

June 6, 2018

Dr. Marlene Moore
President
Northwest Commission on Colleges and Universities
8060 165th Avenue Northeast, Suite 100
Redmond, Washington 98052



Dear President Moore:

Oregon Coast Community College thanks the staff and members of NWCCU for the efforts on our behalf as we approach NWCCU Candidacy and ultimately Initial Accreditation. We are pleased to have received the Initial Candidacy Peer Evaluation Report completed by the peer evaluation team that visited OCCC April 9 to 11, 2018.

We value the standards and processes of NWCCU, particularly the tools of self-evaluation and peer-evaluation. For OCCC, the accreditation process has served to focus attention where it is needed, and to foster institution-wide conversations. In the feedback of the Evaluation Committee (EC) provided in the Initial Candidacy Peer Evaluation Report, we find confirmation that OCCC is on the appropriate trajectory for Candidacy and ultimately Initial Accreditation. Our planning and improvement focus areas are highly consistent with the summary areas of focus suggested by the Evaluation Committee and reiterated here a) Align all institutional efforts to fulfill the mission through its current core themes, b) Refine the measures in support of each core theme and collectively, how these measures demonstrate that mission is fulfilled, c) Clarify roles and responsibilities and decision matrix with its shared governance structure, d) Ensure focused strategies with defined institutional priorities aka Big Five Ideas, and e) Use the results of various assessments for performance improvement.

The EC recommendations provided specific action items. This institutional response demonstrates that two of the five are now all or substantially addressed, and the remaining three are in progress. We anticipate those three to be substantially addressed within the next 12-18 months, as the culmination of ongoing efforts and capacity development described in our institutional response to each recommendation.

Since 2014 the OCCC Board of Education and Administration has maintained a laser focus on achieving what we call "The OCCC Diploma." This college has been changing lives and our community since 1987. Considering just one program, 180 nurses have proudly walked across OCCC's commencement stage, going on to work in our local communities, changing the arc of their own and their families' lives. Not a single nurse received a diploma from Oregon Coast Community College – those diplomas read Portland Community College. This is not just an issue of semantics; it strikes at the heart of our mission fulfillment, to serve the needs and shape the future of our own communities. Portland Community College has been a wonderful and supportive partner, but the needs of rural Lincoln County are very different from the needs of metro Portland.

SOUTH COUNTY CENTER
3120 Crestline Drive
Waldport, Oregon 97394
541-563-4502

CENTRAL COUNTY CAMPUS
400 SE College Way
Newport, Oregon 97366
541-265-2283

NORTH COUNTY CENTER
3788 SE High School Drive
Lincoln City, Oregon 97367
541-994-4166

And so, since 2014 we have focused on ending dependence on Portland Community College through developing high-quality systems, structures, programs, and services that meet NWCCU standards for independent accreditation and address the needs of our communities. In the first years, our progress was less obvious as the initial effort was to assess and understand gaps, to build leadership and capacity throughout the College, and to intentionally and methodically fill the gaps. Followers of Jim Collin's Good to Great will recognize this as the "Flywheel Approach." As the gaps were addressed, and systems were developed, progress accelerated and became more visible. In just the last year, OCCC completed a Candidacy Self-Evaluation Review, finalized Core Themes metrics and thresholds, evaluated shared governance, established an Assessment Task Force, secured grant funding to begin a Teacher Education program, and completed an extensive RFP process, (selecting and funding a new Enterprise Resource Planning system.) Meanwhile, the College increased enrollment by 3% over the prior year and early data suggests that success rates have improved. As the President of Oregon Coast Community College, I state with great confidence that OCCC has the commitment, understanding, and capacity to independently fulfill our mission. The few remaining dependencies on PCC will be readily assumed by OCCC once we receive endorsement from NWCCU to do so.

We look forward to spending the necessary time in Candidacy to further develop and provide opportunity for the Commission to validate our assessment of our readiness for independence. However, numerous opportunity costs will persist while OCCC remains in dependent status during Candidacy. This manifests in a lack of ownership and responsibility for portions of the curriculum we teach which has implications small and large, ranging from faculty not allowed to select their own textbooks, to hurdles of seeking approval from PCC for programs not in their inventory such as Marine Trades. There are implications for equity and inclusion related to PCC's ownership of faculty qualifications, limiting our ability to locally recruit highly qualified teaching professionals such as Tribal Elders or International Baccalaureate High School instructors. Our curriculum approval process is the most cumbersome of any community college in Oregon. Access to accurate student data is impaired due to data residence within PCC systems. Our migration to the new ERP will be more complex (and costly) as we must integrate PCC's ERP system while we are tied through student data. Fiscal implications of dependency are not insignificant, as the fee for the PCC services is 8% of our instructional salaries and benefits. We share these opportunity costs with NWCCU staff and Commissioners to provide an understanding that while decoupling from PCC will bring additional demands upon OCCC systems, the decoupling will also free up capacity to support those additional demands while enhancing OCCC's ability to be locally responsive.

Thank you for providing the opportunity to provide a written response. I look forward to meeting with the Commission on June 28 to address any questions the Commission may have.

Sincerely,



Birgitte Ryslinge, Ph.D.
President, Oregon Coast Community College

SOUTH COUNTY CENTER
3120 Crestline Drive
Waldport, Oregon 97394
541-563-4502

CENTRAL COUNTY CAMPUS
400 SE College Way
Newport, Oregon 97366
541-265-2283

NORTH COUNTY CENTER
3788 SE High School Drive
Lincoln City, Oregon 97367
541-994-4166

OREGON COAST COMMUNITY COLLEGE

Institutional Response to the Initial Candidacy Peer Evaluation Report

June 7, 2018

RECOMMENDATION ONE

The Evaluation Committee recommends that the College finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators collectively as a component of mission fulfillment. Standards 3B, 4A, 4B, 5A.

Institutional Response

Status: Completed and In Progress

The revised core themes of Student Success and Educational Pathways were adopted by the Board of Education in 2017. The College has now finalized the core theme sub-objectives, indicators, and thresholds for achievement. At the time of the Evaluation Committee visit, completion was underway by the Instructional Leadership Team, and this group has finished their work. The finalized core theme measures (see Appendix One) are on the June 8 College Council agenda for institutional review and will be presented to the College Board of Education for adoption at its June 20, 2018 meeting.

Use Results of Assessments to Improve Institutional Programs and Services: In Progress

As documented in the College's Self-Evaluation Report, OCCC has been using the results of assessment to improve institutional programs and services since the beginning of the current planning cycle in 2014. The College's use of the guiding frameworks of Student Success and Educational Pathways preceded their formal adoption as core themes. Assessment of achievement with these frameworks was based on two over-arching outcomes:

- Continuous Improvement: Year-over-year improvement against own results
- External Benchmarking: Yearly performance meets or exceeds that of comparator colleges

OCCC collects a variety of assessment data annually, including retention, completion, ATD (Achieving the Dream) benchmarks, CCSSEE, SENSE, transfer data, and industry assessments such as NCLEX and employment in field of study. As reflected in Appendix One, many of the metrics previously used have been carried forward into the finalized core themes measures. The results of these assessments have been the primary drivers to improve institutional programs and services such as: a) a move to multiple measures placement (with students moving more quickly into college level coursework while maintaining similar success rates), b) the development of the Navigate Program, and c) multiple improvements in math outcomes for students, driven by the assessment and improvement work of the Math Maniacs group. Both Navigate and Math Maniacs received commendations from the Evaluation Committee.

The President's Strategic Initiative Fund within the annual budget has supported targeted initiatives linked to the achievement of core theme objectives and mission fulfillment. Likewise, initiatives supporting core theme sub-objectives are prioritized for the allocation of resources to pursue grant

funding. With the finalization of the core theme sub-objectives, indicators and thresholds of achievement, and as the College moves into Candidacy, more formalized assessment systems and structures (see Recommendation Three) will more robustly link assessment to institutional planning and improvement beginning Fall 2018.

Core Themes Achievement as Component of Mission Fulfillment: In Progress

OCCC has completed one year of including the core theme indicators collectively as a component of mission fulfillment. Core theme scorecards for mission fulfillment were reported to the Board of Education in February 2018 and included with our Initial Candidacy Self-Evaluation Report. Because core theme sub-objectives, indicators, and thresholds for achievement were not yet finalized, we employed a methodology based on the two overarching outcomes (year-over-year improvement, and meeting or exceeding comparator colleges) for each core theme. For the Student Success core theme, data measures across three different cohort methods (Voluntary Framework for Accountability, Achieving the Dream, and “OC5,” a locally defined cohort) were reported. For the Education Pathways core theme, measures of employment rates, technical skills assessment, increased capacity in total awards, and student engagement were reported. These two sets of measures were quantified (met or not met), considered collectively and reported upon as key components of mission fulfillment.

With the core theme sub-objectives, indicators, and thresholds for achievement now finalized, the scorecard methodology will be updated this summer to reflect new (and some continuing) measures. The new methodology will include the achievement of core theme indicators collectively as a component of mission fulfillment.

Cited Standards

Standard 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.

Standard 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.

Standard 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

Standard 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.

Standard 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.

Standard 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.

Standard 4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 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.

Standard 4.A.6

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

Standard 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.

Standard 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.

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Standard 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.

RECOMMENDATION TWO

The Evaluation Committee recommends that the College fully adopt, publish, review and adhere to policies and procedures for key financial planning and fiscal operations. This should include the setting of reserve policy, risk management practices and operational support to its auxiliary services. Standards 2.F.1, 2. F.6.

Institutional Response

Status: Substantially Completed

OCCC appreciates this encouragement to better document our strong practices of financial planning and fiscal operations, which were commended by the Evaluation Committee.

The Evaluation Committee commends Oregon Coast Community College for its strategic resource planning and development that assures continuity of programs and financial stability by pursuing revenue opportunities that could be sustained over time and by its commitment in building a prudent level of reserves.

At the April and May 2018 meetings, the Board of Education reviewed existing and potential policy models to address the setting of reserve policy and risk-management practices. An existing Board Policy was identified for revision, and two new Board Policies were drafted, as follows:

- Revised: BP 625 Safety and Risk Management
- New: BP 626 Asset Protection (Risk Management)
- New: BP 627 Financial Condition (Reserve)

Board adoption is anticipated for June 20, 2018, upon which the new and revised policies will be published, and then periodically reviewed during Board Policy review cycles. Adherence to the reserve policy is already monitored annually through the budget development and approval process. Going forward, the Chief of Finance and Operations will also report annually to the Board about risk management practices.

Administration has also engaged a consultant to assist in the critical work of reviewing remaining policies and procedures for key financial planning and fiscal operations, including support for the College's single auxiliary service, Your College Store. The consultant will begin their assessment process on June 11, and recommendations are anticipated by July 15. Consultant recommendations will be reviewed by college staff, and where appropriate, by the Board of Education. Implementation of approved changes is anticipated to be completed by December 2018.

Two other developments at OCCC will further strengthen OCCC's policies and procedures for key financial planning and fiscal operations (as well as in other essential functions of the College).

- As part of the migration process to the new Enterprise Resource Planning system, extensive review and redesign of business processes will occur. Process review kicks off July 26, 2018 and will occur in a unified methodology across a five-college consortium.
- OCCC has contracted with the Oregon Community College Association for a fee-based policy service. The policy service is an integrated package of sample federally compliant board policies (BP) and administrative procedures (AP) that are customized to reflect Oregon law and NWCCU eligibility requirements and standards. This policy service will now support the regular cycles of review and development of Board and Administrative policies at OCCC.

Cited Standards

Standard 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.

Standard 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.

RECOMMENDATION THREE

The Evaluation Committee recommends that the College incorporate the achievement of Student Learning Outcomes, such as Program Learning Outcomes (PLOs) and College/ Institutional Learning Outcomes (CILOs), more centrally into core theme planning. Standards 4.A.3, 4.A.4, 4.A.5, 5A.

Institutional Response

Status: In Progress

OCCC intends to incorporate the achievement of Student Learning Outcomes, including Program Learning Outcomes (PLOs) and College/ Institutional Learning Outcomes (CILOs), more centrally into core theme planning. The College has made steady and intentional progress towards this goal since 2015 and has a definitive plan in place to fully achieve this standard during the 2018-2019 academic year.

Student access, achievement of learning outcomes (PLOs and CILOs), and employment/transfer are Key Performance Indicators (KPIs) for the Educational Pathways core theme, while student completion of key milestones, retention, and ultimately completion are KPIs for the Student Success core theme¹. As part of the College's commitment to increasing educational attainment and closing the achievement gap for underserved populations in our community, indicators for sub-objectives will be disaggregated whenever statistically meaningful. The assessment of the achievement of core themes will begin in academic year 2018-19.

For the integration of student learning outcomes into core theme planning to be meaningful and effective, multiple interdependent and complex systems must be in place. Much of the attention of the College since 2015 has been to develop and improve these prerequisite systems, which include data systems, core themes, assessment of student learning, and governance and planning. It is a testament to the capacity and commitment of OCCC's faculty, staff, and administration that significant progress on these systems has occurred in a parallel, rather than sequential, manner.

Data Systems

We have significantly increased our capacity to obtain, analyze, and act upon data about our students and programs. We have moved from relying upon a half-time internal data analyst lacking a strong background in education to contracting with another larger community college (Linn Benton CC) to provide our institutional research. The College is now receiving more timely and relevant data, and has hired an appropriately qualified IT manager who works closely with the LBCC data staff. This summer begins the migration to a new Student Information System as part of the replacement of our current outmoded and ineffective Enterprise Resource Planning system. Taken together, these enhancements will exponentially increase the College's ability to access, track, and analyze the data that underlies core theme metrics and student learning outcomes.

¹ Core themes definitions and objectives were approved by the Board of Education in 2017. Sub-objectives, indicators, and thresholds of achievement for each of the core themes will be presented to the College Board of Education for adoption at its June 2018 Board Meeting.

Finalization of Core Themes, Sub-objectives and Thresholds of Achievement

This now-completed work (see Response to Recommendation One) followed a process that led to a core themes framework embraced by the college community. An important aspect of this process was the identification of the appropriate intersections between core theme measures and learning outcomes.

Effective Structures for Core Theme Planning and Assessment

Since 2015, the planning and assessment of student success and educational pathways has occurred in a variety of existing structures and processes such as the Office of Instruction, Student Services, Math Maniacs, Achieving the Dream Core Team, and the Executive Team. In 2017, the College Council and the Instructional Leadership Team were tasked with finalizing the sub-objectives and thresholds of achievement – work which is now completed.

During the past year, the Dean of Academics and Workforce also engaged with College Council, the Instructional Leadership Team, and the Executive Team to consider and propose a structure and system for ongoing annual core theme planning and assessment.

In Fall 2018-19, responsibility for core theme assessment and planning will be situated within either new or, more likely, existing work groups and governance bodies. These bodies will establish core theme subcommittees with the responsibility to establish and document data collection processes for all indicators, analyze evidence, and evaluate the current state of progress toward meeting the sub-objectives. Based on the evidence and current state of progress, the core theme subcommittees will make recommendations to the Executive Team (ET) and College Council for actions that lead toward improvement. ET will further connect core theme planning to institutional planning (e.g. Big Five Strategic Framework, Budget, and Assessment). By the mid-cycle Annual Report, all core theme indicators will have at least one, and potentially two, cycles of assessment and improvement. The current state of that work is documented in the Educational Services Migration Plan (ESMP) and the Assessment Plan (both plans provided to the Evaluation Committee as supporting documentation of the Initial Candidacy Self-Evaluation Report.)

Assessment of Student Learning: Systems & Structures:

Course- and Program-Level Outcomes (CLOs & PLOs):

The status of assessment of CLOs and PLOs at OCCC reflects a spectrum of progress, with all disciplines moving towards more complete and formal processes. Appendix 2, Assessment of Student Learning Outcomes at OCCC, shows past progress, status, and next steps for each discipline and/or program. Factors associated with more fully developed learning assessment are: full-time faculty in the discipline, curriculum unique to OCCC, program-level accreditation, or an external oversight body.

College/Institutional Learning Outcomes (CILOs):

The Assessment Task Force (ATF), comprised of faculty representing CTE (2) and Transfer (4) disciplines, has advanced the Fall 2017 and Spring 2018 work of the faculty (collective), resulting in four draft Comprehensive Institutional Learning Outcomes (CILOs). The ATF is modifying [AACU LEAP Value](#) Rubrics to reflect the curriculum and unique mission of the College. Finalized CILOs and a General Education Philosophy Statement will be presented for adoption by College Council in Spring 2019. Course mapping to all CILOs is to be completed in Spring 2020, with the Assessment of CILO #1 (Communication) to begin in Fall 2020. A different CILO will be measured each year as part of the Program Review Process.

Governance and Planning Ecosystem

Core theme planning should not exist in a vacuum, the work must be shared with other governance groups for the purposes of communication, input, review and guidance. While the administrative structures of the Board of Education and the Executive team have been historically well-established, structures allowing for the engagement and input of faculty and staff have been less well-defined and understood. During 2016-2017 and 2017-2018 there has been robust and intentional review and resulting redesign of two key shared governance bodies: College Council and Instructional Leadership Team (see Recommendation Four). Consequently, both bodies now have better capacity and understanding of their respective oversight roles for core theme assessment and planning. Core theme planning must also integrate with the institutional planning system, particularly strategic (including enrollment and student success), budget, and assessment planning cycles. Attention to critical integrated planning interface points will inform the annual core theme planning and assessment cycle.

Cited Standards

Standard 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.

Standard 4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 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.

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Standard 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.

RECOMMENDATION FOUR

The Evaluation Committee recommends that the College regularly evaluate all areas of the institution, including constituents' roles and responsibilities, the institution's shared governance and decision-making policies, procedures, and processes. Standard 5.B.2, 5. B.3.

Related Concern

As the College transitions to independent status, it needs to refine appropriate structures in support of integrated planning that fully support mission fulfillment and opportunities for improvement of the organization.

Institutional Response

Status: In Progress

OCCC fully concurs with this recommendation and the related concern expressed by the Evaluation Committee. Intentional work continues towards the planned evaluation of all areas of the institution, the refinement of structures in support of integrated planning, as well as continued enhancement of policies and procedures.

The College anticipates addressing these standards at a well-developed level early in the period of Candidacy. OCCC concurs with the Evaluation Committee's assessment of our current standing on Standards 5.B.2 and 5.B.3 with the exception that we assert many supporting structures are well advanced beyond the "infancy" stage. Many of the structures required under an independent status (for example, Board of Education, Budget & Finance, Administration, compliance with state oversight, student government, faculty shared governance, and planning systems) have been in place at the College for many years.

Evaluation of all Areas of the Institution

As noted by the Evaluation Committee, extensive evaluation of many areas of the College is already regularly occurring. As part of the Self Evaluation Report, OCCC provided an 11-year Planning Matrix (2013 to 2024) identifying past and planned practices (and timelines) for institutional evaluation. Past institutional evaluations have included three NWCCU guided self-evaluations since 2014, an all-institution gap analysis in 2014, the ATD Institutional Capacity Assessment Tool, program reviews in some disciplines, and external evaluations such as Office of Civil Rights reviews, program accreditation, and peer evaluations based on NWCCU standards.

Going forward, a structured program review process that includes instructional and non-instructional areas of the College will provide important augmentation to the evaluation of all areas of OCCC. The 2018 Spring In-Service (April 2018) focused on program review models with dual tracks and subject-matter expert presentations of instructional and non-instructional program review models. The College's Assessment Plan details the plans and timelines for enhanced, comprehensive, and holistic program review. Program review will establish expectations and mechanisms by which programs are aligned with core themes and mission fulfillment. Instructional program review will have annual activities that incorporate assessment of student learning with faculty-driven holistic assessment of program outcomes, as well as cyclical (3 to 5 years) reporting to include assessment of past program performance and development of plans for assessment driven change and program development.

Program review for non-instructional programs will occur on a three-year cycle and will reflect on the prior, current and future status of the program or administrative unit. Attention will be focused on data and information relevant to the program's contribution to mission fulfillment as aligned to the core themes of student success and educational pathways, as well as the program's role in advancing the

College's strategic plan. In Fall 2018, the Executive Team will develop a three-year schedule for the completion of non-instructional program reviews for all areas of the College. A program review template (anticipated development by December 2018) will ensure program reviews include evaluation of cycles of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness.

OCCC plans to administer, for the first time, a Campus Climate survey in 2018-19, which will be administered on a three-year cycle. The 2018-2019 academic year will also mark the start of our next cycle of SENSE and CCSSE administration, which has also moved to a three-year cycle. The Institutional Capacity Assessment Tool will be administered again to assess progress since 2017.

Refinement and Evaluation of Supporting Structures

As noted in the concern statement of the Evaluation Committee, appropriate institutional structures are needed to support planning and evaluation. Considerable evaluation and refinement has occurred in the 2017-2018 year in three supporting structures: College Council, Instructional Leadership Team, and the Assessment Task Force. OCCC anticipates stabilization of these three important bodies in their new forms during the 2018-2019 academic year.

College Council

College Council (chartered in 2015 as the institutional recommending body to the president) was an evolution of the previous Council of Curriculum and Instruction (CCI). The majority of CCI bylaws carried forward to College Council, preserving a town hall model with no designated members except for the chair and vice-chair, no roles and responsibilities for attendees, no mechanism for representation of those who did not attend, and only faculty had voting rights. This structure has not been conducive to clarity on shared governance and decision-making roles, nor does it provide assurance to the President that College Council recommendations are truly representative of all constituencies.

Consequently, in 2017-2018 College Council undertook an extended evaluation of the current system of governance, reviewing alternative models used by other community colleges, and together with the President's office, administered an employee survey as to satisfaction and suggestions in regards to the existing avenues for faculty, staff, administrators, and students to share their views on matters in which they have a direct and reasonable interest. This evaluation led to a commitment by College Council to consider restructuring as a representative body of faculty, students, classified, and administration, while also ensuring coverage by functional areas. In Spring 2018, College Council endorsed a workgroup to develop a new model to be presented at the June College Council meeting. When finalized by College Council the model will be forwarded to the President as a recommendation. Implementation is anticipated during the 2018-2019 year, with an evaluation of the new model to occur by 2020.

Instructional Leadership Team

When the Instructional Leadership Team (ILT) was first formed in 2014, it served as a sub-committee of the Executive Team. At that time, ILT's primary function related to instructional reporting and compliance. ILT has now expanded to include part-time and full-time faculty from General Education and Career & Technical Education disciplines and includes additional managers from Instruction and Student Services and meets every other week for two hours. Specific areas of emphasis include instructional topics related to: assessment (core themes and learning), data management & analysis, curriculum review, and program review. ILT builds capacity for the College to assume in Candidacy the functions currently carried out by Portland

Community College in the areas of academic policies, instructor qualifications, and shared curriculum. Additionally, ILT now provides a supporting structure for the evaluation and integrated planning related to instructional matters.

Assessment Task Force

In the Spring of 2017, OCCC formed the Assessment Task Force (ATF). The early work of the ATF regarding program review focused on the relational mapping of course content and assignments to Course-Learning Outcomes (CLOs) and on promoting the use of data by faculty to investigate/assess student progression and barriers to completion. In Winter 2018, the ATF expanded its membership to include faculty from multiple CTE programs and from across the transfer disciplines from within concentrations of the General Education Core of the Associate of Arts Oregon Transfer (AAOT). The ATF will be composed of full-time and part-time faculty and instructional managers from across the College and will provide an important supporting structure for evaluation and integrated planning related to assessment.

Enhancement of Policies and Procedures

The College has made significant advancement in the enhancement of policies and procedures, with more progress planned. Working from a consultant-led position review process in 2014, the Human Resources manager position was redesigned to also include responsibility for facilitating process improvement across the College. An early accomplishment of the Human Resources and Process Improvement manager was the development of a system for administrative policies, procedures and practices. This framework has provided greater consistency and transparency in the development and communication of administrative policies initiated after a 2015-2016 review of all Board Policies. Other important enhancements occurring to support development and enhancement of policies and procedures were described in the institutional response to Recommendation Two: subscription to a policy service, and the business process review that will occur in advance of migration to a new ERP.

Faculty Evaluation

New systems and staffing are in place to ensure that all full-time and part-time faculty consistently receive timely and relevant feedback and guidance. The Human Resources manager anticipates completion by Fall 2018 of a new system for the monitoring and support of the completion of faculty evaluations. A new instructional administrative position of Associate Dean has been added and recruitment is currently underway for a Fall 2018 start. This new position brings to four the number of instructional administrators responsible for completing assessment of approximately 60 faculty on a regular three-year cycle. Program review of the Human Resources function will include an evaluation of the effectiveness of current faculty evaluation processes.

Cited Standards

Standard 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.

Standard 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.

RECOMMENDATION FIVE

The Evaluation Committee recommends that the College clarify its definition of mission fulfillment through the accomplishment of core themes objectives while distinguishing College efforts around strategic priorities (“Five Big Ideas”) as a means of achieving its core theme objectives. Standard 5

Institutional Response

Status: Review and Consultation

As documented in our Self-Evaluation Report, OCCC has chosen to define mission fulfillment within two aligned frameworks which identify outcomes and shape how the College uses its resources to meet the post-secondary educational needs of the community. These frameworks are the Core Themes and the Five Big Ideas Strategic Framework. Extended conversations during the evaluation visit made it clear that what has made inordinate sense to our institution (the careful linkage and integration of core themes with strategic planning at the mission level) was neither clear nor sensible to our peer evaluators, resulting in this recommendation.

We appreciate and value the thoughtful advice of the Evaluation Committee, whose combined experience in the application of the NWCCU standards is significant and well outpaces our own experience. We also appreciate the careful thinking and intention by our College that led to our definition of mission fulfillment. This definition reflects our belief that the integration of our strategic plan at the mission level is an essential element for the alignment of all institutional efforts to ultimately fulfill our mission through our core themes of student success and educational pathways.

After consideration of this recommendation by institutional leadership, we believe our best response is to seek guidance from NWCCU staff to forge a path to provide clarification on mission fulfillment while still maintaining our institutional commitment to the interdependence of our core themes and strategic planning. We anticipate bringing any resulting modifications in the definition of mission fulfillment to the concerned governance bodies (Board of Education, College Council, Accreditation Steering Committee) for consideration in Fall of 2018, with resulting modifications to mission fulfillment being enacted in early 2019, and fully reported upon on our next mid-cycle report to NWCCU.

Cited Standards

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

APPENDIX ONE: CORE THEME MEASURES

Core Theme: Student Success

Definition: At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success. In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College’s policies, processes, and business practices to facilitate access and completion.

Over-arching objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.

Draft Sub-objectives	Draft Indicators of achievement	Method and Rationale
1. Students transition successfully into OCCC	<p><u>Indicator 1.1:</u> Fall to Winter retention <u>Threshold 1.1:</u> ≥75%</p> <p><u>Indicator 1.2:</u> % of credits successfully completed in 1st Fall term <u>Threshold 1.2:</u> ≥75%</p> <p><u>Indicator 1.3:</u> First-term G.P.A. <u>Threshold 1.3:</u> ≥75% exceed 2.0 GPA</p>	<p>Applied to all students attempting 6 or more credits and is a significant leading indicator of student success.</p> <p>Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography).</p>
2. Students feel welcomed, included, engaged and supported	<p><u>Indicator 2.1:</u> New Students: SENSE measures: Student ratings on SENSE for questions associated with inclusion and engagement <u>Threshold 2.1:</u> On CCSSE, score at or above the Carnegie Classification comparison group (small colleges) for those responses related to early connections, engaged learning, and academic and social support networks</p> <p><u>Indicator 2.2:</u> New and Returning Students: SENSE and CCSSE measures related to quality and satisfaction with student support services <u>Threshold 2.2:</u> 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful</p> <p><u>Indicator 2.3:</u> Student attendance in the first three weeks of term <u>Threshold 2.3:</u> ≥ 80%</p>	<p>Early student experiences impact persistence and serve as meaningful leading indicators for persistence and completion.</p> <p>Assessed by key student engagement measures in SENSE (first term) and CCSSE (continuing), and via student attendance as a proxy for engagement.</p>
3. Students receive pro-active intervention	<p><u>Indicator 3.1:</u> Early alerts issued on students are followed up with by an advisor within 2 days. <u>Threshold 3.1:</u> 95% of early alerts are followed up w/in 2 days</p>	<p>Early alerts allow faculty and advisors the opportunity to identify students who struggle and get back on track through intrusive advising and referral to student support services.</p>

Draft Sub-objectives	Draft Indicators of achievement	Method and Rationale
4. Students complete standard pre-requisites of reading, writing and math for GE courses	<u>Indicator 4.1</u> : Students complete or place above the universal prerequisites of MTH 020 (Basic Math), RD 115 (College Reading), and WR 115 (Introduction to Expository Writing) within first two terms. <u>Threshold 4.1</u> : TBD% of students complete/place beyond prerequisites within first two terms.	Meaningful leading indicator for retention and completion. Disaggregated.
5. Transfer students complete College-level writing and math requirement for their degree.	<u>Indicator 5.1</u> : % of AAOT & ASOT-B students completing WR 121 and MTH 105/111 w/in 1 st year. <u>Threshold 5.1a</u> : 31% completes WR 121 w/in 1 st year <u>Threshold 5.1b</u> : 20% completes MTH 105/111 w/in 1 st year	Meaningful leading indicator for retention and completion. Disaggregated.
6. Students progress/persist toward their educational goals.	<u>Indicator 6.1</u> : % of attempted credits successfully completed during first year <u>Threshold 6.1</u> : 75% <u>Indicator 6.2</u> : % completing 15+ credits in first year <u>Threshold 6.2</u> : 68% <u>Indicator 6.3</u> : Fall to Fall persistence (less completers) <u>Threshold 6.3</u> : TBD%	Meaningful leading indicators for retention and completion. Disaggregated.
7. Students experience academic success (completion or transfer) within 3 years	<u>Indicator 7.1</u> : 3-yr (150% to degree) Attainment, Transfer data <u>Threshold 7.1</u> : Meet or exceed average of peer institutions <u>Indicator 7.2</u> : 6-yr Persistence, Attainment, Transfer data <u>Threshold 7.2</u> : Meet or exceed average of peer institutions	Core lagging indicator of student success. Disaggregated.

APPENDIX ONE: CORE THEME MEASURES

Core Theme: Educational Pathways

Definition: At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational Pathways are accessible through place and modality and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

Over-arching objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

Recommended Sub-objectives	Recommended Indicators of achievement	Method and Rationale
1. OCCC educational pathways are accessible	<u>Indicator 1.1</u> Total FTE <u>Threshold 1.1</u> College FTE meets or exceeds budget FTE.	Ensuring access to educational opportunities is fundamental to fulfilling the college's mission. OCCC creates bridges into our educational pathways from high school, adult education, non-credit, and other feeders. Access to Educational Pathways is primarily measured through enrollment data, and enrollment data will be disaggregated for race/ethnicity, socioeconomic status (Pell vs. non-Pell), age (traditional vs. non-traditional) and geography.
	<u>Indicator 1.2</u> Distribution of Credit Students <u>Threshold 1.2.</u> Reflects the diversity of the community	
	<u>Indicator 1.3</u> Distribution of Non-Credit Students <u>Threshold 1.3</u> Reflects the diversity of the community	
	<u>Indicator 1.4</u> Distribution of Dual Credit Students <u>Threshold 1.4</u> Reflects the diversity of the community	
	<u>Indicator 1.5</u> Distribution of Students w/GED vs HS Diploma <u>Threshold 1.5</u> Reflects the diversity of the community	
	<u>Indicator 1.6</u> Number of Courses offered online <u>Threshold 1.6</u> Increase the number of unique courses offered online by 5% compared to the prior year offerings of online courses	
2. Students graduating from Lincoln County high schools enroll at OCCC.	<u>Indicator 2.1:</u> % of Lincoln County students coming to OCCC within 16 months of HS graduation <u>Threshold 2.1:</u> 22% or greater of area HS grads attend OCCC	The proportion of graduates from Lincoln County School District high schools that attends OCCC demonstrates a strong working relationship between high schools and the college and "paved pathways" for high school students. Assessed via data sharing agreement with LCSD. Disaggregated.
3. Students transitioning from ESOL/GED enroll in credit classes at OCCC	<u>Indicator 3.1:</u> GED passers enroll at OCCC w/in 6 mo. <u>Threshold 3.1:</u> 10% <u>Indicator 3.2:</u> % of ESOL students enrolling in GED or credit classes <u>Threshold 3.2:</u> 5%	The proportion of ESOL/GED students who subsequently enroll in credit classes at OCCC demonstrates strong processes leading to "paved pathways" for adult basic skills students. Disaggregated.

Recommended Sub-objectives	Recommended Indicators of achievement	Method and Rationale
4. Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs)	<u>Indicator</u> 4.1: Student artifacts meet benchmark of “2” on rubrics for CILOs <u>Threshold</u> 4.1: 70% of students (with >65 credits) score “2” or higher	CILOs are measured using modified AAC&U LEAP VALUE rubrics. Faculty on the Assessment Task Force determined a “2” was an appropriate score for students completing an Associate’s Degree.
5. Graduates meet industry standards by demonstrated mastery of technical skills and program learning outcomes	<u>Indicator</u> 5.1: In program assessment of technical skills and program learning outcomes. <u>Threshold</u> 5.1a: Technical Skills Attainment (TSA) “meets benchmark” - Maintain a rate of above 80% of programs with >80% of students meeting program defined benchmarks. <u>Threshold</u> 5.1b: For CTE outcomes not included in TSAs: Under development, to be based on annual Summary Data Reports.	Indicates the extent to which programs are aligned with industry expectations. Assessed via completion of industry exams (e.g., NCLEX) or in-program technical skills assessment (TSAs) by cohorts. CTE programs also report annually on the assessment of PLOs not covered by TSAs.
6. Programs use the results of assessment to improve teaching and learning	<u>Indicator</u> 6.1: Academic programs report changes made to instruction based on assessment of student learning outcomes <u>Threshold</u> 6.1: 80% of Program Reviews report Assessment Based Change	Academic programs make Assessment-Based Changes to Teaching and Learning that are based on assessment of student learning outcomes (at any level) that are documented in annual assessment report.
7. Graduates of CTE programs will be employed in their field of study	<u>Indicator</u> 7.1: Employment rates of CTE graduates six months after program completion. <u>Threshold</u> 7.1: 84% of CTE graduates report employment in their field of study at six months.	Employment of CTE graduates is an indicator the college has prepared students to address local workforce needs and a proxy indicator to the extent that programs align with regional employment demands.
8. Graduates of transfer programs will be enrolled in 4-year institutions	<u>Indicator</u> 8.1: Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center. <u>Threshold</u> 8.1: TBD (Baseline data is not yet available)	Transfer rates as proxy for quality and design of transfer paths.
9. Educational pathways and stackable credentials lead to living wage jobs	<u>Indicator</u> 9.1: Program review metrics using county-level occupational wage data compared against the M.I.T. Living Wage Calculator. <u>Threshold</u> 9.1: 100% of degree and certificate programs exceed (or serve as component on a career pathway that exceeds) the Lincoln County Living Wage.	The quality and relevancy of pathways/programs is directly related to a graduate’s ability to find employment that leads to a living wage or be promoted within the graduate’s current job.
10. Pathways and programs respond to the changing needs of industry and regional employers.	<u>Indicator</u> 10.1: Program review process includes the application of the CTE rubric to new and existing programs <u>Threshold</u> 10.1: 80% of OCCC CTE credit and non-credit Programs are included in the top 30 in-demand, sub-baccalaureate occupations in the region	Comparing proposed and existing credit and non-credit offerings to regional labor market demand ensures the college is responsive to regional workforce needs.
11. Small Business Development Center Economic Impact	<u>Indicator</u> 11.1: Jobs Created & Jobs Retained <u>Threshold</u> 11.1: Exceed prior year <u>Indicator</u> 11.2: Capital Infusion <u>Threshold</u> 11.2: >\$492,000/yr. <u>Indicator</u> 11.3: Long-Term Clients (5+ hours) <u>Threshold</u> 11.3: 40	These are standard measures for each SBDC in Oregon and are the best demonstration of economic impact of the SBDC.

APPENDIX TWO: ASSESSMENT OF STUDENT-LEARNING OUTCOMES AT OCCC

Assessment of Student Learning Outcomes at OCCC												
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Assessment Capacity Building	Instruction & Non-Instruction Departments	ATD	ATD	ATD	ATD	ATD; Assess.Driven Change Doc: AQS, NUR, LIB, Stud. Serv, Fin.	Plan for Non-Instruction Dept Prog Review	X	X	X	X	X
	All Faculty	ATD Data Summit	ATD Data Summit	ATD Data Summit	ATD Data Summit; ICAT	Explore Comp Inst. Learn. Outcomes (CILO); Into to Program Review; ICAT	Program Mapping	CILO Assmt PLO Assmt	CILO, PLO & CLO Assmt	X	X	X
	Conferences & Workshops	Dream 2014	Dream 2015	Dream 2016	CC Conf on Learning Assmt; Dream 2017; Crit Thinking VALUE Rubric	Dream 2018; PULSE Northwest (Bio); Title II Data (ABS/ESOL); NW PULSE Webinar on Curriculum Mapping (Bio)	X	X	X	X	X	X
	Committees & Working Groups	MathManiacs formed; ATD Data Tm formed	DevEd Redesign formed	X	Assessment Task Force Formed	Teaching and Learning Day; Fall and Spring Assessment Themed In-Service	Core Theme Planning Teams	X	X	X	X	X
	Institutional Research	Part-time	Part-time	Part-time	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.	Full-time C.O.R.E.

Institutional Assessment	Mission Fulfillment	Core Themes and Mission	Measured by year over year improvement and external benchmarks	Mission & Core Themes Revised	Measured by year over year improvement and external benchmarks	Core Themes Revised	Finalized Core Theme sub-objectives, indicators, and thresholds of achievement	Core Themes assessed; Core Theme Planning linked to Budget Planning	18 month	Mid-Cycle	X	Year 7 Self Evaluation Report	Reflection; Begin new cycle
	Degree Programs	Comprehensive Institutional Learning Outcomes (CILOs)	-	-	-	-	Planning	CILOs Established	CILOs Mapped	CILO 1 Communication	CILO 2 Prob Solv.	CILO 3 Civic Engagmt	CILO 4 Cultural Lit.
	Student Engagement	SENSE & CCSSE		SENSE/CCSSE		CCSSE Benchmark		CCSSE			CCSSE		
	All CTE Programs	Perkins	X	X	X	X	X	X	X	X	X	X	X

Course Assessment	Nursing	NUR 142,143	NUR 141,142,143 NUR 241,242	NUR 244	NUR 141	NUR 141,142,143 NUR 241,242,243	Finalize Instructional Outcomes and Assessment Policies	X	X	X	X	X
	Nursing Assistant	NUR 101,102	NUR 101,102	NUR 101,102	NUR 101,102	NUR 101,102		X	X	X	X	X
	Emerg. Med. Tech.	EMS 106	EMS 106	EMS 106	EMS 106,136	EMS 106		X	X	X	X	X
	Medical Assisting	-	-	NCMA 102,112	NCMA 102,103,112	NCMA 101,102		X	X	X	X	X
	Aquarium Science	-	-	-	-	AQS 295		X	X	X	X	X
	Adult Basic Skills	All courses	All courses	All courses	All courses	All courses		X	X	X	X	X
	Mathematics	-	-	-	MTH 095,111	MTH 095,111		X	X	X	X	X
	Biology	-	-	-	-	BI 103 pilot		X	X	X	X	X
	Writing	-	-	-	WR 121 Pilot	WR 121 ongoing;WR 122 Pilot		X	X	X	X	X
	Spanish	-	-	-	SPA 101 Pilot	SPA 101		X	X	X	X	X
	College Success/Dev. Ed.	-	-	-	WR 121 Pilot	WR 121 ongoing;WR 122 Pilot		X	X	X	X	X
	Business	-	-	-	-	BA 101 Pilot		X	X	X	X	X
	Instructional Programs w/ PT Faculty	-	-	-	-	-		X	X	X	X	X

" - " indicates no documented activity; "X" indicates ongoing documented activity

APPENDIX TWO: ASSESSMENT OF STUDENT-LEARNING OUTCOMES AT OCCC

Outcomes Assessment at OCCC														
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
Program Assessment	Program Review	Nursing	EOY Retreat	OSBN Self-Study: 8yr Approval	EOY Retreat	EOY Retreat	EOY Retreat	X	X	X	X	OSBN Self-Study	X	
		Cert. Nur. Asst	Site Visit	OSBN Self-Study	Site Visit	OSBN Self-Study:	Site Visit	OSBN Self-Study	Site Visit	OSBN Self-Study	Site Visit	OSBN Self-Study	Site Visit	
		Medical Assisting	-	NCCT Approved	Enrollment (Access) and Completion Rates	NCCT Review; Enrollment (Access) and Completion Rates	n/a	NCCT Review	X	NCCT Review	X	NCCT Review	X	
		Emerg. Med. Tech	X	X	X	X	CCWD Self-Study	X	X	X	X	CCWD Self-Study	X	
		Aquarium Science	Natnl Visit Committee											
		Adult Basic Skills	Title II Program Improvement Plan	Title II Program Improvement Plan	Title II Program Improvement Plan	Title II Self-Study/ Application	Title II Program Improvement Plan	Title II Self-Study/ Application	Title II Program Improvement Plan	Title II Program Improvement Plan				
		Mathematics	MathManiacs: Pass Rate	MathManiacs: Placement	MathManiacs: Completion	MathManiacs: Placement	MathManiacs: Pass Rates & Placement	MathManiacs: Enrollment (Access) & Pass Rates	X	X	X	X	X	X
		Biology	-	-	-	-	Planning	X	X	X	X	X	X	X
		Writing	-	-	-	-	-	Planning	X	X	X	X	X	X
		Spanish	-	-	-	-	-	Planning	X	X	X	X	X	X
	College Success/Dev. Ed.	-	-	-	-	-	Planning	X	X	X	X	X	X	
	Business	-	-	-	-	-	Planning	X	X	X	X	X	X	
	Instruction Prog w/ PT Faculty	-	-	-	-	-	Planning	X	X	X	X	X	X	
	Library	-	-	-	-	Planning	X	X	X	X	X	X	X	
	Prog Outcomes Assessment	Nursing	Clinical/ Theory Outcomes & NCLEX											
		Cert. Nur. Asst	OSBN Exam Psycomotor & Cognitive											
		Medical Assisting	NCMA NCCT Exam											
		Emerg. Med. Tech	Natnl. Registry Cognitive & OHA Pschomotor											
		Aquarium Science	Capstone Course											
		Adult Basic Skills	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes	OR ABS Indicators of Prog Quality; Nat'l student and prog outcomes
Mathematics		-	-	-	-	-	Planning	X	X	X	X	X	X	
Biology		-	-	-	-	Planning	X	X	X	X	X	X	X	
Writing		-	-	-	-	-	Planning	X	X	X	X	X	X	
Spanish		-	-	-	-	-	Planning	X	X	X	X	X	X	
College Success/Dev. Ed.	-	-	-	-	-	Planning	X	X	X	X	X	X		
Business	-	-	-	-	-	Planning	X	X	X	X	X	X		
Instruction Prog w/ PT Faculty	-	-	-	-	-	Planning	X	X	X	X	X	X		

" - " indicates no documented activity; "X" indicates ongoing documented activity