



POLICIES, REGULATIONS & FINANCIAL
REVIEW EVALUATION REPORT

Olympic College

PREPARED FOR THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

MARCH 2025

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Mission Fulfillment

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

Olympic College (OC) provides instruction at the Bremerton, Poulsbo, and Shelton campuses, as well as online, and through partnerships with Puget Sound Naval Shipyard, Washington State Department of Corrections, and others. As the only academic institution providing educational opportunities on the Kitsap Peninsula, OC serves a critical role in providing accessible education to individuals living and working in Kitsap and Mason Counties. With its diverse offerings, students can find a path that works for them.

The new [Strategic Plan for 2024 – 2028](#) is designed to address the evolving needs of the region, while upholding the commitment to closing access, equity, and achievement gaps. It incorporates three key themes reflected in the seven goals and accompanying objectives: Regional Economic Growth, Equity & Access, and Institutional Resilience.

OC Strategic Goals

1. OC sustains its critical role in uplifting the region through workforce development that is responsive to local needs.
2. OC works to be a safe and welcoming environment that cultivates a sense of belonging for students and employees.
3. OC will be a student-ready and student-centered college that is committed to closing institutional performance gaps and helping students achieve their educational and life goals.
4. OC is a rigorous academic setting that inspires life-long learning.
5. OC strengthens and expands partnerships with local and regional institutions and organizations to grow organizational capacity and increase collective impact.
6. OC cultivates a culture of trust that centers around communication, dialogue, and responsible stewardship.
7. Ensure our human resources practices are proactive, inclusive, strategic, and aligned with institutional goals.

Key performance indicators (KPIs) will be mapped to each of the seven goals to support implementation and assessment. A set of meaningful, valid, and reliable Mission Fulfillment Indicators (MFIs) will be selected out of these KPIs, existing MFIs, and Peer Comparison measures to monitor institutional effectiveness and inform resource allocation.

Eligibility Requirements

Olympic College attests that it remains in compliance with Northwest Commission on Colleges and Universities (NWCCU) Eligibility Requirements (ERs) as certified in the Institutional Report Certification Form.

APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Olympic College

(Name of Institution)

Martin Cavalluzzi, Ph.D.

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

2/19/2025

(Date)

Standard Two: Governance, Resources and Capacity

Governance

2.A.1

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

WA State Board for Community & Technical Colleges

OC was established by the legislature and is one of 34 community and technical colleges in Washington governed by the State Board for Community and Technical Colleges (SBCTC.) The SBCTC is governed by a nine-member board appointed by the governor. It oversees policy development, secures and allocates state, federal, and private grant funding, approves educational programs, and sets strategic direction for the entire college system. The specific roles, responsibilities, and authority of the SBCTC and colleges are detailed in the SBCTC Policy Manual. The Washington Association of Community and Technical Colleges (WACTC), composed of the community and technical college presidents and chancellors, develops policy recommendations for the SBCTC and the college system in conjunction with eight commissions and their councils. OC's president is active on WACTC, and vice presidents, deans, and directors are members of the [commissions and councils](#) based on administrative areas. For example, the Vice President of Instruction serves on the Learning Commission and the Dean of Libraries, Tutoring, and College Success serves on the Library Leadership Council. Through this structure, OC has a voice in policies, learns from and shares with other colleges, and participates in statewide initiatives.

Board of Trustees

The Board of Trustees (BOT) is the governing board of the college, working at the policy level to ensure OC is fulfilling its mission. The board is comprised of five members, each serving rotating five-year terms and appointed by the governor. No Trustee has any contractual, employment, or financial interest in OC. The duties, responsibilities, and authority of the BOT for a community college are defined by state law in the Revised Code of Washington (RCW) Chapter 28B.50. These, with the [Standing Orders of the Board](#), are the primary guidelines for their work. Meeting agendas and minutes are published to the public on the

[Board of Trustees](#) page on OC’s website. [BOT Policies](#) are published on the OC website and reviewed regularly.

Evidence:

- [BOT Annual Policy Review Schedule 2024-25](#)
- [Board of Trustees – Generally \(RCW 28B.50.100\)](#)
- [Board of Trustees Policy Manual](#)
- [Boards of trustees—Powers and duties \(RCW 28B.50.140\)](#)
- [Standing Orders of the Board of Trustees \(WAC 132C-10-002\)](#)
- [Community and Technical Colleges \(RCW 28B.50\)](#)
- [Washington State Board for Community and Technical Colleges Policy Manual](#)

2.A.2

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

OC is led by President Marty Cavalluzzi, Ph.D. His role is to drive OC’s long-term vision, including critical areas, such as strategic planning; building key partnerships; addressing community needs by expanding instructional and continuing education/community education/corporate training programs; increasing student success by closing access, achievement, and equity gaps; and developing the budget.

In October 2024, Pres. Cavalluzzi restructured the Vice President of Human Resources & Campus Operations, filled by Joshua Masters, to be an Executive Vice President (EVP) position. The primary focus of the new position is to further enhance OC's operations, empowering OC to implement strategic initiatives and optimize internal processes. The EVP’s role is to ensure that strategic goals are operationalized and that OC runs smoothly on a day-to-day basis. The EVP will also prioritize working with the Executive Team (E-Team), governance, stakeholders, and other college leaders to create transparent and predictable policies and processes for college functions.

The EVP is advised regarding the operations of the college by an E-Team consisting of his direct reports:

- Chief Communications Officer - Shawn Devine
- Chief Financial Officer - Karen Wikle
- Chief Human Resources Officer – Cathy Anderson
- Chief Information Officer - Lynne Kieser
- Vice President of Diversity, Equity, and Inclusion – vacant, search in process
- Vice President of Instruction - Martin Cockroft
- Vice President of Student Affairs & Enrollment Management – Brendon Taga

The purpose of the E-Team is to manage and direct college operations including the implementation of college plans, budgets, and programs. The E-Team is also responsible

for the operationalizing of OC's strategic plan and the goals set forth by the BOT and the President. The E-Team members are individually accountable and responsible for their assigned areas, but collectively accountable and responsible for viewing the college as a whole and making decisions that align with the best interests of the organization and the fulfillment of its mission. The E-Team's scope is primarily operational, focused on the implementation of the strategic plan and the President's and Board goals, and the day-to-day operations of the college. The E-Team operates under the authority of the President, and the authority the President has delegated to the EVP. All E-Team members have management teams who report directly to them.

All administrators and exempt personnel hold academic degrees and/or have extensive experience necessary for the roles they perform. Discussion about the management of the institution and potential changes or improvements occur at all levels of the institution, from the E-Team to individual department or team meetings.

Evidence:

- Executive Leadership organizational chart
- Curriculum vitae of Executive Team

2.A.3

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

The [President of OC](#), Dr. Martin Cavalluzzi, is highly qualified and has full-time responsibility for the institution. He reports directly to the BOT and serves as an ex-officio member of the BOT. 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 has an Associate of Arts degree from Orange Coast College. Dr. Cavalluzzi has served as President of OC since February 2018. Prior to that, he 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. Pres. Cavalluzzi will be retiring September 1, 2025. Next steps to fill the position are in development.

Evidence:

- Curriculum vitae of President Cavalluzzi

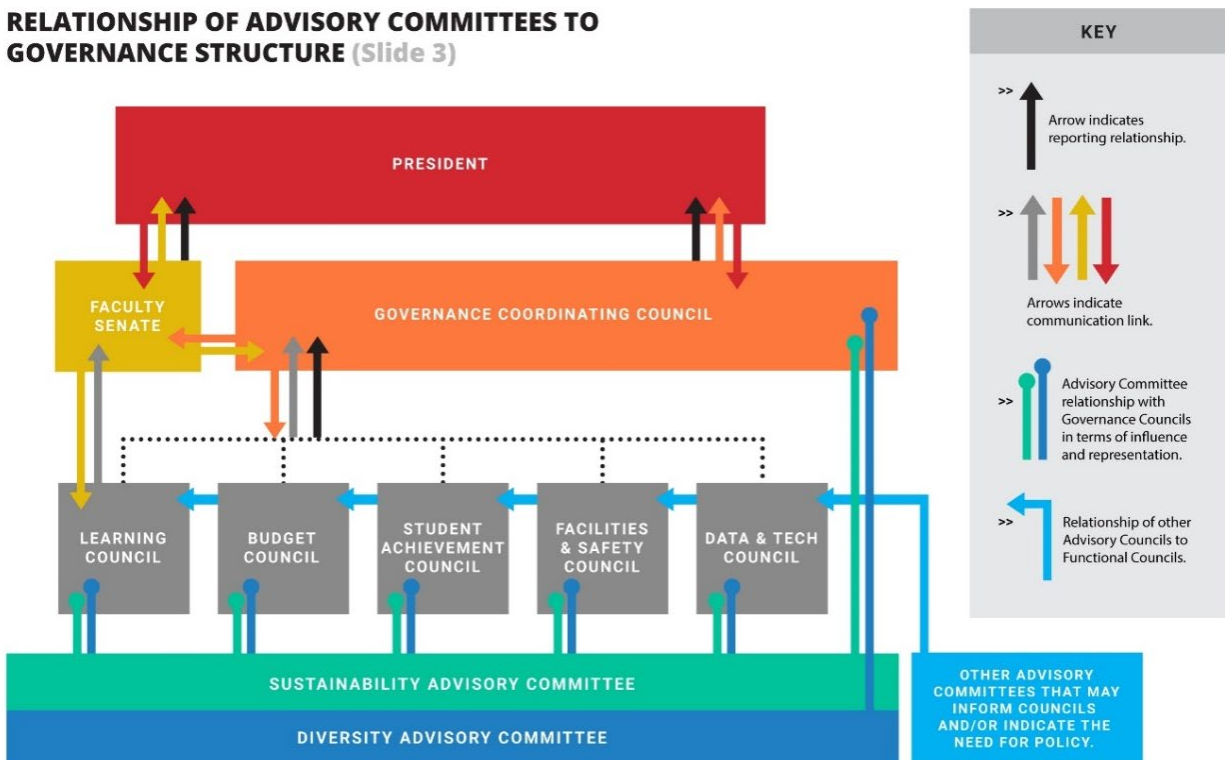
2.A.4

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

The [governance system](#) supports OC’s mission of ensuring the success of students at all levels. Governance provides a structured venue for diverse voices, including students, to participate in thoughtful deliberation around college policy, planning, and assessment. The BOT Policy on Participatory Governance directs the President to enact a system that values diverse voices, cooperation, collaboration, civility, respect and collegiality in a thoughtful deliberation and decision-making process. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and administrators participate in thoughtful deliberation and the decision-making process, leading to recommendations made to the President, who represents the administration of OC as an agent of the BOT.

The governance system is made up of a Governance Coordinating Council (GCC) and five Functional Councils, each with a membership of students, classified employees, faculty, and exempt employees. Membership in each Council also includes representatives from the Diversity Advisory Council and the Sustainability Advisory Council. Image 1 illustrates the relationships and communication between and among the various governance groups. This includes reporting relationships, communication links, and relationships in terms of influence and representation.

Image 1. Relationship of Advisory Committees to Governance Structure



GCC is a college-wide body that reviews and considers key College issues and makes recommendations and forwards decisions to the President. GCC focuses on strategic planning, policy review, and the governance system. Functional Councils are Budget and Finance, Data and Technology, Facilities and Safety Council, Learning Council, and Student Advancement Council. These functional councils develop, review, and evaluate plans and policies for their respective areas in accordance with OC's vision, mission, values, and strategic directions. The co-chairs for the functional councils are the administrators responsible for the related areas or their designee.

Evidence:

- BOT Policy on Participatory Governance
- [Governance System](#)

Academic Freedom

2.B.1

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

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 Association of Higher Education Collective Bargaining Agreement 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."*

Evidence:

- [Commitment to Civility and Academic Freedom \(110-14\)](#)
- [Faculty AHE 2020-2024 Collective Bargaining Agreement](#) Article 5, Section 3: Academic Freedom
- [Freedom of expression, Student Conduct Code \(WAC 132C-120-015\)](#)

2.B.2

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

As a public college, OC is committed to supporting speech that falls within the broad definition of protected expression. Upholding the right to free speech aligns with OC's value of civil and constructive discourse and respect for diversity. It's also a necessary condition for cultivating and welcoming robust debate and thriving public discourse that is essential to every institution of higher learning.

OC's commitment to academic freedom is directly addressed in its Mission, Vision, and Values statements, which are available on the [website](#) and in the [catalog](#). In support of Value 1: A Dedication to Public Service and Higher Education, 1.d states, "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." This value statement also emphasizes the importance of establishing "a learning environment in which each learner is welcomed, encouraged, and supported." Similarly, Value 3, The Practice of Civil and Constructive Discourse and Respect for Diversity, promotes respect for diversity across all its dimensions. It urges the campus community to "Appreciate and listen to one another with respect for our differences" and "Acknowledge that our own cultural conditioning influences our perceptions of other people." To reinforce the fundamental importance and congruence of civility and academic freedom in OC's working and learning environments, the BOT approved the [Commitment to Civility and Academic Freedom](#) statement (OCP 100-14). Issues such as student speech, political activity, and religious activity are addressed on the [Freedom of Expression](#) webpage with links to relevant policies and resources.

Evidence

- See 2.B.1

Policies and Procedures

2.C.1

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

OC subscribes to the statewide policy on Inter-College Transfer and Articulation amongst Washington public colleges and universities. Courses accepted in transfer must be essentially equivalent. OC's Award of Credit for Learning Outside Olympic College (Prior Learning Assessment) policy follows that of Washington State as outlined by the [Inter-College Relations Commission](#) (ICRC) transfer guidelines and Direct Transfer Agreements (DTA). OC also participates in the [Common Course Numbering](#) statewide project, which facilitates transfer among Washington community and technical colleges because equivalent courses are labeled the same across all colleges. OC has negotiated articulation agreements that govern acceptance of courses to and from institutions. Credential evaluators in Records and Registration, using the Transfer Evaluation Software (TES) system, determine how external credits transfer. When needed, credential evaluators will consult with appropriate faculty to make the final decision for course transfers. OC also participates in the Department of Defense Voluntary Education Partnership Memorandum of Understanding, which encourages efficient transfer of credits for service members.

Evidence:

- [Award of Credit for Learning Outside Olympic College \(Prior Learning Assessment\)](#)
- [Department of Defense Voluntary Education Partnership Memorandum of Understanding, 2024-2029](#)
- [Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities](#)
- [Transfer Credit Evaluation](#)

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

OC publishes a Student Conduct Code that maintains policies and procedures associated with the rights and responsibilities of students. This is available in the [Catalog](#), on the [Community Standards](#) webpage, and in [New Student Orientation](#). [Prohibited student conduct](#) covers Academic Dishonesty, including, but not limited to, cheating, plagiarism, and fabrication. Alleged academic dishonesty violations are subject to the general Student Conduct Code procedures. Faculty members are expected to use the Academic Integrity option in the [OC Report It](#) system to file academic dishonesty allegations. The [Appeal from Disciplinary Action](#) process provides robust procedural protections for students found

responsible for behaviors prohibited by the Student Conduct Code, including academic dishonesty. Depending on the severity of the disciplinary sanction imposed, the appeals are heard either by the conduct review officer (Vice President of Student Affairs) or by the Student Conduct Committee.

The [Grade Appeal Process](#) applies only to final grades and includes three steps: informal resolution via meeting with instructor, formal appeal to the dean, and appeal of the dean's ruling. The Student Complaint Process provides guidelines which promote constructive dialogue, understanding, and informal resolution of student complaints and concerns in circumstances where the use of formalized procedures is not required.

[Student Disability Services](#) follows OC's [Procedures for Accessing Services](#) that identify the rights and responsibilities of students under relevant state and federal mandates and establishes clear guidelines for seeking and receiving accommodations and academic adjustments. Grievance procedures cover investigation and resolution of complaints by persons with disabilities alleging discrimination.

Evidence:

- Academic honesty
 - [Prohibited student conduct \(WAC 132C-120-065\)](#)
- Conduct
 - [Community Standards](#)
 - [Student Conduct Code \(WAC 132C-120\)](#)
- Appeals, grievances
 - [Admission, Registration and Graduation Appeals](#)
 - [Appeal from Disciplinary Action \(WAC 132C-120-115\)](#)
 - [Grade Appeals](#)
 - [Student Complaints](#)
- Accommodations for persons with disabilities
 - [Procedures for Accessing Services \(300-02-01\)](#)
 - [Student Disability Services](#)

2.C.3

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

OC's mission supports an open admissions policy that is consistent with minimum standards for admission to a community or technical college ([WAC 131-12-010](#)). [Admissions](#) eligibility and processes are provided for new, continuing, former, transfer,

international, Running Start, and High School 21+ students. Programs with selective admissions criteria include Healthcare pathways and Baccalaureate degrees. 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 satisfy [multiple placement measures](#). They may take the Accuplacer, have taken the Smarter Balance Assessment during high school within an appropriate time frame, have a high school transcript within an appropriate time frame, have appropriate SAT/PSAT/ACT scores, and/or take the MATH 95 assessment course. Cut-off scores for 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 for their proficiency levels, based on transcribed courses from prior institutions or acceptable scores on a prior learning assessment, such as Advanced Placement or the International Baccalaureate Diploma.

OC values student academic achievement and is committed to supporting students in realizing their academic, career, and personal aspirations. The [Academic Standards Progress Policy](#) establishes a process to promptly identify and support students when their quarterly GPA falls below 2.0. By connecting them with appropriate resources, they can improve their academic performance and return to Good Academic Standing. Divided into four levels – Academic Concern, Academic Intervention, Academic Warning, and Academic Dismissal – the policy is designed to identify and assist students who may be struggling academically. Each level corresponds to specific GPA thresholds and entails tasks aimed at addressing the student's academic deficiencies. Additionally, the policy emphasizes the importance of timely completion of degree and certificate programs, in accordance with Washington State regulations.

As required by the Department of Education, to receive federal, state, and institutional aid at OC, students must maintain satisfactory academic progress (SAP) as outlined in the [Satisfactory Academic Progress Policy](#). The Financial Aid Department notifies students who fail to meet the standards of academic progress. Counselors and Student Success Coaches assist these students in developing academic success plans and formulating commitment statements that require student signatures as evidence of agreement.

Disciplinary sanctions and appeal processes, including dismissal, are covered in the Student Conduct Code. Healthcare programs' appeal processes are specific to those programs.

Evidence:

- Policies and procedures for recruiting, admitting, and placing students
 - [Admissions](#)
 - [Enrollment Information](#)
 - [Placement](#)
- Selective Admissions Programs

- o [Filmmaking - Bachelor of Applied Science](#)
- o [Information Systems - Bachelor of Applied Science](#)
- o [Licensed Practical Nurse to Registered Nurse - Associate in Technical Arts](#)
- o [Medical Assisting](#)
- o [Organizational Leadership and Technical Management – Bachelor of Applied Science](#)
- o [Physical Therapist Assistant - Associate in Applied Science](#)
- o [Registered Nurse - Associate in Technical Arts](#)
- o [Registered Nurse to Bachelor of Science in Nursing](#)
- o [Veteran & Licensed Practical Nurse to Bachelor of Science in Nursing](#)
- Policies/procedures related to continuation, termination, appeal and readmission
 - o [Academic Standards Progress Policy](#)
 - o [Satisfactory Academic Progress Policy](#)
 - o [Student Conduct Code \(WAC 132C-120\)](#)

2.C.4

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

OC follows Washington State mandated records retention schedules. Paper records are filed and stored in secure records vaults and removed based on the retention schedules. 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 colleges. System maintenance and backup is facilitated by the SBCTC Information Technology division. For backup and emergency preparation, microfiche student documents are stored in safety deposit boxes at a bank and student documents are kept electronically in OnBase, an electronic document imaging and storage system.

OC protects the release of student records in compliance with the Family Education Rights and Privacy Act (FERPA) of 1974, [20 U.S.C. § 1232g](#), and the corresponding [BOT Policy](#). Release of student information follows FERPA guidelines. All faculty and staff must sign confidentiality statements and must complete FERPA training before getting access to the ctclink student management system.

Evidence:

- [Community and Technical Colleges Records Retention Schedule](#)
- [Family Educational Rights and Privacy Act Policy \(300-07\)](#)
- [State Government General Records Retention Schedule](#)

Institutional Integrity

2.D.1

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

OC announcements, statements and publications are managed by the [Communications department](#). Communications works with other divisions and departments to ensure their print and digital communications pieces meet college requirements for branding, accessibility, and accuracy. The goal is to ensure that current and prospective students are aware of the programs, services, and opportunities that are available to them. Communications has established branding and style guides that are enhanced by regular training to ensure all announcements, statements, and publications are consistent and of high quality across all departments. Training is provided to new and existing website authors, design coordinators with Canva Licenses, employees authorized to send emails to all students and employees, and those managing social media sites. Training topics include accessibility, email, flyer policy, social media, and website style guide.

The mission of the website is to create a user experience that is student centric, and equity focused. The goal of the site is to present information that is clear, concise, intuitive and engaging. All pages on the OC website are considered official and must adhere to the Web Governance Policy and Standards. The website complies with the [OC Accessible Technology Policy 200-29](#) and [WCAG 2.1 AA](#) compliance for accessibility. The website is internally audited annually to ensure content is current and accessible. The website was redesigned in 2022 with a goal of implementing the Guided Pathways Model which seeks to increase college completion rates through the following 4 pillars: 1. Clarify the Path, 2. Enter the Path, 3. Stay on the Path, 4. Ensure Learning.

The [Catalog](#) serves as the primary method for communicating academic intentions, with applied bachelor's and associate degrees mapped to display quarter-by-quarter plans from the first quarter through program completion. Responsibility for catalog content, organization, and structure is shared by the Communications Department, Instruction Support Services (ISS), and Information Technology (IT). Review and updates of general and non-academic information are managed by the Communications Department which communicates with constituents about review timelines separately. Academic information is managed by ISS. According to the *Effective Dates for Curriculum Changes and De-activation of Courses* policy draft, all significant curriculum changes approved by internal and external processes throughout an academic year that affect a student's ability to get admitted to, or graduate from a program, will be effective with the publication of the following year's catalog. Minor typographical error corrections will be published continually as they occur. This draft policy is moving through governance for approval.

Evidence:

- Annual Catalog Production
- [Catalog](#)
- Communications Trainings
- [Email Use Policy](#)
- Effective Dates for Curriculum Changes and De-activation of Courses Policy
- [Posting Policy and Procedures](#)
- [Social Media Policy](#)

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Consistent with its [Mission, Vision, and Values](#), OC adheres to ethical behaviors and investigates and resolves all alleged ethics violations using the established procedures consistent with the [Ethics in Public Service Act](#). OC is further regulated by the [Washington State Executive Ethics Board](#) which investigates and adjudicates citizen complaints concerning state employees and provides training for state employees in ethical issues. The BOT demonstrates leadership for ethical behavior through its own [Code of Ethics](#) as well as its approval of other OC policies addressing the ethical responsibilities of employees and students.

OC promotes the fair and equitable treatment of students, faculty, administrators, staff and other constituencies through adherence to policies and procedures including consistent and timely response to grievances as outlined in the evidence listed below.

Evidence:

- [Board of Trustees Code of Ethics \(100-11\)](#)
- [Bullying by Employees & Volunteers Policy \(400-15\)](#)
- [Classified WPEA 2023-2025 Collective Bargaining Agreement - Article 30: Grievance Procedure](#)
- [Discrimination and Harassment Grievance Policy and Procedure \(200-30\)](#)
- [Employee Ethics Policy \(400-05\)](#)
- [Faculty AHE 2020-2024 Collective Bargaining Agreement - Article VII: Grievance Procedure](#)
- [Non-discrimination Policy \(WAC 132C-10-160\)](#)
- [Accessing Services: Grievance Procedure \(OCPR 300-02-04\)](#)
- [Student Complaint Process](#)
- [Title IV Complaint Process](#)
- [Title IX Grievance Procedure \(200-31\)](#)

2.D.3

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

OC takes action to avoid conflicts of interest among its employees and stakeholders by following policies and procedures listed below under evidence. OC is neither supported nor affiliated with any social, political, corporate, or religious organization; its purpose is education, and it operates autonomously. As a state agency, the BOT and College employees are barred from using their positions to directly support, advocate, or benefit from any social, political, corporate, or religious affiliations, perspectives, or outcomes. OC follows the [Washington State Whistleblower Program](#). The Whistleblower Act, enacted by the Washington State Legislature in 1982 and amended in 1999, allows state employees to report suspected incidents of improper governmental action. The program outlines procedures and safeguards for campus members who report employee misconduct.

Evidence:

- [Code of Ethics, RCW 42.52](#)
- [Board of Trustees Code of Ethics \(100-11\)](#)
- [Employee Ethics Policy \(400-05\)](#)
- [Employment of Family Members or Self \(400-11\)](#)
- [Washington State Executive Ethics Board](#)
- [Whistleblower Program](#)

Financial Resources

2.E.1

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

OC maintains financial stability by carefully monitoring resources and expenditures, appropriately managing risk and debt, meeting short-term commitments, and planning strategically for long-term obligations. OC's financial records meet the accounting and auditing requirements of the Office of Financial Management (OFM) per its [Generally Accepted Accounting Principles](#), the [State Auditor's Office](#) (SAO), the SBCTC, and other federal, state, and local agencies.

OC undergoes an independent financial audit every year by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to [US Generally Accepted Accounting Principles](#). The audit is to be completed no later than fifteen 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 produces its annual financial report in [Governmental Accounting Standards Board \(GASB\)](#) format and contracts with the SAO to independently audit the report. However, due to staffing and delays in OC's completion of financial statements, SAO notified OC that it could not conduct the annual financial report audit. OC contracted with the accounting firm [Davis Farr](#) to conduct these audits for three years, starting with Fiscal Year 2020.

OC's last audited financial statements were for the fiscal years 2016, 2017, 2018 and 2019. OC received an unmodified opinion for each of these audits, with no findings or management letter recommendations. Financial statements and their respective audits for the 2020, 2021, 2022 and 2023 fiscal years are pending. This is due to a combination of the COVID-19 pandemic, staff turnover, and the transition to a new accounting software system, ctcLink, in March 2020. Financial accountability is critical for OC's overall health. Since the implementation of ctcLink, OC has continued to adapt as it recognizes new needs in business processes, financial tracking, and reporting in ctcLink.

To ensure financial accountability in a timely matter, OC has restructured the finance department, created a financial action plan, and created the new position of internal independent auditor. The purpose of the internal audit function is to strengthen Olympic College's ability to create, protect, and sustain value by providing the BOT and management with independent, risk-based, and objective assurance, advice, insight, and foresight. The new auditor position will review processes and procedures, assess risk management, and conduct thorough evaluation of internal controls. The Internal Audit Charter provides additional guidance on the authority, roles, and responsibilities of the internal auditor, the BOT, and the President. With these critical gaps filled, and with continued progress in developing effective reporting systems in ctcLink, OC expects to be back to an annual report filing for the fiscal year 2025.

The results of the independent audits of financial statements are reviewed with the President, Chief Financial Officer, Finance Director, and two BOT members during an exit conference with the audit team. The audited financial statements are included in the BOT's next regularly scheduled meeting. Audited financial statement reports are available in the [Facts and Figures Archive](#) with Revenue & Expenditures.

The SBCTC analyzes OC's fiscal health annually. In addition, the SAO conducts an accountability audit every four years, which includes a review of the college's financial condition. OC's most recent accountability audit report was published on June 22, 2023. This audit report covered the period of July 1, 2018 through June 30, 2022.

Monthly updates regarding revenues, expenses, and cash on hand balances are provided throughout the year at BOT meetings. The OC BOT finance committee meets with the OC staff the week prior to monthly BOT meetings to discuss OC finance updates, highlights, challenges, reviews, and the status of the finance action plan, finance reports, and budget reports.

Per the BOT Policy 600-08-Financial Reserve, the college maintains a minimum operating reserve equal to 20 percent of the total annual operating budget by fiscal year 2030. OC's operating reserve is currently at 10% with a plan to incrementally increase that by 2% annually.

Evidence:

- [Debt Policy \(600-07\)](#)
- [Financial Reserve Policy \(600-08\)](#)
- [Financial Data](#)
- Internal Audit Charter
- [OC Audited Financial Statements FY2018-2019](#)
- [RCW 43.09.310](#) - Audit of statewide combined financial statements
- [RCW 39.34](#), [RCW 28B.50.020](#), and [RCW 23B.08.050](#) Interlocal Cooperation Agreement
- [State Administrative & Accounting Manual Policy 55.10.50](#)

2.E.2

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

OC demonstrates financial stability by maintaining the cash flow and reserves necessary to support and sustain its mission, programs, and services. OC takes a cautious approach to financial management, using a low ratio of capital debt, a stable operating budget, and well-funded reserves to ensure operational continuity. The annual operating budget was nearly \$63 million for 2023-2024, with just over \$1 million coming from the reserves. As of June 30, 2024, OC had approximately \$29 million in unrestricted reserves and an additional \$20 million earmarked through policy restrictions.

Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability. 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 Chief Financial Officer oversees any new debt obligations, which in accordance with college policy cannot exceed five percent of the operating budget, unless supported by a dedicated revenue source.

OC strategically manages its enrollments and resources per state regulations and institutional policies. It carefully develops its budget, which draws from three clearly defined components: state allocations, tuition, and locally generated revenue. OC's funding base depends on tuition and state allocations, but it supplements its financial resources with federal and state grants and contracts to support its mission and goals. Revenue sources are conservatively modeled and applied to the projected budget's

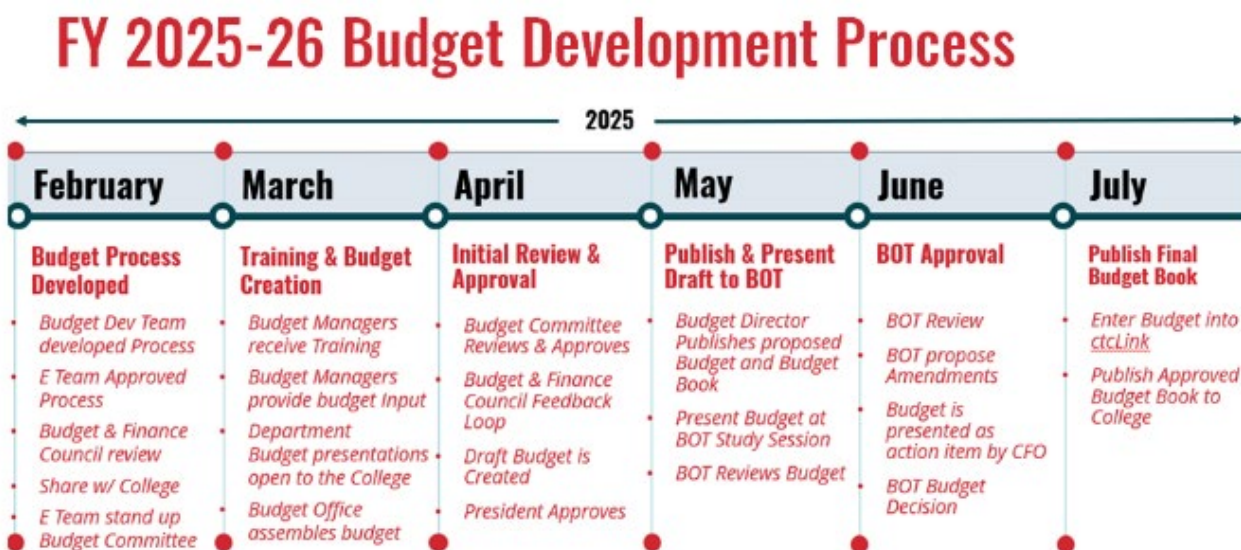
expenses. The E-Team adjusts expenditures and local revenue allocations to maintain the operating budget and provide sufficient reserves to support current and future commitments.

OC mitigates financial risks by maintaining and updating conservative revenue projections throughout the year, expanding local revenue-generating programs, such as grants and contracts, and creating or closing instruction programs. Creating and closing programs is carefully considered by an advisory committee to the VPI, Instructional Program Planning and Review (IPPR). IPPR’s policies and processes consider OC’s mission, program viability, student outcomes, and community needs in decision making.

Budgets vary year-to-year based on external economic and legislative factors. 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. The E-Team and the Budget and Finance Council receive 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. Modest projections of non-tuition revenue sources allow for sufficient support of unforeseen major expenses.

OC is in the process of updating its budget development policy and resource planning process to address the need for broader campus input and transparency. This will ensure that budgetary decisions are carefully planned, inclusive of many constituencies throughout the college, and fully transparent.

Image 2: Budget Development Process



A Budget Development Team is currently benchmarking other colleges and collaborating with the Budget and Finance Council to create policies and procedures that integrate OC's Strategic Plan, area plans, KPIs and MFIs to drive budget priorities and funding. These policies and practices will further enhance transparency, adhere to state regulations, reflect recognized standards, and offer numerous opportunities for campus input. Image 2 provides the budget development process timeline for FY 2025-26.

A base operating budget will be developed through an annual inclusive process, where operating budget managers review prior expenses, future needs, and contractual obligations to plan their budget requests for the next fiscal year. Regularly scheduled planning and budgeting activities will help inform the college and solicit input from campus members.

Evidence:

- Budget Development Team Charter
- Budget Principles
- Course, Program, and Discipline Review Policy
- New Program Approval Process
- Program Review Process

2.E.3

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

As an agency of the State of Washington, OC operates under several layers of oversight. Foundationally, the college is governed by the statutes of the [RCW Title 28B](#), governing the foundation of the college. Additional administrative rules exist under WAC Title [132C](#). OC is also subject to the oversight of several state agencies. The [Office of Financial Management](#) provides financial oversight to the entire State of Washington through the [State Administrative and Accounting Manual \(SAAM\)](#). The [Department of Enterprise Services \(DES\)](#) directs the authority for purchasing and contracting for State Agencies under [RCW 39.26](#) and the [Washington State Procurement Manual](#). The SBCTC provides oversight of legislative budgetary requests on behalf of the Community and Technical College system including capital projects; provides guidance for all community and technical colleges with the [SBCTC Policy Manual](#); and directs accounting policy through the [ctcLink Accounting Manual](#).

OC is subject to a wide array of federal requirements over financial resources. These primarily exist as a function of grant awards to the college, either as a direct recipient or as a passthrough entity, and most are from the U.S. Department of Education which stipulates the use of, and compliance with, requirements to receive these funds, notably under programs such as Title IV and [Higher Education Emergency Relief Fund \(HEERF\)](#) grants.

Transparent, BOT approved financial policies and procedures ensure effective oversight and regulatory compliance. Throughout the year, the Chief Financial Officer provides financial analysis reports to update and facilitate the BOT oversight of the operating budget. OC's grants and finance department jointly maintain guidelines for the management of sponsored projects in compliance with state and federal regulations. The BOT approves the operating budget, the Student Government's budget, some new or increased fees, changes to waivers, and facility acquisitions.

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 college president serves on the BOT as secretary in a non-voting capacity. The relationship of OC with the OC Foundation is defined in a written agreement between the two entities. The Foundation follows the accounting requirements of the [Financial Accounting Standards Board](#). Annual audits are conducted by [SingerLewak](#) and reviewed by the Foundation board. Additionally, the BOT approves and monitors all fundraising policies and practices to ensure they reflect high ethical standards.

Evidence:

- [Cash Management Policy \(600-09\)](#)
- [ctcLink Accounting Manual](#)
- [Debt Policy \(600-07\)](#)
- [Financial Reserve Policy \(600-08\)](#)
- [RCW 39 Public Contracts and Indebtedness](#)
- [RCW 43.88 State Budgeting, Accounting, and Reporting System](#)
- [State Administrative & Accounting Manual](#)
- [SBCTC Fiscal Affairs Manual](#)

Human Resources

2.F.1

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

Employees are notified of their conditions of employment, work assignments and rights and responsibilities through multiple means including [job postings](#), position descriptions, appointment letters, new employee orientations, performance review processes, and applicable [collective bargaining agreements](#).

New faculty, staff, and administrators are required to attend orientation. During orientation, HR ensures that each new employee receives a copy of the employee handbook that outlines employee expectations, working conditions, policies, programs, and benefits. Employees also receive a copy of their job description that will be reviewed with

their supervisor. After review, the job description is signed by the employee and employer and returned to HR, acknowledging and agreeing that the criteria and procedures for evaluation, retention, promotion, and termination have been reviewed and understood. At the end of the orientation, all new hires sign an orientation form to acknowledge that they were presented with and understand this information.

See 2.F.4 for information about performance reviews.

Evidence

- [Classified WPEA 2023-2025 Collective Bargaining Agreement](#)
- Classified Job Description
- Exempt Position Description
- [Faculty AHE 2020-2024 Collective Bargaining Agreement](#)
- OC Employee Handbook
- Orientation Acknowledgement Form

2.F.2

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

OC affirms that continued professional and personal growth of employees is fundamental to improving the total effectiveness of the college. For exempt and classified employees, supervisors are responsible for managing professional development funds from budget allocations and ensuring that employees have adequate training to enhance their professional skills and abilities. The [WPEA collective bargaining agreement](#), Article 9 Training and Employee Development, outlines support and processes for classified staff. Release time will be provided for both off-campus and on-campus professional development and training, where appropriate for individual employees' training needs.

Professional development support for faculty is outlined in the [AHE collective bargaining agreement](#), Article 5, section 22 Professional Development. Full-time faculty are granted \$300 per year for professional development. OC also provides \$10,000 for full-time faculty and \$7,500 for part-time faculty. The Professional Enrichment Committee (PEC) awards these funds to faculty who endeavor to improve instructional innovation and effectiveness, participate in scholarly and creative activities, and develop their roles in college or community service. Full-time faculty are also eligible for Professional Development Units (PDU). These units are awarded by the faculty Salary Advancement Evaluation Committee (SAEC) based on hours spent on the activity. Units lead to advancement on the FT salary scale. The Center for Learning Innovation offers a variety of workshops, book clubs, and online courses covering topics related to teaching and learning.

Tuition assistance is available to state employees who are employed half-time or more and have been employed for six continuous months ([RCW 28B.15.558](#)). The Classified Staff of Development Committee (CSDC) also provides a Tuition Reimbursement Program.

OC subscribes to [Safe Colleges](#) to provide required and supplemental training to employees on compliance related topics including automated external defibrillators, fire extinguisher safety, cybersecurity awareness, ethics, hazing awareness and prevention, sexual harassment and OC's accident prevention program safety orientation. Required training is also provided by DES through the state's online training system, [Washington State Learning Center](#), including procurement, purchasing, and contract management. The SBCTC also provides a variety of professional development opportunities and promotes offerings from colleges in the system, see [College System & SBCTC Calendar](#).

Evidence:

- [Classified WPEA 2023-2025 Collective Bargaining Agreement](#) - Article 9: Training & Employee Development
- [Faculty AHE 2020-2024 Collective Bargaining Agreement](#) - Article 5, Section 22, Professional Development

2.F.3

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

OC continues to recruit for, hire, and employ the necessary number of qualified faculty, staff, and administrators to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. As of October 2024, OC employed 141 full-time faculty, 286 part-time faculty, 121 administrative staff, and 180 classified staff members to support educational objectives and continuity of academic programs.

OC follows clear, published criteria, consistent procedures, and transparent processes to ensure that all current and newly hired personnel are well-qualified for their responsibilities. This includes guidance from collective bargaining agreements, Washington Administrative Code, and OC's Hiring Procedures and Hiring Manager Handbook.

Hiring managers and appropriate Vice Presidents regularly review the need for replacement and new positions. Net new positions are subject to the budget process to ensure appropriate funding and sustainability. A rigorous recruitment process begins with a requisition to justify and approve newly created or vacant position recruitment to ensure that all College positions are necessary to ensure continuity of academic programs. The requisition must be approved by HR, the Budget Office, and the department's Vice President (VP) before recruitment can begin. Requisitions can also be audited to ensure compliance with the process. All position vacancies are posted on [HR's employment](#) page and promoted externally through [HigherEdJobs](#).

Evidence:

- Instruction Organizational Chart
- [Classified WPEA 2023-2025 Collective Bargaining Agreement](#) - Article 4, Hiring and Appointments
- [Faculty AHE 2020-2024 Collective Bargaining Agreement](#)
 - Article V, sections 12 & 13: Hiring/Screening Procedures
 - Appendix A-3 Workload Standards
- Hiring Procedures and Hiring Manger Handbook
- [General standards of qualifications for community and technical college personnel \(WAC 131-16-080\)](#)
- [Maintaining and improving certification competencies for professional-technical administrators and instructors \(WAC 131-16-092\)](#)

2.F.4

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

OC utilizes different performance evaluation processes and evaluation forms for faculty, staff and administrators. Evaluation criteria are based on position description knowledge, skills, abilities, and requirements and utilize S.M.A.R.T goals when performance requires improvement. Using both self-evaluations and supervisor evaluations, satisfactory performance and the need for improvements are clearly communicated respective to responsibilities and duties. HR staff are responsible for tracking evaluations and storing them in personnel files. Evaluations occur regularly and systematically, though the timelines for evaluation completion are dependent upon whether the employee's categorization as being either faculty, staff, or administrator.

Faculty performance evaluation processes and procedures are detailed in the AHE CBA. Article 7, Section 7 outlines the evaluation process for full time temporary faculty on annual contracts, specifically that these faculty are evaluated annually by their supervisor and undergo student evaluations which are reviewed as part of the performance evaluation process. Temporary faculty on quarterly contracts are evaluated once per quarter either by a peer or supervisor. The evaluation process for full time tenure track faculty is outlined in Appendix B of the CBA. These faculty undergo formal evaluation meetings with their tenure track committee members during the first, third, fifth, and seventh quarters of employment. The evaluations include self, peer, supervisor, student, and class observation evaluations.

Classified staff performance evaluation processes and procedures are contained in the WPEA CBA, Article 6. The performance evaluation process is designed to provide

supervisors and employees an opportunity to discuss and record performance planning, feedback and performance outcomes. There is a six-month probationary period and performance evaluations are held annually by their immediate supervisors. This process uses the [Performance and Development Plan](#) (PDP) developed by the State Human Resources (SHR) division of OFM.

Administrators are evaluated annually by their direct supervisors. HR has developed a new evaluation process for administrative staff that emphasizes meaningful feedback and sets clear expectations for the upcoming performance period. This new process highlights employee successes, holds them accountable for goals, and fosters a collaborative environment, giving supervisors deeper insights into employee perspectives. The overall goal is to encourage self-reflection and promote professional development.

Evidence:

- Administrative Evaluation Process and Forms
- Classified Performance and Development Plan
- [Classified WPEA 2023-2025 Collective Bargaining Agreement](#) - Article 6: Performance Evaluation
- [Faculty AHE 2020-2024 Collective Bargaining Agreement](#) - Appendix C: Academic Employee Evaluation Procedures

Student Support Resources

2.G.1

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

OC is committed to fostering a supportive environment that empowers students to thrive academically and personally. Programs and resources are offered to 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.

- [Bookstore](#): Provides a wide selection of new, used, rental and electronic textbooks.
- [Career Center](#): Strives to offer students with individualized career readiness tips, tools, and resources. Students can receive one-on-one career coaching, opportunities for student employment, networks of industry professionals, and personalized feedback on resumes, cover letters, and interviewing.
- [Counseling Services](#): Counselors are dedicated to promoting the emotional well-being of students by recognizing individuality, diversity, and the person's inherent ability to manage everyday challenges and achieve life goals. Appointments are available both in-person and via Zoom

- [IT Help Desk & Computer Labs](#): The Help Desk supports the technology needs of students, providing comprehensive services to ensure students have the devices, connectivity and assistance they need to thrive in their classes. Computer Labs are available on all three campuses. See 2.I.1 for more information.
- [Math, Engineering & Science Achievement \(MESA\)](#): Promotes equitable access to increase representation in STEM fields. They provide an environment of support through workshops, dedicated MESA study centers, and career and professional development.
- [Military & Veteran Programs \(MVP\)](#): Helps military-connected students achieve their educational goals. We strive to provide responsive academic, social, and administrative support to student Veterans, Active Duty, and dependents.
- [Multicultural Center](#): Provides a welcoming, equitable environment that promotes strong social connections and encourages students as social change agents.
- [Resource Center](#): Offers information and referrals, supportive listening, classroom items, book lending library, and when applicable, emergency funding to help support needs.
- [Sheryl McKinley Food Pantry](#): Provides nutritional food resources, hygiene products and other resources to the students.
- [Student Disability Services](#): Fosters a college culture that recognizes disability as a valued aspect of diversity and determines eligibility for students with disabilities and coordinates accommodations/adjustments, auxiliary aids, and support services.
- [Tutoring Services](#): Offers free tutoring in many subject areas, both in-person and online.
- [Well-Being & Health Promotion](#): Offers education and support for student emotional, mental, and physical health to help them pursue their dreams and achieve their goals.

See also 2.G.6 Advising, 2.G.4 Financial Aid, and 2.H.1 OC Libraries.

Evidence:

- [Academic Support Services](#)
- [Student Life and Support](#)

2.G.2

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

OC produces an annual [Catalog](#) that includes everything from the mission of the college and academic programming to the planning and support systems in place that assist students in navigating their academic journey from admissions to completion. The catalog is available in a printed version as well as online. Archived catalogs also are available on this website. Relevant college information can also be found on the OC website.

Evidence from Catalog:

1. [Mission, Vision, Values](#)
2. [Enrollment Information](#)
3. [Grades](#)
4. [All Programs A-Z](#)
5. [Faculty and Administrators](#)
6. [Student Conduct Code](#)
7. [Tuition and Fees](#)
8. [Registration](#) – see Add, Drop, Complete Withdrawal, Late-Starting Classes
9. [Financial Aid](#)
10. [Academic calendar](#)

2.G.3

Publications and other written materials that describe 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 shall be included in such materials.

OC is a member of NC-SARA and abides by the requirements for professional licensure disclosures for out-of-state students. The [Out of State Students Policy](#) page includes a list of programs with professional licensures. Each program page provides eligibility criteria for state or national licensure or unique requirements for employment/advancement. Students are informed in program orientations and handbooks about eligibility requirements for licensure in Washington state. OC has an attestation process for interested out-of-state applicants if they are considering a program that does not meet the requirements in their residency state.

Evidence:

- [Attestation Form](#)
- [Corpsman/Medic to Practical Nursing \(CS\)](#)
- [Cosmetology \(ATA\)](#)
- [Cosmetology Instructor Training \(CP/CR\)](#)
- [Esthetics \(CC\)](#)
- [Human Services & Substance Use Disorder Professional \(AAS-T\)](#)
- [Licensed Practical Nursing \(CS\)](#)
- [Licensed Practical Nurse to Registered Nurse \(ATA\)](#)

- [Medical Assisting \(CS or AAS-T\)](#)
- [Nursing Assistant \(CR\)](#)
- [Phlebotomy \(CC\)](#)
- [Phlebotomy for Healthcare Professionals \(CR\)](#)
- [Physical Therapist Assistant](#)
- [Registered Nurse \(ATA\)](#)
- [Substance Use Disorder \(Fast Track, CP, and ATA\)](#)
- [Veteran Licensed Practical Nurse to Bachelor of Science in Nursing \(BSN\)](#)

2.G.4

The institution provides an effective and accountable program of financial aid consistent with its 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 serves students by making the application process open and supportive of the many types of financial situations that its students may have. Information regarding categories of available aid and related application processes are posted on the [Fund Your Education](#) page. This includes links to Tuition & Fees, Cashier's Office, Financial Aid, Grants, Student Loans, Tuition Payment Plan, OC Foundation Scholarships, and opportunities through Workforce & Economic Development. Financial aid opportunities also addressed in [New Student Orientation](#). Financial Literacy is provided through the [iGrad Financial Wellness](#) platform.

Financial Aid office staff use multiple means of communication (in person, email, texting, phone, and Zoom) to provide relevant information and address questions for students on all campuses. In Bremerton, on-site computers enhance students' ability to complete the FAFSA/WASFA forms, obtain information from required worksites, and log into the student management system. Using legislative funding, OC has developed a team of five Financial Aid Outreach Specialists that are embedded in area schools to provide comprehensive financial aid education, awareness, and WASFA/FAFSA completion efforts. Staff monitor data related to financial aid completion efforts to gauge the effectiveness of the programming they are providing by school and district in the service area. The student management system allows students to see cost of attendance budget, confirm receipt of financial aid application, view missing information, download verification documents, verify that forms have been received, and view their financial aid awards.

To address student needs, the Financial Aid office's packaging model does not award loan funds up front. This is done for several reasons: 1) reduce the total indebtedness of our students 2) ensure that they are an informed consumer and are aware of loan funds that they're borrowing; 3) allow students to see their grant aid ahead of time and truly assess if they need loan funds; 4) keep OC's Cohort Default Rate low. Staff support students

receiving loans with multiple services, including sending students loan information through a Direct Loan/Private Loan Request Form and tracking letters, and annually reviewing packaging guidelines and expenditure of funds.

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. OC 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.

Evidence:

- [Financial Aid Policies & Procedures](#)
- [Fund Your Education](#)

2.G.5

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

Students receiving financial assistance are informed of any repayment obligations both before and at the time of disbursement of funding. Students who borrow federal student loans are required by the Department of Education to complete a master promissory note, as well as online entrance and exit counseling intended to inform borrowers of their repayment obligations and other information about federal student loans. Applicable resources for student borrowers are available on the [Student Loans](#) page.

Students may access their personal student financial aid histories through [National Student Loan Data System](#) (NSLDS). This site provides access to detailed federal loan and Pell Grant information. Students receive emails containing important loan information when their loan funds arrive. Students are also notified through the message center in the student management system. These messages contain their total loan debt, estimated monthly payments, interest rates, loan aggregate information, types of loans, repayment information, and financial planning resources.

Financial Aid conducts its own in-house default management. Delinquency is monitored via reports issued by the [National Student Loan Data System](#) (NSLDS). Current default management efforts include quarterly monitoring. Activities include contacting borrowers (phone; mail) to discuss repayment options and to put them in contact with their loan servicers.

OC's draft cohort default rate is published by the United States Department of Education every February, and final rates are published in September. The 2020 official cohort default

rate (CDR) is 0%. The 2019 official cohort default rate (CDR) is 4.6%. The Director of Financial Aid Services closely monitors OC's student loan program and annually reports default rates to the college's Vice President of Student Affairs and Associate Vice President of Student Services. Student loan recipients are notified of their repayment obligations through completion of their master promissory notes, mandatory U.S. Department of Education entrance counseling, U.S. Department of Education exit counseling, and counseling from Financial Aid staff.

Evidence:

- Default Prevention and Cohort Default Rate Management
- [Financial Aid Award Information](#)

2.G.6

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

OC uses a Student Success Coaching model that supports a proactive and holistic approach to working with students. It moves beyond the traditional transactional advising model that focuses more heavily on telling the student what they need to do in the moment (i.e.: which classes to enroll in) to a developmental model that provides regular outreach and support to students throughout their entire educational journey. Success Coaches are cross-trained in different areas of student services - enrollment, registration, and funding - so that they can provide immediate solutions. This "one-stop" model provides a more efficient process for students that minimizes the "runaround" to different offices.

Upon application to OC, students work with Navigators in the Welcome Center to complete their [admissions steps](#). As part of their admissions steps, new students will meet with a Student Success Coach in the [Advising Center](#) to discuss details of their academic and career goals, to create an academic plan, and enroll in first quarter classes. Students are assigned to a Success Coach based on their [academic pathway](#). Coaches support students with their transition into college, helping them navigate challenges and barriers while also motivating them toward success. They actively initiate connection and maintain regular outreach throughout a student's entire OC career. If a student is undecided about their area of study, or is struggling to overcome challenges that are affecting their academic success, they are encouraged to make an appointment with a Counselor in [Counseling Services](#) to explore interests and careers and choose their pathway. They are also assigned to a success coach to support first term needs including placement, financial aid, exploration of OC programs, and registration.

After a student has declared their program of study, the coach connects the student with their faculty advisor, who provides focused and in-depth academic advising and career

guidance. Both the Success Coach and the Faculty Advisor are assigned to the student for the student's entire time at Olympic College. Coaches continue to serve as a single point of contact who anticipates ways in which specific support services can assist students in successfully advancing their education. They check-in with their students regularly, nudge them with reminders of requirements and upcoming deadlines, and encourage them to meet with their faculty advisor for academic, transfer, and career planning. Students are encouraged to meet with their Success Coach or Faculty Advisor each quarter to make sure they are on track to complete their degree. Students also have access to [degree planning tools](#) including the My Academic Plan online tool and degree planning worksheets.

Student Success Coaches are knowledgeable in general advising best practices, student demographics, technology, and institutional policies and procedures. New coaches are provided with a structured plan that anticipates a one-to-two-month training period in institutional and advising policies and procedures, advising tools, and observation of advising sessions. To build a strong advising foundation, new success coaches are assigned a mentor from the same academic pathway to provide regular support to ensure that the new coach is on track in their training plan. In addition to general advising information, coaches become subject matter experts in their pathways through training, attending program information sessions, and partnering with faculty through division meetings and individual partnership. This ongoing collaboration with pathway faculty ensures that Success Coaches provide students with the most up-to-date program information. Pathway coaches are also responsible for cross-training other coaches in the Advising Center so that all coaches, regardless of pathway, have basic program information to be able to help any student if necessary.

The Advising Center manages the college's early alert system for academic concerns. Success coaches provide outreach and support to students identified by faculty as struggling or at risk of failing in classes. Success Coaches also provide quarterly outreach to students not meeting satisfactory academic progress to help them identify and overcome challenges impeding their ability to be successful.

The Advising Center uses service data to understand advising needs by pathway, hire additional advising staff, and determine service offerings by modality and office hours. Additional assessment measures include student satisfaction with Advising Center services and the impact of advising services on student retention and completion.

Healthcare Programs and [Running Start](#) provide specialized advising for these populations. The [Military & Veterans Programs](#) office provides continuous and specialized guidance to both new and continuing students using VA/DOD education benefits.

Evidence:

- [Advising Center](#)
- Student Success Coach Responsibilities

2.G.7

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

OC uses the SBCTC [Online Admissions Application](#) system that is secured by multi-factor authentication. When an applicant submits their application, they are required to certify that the data they are submitting is true and accurate. The OC admissions team has been trained to review and identify flags for fraudulent applications and if flagged, contacts the applicant for further identification information. Until the submitted information has been vetted, the application is held. After admission, students are required to activate their student accounts and set up multi-factor authentication. Each term, students are prompted within ctcLink student management system to update their biographical information that is on file with the institution.

In order to comply with the Department of Education regulations, [34 C.F.R. 668.21](#), OC must drop students from class and return financial aid funds “as soon as possible but not later than 30 days after” becoming aware that a student is not attending any or all classes. Following the Instructor Initiated Drop Policy, instructors should report any students who have not attended a class no later than the 8th calendar day of the term, so Financial Aid staff can begin the process of dropping them and returning their aid. This policy helps identify and stop fraudulent financial aid applications.

Students are responsible for providing their complete and true information in any identification verification process. It is against the [Acceptable Use Policy](#) for a user to give someone their password or to allow others to use their account. Users shall not conceal or falsify their identity (spoofing, masquerading, using anonymous mailers/mail relays, providing false identifications, etc.) or modify a system configuration to conceal their activity when using the OC’s Information Technology resources. The Student Code of Conduct also addresses the right to demand identification from a student. If a violation is discovered, the policy includes the imposition of sanctions by appropriate authorities including but not limited to federal, state, or local agencies.

OC’s online courses are currently administered through the Canvas course management software. Students use their OC account information for Canvas authentication and login. Some programs and disciplines require in-person testing for online courses to ensure academic integrity. OC does not charge fees to its students for in-person proctoring and no online proctoring option is currently available. For distance students, pricing for proctoring will be dependent on the locations available to them that meet their faculty’s requirements.

Evidence:

- [Acceptable Use Policy](#) (OCP 200 – 17)
- Instructor Initiated Drop Policy
- [Student Conduct Code – Right to Demand Identification \(WAC 132C-120-060\)](#)

Library and Information Resources

2.H.1

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

OC Libraries are an integral part of the college experience, offering resources and services on all three campuses: Haselwood Library in Bremerton, The Johnson Library at OCS, and the Poulsbo Library. 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 62 hours a week, Monday through Saturday. Live online reference service is provided 24/7/365 through a national virtual reference cooperative. The Johnson Library building at OCS includes one room for the collection, service desk, computers, and quiet study space. The Poulsbo Library shares space with the open computer lab. A Library Technician is available to assist students at each location with their research needs, sixteen hours a week, Monday through Thursday. For Winter and Spring 2025, hours will be expanded to 30 hours a week with funding from the Student & Activities fee to hire a second technician at each location. Library faculty travel to branch campuses to provide instruction when requested.

The library is sufficiently staffed with highly qualified personnel to support the college mission. The Dean of Libraries, Tutoring, and College Success serves as the library director and has a Master of Library Science and over 26 years of academic library experience. The Dean is supported by a full-time (FT) program manager with a background in media services and eLearning. The Bremerton campus has four FT library staff (2 circulation supervisors, 1 cataloging & technical services, 1 acquisitions & technical services), one PT staff, four FT library faculty, and three PT library faculty (1.5 FTE). Poulsbo and Shelton campuses are each supported by one PT staff (.5 FTE). In 2024, the library was awarded Students & Activities fees to hire one PT staff (.5 FTE) for Poulsbo and Shelton to increase hours.

The OC Libraries collections offer a rich variety of relevant and current print and electronic resources strategically selected to support OC's courses, programs and degrees. As of June 2024, this included 58,257 print books titles, 65,145 electronic book titles, 58 databases, 1,005 print serials, and 77,643 electronic serials. Collection management, guided by the Collection Management Policy, is an ongoing process by which library faculty provide organized collections of print and non-print resources that meet the teaching and

learning needs of OC students and faculty. Through systematic collection management strategies, library faculty create collections that are responsive to curriculum, balanced intellectually, and responsive to the needs and use patterns of students and faculty. Library faculty liaise with assigned academic departments to ensure that selection is informed by academic programs and work closely with discipline faculty to select materials that maximize student potential to further broaden their knowledge of subjects presented in the curriculum. To ensure new programs have adequate resources, the New Program Approval Process through Instructional Program Planning & Review (IPPR) committee provides an opportunity for library faculty to collaborate with program faculty to evaluate adequacy and availability of library and information resources, determine required resources, and identify necessary budget allocations.

The Dean meets regularly with staff and faculty to review planning needs and relevant data. Data are collected from gate counts, use/browse statistics of print resources, eBook and periodical database collections, reference desk transactions, library instruction sessions, and student surveys such as the Community College Survey of Student Engagement. Library faculty and staff participation on committees and groups across campus provides information, data, and feedback from students, faculty and staff. The collected information is systematically analyzed and used in planning, providing the library with regular opportunities to evaluate and continuously improve. Goals and objectives will be developed that align with the new Academic Strategic Plan and the College Strategic Plan. These will be reviewed and assessed following the strategic planning processes. Service on College committees provides additional opportunities to build collaborative relationships and address library involvement in planning. Currently, Library faculty and the Dean serve on Diversity Advisory Council, Instructional Assessment Council, IPPR, Sustainability Advisory Council, governance councils, and faculty tenure and post-tenure review committees.

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. 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 faculty have also collaborated with faculty in other disciplines, including Math and College Success, to build learning communities.

Evidence:

- [Library Main Page](#)
- [Library Policies and Procedures](#)
- [Collection Management Policy](#)
- [Information Literacy and Library Instruction](#)
- [Faculty Guide](#)
- [Library Directory](#)

Physical and Technology Infrastructure

2.1.1

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

Facilities Infrastructure and Planning

The Facilities Department is dedicated to maintaining a campus environment that is safe, functional, and supports learning. The evolving needs of the college community are met through comprehensive planning, regular maintenance, and a commitment to sustainability. The strategic priorities outlined in the [2024-2028 Strategic Plan](#) including the emphasis on safety, sustainability, and responsible stewardship, guide efforts to enhance the physical spaces at OC, ensuring they remain conducive to academic success and faculty and staff productivity. These goals serve as the foundation for ongoing work to enhance and improve campus facilities, ensuring that they meet the evolving needs of students, staff, and faculty.

Facilities planning plays a critical role in ensuring the long-term success and sustainability of OC's physical infrastructure. Facilities planning is supported by the Facilities and Safety Council, which is responsible for setting the strategic direction for the college's physical space needs, reviewing policies, and ensuring alignment with the college's mission and values. The Campus Master Plans, one for each campus, outline the strategic approach to campus development, addressing both short-term and long-term needs for academic space, student services, and staff offices. The draft plan for Poulsbo is expected to be complete by Spring 2025. OC will begin updating plans for Bremerton and Shelton in Spring 2025 to reflect current and future priorities based on OC's new strategic plan. Each year, construction, remodel, and renovation plans are reviewed with other departments to ensure they are consistent with the Campus Master Plans. This process helps prioritize projects that improve student and faculty experience while ensuring financial sustainability. Modeling OC's commitment to sustainability, new construction and renovations incorporate green building standards and sustainable practices. This includes energy efficiency, waste reduction, and environmentally friendly materials. OC is committed to providing access for individuals with disabilities and follows Americans with Disabilities Act guidelines along with federal and state regulations.

Facilities works with the Safety Committee to identify potential risks and address safety concerns on campus. This includes ongoing reviews of safety policies and procedures to ensure compliance with federal and state regulations, particularly regarding hazardous materials and workplace safety.

SBCTC conducted a [Facility Conditions Survey](#) for OC in 2023. This survey is conducted every two years to assess the physical condition of campus buildings and infrastructure. This survey provides valuable data on the status of existing facilities and helps identify areas requiring repair or improvement. The information gathered through the survey supports requests for state funding for capital projects, allowing the college to prioritize projects that are most critical to the ongoing operation of the campus.

Equipment replacement and maintenance are integral aspects of providing for the functionality and safety of campus facilities. OC follows a structured maintenance schedule to replace aging equipment and systems, including HVAC units, electrical panels, plumbing fixtures, and fire safety equipment. Regular maintenance of these systems is critical to preventing costly repairs and ensuring the safety and comfort of all individuals on campus.

Safety and Security

OC is committed to the health and safety of its faculty and staff, and in maintaining a safe and efficient workplace that complies with all local, state and federal safety and health regulations, program standards, and any special safety concerns identified at the department level. [Safety & Security](#) is fundamental in maintaining a secure and safety-conscious environment that supports the institution's educational mission. The division is structured into two critical areas: Environmental Health and Safety, and Campus Security.

Campus Security is tasked with maintaining a secure campus through vigilant surveillance, access control, and rapid response to incidents. The security team is highly trained to handle a variety of situations with discretion and efficiency, ensuring a feeling of safety across all college properties. This includes regular patrols, emergency response, and coordination with local law enforcement to address and prevent security issues. The Safety & Security division is not only reactive but proactive, employing the latest in security technology and best practices to anticipate and mitigate potential security challenges before they arise. This proactive security management supports the college's commitment to a safe educational environment, ensuring that all community members, employees, and students can focus on their educational and professional pursuits in a secure setting.

Environmental Health and Safety is responsible for ensuring compliance with all health and safety regulations, conducting routine and specialized risk assessments, and implementing preventative measures to mitigate potential hazards. This area is crucial in fostering a safe educational and working environment, preparing for emergencies, and managing health and safety training programs. Environmental Health & Safety programs comply with Washington State Safety and Health Core Rules ([WAC 296-800](#)).

Hazardous Waste Management Plan

OC upholds the Washington Administrative Code (WAC) regulations on hazardous waste and chemical safety with a comprehensive Hazardous Waste Management Plan implemented across its Bremerton, Poulsbo, and Shelton campuses. This plan ensures adherence to [WAC 173-303 Dangerous Waste Regulations](#), [WAC 296-843 Safety Standards for Hazardous Waste](#), and [WAC 296-901 Globally Harmonized System for Hazard Communication](#). The college's approach centers on proper waste management practices, with guidelines that not only protect human health and the environment but also help avoid unnecessary disposal costs, legal liabilities, and regulatory penalties. As such, the plan addresses hazardous and universal waste management for all college operations, including maintenance, laboratories, grounds, and field activities, ensuring all waste is designated, stored, labeled, and disposed of in strict accordance with state mandates. To implement this, OC has assigned trained personnel, including a Hazardous Waste Coordinator and Emergency Coordinators, to oversee waste storage, handling, and disposal. Key measures in place include designated storage areas for hazardous and universal waste, strict container labeling protocols, weekly inspections, and recordkeeping requirements to ensure regulatory compliance. The college contracts with [Clean Harbors Environmental Services](#) for waste disposal, maintaining close oversight of all waste shipments. Emergency protocols are clearly outlined, with training provided to all waste handlers, guaranteeing readiness in the event of spills or exposure incidents.

Technology Infrastructure and Planning

In alignment with the OC's mission, values, and core themes, the Information Technology (IT) department provides students, faculty, and staff with a variety of technologies and comprehensive support to enrich student learning and promote success. The IT department is committed to supporting the college's mission of closing equity gaps by creating an inclusive, equitable, and accessible technology environment for students, faculty, and staff, both on and off campus.

IT currently supports over 4,000 computing devices across all campuses, 105 student computer labs or spaces with five or more computers, and 50 smart/enhanced classrooms to support these users. To support the end-user computing environment, IT upgrades and enhances the data centers on all four campuses. IT supports all campuses with a hybrid approach of combining traditional three-tier on-premises server infrastructure with cloud Software as a Service (SaaS) and Infrastructure as a Service (IaaS) models. This allows the virtualization of 200 virtual servers across 16 physical machines. The multicenter hybrid approach improves speed and flexibility in deploying, accessing, and supporting current and future academic and support programs and operational functions. OC has a 2 Gbps network backbone directly connected to the Washington State K-20 network and other enterprise providers, such as Comcast and Century Link, providing internet access at all campus sites. The current bandwidth is 1 Gbps at Bremerton (OCB), 1 Gbps at Poulsbo (OCP), 100 mbs at Shelton (OCS) and 10 mbs at Puget Sound Naval Shipyard (PSNS). The

ability to reach the internet from geographically separate but connected locations creates a redundant system that provides failover capabilities for all sites, ensuring students, faculty, and staff have access to their data. The network is secured through Next Generation Firewalls and other security devices based on Washington State Office of the Chief Information Officer security standards. This allows for secure Virtual Private Networking access for faculty and staff, which addresses the significantly increased demand for remote access brought on by the COVID-19 pandemic.

IT staffs a Help Desk an average of 10 hours per workday to serve as a single point of contact for technology needs. The Help Desk supports students with accessing technology to be successful in their coursework. Help desk staff members are available to assist students in building computer skills and troubleshoot common questions involving, but not limited to, Canvas, student email, ctcLink, and Wi-Fi. Staff members can assist students over the phone and virtually through video conferencing and email. These options are in addition to physical computer labs, which are open to students who may not have access to technology, software, or reliable internet. The help desk also supports all staff and faculty with their technology needs. Several of the help desk staff are student workers enrolled in the Computer Information System courses, giving students the opportunity for on-the-job training.

Students have access to computer labs and the ability to check out technology, including Windows-based laptops and wireless hotspots from the help desk funded by the [Student Technology Fee](#). General-purpose computer labs, classrooms, and libraries provide access to a basic suite of general computer software applications. Specialized software is provided and supported by IT for many instructional programs such as Computer Network Engineering, Digital Design, Astronomy, and Engineering. Open computer labs are available to students 73 hours a week at OCB, 62 hours a week at OCP, and 40 hours per week at OCS. The computer labs and design studios offer a wide variety of services and instruction. During open hours, lab personnel provide students with individualized assistance. A student tech fee allows IT to ensure computers in all labs are replaced on a standard replacement schedule of five years using Student Technology Fee funds. Over the past three years, students have allocated approximately \$2 million towards computer replacements and modern technology equipment that supports student access and success.

All classroom instructional desks are equipped with a computing device, document camera, media player, and high-definition projector that support the teaching and learning environment. This allows for visual presentations, web browsing, video streaming, viewing optical media content, and other methods to deliver education effectively. All campuses have several HyFlex classrooms that provide tools such as Zoom rooms and Owl cameras for students and faculty to connect and collaborate physically and virtually.

The [Acceptable Use Policy](#) provides campus users with guidelines for responsible and appropriate use of the campus computing and technology resources. The Acceptable Use

Policy and Procedures are designed to provide a framework to assure that the technology used at OC is used within the [Washington State Department of Information Services \(DIS\) Information Technology \(IT\) Security Audit Process](#) and to identify the appropriate uses of technology. The policy outlines prohibited uses and identifies actions that can have a negative service impact on all users. To support these policies, the IT Security team is responsible for monitoring and mitigating cyber threats; communicating and educating the campus community on how to avoid compromising their computer systems from malware; supplying product and information updates; and seeking ways to improve service. As a state agency, the college also complies with policies from WaTech policies including the [IT Security and Privacy Awareness Training Policy](#) which requires the college to provide cybersecurity training as part of all new employees' onboarding. Cybersecurity Awareness training has been offered to all users at OC. Additional training will be ongoing, quarterly, to keep up with the changing cybersecurity environment. IT recently completed penetration testing to ensure staff and students are safe from cyberattacks.

The IT Replacement Plan ensures the timely, cost-effective, and strategic replacement of hardware, software, and infrastructure components over a five-year cycle. This plan aims to enhance system performance, mitigate risks, and optimize budgeting while maintaining operational continuity. IT maintains and replaces technology based on current industry standards while planning for future needs and capabilities. Hardware assets are replaced on a predefined recurring cycle that is annually reviewed as part of the budget planning process. Resources are routinely reviewed and reallocated to ensure that the network remains sufficiently robust to serve the needs of students, faculty, and staff.

Accessibility

OC's [Accessible Technology Policy](#) outlines the college's commitment to provide information technology resources and services that are accessible to all OC students, faculty, staff and the public regardless of disability. Technology accessibility is an institution-wide responsibility that requires commitment and involvement from leadership across the enterprise. Two accessibility coordinators, one in IT and one in Instruction provide training and support for selecting and creating accessible materials.

Disaster Recovery and Business Continuity

Currently, the IT Data Backup Plan consists of several layers of redundancy that use a combination of fast local disk storage, and cloud storage to achieve comprehensive protection from data loss. This multi-layered approach ensures data recovery windows are as short as possible while still having significant backup data retention. On-campus fast disk backup repositories allow for quick recovery of individual files, folders, or entire virtual servers. Cloud storage provides real-time disaster recovery in the event of a major catastrophe. The backups are on a private network and access is controlled by a small group of system administrators based on the IP address of the device they use to access the backups and multi-factor authentication to log in. The IT Disaster Recovery plan

prepares IT and OC to maintain business continuity in the event of extended service outages caused by factors beyond OC's control (e.g., natural disasters, man-made events) and to restore services to the broadest extent possible in a minimum time frame. The plan identifies vulnerabilities and recommends necessary measures to prevent extended service outages. The Incident Response document provides guidance to the IT security team on how to handle a security breach. This document outlines the necessary steps to be taken to contain the breach, mitigate the damages, and restore normal operations.

Evidence:

- [Acceptable Use Policy](#) (OCP 200-17)
- [Accessible Technology Policy](#) (OCP 200-29)
- Campus Master Plans - Bremerton, Poulsbo, Shelton
- Hazardous Waste Management
- IT Data Backup Plan
- IT Disaster Recovery Plan
- IT Incident Response
- IT Replacement Plan

Moving Forward

As the college looks ahead to the Year 7 Evaluation of Institutional Effectiveness self-study, OC has prioritized addressing outstanding recommendations.

Institutional Planning and Resource Allocation

OC continues to define processes for ongoing and systematic evaluation and planning that informs decision-making, alignment and integration of planning, and allocation of resources. The [2024-28 Strategic Plan](#) and its three overarching themes will shape OC's future with a commitment to excellence, inclusivity, and resilience.

- **Regional Economic Growth:** OC is committed to meeting the specific employment needs of the region by expanding healthcare programs and introducing new programs from certificates to associate degrees.
- **Equity and Access:** OC's focus is on removing obstacles for underrepresented groups and bolstering support in admissions, financial aid, advising, and career services, ensuring all students have the tools to succeed.
- **Institutional Resilience:** OC emphasizes institutional resilience through the integration of strategic planning in budgeting, communications, and hiring.

The budget and resource allocation process will ensure that budget priorities and funding are driven by OC's Strategic Plan themes and goals, focused area plans, key performance indicators, and Mission Fulfillment indicators. Program planning and review processes will be aligned to ensure appropriate resources can be provided across the college.

Learning & Program Assessment

OC has established an annual process for course and program outcomes assessment that has been fully incorporated into program and discipline review processes. As part of a five-year Program/Discipline Review, faculty use biannual cycles to track progress on learning outcomes assessment at the course, program, and/or institutional outcome levels. The program/discipline review self-study reports in year five collect evidence on the use of assessment results to inform planning and practices that lead to enhancement of student learning achievement. Institutional learning outcomes, known as Core Abilities, are being updated by a faculty workgroup with cross-discipline representation. The Instructional Assessment Council (IAC) guides and assists with faculty-led development, promotion, and evaluation of learning outcome assessment at the College. IAC is developing a systematic process to collect and report on Core Ability assessments.