher education system. College and university participation is voluntary.

Assessment

The MRTE+ was used to identify students that started at OC in academic years (AY) 2008-09, 2009-10, 2010-11, and 2011-12, then transferred to a Washington 4-year college. The criteria were expanded to include students who may have also attended other WA 2-year colleges. These cohorts are compared to new students cohorts at Washington 4-year colleges in the same academic years. Data indicates that OC's graduation rates were slightly higher than 4-year rates in 2008, however they have been lower than the 4-year rates in subsequent years.

AY Started	OC rate	4 year rate	Rate difference
2008-2009	58%	56%	+2
2009-2010	51%	56%	-5
2010-2011	49%	55%	-6
2011-2012	36%	52%	-16
2012-2013	24%	41%	-17

Improvement

OC needs to continue monitoring this data and consider methods of assessment. Research indicates that students may take 6-8 years to complete a baccalaureate degree, so the rates for 2010-11 and later may improve in future reports. There are also several challenges with the MRTE+ data: reporting is voluntary; extracting data is complex; and determining OC students is difficult because many students take classes at

multiple colleges. Additionally, it would be useful to review the data by discipline/program to identify areas where the rate is higher, like Engineering, to highlight successes as well as areas for improvement. Discussing factors that contributed to success could highlight possible ways to move toward improvement in other areas. OC is also re-evaluating this measure to determine if tracking GPA and/or other available data may be a better indicator of the effectiveness of OC coursework in preparing students.

A.1.e Students completing OC baccalaureate programs

1. Not Met: 75% of Baccalaureate and Applied Baccalaureate students complete in four years or less (2014-15 70%, 2015-16 86%, 2016-17 69%)

Rationale

Promoting access to baccalaureate education for OC's place-bound population has long been a priority for the college. OC's service area has one of the highest percentages of associate degree holders and one of the lowest percentages of baccalaureate holders in the state.

Assessment

OC currently has four baccalaureate degrees:

- BSN, started in 2007: completion rate is calculated based on four years since taking first course. (2014 80%, 2015 98%, 2016 69%, 2017 74%)
- BAS-IS, started in 2014: cohorts are expected to complete in two years. (2014 cohort 53%, 2015 cohort 83%)
- BAS OLTM, started in 2015: cohorts are expected to complete in two years. (2015 cohort 88%)
- BAS DF, started in 2017: the program is in its first year of a two-year cohort, and therefore does not have any completion data to report.

The overall graduation rates for Baccalaureate and Applied Baccalaureate degrees was under the 75% target in 2014-15 and 2016-17, but above the target in 2015-2016. For BSN, the rate is subject to change given the four-year time frame.

Improvement

Many of the BAS degrees at OC are relatively new and are still collecting data to be used in determining future modifications to curriculum and programs. Data already collected is being used in refinements to the curriculum in both the BAS-IS and the BAS OLTM. The BSN program has used completion rate data to make decisions about program plan options and curriculum. Completion rates are included in IPPR's program review process and shared with the college via the OC Internal Hub. Completion data is also communicated through annual reports, including those to accrediting bodies.

A.1.f Course completion rates

1. Met: 60% of courses maintain a 70% or higher completion rate (2014-15 94%, 2015-16 86%, 2016-17 69%)

Rationale

Course completion rate compares the number of students earning credit compared to the number who enrolled in each course. Often community college students experience significant disruptions in their education due to work, family, housing, financial, and other challenges. These factors beyond the college's control were the reason that the target was set at 60% of courses maintaining a 70% or higher completion rate. While course completion rates may vary according to student preparation and course rigor, and completion rates for a given course may vary from year to year, setting appropriate prerequisites should provide a reasonable completion rate.

Assessment

An analysis of course completion rates from 2013-2014 through 2017-2018 showed that approximately 94% of courses had a 70% or higher completion rate. In 2017-2018, of 1109 courses, 1049 met the target, equating to 95%.

Completion Rate	2013-14	2014-15	2015-16	2016-17	2017-18
100%	39%	41%	41%	40%	45%
90% or more	64%	65%	65%	63%	70%
80% or more	85%	86%	85%	84%	87%
70% or more	94%	94%	93%	94%	95%

Improvement

Course completion data is included in IPPR's program review process and considered as one measure of student success. Data is shared with the college via Tableau dashboards and on IPPR's Internal Hub site. In some disciplines, like Mathematics, analysis of data over the last few years has helped faculty engage in conversations regarding student learning and reduce the variability in completion rates between Emporium sections. To foster similar faculty conversations in disciplines where the data has not been collaboratively reviewed, OIE will be distributing course completion data to faculty by discipline and class section beginning in Fall 2018 as part of the ATD initiative underway at OC. Current practices of nationally accredited programs that track attrition and retention (including for courses) will be used as models to help promote more consistency across the college. It is also important to note that earning credit does not necessarily mean the student is able to progress in their program of study. An additional indicator to explore is progression through required course sequences, many of which require a 2.0 grade or better.

A.2 Ensure faculty are effective educators.

A.2.a Student perceptions of teaching effectiveness and quality of relationships with instructors

1. Met: 80% of faculty undergoing course evaluations score on average 4 [out of 5] or higher. (2014-15 94%, 2015-16 94%, 2016-17 98%, 2017-18 95%)
2. Met: 80% of CCSSE respondents rate instruction relationships using a score of 5 [out of 7] or higher. (2016 83.3%)

Rationale

Student class evaluations are important to the ongoing assessment of teaching effectiveness. These evaluations provide information on students' perceptions of teaching, learning, and specific components of the course. Results from evaluations provide faculty members with timely feedback, which can be used to improve teaching and enhance student learning. The CCSSE includes questions about institutional practices and student behaviors that are highly correlated with student learning and retention. One of these measures is student-faculty interaction that can be correlated with student persistence toward completion of their educational goals.

Assessment

In 2017-2018, 95.3% of faculty received an average score of 4.0 or higher (of 5.0). Based on the results, students appear to be mostly satisfied with their instructors and classes. One weakness in the current system is that not all faculty use the same instrument with the same frequency, limiting the value of comparison. See A.2.a for discussion on how this data is used.

When reviewing the percent of respondents to the CCSSE surveys that rate relationships with instructors using a score of 5 [out of 7] or higher, results from the past three surveys have been over 80%: 84% (2009), 81.8% (2013), and 83.3% (2016). OIE has been distributing aggregated data from the surveys to foster faculty conversations around the results.

Improvement

While the thresholds have been met, it is important to examine the factors that led to success and re-examine the established thresholds for appropriate rigor. Further review of existing policies and practices regarding student evaluations of faculty are recognized as useful to ensure perceptions of faculty effectiveness and quality of relationships with instructors are maintained at OC.

A.2.b Faculty professional development and teaching improvement

1. Not Met: 100% of full-time faculty completing post-tenure review or professional-technical certification have an approved five-year professional development plan (2013-14 95%, 2014-15 100%, 2015-16 93%, 2016-17 82%, 2017-18 81%)
2. Met: 90% of CCFSSE respondents spend one hour or more in a typical 7-day week reflecting and working on ways to improve teaching (2015-16 98%)
3. Met: 80% CCFSSE respondents spend one hour or more in a typical 7-day week on research and scholarly activities (2015-16 82%)

Rationale

Learning and teaching are central to OC's purpose; however, research, scholarship, and reflecting on teaching are important as well. These activities impact student learning when faculty bring their interests, enhanced skills, and competencies back to the classroom to enrich the learning environment. Faculty involved in these activities also

model for their students the commitment to life-long learning that is one of OC's Values. Post-tenure review documentation includes a five-year professional development plan. Professional and technical faculty are required to have a professional development plan as a part of the certification process (WAC 131-16-094).   The professional development plan includes:

- Guided by the professional-technical skill standards, faculty (self) and administrator identification of professional development activities for professional growth.
- Measurable outcomes and objective standards for measurement of skill standard achievement.
- A timeline for successful achievement of outcomes.

The CCFSSE elicits faculty perceptions regarding their teaching practices and the ways they spend their professional time—both in and out of the classroom. Two measures were selected to capture perceptions on teaching-related improvement, research, and scholarly activities.

Assessment

Full-time faculty completing professional-technical certification data is available back to 2013 and post-tenure review data is available beginning in 2016.   For professional-technical faculty, 100% had a PDP on file in 2014-15, but the goal was not met in other years. The 5-year PDP requirement is a relatively new part of the post-tenure process and combined with professional-technical faculty, the numbers have not met the goal.

In the 2016 CCFSSE survey, 98% of all faculty, part-time and full-time, indicated that they spent one hour or more reflecting and working on ways to improve teaching, meeting the projected benchmark. 82% of all faculty responded that they spend one hour or more on research and scholarly activities, meeting the projected benchmark. Unfortunately, the response rate was low with a total of 61 faculty participating.

Improvement

Within the next two years, all full-time tenured faculty will have a 5-year PDP on file. Faculty have also requested training. The VPI's office is developing a centralized tracking system and planning sessions for all tenured faculty to clarify the PDP process. OC communicates requirements through the Office of Instruction's internal hub, and in the CBA.

While the CCFSSE thresholds have been met, further exploration on how to improve response rates is needed. The thresholds need to be re-examined to reflect appropriate levels of rigor and it may be useful to disaggregate the data by full-time and part-time faculty. OC helps communicate faculty professional development achievements through the monthly Instruction report to the BOT and annual reports.

Core Theme B: Student Access and Support

B.1 Maintain enrollment levels that reflect the demographics of OC's service area.

B.1.a Student and service area demographics
1. Met: 15% of underrepresented students enrolled at OC. (2014-15 19%, 2015-16 18%, 2016-17 20%, 2017-18 24%)

Rationale
Comparing enrollment of underrepresented populations (African-American, Pacific Islanders, Native American, and Latino) to service area demographics is an indicator of OC's ability to meet the needs of diverse populations through its programs and services and foster an inclusive environment. The percentages of underrepresented students, whose share of the population is projected to continue to grow, provide an important measure of access.

Assessment
The total percent for underrepresented groups in the service area is 15%. Enrollment of OC students had exceeded 15% since 2014-15.

Improvement
OC has developed an Equity Scorecard that includes data disaggregated by race and ethnicity for such indicators as achievement, progression and completion rates. Such data give visibility to and can facilitate meaningful inquiry into the institutional factors that contribute to equity gaps, in order to inform improvement strategies that support equitable student success.

B.2 Support students in the completion of their educational goals.

B.2.a Full-time student completion
1. Met: 70% of students complete first 15 credits within 2 quarters (2014-15 80%, 2015-16 83%, 2016-17 84%, 2017-18 24%)
2. Met: 70% of students complete first 30 credits within 4 quarters (2014-15 68%, 2015-16 71%, 2016-17 72%, 2017-18 71%)
3. Not Met: 70% of students complete degrees, certificates, and apprenticeships within 150% of "normal time" to completion for their program (2014-15 33%, 2015-16 37%, 2016-17 26%)

Rationale
Completion of the first 15 credits; first 30 credits; and degrees, certificates, and apprenticeships are momentum points used by the Washington SBCTCs' Student Achievement Initiative (SAI) as the basis of performance funding. Based on SAI research and data, these targets represent meaningful milestones of student success across all groups of students.

Assessment

Full-time students are registered for 12 credits or more and the data is based on their status at Fall Start. The status can change from quarter to quarter. Full-time students have completed 15 credits in 2 quarters since 2013 at rates of 70% and above. The rate for completing 30 credits in 4 quarters has been above the goal since 2015-16. Completion rates within 150% of "normal time" has been significantly lower than the goal. A small percentage have completed at over 150% of "normal time."

Improvement

OC's decision to join the ATD network and continued work toward the development of guided pathway maps for each program is a starting point for improving the completion rates for degrees, certificates, and apprenticeships. The college is developing more robust data reporting structures to provide timely information to all stakeholders about the student success improvement efforts.

B.2.b Part-time student completion

1. Not Met: 70% of students complete first 15 credits within 4 quarters (2014-15 39%, 2015-16 47%, 2016-17 46%, 2017-18 54%)
2. Not Met: 70% of students complete first 30 credits within 8 quarters (2014-15 29%, 2015-16 35%, 2016-17 33%, 2017-18 27%)
3. Not Met: 70% of students complete degrees, certificates, and apprenticeships within 300% of "normal time" to completion for their program (2014-15 9%, 2015-16 14%, 2016-17 7%)

Rationale

Part-time students are registered for less than 12 credits a quarter and the data is based on their status at Fall Start. The status can change from quarter to quarter. The timeframe for part-time student completions is doubled over the timeframe for full-time students. Part-time students comprised 64% of the student population in 2016-17, and the college needs to measure their progression and success rates using the same goals as the full-time students to ensure the programs are meeting the needs of all students.

Assessment

The completion rates for part time students completing 15 credits in 4 quarters has been increased from39% in 2013 to 54% in 2017-18, but is still below the goal. The rate for completing 30 credits in 8 quarters has been around 30%, well below the goal. Completion rates within 300% of "normal time" have been around 10%, which is drastically below the goal.

Improvement

Data will need to be closely reviewed to determine interventions for improving and optimizing progression rates for part-time students. There are several factors to consider including review of course schedule impacts, clarification of pathways, and methods for connecting students to available resources.

B.2.c Completion for historically underrepresented subgroups (full-time)

1. Met: 70% of underrepresented students complete first 15 credits within 2 quarters (2014-15 72%, 2015-16 68%, 2016-17 80%, 2017-18 79%)
2. Not Met: 70% of underrepresented students complete first 30 credits within 4 quarters (2014-15 56%, 2015-16 57%, 2016-17 61%, 2017-18 66%)
3. Not Met: 70% of underrepresented students complete degrees, certificates, and apprenticeships within 150% of "normal time" to completion for their program (2014-15 26%, 2015-16 29%, 2016-17 22%)

Rationale

This indicator focuses on underrepresented subgroups (African-American, Pacific Islanders, Native American, and Latino) compared to overall cohort of certificate or degree seeking students. OC completion rates vary widely, and at present the completion of students of color lags significantly behind that of white students. Given this gap in student achievement for students of color, OC's goal is to show continuous improvement towards parity in persistence and completion ratios of historically

Assessment

Full-time underrepresented students have met the goal for three out of the four years of data when completing the first 15 credits. However, the other measures for first 30 credits and degree/certification completion have been under the goal.

Improvement

In 2016, the VPEI and the Director of the CT&L began offering Equity Institutes for faculty and staff to enhance their knowledge and skills in the use of evidence-based practices that help close equity gaps and enhance overall student success. Equity data in Tableau and the Equity Scorecard provide further support for equity-minded practitioner inquiry and interventions to foster equitable student success. OC's participation in the ATD network will lend additional support and accountability to these and other efforts to improve the completion rates for degrees, certificates, and apprenticeships for all populations, especially underrepresented groups.

B.2.d Basic Studies completers (GED, HS 21+)

1. Not Met: Continuous improvement in % of college certificate or degree-seeking students who complete Basic Studies and progress through to college level courses. (2013-14 58%, 2014-2015 61%, 2015-16 57%)

Rationale

Basic skills students face a daunting array of barriers to success, not the least of which is the time required to complete the courses needed before they are even eligible for college. Tracking their retention, achievement, and completion is a first step to providing the support structures needed to assist them in attaining their goals. SAI data shows that retaining students through their first 15 and 30 credits is correlated with future success. Retention of new students through their adjustment to college is particularly difficult, especially first-time students. This population requires special attention to equip them with the survival skills needed and achieving success through

their first 30 credits can give them the incentive and positive experience needed to stay the course.

Assessment

The following data for OC reflects a student's self-declaration of their intent to enter post-secondary education following the completion of the Adult Basic Skills program. Overall, there has been a decline in those indicating their intent to enroll in post-secondary education. This can be attributed to a variety of factors: the effects of a recovering economy, work / life balance, child care etc. However, since the inception of the competency-based diploma program (HS21+) in 2015 – 2016 and the hiring of Transitions Specialists, we expect to see a reversal in this downward trend. It should also be noted that according to the WABERS+ data, the majority of participants enrolled primarily to complete their GED /HS 21+, as a means to maintain or secure immediate employment.

Year	Entered Post-Secondary	Achieving Outcome	% Achieved Outcome
2015 – 2016	131	75	57%
2014 – 2015	168	102	61%
2013 – 2014	215	125	58%

Data from WABERS+ Federal Table 5 Core Follow-up Outcome Achievement. Note: The snapshot data was not available for 16/17 at the time of publication.

Improvement

The results will continue to be used to inform decision making for continuous program improvement, as well as revealing patterns, trends about our department and institution's allocation of resources and capacity to serve existing and future students. The following strategies are currently being used or will be implemented to improve student retention and progress on to college level courses.

2. Expand the use of the Integrated Basic Education and Skills Training (I-BEST) instructional model to as many programs of study as possible. Prior I-BEST program approval will allow OC to bring in critical I-BEST instructional support on an as needed basis in response to students' assessment scores.

3. Transition Specialists will continue to meet with students to encourage completion goals and provide information about internal and external student support services and resources. They will also continue to meet with faculty to share information about our department and support bridges to professional-technical programs for students.

4. Work with the Opportunity Grant program to help I-BEST students access funding for programs of study which require tuition, books, and supplies.

5. Incorporate systematic program reviews.

B.3 Provide support that facilitates student success.

B.3.a Satisfaction with student support services

1. Not Met: 80% or CCSSE respondents who are somewhat or very satisfied with services listed (2016 78%, 2018 75%)

Rationale

Student satisfaction with all student support services is a critical measure of the effectiveness of these programs. OC routinely surveys current students and graduates to gather feedback regarding their satisfaction levels with the student support services offered. These surveys provide an overall rating of satisfaction with the services, as well as information regarding student access and frequency of use. Several of these surveys compare OC's ratings to national norms, providing a context for the ratings. Student comments provide valuable insights regarding the reasons why certain services were rated high or low.

Assessment

There is a large "N/A" response rate to the student support services questions from the 2016 CCSSE data that skew the data. The referenced totals below are the percentages of total answers that were either "somewhat" satisfied or "very" satisfied minus the total of N/A responses. There were six student support services questions (excluding academic advising/planning). The six services are career counseling (81.66%), job placement assistance (69.37%), peer/other tutoring (85.66%), skills labs (89.24%), childcare (63.08%), and financial advising (79.20%). The total percentage for three out of six questions exceeds the 80% satisfaction target. A fourth question regarding financial advising missed the target by less than 1 percentage point (.8%).

Improvement

There is still more work to be done with childcare because only 63.08% of students were satisfied with the services. The other area that needs more institutional attention is job placement assistance (69.3%). There may be some confusion about whether job placement refers to assistance while still a student or after completion. The large "N/A" response rate to the student support services questions indicates a need for OC to determine why students are not answering the questions. There are also recognized limitations with the survey instrument including the lack of updates to the survey structure.

B.3.b Satisfaction with advising

1. Met: 80% of CCSSE respondents who are somewhat or very satisfied with academic advising/planning (2016 92%, 2018 87%)

Rationale

Advising plays a key role in getting and keeping student on the correct academic path. Student satisfaction is one measure of the effectiveness of advising services.

Assessment

There is a large "N/A" response rate to the student support services questions from the 2016 CCSSE data that skew the data. After removing the "N/A" responses were removed, results indicate a 91.96% satisfaction rate for advising and planning, exceeding the 80% target.

Improvement

Because the thresholds have been met, it will be important to examine the factors that led to success and re-examine the established thresholds for appropriate rigor. The large response rate of "N/A" to the student support services questions makes it worthwhile to determine why students are not answering the questions.

B.3.c Financial aid response time

1. Met: Average time to award for students meeting priority application deadline will be 6 weeks or less (2014-15 4 weeks, 2015-16 5.7 weeks, 2016-17 5.5 weeks)

Rationale

A shorter response time for Financial Aid awards gives students using financial aid an equal start to the quarter with other students. Prompt receipt of financial awards facilitates recruitment, timely enrollment, and prompt start of classes, and provides textbooks and materials when needed.

Assessment

Trends over three years show that the average Financial Aid response time has been within the target time range.

Improvement

Because the thresholds have been met, it will be important to examine the factors that led to success and re-examine the established thresholds for appropriate rigor.

Core Theme C: College Environment

C.1 Foster a campus climate that is welcoming to all.

C.1.a Campus climate for diversity

1. Not Met: 50% of DLE Survey respondents are satisfied or very satisfied with OC's institutional commitment to diversity. (2016-17 48%)

Rationale

The campus climate refers to the social and psychological climate of a campus that can impact students' ability to benefit from their educational environment. The campus climate for diversity refers to the climate variables that have been shown to be salient in DLE as measured by the DLE Survey, administered for the first time in the spring of 2016, one such variable, Institutional Commitment to Diversity, is a measure of a student's perception of the college's commitment to diversity. Individual survey items contributing to this variable are 1) Promotes appreciation of cultural differences; 2) Has a long-standing commitment to diversity; 3) Accurately reflects the diversity of the student body in publications; 4) Has campus administrators who regularly speak about the value of diversity. The mean for this factor is scaled to a population mean of 50, with a standard deviation of 10.

Assessment

In the first administration of the DLE, the college nearly met its target with a mean score of 47.9, as compared to a mean of 47.8 for comparison institutions participating in the Survey. The vast majority of respondents indicated they were satisfied or very satisfied with the items comprising this factor:

- Promotes appreciation of cultural differences – 94.4%
- Has a long-standing commitment to diversity – 94.2%
- Accurately reflects the diversity of the student body in publications – 91.9%
- Has campus administrators who regularly speak about the value of diversity – 87.9%

Improvement

The small number and lack of representativeness of the survey participants may have distorted the mean. To make the scores more meaningful, it will be important to explore efforts that will foster greater participation in future DLE surveys, which are scheduled to be administered every other year. Other measures are being explored to provide additional data to address this indicator.

Core Theme D: Community Enrichment and Responsiveness

D.1 Affirm the relevance of OC's existing education and training offerings to community needs relevance of OC's existing education and training offerings to community needs

D.1.a Employer satisfaction

1. Met: 80% of employer survey respondents rate themselves as satisfied or highly satisfied with OC's degrees in meeting the needs of their organizations (2017-18 82%)

Rationale

Meeting the employment needs of local area employers is a priority for a community college. While it is impossible to maintain programs that fill every single need, it is important to take into account the unique demands of local employers in selecting which programs to offer.

Assessment

While the employer feedback to this question was positive and exceed the established target, the number of employer responses was quite low. For the 2017 Employer Survey, there were just thirty-nine responses to this question. This difficulty in obtaining employer feedback is not unique to OC. There is an increasing reluctance to provide this information. Accrediting bodies for programs such as Nursing have abandoned this effort, but Nursing programs still use data. Instead, the programs now assess employer satisfaction via its robust professional-technical advisory groups.

Improvement

Given the significant resources associated with distributing and analyzing the Employer Survey, it has been decided that OC will no longer use the Employer Survey tool. Other methods of determining employer satisfaction are being explored. OC communicates

information from employer satisfaction to relevant accrediting bodies, advisory committees, at Professional-Technical quarterly meetings, and to relevant professional technical personnel.

D.1.b Status of completers

1. Met: 75% of OC completers will be "working" or "enrolled" or "enrolled and working" (2014-15 87%, 2015-16 87%)

Rationale
The appropriateness of OC offerings can be measured by providing appropriate education for completers to find work, to continue on in their education, or both. The Program of Study Profiles data from SBCTC's Data Linking for Outcomes Assessment (DLOA) database contains data compiled on an annual basis related to employment and further education of college students.

Assessment
Between 2011-12 and 2015-16, the percentage of those "working" or "enrolled" or "enrolled and working" has consistently been over 87%. There are some completers whose status is unknown, but that is a relatively small percentage.

Improvement
This standard is clearly met. OC communicates this data to the accrediting bodies through annual reports, to program faculty and advisory committees.

D.2 Engage in ongoing partnerships and collaborations with the community

D.2.a Advisory Groups

1. Met: 100% of professional-technical advisory groups met at least twice during the previous year (All years 2014-2017 100%)

Rationale
Mirroring the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, Washington state law also requires each professional-technical program to have an affiliated advisory committee to inform program content and industry standards, certifications, changes impacting the field of study, the equipment and techniques used in practice, among other elements. OC has always complied with the published minimum requirements. Advisory committees are comprised of professionals actively employed in the industry who provide technical assistance and resources; review and offer feedback on career & technical training program's ability to meet industry and employer needs while ensuring that program graduates are capable of performing skills in the occupation in which they are trained and at the requisite mastery levels. Advisory committees that meet regularly and have both the membership minimum and sufficient attendance to meet the quorum rules are indicative of positive community partnerships. Those programs with national accrediting bodies also communicate advisory committee participation and contributions in their annual reporting efforts.

Assessment
Data indicates that 100% of advisory committees met a minimum of twice a year.

Improvement

An additional step OC can explore is to add a standing agenda item to the spring meeting agendas for each advisory group to review their progress on the program of work for the year. It will serve as an opportunity to validate the work done and identify opportunities for the coming year. OC solicits information from each of the committees about their achievements and what specifically they would like to highlight. The committee chair describes the group's accomplishments at a professional development and celebration event. These successes are recorded in a booklet as well and distributed to all advisory committee members for inspiration. Ensuring that this event takes place every other year is an improvement OC can make.

D.2.b Career Pathways

1. Met: 100% of professional technical programs have career pathway roadmaps (All years 2014-2017 100%)

Rationale

A Career Pathway roadmap lays out the required education and training that is intended to lead to an expected employment outcome for each level of achievement in a certain industry or occupation. These roadmaps are beneficial for current and prospective students, as well as local high school career counselors and career and technical educator, and employers.

Assessment

100% of professional-technical programs have career pathways that are available on the OC website.

Improvement

Career Pathway roadmaps should include indicators to denote which programs have course articulations agreements in place whereby students may earn dual credit in high school and emphasize connections to Washington State's Career Connected Learning efforts thereby strengthening our high school and community partnerships.

D.3 Promote economic development in the community

D.3.a Economic impact

1. Met: Positive economic impact on service area (2014 $412.4 million)
2. Not Met: Employment rate of OC completers (2014-15 74%, 2015-16 73%)

Rationale

OC strives to promote economic growth and create a significant positive impact on the communities of its service area by generating a return on investment to its major stakeholders, students, taxpayers, and society.

Economic impact can also be measured by comparing the employment rates of completers. In 2015-16, OC had the fifth highest workforce education FTEs at 2,911 and headcount at 6,058 of the thirty-four community and technical colleges in Washington

based on student indicated purpose of attending. Employment data is from the SBCTC Academic Year Report.

Assessment

During 2014-15, according to the OC and its students added $412.4 million in added income to the service area economy, approximately equal to 3.3% of the region's total GRP. The employment rate of completers has not met the 80% target, but is equivalent to the system total. Completers include graduates, those completing at least 45 workforce education credits without a degree or certificate, and those completing uniquely designed programs. Beginning with the 2015-16 SBCTC Academic Year Report, the employment rate is for Washington state employment only (no self-employed). In prior years, the rate included an estimate for out-of-state employment and self-employed.

Improvement

OC had a positive impact on its service area as measured by its contributions to the economy, but it may be worthwhile to explore other methods for measuring economic impact. The threshold for the employment rate threshold may also be reconsidered since it does meet the system total. Considering the employment rates of non-completers may also demonstrate that OC is contributing to their employment through skills learned in courses taken even though they did not complete a certificate or degree. In some programs, like Electronics, students are hired for their expertise before completing their programs.

Core Theme Summary

OC has significant work ahead to improve the Core Theme indicator scores which will include examining the thresholds, addressing indicators that are lagging, and reviewing the indicators and data sources. To address these and other emerging challenges, OC has joined ATD, a comprehensive reform movement of more than 220 community colleges, each committed to helping students achieve their college and career goals. These colleges have a laser focus on equity, closing achievement gaps, and increasing graduation rates with an emphasis on low-income students, first-generation students and students of color, groups that have been traditionally underserved in higher education. As an ATD member college, OC will develop targeted student success goals and refine the college's data reporting and analytics in order to develop programs that increase the graduation rates of all students. Through ATD, OC will continue working on pathways that are designed to:
- Simplify the path for students
- Help students get on the path
- Help students stay on the path
- Ensure students learn

Core Theme A: Student Learning and Quality Teaching

A.1 Demonstrate Student Learning

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
A.1.a First time pass rates on standardized national or state exams	% of graduates who pass licensure/certification or standardized exams	80%	▲ (green) 94%	▲ (blue) 96%	▲ (blue) 96%	-
A.1.b Preparation of OC professional-technical degree or certificate completers	% of employer survey respondents who rate average educational preparedness of OC grads or certificate completers as excellent or good.	80%	-	-	-	▲ (green) 82%
A.1.c Preparation of professional-technical students for careers	% of graduate survey respondents who rank their learning at OC as helpful or very helpful in contributing to their knowledge, skills, and personal development.	80%	▼ (yellow) 2008-09 75.5%	▼ (red) 2010-11 71%	-	-
A.1.d Transfer student graduation rates	OC transfer student graduation rates equal to or better than students who begin their education at a four-year school.	41%	▲ (green) 2009-10 51%	▲ (green) 2010-11 49%	▼ (red) 2011-12 36%	▼ (red) 2012-13 24%
A.1.e Students completing OC baccalaureate programs	% of Baccalaureate and Applied Baccalaureate students who complete in four years or less.	75%	▼ (yellow) 70%	▲ (green) 86%	▼ (yellow) 69%	-
A.1.f Course completion rates	% of courses that maintain a 70% or higher completion rate.	60%	▲ (blue) 94%	▲ (blue) 93%	▲ (blue) 94%	▲ (blue) 95%

A.2 Ensure Faculty are Effective Educators

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
A.2.a Student perceptions of teaching effectiveness and quality of relationships with instructors	1. % of faculty undergoing OC course evaluations who score on average 4 (out of 5) or higher.	80%	⬆️ 94%	⬆️ 94%	⬆️ 98%	⬆️ 95%
	2. % of CCSSE respondents who rate instructor relationships using a score of 5 (out of 7) or higher.	80%	-	⬆️ 2016 83.3%	-	-
A.2.b Faculty professional development and teaching improvement	1. % of FT faculty completing post-tenure review or prof-tech certification who have an approved five-year professional development plan.	100%	⬆️ 100%	⬇️ 93%	⬇️ 82%	⬇️ 81%
	2. % of CCFSSE respondents who spend one hour or more per week reflecting and working on ways to improve teaching.	90%	-	⬆️ 98%	-	-
	3. % of CCFSSE respondents who spend one hour or more per week on research and scholarly activities.	80%	-	⬆️ 82%	-	-
	TOTAL CORE THEME A SCORE:		⬆️	⬆️	⬇️	⬆️

B.1: Maintain Enrollment Levels that Reflect the Demographics of our Service Area

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
B.1.a Student and service area demographics.	% of underrepresented students enrolled at OC.	15%	↑ 19%	↑ 18%	↑ 20%	↑ 24%

B.2: Support Students in the Completion of their Educational Goals

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
B.2.a Full-time student completion	1. % completing first 15 credits within 2 quarters.	70%	↑ 80%	↑ 83%	↑ 84%	↑ 85%
	2. % completing first 30 credits within 4 quarters.	70%	↓ 68%	↑ 71%	↑ 72%	↑ 71%
	3. % completing degrees, certificates, and apprenticeships within 150% of "normal Time".	70%	↓ 33%	↓ 37%	↓ 26%	TBD
B.2.b Part-time student completion	1. % completing first 15 credits within 4 quarters.	70%	↓ 39%	↓ 47%	↓ 46%	↓ 54%
	2. % completing first 30 credits within 8 quarters.	70%	↓ 29%	↓ 35%	↓ 33%	↓ 27%
	3. % completing degrees, certificates, and apprenticeships within 300% of "normal Time".	70%	↓ 9%	↓ 14%	↓ 7%	TBD

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
B.2.c Completion for historically underrepresented subgroups (Full-time)	1. % completing first 15 credits within 2 quarters	70%	⬆ 72%	⬇ 68%	⬆ 80%	⬆ 79%
	2. % completing first 30 credits within 4 quarters	70%	⬇ 56%	⬇ 57%	⬇ 61%	⬇ 66%
	3. % completing degrees, certificates, and apprenticeships within 150% of "normal Time".	70%	⬇ 26%	⬇ 29%	⬇ 22%	TBD
B.2.d Basic Studies completers (GED, HS 21+)	% of certificate or degree-seeking students who complete Basic Studies and progress through to college level courses.	CI*	⬇ 58%	⬆ 61%	⬇ 57%	TBD

B.3: Provide Support that Facilitates Student Success

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
B.3.a Satisfaction with student support services	% of CCSSE respondents who are somewhat or very satisfied with services listed.	80%	-	⬇ 2016 78%	-	⬇ 2018 75%
B.3.b Satisfaction with advising	% of CCSSE respondents who are somewhat or very satisfied with academic advising/planning.	80%	-	⬆ 2016 92%	-	⬆ 2018 87%
B.3.c Financial aid response time	Average time to award for students meeting priority application deadline.	6 Weeks	⬆ 4 wks	⬆ 5.7 wks	⬆ 5.5 wks	TBD
	TOTAL CORE THEME B SCORE:		⬇	⬇	⬇	

*Continous Improvement

Core Theme C: College Environment

C.1: Foster a Campus Climate that is Welcoming to All

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
C.1.a Campus climate for diversity	% of Diverse Learning Environments (DLE) survey student respondents who are satisfied or very satisfied with OC's institutional commitment to diversity.	50%	-	-	⬇ 48%	-
	TOTAL CORE THEME C SCORE:				⬇	

Core Theme D: Community Enrichment and Responsiveness

D.1: Affirm the relevance of OC's Existing Education and Training Offerings to Community Needs

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
D.1.a Employer satisfaction	% of employer survey respondents who are satisfied or highly satisfied with OC's degrees in meeting their organization's needs.	80%	-	-	-	⬆ 82%
D.1.b Status of completers	% of OC completers "working" or "enrolled" or "enrolled and working".	75%	⬆ 87%	⬆ 87%	-	-

D.2: Engage in Ongoing Partnerships and Collaborations with the Community

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
D.2.a Advisory Groups	% of professional-technical advisory groups who met at least twice during the previous year.	100%	⬆ 100%	⬆ 100%	⬆ 100%	⬆ 100%
D.2.b Career Pathways	% of professional-technical programs with career pathway roadmaps.	100%	⬆ 100%	⬆ 100%	⬆ 100%	⬆ 100%

D.3: Promote Economic Development in the Community

INDICATOR	MEASURE(S)	GOAL	2014-15	2015-16	2016-17	2017-18
D.3.a Economic impact	1. Economic impact on service area.	Positive	⬆ $412.4 M	-	-	-
	2. Employment rate of OC completers	80%	⬇ 74%	⬇ 73%	-	-
TOTAL CORE THEME D SCORE:			⬆	⬆	⬆	⬆

	2014-15	2015-16	2016-17	2017-18
Total Mission Fulfillment Score:	⬇	⬇	⬇	⬆

2017-18 data not available for several measures until December 2018

Stop-Light Scoring Legend:		Definition	Action
Above	⬆	**Significantly Exceeds Goal** (20% or more)	**Exceeds established benchmark**
On-target	⬆	**Goal Met**	**Meets target baseline**
Caution	⬇	**Progess Toward Goal Met**	**Significant goal progress made**
At-Risk	⬇	**Goal Not Met**	**Develop corrective action plan**

Programs and Services – Planning, Assessment, and Improvement

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

IPPR considers and evaluates requests for new academic programs or major revisions and conducts systematic program reviews for all college instructional programs. Academic programs are defined as a series of courses leading to a certificate or degree in both professional-technical programs and academic areas of study.

Programs are measured by their contribution to the following:
- Student success in current and future work, education, or citizenship
- The college's Mission
- Value to the community
- Industry standards
- Partner expectations (i.e. transfer requirements, advisory committees, industry)

Program faculty complete questionnaires addressing these measures and are invited to present their finding to the committee. The committee provides commendations and makes recommendations regarding enrollment strategies such as outreach and marketing, support of hiring new faculty, and equipment or infrastructure needs. These recommendations are shared with President's Cabinet and the entire campus in the committee's annual report.

The FCC, an advisory council to the VPI, reviews, evaluates, approves and/or recommends action on all matters related to the curriculum of the college. The primary role of FCC is to approve curriculum for new programs and new and revised course curriculum. In addition, FCC provides guidance and oversight to ensure that curriculum is sound, comprehensive and responsive to the evolving needs of OC's students as well as the academic, business, and local communities. FCC's voting membership consists of faculty representatives. Ex-officio members from administration and/or support staff also serve in an advisory capacity.

Non-academic program and services are evaluated using a distributed approach within their divisions and departments based on data that is identified as measurable and meaningful to the program or services. Results of the assessments are used to inform planning, decision making, and allocation of resources. Examples include the Ranger Station and OCIT detailed in 5.A.2.

 As an ATD college, OC will have access to the Institutional Capacity Assessment Tool, a comprehensive framework that assesses colleges across seven essential capacities: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning; and Policies & Practices. The framework is designed to provide an assessment of capacities within an institution to aid in both conversation and strategic actions that may guide institutional change.

Student achievement – Assessment & Improvement

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Beginning with the 2016-2020 faculty CBA, assessment and documentation of SLOs is now an essential responsibility of all full-time teaching faculty. In 2017, the part-time Director for the CT&L was assigned an additional part-time role to be the Assessment Coordinator and co-chair IAC.

OC is in the process of redesigning its system of assessing course, program, and degree LOs. This process endeavors to make that system more coordinated, sustainable, and meaningful to faculty, as well as more useful in understanding the achievement of OC students—particularly students from historically underrepresented or underserved populations.

OC's core abilities—Communication, Global Perspective, Information Literacy and Technology, Lifelong Learning, and Thinking—have served as institutional, degree, and general education SLOs. Beginning with the 2012 – 2013 *Catalog*, students completing a transfer degree must demonstrate each core ability by taking specific courses prior to graduation.

Faculty participated in semi-annual assessment institutes through 2014-2015, originally developed to assess core ability outcomes using sample artifacts, faculty-developed rubrics and rating sheets, and interdisciplinary charrettes. Faculty members from the

Learning Assessment Committee (LAC) wrote reports documenting the process and presenting student attainment of Core Ability outcomes to the wider college community. Institutes to assess core ability outcomes ended in June 2015 for several reasons, including diminishing faculty participation rates, difficulty collecting statistically significant numbers of samples, and little follow-through in using results for improvement.

In 2017, the LAC was restructured to become the IAC. During 2017-18, the IAC charter and work plan were revised to reorient the Council from compliance to faculty engagement and support for a "culture in which ongoing assessment is valued as part of an institutional commitment to improving the quality of teaching and learning." The focus of the IAC is to provide guidance to faculty about assessment methods, and to design, implement, and monitor the assessment system. IAC's work intersects with both the FCC and IPPR committee.

Much of OC's work since has focused efforts not at the top of the pyramid (Core Abilities), but on the foundation—course and program outcome assessment—that gives relevance and meaning to broad core abilities like Communication and Thinking. This work includes developing aggregate SLOs in humanities, social sciences, natural sciences, written communication, and quantitative and symbolic reasoning distribution areas. These distribution area outcomes, analogous to program level outcomes in professional-technical programs, give students a clearer understanding of the types of knowledge, skills, and abilities each distribution adds to their education, and provides the college a middle level between course and core ability outcomes to capture student achievement in general education and the AA-DTA.

Business & Technology (B&T) and MESH, two large instructional divisions, have also concentrated on course and PLOs. In B&T, the division that houses most professional technical associate programs, faculty responsible for five different programs revised their curriculum and delivered assessment plans aligning course, program, and core ability outcomes, and outlining signature assignments for PLO assessment, specific measures of success, and a sustainable assessment cycle. MESH faculty reviewed their CLOs, submitted annual assessment plans to their dean, and presented evidence of student learning in their courses at the winter division meeting.

In addition, professional development workshops sponsored by the CT&L, OIE, and IAC provide support for faculty assessment practices and interdisciplinary learning. Workshops have addressed assignment design and transparency, Canvas outcomes and analytics, rubric design and use, formative assessment methods, indirect assessment tool data trends such as the Survey of Entering Student Engagement (SENSE) and CCSSE and more.

In 2017-2018 the IAC initiated two faculty pilots to test the benefits and limitations of the Canvas learning management system and CurricUNET assessment module in LO

assessment planning, documentation, and reporting. 19 faculty members from a variety of disciplines participated in the Canvas pilot. Faculty used a common rating scale and Canvas rubrics to assess and report student achievement of course-level SLOs in at least one spring quarter course. Based on input from participating faculty, this pilot will be repeated with additional faculty in summer and fall 2018. Six faculty piloted the assessment module in CurricUNET and were able to store assessments for their course learning outcomes.

These efforts, while not yet fully systematized, are evidence of growing faculty interest and participation in LOs assessment. OC faculty use the results of assessment of student learning to inform academic practices. Results of student learning assessments are disseminated in a variety of ways to appropriate constituencies.

Several of programs are nationally accredited and have detailed systematic program evaluation plans that include direct and indirect assessment of SLOs that lead to enhancement of student learning achievements. Programs that are nationally accredited include the ADN program by Accreditation Commission for Education in Nursing, the BSN by Commission on Collegiate Nursing Education PTA by Commission on Accreditation in Physical Therapy Education, MEDA by Commission on Accreditation of Allied Health Education Programs, and the Culinary program by American Culinary Federation. Results of student learning are distributed to advisory boards, posted on program websites, and disseminated to communities of interest as indicated, such as the national accrediting bodies by annual reports.

ADN faculty use a Systematic Program Evaluation Plan (SPEP) to emphasizing the ongoing, comprehensive assessment of the SLOs, PLOs role-development competencies, and the Accreditation Commission for Education in Nursing (ACEN) Standards. The SPEP includes specific, measurable expected levels of achievement (ELA), frequency of assessment, appropriate assessment methods, and a minimum of three years of data for each component within the plan to examine trends. The faculty review the SPEP according to the time and frequency of assessment specified, for completeness and analyze the data which is used for decision making regarding areas for program improvement. Examples of how the SPEP has been used as a program quality improvement tool are discussed below. Revisions were made concerning data collection in response to the changes in the ACEN Standards. In 2013-14, the Faculty Clinical Survey was added in response to state mandates for out-of-state distance learning nursing program approval ([WAC 246-840-571](#)). Faculty identified several indirect measures of student achievement of SLOs, but no direct measures existed except for NCLEX data. Therefore, in 2014-15, an Evaluation of Achievement of ADN SLOs at Final Simulation Demonstration was added as a direct measure of SLOs. The assessments outlined in the SPEP are completed at designated frequencies using associated assessment methods. The evaluation findings are used as a basis for decision making. A minimum of three years of data for each component within the plan is collected and maintained to identify and examine trends.

Assessment of Assessment

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

Regular review of assessment processes occurs within standing committees, departments, and programs to ensure that meaningful results lead to improvement. Examples include efforts of IPPR and IAC to review and modify processes. After review of its questionnaire, IPPR modified the questionnaire to focus on evidence-based and objective results. IAC's review of student outcomes assessment processes resulted in pilots of methods to collect meaningful results that could be used on a larger scale by faculty to identify course, program, degree/certificate, and institution-wide improvements.

Chapter Five: Mission Fulfillment, Adaptation, Sustainability

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

OC continues to serve its growing and diverse community, adjusting offerings to meet community needs, economic variability, and changing demographics of its service area. Ongoing evaluation of resources, capacity and effectiveness is used to determine sufficient resources needed to fulfill the Mission and Core Themes. In addition, the college employs sufficient numbers of faculty, staff, and administrators to demonstrate that its operational scale is appropriate. (2.B.1)

5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

OC defines Mission Fulfillment as meeting or exceeding the thresholds for its Core Themes objectives. Through the self-study process, OC has recognized its strengths and identified areas that it can target for continuous improvement. OC's strengths include the integration of the Core Themes throughout the planning, implementation and budgetary process as part of the basic philosophy of the college's Mission. The clear dedication of employees to these Core Themes has helped ensure reflective processes that assist in continuous improvement. As the college moves toward "developed" on the accreditation rubric, OC is using more evidence-based, systematic processes. This shift is assisted by the movement of the college toward adopting ctcLink, with OC actively reviewing business processes to align with common business processes at the state level.

An important part of meeting Core Theme A: Student Learning and Quality Teaching includes the faculty driven process of course and program review. Program and course review processes, as explained in Chapter 4: Programs and Services – Planning, Assessment, and Improvement (4.A.2, 4.A.5, 4.B.1), are examples of systematic and evidence-based assessment of student learning. Faculty participate in self-reflective assessment of teaching through processes outlined in the CBA including tenure/post-tenure for full-time and regular review for adjuncts (2.B.6). IAC is actively supporting systematic assessment through quarterly assessment workshops, Canvas Outcomes pilots, and development of distribution area outcomes. Samples of how

systematic, evidence-based assessment was used to effect change include improvements within Developmental English and Math (3.A.2), constant improvements in Nursing, ongoing course and program revisions, and expanded I-BEST program opportunities. The rationale for these changes and the supporting data have been shared with fellow colleagues, deans, the BOT, constituencies, and even at the regional Assessment, Teaching and Learning Conference. Where appropriate, results are also shared with specialty accrediting bodies.

Core Theme B: Student Success and Support is evaluated using completion and success measures, internal data from Who's Next, Tableau, and OCIT data, as well as student surveys (CCSSE and SENSE). Results are used to improve and streamline delivery of services to support student success, including Ranger Station (2.D.8, 3.A.1-2), Welcome Center, Registration and Enrollment Text Messaging initiative (2.D.3), Military and Veterans Programs, and OC Foundation Scholarships (2.D.1 and 2.F.8). Faculty use of data to develop and revise curriculum and program outcomes continues to be instrumental in the movement toward Guided Pathways and the adoption and implementation of the ATD framework for OC. Employees also use the data in maintaining and improving support efforts like the increased Wi-fi connectivity and BYOD efforts of OCIT (2.G.5), and the expansion of recruitment and outreach through the hiring of an Outreach Coordinator and Navigator to facilitate student access and success at the college (3.A.1). Assessment results are shared with communities of interests, such as student services staff, SEM, Cabinet and BOT, and the greater community.

Core Theme C: Campus evaluated systematically using the new biennial survey tool (DLE) to evaluate its success with developing a positive diverse campus climate. SENSE survey results are used similarly, capturing input on new student perceptions of campus climate. The college uses the Personal Assessment of the College Environment (PACE) survey (conducted in 2008, 2014, and 2018) to monitor four climate factors: institutional structure, supervisory relationships, teamwork, and student focus. A racial diversity subscale was added to the 2018 administration. The comparison to prior years and national norms helps show a statistically significant change from prior assessments in strategic planning and goal development. The evidence from these tools is shared with BOT, Cabinet, and the campus through workshops and public meetings. The results from this shared information have included the generation of faculty Lunch Circles, student focus groups, a Diversity and Social Justice requirement for all degrees, and increased inclusion of diversity- and social justice-aligned offerings in courses.

Core Theme D: Community Enrichment and Responsiveness is systematically evaluated through employer, employee, and alumni feedback as well as work with Career Pathways, Advisory Committees, and periodic economic impact studies. The use of Advisory Committees informs the field of study, curriculum revisions and additions, the incorporation of equipment and teaching techniques used in practice, among other elements. Community enrichment has expanded significantly at OC based

on community economic and educational needs. Examples that have emerged include the distinguished alumni speaker series, OC Promise Scholarship Program, Graduate Strong (community impact project), Career Fairs, and the annual Diversity Conference. The growth in this community enrichment area has highlighted the need for a new Core Theme indicator that will help improve systematic tracking of enrichment activities and results. Results from enrichment and responsiveness activities are shared through emails, website articles, *Summit*, and direct mail to the community.

OC is increasing its use of systematic, participatory processes, and embedding self-reflective opportunities to support improvement. The escalating use of assessment results in making decisions that support Mission Fulfillment, and increased communication of those results to its constituencies, places the college between the emerging and developed categories of the accreditation rubric for these standards

5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

OC evaluates its resources, capacity and effectiveness to inform the allocation of resources and adapt to changing needs of the college and its service area on a regular basis. Efforsfforts around adaptability and sustainability ensure that the college meets its Mission Fulfillment, accomplishes its Core Themes, and achieves its goals and program outcomes. A major outcome of evaluation, planning and resource allocations is to guarantee effectiveness of college operations. Resource allocation effectiveness is a huge part of the college's responsibility to ensure support for all programs and services. Annual audits are conducted to ensure the college is effectively meeting its budgetary responsibilities as set forth by the state. In 2014-15, the college undertook a major resource allocation process to assess the effectiveness of its operations. Additionally, in 2016-18 the college utilized zero-based budgeting to review the needs of divisions and departments so that reallocation could occur based on demonstrated needs. OC evaluates the effectiveness of its processes to determine the adequacy of its resources, capacity, and to ensure it is effectively supporting its programs, services and state outcomes, placing it firmly in the developed category of the accreditation rubric.

Examples of OC's comprehensive planning to support the effective allocation of resources include staffing, space allocation, instructional equipment, programs and services, and facilities.

Staffing. All new positions at the college go through budgetary approval processes that begin in the divisions or departments and receive final approval at the Cabinet level. Decisions are based on need and capacity – as determined by available internal and

external data related to the position in question. While faculty replacement and new position decisions are often scheduled for review out of IA in the fall of each year, the quarterly needs often dictate ongoing requisition and hiring requests. Staff and administrative hiring decisions reflect either shifting personnel roles, retirements, or capacity and therefore are reviewed and recommended as needed.

Decisions made regarding the replacement or expansion of faculty, staff and administrative personnel are evaluated to determine if staffing levels are adequate to provide instruction and support services as well as leadership. To determine this outcome, IA annually evaluates the enrollments, pathway support, and statewide standards for staffing and enrollment, making modifications to ensure capacity demands are met and supported as necessary.

Space Allocation. Space allocation requests are funneled through the Space Allocation Committee and recommendations are made to the appropriate VPs and Cabinet. The committee meets to consider requests monthly throughout the fiscal year. Space allocation decisions are informed by internal data, planning documents (i.e. ISP and OCIT SP), capacity analysis, as well as the analysis of space usage, availability, infrastructure considerations and cost of any modifications or expansions. Ongoing evaluation of effectiveness in space usage occurs each quarter, as demands for classroom and facilities are adjusted to address shifting enrollments and pedagogy. Ongoing evaluation of effectiveness in space usage occurs each quarter, as demands for classroom and facilities are adjusted to address shifting enrollments and pedagogy.

Instructional Equipment & Technology. Instructional and other equipment requests are reviewed by the OCIT (in cases of Information technology) or by standing committees that report to their VP. The constantly changing advancements and demands for educational technology creates an ongoing approval process for OCIT, but one that is guided by the CTC and OCIT SP. Other equipment needs, especially large instructional or support equipment are reviewed at set times annually, allowing employees to gather necessary information to present to the appropriate standing committees for evaluation according to need, capacity and budgetary resource availability. As part of their annual review of their SP, OCIT reviews data and requests, as well as their ability to provide and support requests. Adjustments are frequently made in the IT arena as the result of constantly changing technology, instructional, student, and other demands for services, and even cyber-security threats that must be addressed as they emerge.

Program Development and Support. OC regularly evaluates its program development and support requirements, assessing capacity, community, industry, and student needs. Planning for program development is an ongoing process. IPPR reviews existing programs on a five-year cycle and recommends approval of new programs. IA considers IPPR proposals, funding, and capacity, before forwarding recommendations to Cabinet. New academic programs must also be reviewed and approved by BOT, State

Board and NWCCU. This regular process is expanded for baccalaureate degree programs (most recently BAS-IS, BAS OLTM, BAS DF), to also include a period of review by other higher education institutions throughout the state.

Support services and programs are developed by staff, administrators and where appropriate by faculty and student leadership. For example, SEM examines enrollment data throughout the year, using the information to evaluate the effectiveness of processes and initiatives related to enrollment, identifying support service needs, and allocating resources as warranted. Approval or recommendations occurs inappropriate standing committees and Cabinet. Resources to support both academic and support programs and services are reviewed and recommended by the associated standing committees and forwarded where appropriate to Cabinet and BOT for approval. Generally, the above processes guide decisions. However, external and internal environments can and do dictate action on the part of the college that require immediate action (i.e. short-term grant opportunities).

Facilities & Capital Projects. Facilities expansion and/or renovation is an example of how OC regularly evaluates its capacity, resources, assesses internal and community needs, and conducts long-term planning to adapt to those demands. Capital projects include the recent CIC building (OCB), Welding instructional building (OCS), and modular building (OCP). Planning for these undertakings included input from various constituencies, internal standing committees, Cabinet, collaboration with community partners and the state, and fundraising efforts where appropriate. While capital projects are part of long-term planning, the effectiveness of the completed projects become part of the space allocation and facilities assessments.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

As part the assessment of planning, evaluation and resource allocation, the college considers their alignment to Mission Fulfillment, the accomplishment of Core Themes, and the demonstration of achievement of college goals and outcomes of all its programs and services. OC annually evaluates institutional capacity and its planning cycle through the Instructional Strategic Plan (ISP), OCIT SP, and via the IPPR annual reports. These examples specifically support and document Mission Fulfillment at OC. The ISP is designed to support instructional goals at OC that help the college meet its Mission and align to the Core Themes, with a focus on student learning and quality teaching. OCIT ensures the college has the technology and IT services to support the Mission and Core Themes. IPPR collaborates with FCC, IA and others to ensure the Mission Fulfillment and Core Themes are met through quality instruction that supports student learning, community enrichment and equity.

Strategic planning, evaluation and resource allocation are clearly demonstrated with capital projects, staffing, and program/curriculum decisions. These in turn link to all the Core Themes. By evaluating the effectiveness and ensuring the capacity needs and ability to provide resources, the college helps adapt to the constantly changing needs of the students, college and community as well as ensure the sustainability of its programs and services in a responsible manner.

Through the combined processes of effective planning and evaluation, OC ensures it remains adaptable to changing requests for services and demands on its resources, while also guaranteeing the sustainability of those resources. Based on the results of evaluation and assessment of its planning and practices, OC has identified improvements and developed newly emerging planning and evaluation processes to assess institutional capacity, practices and resources. These processes include the Equity Scorecard, SEM Scorecard, Mission Fulfillment scorecard and OIE annual self-assessment. While new, these processes have developed a regular cycle of assessment and planning that helps the college achieve its goals and outcomes and informs continuous improvement. In the area of planning and assessment of planning, OC falls in the emerging category. In response to this, the new college leadership is implementing new planning and governance bodies Policy and Governance Committee and Budget Committee – 3.A.1).

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

OC monitors its internal and external environments through its governance structure. The OC BOT is the ultimate authority for the college when it comes to monitoring environments. President's Cabinet provides a unified decision-making process involving internal and external environments, forwarding recommendations to the BOT as appropriate. Meeting weekly and attended by the President's direct-reports, Cabinet seeks to provide an opportunity to monitor progress toward priority goals, plan college-wide activities in line with these goals and make budgetary and other decisions that affect the college environment. Cabinet's decisions are informed by elements of distributed leadership (committees and councils tasked with monitoring trends and patterns, as well as implementing actions that affect internal/external environment and expectations). Cabinet also receives recommendations and requests for internal and external environments from SGOC, student driven surveys and other student-based data.

Internal Environments: While internal and external environmental influences appear to be distinct from one another, they are often closely related and interact with one another to inform college decisions. Examples of distinctly internal environmental factors include the following:

- enrollment data (including waitlists);
- FTE/FTES/FTEF that affect workloads, course capacity, and funding decisions;
- Course/program completion data for program review, recruiting and retention;
- developmental learning progress through to college-level instruction; student evaluations and satisfaction surveys; and
- SAI.

An excellent example of findings that blur the lines between internal and external influences include advisory committees. These committees are internal bodies that serve to advise programs and institutional bodies, but the information provided originates from people external to the college who represent schools, industries, businesses, organizations and governmental agencies. Additional external examples that interact with internal decision-making processes include the SBCTC Baccalaureate Leaderhip Council, OC's university partners, Kitsap and Mason County schools, and SBCTC.

Some external information that informs the decisions and direction of OC come from data sources. Examples of these influences include SENSE, CCESSE, CCFESSE, and PACE. These survey tools help collect information from within OC that helps inform decisions. They also provide national and/or regional data that provides norms used in setting goals, thresholds for the Core Themes, and determining realistic outcomes for programs and services.

Washington state and Federal regulatory decisions also affect how OC monitors its environments, defines its direction, and revises its Missions, Core Themes, outcomes, and achievement indicators. The Washington Association of Community and Technical Colleges (WACTC) Commissions and Councils lists the system structure in Washington state. This comprehensive and hierarchical framework assigns agreed upon annual presidents' commission work plan initiatives to guide completion during the year(s) and provides for end-of-year reporting. The regular convening of these groups ensures that OC and other colleges are monitoring and kept informed of their external environments. Representatives from OC regularly participate in state-wide taskforces convened for significant changes to the CTC system. Outside of the CTC system, OC team members additionally participate on regional, state, and national councils, attend national conferences, and monitor state and federal policies and initiatives via subscriptions and webinars. The information gleaned from these activities is shared with appropriate standing committees, Cabinet for use by the distributed leadership structure within OC.

Collectively, the information is directed through Cabinet, and where appropriate through the distributed leadership model. Information gleaned from monitoring internal and external sources is used to assess and modify the college Mission, Core Themes, and the goals and outcomes of its programs and services. Whether the information is generated internally by formal and informal measures, provided by advisory committees by members of the community, or collected and shared with OC by external agencies or

surveys, it is ultimately used in formulating decisions regarding the college's direction and standards of achievement.

Monitoring of is environments to assess Mission Fulfillment has revealed strengths and areas of improvement that will help direct the movement forward. Areas identified as opportunities for growth include bridging gaps in distributed leadership structures to facilitate efficient planning, analysis and implementation. The recent changes in leadership of the college and various divisions, departments and committees provide an additional opportunity for OC to review its existing Mission, Core Themes, outcomes and achievement indicators to determine any warranted changes in direction.

Assessment of Mission Fulfillment also revealed the benefit of existing collaboration across the institution. While distributed leadership models are by their nature more decentralized, implementation of this model has increased employees' engagement and institutional knowledge, as well as incorporated a more diverse range of expertise and experiences. To improve organization and alignment of work across the college, OC joined the ATD network in 2018. ATD provides a suite of tools and evidence-based practices to sustain a consistent, coherent focus for the college-wide work of Mission Fulfillment. ATD provides an institutional framework to identify the most urgent gaps, prioritize key collaborative improvement work, and maintain alignment of synchronous efforts to ensure the college makes changes that are sustainable and demonstrate real gains for students.

Conclusion

OC's self-study process of reviewing previous Recommendations from NWCCU, evaluating internal processes, and assessing its effectiveness in meeting its Mission and Core Themes provided opportunities to reflect on what we do well and where we may need to improve. Areas identified as opportunities for continuous improvement focus on systematic and structural changes, as well as methods to improve communication about ongoing processes to help ensure sustainability of achievements and efforts. OC has increasingly embraced a distributed leadership model of governance – a strength that is desired by most higher education institutions. The process of developing engaged, participatory leadership structures and policies is usually accompanied by tensions, questions about procedures, and dynamic conversations. OC has experienced these tensions and conversations, but has continued to move forward, increasing engagement by faculty, staff, students, and administrators at all levels and on all campuses. The new President has already helped direct this trend toward further engagement and is working to construct a new Policy and Governance Committee (3.A.1) that will help centralize the wide range of initiatives and creative educational and support activities already underway, as well as support emerging initiatives like ATD.

Another area identified as an opportunity for further improvement involves collaboration on methods to improve communication about the numerous ongoing processes. While OC has made significant strides in improving communications, surveys have identified areas for further growth. Analysis of survey data has revealed that communication is not lacking at OC; indeed, it has grown to the point of almost overwhelming people with information. Efforts to address this include the development of policies and guidelines that will help streamline various forms of communication to help reduce inundation of emails and give people opportunities to access data, reports and other materials directly related to their roles and interests. Under new leadership, the college seeks to ensure open communications about processes often unobserved by most employees. An example is the President's progress in creating a college-wide Budget Committee (3.A.1) that will provide guidelines and collaboration in budgetary decisions.

One of the most interesting findings was how pervasive the OC Core Themes are throughout the college. While most people are not familiar with the term "Core Themes" (Core Theme A, B, C and D), they are well informed about the specific themes: student learning and quality teaching; student access and support; etc. Rather than mottos that are memorized but not implemented, Core Themes provide the philosophical underpinning of college decisions and actions.

OC's self-study has revealed that its opportunities to grow are often closely related to its greatest strengths. From its distributed leadership model that engages employees and students, to finding new ways to communicate important issues while avoiding

information overload, OC is continuing to encourage all of its constituents to remain actively involved despite challenges noted above. The efforts underway to provide systematic, engaged structures will not only help people work through these steps, but will also help the college ensure that the efforts of its employees, students and community partners will be shared and therefore sustainable over time.