

EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORT

Prepared for the Northwest Commission
on Colleges and Universities

February 2026

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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)

Joan Hanten

(Name of Chief Executive Officer)

A handwritten signature in black ink, appearing to read "Joan Hanten", is written over a horizontal line.

(Signature of Chief Executive Officer)

2/3/2026

(Date)

Institutional Overview

Olympic College (OC) is a central partner in the vitality of Kitsap and Mason counties in Washington state, serving a diverse student body and playing a critical role in preparing the region's workforce. With campuses in Bremerton, Poulsbo, and Shelton, OC is deeply woven into the economic and cultural fabric of the communities it serves. These largely rural counties are isolated from major metro areas by Puget Sound, limiting access to educational opportunities. OC is committed to meeting the higher education needs of place-bound and underrepresented individuals in its service area at an affordable price.

Olympic Junior College opened its doors on September 5, 1946, under the authority of the Bremerton School District. It was the ninth junior college in Washington state and opened with an inaugural class of 575 students. Today, Olympic College is one of 34 community and technical colleges in Washington state. The main campus is [OC Bremerton](#), centrally located in Bremerton, Washington on a 33-acre site. [OC Shelton](#), established in 1968, is currently situated on a 27-acre campus located in Mason County. [OC Poulsbo](#), established in 2004, is a 20-acre campus located in North Kitsap County. OC has a joint agreement with [West Sound Technical Skills Center](#) to offer Cosmetology and Esthetics programs. OC teaches within the confines of the [Puget Sound Naval Shipyard and Intermediate Maintenance Facility](#) (PSNS & IMF) industrial area (two miles from the Bremerton campus) where it serves the Apprentice and Helper programs – cooperative programs with the Department of the Navy. In July 2024, OC began offering classes at two area correctional facilities, the Washington Corrections Center for Women and Mission Creek Corrections Center for Women. However, the college is ending its contract at the end of Winter quarter 2026 due to budget and resource challenges.

OC offers [degrees and certificates](#) that align with its mission and workforce needs in its service area. Certificates are designed to provide entry into a technical or semi-professional occupation or additional training for those already working in a field but desiring advancement. Associate degrees offer several areas of study and are for students who are interested in pursuing a bachelor degree at a college or university. [Bachelor's degrees](#) are career-focused, providing graduates with real-world skills for their intended career path. OC also [partners](#) with Washington State University and Western Washington University to provide options to earn bachelor's and master's degrees without leaving Kitsap County.

OC's [2024-25 Facts & Figures](#) include an annual unduplicated student headcount of 9,767, which equated to 5,435 annualized full-time equivalent (FTE) students. 55% of students were part-time with 45% full-time. 41% are students from historically underserved groups. Achievements included 87 bachelor's degrees, 1,139 associate degrees, 1,031 certificates, and 117 Adult Education diplomas. Employees included 149 full-time and 287 part-time faculty, 187 classified and 155 hourly staff, 127 administrators, and 120 students.

OC has created a [regional health sciences hub](#) at its Poulsbo Campus to help meet the local demand for nurses and healthcare workers, addressing shortages in clinics, hospitals and long-term care facilities. Individuals living in Kitsap County, Washington, experience significant barriers when seeking healthcare, including prohibitive costs, lengthy delays to see primary care providers, inadequate insurance coverage, and reductions in levels of services in high need subspecialty care. This expansion will not only help to address current health care workforce needs in Kitsap communities but also anticipated needs as the county experiences rapid growth. Project partners include Kitsap County Commissioners, Virginia Mason Franciscan Health, the Tim Ryan Family, and the Washington State Legislature.

OC's 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. OC ensures our human resources practices are proactive, inclusive, strategic, and aligned with institutional goals.

As OC approaches its 80th year, it stands as both a regional anchor institution and a catalyst for opportunity. By combining academic excellence, workforce innovation, and deep community partnerships, OC continues to transform lives and contribute to the economic and cultural vitality of Kitsap and Mason counties.

Preface

This preface outlines significant changes at OC since the last comprehensive self-evaluation in 2018. It also outlines the work OC has done to address its two outstanding recommendations from the 2018 Mission Fulfillment and Sustainability Report.

Leadership Changes

OC developed the current self-study during a period of significant leadership changes in the organization as the college is preparing to welcome its 16th president. Dr. Martin Cavalluzzi served as OC's 15th president from March 2018 to September 2025. Joan Hanten, J.D., is serving as interim president until the permanent position can be hired. The [Presidential Search](#) process is expected to be complete by March 2026.

To ensure efficient management of day-to-day operations and streamline decision-making, Pres. Cavalluzzi restructured the Vice President of Human Resources & Campus Operations as the Executive Vice President (EVP) to oversee Chief Officers and Vice Presidents. In Fall 2025, the EVP position was renamed Chief Operations Officer (COO) and Vice Presidents resumed reporting directly to the President. The current structure of [Executive Team \(E-Team\)](#) includes all Chief Officers, Vice Presidents, and the Executive Director of the OC Foundation. The newest additions to E-Team, who both started in 2025, are Chief Information Officer, Andres Vinas, and Vice President of Diversity, Equity & Inclusion, Shawn Best. Dr. Best renamed his office "[Belonging & Community Transformation](#)" to reflect OC's commitment to creating spaces where every person feels welcomed, supported, and able to thrive.

Governance

OC established a [governance system](#) in 2021 and is currently advancing infrastructure improvements to enhance clarity, consistency, and alignment across councils, committees, and decision-making pathways. This work includes revision of the Governance Handbook and creation of a comprehensive governance workflow chart depicting councils and directly related groups. These efforts are designed to strengthen governance operations, improve communication and accountability, and ensure that governance practices are clearly documented and aligned with accreditation expectations and institutional priorities.

Enrollment

OC experienced contraction in enrollment from 2019–20 through 2021–22. Since then, enrollment has been on a positive trajectory. Annual headcount rebounded to 9,767 by 2024–25 and FTES have shown consistent growth over the last two years, reflecting strengthening enrollment, improved persistence, and increasing course-taking intensity. Winter quarter 2026 enrollment shows year-over-year growth of 7.2% in headcount and

7.8% in FTE. This upward trajectory indicates a hopeful future for the OC’s enrollment and fiscal stability.

Table 1. Headcount and FTE, 2019-2025

Academic Year	Headcount	FTE
2019-20	10,474	5,468
2020-21	8,555	4,951
2021-22	8,147	4,524
2022-23	8,309	4,449
2023-24	8,960	4,806
2024-25	9,767	5,435

Academic Programs

New program development focuses on strengthening relationships with OC’s communities by expanding education opportunities that address workforce needs and educational gaps. In response to state and local demand for technology professionals, OC added the [Bachelor of Science in Computer Science](#) to prepare students for high-paying, in-demand careers. OC is expanding healthcare programs to address growing needs and significant health care challenges in the community. Recent programs include:

- [Corpsman/Medic to Practical Nursing pathway](#) (Navy Corpsman & Air Force Medics)
- [Veteran & Licensed Practical Nurse to Bachelor of Science in Nursing pathway](#)
- [Bachelor of Applied Science in Behavioral Healthcare](#)
- [Diagnostic Medical Sonography](#)
- [Phlebotomy & Phlebotomy for Healthcare Professionals](#)
- [Radiologic Technology](#)
- [Surgical Technologist](#)

Student Success Initiatives

New programs and initiatives highlight OC’s commitment to fostering a supportive environment that empowers students to thrive academically and personally. OC has continued efforts following the Guided Pathways (GP) model designed to increase completion, close equity gaps, and better prepare students for in-demand jobs. The [Advising Center](#) transitioned to a Student Success Coaching caseload model to establish proactive and holistic student engagement in support of student retention. Academic programs were aligned to [Academic Pathways](#) to simplify student choices. Faculty developed academic program maps to clarify course sequences. [Academic divisions](#) were also restructured to better align with [Academic Pathways](#). Examples include:

- Creating a new division for Manufacturing & Trades which was in Business & Tech.
- Renaming Business & Technology as Business & Information Technology
- Moving Physical Therapist Assistant from MESH to Nursing

- Renaming Nursing as Healthcare
- Renaming Math, Engineering, Science, and Health (MESH) as Science, Technology, Engineering, and Math (STEM)
- Moving Computer Information Systems from STEM to join Computer Science in Business & Information Technology

The OC website was substantially redesigned to reflect GP pillars and meet digital accessibility standards to boost enrollment and support retention. A mandatory first year College Success course is required for students seeking the Associate in Arts - Direct Transfer Agreement (AA-DTA) to introduce resources and skills necessary for student success. The new [Well-Being & Health Promotion](#) office offers education and support for students' emotional, mental, and physical health so they can pursue their dreams and achieve their goals.

Budget Impacts

Funding for Washington's community and technical colleges is appropriated by the Legislature to State Board of Community and Technical Colleges (SBCTC) that allocates funds to each college. In August 2025, SBCTC adopted a new formula for calculating these allocations. Under this model, OC is projected to see a reduction in funding of between \$1.5 to \$2 million beginning July 1, 2026. This will be phased over six years, but the President, Cabinet, and Executive Team have already been taking proactive steps to identify efficiencies with personnel eliminations and restructuring. Simultaneously, OC is in the process of identifying sustainable, long-term funding for the ongoing healthcare program expansion.

Facilities Improvements

Key facility improvements have focused on improving student learning environments. In Fall 2024, the newly remodeled Shops building opened with enhanced facilities and cutting-edge equipment designed to enhance hands-on learning and collaboration. Welding, Manufacturing, Precision Machining, and Technical Design programs were collocated for the first time, making it easier for students and faculty to collaborate on complex multidisciplinary projects. In Fall 2025, the newly renovated P-1 instructional building at OC Poulsbo opened featuring health science classrooms with simulation labs and industry-grade imaging suites.

Response to Recommendations

Recommendation 1: Implement an effective, regular, and comprehensive system to evaluate the quality of learning at the course, program, and degree levels, as well as at the institutional level or within a general education curriculum, and use the results to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. (2020 Standard(s) 1.C.5;1.C.6;1.C.7)

OC has made significant progress toward implementing a comprehensive, faculty-led, and institutionally supported system of assessment that evaluates student learning at multiple levels—course, program/discipline, and institutional—and uses these results to inform planning and continuous improvement. The learning outcomes assessment cycle is embedded within a five-year program/discipline review to create a systemic and sustainable process. Core Abilities (institutional outcomes) assessment has been integrated into this process as well but is not yet systematic across all areas of the curriculum. Assessment results are actively shaping academic and learning-support initiatives. Additional details and evidence are provided in the narratives for 1.C.5, 1.C.6, and 1.C.7. A timeline of key initiatives is provided here.

2020-21: As part of Guided Pathways mapping in 2021-22, transfer faculty mapped program outcomes or discipline-level core competencies to Core Abilities, OC's institutional outcomes, and developed plans to assess program learning outcomes and/or core abilities in 2022-23. The Instructional Assessment Committee (IAC) worked with the Instructional Program Planning and Review Committee (IPPR) to add assessment related prompts to IPPR's 5-year program review questionnaire.

2022-23: In Fall 2022, to support the ongoing faculty assessment work, the Vice President of Instruction (VPI) designated three Faculty Assessment Leads for the large Divisions – Business & Technology (B&T); Math, Engineering, Science & Health (MESH); and Social Sciences and Humanities (SSH). Faculty assessment leads worked closely with the other faculty in their areas to support the assessment work. In Winter 2023, Assessment Leads worked with IAC to outline and provide instructions for an assessment cycle that is embedded within the five-year program/discipline review process.

2023-24: In Fall 2023, the assessment cycle was built into the schedules for discipline and program review. Also in Fall, the Vice President of Instruction charged a faculty-led Core Abilities Workgroup (CAW) to update the Core Abilities to reflect the changing needs of higher education and to inform institutional level learning outcomes assessment planning. CAW includes faculty representation from six of the seven academic divisions. In Winter 2024, a Memo of Understanding was signed by the Association of Higher Education (AHE) to formalize the Faculty Assessment Lead positions. In Spring 2024, faculty endorsed a Core Ability Degree Learning Outcomes structure. Each broad Core Ability is articulated in distinct sets of degree-level statements for Professional-Technical associate degree, Academic Transfer associate degree, and Bachelor's Degree.

2024-25: CAW developed degree level learning outcomes and constructed rubrics. In Summer 2025, eighteen faculty from multiple disciplines participated in a Core Abilities pilot to test the new Degree Learning Outcomes and rubrics for Communication and Critical Thinking. Faculty Assessment Lead positions were included in the AHE Collective Bargaining Agreement.

2025-26: IAC is developing structures and outcomes mapping to support alignment of outcomes across multiple levels in Canvas to improve integrated assessments and monitoring using the Insights by eLumen tool. An IAC workgroup is developing a framework for an Assessment Hub to consolidate IAC, IPPR, and Core Abilities resources, presenting a connected, end-to-end process focused on continuous improvement. In Spring 2026, faculty will participate in a pilot to test the new *Information Literacy and Technology* and *Global Consciousness and Civic Responsibility* Core Abilities. A proposal to adopt the new Core Abilities will be shared with the Faculty Curriculum Committee in May for their approval with initial implementation in Fall 2026

Recommendation 2: Define procedures for evaluating the alignment and integration of institutional planning and the allocation of resources for achieving the intended outcomes of programs and services with respect to accomplishment of core theme objectives. (2020 Standard(s) 1.B.1;1.B.3)

OC has established an integrated planning process aligned with governance to engage all areas and stakeholders to work toward a common vision. Integrated planning also fosters a sustainable approach that builds relationships, aligns the organization, and emphasizes preparedness for change. The model also supports alignment of resources with institutional priorities and prepares for future challenges. While efforts began before 2023, starting with the new strategic planning timeframe provides a better overview of the current status. Additional details and evidence are provided in the narratives for 1.B.1 and 1.B.3.

2023-24: In Summer 2023, OC embarked on a strategic planning process to outline strategic priorities for 2024 to 2028. This plan, developed with broad input from OC's community and partners, was designed to address the evolving needs of the region, while upholding the College's commitment to closing access, equity, and achievement gaps. In June 2024, the Board of Trustees approved OC's Strategic Plan for 2024-28.

2024-25: In July 2024, OC adopted the Society for College and University Planning (SCUP) strategic planning method to provide a solid framework for vertical and horizontal alignment opportunities for cross-departmental collaborations to maximize resource efficiency effectiveness. Training on SCUP was provided for key stakeholders to ensure consistent application. Throughout the year, Governance Councils developed strategic plans for their areas using the feedback mechanisms built into governance.

2025-26: In Fall 2025, the Project and Quality Management Office (PQMO) was established to lead strategic planning efforts by facilitating workshops, synthesizing data, and providing insights on metrics to ensure consistent and effective development of plans across all organizational areas. Also in Fall, an out of cycle budget request process was introduced that includes a section for identification of strategic alignment with college and department strategic plans. In Winter 2026, SCUP training was provided to 30+ administrators to build capacity to support planning. PQMO is implementing Tability, a goal tracking software system, to support monitoring of strategic planning metrics across all

organizational levels, providing real-time visibility into progress toward institutional objectives. The budget process for 2026-27 includes a draft scoring matrix designed for a budget cycle with limited resources. It combines Vice President and Chief Officer level divisional prioritization with focused institutional criteria to ensure the most critical needs are funded first. The 2027 budget cycle will prioritize requests that align with Presidential and Board priorities, OC's Strategic Plan, and area plans and goals.

1.A Institutional Mission

1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

OC's Mission statement defines its purpose to enrich its communities and commitment to providing quality education and support to help students achieve their goals. The mission is supplemented by Vision and Values statements to further guide the work.

Mission

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

Vision

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

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

Values

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

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

Evidence:

- [Mission, Vision, Values](#) (website)
- [Mission, Vision, Values](#) (catalog)

1.B Improving Institutional Effectiveness

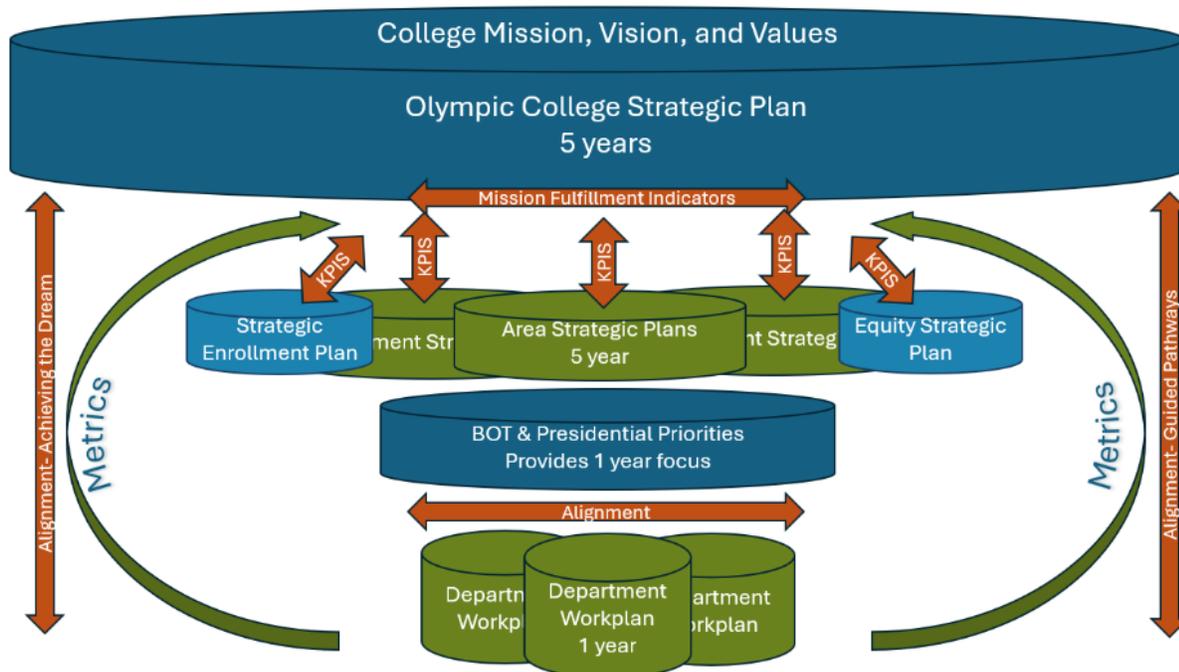
1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Institutional Planning & Resource Allocation

OC has established an integrated planning process aligned with its [governance system](#) to engage all areas and stakeholders to work toward a common vision. Integrated planning also fosters a sustainable approach that builds relationships, aligns the organization, and emphasizes preparedness for change. The model also supports alignment of resources with institutional priorities and prepares for future challenges. Image 1 illustrates the integrated planning process and alignment of the [College Strategic Plan](#) to area plans, department work plans, [Mission Fulfillment Indicators](#) (MFIs), and priorities of the President and Board of Trustees.

Image 1. Integrated Planning Alignment



OC's strategic planning process includes systematic assessment of institutional effectiveness through key performance indicators and MFIs to support continuous improvement of student learning and achievement outcomes across the institution. The intentional integration with the governance structures ensures that assessment results are

reviewed collaboratively and inform strategic decision making rather than remaining siloed at the program level. 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. The co-chairs for the functional councils are the administrators responsible for the related areas or their designee. Table 2 illustrates the alignment of areas with their functional councils.

Table 2. Areas and Corresponding Functional Councils

Area(s)	Governance Council
Budget & Finance	Budget & Finance Council
Facilities Campus Safety & Security	Facilities & Safety Council
Information Technology	Data & Technology Council
Instruction	Learning Council
Student Affairs	Student Advancement Council

In July 2024, OC adopted the Society for College and University Planning (SCUP) model of integrated planning to engage all areas of the college and all stakeholders to work together toward a common vision. The planning cycle has five phases that are used to continuously optimize culture.

1. Assess the Landscape – assess institutional context, analyze stakeholders
2. Planning Roadmap – design process, analyze internal and external environmental
3. Create Plan – identify goals and metrics, develop strategies and actions, resource the plan
4. Implement Plan – prepare and implement plan
5. Evaluate Outcomes – monitor and evaluate progress, improve and adapt plan

Functional Councils used this SCUP model to develop strategic goals with associated strategies, actions and metrics that are aligned with the college strategic plan. This included analysis of current program-specific measures of effectiveness and contributions to student success and institutional effectiveness. Information Technology used a non-academic program review template that followed the SCUP model. This template will be used for future program reviews, outside Instruction and Student Affairs, as part of the strategic planning cycle.

In some areas, departments are developing annual work plans to identify actions and metrics in alignment with area level plans. For instance, academic divisions and Instruction offices are developing work plans in support of the Academic Strategic Plan. Governance Councils regularly review progress on strategic goals, consider

assessment findings, and provide guidance on priorities and adjustments to ensure alignment with institutional goals.

The Board of Trustees (BOT) Strategic Plan and the President's Goals for 2025-26 are aligned with [OC's Strategic Plan](#) and are designed to meet the evolving needs of OC's region while advancing the College's commitment to closing gaps in access, equity, and achievement. These integrated plans reaffirm the commitment of the BOT and President to working collaboratively with the College community to realize its overall goals of impactful growth and meaningful achievement. Annual goals from BOT and the President will be used to prioritize workplans and budget requests.

The Project and Quality Management Office (PQMO) is leading strategic planning efforts by facilitating workshops, synthesizing data, and providing insights on metrics to ensure consistent and effective development of plans across all organizational areas. OC is implementing Tability, a new goal tracking software system, to support monitoring of strategic planning metrics across all organizational levels, providing real-time visibility into progress toward institutional objectives. Additionally, this will enable data-driven evaluation of resource allocation effectiveness. Annual assessment of progress will inform the budget process and internal department resource allocation.

The budget planning and resource allocation process is integrated into this assessment framework through the Budget Principles that set forth the ideals that OC's decision makers will adhere to as they develop the budget. These principles guide how resources are allocated or reallocated and how new investments are evaluated considering their alignment with the college's strategic plan. The 2026-2027 budget process emphasizes a disciplined, streamlined, and institutionally aligned approach to resource allocation. Budget decisions are designed to be transparent, consistent, and clearly aligned with institutional priorities. Given limited resources, the College is prioritizing critical needs aligned with Presidential and Board priorities. This focused approach ensures that available resources are directed toward the most essential operational and strategic needs, reinforcing fiscal responsibility and sustainability.

Instruction Planning

The Academic Strategic Plan is implemented through the Instructional Leadership Team (ILT), led by the Vice President of Instruction (VPI), who also serves as standing co-chair of the Learning Council. The ILT operationalizes the plan by integrating its goals, strategies, and actions into division and department workplans, with deans and directors functionally responsible for advancing and resourcing the work. Progress is monitored through Key Performance Indicators (KPIs) and operational measures tied to plan actions, as well as through regular review and updating of workplan action steps. The Learning Council retains governance oversight responsibility by tracking attainment of strategic learning plan goals, assessing progress, and recommending adjustments as needed. Because the VPI bridges both bodies, there is alignment between governance review and functional leadership.

IPPR is a standing advisory body to the Vice President for Instruction that oversees the systematic review of instructional programs and disciplines. This committee evaluates new program proposals, major revisions, and conducts ongoing assessment of existing programs and disciplines. New program development is also governed by a structured, evidence driven internal review. Prospective programs must first submit a concept paper to IPPR to ensure strategic alignment and feasibility before any development work begins. Programs approved for further development must receive approval from the Faculty Curriculum Committee (FCC), followed by a secondary IPPR review and recommendation to the VP of Instruction once the full program is developed. Ultimately, strategic direction and resource commitments are approved by the fiscal approving body and the Board of Trustees. This multistage review ensures that resource allocation decisions are evidence based and aligned with institutional mission, capacity, and strategic goals.

The purpose of program and discipline review is to guide development on a continuous basis. The review process evaluates the status, effectiveness, and progress of academic programs and disciplines and helps identify the future direction, needs, and priorities of those programs. All instructional programs and disciplines undergo a comprehensive review of student success outcomes data, program/discipline structure and relevance, course offerings, learning outcomes and assessment results, completion rates, cost analysis, and other indicators of program viability and effectiveness. Program and discipline reviews are conducted on a five-year cycle, supported by ongoing learning outcomes assessments. Comprehensive self-studies are reviewed by IPPR, academic deans and the Vice President of Instruction to inform ongoing strategic planning and resource considerations. Committee recommendations provide faculty with areas to focus improvement efforts. Mid-cycle reviews require faculty to address committee recommendations and share progress on their goals from the previous self-study report.

Student Affairs Planning

Student Affairs contributes to the institution's continuous process for assessing institutional effectiveness through an ongoing and systematic cycle of assessment, evaluation, and planning for student support services. Strategic planning within Student Affairs is intentionally integrated with assessment and governance structures. Progress toward the Student Affairs Strategic Plan is monitored through the Student Advancement Council (SAC), the area's primary governance body responsible for policy review, strategic alignment, and oversight of student support initiatives. SAC regularly reviews progress on strategic goals, considers assessment findings from Student Affairs programs, and provides guidance on priorities and adjustments to ensure alignment with institutional goals and student needs.

Annual evaluations of effectiveness happen through comprehensive year end reporting that documents progress toward strategic goals, analyzes outcomes related to student learning, achievement, and student experience, and identifies areas for improvement

aligned with institutional priorities. This annual assessment cycle supports continuity, transparency, and accountability, and ensures that findings inform future planning and decision making rather than functioning as a one-time review. To strengthen the assessment of non-instructional support services, the Student Affairs Assessment Committee has implemented a standards-based program review framework using the Council for the Advancement of Standards in Higher Education (CAS). Following the completion of CAS program reviews in Advising and Military and Veteran Programs, Student Affairs established a formal program review schedule to ensure ongoing, cyclical evaluation of student support services. The program review schedule is also aligned with the college's budget process. Lessons learned from these pilots informed the use of CAS standards not only for summative review, but also as a formative program development tool, supporting continuous improvement in advance of scheduled program reviews.

In Spring 2025, under the leadership of Dr. Jennifer Glasier, Associate Vice President of Student Services, Student Affairs programs refined and adopted student learning outcomes that programs have continued to use in their ongoing work. Building on this foundation, Student Affairs will administer a shared assessment survey in Fall 2025 to gather evidence related to these outcomes. Findings from the survey will inform the program development workshop series and support formative assessment prior to program review, ensuring that assessment results are actively used to strengthen programs, guide strategic planning discussions, and inform future evaluation cycles.

Assessment practices within Student Affairs incorporate multiple sources of evidence, including program level student learning outcomes, student experience data, and disaggregated enrollment and retention indicators reviewed through Strategic Enrollment Management structures. Assessment findings are reviewed by divisional leadership and through SAC as part of ongoing strategic planning and governance processes, and are integrated into strategic plan monitoring, professional development priorities, and resource considerations.

Student Government Planning

Student Government demonstrates a continuous and systematic process for assessing institutional effectiveness through the Services & Activities (S&A) funding process, which directly supports student learning, achievement, and essential support services across all three Olympic College campuses. The S&A process is student-led and includes structured program reviews that evaluate funded departments using a rubric to assess program effectiveness, equity of service, and impact on the student population.

Funding decisions are informed by this ongoing evaluation and emphasize how well programs serve all students and contribute to student success. Through this process, Student Government allocates resources to critical student support services, including the Resource Center, the Office of Well-Being and Health Promotion, and the Sophia Bremer Early Learning Academy. These services address basic needs, access, and student

engagement which are essential to retention and achievement. Student Government also supports peer-to-peer learning and retention through funding programs such as Peer Mentors, which provide direct academic and social support to students. In addition, Student Government funds and operates the food pantries at the Bremerton, Poulsbo, and Shelton campuses, ensuring consistent access to food resources for students in need. These efforts reflect the institution's commitment to using ongoing assessment and planning to allocate resources strategically and continuously improve student learning and achievement.

Additionally, Student Government is actively engaging in a three-to-five-year strategic planning effort designed to provide continuity and consistency across future Student Governments. This planning process is consistent with SCUP's integrated planning process, student-led, and creates opportunities for student voices to shape priorities, commitments, and long-term vision, ensuring that planning reflects student values and lived experiences. As part of this effort, Student Government intentionally reviews and aligns its strategic goals with the Student Affairs Strategic Plan to ensure shared priorities, collaboration, and efficient use of resources. This alignment allows Student Government to allocate resources in ways that support institutional goals while remaining responsive to student-identified needs. By maintaining a planning process that is both inclusive and student-driven, Student Government strengthens institutional effectiveness and ensures that decisions lead to meaningful, sustained improvements in student support services and student success over time.

Opportunities and Next Steps

[OC's Strategic Plan](#) and the SCUP integrated planning process provide a foundation for assessing effectiveness, assigning resources, and improving student learning and achievement. As plans are implemented, annual assessment of goals and indicators will be used to improve and adapt plans. This integrated planning process will also be monitored and assessed to improve the non-academic self-study template, data tracking tool, and budget & resource allocation process. MFIs, embedded in strategic plan KPIs, will be broadly shared and integrated into planning and review processes to improve student learning and achievement.

Evidence

- Board of Trustees Strategic Plan 2025-26
- Budget Principles 2025-26
- Budget Limited Resource Scoring Matrix draft, FY 2026-27
- [Governance System](#)
- Information Technology Self-Study
- Integrated Planning BOT Presentation
- Instruction Planning
 - Academic Strategic Plan 2025-28
 - Business & Information Technology (BIT) work plan

- Libraries, Tutoring, and College Success (LTCS) work plan
- Discipline Review Handbook and Schedule
- Program Development Handbook
- Program Review Handbook and Schedule
- IPPR 2024-25 summary report
- [OC Strategic Plan 2024 – 2028](#)
- [Mission Fulfillment Indicators](#)
- Non-academic Self-Study Template
- President’s Goals 2025-26
- Student Affairs (SA) Planning
 - Advising CAS Program Review
 - SA Planning Workshop Overview
 - SA Program Review Schedule 2026-28
 - SA Strategic Planning Committee Charter
 - SA Strategic Plan 2025-28
 - SA Year-End Report
- [Services & Activities Budget Request](#)
- Services & Activities Budget Proposal FY 2026

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Mission Fulfillment

OC’s new [Strategic Plan](#) establishes goals, objective and key performance indicators (KPIs) to guide fulfillment of its mission. KPIs from five strategic goals were selected by E-Team to be MFIs. These MFI’s also align with peer comparison data and [SBCTC’s Student Achievement Initiative](#) (SAI). This intentional alignment will help focus assessment efforts and streamline the regular reporting processes to coincide with the integrated planning cycle.

OC is committed to ensuring equitable access and outcomes for students and the Mission Fulfillment Indicators reflect this. The College is working to prevent and remove barriers for groups of students with histories of exclusion, discrimination, and marginalization and to achieve equal educational outcomes for historically marginalized groups relative to their peers. OC is focused on maximizing student potential across all social identities, including race, ethnicity, socioeconomic status, sexual identity, gender identity, ability, age, national origin, citizenship, and religion. Disaggregating data by demographic groups will provide additional information on inclusive frameworks and barrier removal strategies in supporting diverse student populations. OC is also committed to maintaining a culture of belonging that advances racial, social, and economic justice in service to its diverse communities.

Enrollment

Goals: 1, 3, 4

Data on enrollment indicators provides a measurement of OC's effectiveness in recruiting and supporting underrepresented populations and preparing students for in-demand and living-wage careers.

- Enrollment of historically underrepresented students compared to Kitsap & Mason counties
- Enrollments in high wage, high demand programs

Campus Climate

Goal: 2

OC works to be a safe and welcoming environment that cultivates a sense of belonging for students and employees.

- Employee perception of campus climate
- Students' sense of belonging

Progression

Goals: 3, 4

Completion of momentum points used by SBCTCs' Student Achievement Initiative (SAI) serves as the basis of performance funding. Based on SAI research and data, these targets represent meaningful milestones of student success across all groups of students.

- Course completion
- Completing 15 credits & 30 credits in 1 year
- Completing college level English & Math, Year 1

Retention

Goals: 3, 4

Retention data helps OC measure whether students are making early progress towards educational goals. With the bulk of first-time students starting in fall quarter, fall-to-winter and fall-to-fall retention metrics help the college understand which students persist to their second quarter and second year, respectively.

- First fall-to-following winter
- First fall-to-second fall retention

Completion

Goals: 3, 4

Credential and degree completion rates broken down by student demographic can indicate OC's responsiveness to areas of inequity. Data can also inform program effectiveness to reduce barriers for on-time completion.

- Basic Studies credential completions
- Completing certificate/degree in 3 & 4 years
- Workforce credential completions

Post-College Outcomes

Goals: 1, 3, 4

Post-college outcomes for transferring to bachelor's programs and finding employment are primary educational goals for many OC students and are critical lagging indicators of mission fulfillment.

- Basic Studies employed 2nd & 4th quarters after exit
- Post college employment, Year 4
- Transferring to bachelor's programs, Year 4

Partnerships

Goal: 5

Partnerships with community organizations, including industry and K-12 schools, demonstrate OC's ability to respond to community and student needs.

- Articulation agreements
- Contract training agreements

Regional and National Peers

Peer institutions were selected based on the following factors: availability of data, similar enrollments and demographics, geographic location, and Carnegie Classification®. The Carnegie Classification® has been the leading framework for recognizing and describing institutional diversity in U.S. higher education. OC selected three regional peers. Pierce College District has a more metropolitan location but is the closest peer institution in Washington state that also serves a large number of military-affiliated students. Enrollments at each of the two campuses are similar to OC. Skagit Valley College has a similar enrollment and similar geographic location of semi-rural with close proximity to a metropolitan area (Everett). South Puget Sound (South PS) College has a similar

demographic mix of populations, similar enrollment, and similar geographic location of semi-rural with close proximity to a metropolitan area (Olympia). Data for [regional peer comparison](#) institutions is available on the OC website and includes headcount comparisons by age group, gender, race, ethnicity, historically underrepresented students of color (HUSOC), and LatinX.

Two national peers were selected. Holyoke Community College in Holyoke, Massachusetts, has a Carnegie Classification® of Associate’s Colleges: High Transfer-High Traditional. OC has High Transfer but is not High Traditional. The demographic makeup of both the city and county are closer to Bremerton and Kitsap County than other colleges with the same Carnegie Classification®. Cayuga County Community College in Auburn, New York has a Carnegie Classification® of Associate’s Colleges: High Transfer-High Nontraditional, which is closer to OC than Holyoke (High Transfer-High Traditional). The demographics of Bremerton and Kitsap County are only slightly more diverse than Cayuga’s. It is also a multi-campus school like OC.

Assessment

Assessment of indicators has not been consistent and mainly occurred within various groups including Guided Pathways, Institutional Research, IPPR, Strategic Enrollment Management, and individual areas and divisions. To establish the expectation for regular review of MFIs, the Board of Trustees approved the Mission Fulfillment policy in November 2025. The Board of Trustees expects the college to identify key indicators, monitor progress, and use results to improve institutional effectiveness and inform resource allocation. The Board of Trustees also directs the President and college personnel to monitor and report on performance data related to MFIs on an annual basis. E-Team plans to review current data and set targets in March 2026.

Governance Coordinating Council hosted a Mission Fulfillment Convening pilot in Winter 2026 to expand cross-area conversations on the current MFIs. Members of Executive Team and governance councils gathered to review OC data compared to other colleges in the SBCTC system including three regional peers. Facilitators were appointed to guide table group discussions and participants were provided with five prompts:

- What surprises you?
- Why do you think this is happening?
- What are we currently doing that aligns with this MFI and could we improve or strengthen these efforts?
- Is there anything we should stop?
- Are there new strategies we should try?

There were three groups of 5-7 participants that reviewed race/ethnicity data on Progression (15 and 30 credits), Retention, and Post-Completion Transfer and Employment. Common takeaways included observations on the impacts of COVID-19 and

migration of military-affiliated students. Participants also identified a need to determine where conversations about data are happening and who should be involved. This practice session also generated useful feedback about how to facilitate discussions of data. For example, participants wanted more details on the number of students, data sources, and selection of data filters.

Opportunities and Next Steps

The process for developing annual Mission Fulfillment progress reports is being integrated into strategic plan assessment and reporting cycles. Reports will be published on the Accreditation webpage to increase transparency. Discussion about responsibility for MFI assessment reports and the timing in the planning and budget cycles is ongoing. With the alignment of MFIs and strategic plan KPIs, there is an opportunity to use the Tability goal tracking tool to support monitoring of MFI metrics.

Evidence:

- [Mission Fulfillment Indicators](#)
- Mission Fulfillment Convening Agenda & Summary
- [OC Policy on Mission Fulfillment \(OCP100-10\)](#)
- [OC Strategic Plan 2024 – 2028](#)
- [Peer Comparison Data](#)

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive Planning

OC's integrated planning process is aligned with its [governance system](#) to engage all areas of the college and all stakeholders to work together toward a common vision. 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. Committee members are responsible for communicating with the constituents they are representing about governance issues. This includes raising awareness, sharing information, encouraging participation, seeking feedback, and fostering collaboration and consensus.

To develop OC's Strategic Plan, a consultant selected by the Governance Coordinating Council conducted a series of workshops, meetings, interviews, and surveys to gather feedback from students, employees, and community members. Over 600 people participated. In addition, the strategic planning process overlapped with the Perkins

V Comprehensive Local Needs Assessment and the results of that outreach were used to inform this plan. Perkins V requires engagement with a diverse body of stakeholders to ensure a rigorous and meaningful needs assessment process. Responses to the Advisory Committee survey included members of 15 Career and Technical Education Advisory Committees. Students responding to the Student Survey included 67 in associate degrees, 33 in bachelor's degrees, and 25 in certificates. Functional Councils also engaged stakeholders by gathering input and feedback on strategic plans through the governance structure. Additionally, Information Technology, Instruction, and Student Affairs conducted forums and workshops open to all OC employees to collect feedback.

Academic program planning offers feedback opportunities from internal and external stakeholders. Faculty committee members of IPPR are expected to report to and collect feedback from those they represent. Non-voting membership includes Instructional Support Services, the Vice President of Student Affairs, Military & Veterans Programs, and Advising. The new Program Proposal form also requires faculty to work with service area representatives to address capacity and needs. The second step of the Program Development Process requires faculty to get support from Advisory Committees that are composed of employer partners and subject matter experts who assess program quality and relevance. To support continuous improvement, faculty were asked to provide feedback on the new discipline review processes. This feedback was used to improve documentation and processes.

Resource Allocation

Resource allocation is connected to strategic planning through budget processes. Requested changes to the budget during the fiscal year are referred to as “Out of Cycle Requests.” The Chief Financial Officer acknowledges that during the course of the fiscal year, some unexpected and emergent needs or opportunities may necessitate a requested adjustment to annual budgets. The Out of Cycle Request includes sections addressing connections to OC’s mission and strategic plans. The budget process for 2026-27 will prioritize requests that align with Presidential and Board priorities and OC’s Strategic Plan. Goals and strategies from area, division, and department plans will also be considered in the funding model.

Evidence:

- CIS Advisory Committee Meeting Minutes
- Comprehensive Local Needs Assessment
 - [Advisory Committee Survey Results](#)
 - [Student Survey Results](#)
- Budget Process
 - Budget Limited Resource Scoring Matrix draft, FY 2026-27 (see 1.B.1)
 - Out of Cycle Budget Request Strategic Alignment
 - Out of Cycle Decision Memo – AED Replacement Funding

- Academic Strategic Planning
 - Academic Strategic Plan Themes & Goals – Draft with Feedback
 - Learning Council meeting minutes 2025
 - Instructional Leadership Retreat Minutes
- Academic Program Planning
 - IPPR Committee Charter
 - Program Development Handbook (see 1.B.1)
 - IPPR minutes 2024 Discipline Review
- OC Strategic Planning
 - Strategic Planning Outreach and Engagement
 - Strategic Plan Feedback for Defining Actions
 - GCC minutes
- Student Affairs (SA) Strategic Planning
 - SA Strategic Planning Schedule, 2024-25
 - Student Advancement Council meeting minutes, 2025

1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

OC continuously and systematically monitors both its internal and external environments to identify emerging patterns, trends, and expectations that inform planning and resource allocation. This work is carried out through structured governance processes, formal review cycles, and intentional engagement with regional workforce, educational partners, advisory committees, and industry partners.

Budget and Resource Allocation

The budgeting process, outlined by Budget Principles, includes the use of long-term forecasting covering three to five years for budget development to address the future financial position of the college. Forecasting includes long-term enrollment and trend analysis for students in categories that cost more to educate, such as health care and technical career programs. Budget requests should be supported by data (e.g., longitudinal studies, labor market data) that illustrate a real need and/or the proven effectiveness of the proposed change.

Strategic Planning & Governance

Governance Councils followed the SCUP process that includes internal and external environmental scanning of data and trends to identify strengths, areas for improvement,

opportunities, and threats. This process enables identification and prioritization of strategic goals. Councils conducted SWOT analyses to identify strengths, weaknesses, opportunities, and threats. Some areas also used the STEEP framework to assess the impact of social, technological, economic, environmental, and political external factors. Examples of common sources used in these processes are highlighted below.

Internal Environments

- National Standardized Surveys (CCSSE, SENSE, and PACE)
- Internal Employee and Student Surveys
- Service Use Data (HelpDesk tickets, Who's Next reports)
- Tableau dashboard

External Environments

- Comprehensive Local Needs Assessment
- Kitsap and Mason County Demographics
- [Kitsap and Mason County Labor Market Profiles](#)
- Reports on Higher Education Trends (Chronicle of Higher Education, SCUP, etc.)

Academic Program Planning & Review

Program development processes and program review self-studies require review of internal and external environments to ensure program alignment with student and community needs.

Internal Environments

- Equipment and Facilities
- Faculty Availability and Diversity
- Student Services Capacity
- Student Success Data (enrollment, course completion, certificate/degree completion, etc.)

External Environments

- Advisory Committee Input
- Alignment with Industry, Community, and/or Transfer Institution Expectations
- Community and Industry Surveys
- Labor Market Data and Forecasts (employment opportunities, wage data)

K-12 Partners

OC established the Associate Dean of K12 Partnerships & Outreach to support connections with and monitoring of local K12 environments. This includes:

- Participation in local consortiums of regional CTE Directors and Career Educators, hosting meetings to create goals around curricular and program alignment.
- Hosting collaboration meetings with K12 partners (CTE Directors, Career Educators and Teachers) and OC Deans and Faculty within Professional Technical program areas to create goals around curricular and program alignment.
- Engaging with local legislators to highlight dual credit “pinch points” to recommend potential policy changes for better equitable access to dual credit programs.
- Participating in the *Jobs for the Future Big Blur* initiative to reimagine grades 11-14 by working with K12 and workforce to create more meaningful, efficient and relevant pathways through dual credit and career exposure and launch opportunities.

Workforce and Economic Development

[CTE advisory committees](#) provide robust mechanisms for assessing external needs and trends. Instructional and executive leaders further monitor the external environment through active participation in two workforce development councils and two regional economic development alliances. These roles allow the institution to remain informed of largescale economic trends, industry cluster priorities, workforce forecasts, and interagency strategies that affect institutional planning.

Evidence:

- Advisory Committee Minutes, 2023-24
- Budget Principles 2025-26 (see 1.B.1)
- Comprehensive Local Needs Assessment
 - [Advisory Committee Survey Results](#)
 - [Student Survey Results](#)
- Information Technology Self-Study (see 1.B.1)
- Instruction
 - All Faculty Meeting Winter 2024
 - Instruction AI Summaries of SWOT and STEEP Survey Responses
 - Discipline Review Handbook and Schedule (see 1.B.1)
 - Program Review Handbook and Schedule (see 1.B.1)
- Student Affairs (SA)
 - SA Strategic Issues Analysis & Environmental Analysis Alignment
 - SA STEEP Workshop Notes

1.C Student Learning

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

OC's programs align with its mission and workforce needs in the its service area, as well as the standards for content, rigor, and program structures as required by SBCTC policies and the regulations set forth by the [Intercollege Relations Commission \(ICRC\)](#). [Degrees and Certificates](#) offered include six bachelor's degrees (4 BAS, 1 BS, 1 BSN), 37 associate degrees, and 63 professional certificates at four credit levels (recognition, completion, proficiency, specialization).

Programs have clearly defined course-level student learning outcomes and program learning outcomes. Course-level student learning outcomes and program-level outcomes are made available to students via course syllabi. Program-level outcomes are also supplied via the Catalog and are linked through individual program websites, making them available prior to student enrollment.

IPPR approves new programs and conducts systematic reviews of programs and disciplines to ensure alignment with OC's mission, program viability, student outcomes, and community needs. Courses are approved and systematically reviewed by FCC to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of students as well as to academic, business, and local communities.

Evidence:

- [Academic Pathways](#)
- [Degrees & Certificates](#) (Catalog)
- Program Review Handbook - See 1.B.1

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

OC awards credits, degrees, certificates, and credentials for programs designed around clearly defined student learning outcomes. Academic programs ensure appropriate breadth, depth, sequencing, and integration of learning, allowing students to achieve

measurable academic and professional competencies. Student learning outcomes are used to guide course sequencing, prerequisite determination, and program completion.

The Catalog provides detailed program information, including learning outcomes, degree and certificate requirements, and program expectations. Additionally, official transcripts document courses completed, grades earned, degrees conferred, transfer credits, cumulative and college-level GPAs, and academic honors.

Faculty maintain program level course sequencing as Quarter by Quarter Plans which are available in the Catalog, Curriculog curriculum management system, My Academic Plan tool, and Degree Planning Worksheets.

Evidence:

- [Advising – Plan Your Degree](#)
- [All Programs A-Z](#) (catalog)
 - [BS in Computer Science](#)
 - [Culinary Arts Institute - Culinarian \(ATA\)](#)
 - [Information Technology: Networking \(AAS-T\)](#)
 - [Welding Technology \(CP\)](#)
 - [World Languages: French \(AA-DTA\)](#)
- [Curriculog](#)

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

[OC's catalog](#) provides detailed information about all the [degrees and certificates](#) that are offered. These details include the degree and certificate information, the expected student learning outcomes, required content, and grade attainment levels that students must earn to receive the degree or certificate. Catalog entries are linked on OC's website under each program. Course learning outcomes are available to students in course syllabi and maintained in the Curriculog curriculum management system. Instructional Support Services is exploring options to seamlessly integrate course level outcomes into the Catalog from Curriculog. As part of Guided Pathways, faculty completed program maps, outlining course sequences and mapping courses to program outcomes to inform assessment planning.

OC's Core Abilities are overarching instructional student learning goals and are published in the Catalog under [Degrees and Certificates – General Information](#). The Core Abilities are expressed broadly to frame study in general education as well as discipline specific programs of study. Core Abilities are in the process of being revised and updated (see

1.C.5.) When viewed in conjunction with program learning outcomes, the Core Ability Degree Learning Outcomes serve as indicators of what it means for an OC graduate to be ready for career and employment opportunities, for lifelong learning, for transfer, and for civic and community engagement.

OC recognizes that in an increasingly diverse and interconnected world, the critical examination of difference, power, and equity is an essential part of any education. The [Diversity and Social Justice](#) (DSJ) requirement provides such an opportunity through a range of coursework that prepares students to lead responsibly with critical tools and skills for examining topics including but not limited to race, class, gender, sexuality, ability, and sustainability. Specific outcomes and competencies within OC's DSJ-approved courses prepare students to lead with Knowledge, Consciousness, Collaboration, and Action.

Evidence:

- [Academic Pathways](#) (webpage)
- [All Programs A-Z](#) (catalog)
 - [Engineering: Computer and Electrical Engineering \(AS-T, Track 2/MRP\)](#)
 - [Human Services, Substance Use Disorder Professional Counseling \(AAS-T\)](#)
 - [Information Systems - Bachelor of Applied Science \(BASIS\)](#)
 - [Leadership and Business Management \(CP\)](#)
- Comprehensive Syllabi Policy and Procedures
- Course Syllabi – COLL 133, LIB-R 101, OLTM 340, VL-BSN 176
- [Degrees and Certificates - General Information](#)
- [Diversity & Social Justice Requirement](#) (webpage)
- [OC Curriculog](#)
- Outcomes Mapping & Assessment
 - Early Childhood Education AAS-T
 - Engineering – Biological & Chemical AS-Track 2 and AST-2/MRP
 - Mathematics AA-DTA

1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

In accordance with OC's mission of providing quality education and support that enriches its diverse communities, OC is an open admission institution. The [Admissions Office](#) webpage provides a guide to help students track their progress as they complete each step of the admissions process. The [Enrollment Information](#) section of the Catalog also outlines admissions eligibility as well as policies for new, continuing, former, transfer, international, Running Start, high school completion and College in the High School students. The [Academic Information](#) section of the catalog and the [Graduation](#) webpage outline graduation instructions and deadlines. Programs with selective admissions criteria include

Healthcare pathways and Baccalaureate degrees. Admission requirements for selective admissions programs are outlined on specific program pages on the OC website and cross referenced in the catalog. Student Success Coaches and Faculty advisors support students to keep them on track for completion and transfer.

Evidence:

- [Admissions](#) (webpage)
- [Enrollment Information](#) (catalog)
- [Academic Information: Graduation](#) (catalog)
- [Graduation](#) (webpage)
- Selective Admissions Programs
 - [Computer Science – Bachelor of Science](#)
 - [Filmmaking - Bachelor of Applied Science](#)
 - [Information Systems - Bachelor of Applied Science](#)
 - [Licensed Practical Nurse to Registered Nurse - Associate in Technical Arts](#)
 - [Medical Assisting](#)
 - [Organizational Leadership and Technical Management – Bachelor of Applied Science](#)
 - [Physical Therapist Assistant - Associate in Applied Science](#)
 - [Registered Nurse - Associate in Technical Arts](#)
 - [Registered Nurse to Bachelor of Science in Nursing](#)
 - [Veteran & Licensed Practical Nurse to Bachelor of Science in Nursing](#)

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

OC engages in a faculty-led, institutionally supported system of assessment designed to improve the quality of learning at the course, program/discipline, and institutional levels through instructional committees. Three key committees focus on curriculum, assessment, and program improvement. FCC ensures that all curriculum is sound, comprehensive and responsive to the evolving needs of students as well as the academic, business, and local communities. IAC guides and assists faculty in the development, promotion, and evaluation of learning-outcomes assessment. IPPR, comprised of faculty and administrators, is charged with program improvement through program and discipline review process.

As part of Guided Pathways mapping in 2021-22, transfer faculty mapped program outcomes or discipline-level core competencies to Core Abilities, OC’s institutional outcomes, and developed plans to assess program learning outcomes and/or core abilities in 2022-23. To address the NWCCU recommendation on assessment, IPPR and IAC

collaborated to develop a five-year assessment and program review process. Beginning in Fall 2023, the assessment cycle was embedded within five-year program/discipline reviews. The cycle is guided by an Assessment Handbook with Glossary and culminates in a structured five-year review that integrates program/discipline-level findings and institutional outcomes (Core Abilities).

- Plan stage (years 1 & 3): Faculty outline timeframes, methods, criteria for success, data to be collected, and roles.
- Report stage (years 2 & 4): Faculty summarize methods, results (patterns & trends), analysis, and actions for improvement, with relevant appendices (rubrics, assignments, tables/graphs).
- Five-year review: Findings are integrated into program and discipline review processes, creating a central repository.

Faculty Assessment Leads provide support throughout this cycle, working closely with faculty and Deans in their assigned divisions. The leads also serve on IAC and help plan professional development opportunities. There are professional development opportunities every year in Fall and Spring for faculty to learn more about and engage in outcomes assessment, appropriately called Assessment Days. The Fall 2025 Assessment Day drew 90 attendees (78 full-time, 12 part-time) with average satisfaction 4.10/5 and strong appreciation for cross-disciplinary sharing and practical ideas - evidence that assessment processes are visible, collaborative, and broadly understood by faculty. Feedback from Assessment Day highlights that the system is collaborative and useful, while also identifying areas to strengthen clarity (e.g., Core Abilities mapping templates, Canvas outcomes synchronization, Tableau data reliability). Faculty requests for targeted training (AI in assessment; data interpretation; Curriculog/Acalog) and a centralized resource hub confirm both engagement and the college's commitment to ongoing process refinement.

While the assessment system integrated into the five-year review cycle is still new, there are some areas that started assessment in 2022 and completed discipline reviews in 2024. The current program review cycle is 2024/25 - 2028/29 and the discipline cycle is 2023/24 - 2027/28. At the end of these cycles, IPPR and IAC will have more information to determine widespread impacts on curricular decisions.

Opportunities and Next Steps

To strengthen coherence, usability, and data-to-action, OC will pursue the following priorities—each designed to make the system more connected, clearer to faculty, and easier to use while preserving the integrity of evidence and improvement cycles.

- Launch Assessment Hub: Design a single, collegewide portal that consolidates IAC, IPPR, and Core Abilities resources, presenting a connected, end-to-end process focused on continuous improvement.

- Map and monitor learning outcomes: Leverage Insights tool to map outcomes at the program/discipline, course, and Core Abilities levels to support faculty assessment.
- Streamline forms & data requirements: Reduce friction and redundancy; align templates and data requests with authentic, program/discipline-appropriate evidence and workflows faculty already use.
- Core Abilities Assessment Plan: Develop and implement an assessment plan for institutional outcomes.

Evidence:

- Assessment Day Evaluation Summary, Fall 2025
- Assessment & Discipline Review
 - English
 - Mathematics
- Assessment Handbook with Glossary
- Discipline Review Schedule
- Program Review Schedule
- IAC Charter
- IPPR Charter (See 1.B.3)
- STEM Assessment Infographic, Spring 2025

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Consistent with its mission, OC has clearly identified institutional learning outcomes, known as [Core Abilities](#), which represent essential competencies for student success:

- Communication
- Thinking
- Global Perspective
- Information Literacy & Technology
- Lifelong Learning

Core Ability assessment is a component of the five-year Program/Discipline Review process. As part of each two-year cycle, faculty may submit:

- Direct indicators of student learning by assessing student achievement of Core Abilities or of outcomes at the program, discipline, or course level that align with Core Abilities.
- Indirect indicators of student learning by using evidence from program/discipline level assessment work to help us understand how educational experiences work together in support of student achievement of Core Abilities.

In Fall 2023, a Core Ability Workgroup (CAW) was given the charge to update the Core Abilities to reflect the changing needs of higher education and to inform institutional level learning outcomes assessment planning. The charge came from Vice President for Instruction Martin Cockroft. The CAW worked during AY 2023-24 to draft a new concept based on degree learning outcomes (DLOs) using the Degree Qualifications Profile (DQP). The DQP is an institutional-level learning outcomes framework put together by the National Institute for Learning Outcomes Assessment (NILOA). In Spring 2024, faculty endorsed a Core Ability Degree Learning Outcomes structure. Each broad Core Ability is articulated in distinct sets of degree-level statements for Professional-Technical associate degree, Academic Transfer associate degree, and Bachelor’s degree. Faculty offered suggested revisions to the revised Core Abilities, proposed as the following:

- Communication
- Decision-Making
- Global Consciousness and Civic Responsibility
- Information Literacy and Technology

CAW also elicited faculty feedback through listening sessions, online surveys, pilot sessions, and faculty consultation with the CAW members. Based on this feedback, the CAW revised the CA-DLOs and rubrics.

In 2024-25, CAW developed degree level learning outcomes and constructed rubrics. In Summer 2025, eighteen faculty from multiple disciplines participated in a Core Abilities pilot to test the new Degree Learning Outcomes and rubrics for Communication and Critical Thinking. Faculty selected assignments aligned with targeted Core Abilities and scored three student artifacts (high, mid, low performance) using a five-point rubric (0–4) with degree-level thresholds (Benchmark, Milestone, Capstone). They found:

- Alignment Challenges: Some 100-level courses had assignments coded at Capstone level, raising questions about mapping expectations across degree levels.
- Performance Patterns: No artifacts scored “4” at Benchmark level; Critical Thinking artifacts at Milestone level had more low scores than Communication.
- Rubric Usability: Faculty found rubrics generally clear but suggested refinements (clarify Qualitative vs. Quantitative Analysis, add scale nuance).
- Pedagogical Insights: Cross-disciplinary collaboration revealed gaps in assignment design and opportunities to embed Core Abilities more intentionally.

- Future Considerations: Faculty emphasized integrating AI ethics and data-informed reasoning into rubrics to reflect emerging challenges.

The pilot confirmed that the rubric structure works within the Degree Learning Outcomes model and provided actionable recommendations for:

- Revising rubrics for clarity and inclusivity across disciplines.
- Developing mapping exemplars and calibration sessions.
- Aligning Canvas Outcomes with Core Abilities for sustainable assessment.
- Expanding faculty development on assignment design and rubric application.

Currently, the CAW is preparing a proposal for FCC to formally adopt the new CA-DLOs. The proposal reflects three years of intensive faculty work. In revising the Core Abilities, CAW utilized faculty input, as well as published OC learning outcomes, OC Distribution Criteria, national standards, and WA State Board of Community and Technical Colleges (SBCTC) guidelines. The proposal will be circulated to stakeholders for feedback and submitted to FCC for approval in May 2026 with implementation in Fall 2026.

Opportunities and Next Steps

OC is using pilot findings from CAW to:

- Finalize Core Ability rubrics and integrate them into Canvas for systematic data collection.
- Align DLOs with Core Abilities and embed them in program review templates.
- Provide faculty training on rubric use, assignment alignment, and AI considerations.
- Launch an Assessment Hub consolidating resources for Core Abilities, DLOs, and accreditation processes.
- Establish institutional level assessment processes and timelines.

Evidence:

- [Core Abilities](#) (catalog)
- Core Abilities Pilot Summary Report, Summer 2025
- Core Ability Pilot Overview, Spring 2026
- Core Ability Workgroup DLO Proposal draft
- Biology Assessment Report Spring 2023
- Biology 160 Assessment Report 2023
- English Assessment Report, Spring 2023
- STEM Core Ability Assessment Report, 2022-24

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

OC uses assessment results to inform academic and learning-support planning and practices with the goal of continuously improving student learning outcomes. OC's assessment cycle is embedded within the five-year program/discipline review process, ensuring that assessment evidence is documented, shared, and considered in planning. Assessment reports include analysis of results, actions taken, and next steps, which feed into IPPR's discussions and recommendations. This integration creates a central repository of data for accreditation standards and institutional planning.

Faculty regularly use assessment findings to make course and program adjustments to improve student outcomes. Examples include:

- **Biology:** Used assessment to explore how course-based undergraduate research activities (CURE) improved student learning; continuing to collect data and refine the activity to see if student success can be improved.
- **Engineering Transfer:** Analyzed how well the ENGR& 114 class is preparing students for the ENGR 216 class. Assessment efforts led to the exploration of a joint project between the two classes as a way to ensure that students build on their prerequisite knowledge and skills.
- **Film:** Assessment of student learning revealed a need to provide more opportunities for students to practice operating highly specialized film gear in the context of technical workflows. Additional equipment and expanded lab space have been identified as critical program needs, and prerequisites for the BAS-FILM program are currently under review to ensure students are adequately prepared.
- **Physical Education:** Shifted focus toward confidence outcomes and adjusted time spent on a particular skill area based on assessment results.

The discipline and program review self-study process provides opportunities for faculty to reflect on lessons from assessment results. Assessment findings and recommendations from the discipline/program review process influence budget priorities for academic divisions when submitting budget proposals. A goal moving forward is to strengthen that connection by clarifying how and when those findings and recommendations are integrated into the budget process.

Opportunities and Next Steps

The five-year assessment cycle is designed not only to assess outcomes but also to track the impact of changes made in response to those assessments. Because the cycle is relatively new, process improvements are still being made including streamlining and enhancing templates. Another opportunity for improvement is to standardize the training for faculty serving as Assessment Leads as well as instructional Deans. One outcome would be to ensure that faculty receive consistent coaching and feedback on the Assessment Plans and Reports they submit. In a similar vein, faculty are discussing the value of providing training on writing and reviewing student learning outcomes (SLOs) for colleagues serving on the Faculty Curriculum Committee, given their roles in approving new and revised SLOs.

Evidence:

- Assessment reports
 - Biology (see 1.C.6)
 - Engineering Transfer
 - Film
 - Physical Education (PE)

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

OC maintains clear, published policies and consistent procedures for accepting credit that ensure high quality, relevance to students' programs, and integrity of OCs degrees. These policies are published in the Catalog and are found on the website. OC accepts credit transferred from colleges accredited by transfer-approved accrediting bodies, which satisfies NWCCU's Transfer and Award of Academic Credit Policy.

For [non-traditional credit](#), the OC follows its own policy ratified by the Faculty Council and commonly accepted state and national guidelines for the award of credit, e.g., Advanced Placement, Armed Forces credit, College-Level Examination program (CLEP), Defense Activity for Non-Traditional Education Support subject Standardized Tests (DANTES SST), International Baccalaureate, Service Members Opportunity College, and Tech Prep credit.

[OC's transfer](#) policies are based on statewide agreements such as the [Intercollege Relations Commission](#) (ICRC) and the State Board for Community and Technical Colleges written guidelines for [Direct Transfer Agreement](#) (DTA), both of which ensure that transfer degrees fulfill the general education requirements of participating baccalaureate colleges

and universities in Washington State. OC also subscribes to [SBCTC's Inter-College Reciprocity Policy](#). These policies provide reciprocity for specific courses and distribution areas and are intended to ease student transfer among Washington State community and technical colleges. OC subscribes to the common course numbering system established by the SBCTC in 2007 so that course articulation is seamless for students.

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

Evidence:

- [Award of Credit for Learning Outside Olympic College \(Prior Learning Assessment\)](#)
- [Award of Credit for Learning Outside Olympic College \(catalog\)](#)
- [Transfer Credit Evaluation](#)

1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered.

OC does not have graduate programs.

1.D Student Achievement

1.D.1

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

OC has developed comprehensive and student-centered systems for recruitment, admissions, and orientation to help students. OC orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies. Key elements of the processes and services provided to fully onboard and orient students follow.

Recruitment

As an “open door” institution, OC relies predominantly on outreach and communication efforts to inform potential and prospective students about opportunities available. This responsibility is shared between Communications, Student Services, and individual education programs. The Outreach Office, under Student Services, produces promotional materials, organizes and attends recruitment events, and employs professional staff members that conduct outreach and recruitment activities in the local K-12 schools and the community. Information is also provided through the outreach activities of the Workforce and Economic Development Division, Running Start, Financial Aid, Athletics, Office of International Education and the academic divisions. Advertising is conducted throughout the year in national and international publications, local media and newspapers, articles, website, social media, highway billboards, and email and text messaging. Specialized advertisements and press releases are sent to local publications with the objective of giving the public information about programs and dates. The College Outreach Team meets monthly to identify outreach activities and make sure all events are being appropriately staffed, promoted and resourced. Information about admissions, degree and certificate programs and requirements, graduation and transfer policies and other key student information are available on the website and in the Catalog. All information is reviewed and revised annually.

Student Orientation

[New Student Orientation](#) is divided into two sections: Pre-Advising Orientation and Ranger Ready Orientation. The online pre-advising orientation covers financial aid, math and English placement, academic pathways, advising, and enrollment processes. For [Running Start](#) and [International students](#), there is a tailored in-person version of this orientation. After completing their pre-advising orientation, students are encouraged to complete Ranger Ready Orientation, which can be done either in a three-hour in-person session or asynchronously through Canvas. This orientation covers resources and opportunities, more in-depth information on financing and funding, campus safety and well-being, and student belonging. Certain sub-populations also receive tailored additional orientation sessions. The pre-advising and Ranger Ready sessions will be mandatory for students beginning Spring 2026.

Advising

A comprehensive advising system is available to help both students and potential students with timely, useful, and accurate advising about all relevant academic requirements. The Success Coaches in the [Advising Center](#) collaborate closely with [Academic Divisions](#) and faculty to ensure that the advising team has accurate program information when working with students and to create advising tools that aid with [academic planning](#), such as degree worksheets and MAPs (academic plan templates). New students are assigned a Student Success Coach who is aligned with their academic pathway or a faculty advisor for professional technical programs. Students are highly encouraged to see their Success Coach or faculty advisor before registering for their first term classes to review program requirements, placement, and financial aid options and discuss the student's goals, interests, strengths, and challenges, and to design an academic plan tailored to the unique needs of the student. Continuing students are encouraged to see their Student Success Coach or faculty advisor quarterly to review progress and ensure they are staying on their educational path. Student Success Coaches and Faculty Advisors also work with students to check degree progress and help them plan for transferring to a 4-year institution.

Academic Plans

All OC students are encouraged to work with their Student Success Coach or program faculty advisor to build an [academic plan](#) for completing their goals at OC. Students are encouraged to begin this process during their first term. The academic plan ensures that students understand the requirements related to their programs of study and create realistic timelines for completion. In addition, academic plans enable students to align their course of study at OC with their career goals and transfer requirements at 4-year institutions. If a student changes their program of study, they are encouraged to see their Success Coach or faculty advisor as soon as possible to incorporate those changes into their plan to ensure timely completion.

Evidence:

- [Advising Center](#)
- [New Student Orientation](#)

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote

student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Through its Strategic Plan KPIs and [MFIs](#), OC has established indicators for student achievement that will be disaggregated by demographics to inform strategies to reduce barriers, increase access, and improve outcomes. Student achievement dashboards include enrollment, progression, course completion, certificate/degree completion, and post-graduation outcomes. OC uses disaggregated data to identify and close student success gaps, promote inclusive learning environments, and foster a culture of reflective practice and shared accountability. Key sets of disaggregated student achievement indicators are published on the OC website including [Enrollment & Demographics](#) and [Peer Comparison Data](#) dashboards. They are designed to monitor and track trends, provide evidence for data-driven decisions, and communicate information to stakeholders.

Multiple interactive dashboards are available to employees in Tableau to help OC employees track trends and provide evidence for data-driven decisions. Each Tableau dashboard allows users to view, disaggregate, and analyze data using context filters. Public and internal dashboards can be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, disability status, and military status. The Office of Institutional Research provides training in Tableau on an ongoing basis.

Data is used across the college for continuous improvement to inform planning, decision making, and allocation of resources to improve student access and outcomes. The use of disaggregated indicators of student achievement is built into the institution's processes for program and discipline review, strategic planning, and the budget process.

Opportunities and Next Steps

Building on updated Mission Fulfillment Indicators, new dashboards and progress reports will provide more transparency on disaggregated student achievement data benchmarked against peers. This would strengthen shared understanding of current strengths as well as opportunities for improving equitable student achievement across the institution.

Evidence:

- Discipline and Program Review Handbooks (See 1.B.1)
- [Mission Fulfillment Indicators](#)
- [Peer Comparison Data](#)

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

OC's Institutional Research office coordinates all data collection of student achievement indicators. Data is collected from ctcLink and the State Board Community and Technical Colleges (SBCTC) warehouse. Data are reported in reports, dashboards, and as part of presentations. In all instances, data sources are included.

Equity gaps in enrollment and achievement are analyzed within assessment reports and the discipline and program review processes. Faculty review disaggregated data at the course and program levels during the discipline and program review processes to identify equity gaps and strategies to further potential of historically underserved students and efforts to help advance equity goals. Examples of equity strategies from these reviews include:

- History - Collaborate with new VPDEI to design strategies to help with student success and retention, particularly those students in historical marginalized groups who have higher fail rates and higher numbers of students who don't earn a C or higher.
- Nursing Assistant - Connecting students to multiple resources including Worker Retraining, BFET, and Student Disability Services to ensure access to necessary financial support and educational resources during the pre-program orientation and throughout the quarter.
- Psychology - Research into educational equity, microaggressions, and data collection related to student success barriers. Attending conferences and workshops that are focused on creating equitable materials and best practices.

In 2024, the Strategic Enrollment Management (SEM) Outreach and Entry workgroup conducted an in-depth analysis of enrollment of historically underrepresented populations in relation to the population of OC's service area (Kitsap and Mason counties). Based on this analysis, they developed goals focused on increasing enrollment for Hispanic/Latino and Native American/Alaskan populations, as well as aggregate enrollment across all

groups. Several key strategies have been implemented including developing and refining key outreach documents for consistency and translating them into Spanish.

Student Affairs used disaggregated data on student retention to guide the further development of OC's peer mentor programming designed to connect students with trained student leaders who could offer guidance, share personal experiences, and help others navigate academic and campus life. These relationships provided many students, especially those from historically underserved background, with a sense of connection and confidence that supports persistence and academic engagement.

The new Vice President of Diversity, Equity & Inclusion has developed a new retention and belonging initiative, "Project Olympic College – Graduate ALL!," focused on students maintaining a C average or below, who have dropped a class or have failed at least one class. This initiative will strengthen college-wide collection and analysis of disaggregated indicators of student achievement in ways that are both transparent and action-oriented. An [Academic Risk Summary Workbook](#) provides relevant data to track the prevalence and overlap of academic risk factors across populations and to assess patterns among students most likely to experience challenges. Population groups include age, economically disadvantaged, family status, first generation, historically underserved students of color, international, military status, prior education, race/ethnicity, disability, and sex.

The 2026-27 budget process will prioritize alignment with [OC's Strategic Plan](#) and the BOT Strategic Plan. Both plans highlight OC's commitment to identify and close access, equity, and achievement gaps. The BOT plan emphasizes review of disaggregated student data to inform planning, decision making, and allocation of resources.

Opportunities and Next Steps

OC is poised to strengthen the relationship between resource allocation and student achievement, particularly the mitigation of achievement gaps across multiple student populations. In its strategic plan, OC outlines its intention to prioritize equity considerations within decision making processes and resource allocations and has developed an equity score card to focus campus attention. There is widespread agreement that reducing the barriers and providing the needed support that underlie current achievement gaps requires cross-divisional collaboration within and outside the classroom.

Evidence:

- Budget Limited Resource Scoring Matrix draft, FY 2026-27 (see 1.B.1)
- Discipline & Program Review Self-Studies
 - History
 - Nursing Assistant

- Psychology
- SEM Outreach and Entry Workplan Objectives and Goals
- Student Affairs Year-End Report (see 1.B.1)

Conclusion

OC is well-positioned to show sustained progress toward mission fulfillment and continued improvement in equitable student success. The new Strategic Plan marks a significant step forward in alignment and use of Mission Fulfillment Indicators in planning and resource allocation. The iterative and data-informed integrated planning model allows OC to remain resilient and responsive to changes at the local, state, and national levels while maintaining its focus on student success. Continued integration of budget and resource allocation in planning across the college is a key priority over the next year.

Implementation of Guided Pathways remains a key planning focus, aimed at simplifying choices for students, linking programs to careers or transfer opportunities, and providing advising and support from initial contact to completion. Additionally, OC is broadening student services, including wellness and basic needs, so that planning addresses not only classroom needs but also the barriers that can hinder persistence.

OC employees are excited to welcome the next President who will bring fresh perspective and leadership to guide the college through complex challenges such as shifting enrollment, evolving funding streams, and the need for continued innovation in student success.

Addenda

Response to PRFR Findings

In the Spring 2025 Policies, Regulations, and Financial Review (PRFR) peer evaluation, OC received a Type 1 finding for Standard 2.G.5 because the loan default rate information was provided in the PRFR narrative, but not on OC's website. The loan default rate is now published at the bottom of the [Student Loans](#) webpage and will continue to be updated.

Distance Education

OC maintains an effective identity verification process for all students, including those enrolled in distance education courses and programs, to ensure that the student who registers is the same individual whose work is evaluated and credentialed. OC's approach prioritizes student privacy, transparency, and academic integrity.

The Identity Verification Process includes:

- **Secure Authentication:** All students access online courses through the Learning Management System (Canvas), which is integrated with the Student Information System. Students authenticate using unique credentials tied to official registration records. Password security protocols and multi-factor authentication options protect student privacy.
- **Proctored Assessments:** Proctoring options include:
 - On-campus [Assessment & Testing Center](#) (valid, government-issued photo ID and college-issued Student ID required) for individual students. The Center handles scheduling, proctoring, accommodations, and test administration to ensure fairness and integrity. Includes placement, make-up tests, and accommodations.
 - Approved off-campus proctors following strict identity verification guidelines.
 - Online proctoring tools integrated with Canvas (e.g., Panopto for webcam verification).
 - Faculty teaching online classes are proctoring assessments for their students by scheduling in-person sessions once or twice a quarter.
- **Faculty Engagement and RSI:** Courses incorporate Regular and Substantive Interaction (RSI) through personalized feedback, discussion forums, and synchronous sessions. These interactions allow faculty to recognize individual student work and detect anomalies in writing style or performance.
- **Holistic Assessment Design:** Faculty are trained to use authentic assessments that deter impersonation and plagiarism.
- **Privacy and Cost Transparency:** Students are informed during enrollment that identity verification processes (including proctoring) involve no additional charges beyond standard tuition and fees.

Regular and Substantive Interaction (RSI) not only supports student learning but also serves as an ongoing identity verification mechanism. Through predictable, faculty-initiated engagement—such as personalized feedback, synchronous sessions, and discussion facilitation—instructors develop familiarity with each student’s academic voice and performance patterns. This continuous interaction makes it easier to detect inconsistencies that could indicate impersonation, thereby reinforcing the integrity of distance education courses.

OC's RSI Policy ensures that all distance education courses meet federal and NWCCU standards by embedding meaningful faculty-student engagement into course design. Key elements include:

- Substantive Interaction: Faculty provide direct instruction, personalized feedback, facilitate discussions, and maintain scheduled office hours focused on academic content.
- Regular Interaction: Courses include predictable, scheduled opportunities for engagement and proactive outreach based on student progress monitoring.
- Continuous Review: RSI practices are regularly audited, and findings inform faculty development and course improvement.

Continuous improvement and innovation is evidenced through multiple faculty programs including:

- Professional Development: OC offers robust training for faculty, including:
 - Meeting the Online Teaching Expectations: Required for instructors teaching online. This course provides faculty with guidance to support the Online Teaching Expectations through Regular and Substantive Interaction (RSI) with students. The course provides best practices for developing and delivering an online course to effectively inform and engage students in the learning process. However, much of what you learn in this course is also applicable to other modalities (hybrid, hyflex, traditional classroom) instruction. Winter 2026 dates TBD. Upon successful first-time completion, FT faculty earn 1 PDU, and Adjunct faculty earn \$250.
 - Instructor Presence & RSI: This course is designed to help you delve a little deeper into the importance of instructor presence, how it relates to RSI, and how to create a communication plan for your students. Upon successful first-time completion FT faculty earn 1 PDU and Adjunct faculty earn \$150.
 - Canvas 101: Required for instructors teaching online. This 3-week, asynchronous, online course is designed for faculty and staff who have never used the Canvas learning management system or who are just getting started using Canvas. Participants will be introduced to the basic instructional features in Canvas such as Assignments, Discussions, Quizzes, Content Pages, Modules, Gradebook, and much more. By the end of this course, you will have a basic understanding of the Canvas tool set and be ready to begin using Canvas for instruction. Upon successful first-time completion, FT faculty earn 1 PDU, and Adjunct faculty earn \$250.

- **Accessibility:** This Canvas course is composed of multiple micro-courses (modules). Each micro-course focuses on a particular topic and/or software program. **Stipends & PDUs:** Adjunct faculty will receive a \$200 stipend, and full-time faculty will earn 2 PDUs upon first-time completion of all SBCTC modules.
- **How to Use Open Educational Resources:** This 2-week, asynchronous, online course is designed for faculty and staff who have never experienced Open Educational Resources (OER) or who are just getting started implementing OER. Participants will be introduced to the basic terminologies of OER such as open license, public domain, and copyright. Participants will also have opportunities to practice applying these concepts into the practice. The time commit for this course is approximately 10 hours but individual time contributions will vary depending on participant familiarity with the concepts.

Academic integrity is an increasing concern given the widespread availability of generative AI. While much work remains to be done to support academic integrity, particularly but not exclusively in asynchronous online courses, the following projects are currently underway:

- **Faculty Learning Communities:**
 - **In-Person Testing for Online English: A Faculty Pilot.** Findings will inform departmental recommendations for consistent practices and authentic assessment in the age of AI.
 - **Beyond Empire: Ethical AI in Assessment.** The goal is to research, create, and playtest the most feasible ways of incorporating AI into classroom assessment.
 - **AI.** The focus is on how to teach ethically and effectively in the age of AI.
- A dedicated laptop lab where English faculty teaching asynchronous courses can schedule and proctor their own in-person assessments. Faculty have created a handbook, guidelines, and are actively providing support to each other.
- Scheduling support so faculty teaching online classes can bring students to campus to take "bluebook" exams to verify student work.

Current priorities: Accessibility, Online Excellence & RSI, and AI Integration. These trainings emphasize strategies for identity verification, academic integrity, and student engagement.

Opportunities and Next Steps

Multiple faculty groups are deeply involved in questions of assessment, pedagogy, and curriculum in this age of AI. However, those efforts have not yet been coordinated. A faculty-led session in the Fall 2025 Assessment Day on AI and Assessment was well

received. The Center for Learning Innovation is poised to facilitate a faculty speaker series, where OC faculty are invited to present their varied approaches to responding to AI and academic integrity to colleagues. Another opportunity is to build on the findings presented in a white paper produced by a group of OC faculty by incorporating them into the Academic Strategic Plan.

Evidence:

- AI Faculty Workgroup Report 2025
- English In-Person Asynch Testing Resources
- RSI Policy draft