

CENTRAL OREGON
community college



**Comprehensive Self-Evaluation Report
Northwest Commission on Colleges & Universities
March 2012**

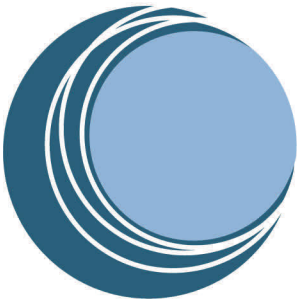
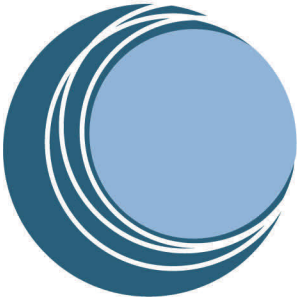


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Comprehensive Self-Evaluation Report

Northwest Commission on Colleges & Universities



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Institutional Overview

Founded in 1949 as part of the Bend-La Pine School District, Central Oregon Community College is the longest-standing community college in Oregon. The Central Oregon Community College District covers a 10,000-square-mile area, making it larger than eight U.S. states. It includes all of Crook, Deschutes, and Jefferson Counties, as well as the southern part of Wasco County and the northern portions of Klamath and Lake Counties. A seven-member board of directors, elected from geographic zones, governs the College.

COCC educates students on four campuses in Central Oregon. The 200-acre main campus in Bend includes 24 buildings with a total of approximately 485,000 square feet under roof. The newest building, the Jungers Culinary Center, opened in the fall of 2011. Two additional facilities, a health careers building and a science center, are under construction and scheduled to be completed for fall term 2012. These buildings will add an additional 95,000 square feet. The Bend campus also enjoys a close partnership with Oregon State University-Cascades, which is located at COCC. In partnership with COCC, OSU-Cascades offers upper division courses in several baccalaureate and graduate degree programs, providing an option for COCC students to dually enroll at both institutions. COCC also contracts with the Oregon Department of Corrections to provide basic skills and limited training at the Deer Ridge Correctional Institution.

On the 29-acre Redmond Campus, three buildings house classrooms, a computer lab, the Manufacturing and Applied Technology Center, College administration, and student support services. Construction on the new Redmond Technology Education Center will begin this year (summer of 2012). The Redmond Campus also includes a partnership with the Redmond Workforce Connection, supporting unemployed and underemployed residents needing education and training opportunities. The College has recently opened new campuses in Madras and Prineville, communities located approximately 40 miles from Bend and 20 miles from Redmond.

Across the four campuses, COCC employs 111 full-time faculty members, 52 adjunct faculty, and approximately 200 part-time instructors for credit classes. Full-time faculty members serve as academic advisors to individual students, assisting them in planning academic programs and schedules. All COCC faculty are required to have at least a master's degree or equivalent industry training with a strong emphasis on practical workplace skills. About 40 percent of the full-time faculty have doctorates in their disciplines or a terminal degree/licensure in their fields, a very high percentage for a community college. The institution encourages and supports continuing professional improvement by all faculty, administrators, and support staff.

Over the past five years, the College has experienced unprecedented growth; enrollment has more than doubled in full-time equivalent students during this time period. The downturn in the nation's economy has been a clear driver of enrollment growth. While this growth has served the College well financially, expansion has challenged faculty and staff, who serve students at increasingly higher levels each year.

According to annual enrollment reports, 6,436 full-time equivalent students (FTE) enrolled in credit classes at COCC during the 2010-11 academic year. The headcount comprising this FTE included 2,475 full-time students plus 8,368 part-time (those who enrolled in fewer than 36 credits annually) for a

grand total of 10,843. Also in 2010-11, an additional 7,590 individuals enrolled in a wide variety of noncredit courses.

COCC's mission, vision, goals, and Board priorities are reviewed by the Board of Directors on a biennial basis. In the fall of 2010, the Board reaffirmed the COCC mission, vision statement, and goals. In the spring of 2011, the Board modified and reaffirmed the Board priorities for 2011-13, which drive current institutional initiatives and outcomes assessment. The larger community of Central Oregon is represented in the process of reviewing and renewing the COCC mission, vision statement, goals, and priorities as members of the Board of Directors are elected from regions across the COCC District and represent the interests of their communities.

In response to the changes to the NWCCU Standards for Accreditation, the College formed the Accreditation Coordinating Team (ACT) charged with aligning the external Board-led community interests with internal operations. ACT members include representatives from Instruction, Student Services, Institutional Effectiveness, and Administration. ACT has four primary objectives: (1) help disseminate the Board-approved core themes to the College, (2) identify appropriate objectives and indicators for each core theme, (3) guide various stakeholders in developing and implementing appropriate means of assessing campus-wide articulation to the core themes, and (4) guide and support the writing of accreditation reports.

Based upon the recommendation of the ACT, the COCC Board of Directors approved the core themes of transfer and articulation, workforce development, basic skills, and lifelong learning on December 9, 2009. The Board found these themes to be consistent with the comprehensive community college mission and with the Board's mission, vision, goals, and priorities. Since that time, the ACT has worked to disseminate the themes throughout the College and to encourage College-wide engagement with the newly identified core themes. Representatives of ACT have presented the core themes to ChairMoot (the committee comprised of all academic department chairs, the vice president for instruction, and instructional deans), the Deans and Directors, the Student Services Division, and the full campus community at the fall 2010 College retreat. This process has also helped to disseminate the new accreditation standards and to provide a means for feedback from across the College.

The mission, vision statement, goals, and priorities clearly articulate a broad commitment to the educational and workforce development of Central Oregon community members.

Preface

COCC has followed NWCCU guidelines and schedules in preparation and submission of self-evaluations and reports to the NWCCU, and in May 2011 the College received a Year One Peer-Evaluation Report. This report contained one recommendation and three concerns, which appropriately challenge COCC to provide meaningful and measurable indicators that document success and clarify “inherent confusion” in many board-related documents and processes.

Recommendation 1: Though the College has identified objectives, indicators of success, and rationale for each of its three core themes, the Evaluation Committee recommends that the College provide indicators that are meaningful and measurable, and that provide a clear connection between the indicators of achievement and objectives. (Standards 1.B.1 and 1.B.2).

Concern 1: The various documents and processes relating to mission, goals, vision, fulfillment of mission, effectiveness, priorities, plans, and the future Institutional Scorecard are complex and confusing.

Concern 2: While the desired outcomes are well defined and described, they must be measurable.

Concern 3: While the desired outcomes are well defined and described, they must be meaningful, measurable, and provide a clear connection between the indicators of achievement and objectives.

In response to the recommendation, the Year Seven Self-Evaluation Report includes indicators that are meaningful and measurable, and COCC continues to seek data-driven methods to expand upon indicators that can be used to assess the multifaceted and complex work of the College. Our response to this recommendation simultaneously responds to Concern 3, which uses the same language as the recommendation.

In response to the concern that College planning and evaluation documents are “complex and confusing” (Concern 1), COCC has refined planning processes to better align Board goals and priorities with core themes and objectives. In response to the Year-One Peer Evaluation Report, and in order to eliminate confusion, the COCC Board has taken two actions based on input from the Executive Team. At its November 2011 Board Meeting, the Board removed the Vision Concept Paper as a formal planning document, eliminating the challenge of integrating it with other documents. At the December 2011 Board Meeting, the Board approved revised Board goals which formalize a more direct relationship between the Board goals and the core themes. This revision of Board goals was reviewed by several internal governance groups prior to Board action. The revised Board goals are reflected in the Year Seven Report. This continued work on mission and planning systems focuses on retaining the benefits of these statements while minimizing the potential confusion from multiple and overlapping elements.

In response to the concern that desired outcomes “must be measurable” (Concern 2), the College restated the desired indicators in more specific terms. Detailing current and planned indicators has clarified how COCC will measure established outcomes now and in the near future. Additional

connections between Board priorities and core theme objectives have been added with specific indicators that verify outcomes achieved for each objective. In detailing the indicators and connections, the College demonstrates that outcomes are measurable.

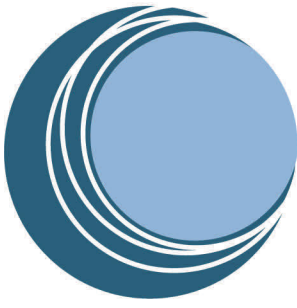
Since the April 2009 Focused Interim Evaluation, COCC has seen continuing explosion in enrollment without, up to this point, a corresponding growth in staff. This unprecedented enrollment growth creates challenges for staff and at the same time underscores the value of effective data retrieval and mission clarity as we determine where to grow. The College is currently planning and constructing new facilities on the Bend Campus and in outlying communities. We are also developing new academic programs and refining teaching and learning strategies to strengthen outcomes and improve fiscal efficiency.

The April 2009 Focused Interim Evaluation Report concluded that the College made significant progress on the April 2007 recommendation related to assessing student learning outcomes. The 2009 evaluation gave the College three commendations (with no recommendations) related to the administration's support of faculty assessment activities and the development of a comprehensive, recurring assessment of COCC's General Education Outcomes. As the College broadens institution-wide assessment of the mission and core themes, we plan to build on the model used in the commended instructional assessment projects: We will identify what it means to successfully achieve outcomes and then design assessment projects to measure performance on those outcomes. We will follow up by analyzing data and making adjustments as needed based on our analysis.

This systematic approach has formed the framework for assessing COCC's institutional effectiveness. As we align our assessment activities with our core themes, we are also refining our outcomes and indicators in relation to those core themes. The College is confident that the emerging holistic orientation of measures will lead to a significant and meaningful analysis that will increase our effectiveness over time.

The comprehensive self-evaluation report was written by the following members of the College community:

President: Dr. James Middleton
Vice President for Instruction: Dr. Karin Hilgersom
Director of Institutional Effectiveness: Brynn Pierce
Dean of Student & Enrollment Services: Alicia Moore
Vice President for Administration: Matt McCoy
Director of College Relations: Ron Paradis
Chief Financial Officer: Kevin Kimball
Vice President for Instruction, Retired: Dr. Kathy Walsh
Associate Professor, Anthropology: Dr. Amy Harper
Associate Professor, Human Biology: Dr. Julie Hood Gonsalves
Assistant Professor II, Humanities: Dr. Annemarie Hamlin



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Chapter One: Mission, Core Themes & Expectations

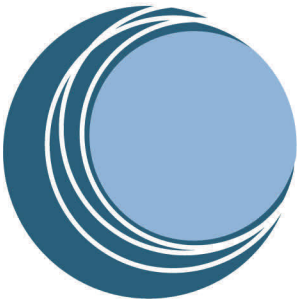


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Chapter One: Mission, Core Themes & Expectations

CHAPTER ONE: MISSION, CORE THEMES AND EXPECTATIONS

Eligibility Requirements 2 and 3

Central Oregon Community College is compliant with Eligibility Requirements 2: authority, and 3: mission and core themes. The College was formally established as independent of the K-12 school system on January 20, 1962 “by a vote of the people.” It was chartered by the State of Oregon (Board of Education) on September 28, 1965. The Board approved the mission statement in 2000 and the core themes on December 9, 2009. In December, 2011, the COCC Board of Directors revised the Board goals to clarify the alignment between these goals and the four core themes: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning. The Board officially accepted this Comprehensive Evaluation Report on February 22, 2012.

Standard 1A: Mission

COCC organizes its purpose into a mission, a vision statement, and goals. The vision statement and goals partner with the mission statement to further define the overall direction of the College. COCC’s core themes—transfer and articulation, workforce development, basic skills, and lifelong learning—are best reflected in the goals. COCC’s statement of [mission, vision, goals](#)¹, and [priorities](#)² are available on the College’s website and are printed in the COCC Catalog (4-5).

Mission

Central Oregon Community College will be a leader in regionally and globally responsive adult, lifelong, postsecondary education for Central Oregon.

Vision Statement

Because of COCC, Central Oregonians will...

- be a district-wide community that holds and promotes lifelong postsecondary education and ongoing professional growth and personal development for adults as values;
- be able to connect actively with other communities, the state, the nation, and the world in order to attain both locally strong and globally responsible perspectives;
- view education as integral to a sense of well-being, security, and responsibility; and
- look to COCC to lead the region in the achievement of these ends.

Goals

Central Oregon Community College students will...

- have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level (Core Theme 1: Transfer and Articulation);
- have the workforce knowledge and skills necessary for their careers (Core Theme 2: Workforce Development);
- have academic achievements and basic learning skills necessary to successfully pursue education at the community college level (Core Theme 3: Basic Skills);
- have access to and participate in wide-ranging lifelong learning opportunities that enhance wellness, quality of life, and cultural appreciation (Core Theme 4: Lifelong Learning).

COCC as an institution will support the values of

- working collaboratively to achieve shared purposes
- supporting diversity and interacting effectively with state, regional, national, and global communities

The mission, vision statement, and goals establish the nature and structure of the College's work, and these change only minimally over time. Every two years, the Board establishes priorities that guide and shape the ways the College works toward its established goals. These priorities are based on current needs and conditions in Central Oregon. The five priorities approved for [2011-13](#)² provide the means by which the College achieves its goals for this two-year period. These priorities are (1) to strengthen access to learning opportunities, (2) to support and promote student success, (3) to build partnerships with local educational organizations and employers, (4) to promote continual improvement of our programs and services, and (5) to maintain institutional viability in the face of changing environments. Core themes for this Year-Seven report are the central thread expressed in the College goals, and one or more Board priorities weave through each of the core themes. For each core theme, we have developed specific outcomes, and for each outcome we provide benchmarks for measuring our success. Quantitative and qualitative data collected indicates whether we have achieved success in the outcomes, and success in achieving the outcomes indicates fulfillment of our mission.

COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes. To know whether we have fulfilled our mission, the College must assess our systems and programs and make continuing adjustments when called for. Three benchmarks (achievement levels) have been established to provide a shared language for assessing mission fulfillment. Referred to as red, yellow, and green, each general benchmark is captured by a color-coded rating relative to our goals. Red signifies achievement that has not yet met the minimum benchmark threshold, yellow signifies achievement at an acceptable level, and green signifies that aspirational achievement has been reached. COCC defines mission fulfillment as achieving at least acceptable—yellow—status in 70% of the achievement indicators in each of the four core theme areas. Quantitative data thresholds are set with precise numerical benchmarks. Qualitative data thresholds will also include review of content contained in relevant documents. Such reviews can be used to illustrate thematic patterns that demonstrate whether or not acceptable benchmarks that demonstrate mission fulfillment have been achieved.

COCC's system for assessing mission fulfillment requires the following kinds of analysis and goals:

- Quantitative mission fulfillment analysis by achieving at least 70% "acceptable" level for the indicators listed for each of the core themes.
- Quantitative and qualitative fulfillment analysis through Institutional Effectiveness Reports and community input relative to Board goals.

Institutional Effectiveness Reports provided throughout the year to the Board communicate the College's progress in the established Board priority areas. The reports provide specific indicators, baseline and longitudinal data, lists of current initiatives, and statements regarding achievement in specific areas. The Institutional Effectiveness Reports include two future-focused components: a statement of "What Needs to Be Done" and "Factors Affecting Results/Progress." These components

outline potential future actions related to achieving the goal or improving the assessment tool . They also list internal and external environmental factors that influence mission fulfillment, may shape future strategies, or may justify modification of the priorities themselves. COCC began work in late spring 2011 to revisit and improve alignment between the Board priorities and strategic initiatives, a process that will improve and better inform the Institutional Effectiveness Reports.

In addition to Institutional Effectiveness Reports, COCC relies on community feedback to inform planning and assessment. Community is defined broadly and includes Central Oregon residents, leaders of both private and public sectors who have a stake in higher education attainment for citizens, and the COCC community (faculty, staff, and students). Seeking feedback from community stakeholders allows COCC to assess achievement in nearly all of the five Board priority areas. Gleaning such feedback regularly and systematically, however, is a work in progress. A few examples of available tools include COCC's annual Graduate Survey, the Community College Survey of Student Engagement (CCSSE) and COCC's biennial Campus Climate survey. COCC is continually looking to strengthen and expand the collection of community feedback in order to better understand the community we support and serve.

The College is also exploring how it can continually improve upon how we measure and define mission fulfillment. As COCC completes its Strategic Plan revisions as part of the next cycle of accreditation review, the College will explore the potential for an Institutional Scorecard which will combine the two assessment strategies listed above. Using similar templates, two scorecards are in development as elements of the COCC Strategic Planning initiative: the Operational Scorecard and the Outcomes Scorecard. When completed, the Operational Scorecard will allow the College to assess planning and execution of strategies in support of achieving the College mission and Board priorities. The Outcomes Scorecard will allow the College to track established success indicators to see if the executed strategies made any difference toward fulfilling the College mission and Board priorities. The College believes both scorecards will be critical to mission fulfillment.

The Outcomes Scorecard will be especially helpful in keeping established indicators in the forefront of planning and will allow us to establish thresholds of achievement. As is true with most assessment efforts, no precise number can adequately provide meaning toward establishing mission fulfillment. Trend line data is and will be the key consideration in current planning and assessment processes. Once thresholds are established and achieved, the College can and will aspire to improve.

The processes described above demonstrate ongoing commitment to COCC mission fulfillment. Each of the clarifying documents provided with this document expands on key characteristics and expectations essential for mission fulfillment and provides the College community with guidelines on meeting the essential elements of our mission.

Standard 1B: Core Themes

The Board adopted four core themes in December 2009 and reaffirmed its commitment to those core themes in fall 2010. As stated previously, the themes manifest the essential elements of COCC's mission as articulated in the Board goals and priorities. The core themes are (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

For COCC, a solid foundation in general education is central to successful transfer (Core Theme 1) and workforce preparatory certificates and degrees (Core Theme 2). In concert with these themes, COCC has established nine General Education outcomes in the following areas: Aesthetic Engagement, Communication, Critical Thinking, Cultural Awareness, Health Choices, Quantitative Reasoning, Scientific Reasoning, Technology and Information Literacy, and Values and Ethics. Further information on the General Education outcomes is provided in Chapter Four. In addition to our concerns with transfer and workforce preparation, the College provides opportunities for learners needing Basic Skills, including English Language Learners (Core Theme 3). We also provide learning and cultural enrichment opportunities to our diverse population (Core Theme 4).

Core theme indicators rely heavily upon data derived from the Community College Survey of Student Engagement (CCSSE), the COCC Graduate Survey, Strategic Enrollment Management (SEM) reports, and College enrollment reports. In general, for nationally normed CCSSE measures we set our yellow target at the fiftieth percentile for all participating schools and our green/aspirational measure at the eightieth percentile. Indicator tables in the sections that follow convert this percentile into their numerical equivalents. For CCSSE questions that are not nationally normed, COCC sets its own benchmarks.

For Graduate Survey responses we typically set a higher bar: 75% should agree or strongly agree when indicating satisfaction (yellow), and 80% should agree when indicating satisfaction for aspirational achievement (green). Graduates who have navigated their way to success most likely have a more positive attitude toward their experience than those not surveyed; thus, high targets attempt to mitigate this bias. Where the 75% and 80% were not appropriate, we have set targets through the ACT. SEM benchmarks are set through an internal, multi-year process that involves every major unit of the College. Enrollment reports are collected through our student information system and can be queried a variety of ways to better inform the College. Qualitative data, indicated by a Q in the following tables, is analyzed and reported to the ACT by the relevant stakeholders for each study.

Core Theme 1: Transfer and Articulation

The transfer and articulation core theme directly addresses the Board goal that prepares students with academic and related skills needed to successfully achieve education and training beyond the community college level. In 2010-11, 48% of certificate/degree-seeking students declared a transfer major. The Associate of Arts Oregon Transfer (AAOT) degree is the primary transfer degree offered in Oregon and at COCC. Students may also transfer under the Associate of Science (AS) degree or the Oregon Transfer Module (OTM), but students with the goal of transferring are advised toward earning the AAOT. Degree requirements for the AAOT, AS, and OTM are published in the College catalog and are available on the COCC website. A full description of degrees is provided in Chapter Two.

The articulation aspect of this theme also draws on the Board priority area that emphasizes strategic partnerships. The College's work on this theme manifests itself in a variety of settings, including but not limited to, a partnership with Oregon State University-Cascades campus, participation in the statewide Joint Boards Articulation Committee's development of statewide AAOT outcomes, and participation in College Now, a program through which high students can take COCC classes for college credit while still enrolled in high school. Expanding transfer opportunities in Central Oregon is also a key COCC activity associated with this theme. COCC actively participates in regional initiatives to increase opportunities

for baccalaureate degree options in Central Oregon or via online/hybrid programs. Thus, articulation for COCC includes specific agreements that define a student’s program of study and general partnerships that streamline transfer preparation.

Objective 1.1: Design entry and support services to promote access and success for students intending to transfer.

Overview: Providing students with a strong academic experience in preparation for transfer begins with support services that allow students to focus on their learning goals. Efficient and helpful processes relating to admissions, entry services, financial aid, and advising are inherent in the Board priorities of access and success. Table 1.1 describes the means by which COCC measures its progress in relation to entry and support services.

Table 1.1: Indicators, Benchmarks, and Sources for Objective 1.1, Core Theme 1: Transfer and Articulation

	Indicator	Benchmark		Source
		Yellow	Green	
1.1.a	Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT-52.8	56.6	CCSSE
		PT-48.1	51.5	
1.1.b	Student satisfaction with entry services (admissions/entry services, accuracy of information, financial aid advising)	80%	85%	COCC Graduate Survey
1.1.c	Student satisfaction with advising (financial aid and academic)	50%	60%	CCSSE
1.1.d	First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	SEM

Planned Future Indicators: COCC will be participating in the Survey of Entering Student Engagement (SENSE) fall 2012, which will provide additional data for assessing this objective.

Rationale: The Community College Survey of Student Engagement (CCSSE) is a research-based national survey tool that allows community colleges to assess institutional practices and student behaviors that are highly correlated with student learning and retention. Survey questions gauge students’ perceptions of support for learners and help the College assess its entry and institutional support practices. COCC’s Graduate Survey—a College-generated survey—assesses satisfaction with entry and support services for students earning a credential. SEM data tracks persistence from first to second term, and this data will support better understanding of student success and College success in meeting this objective.

Objective 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.

Overview: Since 2007-08, COCC has experienced unprecedented enrollment growth. This growth requires that the College pay close attention to a student’s ability to access courses and course

sequences necessary for timely completion and transfer as emphasized by the Board priority area related to access.

COCC believes that the transfer experience should be structured so that students can move efficiently through a degree program. In addition to high school articulations, COCC has developed agreements with university and four-year college programs that provide students with a clear course of study and allow students to count some lower division credits toward upper division requirements. These efforts streamline students' transfers to four-year institutions. Table 1.2 lists the indicators for this objective and the data sources with which the College measures its progress.

Table 1.2: Indicators, Benchmarks, and Sources for Objective 1.2, Core Theme 1: Transfer and Articulation

	Indicator	Benchmark		Source
		Yellow	Green	
1.2.a	Student satisfaction with course sequencing as related to progression and timely completion	70%	75%	CCSSE
1.2.b	Student satisfaction with availability of courses at times students can take them	55%	60%	COCC Graduate Survey
1.2.c	Number of credit courses offered by non-traditional methods	+10%	+12%	SEM
1.2.d	College Now student participation (three-year rolling average)	+15%	+20%	COCC Enrollment Reports, IE Reporting: Partnerships, K12
1.2.e	Percentage of high school seniors who took a COCC college-level credit class then matriculated to any post-secondary institution the year following high school graduation	65%	75%	IE Reporting: Partnerships, K12

Planned Future Indicators: In the near future, data sets will be established to track time to completion of the AAOT. At that point, an average time to completion will be determined and allow COCC to set benchmarks.

Rationale: Measurement of our success in this area is both quantitative and qualitative. The CCSSE questions and the COCC Graduate Survey provide student perspective on course sequencing and progress toward completion and transfer. SEM data tracks progress on access to flexible modes of instruction. Institutional Effectiveness Reports allow COCC to check progress on College Now articulations with high school partners.

Objective 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.

Overview: COCC has developed a strong culture of ongoing and systematic assessment of student learning outcomes, as well as support for faculty professional development in alignment with the Board

priority area of continual improvement. The nine general education outcomes mentioned in section 1.B.1 and detailed in Chapter Four, encompass the general education experience at COCC. By the time students complete their degrees, they are expected to meet all nine outcomes. They are linked and implemented at the course level through the [Curriculum Committee Review Processes and Procedures](#)³. General education outcomes assessment results are collected in a comprehensive General Education Outcomes Data Exchange (GEODE) that was developed and piloted winter 2011.

The College recognizes that developing and supporting quality faculty is integral to creating a successful learning environment for students. COCC maintains an organizational culture that encourages teaching excellence, provides financial support for professional development, and offers opportunities to innovate. Faculty promotions and sabbaticals are linked directly to effectiveness in primary assignment (teaching excellence), professional development, and service to the College and community. Innovations for improving transfer completion and success are outcomes of this organizational culture and support. Objective 1.3 also applies to Career and Technical Education (CTE) faculty, and this section is referenced in Core Theme 2, Objective 2.2. Means of measuring progress toward this objective are provided in Table 1.3.

Table 1.3: Indicators, Benchmarks, and Sources for Objective 1.3, Core Theme 1: Transfer and Articulation

	Indicator	Benchmark		Source
		Yellow	Green	
1.3.a	College contribution to a broad general education, full-time and part-time students	FT-60% PT-50%	70% 60%	CCSSE
1.3.b	Student perspective of academic challenge, full-time and part-time students (CCSSE normed score, not percentage)	FT-54.9 PT-46.1	57.9 49.3	CCSSE
1.3.c	Qualitative analysis of student achievement on nationally-normed exams	At norm	Above norm	Department tracking
1.3.d	Percent of full-time faculty submitting assessment results and reflections to COCC's GEODE	65%	80%	GEODE
1.3.e	Qualitative analysis of course improvements based on general education outcome assessment	Result satisfaction 75%	Result satisfaction 85%	GEODE
1.3.f	Percent of faculty successfully completing the annual review process	85%	95%	Faculty Personnel Files
1.3.g	Percent of eligible full-time faculty earning a promotion	70%	90%	Promotions Results

Rationale: CCSSE questions assess the students' perspectives of their overall general education, learning skills, and connection to community. Additionally, CCSSE assesses student perspective on academic rigor and the opportunities for active learning and engagement with their faculty. General Education Outcomes Data Exchange (GEODE) verifies that faculty assess whether or not students are meeting general education outcomes, and the same data exemplifies student assessment results on particular

assignments and projects. Faculty files offer narratives that demonstrate faculty commitment to assessment, strength in primary assignment, continuous professional development, and service to the College and to the community. The annual Promotions Committee process establishes a high standard, demonstrated by the fact that each year several candidates standing for promotion fail to meet the expectations. Faculty members are allowed to reattempt the promotions process.

Objective 1.4: Students with the intent to transfer are able to do so successfully.

Overview: Inherent to the intent to transfer is the goal of completing requirements of baccalaureate degrees and beyond. The role of COCC in providing high quality education in lower-division courses is vital. Table 1.4 describes the means by which the College monitors its progress in relation to transfers.

	Indicator	Benchmark		Source
		Yellow	Green	
1.4.a	Students declaring a transfer major will receive a transfer module or degree within four years	15%	20%	SEM
1.4.b	Number of students earning a transfer credential (OTM, AS, AAOT, ASOT)	+10%	+15%	COCC Completions Report
1.4.c	Percent of transfer credential completers transferring to a four-year institution within one year of completion	65%	75%	IE Reporting: Partnerships
1.4.d	COCC to Oregon University System (OUS) GPA after transfer	3.0	3.1	OUS-CCWD Data Match
1.4.e	Rate of COCC Students transferring to OUS and graduating within six years	71%	75%	OUS-CCWD Data Match

Rationale: SEM data tracks progress toward certificate and degree attainment. The COCC completion report provides the number of students who earn transfer credentials. With assistance from the National Student Clearinghouse, university partners, and the Oregon Department of Community College Workforce Development (CCWD), the College can track the number of those completers who successfully transfer. (Success is defined, in part, by GPA after transfer for students who transfer to the Oregon University System.) By also tracking transfer students who do not complete a credential prior to transfer, the College can better understand student behavior and plan accordingly. Data match GPA comparisons after transfer demonstrate that COCC students are prepared to complete baccalaureate degrees.

Core Theme 2: Workforce Development

The workforce development core theme directly addresses the Board goal to achieve a student population with the workforce knowledge, content proficiency, and collaborative work skills necessary for lifelong employment. COCC offers Certificates of Completion and Associate of Applied Science degrees (AAS) in [59 programs](#)⁴, listed in the Catalog (36-51). In 20010-11, 39% of certificate and degree-

seeking students declared a Career and Technical Education (CTE) major. All degree programs and certificates of one year or more include related instruction in communications, math, health, human relations, and computer skills, and nine credits of courses that meet COCC's discipline studies requirements. Each CTE program defines student learning outcomes specific to the skills and knowledge necessary for professional practice in the field. The role of COCC in economic development is pivotal to Central Oregon and includes credit workforce development programs, noncredit offerings that foster small business development, and partnerships designed to diversify the regional economy.

Objective 2.1 Entry and support services are designed to promote success for students participating in Career and Technical Education programs.

Overview: Preparing students to succeed within a CTE program and transition into the workforce addresses the Board priority area of success. CTE programs require post-secondary skill levels in reading, writing, and math, and such skills need to be attained prior to entry into a program in order to ensure student persistence and completion. Unfortunately, some students begin a CTE program inadequately prepared. Several CTE programs, including but not limited to, Automotive Technology and Manufacturing Technology, have recently begun to seek strategies to improve student readiness. Competitive admissions requirements that include specific prerequisites and selective admissions criteria in several CTE programs increase the potential for student completion. However, access is limited by capacity in programs such as nursing, and the Board priority area of institutional viability requires that COCC find ways to navigate this tension. Four indicators are used to measure progress toward this objective, as noted in Table 1.5, below.

Table 1.5: Indicators, Benchmarks, and Sources for Objective 2.1, Core Theme 2: Workforce Development.

	Indicator	Benchmark		Source
		Yellow	Green	
2.1.a	Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT-52.8 PT-48.1	56.5 51.5	CCSSE
2.1.b	Student satisfaction with admissions/entry services, accuracy of information, and financial aid services	80%	85%	COCC Graduate Survey
2.1.c	Student satisfaction with advising (academic and financial aid)	50%	60%	CCSSE
2.1.d	First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	SEM

Planned Future Indicators: In the near future, data sets that track the progression of CTE cohorts (ABS to developmental education to credential) will allow COCC to more fully analyze progression and also to determine benchmarks and strategies that can improve upon pathways to completion.

Rationale: CCSSE and the COCC Graduate Survey provide student perspective on progress toward their career goals and opportunities and their perception of support for their learning. SEM tracks persistence.

Objective 2.2: Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.

Overview: This objective recognizes the importance of keeping the College's CTE programs current and comprehensive and supporting faculty professional development in order to maintain a responsive, strong program. As emphasized in the Board priority area of continual improvement, each CTE program has specific program-level student learning outcomes based on current industry needs that a student must achieve when earning a credential, along with the nine general education outcomes if earning a two-year degree. Assessment of program level outcomes takes place within the individual programs.

The College recognizes that developing and supporting quality faculty is integral to creating a successful learning environment for students. COCC maintains an organizational culture that encourages teaching excellence, supports professional development financially, and provides opportunities to innovate. CTE program directors and faculty are expected and supported to stay current in industry standards in order to shape CTE graduates who are employable and exceptional. As emphasized in the Board priority area of strategic partnerships and response to regional needs, CTE program directors work closely with industry advisors to continually update and refine program outcomes. CTE Program Advisory Committees provide regular feedback including industry-specific recommendations that are integrated into the curricula in a timely manner. Regular reviews of field-specific licensure and examination of success rates guide planning and program improvements. Most of COCC's CTE programs are accredited by external industry-specific accrediting agencies. Table 1.6 summarizes the specific indicators used to measure progress toward this objective.

	Indicator	Benchmark		Source
		Yellow	Green	
2.2.a	Student satisfaction with acquired job or work-related knowledge and skills (full-time and part-time students)	FT-56% PT-49%	59% 52%	CCSSE
2.2.b	Student satisfaction with preparation received for chosen occupation	75%	80%	COCC Graduate Survey
2.2.c	Percent of CTE programs identified as viable overall (may have minor recommendations but meet industry needs)	85%	100%	Review and Support Committee Annual Report
2.2.d	Industry accreditations are reconfirmed	90%	100%	CTE Program Accreditations
2.2.e	Licensure pass rates for CTE programs, where applicable	90%	95%	CCWD Key Performance Measure (KPM) #11
2.2.f	Percent of faculty successfully completing the annual review process	85%	95%	Faculty Personnel Files
2.2.g	Percent of eligible full-time faculty earning a promotion	70%	90%	Promotions Results

Planned Future Indicators: COCC is working to expand technical skills assessments prior to completion in Perkins-eligible CTE programs.

Rationale: CCSSE and the graduate survey obtain the student perspective of knowledge and skill acquired at COCC. The Review and Support Committee (RSC) Annual Report contains several benchmarks related to program viability as related to cost and enrollments. (This committee and its report are explained more fully in Chapters Two and Four of this report.) Specialized CTE program accreditations tell a detailed story of the high quality contained in COCC CTE programs. Recommendations from these external accrediting agencies help to define for COCC work that needs to be done to maintain both quality and program relevancy. High student pass rates for programs requiring licensure demonstrate that COCC CTE graduates are prepared to meet industry standards, and the COCC rate is compared to licensure pass rates of Oregon’s CTE students (Oregon Key Performance Measure, or KPM). The Annual Report of Activities required of CTE faculty also documents linkages to industry and the importance of keeping current with specific skill sets. Moreover, the thorough and rigorous tenure, promotions, and review processes apply to all faculty members (including CTE) and further demonstrate a strong faculty culture of continuous improvement.

Objective 2.3: Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.

Overview: This objective recognizes that the majority of CTE students have two goals: (1) to successfully complete the CTE program of study and (2) to find or improve employment. COCC faculty and staff continue to emphasize retention of students and achievement of academic goals as emphasized in the Board priority area of success. As described in Objective 2.2, CTE programs continue to be comprehensive and relevant. COCC graduates are supported to be well prepared to work with industry partners, and these partners should be satisfied with the knowledge and skills graduates demonstrate upon employment. To assess progress toward this objective, the College uses three indicators (Table 1.7), with data provided by three primary sources.

Table 1.7: Indicators, Benchmarks, and Sources for Objective 2.3, Core Theme 2: Workforce Development

	Indicator	Benchmark		Source
		Yellow	Green	
2.3.a	Increase CTE completion numbers by 15% to 20% during a four-year period	+15%	+20%	COCC Completions Report
2.3.b	Students declaring a CTE major will receive a certificate or degree within four years	20%	25%	SEM
2.3.c	Percent of completers currently employed who indicate the job is related to their COCC field of study	50%	70%	COCC’s Graduate Survey

Planned Future Indicators: COCC will establish an average time to completion of the CTE certificate or degree and determine a threshold of increased success. Moreover, the College is seeking a mechanism for tracking employment and the median hourly wage of completers.

Rationale: The annual Completions Report provides a baseline for increasing future completions and, in effect, COCC can establish a four-year rolling benchmark. SEM data also communicates a collaborative process through which reasonable benchmarks for improvement have been set. The Graduate Survey provides student perspective on their employment after graduation.

Objective 2.4: COCC will assist industry partners in regional economic development.

Overview: Partnerships have become crucial as the nation attempts to return to the economic prosperity of the pre-2007-08 U.S. economic decline. The role of higher education can no longer be understated in efforts to bring innovations to the marketplace (including the commercialization of technologies and products originating from research universities) and to increase the success of new markets through a well prepared workforce. The Board priority area of strategic partnerships and response to regional needs effectively directs administration, faculty, and staff to partner with regional employers to “define and evaluate potential new or modified programs/services.” The College is a primary collaborator with economic development partners and agencies (e.g. Economic Development for Central Oregon, the local Chambers of Commerce, OSU-Cascades) in credit and noncredit workforce development offerings. The continuing education office is home to the Small Business Development Center (SBDC) that offers drop-in services and workshops for citizens needing assistance with business start-up and expansion.

To further explain the role of COCC in regional economic development, one can point to the recent programming efforts for the Redmond Technology Education Center, scheduled to open in 2013. Instructional leadership met with and listened to the voices of industry partners and these conversations resulted in the decision to include the following programs: Center for Entrepreneurial Excellence and Development (CEED), Mechanical Systems Flex Lab (with an emphasis on green technology and a possible unmanned aerial vehicle drones), Non-Destructive Testing and Inspection, and an expansion of Digital Arts and Media. Industry partners—present and potential—recognize that a well-trained workforce minimizes the risk of failure and maximizes the chances for profit and success. Positive economic development goes hand-in-hand with educational and industry partners. From a facilities standpoint, this example also illustrates a clear response to the Board priority Of institutional viability. Table 1.8 lists the indicators by which the College assesses its achievement of Objective 2.4.

Table 1.8: Indicators, Benchmarks, and Sources for Objective 2.4, Core Theme 2: Workforce Development

	Indicator	Benchmark		Source
		Yellow	Green	
2.4.a	Qualitative analysis of CTE Advisory Committee recommendations for program improvement	Acceptable Q	Aspirational Q	CTE Advisory Committee minutes
2.4.b	Involvement and planning (qualitative patterns) with regional community and economic development partners	Acceptable Q	Aspirational Q	IE reporting: Partnerships and Redmond Technology Education Center planning documents
2.4.c	Number of Small Business Development Center (SBDC) clients starting new and expanding established businesses will increase annually	+5%	+10%	Oregon SBDC Site Review and self-study data

Rationale: The rich collaboration between CTE faculty, staff, and industry is difficult to quantify; however, Advisory Committee minutes and other relevant feedback documents can be used to capture themes and the College's responses to industry concerns and suggestions. The COCC Small Business Development Center has collected client data for years, and much of the success of the SBDC is clearly outlined in a recent review conducted by the Oregon Small Business Development Center. Client success rates are carefully tracked and, thus, a baseline established.

Core Theme 3: Basic Skills

The core theme of basic skills addresses the Board goal to achieve a student population with the basic academic and learning skills necessary to succeed at the community college level.

As an open-door institution in a diverse community, the College cannot ignore the many students who seek higher education but are lacking in one or more of the vital skills that will allow them to succeed. Addressing this theme includes providing classes for English Language Learners (ELL); Adult Basic Education (ABE); High School Completion (HSC); GED Preparation; pre-college coursework in reading, writing, math and computer skills; and student success/human development courses such as Test Taking, Introduction to College Life, and Time Management. In the last few years, the College has sought to bring these programs, courses, and services into greater alignment. In particular, the various offerings and services are now presented in one place in our catalog and other publications, referred to as Transitional Studies. Faculty and staff associated with and interested in these programs came together in 2009-10 to determine program-wide student learning outcomes and indicators of progress and to analyze preliminary data. Faculty from each credit course area (developmental writing, math, and human development/study skills), staff from ABE/GED, and Student Services worked with instructional administration in this yearlong project. Those efforts have resulted in a series of steps to improve alignment of programs and success of students.

Objective 3.1: Students who began at the basic skills, English Language Learner, or the post-secondary remedial level will be able to succeed in college-level courses.

Overview: The Board priority areas of access and success are particularly relevant here. Students who are not yet ready to succeed at a college level tend to have limited resources (including financial) and may not know how and where to access learning opportunities. COCC has significantly expanded access in Redmond, Madras, and in Prineville (in partnership with OSU-extension). The success of such students presents numerous challenges: these Central Oregonians may need to begin by learning English (English Language Learners), achieve basic literacy and basic reading and writing skills, and master basic elementary math skills in order to persist to intermediate high school-level algebra and into college-level mathematics. The College is directed by the Board to seek strategies that improve persistence of these students and to design and implement ways to track and strengthen student retention and academic goal achievement. Indicators of achievement for this objective and the relevant data sources are provided in Table 1.9.

Table 1.9: Indicators, Benchmarks, and Sources for Objective 3.1, Core Theme 3: Basic Skills

	Indicator	Benchmark		Source
		Yellow	Green	
3.1.a	ELL students successfully complete all ELL levels	10%	12%	Title II TOPS Data
3.1.b	ABE level students successfully complete ABE level	20%	25%	Title II TOPS Data
3.1.c	Adult Secondary Education (ASE) level students successfully complete six or more credits in one year	10%	15%	COCC Enrollment Data
3.1.d	First term success rates of students testing into developmental writing and math	60%	70%	SEM

Rationale: Title II TOPS (Tracking of Programs and Students) Data captures improved competencies/ skills of students progressing through ELL and ABS. COCC enrollment data continues to track students progressing through advanced milestones. This data can be analyzed and will allow COCC to identify completion of milestones as well as areas that appear to be stopping points and delays in progression. The SEM goal directs the College to analyze how effectively we have prepared students for success in Developmental Education.

Objective 3.2: Students progressing in Adult Basic Skills will demonstrate momentum by attaining foundational skills in writing and mathematics.

Overview: As a result of successful persistence, students will emerge from Adult Basic Skills with the foundations necessary to succeed at developmental levels in writing and mathematics. This will demonstrate alignment with the Board priority area of success. Students will be prepared to enter into CTE pathways and earn certificates and degrees, or students can select transfer coursework and degree options. Indicators related to this basic skills objective are listed in Table 1.10.

Table 1.10: Indicators, Benchmarks, and Sources for Objective 3.2, Core Theme 3: Basic Skills

	Indicator	Benchmark		Source
		Yellow	Green	
3.2.a	Enrollment of ABS students in WR 60 or MTH 10 will increase annually.	+2%	+5%	COCC Enrollment Data
3.2.b	Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher).	+2%	+3%	COCC Enrollment Data
3.2.c	Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher) and who have progressed to college level will increase annually.	+2%	+5%	COCC Enrollment Data

Rationale: COCC enrollment data tracks student progress from ABS to developmental levels and assists in realistic planning and strategy efforts.

Core Theme 4: Lifelong Learning

The core theme of lifelong learning addresses the Board Goal of promoting access to and participation in wide-ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation among constituents of all ages.

As a comprehensive community college, COCC offers citizens in its service district the opportunity to pursue interests and learn skills for fun, business, health, or personal enrichment. Noncredit courses are offered over a wide spectrum of times, locations, and formats to meet the varied needs of our geographically widespread service area. Additionally, through a broad range of events, services, and opportunities, the College promotes cultural enrichment and access to academic resources for all Central Oregonians.

Objective 4.1: Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.

Overview: COCC is committed to fostering the value of continuing education across age groups and diverse populations, and we take pride in offering numerous noncredit courses spanning a wide range of interests and subjects. The Board priority area of access aligns here. To maintain an environment of lifelong learning, we are committed to providing educational opportunities and events to the youth of our Central Oregon community. The COCC College Bound program (run by Admissions and Records) and Youth College (annual summer youth camps housed in Continuing Education) offer two good examples. The College is also committed to providing opportunities for seniors and continues to expand program offerings in this area.

Additionally, the Community Learning staff continuously works to strengthen lifelong learning opportunities, including program offerings and events. In this spirit, the College offers a wide spectrum of noncredit workshops and events too numerous to mention here. Determining the content of offerings is strategic, and the College identifies and includes emerging topics relevant to the community. To this end, we provide our community with opportunities to attend concerts, hear lectures, and participate in workshops that educate and entertain. Table 1.11 provides a summary of six indicators by which the College measures its progress in this objective.

Table 1.11: Indicators, Benchmarks, and Sources for Objective 4.1, Core Theme 4: Lifelong Learning

	Indicator	Benchmark		Source
		Yellow	Green	
4.1.a	Expansion of successful offerings for youth and seniors	+10	+15	Community Learning Business Plan
4.1.b	Student course expectations are met	75%	80%	Community Learning Annual Survey
4.1.c	Maintain a variety of courses across the Community Learning subject areas; qualitative pattern of strategic expansion	Acceptable Q	Aspirational Q	Community Learning Business Plan
4.1.d	Meet Community Learning industry standards for courses successfully delivered	80%	85%	Community Learning Business Plan
4.1.e	Increase variety of and access to Community Learning offerings	+2%	+5%	Community Learning Business Plan
4.1.f	Increase access to Business and Employee Development offerings	+2%	+5%	Community Learning Business Plan

Planned Future Indicators: COCC will analyze district penetration rate (the number of Central Oregon Community College District citizens age 16 or older, who took any COCC class) by age group of students taking Community Learning offerings. COCC will develop a college-wide quarterly list of gatherings and events that enrich the community (e.g. Symphony, Library events, Student Life, Nature of Words, Speaker Series, etc.) and review these with the Board of Directors.

Rationale: Expanding new offerings results from strategic planning efforts occurring in the Community Learning department (Community Learning Business Plan). When new offerings support themselves with healthy enrollments, the College demonstrates that it is providing good opportunities for lifelong learning for the Central Oregon community. The Community Learning Annual Survey assesses the satisfaction with offerings (new and time-tested). Moreover, the Community Learning Business Plan is reviewed annually, and specific strategies and goals are agreed upon and implemented. These goals are tracked on a regular and ongoing basis and communicated to SEM for integration into college-wide planning efforts.

Objective 4.2: Design learning opportunities that are accessible throughout the broad geographic district.

Overview: COCC has the largest district of all the community colleges in Oregon, and this district is economically, politically, and culturally diverse. This district includes Deschutes, Crook and Jefferson counties, and portions of Wasco, Lake, and Klamath counties. In order to maintain our ability to meet the needs of our broad geographic district, and in alignment with the Board priority areas of access and institutional viability, COCC must provide opportunities that engage with these diverse populations in ways that are accessible to the most remote areas of our district. Indicators of our ability to do so include an analysis of our online opportunities and participation rates that correlate with population density. The construction, expansion, and utilization of outreach centers (such as the expansions in

Redmond, and the new facilities in Madras and Prineville) provide further indicators of the College’s ability to meet the needs of our widely dispersed community. Indicators chosen to measure progress toward this objective are provided in Table 1.12, below.

Table 1.12: Indicators, Benchmarks, and Sources for Objective 4.2, Core Theme 4: Lifelong Learning

	Indicator	Benchmark		Source
		Yellow	Green	
4.2.a	Increase the number of credit courses offered by nontraditional methods (evening, weekend, modality, location)	+10%	+12%	SEM
4.2.b	Percent of course offerings outside of Bend (credit and noncredit)	20%	25%	Institutional Data
4.2.c	Percent of student activity in locations outside of Bend (credit and noncredit)	15%	20%	IE Reporting: Access
4.2.d	Percent of students who live outside of Bend taking online/hybrid classes	35%	40%	IE Reporting: Access
4.2.e	Percent of College District population served	9%	10%	Institutional Data & SEM

Rationale: SEM data tracks courses offered by nontraditional methods. Location of course offerings (credit and noncredit) and participation rates of Central Oregon’s residents are captured by the COCC enrollment reports. This data demonstrates regional access and engagement in lifelong learning opportunities. The data also allows COCC to note gaps in access resulting from a wide geographical service area and plan accordingly.

Conclusion

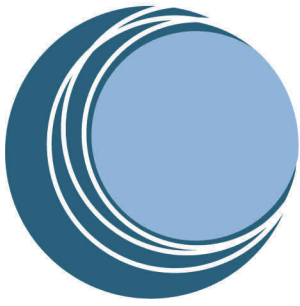
Chapter One of the COCC Year Seven Self-Evaluation Report describes the College’s institutional purpose by reaffirming its mission statement and identifying its core themes, objectives, and associated indicators. Together these elements clearly articulate COCC’s broad commitment to the educational and workforce development of the Central Oregon community.

The information provided in this report includes a framework for the systematic assessment of institutional effectiveness. The development of systematic and authentic assessment has been an ongoing commitment for over a decade and is evident in the commendations from previous accreditation evaluation reports. The New Accreditation Standards for the NWCCU provide further guidance in connecting the many meaningful assessment activities in progress across the institution and encourage the College to work toward a common objective. As a result of the new standards, the COCC Board reaffirmed the College’s mission statement and approved the four core themes—(1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning—that help the institution guide its decision making to provide the most effective environment to meet its mission goals.

These core themes provide a framework that lends a focus to institutional decision making. Applied research—quantitative, qualitative, and multidimensional in measurement—can tell a complex and rich story while demonstrating mission fulfillment across the full scope of the institution.

Endnotes

- ¹ Board Member, Mission, Vision and Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ² Board Priorities 2011-13: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ³ Curriculum Review Committee Processes and Procedures: <http://academicaffairs.cocc.edu/Curriculum/default.aspx>
- ⁴ COCC Degrees and Certificates, 2011-12 Catalog, pages 36-51: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Pathways%20pp%2036-51.pdf>



CENTRAL OREGON
community college



Chapter Two: Resources & Capacity

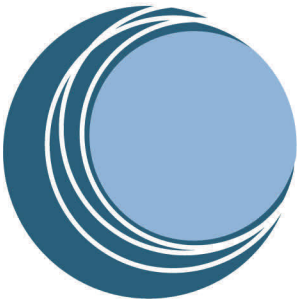


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Chapter Two: Resources & Capacity

CHAPTER TWO: RESOURCES & CAPACITY

Chapter One included the mission, vision, goals, priorities, core themes, and core theme objectives for COCC. This chapter details the College infrastructure, making clear the complex ways COCC assesses status, distributes resources, and manages instructional capacity to ensure mission fulfillment. The unprecedented enrollment increases of the last five years and the state and local property tax funding fluctuations and uncertainties have been the primary challenges for the College. However, the dedication of the COCC faculty and staff during this challenging time has allowed the College to maintain and fulfill the mission.

Standard 2A: Governance

2.A.1 and 2.A.2

A seven-member elected Board of Directors governs Central Oregon Community College. The Board operates under a Policy Governance system and is active at that policy level, as described in the [Board Policies: Governance Process](#).¹ The College operates under a shared governance model, using various committees to advise the president on major decisions as described in the [General Procedures Manual \(G-6-0\)](#).²

In addition, the president is advised by the Executive Team, as described in Standard 2.A.9. The vice president for instruction is advised by Chairmoot, as described in Standard 2.A. 11).

2.A.3

Central Oregon Community College is an independent, locally controlled, publicly funded community college, accredited by the Northwest Commission on Colleges and Universities. The College follows the appropriate Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) that pertain to the community colleges in Oregon.

The College has collective bargaining agreements in place with faculty ([Faculty Forum](#)),³ classified staff ([The Classified Association of COCC](#))⁴ and Adult Basic Skills instructors ([Oregon Schools Employees Association Chapter 700](#)).⁵

2.A.4

The seven members of the Board of Directors are elected from geographic zones in the College's District. Directors are elected for four-year terms. There are no term limits. The Board is an active board traditionally meeting at least once a month and at least once a year in a one or two-day annual review and planning retreat.

[Board Code of Conduct \(GP 8\)](#)⁶ establishes clear separation of personal interest from Board roles. Specifically, it mandates that Board members must represent unconflicted loyalty to the "interests of the ownership." This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability also supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

Relative to fiduciary responsibilities, policy mandates that there must be no self-dealing or any conduct of private business or personal services between any Board member and the College except as procedurally controlled to assure openness, competitive opportunity, and equal access to information.

At an employment level, Board members must not use their positions to obtain employment in the organization for themselves, family members, or close associates. Should a Board member be considered for employment, s/he must temporarily withdraw from Board deliberation, voting and access to applicable Board information.

The only hierarchical structure related to the Board is through a Budget Committee that is constituted as the Governing Board plus one additional community member from each of the district zones represented by Governing Board members. This Budget Committee reviews the annual budget proposal and approves a recommended budget that is then considered for approval by the Board. The Board can make only limited changes from the budget that is recommended by the Budget Committee.

2.A.5

Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies. This is outlined in the [Board Code of Conduct \(GP 8\)](#).⁷ Policy on [Board-President Relationship \(BPR 1\)](#)⁸ clearly specifies that no individual Board member, officer, or committee has authority over the president. Board members will make no judgments of the president or staff performance except as that performance is assessed against explicit Board policies by the official process. Board members' interactions with the public, media or other entities must recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board.

Additionally, policy [GP 4.2.B](#)⁹ specifically identifies that the Board chair “has no authority to make decisions about policies created by the Board ... (and) has no authority to individually supervise or direct the president.”

Information or assistance may be requested by individuals or groups, but if such a request—in the president's judgment—requires a material amount of staff time or funds or is disruptive, it may be refused, unless authorized by the Board. If a Board member wants to pursue the request, he or she can follow the College's Public Records Request Policy in the [General Procedures Manual \(B.1.9\)](#).¹⁰ [Policy GP 5](#)¹¹ outlines specific Board Committee Principles with specific commitment that “to preserve Board holism, committees will be used sparingly, only when other methods have been deemed inadequate. Committees will be used so as to minimally interfere with the wholeness of the Board's job, and so as never to interfere with delegation from Board to president.” Committees may not speak or act for the Board except when formally given such authority for limited purposes. Committees are designed to help the Board, not staff. To ensure appropriate separation of powers, committees which develop policy are not used to monitor that same policy. Finally, because the president works for the full Board, he or she will not be required to obtain approval of a Board committee before an executive action.

2.A.6

At its annual Board retreat, [policy GP 11](#)¹² mandates that the Board review the Governance Process,

Board-President Relationship, Executive Limitations, and Statutory Policies and make changes as necessary. [Board Policy GP 7](#)¹³ includes a two-year planning cycle with the Board reviewing the mission, vision, core themes, goals, and priorities during each cycle.

Institutional Effectiveness Reports are included as regular components of the Board's monthly meetings. These reports share outcomes, trends, and issues relative to the identified Board priorities and key areas of College performance. As appropriate, the Board will, in the spirit of its Policy Governance approach, identify new or modified outcomes for which the president, individually or through his staff, will be responsible. Data, outcomes, and issues from the Institutional Effectiveness Reports become input which helps shape the subsequent Board priorities.

Relative to fiscal stability, policy EL3 through EL5 define specific parameters and limitations for administrative budgeting and control systems. Board policy mandates a working capital reserve of at least 10% of the year's operating expenditures. Fiscal policies, which are reviewed annually, define cash reserves, set asides for Board prerogatives, limits on interfund transfers, purchase level limitations, and other elements. At each monthly Board meeting, the Board receives a Financial Statement which monitors fiscal operations in light of the annual budget.

In addition to internal policies, the Board has approved COCC adherence to extensive fiscal guidelines through a statewide Community College Rules of Procurement used by a majority of Oregon community colleges. This agreement is reviewed annually for compliance with legislative requirements, audit requirements, and other factors. The Board reviews and approves annual modifications to this agreement which guides College fiscal operations.

Administrative reports and Board discussion in monthly meetings and the annual Board retreat identify emerging instructional, operational, community need, and fiscal parameters. Specific to fiscal matters, staff develops and shares with the Board for its deliberations a six-year Revenue and Expenditure Forecast which looks backward three years and forward three years to identify fiscal trends and projections. This forecast is keyed to an extensive array of assumptions about fiscal parameters. To maintain fiscal and operational viability, the Board analyzes those assumptions and sets guidelines which are then reintegrated into subsequent versions of the forecast and the College's ultimate budget.

The College's Budget Committee (described in Standard 2.A.4) reviews and recommends the annual operating budget prior to formal approval by the governing Board and implementation by staff. Additionally, the Board has a Policy Review Committee, which traditionally consists of three Board members. The committee is charged with reviewing existing policies and drafting new policies as needed. Recommendations of the committee are forwarded to the Board as a whole for consideration and approval.

2.A.7

The Board selected and appointed the current president, Dr. James E. Middleton, in July 2004. COCC operates under a Policy Governance framework with the Board's focus on "ends" as demonstrated in the Board goals. The president focuses on the "means" of achieving those ends.

[Policy BPR 1](#)¹⁴ defines specific responsibilities delegated to the president. A specific job description outlines presidential responsibilities and echoes the policy-level commitment to delegated authority and responsibility for outcomes.

2.A.8

The Self Evaluation Committee monitors Board performance. Prior to the annual Board retreat, Board members complete a ranking of the Board's performance in several key areas, including how well it (1) stays informed on community college issues and trends, (2) communicates with College personnel, (3) "speaks with one voice," (4) is involved in planning, (5) focuses on strategic leadership, and (6) other related issues. This evaluation matrix was last reviewed and revised for the fall 2011 self-evaluation. Statistical results are presented at the retreat followed by full Board discussion. Formal and informal priorities are set for continuing Board development, Board meeting operations, and fine-tuning of the Board-president relationship.

The Board is committed to [professional improvement \(GP13\)](#).¹⁵ The Board chair and Policy Review Committee encouragement have resulted in seven ACCT Annual Conference board member attendances, four national and state board legislative strategy conference participations, five Oregon Community College Association Annual Conference (OCCA) attendances, and nine other OCCA sponsored conference attendances in the past two and one-half years.

2.A.9

The executive officers at COCC are the president, vice president for instruction, vice president for administration, and chief financial officer. They, along with the director of college relations and dean of student and enrollment services, form the Executive Team. Reporting to the Executive Team are four additional deans and eighteen department directors who have responsibilities for the major operational and instructional areas of the College. The Executive Team meets on a weekly basis and each team member, in turn, meets regularly with their department directors to provide overall direction for the College. The department directors have responsibility for the budget, operations, and effectiveness of their assigned areas. The Executive Team and the department directors also meet bi-monthly as a group to review and discuss both short-term and long-term institutional plans, goals, and direction.

2.A.10

Dr. James Middleton serves as full-time president of Central Oregon Community College and reports directly to the Board under clearly delegated responsibilities. Dr. Middleton earned his Doctor of Arts degree in English Language and Literature from the University of Michigan, a degree program which integrated community college leadership and the teaching of English in two-year colleges. He also holds an Educational Specialist Degree and Master of Arts in English from the University of Iowa, two degrees which were part of the university's Teaching English in the Two-Year College program. Dr. Middleton also holds a Masters in English Literature from the University of Leeds in England and a Bachelor of Arts in European Literature and Thought from the University of Iowa.

Dr. Middleton previously served as president of the College of Marin (a community college) in Marin County, California, for 10 years and, prior to that, as vice president/dean of instruction (nine years) and director of integrated studies (two years) at Pennsylvania College of Technology (formerly Williamsport

Area Community College). He also has 10 years of teaching experience in high school and community colleges.

Between his California presidency and his service at COCC, Dr. Middleton served one year as a visiting scholar with the Community College Leadership Development Institute at the Claremont Graduate University.

As president, Dr. Middleton serves as staff to the Board but not as a member of the governing Board.

2.A.11

As noted in 2.A.9, a core team of administrators report to the president as part of the Executive Team. These include the vice president for instruction, vice president for administration, chief financial officer, dean of student and enrollment services, and director of College Relations. All are full-time administrators with appropriate educational, content, and administrative training.

The instructional function is supported by four deans: three deans of Instruction and a dean of Extended Learning. Chairmoot, consisting of the deans, the director of the library, and all instructional department chairs, advise the vice president for instruction.

To assist with handling the dramatic enrollment increase over the past five years, the College has created a number of new administrative or professional/technical positions in the last two years. However, while FTE enrollment increased by more than 100% during this time, staffing in these areas is up just 24%. New positions include the third Instructional dean, a director of retention, two new half-time Coordinators in the Tutoring Center, two new academic advisors in the CAP Center, two new assistant directors of IT, and several coordinators in specific areas.

Additionally, with the College's significant facility growth (six new buildings to be constructed between fall 2011 and fall 2013), the College created a position of director of construction and three other administrative positions in that area. Also, the College has hired campus coordinators to handle activities at the new facilities in Madras and Prineville.

2.A.12

Academic policies related to teaching, service, and scholarship are conveyed in the General Procedures Manual, Human Resources section (HR 9) under [Responsibilities for Faculty](#).¹⁶ Performance expectations are articulated in [Faculty Evaluation Official Practices](#).¹⁷

These documents are reviewed with the academic department chairs by the deans and vice president for instruction and are also made available to and reviewed with new faculty in their year-long orientation process. As faculty move toward evaluation for promotion and tenure, they are referred to the Faculty Evaluation document (linked above), and to checklists simplifying requirements and timelines. Academic policies related to students are available in the General Procedures Manual, [Academic Procedures](#) section,¹⁸ the [College catalog](#),¹⁹ and the class syllabi.

2.A.13

The Library website clearly lists all policies related to access and use of print and digital resources

([Library Services](#)).²⁰ Policies for services and access dictated by our membership in the academic library consortium, the [Orbis Cascade Alliance](#),²¹ are adhered to and incorporated into our internal policies and procedures.

2.A.14

COCC publishes its transfer policies in the printed and online catalog. The policy statements address both transfer-in and transfer-out guidelines. The policies can be found in the COCC catalog on [pages 30 and 32](#).²²

2.A.15

The Office of Student Life maintains and administers the policies and procedures regarding students' rights and responsibilities. The full student rights and responsibilities, as well as information about the academic honesty, student conduct, grievances and appeals processes are online at [Student Conduct Policies and Procedures](#).²³ An abbreviated version of the student rights and responsibilities is available via the College's website (see below for links), as well as referenced in the [COCC catalog](#) (see page 34).²⁴ The Office of Student Life administers all conduct cases based on the College's judicial hearing procedures policy and collects complaints and concerns by tracking and reporting using established record keeping practices. The Office of Student Life also acts as the student's advocate when a student brings an issue or concern against the College or its staff and faculty.

COCC maintains an Office of Services for Students with Disabilities and abides by all appropriate laws and regulations for students with disabilities. A link to Disability Services is found on the College's home page (top, right corner) and detailed information regarding services, policies, and related information is on the Web page for the Office of Services for [Students with Disabilities](#).²⁵

2.A.16

COCC is an "open door" institution and to qualify for admission, students must be 18 years of age or older, or possess a high school diploma or GED. Matriculation status is awarded to registered students who have earned a high school diploma or GED or who demonstrated "ability to benefit" by earning minimum scores on the placement test. Students are required to complete placement testing in writing, reading, and math prior to registration. Admissions, matriculation, and placement test information (including placement test exemptions) is available beginning on page 10 of the [COCC catalog](#).²⁶ Following placement testing, all COCC credit students are required to meet with an academic advisor prior to registration. Advising information is available on page 10 of the [COCC catalog](#)²⁷ and more detail and resources are available on the [CAP Center Advising website](#).²⁸

COCC enforces an Academic Warning Policy to ensure students who are not in good academic standing with the institution receive the resources they need in order to be successful. The Academic Warning Policy, including academic suspension and reinstatement, is described on page 29 in the [COCC catalog](#).²⁹

Information about continuation in and termination from specific academic programs is available in the program description pages of the [COCC catalog](#)³⁰ and program handbooks.

2.A.17

The Office of Student Life maintains and publishes policies that state its relationship to co-curricular activities and the purpose, roles, and responsibilities of students and the institution in the Student Rights and Responsibilities section of the COCC General Procedures Manual (S-2-0, S-3-0 section II and referenced in other standards) and for the following areas:

[Student Policies and Procedures](#) ³¹

[Student Life](#) ³²

[Student Government](#) ³³

The Office of Student Life, in conjunction with Associated Students of Central Oregon Community College (ASCOCC) and each area within Student Life (Housing, Intramural and Club Sports, The Broadside, Native American Program, Multicultural Center, Campus Center), actively works to promote extracurricular activities. These events and programs enrich the educational experience of COCC's diverse student body by fostering respect, promoting responsible citizenship, and developing an active, enjoyable, and inclusive campus community. COCC's student newspaper, *The Broadside*, maintains policies that discuss the relationship between the College and newspaper staff.

2.A.18

As noted in 2.A.3, the College has collective bargaining agreements in place with faculty (Faculty Forum), classified staff (The Classified Association of COCC) and Adult Basic Education instructors. Additionally, the [General Procedures Manual](#) ³⁴ contains the human resources procedures applicable to all College employees. It also contains specific procedures applicable to part-time faculty (not represented by the Faculty Forum) and other employees who work less than half time. As a separate document, the College maintains a Handbook for Exempt, Confidential, and Supervisory Employees. All non-contractual employment policies and procedures are subject to review by the Human Resources department at least annually for updates and revision. New and revised policies and procedures applicable to all employees are submitted to the College Affairs Committee for comment prior to being recommended to the president for final approval.

2.A.19

All policies, procedures and employee handbooks (including collective bargaining agreements) are available to employees on the COCC website. All new employees are expected to read and acknowledge those policies and procedures applicable to their employment group as well as those applicable to all employees. Faculty and administrative employees sign annual employment contracts that also reference policies affecting their employment. All employees also have position descriptions that define the essential functions of their jobs as well as the knowledge, skills, and abilities required for success. The position descriptions are updated at least annually during performance evaluations or throughout the year as needed for reclassification. Procedures for evaluation, promotion, and termination can be found in the General Procedures Manual, the forms section of the COCC/HR website and/or in the appropriate collective bargaining agreement.

2.A.20

All official records of current employees of the College are maintained in the Human Resources (HR) department. Current employee records are kept in a fireproof safe and locked when the HR office is not

open. Access to the files is restricted to employees of the HR department, direct supervisors, and other employees involved with committees to determine promotion, tenure, or special awards. Employment records for terminated employees are maintained in the HR office in locked files for two years. The records are then transferred to the archives to be maintained for the statutory requirement. Any Family Medical Leave Act (FMLA) and/or medical information or pre-employment files (containing confidential letters of recommendation and reference checks associated with employees) are also maintained in a separate file cabinet in the fireproof safe in the HR department. Access to those files is restricted to HR staff only. Employees of the HR department are required to sign a confidentiality statement regarding their access to employee files.

2.A.21

All College print publications are either created by or reviewed by the College Relations personnel who monitor for consistency and accuracy. The [COCC catalog](#)³⁵ produced annually and available both online and in a printed version, is monitored closely by representatives of Instructional Administration, the Registrar, and College Relations.

2.A.22

The Office of Student Life acts as the student advocate when any student brings an issue or concern against the College or its staff and faculty. In support of this, the College maintains the following policies:

[Students Rights and Responsibilities](#)³⁶
[Equal Opportunity Policy](#)³⁷ (including links to non-harassment and affirmative action policies)
[COCC Principles of Community](#)³⁸
[Complaints and Concerns Procedures](#)³⁹

Each of these links is located on a variety of sites within the College's website, as well as in the College catalog and other brochures.

The College has collectively bargained grievance procedures with each of its employee groups represented by unions (Classified, Faculty, and Adult Basic Education instructors). Those procedures are part of their respective labor agreements and contain a well-proscribed process for dispute resolution with specific timelines for appeal and reconsideration at each step. Binding arbitration is the final step in each of the procedures. For students, members of the public, and exempt employees, the College has a published Concerns and Complaints procedure. This procedure provides a mechanism for each of those groups to bring forth grievances against the College ranging from sexual harassment and discrimination to violations of College policy. The procedure contains both informal and formal approaches to grievance resolution with appeals at ascending levels of the organization, ultimately ending with the consideration of the grievance by the Board of Directors of the College.

2.A.23

The College has clearly-defined policies that prohibit a conflict of interest. The [Board Member's Code of Conduct \(BP 8\)](#)⁴⁰ provides clear guidance for Board member actions and responsibilities related to a conflict of interest. According to the statement on [Conflict of Interest \(HR-4-2\)](#)⁴¹ in the General Procedure's Manual, all employees are provided a clear guide related to a conflict of interest. The

General Procedures Manual ([College Auditors—Conflict of Interest, B-1.3.2](#))⁴² also provides restrictions to minimize a conflict of interest risk related to employment of a prior College auditor. In addition, the state of Oregon established conflict of interest regulations in the Oregon Revised Statutes (ORS 244.120) and charged the Oregon Government Ethics Commission (OGEC) with enforcing government ethics laws.

2.A.24

The College position on intellectual property ownership, copyright, control, compensation, and revenue is contained in Article 18, Intellectual Property Rights, of the [Faculty Collective Bargaining Agreement](#).⁴³ Over the course of negotiating this article with the faculty, both the faculty and the College were committed to a clearly delineated definition of intellectual property and to the College having limited ownership rights only in cases in which the College had provided financial support for development of the property. In such cases, the College and the faculty member split the revenue 50/50 until the College is repaid for their support. Once the College is repaid, the property is solely owned by the faculty member. In addition, the College has developed a policy on faculty-authored textbooks so that when such texts are required for COCC students, revenue from these sales is donated to the COCC Foundation for student scholarships.

Copyright matters are covered in B-5-3 of the [General Procedures Manual](#).⁴⁴

2.A.25

COCC uses the following language in its catalog: “Central Oregon Community College is accredited by the Northwest Commission on Colleges and Universities. Accreditation was most recently reaffirmed in 2002. COCC is in the process this year of completing its self-study for a comprehensive evaluation in Spring 2012.” A full catalog accreditation description is available on page 6 in the [COCC catalog](#).⁴⁵

2.A.26

The College enters into contractual agreements with external entities for products and services in accordance with College policy. Contracts for products are procured following COCC Board adopted Community College Rules of Procurement. These rules are established, and updated, in accordance with Oregon ORS 279A.065(5)(a) and ORS 279A.070 and [COCC Policy B-2.3.1](#).⁴⁶

Contracts for services are either entered into using COCC’s legal counsel approved independent contractor agreement or individually after COCC’s Contracts and Risk Management and/or legal counsel review. To ensure the agreement is within the scope, mission, and goals of the College, only established Board-adopted Deputy Clerks are approved signers of the College and are limited in number (Board Resolution 8.d3 dated June 9, 2010). A few short-term training instructional contracts, below \$10,000 and one term or less in length, can be authorized and signed by instructional deans. Otherwise, all contracts, other than employment contracts, are managed and retained by the office of Contracts and Risk Management under the direction of the chief financial officer.

2.A.27

Academic freedom is addressed in the [Faculty Collective Bargaining Agreement](#)⁴⁷ in Article 1.4 in which the College and Forum agree that “Academic Freedom is essential to the fulfillment of the purposes of education, and they acknowledge the fundamental need to protect employees from censorship or restraint which might interfere with their obligations to pursue truth in the performance of their teaching and research functions.” The College addresses such protections on a broad level in the Non-Harassment Policy in HR-3-3 ([General Procedures Manual](#)),⁴⁸ which begins, “The College’s goal is to provide an atmosphere that encourages individuals to reach their potential.”

2.A.28 and 2.A.29

At COCC a broad program of professional development allows faculty to pursue their interests in their fields with College support. Professional development opportunities are also available for administrators and classified staff members, and the College director of multicultural activities routinely provides trainings for all staff on issues related to diversity. As indicated in 1.4 of the [Faculty Collective Bargaining Agreement](#),⁴⁹ the support for academic freedom is maintained within the Collective Bargaining Agreement and is embedded within a system of shared governance. The College has clear policies and processes regarding harassment and discrimination and a deep respect for individual views, beliefs, and opinions. The respect for diverse opinions is one of the key items in student evaluations of instructors.

2.A.30

The [Board of Directors’ Governing Process Policies](#),⁵⁰ under Executive Limitations and as approved by the Board, and the College’s [General Procedures Manual](#),⁵¹ under General Business Procedures and Fiscal Services, provide clear guidelines regarding oversight and management of financial resources. Areas of oversight include financial planning, monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and loans between funds.

Standard 2B: Human Resources

2.B.1

The College currently has 136 classified employees in operational support roles for the College. These employees serve in a variety of clerical, maintenance, landscape, custodial, and technical support roles throughout all campuses. The College also employs 104 administrative and professional/non-managerial positions. These positions include vice presidents, department directors, supervisors, technical specialists, program managers, and coordinators. For all positions, the College develops and maintains accurate job descriptions that include the essential functions; reporting relationships; and the knowledge, skills and abilities needed for each. The position descriptions also include the minimum as well as preferred educational and experience requirements. Position descriptions are available to the public and published in all recruitments. The selection procedure used in recruitments is also available to the public on the College [website](#).⁵²

2.B.2

The College has established and maintains an evaluation process for all classified, administrative, and professional/non-managerial employees on campus. All evaluations are required at least annually and

can be used at any time to address performance-related issues. Administrators have a provision for a 360-degree evaluation every third year of their employment. The bases for evaluation are the individual's position description and the essential job functions contained therein. The procedure also addresses important behavioral aspects of the position (i.e. customer service). Training and updates on effective evaluation techniques are made available annually to supervisors and managers.

2.B.3

Professional development opportunities and funding are available for all employee groups on campus. The amount of funding for the faculty, ABE faculty, and classified employees is negotiated in their respective collective bargaining agreements. Funding for administrative and professional/non-managerial employees is provided in the annual budgeting process of the College. The funding, with appropriate approval, can be used for seminars, trainings, certifications, research, and education. Faculty and administrative employees also have provisions for sabbaticals and educational leaves of absence. Procedures are in place for application and use of the professional development funds.

2.B.4 and 2.B.5

All hiring committees and department chairs are aware of and assure compliance with state of Oregon regulations (ORS 589-008-100) regarding the qualifications for faculty, whether they are full-time, adjunct, or part-time faculty. Additionally, the qualifications of full time, adjunct, and part-time faculty are carefully reviewed by the vice president for instruction at the time of hiring.

The same standards are applied to approving high school instructors for transfer-level, dual credit offerings; Perkins changes will also lead to tightening that review for CTE dual credit.

College expectations for teaching are addressed in terms of workload in the [Faculty Collective Bargaining Agreement](#),⁵³ articles 8.1, 8.2, and 8.3. A full load is defined to be forty-five (45) load units per academic year. Loads are analyzed on a quarterly basis by the College for planning and scheduling procedures but are computed for obligation purposes at the end of each academic year or in accordance with Article 8.7 (c) for faculty on an alternate contract year.

New faculty members are judged primarily on performance in the primary assignment (described below). As faculty members move through the promotions process, expectations shift to more emphasis on the areas of professional improvement, service to the College, and service to the community.

For tenure-track faculty, expectations for faculty performance in the areas of professional improvement, service to the College, and service to the community are addressed in [Faculty Evaluation: Official Practices](#).⁵⁴ This document contains definitions and standards for these areas under the descriptions of each academic rank.

The following criteria, developed by the Tenure Committee for tenure evaluation, are intended as a guideline.

Primary Assignment: Evidence of promise of excellence, a sense of growth, and a trend toward improvement over time documented in student evaluations, Annual Reports of Activities, peer

team reports, Designated Evaluator evaluations, and the vice president for instruction's tenure review letter.

Professional Improvement: Evidence of completion of one Professional Improvement Plan (PIP) cycle (a four-year period for which the faculty member sets and works methodically toward improvement goals) and achievement of PIP goals which demonstrate opportunities for growth as a faculty member and evidence of congruence with and responsiveness to departmental, College, and individual professional needs and goals.

Service to the College and Service to the Community: Evidence that the faculty member is committed to contributing his or her professional skill to the needs and goals of the College and the community as demonstrated in the Annual Reports of Activities. Service to the College could include committee work, curriculum development, program development, student service activities, or other service. Service to the community could include any community-based projects, activities, and programs that engage the candidate's professional skills.

Documentation for the above should be found in the faculty member's file but may also include other sources as determined by the Tenure Committee.

2.B.6

Faculty evaluation at COCC is systematic, peer-based, and formative. All faculty are evaluated in their performance of the primary assignment of teaching (and in some cases with added duties) through a combination of several resources:

- Student evaluations are conducted annually, for all faculty.
- Classroom observations are completed by other faculty members, chair, and administration several times during the year.
- Analysis of the reports produced from student evaluations, classroom observations, and Annual Reports of Activities (ARAs) by designated faculty evaluators (typically department chairs) is conducted annually. Every four years, a thorough analysis of final PIP summaries verifies links between PIP goals and achievements.

These procedures apply to all faculty.

Tenure-track faculty members have three added categories for evaluation: professional improvement, service to the College, and service to the community. These faculty undergo full team evaluation of performance in all categories in the first year (a formative evaluation), the second year (a summative evaluation), and then every fifth year after tenure. Various reports such as student evaluation summaries, the faculty member's Annual Report of Activities, required Professional Improvement Plans, and funding requests continue to expand the file. The file is then reviewed as a whole by the Tenure Committee and the Promotions Committee when the faculty member becomes eligible for such review. The files are regularly available to the department chair, instructional deans, and vice president for instruction. The categories for evaluation are weighted differently as the faculty member moves through the academic ranks, and the criteria articulated for each category makes clear the increasing level of expectation. ([Faculty Evaluation: Official Practices](#)).⁵⁵

The process is designed to be formative throughout, with areas for growth noted at periodic reviews. Annual review by the department chair generally involves goal setting, and the promotion criteria provide an analysis of areas for continued growth and improvement.

Thus the systems of rank and tenure are primary means by which faculty growth and development are encouraged and monitored. The Promotion and Tenure Committees are primarily staffed by faculty elected to these positions through the Faculty Forum, with administrative participation as well. Expectations are communicated through the General Procedures Manual, the department chairs, the year-long new faculty orientation, the College website ([Faculty Evaluation: Official Practices](#)⁵⁶), the peer team system, the department chairs, and the annual orientations provided by the Promotions Committee and the Professional Improvement Resource Team (PIRT).

Full-time temporary faculty undergo annual evaluation of performance in the primary assignment as described above. Part-time and adjunct faculty are evaluated per the schedule in the Human Resources Section on the [Evaluation of Part-Time Faculty](#)⁵⁷ in the General Procedures Manual (HR 9-1.4).

Standard 2C: Education Resources

2.C.1

All [Career and Technical Education \(CTE\) programs](#)⁵⁸ have learning outcomes, and the processes for using and assessing these outcomes for CTE programs is expanding. Use and assessment of general education outcomes (detailed in section 2.C.9) has been in place for several years and the College is currently completing its first three-year cycle assessment. Overall, the content and rigor of programs is a matter for continual review by the Curriculum Committee, and the review is also required for approval of programs by the state of Oregon. Some programs require accreditation by external agencies, as well, for consistent rigor across the state or country. The same standards for review and the same outcomes for programs, degrees, and courses are observed whether instruction occurs on the Bend, Redmond, Madras, or Prineville campuses or in a dual credit articulation.

The College also reviews and assesses program viability and has worked through the Review and Support Committee to establish a process and a set of indicators for that purpose. See Appendix A for an example of the 2010-11 review for Business, which provides a listing of the indicators established.

2.C.2

Program and degree outcomes are published on the College website ([Program Outcomes](#)⁵⁹). Degree outcomes (listed in 2.C.10) are also in the catalog. For the past ten years, the College has required that course outcomes be published on the course syllabus (see [Syllabus Checklist](#)⁶⁰ posted for all faculty). Course outcomes are the same whether the course is delivered on the Bend, Redmond, Madras, or Prineville campuses or in a dual credit articulation.

2.C.3

COCC awards certificates and degrees based on guidelines established by the Oregon legislature, the Oregon State Board of Higher Education, as well as COCC and program-specific requirements. After students submit a degree evaluation request, transcripts are evaluated based on these requirements. All degree evaluations are completed and verified by the Admissions and Records degree evaluators

before the degree is awarded. For CTE certificates and degrees, the final evaluation must also be approved by the advisor and department chair.

2.C.4

All degree programs are reviewed by the College Curriculum Committee and then further reviewed by the state for compliance with state and accreditation standards. For example, a multi-year statewide process has resulted in a standardized Oregon transfer degree with clearly defined foundational skills, discipline studies, and broadly defined outcomes. No distinction is made between on-site and online offerings nor between the various campus offerings.

Admissions and graduation requirements are clearly defined in the College catalog and the program description documents are available online.

COCC is an “open door” institution and to qualify for admission students must be 18 years of age or older or possess a high school diploma or GED. Matriculation status is awarded to registered students who have earned a high school diploma or GED or who demonstrated “ability to benefit” by earning minimum scores on the placement test. Admissions and matriculation information is available on pages 10 and 15 of the [COCC catalog](#).⁶¹

COCC has two selective admissions programs: (1) Emergency Medical Services and (2) Nursing. Details on program admission are available on pages [118 and 164](#)⁶², respectively, in the COCC catalog.

2.C.5

COCC faculty provide oversight on curricular matters through Academic Affairs, a committee that is staffed primarily with faculty elected to the positions. This committee is described in the [General Procedures Manual \(G-6-3\)](#).⁶³ All faculty-hiring screening committees have a faculty department chair as the head of the committee and two additional faculty members.

At the course level, student outcomes are stated in the syllabus. General Education degree-level outcomes were created by faculty groups with sponsorship by Academic Affairs. The College is now in the process of implementing a three-year comprehensive and systematic assessment for all General Education outcomes.

2.C.6

Faculty work with librarians in several ways to ensure active and appropriate usage of library resources to foster student learning. Library representatives attend faculty orientation sessions to inform new and returning faculty about library services, including opportunities to work with a librarian to develop classroom visits for instruction and consultation on developing research projects. Faculty members use a locally developed online request form to schedule information literacy sessions with librarians. This [request form](#)⁶⁴ is clearly identified on the library Web page. A librarian then meets with the instructor to devise course/class/assignment-specific instruction for students. A lab or classroom is scheduled as needed. The librarian will devise the session in consideration of the instructor’s goals and assignments. When appropriate for the assignment, these sessions include the latest additions to the library’s electronic resources and services so that both the faculty member and his/her students are informed of the most current course-related resources available through the library.

A faculty librarian coordinates the information literacy sessions as part of the library's changing instructional efforts. This librarian ensures the use of common proficiencies, outcomes, and assessment tools in support of the College's technology and information literacy general education outcome. The librarian looks at student learning for ways to better integrate with the faculty on these class-specific information literacy sessions. Library staff is working with the Academic Computing Support department to integrate awareness and usage of library resources and services in tools like Blackboard. As the library increases its efforts in this area, it is anticipated that the library-led instruction sessions can be better integrated into the learning process in more courses throughout the curriculum.

Faculty requests for information literacy instruction come from every sector of the campus. The library taught 36 sessions in 2009 and 59 in 2010. This method of instruction complements the library's two-credit Information Research Skills (LIB 127) course that has been part of the curriculum at the College for over a decade. Library staff have also developed two additional courses—Introduction to Finding Information (LIB 100) and Mapping the Information World (LIB 227)—that support student learning of information literacy proficiency. All three of these courses are described more fully in section 2.E.3.

2.C.7

COCC has an established Credit for Prior Certification (CPC) policy. CPC is limited to 24 credits toward a degree and 12 credits toward a certificate. These credits are awarded for specific certifications and are clearly noted as CPC on a student's transcript. Details are available on pages 30 and 31 in the [COCC catalog](#).⁶⁵

2.C.8

COCC has an established transfer credit policy which is highlighted below. The full policy can be found on page 30 of the [COCC catalog](#).⁶⁶ The policy addresses transfer credit, credit for prior learning, transfer of credit from unaccredited colleges and universities, and military credits.

Transfer credits earned at another regionally accredited institution generally will be accepted if they apply to COCC degree requirements. Students who wish to use previous college credits toward a COCC degree must order official transcripts from the previous college. COCC will evaluate the transcript toward the certificate or degree listed on the student's admission application.

The evaluation will be placed in the student's permanent file for use when a degree audit is requested, and a copy will be emailed to the student.

Limits on college credit transfer are:

- Subject matter may not duplicate that for which credit has previously been awarded in transfer or at COCC.
- Credit awarded by another institution for life experience is not transferable to COCC.
- Courses which espouse a particular religious view normally do not equate to COCC courses.
- In some cases, science credits more than five years old may not be applicable to specific programs.

- Transfer credit is only considered for courses where a grade (of A, B, C, D, pass, satisfactory) and credit have been awarded. Note that a “D” will not be accepted for basic skills requirements and for some programs (see individual program requirements).
- Students working toward a COCC degree must complete a minimum of 24 COCC credits. Certificate-seeking students must complete a minimum of 18 COCC credits. Challenge, Advanced Placement (AP), College Level Examination Program (CLEP), and Credit for Prior Certification (CPC) credits do not meet this requirement.

Because of federal financial aid requirements, COCC will enter the total number of credits transferred toward the degree listed on the student’s application for admission. This number will appear in the “transfer credits” total on the transcript.

2.C.9 and 2.C.10

General Education is at the core of the College’s mission: the wedding of fundamental skills with distribution courses informs all of our degree offerings beginning with the statewide degree and continuing with locally developed AAS and AS degrees. In AAS degrees, required foundational skills needed to become an effective learner are balanced with program skills required for professional competency and personal fulfillment for a rich life.

All CTE degree and certificate programs are routinely audited for their inclusion of program-specific instruction and general education outcomes in computation, communication, and human relations. The program approval process through the Curriculum Committee requires identification of how outcomes are incorporated in one or more of these three key areas.

The College has nine General Education outcomes, and at present we hold these to be applicable to all degrees, so that both CTE and transfer faculty are involved in the current assessment process. The outcomes were adopted to match with the curriculum, institutional values, and mission; they also correlate well with statewide general education outcomes developed in relation to the revised statewide associate of arts degree.

COCC’s General Education outcomes are the following:

1. Aesthetic Engagement: Students will engage in informed discussion of the meaning and value of aesthetic expression.
2. Communication: Students will speak, read, write, and listen effectively.
3. Critical Thinking: Students will analyze, interpret, and synthesize ideas and information.
4. Cultural Awareness: Students will explain how cultural context shapes human perceptions and values.
5. Health Choices: Students will identify responsible health and safety procedures.
6. Quantitative Reasoning: Students will apply appropriate mathematics to analyze and solve problems.
7. Scientific Reasoning: Students will apply scientific inquiry to arrive at informed conclusions.
8. Technology and Information Literacy: Students will use computer technology to gather, process, and communicate information.
9. Values and Ethics: Students will evaluate the ethical dimensions of arguments and the consequences of decisions

The College is in the third year of a [three-year plan](#)⁶⁷ to assess these outcomes across the curriculum, tackling three outcomes per year. Faculty-designed rubrics in each area are used for scoring student work-samples from a broad range of self-identified curricular areas. Student work samples and assessments are documented in the General Education Outcomes Data Exchange (GEODE).

2.C.11

As noted above, all applied degrees and certificates are routinely audited for program-specific instructional components. In addition, during 2009-2010, math faculty held conversations with all CTE program coordinators to determine the computational skill needs program by program. This resulted in the creation of a new math class specifically targeted for health career and service programs. The Curriculum Committee reviews embedded instruction to determine how the department will provide qualified instructors to teach courses. The College has very little embedded instruction at this time because this standard is hard to meet.

2.C.12-15: Graduate Programs: not applicable

2.C.16

COCC's noncredit continuing education programs are fully compatible with the institution's mission, goals, and core themes. The College provides wide-ranging opportunities to enhance learning, wellness, quality of life as well as cultural appreciation through our many and varied self-enrichment classes. Additionally, the College provides short-term skill training for some entry-level professions and continuing education for other professions assisting those seeking learning skills necessary to obtain lifelong employment at a living wage.

2.C.17

All continuing education events articulate outcomes and goals. These are reflected on course outlines for each class or event. The instructor application process includes demonstration of necessary course skills or certifications, if appropriate. Instructors are also required to attend a teacher training class before they enter the classroom to assist them with successful teaching strategies. Course outlines are submitted by instructors and reviewed and revised every two years. All course outlines are kept on file. The instructor blog provides ongoing tips and opportunities for sharing successful classroom teaching tools. Instructors are evaluated by students and program staff during the first two terms they teach, and subsequently they are evaluated as requested or deemed appropriate. As occupation preparatory courses are developed, Continuing Education works with COCC faculty in the appropriate discipline to assure a career pathway that if pursued, would lead toward a certificate or academic degree in the field of study. All processes and procedures are consistent with College policy and are contained in our COCC Community Learning Operations Manual located on the staff N drive.

Adult Basic Skills/College Prep programs follow state guidelines and articulated learning standards and are subject to a state accreditation process. Staff in-service provides opportunities for instructors to collaborate and connect with approved curriculum standards. Academic faculty members are included in planning for appropriate curriculum in math and writing. Student achievement is assessed using strict state-mandated protocol for skill level gains. ABS/CP instructors are evaluated annually per established guidelines. All processes and procedures are codified and align with College policy.

2.C.18

Continuing Education Units (CEUs) are available for education and training in noncredit areas. CEUs provide students the opportunity to document that they took class(es) to update or develop occupational knowledge and skills. CEUs also demonstrate the College provides quality professional, occupational, and paraprofessional education. CEU approval is awarded through Community Learning. Transcripts of CEUs are kept at the College. The instructor maintains a roster on which students must sign in for each class session. The instructor signs the form indicating all information is correct and submits the roster to the Community Learning department for transcription. Students must attend 90% of class time. Cost per CEU is a part of the fee for the program/course/event; CEU transcript request/replacement is also available for a fee.

Determination of Contact Hours to qualify for CEUs:

- One (1) CEU = 10 lecture contact hours
- Instructional contact hours = 60 minutes
- CEUs may not be awarded for anything less than what was originally approved for a given CEU number and title.

COCC Community Learning has an extensive Operations and Procedures manual available in hard copy and in a staff-accessed folder online. This document outlines the many processes and procedures to which Community Learning conforms, allowing for full alignment with College practice and reporting guidelines. A future goal is to have this information linked to the website making it more easily available and transparent.

2.C.19

Continuing Education uses the BANNER student information system adopted by the College. This system stores information on students and the courses in which they are enrolled as well as financial information regarding class tuition and fees for continuing education. Detailed reports can be extracted, and instructors can obtain class rosters. This information is available to faculty and authorized staff.

Standard 2D: Student Support Resources

2.D.1

COCC offers a variety of student services which support students and their learning, all of which are accessible to students taking classes on any of the College's campuses. These support services include:

- [Barber Library](#)⁶⁸ (described in Standard 2.E)
- [Tutoring and Testing Center](#),⁶⁹ providing free tutoring to all currently enrolled students
- [Career, Academic, and Personal Counseling \(CAP\) Center](#),⁷⁰ providing academic advising, career counseling, and personal counseling to all currently enrolled students. The Tutoring and Testing Center is located immediately adjacent to the CAP Center, providing a strong synergy between these two areas and the students they serve.
- [Disability Services](#),⁷¹ providing appropriate assistance to students with disabilities, both within the classroom environment and with out-of-class academic needs.

- [COCC Bookstore](#),⁷² providing traditional bookstore services, as well as a comfortable gathering and learning environment.
- [Computer labs](#),⁷³ with locations in the Barber Library, Pioneer Hall, and each of the satellite campuses.
- Study areas throughout campus, including significant space in the Barber Library and Campus Center and smaller spaces in most of the other campus buildings.

In addition to the above services, COCC provides a variety of other services so that students may easily navigate toward their academic goals and have support throughout the process. This includes a Native American Program, Latino Student Program, Multicultural Center, student government, student newspaper, club and intramural sports, and student clubs. Further information on these programs and services is provided in the discussion of standard 2.D.11.

2.D.2

COCC complies with all state and federal regulations to provide for the safety and security of the campus. Policies, crime statistics, and other information is available on the [Campus Public Safety](#) Web page.⁷⁴

2.D.3

With a full-time recruiter and full-time staff on all campuses, the College is committed to ensuring that prospective students receive clear and detailed information about the opportunities provided to them at COCC. After admission, all degree-seeking students are required to take a placement test, attend a pre-advising workshop, and meet with an advisor prior to registration. These pre-registration steps provide students with the information and resources they need in order to successfully navigate their path toward certificate and degree completion. Additional "[Getting Started](#)" information is available on the College website.⁷⁵

2.D.4

The College works with students who are in programs that are discontinued so they are able to complete their degrees in a timely manner. As stated in the [COCC catalog](#), page 37, "Unusual budget constraints or other changes in resources might necessitate discontinuing particular courses, programs, or degrees. As far as resources allow, the College makes every effort to enable students to complete their degree program in a timely manner."⁷⁶

2.D.5

The College publishes a yearly catalog and regularly updates its website with information pertinent to students and other constituents. These include, but are not limited to:

- [Institutional mission/Core Themes](#),⁷⁷ COCC catalog, pages 4-5
- [Entrance requirements and procedures](#),⁷⁸ COCC catalog, page 10
- [Grading policy](#),⁷⁹ page 27
- [Information on academic programs and courses](#),⁸⁰ pages 52-189
- [Personnel directory](#) (Names, titles, degrees held and conferring institutions for administrators and full-time faculty),⁸¹ pages 295-309
- [Rules, regulations for conduct, rights and responsibilities](#),⁸² pages 27-34

- [Tuition, fees and other program costs](#),⁸³ page 12
- [Program Descriptions](#),⁸⁴ pages 52-189
- [Refund policies and procedures](#)⁸⁵ for students who withdraw, pages 13-14
- [Financial aid](#)⁸⁶ opportunities and requirements, pages 16-19
- [Academic calendar](#),⁸⁷ COCC catalog, inside front cover and on the [COCC website](#)⁸⁸

2.D.6

[COCC's catalog](#)⁸⁹ includes information on national and state eligibility requirements for licensure or entry for individual programs. Information can be found on pages 52-189 of the current catalog.

2.D.7

In regards to record retention, COCC follows state of Oregon requirements and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) recommendations. Records are kept in a secure location and back-up copies of all records are stored in a separate, secure campus location. COCC follows established policies for confidentiality and the release of student records. Policies can be found on pages 32-33 of the [College catalog](#).⁹⁰

2.D.8

The College's Financial Aid Office provides information to students on options for financing their education on its [Web page](#).⁹¹

The College is approved to provide Title IV financial aid to its certificate and degree-seeking (CDS) students. It also administers state funding and awards from the COCC Foundation. The primary application for all of these programs is the Free Application for Federal Student Aid (FAFSA). Students are encouraged via individual letters, postcards, emails, website, posters, banners, e-newsletter, and promotional brochures to apply for the FAFSA. When a student has been awarded aid, the awards are posted to the student's secure online account, where she/he can accept or decline the awards electronically. (Students who wish to have a paper award letter can request one from the Financial Aid Office).

COCC's [Strategic Enrollment Management](#) (SEM)⁹² plan includes a broad-based goal regarding "Affordability and Financial Access." (See page 10 of the SEM report.) The [2010-11 SEM report](#)⁹³ also includes specific financial aid goals. (See page 12 of this report.)

2.D.9

All students receiving financial aid at the College are sent a paper copy of the "Return of Title IV Funds" policy. The same policy is posted to the College website. When a student does a return of Title IV funds, it is the policy of the Financial Aid Office to promptly notify the student of the aid adjustment. The Financial Aid Office follows federal guidelines in providing entrance and exit loan counseling when required, as well as contacting students who have been identified as being at risk of default. Due to a recent increase in the institution's default rate, the College is researching best practices and cutting-edge tools to provide financial literacy and repayment services to its borrowers.

2.D.10

The purpose of COCC's system of [academic advising](#)⁹⁴ is to guide students toward achieving their educational goals and to help students become self-reliant in understanding academic policies and practices.

Academic advising at COCC is provided by both professional advisors in the CAP Center (career services, academic advising, and personal counseling) and by all full-time faculty members and program directors. New faculty advisors attend a half-day training to learn the advising process, basic curriculum, and primary advising tools and are paired with an experienced advisor for initial advising sessions. All faculty and professional advisors participate in an annual half-day advisor workshop, providing all advisors with key updates in terms of curriculum and policy and an opportunity for various professional development activities.

In fall 2011, COCC implemented a new degree audit system—GradTracks—to extract Banner student data to track progress toward graduation requirements. This tool will empower advisors and students to compare degree options and focus on strategies for progress and completion.

All certificate- and degree-seeking (CDS) students are required to meet with an advisor at least once per year (frequency determined by advisor based on student need and progress). New students attend a small group advising session as part of their getting started steps and are assigned an academic advisor based on their declared major approximately three weeks after the start of their first term. Students are required to meet with that advisor prior to the next term and are cleared for registration only after doing so. Surveys of faculty advisors indicate that the new student group advising format allows for collaboration and communication that improves their knowledge of advising issues.

Information about advising is presented in admissions advising sessions (both individual appointments and group sessions), during the new student advising group workshop and published in the College catalog, Getting Started Student Handbook, the COCC website, and individually in every student's online account. In addition, the CAP Center staff engages in a variety of activities every term in order to make students aware of upcoming advising and registration events, including emails, postings in the COCC student e-newsletter, dining table signs, banners displayed throughout both campuses, and flyer distribution.

Individual program requirements are outlined in program brochures and advising guides, as well as on individual program websites.

2.D.11

The Office of Student Life and Office of Multicultural Activities offers programs and services that enhance and enrich the educational experience of diverse COCC students by fostering respect, promoting responsible citizenship, and developing an active, enjoyable and inclusive campus community. In particular, Student Life accomplishes this in the following manner:

1. Provides programs, services, and opportunities that intentionally promote student learning in the areas of leadership and multiculturalism.

2. Provides leadership and opportunities to students that promote a physically and mentally healthy and active lifestyle.
3. Provides services and learning opportunities to students that ensure all members of the College community feel supported and respected.
4. Develops and provides learning opportunities that intentionally promote student learning in the areas of professional and personal growth and academic success.

The Office of Multicultural Activities primary outcomes include:

1. Provide leadership so that respect for diversity and inclusion of differences are embedded in the institutional mission and goals of the college and the campus departments.
2. Work with campus leaders, supervisors and managers, faculty, and students to create a respectful and inclusive campus climate.
3. Work with campus departments to increase the numbers of underrepresented students, staff, and faculty.
4. Initiate on-going education and training about respect for differences and fostering a welcoming community for campus students, staff, and faculty.
5. Advocate that respect for diversity be incorporated into campus recognition, awards, and performance evaluations.

Both departments developed assessment plans to ensure that each of these areas is an ongoing and effective part of departmental activities. The first round of assessment toward these endeavors was conducted during the 2010-11 academic year. Together, these offices support the primary co-curricular programs and activities offered by the campus. Primary programs include student government, student newspaper, Native American Student Program, Latino Student Programs and club and intramural sports. A listing of sample activities from the 2010-11 academic year are included as Appendix B. It is important to note that other departments on campus support co-curricular activities, including, but not limited to Career Services, Tutoring and Testing, Social Sciences (film and speaker series) and Foreign Languages (film series).

The Student Life staff developed an assessment plan to ensure that each of these areas is an ongoing and effective part of departmental activities. The first round of assessment toward these endeavors was conducted during the 2010-11 academic year.

2.D.12

After several years of contracting out management of the residence hall, COCC has been self-managing the facility and program for the past four years. During this time, the Office of Student Life has increased the academic standards required to move into and continue living in the hall; increased enforcement of College policies; and worked with students who might be struggling emotionally, academically and financially. Examples of these efforts include, but are not limited to, initial GPA requirements, collaboration with OSU-Cascades Counseling internship program, faculty and staff volunteer program, and one-on-one meetings with students and housing staff to monitor academic success. All of these efforts support the College's mission of supporting students in achieving their academic goals.

COCC recently contracted with a new food service provider (Sodexo) in conjunction with the opening of our new Campus Center. Sodexo is a major proponent of buying locally grown supplies and is also focused on the issue of sustainability. We have currently set up a food service committee panel in which students, staff, and faculty will have an opportunity to provide feedback regarding food service on campus.

2.D.13

COCC does not intercollegiate athletic and other co-curricular programs.

2.D.14

The College maintains effective identity verification processes for students enrolled in online credit courses to establish that the student enrolled in the online course is the same person whose achievements are being evaluated. Such processes include access to online course content on secure, password-protected servers which the student accesses with private username and password authentication credentials; and on-site proctored assessments where the student's identity is checked with photo identification. The College ensures that the identity verification process for online students protects student privacy.

Standard 2E: Library and Information Resources

2.E.1

Electronic Resources: To support the core themes, the library has dramatically increased the number of databases and online resources, including digital books, with records and links in the catalog. By maintaining a proxy server, students are able to access these materials from any computer at any time. This dramatically improves access for students taking courses at the COCC campuses in Redmond, Prineville, and Madras. The library now has 90 databases.

New reference materials—single and multivolume works in general and specific subject areas—that previously did not circulate as printed materials are more and more available as digital resources. As the library purchases these digital resources, staff members list them on the “Quick Facts” drop down list of subject areas. These are also fully linked in the catalog. The library now has 204 digital encyclopedias as part of the “Quick Facts” section on the library website. The electronic access allows students to use these resources from any computer. In addition, many items previously held in the non-circulating reference section of the library have been transferred to the regular stacks, allowing them to circulate to students and those in the Orbis Cascade Alliance Library consortium.

Print Resources: Most monographs for college-level research are printed volumes, and the library purchases about 1,000 print titles per year. In tight budget years, the book budget has often been a target for reduction. In 2009-10, for example, there was a \$25,000 cut to the materials budget, but that was reinstated in 2010-11.

Total items received of all kinds, including digital titles, are shown below. Materials coming to OSU-Cascades are held in the Barber Library and are labeled as “Cascades Collection,” but are available to all who use the library.

Table 2.1: Barber Library Print Resources, Total Items Received

	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
COCC	2,295	4,074	2,418	4,127
OSU-Cascades	635	1,705	369	353
Total	2,930	5,779	2,787	4,480

The combined holdings of the 36 academic libraries in the Orbis Cascade Alliance are available to COCC students. To gauge the usefulness of the Alliance, library staff regularly reviews usage statistics. In addition, library staff join and evaluate pilot programs such as the cooperative collection development program and the patron-driven acquisitions program. It is anticipated that consortium-level programs such as these will extend the joint purchasing powers of the libraries by eliminating unnecessary duplication in purchasing print volumes. Patron-driven acquisitions is a new project for this year, and the library staff expects to see students and faculty selecting the titles they need for their work. Three years ago the library established procedures for delivering print and media items from its collections and materials available via Summit (the union catalog for the Orbis Cascade Alliance consortium) to the Redmond campus on a regular basis using the College courier service. These services are explained on the [Barber Library website](#).⁹⁵

Information Resources: The library has also increased its ability to respond to off-campus reference assistance needs through new email and chat reference services. The library participates as one of the founding members of the statewide online reference system, L-Net, established by the Oregon State Library. Links from the main library Web page allow patrons easy access to 24/7 chat assistance.

Within the last two years, the library has received an average of 210 requests for help by Live Chat (instant messaging) and 188 requests by email for reference and research service. The overall number of reference and research transactions (including in-person requests) during which patrons received support for their research questions or other information needs increased by 7% from 2009-10 to 2010-11 (12,536 to 13,393).

Other Library Programs and Services: Two library programs directly support lifelong learning and enhance cultural appreciation for Central Oregon residents. The Library Scholar in Residence program, although on hold this year, has a local poet or writer who organizes literary events at the library and reaches out to the campus and community with workshops and talks. The Library Rotunda Art Gallery hosts a number of shows and exhibits. Library staff work with the COCC Art Department and OSU-Cascades Art Department for faculty/student shows and connect with artists and art organizations in the community for shows. The library has put on 70 events and shows since 2005.

Sample literary events of 2005-11:

- William Stafford Celebration
- Word Cafés
- Rising Star Literary Competitions every November in conjunction with The Nature of Words

Sample gallery shows of 2005-11:

- Annual OSU-Cascades Student Art Exhibit
- Native American Program Exhibit

- Spirit of Our Northwest Forests: An Exhibit to Honor the COCC Forestry Program
- The Artful Beauty of Science: An Exhibit to Honor the COCC Science and Allied Health Programs
- Beneath the Surface by the Alt Group
- High Desert Palette by the High Desert Art League

Assessment of Resources: The library is transitioning from print to electronic resources. Staff track journal database use for the main digital resources and compile statistics on the number of searches and the number of full text retrievals. The library has seen a 30 percent increase in patron database usage from 2009-10 to 2010-11 (583,310 to 761,706). Each database added is trialed and reviewed by librarians and staff to determine its usefulness in supporting the College curriculum. Use statistics are analyzed to decide whether or not to retain the database or seek a better match for the College's needs.

Circulation statistics are used to assess activity for print materials. Library staff look at the use of the local collection and for Summit borrowing and lending. In addition, they monitor interlibrary loan (ILL) statistics, which are commonly gathered in all libraries. However, the library is piloting new programs this year (2011-2012), including a pilot patron-driven acquisitions program with other Orbis Cascade Alliance libraries.

The library is also experimenting with laptop and tablet checkouts. Data over the past year indicate heavy use. They will pilot a new e-books service where students can load books onto tablet devices. Staff will collect circulation data as well as anecdotal data from patrons at check-in in order to learn directly from them what works and what changes they would like to see.

The Library Rotunda Gallery exhibits are evaluated by collecting comments from the artists and noting statistics such as the number of people who attend the exhibit receptions. The library staff also receives many comments from students and visitors about the shows. Some of them are entered into the guest book with each show, and some of them are received through talking with guests when viewing the exhibit.

Other events are evaluated by attendance and by collecting comments from participants.

2.E.2

The Library staff uses creative and informal methods of gathering student feedback. Occasionally they put a rolling whiteboard and markers out in the library and move them around over some weeks of the term, asking patrons to write comments about the library. These comments are compiled each week and analyzed for common themes and issues that need to be addressed. For example, many students wanted larger whiteboards than the current 4X4 boards in the group study rooms. In response, library staff added 4X8 boards to two rooms and have purchased four mobile whiteboards that can be moved anywhere in the library.

The most significant survey work was done early in 2011. Students were asked about the atmosphere in the library and what their needs were for their work and studies. Three important themes emerged in student requests: quiet study areas, especially individual study areas guaranteed to be particularly

quiet; areas where limited interaction is allowed; and group study areas where groups could easily work without fear of noise bothering other patrons.

As a result, library staff implemented clearly marked quiet zones, added two group study rooms, and added signs to areas that can be noisier. Staff consolidated current journals and newspapers and created a new study room with small tables and new chairs—both on casters for easily moving into new configurations. Since this room is in an area of the library that is more secluded, groups can easily rearrange the furniture to suit their needs. A new color of paint on the walls also gives the space a sense of separation from the rest of the library.

The same approach was used for a new individual quiet area in a room formerly reserved for printers and copy machines. New paint of a different color than the rest of the building walls was added to designate the uniqueness of the space. Small bar-height tables and chairs located near windows make inviting individual study areas. New art and plants also create a welcoming environment.

Annually, COCC graduates are asked about their level of satisfaction with library services and library facilities. In 2009-10, 88% of respondents were satisfied or very satisfied by library services (up from 83% in 2008-09). Also, in 2009-10, 90% of respondents were satisfied or very satisfied with library facilities (same in 2008-09).

Currently library staff members are evaluating the new areas and services as part of our efforts to expand the learning commons concept to all parts of the services offered and the concept of “library as place.” Staff members will observe the results and informally collect information about student use. Staff members plan a follow-up survey to see if they have addressed the needs identified in the previous survey and identify new concerns as they look for ways to improve services and add resources students need to meet their academic pursuits at the College.

2.E.3

In fall 2010 the library suspended its two-credit information literacy course in order to address the statewide mandate for embedding information literacy in the writing courses. The librarians met with the Composition Committee to help writing faculty understand and incorporate information literacy outcomes into their writing courses. Library faculty also met with the Humanities department’s developmental writing coordinator and with the Human Development department chair in order to determine how best to meet students’ information literacy needs in those programs.

During the same period, the library began developing two new one-unit courses to meet advanced transfer and articulation needs and basic skills needs. These courses are now fully approved and being taught by library faculty. Mapping the Information World (LIB 227) and Introduction to Finding Information (LIB 100) are designed to develop information literacy skills among learners at all levels.

In addition, it was realized that the Library 127 course, Information Research Skills, could be reconfigured to complement the embedded information literacy requirement and was re-instituted in the Winter of 2010. The suite of library courses is designed to address the general education outcomes (2006) for Technology and Information Literacy. The librarians also met in the spring of 2011 with the Program directors for the Career and Technical Education areas to inform them of the new courses and

explain how they can be valuable to CTE majors. The online versions of LIB 127 and 227 address the needs of students at the Redmond, Madras, and Prineville campuses, but these courses are available to anyone throughout the entire district who may want to update their skills.

2.E.4

Electronic resources such as subscription database and e-book collections are researched, reviewed, trialed, and discussed with faculty and staff. Evaluation factors for electronic resources include professional reviews, relevance to the curriculum, potential use for student research assignments, adequacy of the search interface, and quality and coverage of the materials in the database. The Collection Development Policy was reviewed and substantially revised in 2011. When we purchase an electronic resource, it is tracked for use levels, quality, and continued relevance to COCC curriculum.

The library acquires electronic resources through statewide licensing arrangements, library consortia negotiated pricing, or directly through a vendor/producer. While cost conscious, the library strives to provide the highest quality electronic resources to meet curricular and student needs. For example, several years ago, the library determined that a new package of electronic databases from a statewide contract was inferior to the product from a previous contract. Library staff elected to offer the new database package (which was provided at no cost by the state library) but joined with another group of libraries to negotiate a contract with the previous vendor for a more valuable and useful product.

New campus programs and courses are reviewed for needed information materials, including databases, journal subscriptions, and print or electronic book purchases. For example, faculty directors for new COCC programs, such as Aviation and Pharmacy Technician, were asked about potential library information resources to fulfill student research needs in those new programs. In addition, in 2010, a series of collection assessment questions was added to COCC's Course Approval Form to assist faculty and department chairs in determining whether additional library resources were required to support new courses and programs.

The library's general print collection is subject to review on a regular basis and particular subject areas are reviewed according to the accreditation requirements of particular disciplines.

- In 2009-10 all books in the library's general technological collection (Library of Congress Classification T) were reviewed for currency, quality, and relevance to the COCC curriculum.
- In winter 2010 the library's print collection pertaining to the Health Information Technology department were reviewed with the program chair for currency, quality, accuracy, and relevance to COCC's program and to meet the HIT industry accreditation standards.
- In 2009-10 the library completed a collections assessment procedure to evaluate the library's nursing materials for currency and relevance to the department curriculum and to help fulfill industry accreditation standards. This procedure has been approved by the Nursing department faculty.
- In 2010-11 the library's print collection in Philosophy and Psychology (in LC classification B) was reviewed for currency, quality, and relevance to the COCC curriculum.
- In 2010-11, the library systematically reviewed all VHS holdings, replacing and updating VHS content with quality DVD or streaming content as appropriate to COCC curriculum and student

and instructor needs. Specific departmental faculty were regularly consulted in the course of this project.

- In 2009-10 and in 2010-11 the library systematically reviewed print periodical holdings and analyzed use statistics and electronic availability of each title. After consultation with faculty, low use titles (often already available in current library database resources) were cancelled; as necessary, new electronic titles were purchased on faculty recommendation.
- The library's print collection in the sciences was reviewed for currency, quality, and relevance to the COCC curriculum in the fall 2011 term.

New systems have been installed in 2011 that simplify and make utilization and linking to electronic documents and library services much easier for patrons. A newly installed link resolver will locate any full-text electronic document found from any search in the library databases, regardless of source. The link resolver itself is connected to a new interlibrary loan system that will direct the patron to the proper forms and populate those forms with the data retrieved from a search where the material is not available in the collections. We expect that interlibrary loan (ILL) requests for materials we already own will decline with the new systems. Many things affect ILL statistics, but with the ease of use of the new system, we expect request rates will increase. Data is easily extracted from the new systems to use for tracking use trends.

The EZ Proxy system authenticates students for the library's licensed products as well as consortium-level online resources. The proxy does give students access to a very specific online library space, where the resources included are specifically selected for student use and are from credible, legitimate sources; thus, students don't need to create additional accounts or pay for articles that they might find through a general Web search. Also, the library does not share student information with vendors or other third parties, which keeps personal information secure.

All library materials receive targets before going to the shelves. The targets are sensed by the security control gates. Materials that are checked out are desensitized so the alarms are not set off by the targets as the patrons pass through the gates.

Summit Services is a resource-sharing program within the Orbis Cascade Alliance system, consisting of 36 academic libraries, including the Barber Library. In this system, all circulating materials of the individual institutions are available to loan to all students, faculty, and staff at other member institutions. Requests are patron-initiated and the Alliance courier system delivers these materials to the libraries of the requestors. Individual institutions and the Alliance compile statistics on fulfillment rates and collect information on how useful the patrons find this resource sharing service. In new surveys planned for next year, the library will seek additional information from patrons on the Alliance resource sharing programs.

Reference assistance includes chat, email, and the statewide L-Net Service. The library compiles and reviews its reference statistics and makes staffing decisions based on this data. This is done each term, at budget time, and annually. The library receives extensive data from the state on the eight-year-old L-Net Service, and several of the librarians contribute time and expertise to this online statewide reference program. These are reviewed both at the state level and the local level to adjust for staffing needs.

E-Reserves: Policies, especially for copyright and use, are reviewed annually. Library staff also looks at the adequacy of hardware and staffing needs. These are reviewed annually or as needed according to demand.

Standard 2F: Financial Resources

2.F.1

The College maintains adequate reserves to fund operational needs and maintains the Board's mandated operating reserve of 10% of budgeted expenditures. The College has fully funded its retiree health care liability reserve account. In addition, the College has established and provided resources for anticipated costs for building repairs, maintenance, payments, and increased PERS (Public Employees Retirement System) costs. The College has also established an account to provide additional resources to supplement the cost of expanded educational service for the newly constructed satellite campuses. The College maintains and utilizes a dynamic operational financial forecast budget model that looks several years into the future. The budget model provides financial and fund balance projections that assist in the annual budget process along with long-term financial and risk management planning.

2.F.2

The College combines its long-range financial forecasting with its annual budget process to ensure realistic and sustainable budgeting. The College budget process includes all College funds and resources. Long-range forecasts are discussed throughout the year as new information becomes available. All revenue projections are thoroughly researched and updated throughout the year.

The College's Strategic Enrollment Management (SEM) program helps the College look at enrollment issues from an institution-wide perspective. SEM program enrollment projections are used in the financial forecasting model. The Institutional Research Department measures and reports enrollment information against established enrollment goals and objectives.

2.F.3

The College has established detailed policies and procedures related to budgeting, investing, and financial planning to ensure consistent and timely development of the annual operating budget. The budgeting process is guided by a detailed budget calendar identifying all key components, steps, and legal notices as required by Oregon Budget Law. COCC uses a decentralized approach to budget development to ensure broad participation for all areas of the College. The Board establishes annual goals and priorities at their annual planning retreat that shape budget resources and expenditures.

2.F.4

The College maintains robust accounting and budgeting systems that provide real-time summaries and detailed reports to all departments with budget responsibilities. The College provides monthly cash-basis financial reports to the Board. In addition, the College produces an annual financial report, following generally accepted accounting principles, which is audited by licensed state auditors.

The College has voluntarily adopted elements of the Sarbanes-Oxley Act to ensure the College is employing best business practices and maintaining adequate systems of internal controls. The College

conducts a review of internal controls with each annual audit and an expanded review of internal controls every four years.

2.F.5

The College's long-range strategic plans (master site plan, facilities plan, technology plan, capital budgets) are shaped, updated, and revised to meet the College's mission, objectives, and values. Long-range forecasts are discussed annually and throughout the year as new information becomes available. The College utilizes a dynamic operational financial forecast budget model that projects several years into the future. All resource requirements for long-term obligations and capital budgeting are identified in the annual budgeting process. Long-range facility plans include the total cost to acquire, construct, and operate new and remodeled facilities. The College's long-range plans also include increased operational budgets for facility and program expansion.

The state of Oregon, through Oregon Revised Statutes (ORS 341.675), limits the amount and use of bonded indebtedness. The College has elected to minimize debt obligations and has instead used reserves to fund several projects and purchase major equipment. The Board must approve all debt obligations, and debt requirements and disclosure are included in the annual financial report. In addition, the College has established reserve funds to offset potential future impairments to College operations.

2.F.6

The College has established clearly defined relationships between general operations and auxiliary services, which include the bookstore, residence hall, copy center, and auxiliary programs. Enterprise services (bookstore and residence hall) are expected to produce an appropriate profit to ensure long-term sustainability. Internal service activities (copy center and copier fleet) operate on a cost recovery basis, and auxiliary programs are expected to operate on a self-balancing basis with available resources, which include budgeted transfers-in from general operations. The expanded summer term program provides annual support to general operations.

2.F.7

An annual audit is performed by an external CPA firm licensed through the state of Oregon in accordance with generally accepted auditing standards, government auditing standards, and the requirements prescribed by the state of Oregon. In addition, annual audits are completed in compliance with bond covenants and provide supplemental information. Audit results and findings are presented and discussed with the Board at the January Board meeting (the month following the completion of the report).

2.F.8

The Central Oregon Community College (COCC) Foundation's purpose, as stated in the articles of incorporation, is to exist exclusively for the benefit of Central Oregon Community College, its faculty and students in the furtherance of the educational and charitable activities of the College. Appendix C shows the written agreement between the College and the COCC Foundation. The Foundation's fundraising activities are conducted in a professional and ethical manner as demonstrated by several practices:

- independent oversight by the COCC Foundation's governing board
- independent yearly audit by an outside accounting firm
- a policies and procedures manual that delineates appropriate behavior in a variety of circumstances

The COCC Foundation complies with governmental regulation as demonstrated by its bylaws, IRS determination letter (demonstrating its not-for-profit status) and its annual independent audit by an outside accounting firm.

Standard 2G: Physical and Technological Infrastructure

2.G.1

COCC's physical infrastructure exists to support the mission, goals, priorities, and core themes of the College. The importance of this infrastructure is exemplified in the Board's policies and its annual provision of funds for construction, maintenance, and capital. In November of 2009, the District's voters passed a \$41.6 million construction bond which is funding the construction of five new buildings, including new facilities in Madras and Prineville as the first COCC buildings in those communities. Current facilities are listed in Appendix D. Since the last accreditation report, COCC has added the Campus Center, the Jungers Culinary Center, the new campuses in Madras and Prineville, and has two additional buildings under construction (health careers and science). The Campus Center was funded through the College allocating money over a 10-year period; more than one-third of the Culinary Center cost was funded through private fundraising; and the rest of the new construction was made possible primarily through the passage of the 2009 bond measure.

COCC now has four campuses. The main campus is in Bend, on the western flank of Awbrey Butte with sweeping vistas of the Cascade Mountains. This campus totals more than 200 acres with only about 60 currently developed. There are 24 buildings with approximately 485,000 square feet. The second campus is in Redmond, 16 miles to the north. This campus consists of 29 acres. Three buildings are located on the Redmond Campus (52,000 square feet), with a fourth—a Technology Education Center—planned for construction during the 2012-13 academic year. In Prineville, the COCC Crook County Open Campus is a collaborative partnership between COCC, Oregon State University Extension Services, Oregon University System Open Campus, and Crook County. The building is approximately 12,000 square feet and includes seven flexible meeting rooms and classrooms and offers 65 wired and wireless public computer stations. In Madras, COCC has constructed a 10,000 square foot building on 15 acres of donated land. Plans call for two similar land donations and construction of additional facilities in Madras. In total, COCC has nearly 250 acres of land, 29 buildings and more than 550,000 square feet under roof.

Accessibility for persons with disabilities is a significant issue on the Bend Campus. Located on a butte, an extinct volcano, the campus presents significant challenges for the mobility impaired. In addition, the older buildings, like most others around the United States, were constructed without consideration of the needs of disabled persons. COCC has remodeled restrooms on campus so that all buildings have fully ADA compliant restrooms. Elevators and lifts have also been added to the Grandview, Pence,

Pioneer, and Mazama buildings. Accessible sidewalk routes have been added to connect all buildings on the upper campus. In addition, the College operates a shuttle that transports disabled students between buildings as needed.

2.G.2

The College maintains and updates a Chemical Hygiene Plan. Chemicals are stored in accordance with the hazard rating of the chemical. Toxic or hazardous chemicals are stored in such a manner so only authorized personnel have access, i.e., in a locked cabinet or room. Material Safety Data Sheets (MSDSs) are maintained and updated as chemical inventory changes. Used and/or outdated chemicals are inventoried and submitted for disposal. Safety training for handling and use is conducted by the department head, instructor, or designee prior to use.

2.G.3

Unprecedented credit FTE enrollment growth of 100% over the past four years has put a severe strain on all parts of the College, including facilities. Classroom and office space has been at a premium and numerous small remodeling projects were instituted to help lessen the crunch. In 2009, the College received \$4 million in state support for maintenance, remodeling, and expansion. Major projects completed with the funds include the Grandview Hall remodel completed in 2009, Pence Hall remodel completed in 2010, and a new wing with five classrooms in Mazama, which opened in January 2011. Also, the College was able to complete a number of accessibility improvements including three elevators.

This volume of construction, while necessary for supporting the institution's growth, put severe strain on the Campus Services Department. In response, the College created a new Construction Office which is staffed by an experienced senior manager and a total of five and one half staff members. The College will complete a new facilities master plan in 2013. Timing is appropriate based upon the passage of the bond. The prior plan was completed in 2002 with a major update in 2007. The College's facilities master plans have been developed with broad-based employee participation and are approved by the College's Board of Directors.

2.G.4

The College updated its facilities audit in 2011. The facility audits serve as another means to inform the College of maintenance needs and their relative priorities.

The Institutional Support Committee (ISC) is the campus committee that considers infrastructure and maintenance needs for the College. It is composed of representatives of all employee groups. Annually, ISC solicits maintenance projects from the campus community and prioritizes them along with projects from the facilities audit, master plan, and other documents. This process culminates in a rolling, three-year maintenance projects list which is presented each spring to the Board of Directors.

2.G.5

Annually funds are budgeted for capital equipment, including resources in the library, student services, instruction, and College operations. Each creates a prioritized list of capital requests. Computer and technology requests are also vetted with the Technology Advisory Committee (TAC) for appropriateness and consistency. The vice presidents, CFO, and dean of student and enrollment services meet to create

one institutional list matching the funds available. This list becomes part of the annual budget. Funds budgeted for capital are intended to meet the College's needs.

COCC has a fleet of more than 1,200 office computers and several dozen servers, running on a gigabit fiber backbone. The software applications for both instructional and administrative functions are supported by a centralized information technology department. The Information Technology Services (ITS) department provides a consistent, integrated, and cohesive philosophy for supporting the technology. Certified technicians specialize in Windows PC support, Windows network support, telecommunications support, multimedia support, as well as server system administration, and digital media production, including COCCTV and COCC College Hour, which show COCC instructional and student activities. Wireless coverage is provided to students, faculty, and staff in all buildings on the Bend, Redmond, and Madras campuses.

The ITS department is in the final stages of creating an infrastructure which will significantly reduce the likelihood of technology failures that could negatively impact the availability of all systems maintained by the ITS department. This increased availability is a result of adding new, redundant air conditioning systems in the data server center, the telecommunications room, and the Internet demarcation room for the Bend campus; backup power in the case of local electrical outages in the form of diesel generators for the data server center, the telecommunications room, and the Internet demarcation room for the Bend campus; and a clean agent fire suppression system for the data server center, the telecommunications room, and the Internet demarcation room for the Bend campus. The ITS department is now moving the SunGard Banner ERP SIS to a more flexible virtualized server system from the current Sun platform. This new system will allow the rapid restoration of the Banner system in the event of a computer system failure.

2.G.6

The ITS department provides an orientation to new employees to explain the various system account logins to which they have access. Additional training has been made available on an ongoing basis with classes for specific applications, such as Web maintenance, custom internal applications (such as an internal Banner Forum and Budget Tracking spreadsheets), and the rollout of new PC operating systems or office suites. Some of these trainings have been done by contracting with COCC's Continuing Education department to efficiently present specific classes on Microsoft products. The ITS department has information readily available on the COCC website for students, faculty, and staff on several important topics:

- when and where public computers are available on COCC campuses
- how to connect a personal wireless computer to the Internet at COCC
- information about account names, passwords
- the types of technology available at COCC
- links to tutorials for a variety of software applications used at COCC
- how to get the technical help that is available

The COCC Instructional Technology Coordinator regularly offers classes and one-on-one training to faculty for Blackboard online technology (LMS) and other areas as needed.

Students are required to take and pass an online orientation class in Blackboard to show at least a minimal proficiency in technology navigation prior to registering for online courses.

2.G.7

COCC has a Technical Advisory Committee (TAC). The primary purpose of this advisory committee is to provide judicious advice on technology issues from across all areas of the College, which the ITS department can use as a source for planning technology for the College. This advisory committee provides a structured way for various College constituents to share their opinions and perspectives with the IT department. The committee develops and maintains a roll-forward three-year plan and facilitates effective communication and dialogue on technology within the College. With the growing importance of technology in all aspects of college affairs, it is important that the selected members of the committee represent a balanced cross-section of the College. The director of the IT department chairs this committee. The committee meets a minimum of once per term or more often as appropriate.

Membership of Technical Advisory Committee:

- One faculty member selected by the president on the recommendation of the Faculty Forum Executive Committee
- One faculty member elected by Chairmoot
- One classified staff member selected by the president on the recommendation of the Executive Committee
- One vice president or dean, automatic membership
- Director of Information Technology Services or designee, automatic membership
- Director of Library Services or designee, automatic membership
- Coordinator of Media Operations or staff, automatic membership
- One appointee selected by the president
- One student, appointed by the Associated Students of COCC (ASCOCC)

Staff in the ITS department meet multiple times per term with instructional and administrative departments to discuss technology and how it can be used to create efficiencies as well as improve the overall COCC experience for students, the community, and COCC employees.

2.G.8

The ITS department has a lifecycle replacement program in place for College PC workstations in computer classrooms, computer drop-in labs, as well as faculty and staff offices. The ITS department is responsible for more than 1,200 PCs on the College's campuses in Bend, Redmond, Prineville, and Madras, as well as a number of community centers around Central Oregon, where COCC classes are also taught. This program is structured to use PCs as part of the fleet for five (5) years before they are removed from the network. Most of the PCs in full-time usage are replaced every four years, with fifth year computers moving into areas that are of lower criticality. Roughly a quarter of the fleet is replaced every year. This approach provides current technology, while maximizing how dollars are spent. A similar approach is used for the printer fleet, as well as the multimedia classroom equipment, such as projectors. Annual updates to software applications are coordinated through collaboration with the faculty and the Instructional Technology Coordinator.

Operating system updates are based on stable releases of new versions, but also in collaboration with faculty and the Instructional Technology Coordinator. The College is beginning the same approach for the network and data center infrastructure, creating a lifecycle program to proactively replace aging equipment at recommended end of life, rather than wait for equipment failure. Synthesis of COCC TAC inputs, Higher Education and IT journals, the results of student and employee surveys, as well as regular collaboration with all other Oregon Community Colleges are incorporated into the development of the technology replacement plans for the College infrastructure to support operations, programs, and services.

Chapter Summary

Chapter Two documents the resources and capacity COCC employs to fulfill its mission and accomplish its intended outcomes. Though resources have been strained by reductions in funding (state revenues, local property taxes) and stressed by exploding enrollment, COCC has had the capacity to achieve its mission and has added staff positions the last two years in order to continue to do so. Governance structures are well-established and roles for faculty, staff, students, and administrators are defined and broadly understood, ensuring that governance processes are participatory. Policies and procedures and employee contracts are regularly reviewed and updated and are widely published to be accessible to faculty, staff, and students. Faculty and staff members are well qualified for their work and are meeting the additional challenges of growth with creativity and dedication.

Education and student support resources are at the heart of COCC's mission. COCC educational programs are appropriate to its purpose as a comprehensive community college, have defined learning outcomes, and lead to certificates and degrees that prepare students for further education and employment. Programs are connected to the community through active advisory councils. Student services provide academic, financial, and personal support that help students succeed. Co-curricular activities enrich the college experience for students. Library and information resources have been developed beyond the usual community college levels through unique partnerships with the Summit Alliance and with Oregon State University. The College is in a period of expansion of physical facilities to better provide instruction throughout the district and to update and expand the science and allied health programs.

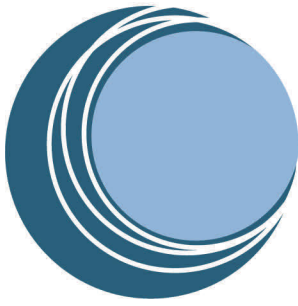
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CENTRAL OREGON
community college



Chapter Three: Institutional Planning

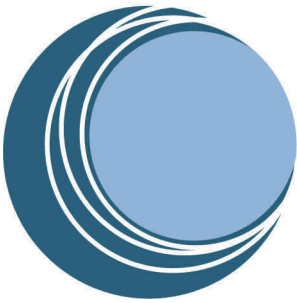


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CHAPTER 3: INSTITUTIONAL PLANNING

Standard 3.A: Institutional Planning

3.A.1

COCC's institutional planning process moves recursively through two primary levels:

Level One: Board-approved mission, vision, goals, and Board priorities primarily focus on strategic outcomes and goals, rather than means. (Goals are referred to as ends in governing documents quoted below.)

Level Two: Administrative and organizational unit operational plans identify initiatives and planned indicators of success. Many of these initiatives and assessment processes are multi-constituent efforts benefiting from the insights, interests, and experiences of diverse institutional perspectives.

Various level one and level two plans include assessment components that establish processes and outcome data to assess institutional success and progress, as well as needed adjustments to goals, priorities, and initiatives.

Level One Planning

Comprehensive, integrated, strategic institutional planning at COCC starts with the Board of Directors setting the mission and culminates with operational and assessment plans that administrators and staff use to fulfill that mission. Under COCC's policy governance model, the Board has primary responsibility for the mission, vision, goals, and priorities of the College. These are described in the Board Policies, published on the College's website, as noted below.

[Governing Policy \(GP 2.5\)](#)¹ The Board will focus chiefly on intended long term impacts on the world outside the organization (ends), not on the administrative or programmatic means of attaining those effects.

[Board Job Description \(GP 3\)](#)² The contributions of the board shall be:

2. Written governing policies which, at the broadest levels, address:
 - A. Ends: Organizational products, impacts, benefits, outcomes.

Board policies also clarify that the board establishes the governing policies and delegates to the College president the implementation of the policies and outcomes (ends) ([Board/President Relationship \(BPR 1\) Delegation to President](#))³.

As noted in the [2010-13 Strategic Plan](#),⁴ the planning for the College is driven by four key features:

- **Mission:** Defining institutional purpose
- **Vision:** Defining the institution's aspirational impact on its community
- **Goals:** Defining the institution's key areas of emphasis, core themes
- **Board Priorities:** Stating the initiatives and outcomes needed to reach goals, meet vision and achieve the mission

As noted at the end of this chapter, the structure of the Strategic Plan are under an eighteen-month review and may be modified to strengthen the links among environmental scanning, Board level directives, the accreditation core themes, implementation priorities, and assessment parameters.

Mission, Vision & Goals

COCC's [mission, vision, and goals](#)⁵ are global in nature and work together to define the overall direction of the College.

Mission: Central Oregon Community College will be a leader in regionally and globally responsive adult, lifelong, postsecondary education for Central Oregon.

Vision Statement: Because of COCC, Central Oregonians will...

- be a district-wide community that holds and promotes lifelong postsecondary education and ongoing professional growth and personal development for adults as values;
- be able to connect actively with other communities, the state, the nation, and the world in order to attain both locally strong and globally responsible perspectives;
- view education as integral to a sense of well-being, security, and responsibility; and
- look to COCC to lead the region in the achievement of these ends.

The mission is published widely in print and online communications and affirms the College's community connection and its focus on Central Oregon.

The vision statement articulates the targeted impact that COCC intends to have on the Central Oregon community. The statement emphasizes the importance of ongoing education and personal growth to the well-being of adults in our region. It also recognizes the importance of developing and maintaining active connections with regional, state, and national communities. In these ways, COCC aspires to be a regional leader for Central Oregonians.

The Board goals are more specific and bridge to COCC's core themes: (1) transfer and articulation, (2) workforce development, (2) basic skills, and (2) lifelong learning. To clarify better the connection between Board goals and core themes, and to respond to May 2011 NWCCU feedback, these Board goals were formally revised by the Board in December 2011. Revisions were made based on discussion at the fall 2011 Board retreat and input and recommendations in fall 2011 from a range of constituency groups including the College Affairs Committee, which has responsibility for general recommendations to the president.

Revised Board Goals

Recently revised and approved (December 2011), COCC Board goals connect directly with the core themes discussed in this report:

Central Oregon Community College students will

- have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level (Core Theme 1: Transfer and Articulation),
- have the workforce knowledge and skills necessary for their careers (Core Theme 2:

Workforce Development),

- have academic achievements and basic learning skills necessary to successfully pursue education at the community college level (Core Theme 3: Basic Skills), and
- have access to and participate in wide-ranging lifelong learning opportunities to enhance wellness, quality of life, and cultural appreciation (Core Theme 4: Lifelong Learning).

COCC as an institution will support the values of

- working collaboratively to achieve shared purposes, and
- supporting diversity, and interacting effectively with state, regional, national, and global communities.

The recent notation of the core theme related to each goal represents the strengthened relationship between goals and themes.

Board Priorities

The [COCC Board Priorities](#),⁶ revised every two years, provide the primary link between mission, vision, goals, and operational plans. These priorities guide institutional activity as well as Board and institutional review of outcomes over the ensuing two years.

The most recent iteration of these priorities—the 2011-13 Board priorities—was approved by the Board at the May 2011 Board meeting. The 2011-13 Board priorities are structured with five areas of emphasis: (1) access, (2) success, (3) strategic partnerships and response to regional needs, (4) continual improvement, and (5) institutional viability. The Board priorities relate to core themes with initiatives impacting outcomes connected to several of the core themes. For instance, the Board's emphasis on increasing access through new campuses, new teaching/learning strategies, support for traditionally under-represented demographic groups, and financial accessibility are critical to institutional success related to all four core themes: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

Board priorities also link specifically to outcomes assessment, which is reviewed by the Board through Institutional Effectiveness Reports. These reports are available to the internal and external stakeholders on the [COCC website](#).⁷ Findings of the Institutional Effectiveness Reports, such as successes and progress as well as identified deficiencies, the need for additional data, and opportunities for specific initiatives, often become part of subsequent Board priorities and/or operational plans. Details of these Institutional Effectiveness Reports are discussed in greater detail in Chapter Four.

Based on internal review and NWCCU feedback, the Board and staff will assess the effectiveness of the connection between Board priorities and core themes and consider whether a core-theme-oriented planning structure best serves institutional needs as well as effectiveness in the accreditation process.

Level Two Planning

Specific units of the College have primary responsibility for implementing particular operational plans, but development and key priorities within these plans are increasingly the product of multi-constituency and multi-stakeholder input and involvement. To fulfill the administrative responsibility of

implementing Board priorities, several operational plans have been developed and are regularly assessed.

Academic/Instructional Plans

- [*General Education Planning and Review*](#)⁸ (Strategies linked to Workforce Development, Transfer and Articulation core themes): COCC has identified the general education knowledge and competencies required for transfer and workforce degrees. Systematic planning has also produced faculty-generated rubrics for assessing achievement of these areas, and course-level planning includes direct attention to revisions that better reinforce general education competencies. Additional details are provided in Chapter Four, which addresses Accreditation Standard 4.A.3 and Eligibility Requirement 22.
- [*Instructional Outcome Priorities*](#)⁹ (Strategies linked to all four core themes): Based on College mission, vision, goals, and board priorities, the Instructional Team (composed of the vice president for instruction and the academic deans, advised by the departmental chairs), develops an annual set of priorities. The 2011-12 plans emphasize outcomes achievement, improved data systems for outcome tracking, academic program development and revision, career-technical program linkage with advisory committees, as well as other curriculum and student success initiatives. On a quarterly basis, the Instructional Team reviews progress on these priorities.
- *Academic Program Planning* (Strategies linked to all four core themes): Stemming from the annual Instructional Team Outcome Priorities described above, the Instructional Team is formalizing a consistent process to explore and analyze new program development.

Program considerations are the product of environmental scanning, advisory committee input, dialogue with upper-division partners (OSU-Cascades in particular), local chambers of commerce, economic development agencies, internal faculty and staff, and other groups. Programs under consideration are assessed for sufficient continuing enrollment potential, facility/equipment needs and impacts, current and needed faculty expertise, and fiscal viability. Academic program plans are impacted by feedback provided in the new [*Student Success by Program*](#)¹⁰ assessment tool, which allows users to view registration trends and successful course completions by course and program area. This system will become part of a process that “closes the loop” between assessment and planning. Mechanisms to improve how we assess viability of existing academic programs (including necessary program revisions that maintain viability) are underway. This instructional priority to strengthen assessment systems for academic programs will extend to the 2012-13 academic year.

- *Adult Basic Skills Planning* (Strategies focused on Basic Skills and Lifelong Learning core themes): Detailed plans, outcome targets, and assessment of progress have been developed for Adult Basic Skills and are further discussed in Chapter Four.

The Adult Basic Skills plan is significantly shaped by the once-in-seven-year Title II program review which is based on the Oregon Indicators of Program Quality model. The most recent Title II program review was completed in April 2011. This model (and the related program review) focuses on instruction, program administration, recruitment, orientation, assessment for accountability, retention, transition and completion, and support services. The Strategic Framework of the Oregon Title II program review guides institutional planning in this area.

From the Title II program review commendations, recommendations, and ratings on Indicators of Program Quality, COCC has identified the following as primary outcome targets over the next three years: (a) development of a comprehensive curriculum plan that incorporates the Oregon ABS Learning Standards and creates educational bridges to postsecondary level coursework; (b) increased intensity and duration of classroom instruction across the district to align with national best practices; (c) redesign of student orientation and placement plan; and (d) identification and definition of how assessment will be closely linked to instructional planning and student placement into appropriate courses. Refinements of this plan and extensions beyond this three-year window will be based on assessment of progress and emerging mandates and regional needs.

- *Continuing Education Instructional Planning* (Strategies linked to Workforce Development and Lifelong Learning core themes): COCC's Community and Continuing Education programs are a key part of the College's comprehensive mission and central to the Lifelong Learning core theme. The noncredit arm of College planning happens on two levels:
 1. [Continuing Education Business Plan](#):¹¹ Enriching our Communities through Lifelong Learning - A multi-year framework for guiding outreach, program offerings, and activities.
 2. [Community Learning Business Plan](#):¹² Enriching our Communities through Lifelong Learning - A focused set of short-term initiatives within the multi-year framework.

As noted in this section, each of these instructional plans relate directly to one or more of the College's core themes and are updated regularly as circumstances require.

Student Services and Administrative Operational Plans

- [Strategic Enrollment Management \(SEM\) Plan](#)¹³ (Strategies linked to all four core themes): The SEM Plan was developed following multi-constituency input. In contrast to many strategic enrollment plans, the College's SEM plan reaches beyond defining a targeted enrollment number and developing initiatives to reach that target. The SEM plan identifies specific cohorts and outcomes that measure institutional success. It includes noncredit as well credit programs and results. The SEM Plan is a key feature of strategic priority outcomes assessment. The SEM Plan has assisted COCC to improve its focus on student-centered outcomes and establish data-driven feedback on progress toward those outcomes.

- *Financial (Budget) Plan* (Strategies linked to all four core themes): COCC's annual budget process includes a ten-year analysis, both retrospective and prospective. This system provides COCC with early warning of fiscal challenges. Most importantly, the Financial Plan includes a highly detailed list of operational and fiscal assumptions ranging from enrollment to state funding to staffing size, and others. Over twenty different factors are identified, tracked, and modified through the various versions of budget development. In the 2010-11 budget development cycle, COCC developed a new tool, the Quick Projections Spreadsheet, that allows quick modification of eleven primary financial variables and quickly projects the potential impact of changes in these variables. This planning tool assists the Board, administration, and other College units to understand issues, consider options, and delineate between current and long-term thinking.

As noted above, COCC fiscal planning reaches far beyond the annual budget. COCC has established a broad range of dedicated reserve funds which recognize and respond to planned, likely, or potential future fiscal impacts. This system of anticipatory planning has served COCC well in turbulent economic times and buffered the need for massive reorganization or program elimination that has challenged many other institutions. COCC's regular planning and system for contingency planning is further outlined in the review of institutional sustainability in Chapter Five.

In addition to internal financial oversight mechanisms such as the budget and Financial Plan, COCC is audited annually by an independent CPA firm that selects areas of the College for heightened scrutiny each year. The College has had a long history of fiscal responsibility, always having achieved a clean audit.

- *Site and Facility Plans* (Strategies linked to all four core themes): Several plans are included under this banner. The [Master Plan](#)¹⁴ is developed with campus-wide input and is integrated with new academic and student services programming, city and other governing agency mandates, and resource planning and allocation models. This plan establishes a general framework for new construction projects, including remodels and renovations. Along with construction, the Master Plan lays out projects related to facilities and grounds development and maintenance as well as parking and circulation. The 2002–12 Master Plan also guided specific planning such as (1) College submission to the state for facility funding, (2) projects featured in the construction bond approved by voters in fall 2009, (3) projects completed under Federal economic stimulus, (4) the COCC Foundation's successful capital campaign related to the public/private partnership development on the Bend campus, (5) College funded construction projects, and (6) annual maintenance priority plans. This current plan has helped inform decisions on facility projects over the past decade including extensive renovations and major new construction:
 - Campus Center (completed fall 2009)
 - Mazama Gym addition (completed fall 2011)
 - Culinary Center (completed fall 2011)
 - New campus facilities in Madras (completed fall 2011)

- New campus facilities in Prineville (completed fall 2011)
- Health Careers Building (scheduled for fall 2012 completion)
- Science Building (scheduled for fall 2012 completion)
- Redmond Technology Education Center (scheduled for fall 2013 completion)

Approximately every ten years, COCC contracts with an external agency to assess the integrity and conditions of COCC facilities as a foundation for establishing new maintenance and construction priorities. The most recent facilities audit was completed in fall 2011 and presented to the Board at its October 2011 Meeting. This facility audit will inform the next iteration of the Master Plan to begin development in the summer of 2012 and will be completed in 2013.

The Master Plan guides more detailed tactical plans for facility maintenance and repair, renovation, expansion, and new construction to sustain instruction and other support services.

The COCC Construction Project Summary Plan contains a list of committed and potential projects. This plan identifies targeted start and completion dates for committed projects and guides selection of projects for requested state or other special funding. More specifically, an annual Facility Maintenance Plan addresses more immediate needs. Each year, the Institutional Support Committee reviews requests and recommends priorities for maintenance and renovation of College buildings and grounds. Recommendations from the Committee are forwarded to the president, but may also be reviewed by the College Affairs Committee and presented to the Board.

The COCC Construction Project Summary Plan also integrates the facility projects with financial planning. This dynamic, real-time document is updated as project costs evolve from projected costs to contracts to final expenditures. The plan helps balance resource planning and facility project expectations and assists in long-term decisions on fund raising, allocations for construction, and/or bonding for projects.

As an example, the 2002-12 Master Plan identified the southwest edge of the campus as an area for a private/public business/education partnership. The construction of the new Jungers Culinary Center (with the support of a \$3M capital campaign by the COCC Foundation) and agreement with William Smith Properties, Inc. is a creative implementation of this envisioned partnership. It blends academic and community uses and will create an alternative revenue stream for the College, generating additional resources to COCC through use of its real estate assets.

- [*Technology Plan*](#)¹⁵ (Strategies linked to all four core themes): The Technology Plan guides the ongoing development and evolution of technology in support of the College's mission and strategic initiatives. The three-year plan describes technology-related activities through the 2011-12 academic year and beyond and ensures that the planned use of technology is effectively embedded within the broader campus strategy. The plan is created by the Technology Advisory Committee with input from stakeholders throughout the College.

Instructional, student services, library resources, and other potential initiatives that have technology impact or needs are referred to the committee. This process facilitates standardized solutions; consolidates potentially overlapping initiatives; and prioritizes hardware, software, implementation, and training needs.

3.A.2

Though operational plans have significant input from departments or units most closely aligned with the focus of specific operational plans, they generally reflect the involvement and input for broader segments of the institution. These systems coupled with governance involvement listed below provide broad opportunity for input on plans. While much of COCC's planning occurs in the core documents and processes discussed above, there is also a dynamic and flexible planning process through COCC's governance system. Academic governance committees—many of which include representatives outside of instruction—complete formal and informal environmental scanning, receive information on state and national mandates, and receive ongoing input from academic and other departments. Subsequently, these governance groups identify initiatives and track progress on plans. Several academic governance committees contribute to this kind of planning:

- Academic Affairs
- Curriculum Committee
- Tenure
- Promotions
- Professional Improvement Resource Team (PIRT)
- Review and Support Committee (RSC)
- ChairMoot (department chairs and instructional administrators)
- InSync (student services, instructional leadership, and staff)
- Organizational Development Committee (ODC)
- Diversity
- Student Affairs
- College Affairs

The Student Affairs Committee fulfills a similar function relative to potential future student support services, as well as policies that affect students or the quality of life at Central Oregon Community College. The Organizational Development Committee (ODC) assists in planning the annual All-College Retreat and is the keeper of College tradition and culture. In partnership with the Diversity Committee, the ODC has recently formally codified “six principles for personal and academic excellence” and “COCC Values and Future Directions,” statements which highlight guiding principles for COCC action and decision making.

Issues that transcend specific units of the College (such as the recent debate over the campus smoking policy) are referred to the College Affairs Committee for review and input. College Affairs functions as the committee of final recommendation to the president, drawing representation from across campus including a non-voting Board representative.

The comprehensive nature of COCC governance is demonstrated through the committee roster matrix (Appendix E), which ensures broad campus representation.

While institutional planning involves many individuals directly affected by the plans discussed here, other individuals and groups have access to details of them. The COCC Board of Directors receives regular progress reports such as Institutional Effectiveness reports, SEM reports, and institutional enrollment reports, all of which develop out of specific plans. Information from various plans is included in the College catalog and posted to the College's website via the [College Planning](#)¹⁶ pages. Within the College, information about various plans is communicated through Staff Commlines, a regularly updated email posting considered COCC's primary employee communication tool. Finally, plans are also communicated through announcements and discussion at committee and department meetings.

In addition to these internal communications, the College produces several community publications that address institutional mission and goals, elements of the campus master plan, and related areas. These community pieces include "Connecting with Our Community," an annual publication sent to all district residents; "Together," an annual shared publication with the City of Bend, Deschutes County, Bend-La Pine Schools, Bend Park and Recreation District, and Deschutes Public Library; regular, community-specific newsletters to various geographic areas throughout the College district; and focused media relations efforts throughout the district.

Building Bridges through Planning

All institutions must cope with their silos, real or imagined, and many of the plans discussed above are structured to build connections across potential organizational silos. Two other planning and governance activities at COCC help transcend the potential isolation of units within the College.

- **InSync:** This committee brings student services, instructional leadership, and staff together to understand perspectives and to reinforce collaborative planning, particularly in areas where activity or initiatives in one area impact another or when increased cooperation can bring greater efficiency.
- **University Partnership:** COCC has a distinctive partnership with Oregon State University-Cascades Campus, an upper-division and graduate program branch of Oregon State University located on the COCC Bend Campus. Under the agreement between the two institutions, COCC has sole responsibility for lower-division courses and both institutions work to support transfer from COCC to OSU-Cascades. This partnership includes a dual-enrollment program through which students are admitted to OSU-Cascades, are advised by OSU advisors but take their first two years of courses through COCC. The Joint Curriculum Committee (JCC), composed of faculty and administrators of both institutions, is key to an effective partnership between OSU-Cascades and COCC. The JCC identifies potential degree programs, works to create effective articulation between the two institutions, and identifies issues and challenges to be resolved. Additionally, instructional administration representing COCC and OSU-Cascades also meet frequently outside of JCC on innovative program planning.

First, this JCC leadership team formed an inter-institutional task force that developed a new learning community targeted for dually enrolled students. This learning community was designed to strengthen students' connections with the university and build cohort

relationships among these students. Second, this team brought together appropriate stakeholders (including faculty at OSU Corvallis) and initiated a collaborative process that helped guide development of a new Exercise Science bachelor's degree closely linked to the COCC Exercise Science lower-division program. Third, the team recently developed a clear process to encourage faculty exchanges between COCC and OSU-Cascades referred to as the "Release to Teach" program. Similar planning continues to build other collaborative initiatives.

Next Steps for Institutional Strategic Planning

With recent additions to the Board as well as to key faculty, staff, and administrative positions, and having experienced unprecedented growth in recent years, the Board and College leadership believe that now is an opportune time to create the next version of the COCC Strategic Plan. To that end, over the next two years, a Strategic Planning Committee made up of faculty, student, staff, and administration representatives will work with the Board to update the Institutional Strategic Plan through a collaborative and comprehensive process.

In fall 2011, COCC introduced the planning opportunity at the Annual Retreat and established a [multi-constituent process](#)¹⁷ for creating a new Strategic Plan to guide Board strategic direction and College operational initiatives. In the first of this four-phase process, the Strategic Planning Committee initiated a wide-spread environmental scan of cultural, economic, societal, and other influences by engaging a broad cross-constituency sampling of internal and external stakeholders. Using surveys, focus groups, individual interviews, and more, the Committee is developing a diverse bank of ideas regarding the strategic direction the College might take. When the first phase is completed, the Committee will then incorporate the information generated by the scan into phase two: the review and revision of the College mission, vision, values, and goals/core themes. In the third phase of the process, strategic objective/Board priorities goals will be reviewed to ensure their link to the mission, vision, values, and goals/core themes. The fourth phase of the strategic planning process is to strengthen the link between operational plans and the updated strategic plan and develop an overall systematic assessment plan. Outcomes will be reported to the Board, president, and College stakeholders using Institutional Effectiveness Reports and a Scorecard system. When completed, this inclusive process should yield achievable goals and objectives culminating in an updated Strategic Plan that builds the critical connections necessary for mission fulfillment in support of student success.

The Strategic Planning Committee's environmental scan seeks the input from an expansive list of stakeholders, with the goal of acquiring a comprehensive perspective of community needs and expectations of the College. Constituencies invited to participate in the collaborative process include internal stakeholders (the Board, students, faculty, and staff) and external stakeholders (local city and county elected officials and administrators, school board chairs, superintendents, and counselors of K-12 districts located in the College District, and employers in the region relying on COCC students to expand their employee base, Chambers of Commerce in the College District, and other regional agencies partnering with the College).

3.A.3

The Institutional Effectiveness (IE) office is leading the adoption of a data-based decision making process for the College. The IE office generates data-based analytical reports on the College's progress

in addressing College priority areas. This reporting and analysis inform those charting the College's future direction and results in better-informed decision making. The best examples of this work, are the Institutional Effectiveness reports, with additional feedback, enrollment and completion reports continually updated and available on COCC's [IE Web page](#).¹⁸ Critical analysis of data takes place across all levels of the College—Board, SEM, Instruction, Executive Team, Fiscal Services, Information Technology—with a commitment to becoming better informed and ultimately better decision makers.

The use of data to plan for core theme programs and services permeates the institution. Data gathered as part of assessment inform planning and decision making throughout the institution offers evidence of the quality of learning, teaching, and service the College supports and provides. At COCC, assessment occurs in four key areas: institutional, academic, student support services, and administrative.

Using many of the sources listed below, faculty, staff, and administration regularly rely on data to best inform how program and service objectives are met, as well as how those programs and services contribute to core theme objectives. Detail of how these data are used across the core themes is provided in subsequent core theme sections.

The following are the primary data sources used in institution-wide planning efforts. It is important to note, however, that additional, specific data sources are used for project-specific needs.

- [General Education Outcomes Data Exchange](#) (GEODE):¹⁹ Using COCC's GEODE system, faculty enter data twice each year regarding student progress toward general education outcomes, allowing faculty and instructional administration to use both qualitative and quantitative data to inform courses and programs around the transfer and articulation theme.
- [Community College Survey of Student Engagement](#) (CCSSE):²⁰ Data from the CCSSE are compared with state and national norms, providing information to improve program and service outcomes.
- [Institutional Effectiveness Reports](#):²¹ Institutional Effectiveness Reports focus on progress toward Board priorities and are provided to COCC's Board of Directors throughout the year. Similar to CCSSE, these reports are used to improve program and service outcomes.
- [COCC Graduate Survey](#):²² The College administers a survey to all graduates on an annual basis. This provides information from students' perspectives on their experience at COCC; faculty and staff use the data to better inform assessment of program or service objectives.
- [Strategic Enrollment Management](#) (SEM):²³ Data from the institution's SEM process are used to determine institutional enrollment goals, targets, and initiatives.
- [Institutional enrollment data](#)²⁴ (wait list, headcount, FTE, and program-specific reports): Enrollment data are evaluated each term in order to adjust course offerings to increase student access and progress toward certificates and degrees.
- Qualitative data, in the form of advisory committees, industry feedback, and state and national best practices are frequently used in the development and assessment of programs and services.

3.A.4

The Fiscal Budget Plan cited above and the COCC budgeting process ensure the connections between mission, goals, priorities, resources, institutional capacity, and institutional sustainability. The Board's delegation of responsibility to the president for outcomes achievement also carries the charge of finding resources for activities and plans to achieve College goals. Budget presentations, Board Retreats,

and regular Board meetings highlight resource needs and allocations to achieve goals and outcomes. As cited in Chapter Five (discussion of institutional sustainability), COCC has conducted fiscal planning for anticipated long term needs.

Six separate debt service funds are established to meet these dedicated commitments. Twenty-three separate grant and contract funds are in place for similarly restricted commitments. Two reserve funds totaling over \$3 million are allocated for retiree health benefit obligations and to provide a pool that can adjust to the unpredictability of the state retirement system obligations.

Specific funds are allocated for restricted financial aid obligations, trusts, and construction projects. Reaching beyond restricted obligations, 56 separate auxiliary funds are in place for anticipated or contingent needs. These include separate funds for employee contract obligations, an Innovation Fund available to seed entrepreneurial and transformational initiatives independent of the General Fund, and many other funds linked to Transfer and Articulation for special purposes or income generated for specific fees.

This system of budget design and management ensures adequate resources for College goals and outcomes and strengthens the institution's ability to adjust to opportunities and challenges.

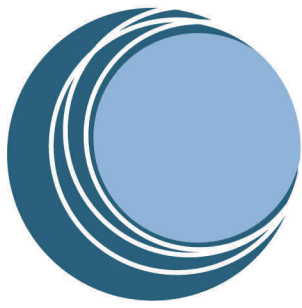
3.A.5

COCC developed an [Institutional Continuity Plan](#)²⁵ (ICP) in 2009. The ICP is intended to help COCC prepare for events that might jeopardize the institutional and/or instructional continuity of the College. The goal is to maintain—or regain as quickly and efficiently as possible—the infrastructure needed to allow classes and other critical components of the College to operate. The Institutional Continuity Plan provides a general outline for College continuity of operation in emergency situations.

The College also maintains additional specific plans, including the [Emergency Action Plan](#)²⁶ (which includes Emergency Procedures, Active Assailant, Evacuation Procedures, and Fire Prevention Plan) and [Crisis Communication Plan](#)²⁷. The Crisis Communications Plan is established to assist the College during those first critical hours of a crisis—from the time the crisis is first discovered through the time when the management team is able to organize and plan a response—and to outline strategies for communication throughout the duration of a crisis. This plan assists with both situations and puts into place communication lines for the administration on less dramatic instances as well.

Endnotes

- ¹ Governing Policy (GP 2.5): <http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Governing%20Style>
- ² Board Job Description (GP 3): <http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Job%20Description>
- ³ Board/President Relationship (BPR 1) Delegation to the President: <http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation%20to%20the%20President>
- ⁴ Strategic Plan: <http://assessment.cocc.edu/Institutional/StrategicPlan/default.aspx>
- ⁵ Mission, Vision, Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ⁶ COCC Board Priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ⁷ Institutional Effectiveness Reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ⁸ General Education Plan: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁹ Instructional Outcome Priorities: <http://rap.cocc.edu/Strategic+Planning/Instructional/default.aspx>
- ¹⁰ Student Success by Program: <http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/26760.aspx>
- ¹¹ Continuing Education Business Plan: Enriching Our Communities through Life Long Learning: <http://rap.cocc.edu/Strategic+Planning/conted/default.aspx>
- ¹² Community Learning Business Plan: Enriching our Communities through Life Long Learning: <http://rap.cocc.edu/Strategic+Planning/commlearn/default.aspx>
- ¹³ Strategic Enrollment Management Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- ¹⁴ Master Plan: <http://rap.cocc.edu/UserData/Documents/rap/COCC%20Campus%20Master%20Plan%202007.pdf>
- ¹⁵ Technology plan: <http://rap.cocc.edu/UserData/Documents/rap/Technology%20Plan.pdf>
- ¹⁶ College Planning: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹⁷ Setting Strategic Direction for 2013: <http://rap.cocc.edu/Strategic+Planning/StratPlan2013/default.aspx>
- ¹⁸ Institutional Effectiveness Web page: <http://rap.cocc.edu/IR/default.aspx>
- ¹⁹ General Education Outcomes Data Exchange (GEODE): <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ²⁰ Community College Survey of Student Engagement (CCSSE) at COCC: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- ²¹ Institutional Effectiveness Reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ²² COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- ²³ Strategic Enrollment Management (SEM) Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- ²⁴ Institutional enrollment data: <http://rap.cocc.edu/IR/default.aspx>
- ²⁵ Institutional Continuity Plan: <http://rap.cocc.edu/UserData/Documents/rap/SPlan/Institutional%20Continuity%20Spring%202011.pdf>
- ²⁶ Crisis Communications Plan: <http://rap.cocc.edu/Strategic+Planning/crisis/default.aspx>



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Chapter Four: Core Theme Planning, Assessment & Improvement

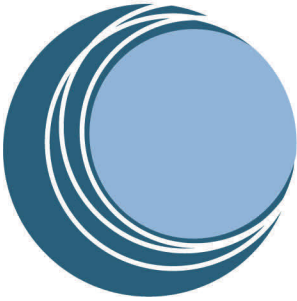


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CHAPTER FOUR: EFFECTIVENESS & IMPROVEMENT

Central Oregon Community College meets eligibility requirements 22 and 23 (related to student achievement and institutional effectiveness) using a well-established system of student learning outcomes and assessment programs. Developed over several years, the outcomes and assessments discussed in this section represent COCC's commitment to constant improvement in relation to the College's core themes.

Eligibility Requirement 22: Student Achievement

General Education Outcomes

As presented in Chapter Two, COCC has adopted program and learning outcomes across all College academic programs, and these are published on the College website. Outcomes are also required as part of the Associate of Arts Oregon Transfer degree (AAOT) offered at COCC, a statewide degree that facilitates transfer of students from one institution to another within the state. CTE certificate and degree outcomes are available on the [COCC Assessment Web page](#)¹ and on each [program's website](#)². General education outcomes are also on the COCC Assessment Web page and on the COCC website under "[Current Students](#)"³ and "[Prospective Students](#)"⁴.

The [general education learning outcomes](#)⁵ selected by the College establish what a student should know and be able to do as a result of completing a COCC degree. The outcomes are published on the College's website along with information on assessment of general education. All nine outcomes are listed and discussed later in this chapter in the section titled Core Theme 1: Transfer and Articulation. In addition to learning outcomes, which apply to the academic areas of the College, COCC uses an outcomes-based approach to institutional planning.

Assessment of Learning Outcomes: Certificate, Degree, General Education

Assessing student learning and development is integral to COCC's commitment to student success. The College adopted a [three-year assessment cycle](#)⁶ in order to effectively evaluate general education. Over the three-year period, faculty teams developed the [outcome rubrics](#)⁷ as well as procedures for assessing each of the nine outcomes. Using these rubrics, or customized variations of them, faculty assess student learning in relation to one of the nine outcomes, and submit their work to a college-wide assessment repository. In 2011, the College established the [General Education Outcomes Data Exchange](#)⁸ (GEODE), a tool for collecting assessment data and tracking the ongoing assessment. While GEODE is still in the development phase, it has already assisted faculty in modifying teaching strategies to better help students meet outcomes. The GEODE system and data are discussed in greater detail later in this chapter in Core Theme 1: Transfer and Articulation.

As with the general education, CTE programs undergo regular assessment in relation to certificate and degree outcomes. Data to support this assessment comes from several sources, including (1) internal assessments of student learning, (2) accrediting body reviews, (3) advisory committee feedback, and (4) reviews by COCC's Review and Support Committee.

With the help of multiple sources listed above, ongoing assessment has resulted in numerous changes to specific programs. Assessment of student learning outcomes has led to the creation of new teaching

strategies, redesigned syllabi, and scheduling shifts that introduce concepts earlier and provide more practice for students to achieve outcomes. Feedback from accreditation bodies has resulted in curriculum modifications as well as revision of student performance evaluation checklists. Feedback from advisory committees has resulted in greater rigor and guided practice with specific computer programs.

Eligibility Requirement 23: Institutional Effectiveness

Chapter Three of this report describes the systematic planning that shapes COCC's work. The clearly defined planning processes originate from both Board and administration directives. The Board-directed [mission, vision, and Board goals](#)⁹ (earlier referred to as level-one planning) are complemented by the institution's [strategic plan](#)¹⁰, [planning model](#)¹¹, and [operational plans](#)¹² (earlier referred to as level-two planning). All of these plans are published on the College website.

In addition to these planning elements, the College is actively engaged in department-level [assessment](#)¹³. Departmental assessment helps the College meet student needs in academic and support services. Results of various planning and assessment activities are detailed later in this chapter, but the types of changes made include adjustments to curriculum and teaching delivery methods, additional staffing and redesign of services in student support areas, implementation of campus-wide multicultural programs, and improvement of information technology services.

Historically, COCC has actively monitored how changing internal and external environments affect institutional planning and, as a result, adjusted institutional and department-planning goals. Data used for assessments is meaningful and verifiable and provides the institution with both longitudinal and point-in-time perspectives. The discussion of standard 3.B.3 in the next section of this chapter provides details on key data tools. Results of institutional assessment efforts are distributed during the academic year to various constituent groups through regular reports to the Board of Directors, the campus stakeholders, and the greater Central Oregon community as discussed in Chapter Three.

The combined planning (both strategic and operational), data gathering, and assessment work, coupled with the many campus and community opportunities for engaging in dialogue about student and community needs, have allowed COCC to regularly and effectively monitor progress toward core theme objectives and ultimately, institutional mission.

Standards 3B, 4A, 4B: Institutional Overview

Planning and assessment permeate nearly all aspects of Central Oregon Community College. While much of the College's planning and assessment happens within instructional areas, COCC also implements planning and assessment through non-instructional areas of the institution, as well. This section of the report highlights such work as it is happening across the institution and serves as the foundation for the remainder of the report. Subsequent sections focus on the development of COCC's core themes and how the institution has embraced these in its planning and assessment work.

3.B.1

COCC's comprehensive planning process begins with the College's [mission, vision, Board goals](#)¹⁴ and [Board priorities](#)¹⁵. All of these elements guide the development and ongoing implementation of [operational plans](#)¹⁶, including the instructional plans, site and facility plans, [the Strategic Enrollment Management](#)¹⁷ (SEM) Plan, Student Services assessment plans, the [Technology Plan](#)¹⁸, and numerous other planning documents and assessment tools. As detailed in Chapters One and Three, the institutional mission, vision, goals, and priorities are reviewed and reaffirmed by the COCC Board of Directors biennially.

To identify COCC core themes, the College assembled the Accreditation Coordinating Team (ACT). Chaired by the vice president for instruction, ACT includes staff members from administration, student services, institutional research, and faculty. Using the institutional planning elements as their guide, this team recommended that COCC adopt the four core themes closely aligned with the Board goals: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning. The COCC Board approved the core themes at the December 2009 Board meeting. ACT meets regularly to further refine the core themes, create objectives, identify indicators, and communicate with appropriate stakeholders to ensure campus-wide participation and feedback.

Recent Clarifications of Board Goals

In fall 2011, President Middleton reviewed the current mission, vision, goals, and core themes with all staff at the 2011 All-College Retreat, as well as with multiple departments and committees, and with the Board at its annual retreat. During campus and Board retreat discussions, it was realized that two board goals—work collaboratively and support diversity—more closely aligned with institutional values. Based on this review, the COCC Board of Directors made minor changes to the board goals to better align with the core themes and to recognize collaboration and diversity as institutional values.

COCC Planning and Assessment Model

Assessment at COCC informs planning and decision making throughout the institution and offers evidence of the quality of learning, teaching, and services. Four guiding principles are applied across the College:

- Outcomes are articulated
- Indicators are established to support evaluation of outcomes
- Progress is measured with data collected
- Results guide decision making and support continuous improvement

These guiding principles also animate COCC's formal [planning model](#)¹⁹, which provides detailed direction for both strategic and operational planning in institutional, academic, student support, and administrative areas. The [institutional areas](#)²⁰ include the statements and plans that give shape to the College as a whole, including strategic planning, institutional effectiveness assessments, the campus climate survey, and accreditation self-studies and reports. [Academic areas](#)²¹ are those dealing directly with instruction, including general education, transfer programs, CTE programs, basic skills, and Community Learning. [Student support services areas](#)²² are those that benefit students directly in support of their learning goals, such as advising, financial aid, and student life. [Administrative areas](#)²³ are those that provide infrastructure support, such as information technology, fiscal services, and campus

services.

Further, the guiding principles shape planning for the core themes. The College identified outcomes—written as objectives—for each theme as well as indicators that provide ways to measure the accomplishment of the objectives. This ongoing process of articulating outcomes and measuring progress by specific indicators guides the development, implementation, and modification of operational plans. Tables in each of the core theme sections of this chapter detail the objectives and indicators, and narrative sections that follow the tables summarize and analyze data collected and actions taken based on that analysis.

In the end, the process used to develop and measure core themes closely mirrors other institutional planning processes. It is outcomes-focused (with an emphasis on student success in the four core theme areas), reiterative and dynamic (with regular reviews and updates), and inclusive (involving Board members, campus committees, department meetings, other formal campus organizations, and informal campus work groups).

Alignment of Programs and Services with Core Theme Objectives

Since the adoption of the core themes, several programs and services have been implemented with deference to the core themes. Many of these programs and services —provided in the table below—are discussed at greater length in the core theme sections later in this chapter.

Table 4.1: Sampling of programs’ and services’ alignment with core themes and objectives.

Program or Service	Core Theme	Objective
Expansion of student support services at the Redmond campus (addition of bookstore, food service, and tutoring; expansion of enrollment services and academic advising)	Transfer and Articulation Workforce Development Lifelong Learning	1.1 2.1 4.2
Expansion of course offerings at non-traditional times (including evening and weekends)	Transfer Lifelong Learning	1.2 4.2
Tutoring: Shift of traditional tutoring to embedded tutoring for chemistry courses	Transfer	1.1.a, 1.1.d
Implementation of GradTracks	Transfer and Articulation Workforce Development	1.1, 1.4 2.1, 2.3
<u>New Construction:</u> Science Building Redmond Technology Education Center Health Careers Jungers Culinary Center Madras and Prineville Campuses	Transfer and Workforce Transfer and Workforce Workforce Development Workforce Development Trans- fer, Workforce, Basic Skills & Lifelong Learning	1.2, 1.3, 2.2, 2.3 1.2, 1.3, 2.2, 2.3 2.2, 2.3 2.2, 2.3 Multiple
Faculty training for expansion of online instruction	Transfer, Lifelong Learning	1.2, 4.2

Table 4.1, continued

Program or Service	Core Theme	Objective
Addition of the Pharmacy Technician and Veterinary Technology Programs	Workforce Development	2.2, 2.3, 2.4
Addition of an Exercise Science major, articulating with OSU Cascades	Transfer and Articulation Workforce Development	1.2, 1.4 2.2, 2.3, 2.4
Expansion of College Now ²⁴ classes	Transfer and Articulation Workforce Development	1.2 2.2
Adult Basic Skills Learning Standards	Basic Skills	3.1
Redesign of MTH 60 and 65 ²⁵	Basic Skills	3.1
Basic Skills Learning Community (Madras)	Basic Skills	3.1, 3.2
Expansion of Community Learning classes and programs geared toward youth and seniors	Lifelong Learning	4.1
Expansion of Small Business Development Services to Redmond, Madras, and Prineville	Lifelong Learning	4.1, 4.2
Learning communities in partnership with OSU-Cascades	Transfer and Articulation	1.2, 1.4

3.B.2

Just as the core themes direct the selection of programs and services, they also guide the contributing components that support the goals of each program and service. Faculty and staff select or create these contributing components based on input from local industry and program advisory committees, institutional surveys ([CCSSE](#)²⁶, [Graduate Survey](#)²⁷, [Campus Climate Survey](#)²⁸), data review (enrollment, state and national trends, fiscal), and qualitative reviews of best practices. The core theme sections in the later part of this chapter discuss details of program and service contributing components.

These contributing components include a strong advising system, a rigorous general education program, and dual enrollment options for students wishing to transfer to OSU-Cascades. Faculty members undergo regular advising training including the use of GradTracks, software designed to help advisors and students plan programs and track their progress in pursuit of their academic goals. Finally, for dually enrolled students, COCC and OSU-Cascades have developed an optional Learning Community to help first-year students create connections with each other and to familiarize them with college life and the rigors of academic study. In the Learning Community, students enrolled at COCC complete coursework that leads to a four-year degree.

3.B.3

Data gathering, as a part of assessment at COCC, informs planning and decision making throughout the institution and offers evidence of the quality of learning, teaching, and service the College supports and provides. All four key areas (institutional, academic, student support, and administrative) regularly gather data that is used for evaluating accomplishment of the four core themes.

Using many of the sources listed below, faculty, staff, and administration rely on data to inform how program and service objectives should be met. Details of application across the core themes are provided in subsequent core theme sections.

The following are the primary data sources used in institution-wide planning efforts. Additional, specific data sources not mentioned here are used for project-specific needs.

- [General Education Outcomes Data Exchange](#)²⁹ (GEODE): Using this online system, faculty enter data regarding student achievement of general education outcomes. This provides both faculty and instructional administration with qualitative and quantitative data to inform course and program planning.
- [Community College Survey of Student Engagement](#)³⁰ (CCSSE): Data from this survey are compared with state and national norms, providing information to improve program and service outcomes.
- [Institutional Effectiveness \(IE\) Reports](#)³¹: IE reports focus on progress toward Board priorities, are provided to COCC's Board of Directors throughout the year and similar to CCSSE, are used to improve program and service outcomes.
- [COCC Graduate Survey](#)³²: COCC administers a survey to all graduates on an annual basis. This survey provides students' perspectives on their experience at COCC. Faculty and staff use the data to analyze accomplishment of program or service objectives.
- [Strategic Enrollment Management](#)³³ (SEM): Data from the institution's SEM process are used to determine and evaluate progress toward institutional enrollment goals, targets and initiatives.
- [Institutional enrollment data](#)³⁴: Wait lists, headcount, FTE, and program-specific reports are evaluated and course offerings are adjusted in order to increase student access and progress toward certificates and degrees.
- Qualitative data, in the form of advisory committees, industry feedback, and state and national best practices are frequently used in the development and assessment of programs and services.

4.A.1

As discussed above, the institution uses a variety of meaningful, assessable, and verifiable data to inform evaluation of core theme objectives. Specific data used to inform assessment and improvement in the core themes are detailed in later sections of this chapter. Each section also provides analysis and discussion of actions that have been taken in response to the ongoing assessment.

4.A.2

COCC systematically evaluates programs and services within institutional, academic, student support, and administrative areas by measuring data against goals. As noted earlier, planning and assessment are characterized by establishing outcomes, developing appropriate indicators, measuring progress by collecting and assessing data, and using results to make continual adjustments and improvements. The recurring nature of this planning and assessment ensures that effectiveness of the system itself is constantly analyzed; if data collected do not provide information needed, the collection process or data source are adjusted to meet the needs of measuring a given outcome or set of outcomes.

Responsibility for assessment is generally held by the lead staff person or committee for each area. For example, the director of the Career, Academic and Personal Counseling Center (CAP Center) oversees evaluation of achievements related to the CAP Center goals, and the Technology Advisory Committee oversees evaluation of achievements related to the Technology Plan. In academic areas, faculty have primary responsibility for assessing programs such as general education (assessed through GEODE), transfer and CTE programs (assessed through varied departmental/program tools described in the core theme sections that follow), and courses (assessed through student achievement of course outcomes). Assessments directly connected with instruction are detailed in the specific core theme sections. However, it is also important to highlight assessment activities from other aspects of the campus. A few highlights include:

- **Financial Aid:** COCC's [Financial Aid Department's assessment plan](#)³⁵ includes a program outcome focused on customer service: "Students will articulate that they are satisfied or very satisfied with the service they receive from the Financial Aid Office." In fall 2011, financial aid applications increased by 10%, phone calls received by 30%, and student satisfaction with services dropped from previous year measurements (COCC Graduate Survey). Based on feedback from students, the [Financial Aid office](#)³⁶ updated its website, created short "how to" videos, and in partnership with other campus departments, implemented an electronic refund option. Because these changes are new, formal assessment results are not yet available; however, internal department measurements indicate a decrease in phone volume within one month of implementing these services.
- **Latino Students:** After a review of institutional enrollment data and regional demographic trends, COCC's Strategic Enrollment Management (SEM) Team recommended a goal to increase the number of Latino students taking credit classes to reflect the demographic makeup of the College's service district. As part of this planning process, a task force was convened to recommend strategies to help reach this goal (see page 6 of the [2010-11 SEM Report](#)³⁷). Several of the strategies are currently in development. Although progress toward this goal is detailed in regular SEM Reports to the Board of Directors and campus, reports are regularly reviewed by the Office of Multicultural Activities.
- **Campus Wireless:** COCC's Information Technology Services (ITS) department includes a program outcome to increase access to and availability of both physical labs and the technology resources available to faculty, students, staff, and contract customers. To best assess progress toward this outcome, the ITS department conducts a student and employee technology survey approximately every three years. Feedback from this survey, along with a qualitative review of best practices, helps direct campus technology needs. Most recently, this resulted in expanding wireless access across the Bend campus and expanding the number of student drop-in computer labs.

4.A.3

COCC prioritizes student learning and achievement, as reflected in the Board priority of continual improvement. This priority specifically refers to the need for an effective, regular, and comprehensive system of assessment of student achievement:

Continual Improvement: Through comprehensive planning and assessment, ensure the College is providing relevant, quality programs and services to best support student learning and educational achievement.

The College began developing its instructional planning and assessment process in 2002, when COCC's lead instructional assessment team, the Faculty Assessment Team, was charged with working with faculty to develop institution-wide general education outcomes. The Faculty Assessment Team met with academic departments as well as with the Academic Affairs committee to solicit input regarding potential general education outcomes. During 2005-06, members of the team visited every instructional department on campus with a draft of potential general education outcomes. Faculty members were asked to determine whether or not their courses addressed the outcomes, and the results confirmed that all of the outcomes were addressed across the curriculum. The Academic Affairs committee oversaw the Faculty Assessment Team's continued development and implementation of the general education outcomes so that an official rubric was adopted for each outcome. (Rubrics are available on the [General Education Outcomes Web page](#)³⁸ in a link next to each outcome.)

Course Assessment

As highlighted in standard 2.C.2, COCC has adopted [course outcomes](#)³⁹ for all COCC credit courses. Following COCC's assessment model, faculty are first responsible to determine outcomes for each course they teach. Course outcomes are included on each course syllabus to ensure students and faculty are clear about learning expectations within the course. Sections of the same course taught by different faculty are required to have the same outcomes, ensuring consistency and rigor across departments. Faculty members are responsible for assessing the accomplishment of course outcomes.

The College has coordinated multiple trainings regarding development and use of rubrics; these are used widely for assessment of student learning. Faculty within each department share rubrics and data obtained from scores in order to ensure consistency and rigor and to determine best practices in teaching. Most of these rubrics are circulated within departments such as those for developmental reading and writing courses (see appendix F), but some are available on faculty Web pages, such as those for [PH 211](#)⁴⁰.

Program Assessment

As reviewed in standards 2.C.1 and 2.C.2 and eligibility requirement 22, COCC has adopted program outcomes for all Career and Technical Education (CTE) programs. Certificate and degree outcomes are available on the [COCC Outcomes and Assessment](#)⁴¹ web page and on each [program's website](#)⁴². COCC's CTE faculty have primary responsibility for assessment of certificate and degree outcomes and do so on a regular basis. Assessment of CTE program outcomes includes data on [student learning](#)⁴³, specific program accrediting body review, advisory committee feedback, and feedback from the Review and Support Committee. Changes based on the assessment of student learning outcomes in CTE programs are presented later in this chapter, throughout Core Theme 2: Workforce Development.

General Education Assessment

As reviewed in standard 2.C.1 and 2.C.2 and eligibility requirement 22, Central Oregon Community College adopted nine general education outcomes and participates in the statewide Associate of Arts

Oregon transfer degree (AAOT, a statewide degree mandating uniform degree outcomes and course requirements). General education outcomes are posted to the [COCC Assessment Web pages](#)⁴⁴, and in the [College catalog](#).⁴⁵

COCC's faculty have primary responsibility for assessment of general education outcomes and have adopted a [three-year assessment cycle](#)⁴⁶ in order to effectively do so. COCC's primary tool for completing assessment of general education outcomes is the use of outcome rubrics. Faculty assess student learning in their courses using the rubrics and enter samples of student work into COCC's [General Education Outcomes Data Exchange](#)⁴⁷ (GEODE). When using the rubrics to assess student work, a majority of faculty reported scores of "above average"; however, nearly all faculty using GEODE plan on further modifications of assignments and pedagogy to improve student learning and progress toward the general education outcomes. Further discussion of GEODE appears later in this chapter in the section titled Core Theme 1: Transfer and Articulation.

4.A.4

Adoption of core themes is relatively new to COCC and campus-wide application of the core themes to the planning of programs and services is just beginning. Several programs and services implemented since the adoption of the core themes are closely connected and were done with deference to the core themes. These include (1) embedded tutoring in chemistry courses, (2) the expansion of various support services in Redmond (tutoring, bookstore, food service, financial aid, enrollment services, and academic advising), (3) development of the Redmond Technology Education Center, (4) new programs to assist Adult Basic Skills students, and (5) the addition of Community Learning options targeted at baby boomers. These programs and examples are discussed in more detail later in this chapter in relation to each core theme.

4.A.5

Even prior to the identification of COCC's core themes, the Board [mission, vision, goals, and priorities](#)⁴⁸ helped campus staff align planning efforts with resource allocation, institutional policies and practices, and assessment activities. The core themes, in turn, solidified past practices and provided the institution with more clarity for future planning. Details and examples of how core theme planning aligned with institutional resources, practice, and assessment are included in the subsequent core theme sections.

As demonstrated throughout this report, evaluation of COCC programs and services is a key institutional value. COCC's ability to align planning, resources, and practices based on findings from such evaluations and in support of all core themes is just as important. To illustrate this alignment, COCC's budget process has allowed the institution to strategically add a significant number of positions in support of core themes during recent years. This includes the addition of new full-time faculty, student support services (academic advisors, financial aid staff, retention specialist), Information Technology staff, and other positions critical to creating the systems in which students can achieve their academic goals. Additionally, COCC's master planning process and community support allowed the campus to successfully pursue a \$41.6 million bond campaign (2009), which includes new buildings in Madras and Prineville (fall 2011), as well as the addition of a Health Careers building (fall 2012), a Science building (fall 2012), and the Redmond Technology Education Center (fall 2013). Access to high quality teaching facilities, as well as the necessary faculty and support services, enhances the institution's ability to make successful progress toward all core themes.

COCC's programs and services are actively engaged in evaluating achievement toward program or service outcomes. Such efforts help the campus identify policy or practice needs, allocate resources in support of program or service outcomes, and best plan for future directions. While examples directly connected to core themes are detailed in forthcoming sections, examples from other areas of the College are highlighted below:

- **Facilities Audit:** A facilities condition assessment was performed on all College owned buildings during 2011. The assessment served to identify deferred maintenance and capital renewal needs as well as categorize any operational cost savings opportunities. Based on this assessment, the College is able to prioritize maintenance and capital improvement projects over the next several years and identify appropriate resources to address those needs.
- **New Student Housing:** COCC's current residence hall was built in the late 1960s and does not meet current student needs, nor does it support institutional needs for recruiting, student services, or summer conferences. To determine future options, COCC contracted with an outside agency to conduct a new student housing feasibility study. This assessment included student focus groups, off-campus market analysis, a student survey, demand analysis, and financial analysis. Based on the results from this in-depth study, the College was able to determine student need, desired room type, number of beds, desired amenities, and anticipated project costs. With this information, the COCC Board of Directors authorized staff to develop a schematic design and cost estimate.
- **Facilities Room Assignment Task Force:** Approximately two years ago, COCC convened a task force to identify potential classroom and office spaces. This group included representatives from across the College (faculty, instructional administration, Student Services, Information Technology, Campus Services, Fiscal Services) and was facilitated by the vice president for administration. Through a facilities use audit and analysis of available space, the task force was able to identify space for additional offices and classrooms. This recommendation was brought for approval to the COCC president, who then allocated resources to support remodeling and other space development needs. When the Health Careers and Science buildings are completed and departments are shifted there, remodeling of existing facilities will begin, creating 86 office spaces and 16 new classrooms. This is in addition to the 60 new classrooms and nearly 80 new offices planned for the new facilities.

4.A.6

During the last decade, COCC has worked to develop a culture of assessment across the institution. This manifested itself in department-by-department assessment efforts, allowing individual areas to continually make forward progress in programs and services. During this time frame, the College developed a formal [planning and assessment model](#)⁴⁹, which codified the connection between institutional planning, operational planning and assessment activities. This planning process relied on the data tools described in standard 3.B.3 as a means of collecting, analyzing, and responding to the data. During this same time, the College identified those data tools which were outdated, underused, or

ineffective and either eliminated or revised them to be more useful tools. These include the elimination of a quarterly “no show” student survey, a graduate survey follow-up, and revisions to enrollment reports and student cohorts. These changes allowed the institution to focus its efforts on meaningful assessment efforts and make data-based decisions to improve institutional performance.

4.B.1

As described in standard 4.A.6, COCC has developed a strong culture of assessment across the institution. Data are gathered in a variety of ways within four key assessment areas: institutional, academic, student support services, and administrative. The College’s assessment model includes program or service outcomes, indicators of achievement (specific to both the core theme indicators and individual department assessment plans) and data to inform planning, resource allocation, and practice. Core theme indicators and results of assessment efforts are explored in each subsequent core theme section.

Results of these assessments are provided to the appropriate groups at appropriate times throughout the year. This includes regular reports to the COCC Board of Directors (Institutional Effectiveness data, SEM Reports), to the state of Oregon’s Office of Community Colleges and Workforce Development (institutional enrollment data, data as related to Oregon’s Milestone and Momentum Points, TOPS reporting) and to the campus community (accreditation self-study, Institutional Effectiveness data, SEM Reports).

Individual core theme sections later in this chapter illustrate how the College assesses each theme, including related programs and services.

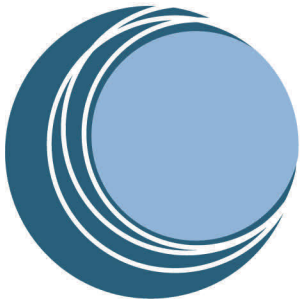
4.B.2

Central Oregon Community College is committed to promoting and fostering a culture of assessment. The assessment process is intended to guide and formalize decision making about program and degree needs and how courses meet those needs, while recognizing that our primary focus is on improving student learning and retention. The College is also committed to developing a “ground-up” approach to the assessment process in which demonstrations of student learning occur naturally within the classroom and each faculty member is invested in the process. COCC’s goals are to use the assessment process to evaluate how well students are meeting course, program, and degree expectations, and we make improvements and develop programs on the basis of assessment findings. Specific evidence of assessment, actions taken, and how results are shared with stakeholders, is included in subsequent core theme sections.

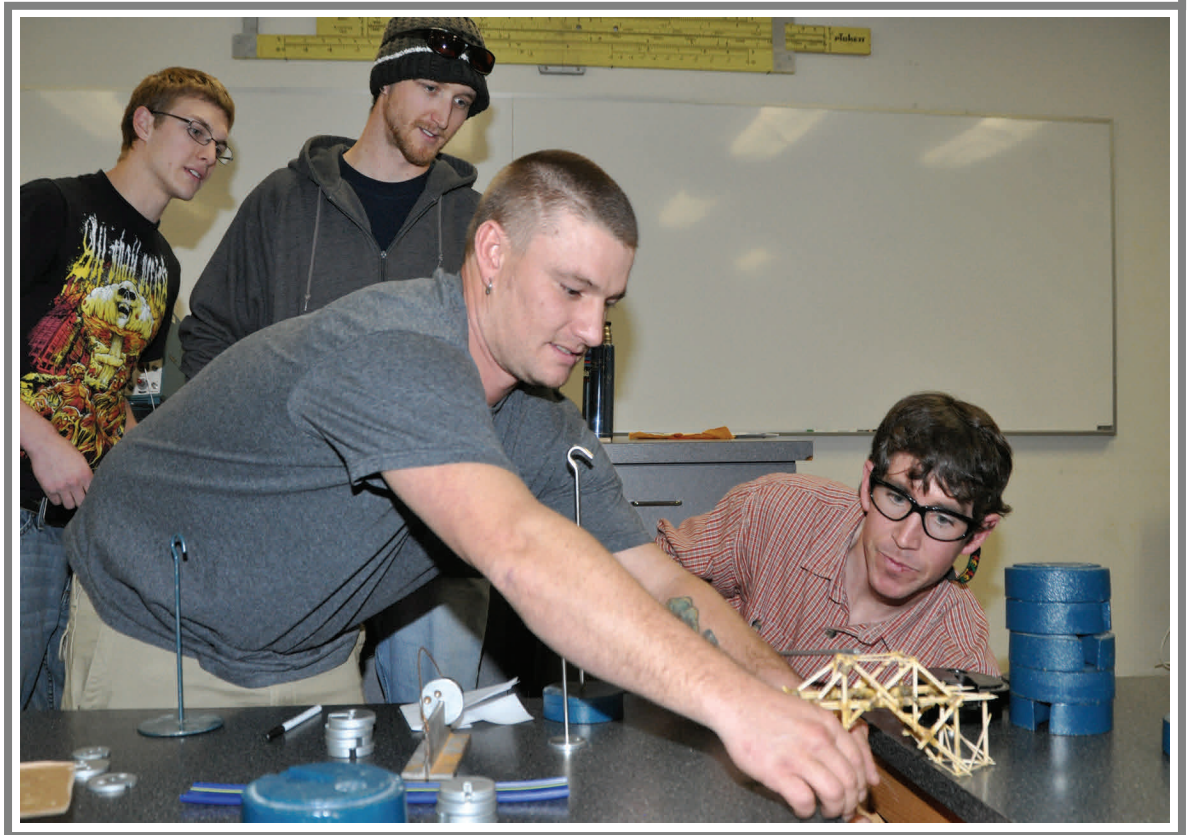
Endnotes

- ¹ COCC Assessment Web page: <http://assessment.cocc.edu/instr/prog/default.aspx>
- ² CTE Program Listing & Outcomes: http://current.cocc.edu/Degrees_Classes/Academic+Programs/default.aspx
- ³ Current Students & Learning Outcomes: <http://current.cocc.edu/default.aspx>
- ⁴ Prospective Students & Learning Outcomes: <http://new.cocc.edu/default.aspx>
- ⁵ General Education Learning Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁶ General Education Assessment Cycle: <http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20Yr%20cycle%20Gen%20Ed%20Assessment%202020.pdf>
- ⁷ Outcome Rubrics: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁸ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ⁹ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ¹⁰ Strategic Plan: <http://rap.cocc.edu/Strategic+Planning/StratPlan2013/default.aspx>
- ¹¹ COCC Planning and Assessment Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>
- ¹² Operational Plans: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹³ Assessment Plan: <http://assessment.cocc.edu/default.aspx>
- ¹⁴ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ¹⁵ Board Priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ¹⁶ Operational Plans: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹⁷ Strategic Enrollment Management Plan: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹⁸ Technology Plan: <http://rap.cocc.edu/UserData/Documents/rap/Technology%20Plan.pdf>
- ¹⁹ COCC Planning Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>
- ²⁰ Institutional Assessment: <http://assessment.cocc.edu/Institutional/default.aspx>
- ²¹ Academic Assessment: <http://assessment.cocc.edu/instr/default.aspx>
- ²² Student Support Services Assessment: <http://assessment.cocc.edu/student/default.aspx>
- ²³ Administrative Assessment: <http://assessment.cocc.edu/Administrative/default.aspx>
- ²⁴ College Now: <http://dualcredit.cocc.edu/>
- ²⁵ Math Redesign: <http://math.cocc.edu/mathlab/default.aspx>
- ²⁶ CCSSE: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- ²⁷ Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- ²⁸ Campus Climate Survey: <http://rap.cocc.edu/IR/Survey/CampClimate/default.aspx>
- ²⁹ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ³⁰ Community College Survey of Student Engagement: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- ³¹ Institutional Effectiveness (IE) Reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ³² COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- ³³ Strategic Enrollment Management: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ³⁴ Institutional Enrollment Reports: <http://rap.cocc.edu/IR/default.aspx>
- ³⁵ Financial Aid Department Assessment Plan: <http://assessment.cocc.edu/student/FinancialAid/Default.aspx>
- ³⁶ Financial Aid Office: <http://finaid.cocc.edu/>
- ³⁷ 2010-11 SEM Report: [http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20\(2\).pdf](http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf)

- ³⁶ General Education Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ³⁸ Course Outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- ³⁹ PH 211: http://coccweb.cocc.edu/bemerson/public_html/physics/PH211/211labs/rubrics/R211RockDrop.html
- ⁴⁰ COCC Outcomes and Assessment: <http://assessment.cocc.edu/instr/prog/default.aspx>
- ⁴¹ CTE Programs & Degree Outcomes: http://current.cocc.edu/Degrees_Classes/Academic+Programs/default.aspx
- ⁴² Student Success by Program: <http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/default.aspx>
- ⁴³ General Education Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁴⁴ College Catalog & General Education Outcomes: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Pathways%20pp%2036-51.pdf>
- ⁴⁵ General Education Assessment Cycle: http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20yr%20cycle%20Gen%20Ed%20Assessment%20_2_.pdf
- ⁴⁶ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ⁴⁷ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ⁴⁸ COCC Planning and Assessment Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>



CENTRAL OREGON
community college



Transfer & Articulation Core Theme

TRANSFER & ARTICULATION CORE THEME

Standard 3.B – Planning in Transfer and Articulation

The core theme of transfer and articulation grows out of several aspects of COCC’s planning systems, including [Board goals](#)¹ and [priorities](#)². The Board goal that students will “have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level” is reflected in this core theme and relates to the largest percentage of COCC students. (48% of certificate and degree-seeking students declared a transfer major in 2010-11.) In addition, the Board priorities of access and success emphasize effective design and implementation of systems and strategies to support students as they achieve their academic goals. Planning for this core theme has guided the adoption of several programs, services, and practices that support transfer and articulation: transfer programs, general education outcomes, enrollment services, non-traditional course offerings, College Now, and the faculty promotion process.

Standard 4.A – Assessment in Transfer and Articulation

Four objectives motivate planning and assessment for this core theme, and each of these objectives also relates to one or more Board priorities.

- 1.1: Design entry and support services to promote access and success for students intending to transfer.**
- 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.**
- 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.**
- 1.4: Students with the intent to transfer are able to do so successfully.**

As the institution developed its core themes, the Accreditation Coordinating Team (ACT) identified data sources that would be effective assessment tools for the evaluation of the core theme objectives. Data for the transfer and articulation core theme are collected through the following sources:

- Community College Survey of Student Engagement (CCSSE)
- COCC Graduate Survey
- Strategic Enrollment Management (SEM) measurements
- General Education Outcomes Database Exchange (GEODE)
- Institutional Effectiveness reports
- Oregon University System data/reports
- Promotions data

These sources provide historical and current information on student perceptions of support systems, retention rates and transfer student success, course availability, the impact of general education

outcomes, and faculty contributions toward learning. The data also provide significant feedback on the success of high school students participating in COCC classes and their enrollment in post-secondary education.

During the past 10 years, COCC's Student Services division has grappled with the best process to effectively assess its programs and services. Student Services explored models from a variety of institutions, as well as the Council for the Advancement of Standards (CAS) approach, none of which provided outcomes that aligned with our organizational structure, campus culture, or assessment needs. Working with the director of student services assessment from Oregon State University, COCC adopted its current model (described in the next section) in 2008–09. Since that time, each of the divisions within Student Services developed [department-wide assessment plans](#)³ and have begun work on evaluating progress toward those plans. While the Student Services division assessment plans are broad in scope, specific elements regarding admissions, financial aid, and advising services specifically correlate to the transfer and articulation core theme and are discussed in the sections that follow.

Assessment of Programs and Services

Programs and services that support the transfer and articulation core theme use data from the sources named above to evaluate program effectiveness following this assessment model: (1) desired outcomes are established, (2) methods of achieving the outcomes are determined, (3) progress toward achievement of outcomes is evaluated regularly using quantitative and qualitative data, and (4) changes are made as needed for improved outcomes. Responsibility for such planning and assessment is held within each service unit and in the case of course or academic program outcomes, faculty play the lead role.

Assessment of Student Achievement

Assessing student achievement is integral to COCC's commitment to student success, and faculty develop and evaluate course, program, and degree outcomes. All credit courses have specific [outcomes](#)⁴, which are established by faculty and included on course syllabi. In the case of courses that are taught throughout the state, COCC's outcomes are similar or identical to other institutions. An example of course outcomes shared among several faculty, as well as faculty across the state, are those for Human Anatomy and Physiology. Students completing this course (BI 231) will be able to do the following:

- Explain the structures and functions of normal body systems.
- Use appropriate terminology to effectively communicate information related to anatomy and physiology.
- Recognize and explain the interrelationships between and within physiological systems of the human body.
- Approach and examine issues related to anatomy and physiology from an evidence-based perspective (critical thinking).
- Access, evaluate and use resources to stay current in emerging knowledge about the human body.
- Make a connection between anatomy and physiology knowledge and practical applications.

Multi-section courses, such as Human Anatomy and Physiology, may be taught by different instructors,

but consistency is ensured through the use of shared outcomes and shared assessment tools in some cases.

In addition to course outcomes, transfer courses are also assessed using general education outcomes. The nine general education outcomes selected by COCC establish what a student should know and be able to do as a result of completing a COCC degree:

- Aesthetic Engagement: Students will engage in informed discussion of the meaning and value of aesthetic expression.
- Communication: Students will speak, read, write, and listen effectively.
- Critical Thinking: Students will analyze, interpret, and synthesize ideas and information.
- Cultural Awareness: Students will explain how cultural context shapes human perceptions and values.
- Health Choices: Students will identify responsible health and safety procedures.
- Quantitative Reasoning: Students will apply appropriate mathematics to analyze and solve problems.
- Scientific Reasoning: Students will apply scientific inquiry to arrive at informed conclusions.
- Technology and Information Literacy: Students will use computer technology to gather, process, and communicate information.
- Values and Ethics: Students will evaluate the ethical dimensions of arguments and the consequences of decisions.

COCC's primary tool for completing assessment of these outcomes is the use of [outcome rubrics](#)⁵ (linked next to each outcome on the General Education Outcomes Web page), and outcomes are evaluated on a [three-year assessment cycle](#)⁶. Faculty-developed rubrics are shared at an annual in-service day dedicated to assessment of general education outcomes. During the year, faculty choose specific assignments with which to assess student learning in one of the nine general education outcomes. They enter findings into COCC's recently piloted [General Education Outcomes Data Exchange](#)⁷ (GEODE), sharing information regarding student accomplishment of outcomes. Because courses lend themselves to some but typically not all of the nine outcomes, instructors assess only those outcomes related to their assignments and courses. Over time, it is expected that data will emerge for all nine outcomes. Data collected in this system help faculty identify areas of strength and opportunities for improvement of the general education program. Examples of this data analysis and associated changes are addressed as part of the transfer and articulation objectives analyses.





Standard 4.B – Improvement in Transfer and Articulation

In the following pages, tables illustrate the systems through which COCC evaluates its achievement in the core theme of transfer and articulation. As with all core themes, progress toward each objective is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken that contributed to achievements and future actions that can be taken to improve our scores. Assessment is an ongoing practice, with results published regularly for stakeholders, after which modifications are made to improve effectiveness. (See section 4.B.2. earlier in this chapter for a more complete discussion of the nature of reporting.)

Objective 1.1: Design entry and support services to promote access and success for student intending to transfer.

COCC sees support programs and services as essential for access and success. While important for all students, this section of the report focuses on support strategies that benefit transfer and articulation students. COCC strives to have efficient and well-run support services that make it easy for students to concentrate on their learning. As part of this effort, the College gathers student perspectives on these services through a variety of tools, described and analyzed below.

Table 4.2: Indicators, benchmarks, status, score, and source of data for Objective 1.1, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
1.1.a: Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT - 52.8	56.6	50.9		CCSSE 2010-11
	PT - 48.1	51.5	47.2		
1.1.b: Student satisfaction with: Admissions/entry services Accuracy of information Financial aid services	80%	85%	87.5%		COCC Graduate Survey 2010-11
	80%	85%	84.4%		
	80%	85%	75.5%		
1.1.c: Student satisfaction with: Financial aid advising Academic advising					CCSSE 2010-11
	50%	60%	50.9%		
	50%	60%	70%		
1.1.d: First-time, certificate/ degree seeking students will return for a second consecutive term	72%	75%	81%		SEM 2009-10 data

Summary of data for Objective 1.1

Surveys of student satisfaction indicate that COCC does very well in some areas and has room for improvement in others. According to [CCSSE data](#)⁸, COCC’s score on the national benchmark "Support for Learners" was below the 50th percentile for all schools participating nationally and did not meet internal benchmarks. Scores are based on student responses regarding several classroom factors that support learning, including whether or not the student participated in classroom discussions, made a classroom presentation, participated in group work as part of a course, worked with classmates outside of class, and related areas.

Results from the [COCC Graduate Survey](#)⁹ show high levels of student satisfaction with specific support areas such as COCC’s admissions/entry services and academic advising, exceeding the benchmark in both areas. In addition to the information listed in the table above, several additional response sets from the Graduate Survey are positive:

- 83.8% indicated they were “satisfied” or “very satisfied” regarding the accuracy of information received in Enrollment Services (COCC Graduate Survey, 6j).
- 91.3% indicated they were “satisfied” or “very satisfied” regarding the ease of finding information on admissions and registration policies, processes, dates, and deadlines (COCC Graduate Survey, 10c).
- 87.9% indicated they were “satisfied” or “very satisfied” in relation to whether the students’ academic advisors guided them in developing an academic plan to help them reach their goals (COCC Graduate Survey, 10e).

Student satisfaction may also be reflected in students’ decisions to continue for a second consecutive term, and in this area COCC did well. According to SEM data, 81% of first-time degree-seeking students returned, exceeding institutional benchmarks.

An initial review of data associated with student satisfaction with financial aid services paints a conflicting picture. With 75.5% satisfaction with financial aid services from COCC graduates and 50.9% satisfaction with financial aid advising from a selection of all students, COCC does not meet benchmarks for indicator 1.1.b and barely does so for 1.1.c. However, other data suggests different perspectives:

- 90.7% indicated that they “agree” or “strongly agree” that information and up-to-date financial aid policies and resources were made available (COCC Graduate Survey, 10a)
- 94.3% indicated that they “agree” or “strongly agree” that the financial aid staff were professional in their interactions with students (COCC Graduate Survey, 10b)

Internal data and comparisons to peer institutions indicate that COCC’s financial aid processing time has remained among the fastest in the state, despite an unprecedented growth in the numbers of students receiving aid and the amount of aid awarded. 1,810 students received aid in 2006-07, and 5,847 students received aid in 2010-11. In 2006-07, COCC paid \$9,416,561 in total financial aid dollars, and by 2010-11, this amount increased to \$48,091,044.

Given the conflicting data and responsiveness of aid processing, additional research is needed to determine whether or not the above indicators and benchmarks are appropriate.

Actions taken to support assessment results for Objective 1.1

Several actions taken over the last few years may have contributed to student satisfaction with entry and support services as expressed in the survey results above. Actions are designed to improve results in areas for which we did not meet our benchmarks.

In relation to support services, COCC expanded the Redmond campus services through the addition of a bookstore, food service, and tutoring and expansion of enrollment services and academic advising availability. In addition, various enrollment-related services (admissions, registration, financial aid, cashiering, and advising) are now provided during evening or weekend hours as well. Entry services are also improved through a new wait list process whereby students are automatically moved from wait list to registered status once a seat becomes available. This change enables students to better know whether they will be able to access courses and plan for alternatives, improving the timely progression toward a certificate or degree. In support of advising services, the College also implemented

GradTracks, an online degree audit and advising tool. This tool enables students and advisors to track progress toward certificates or degrees using real-time data, putting critical advising information directly in the hands of students. To help students reduce concerns regarding the cost of their education, the College will continue to offer College Now/Transfer programs, which provide high school students the opportunity to earn college credit at significantly discounted rates.

Excellent and easily accessible financial aid services are critical to the support provided to students. COCC's financial aid office serves as one of several support systems for students taking credit courses who receive financial aid. The department's [assessment plan](#)¹⁰ includes an outcome that "students will indicate that they are satisfied or very satisfied with the service received." Relying on data from the annual COCC Graduate Survey, as well as internal department measurements (number of Individual Student Information Records processed, processing time, telephone and email volume, and other measurements), the financial aid office has adjusted staffing to meet student demand during peak times. Additionally, the department has expanded outreach activities and redesigned communications to increase the number of students applying for and receiving aid and implemented new technologies to ensure efficient and timely awarding of financial aid dollars.

In regard to student retention, COCC's initial [Strategic Enrollment Management](#)¹¹ (SEM) plan included goals that emphasized short- and long-term retention ([SEM Report Update](#)¹², pages 8-9). In support of this goal and this core theme objective, COCC implemented several strategies to increase student persistence:






- Expanded outreach regarding financial aid and significantly increased the number of students receiving aid
- Developed and hired a student retention specialist position to lead institution-wide retention efforts
- Streamlined and mandated key entry-point student success requirements such as an application deadline, placement test requirements for students taking credit classes, and required advising for all certificate or degree-seeking students prior to registration

Finally, discussions have begun regarding an expansion of other support mechanisms such as Learning Communities and implementation of an early alert program, mandatory prerequisites, and peer-assisted interventions.

Objective 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.

Providing students the opportunity to complete their educational goals in a timely manner is another objective of Core Theme 1: Transfer and Articulation. Data gathered from four sources indicates that we have met goals in some areas and have progress to make in others. This data and related actions are summarized below the table.

Table 4.3: Indicators, benchmarks, status, score, and source of data for Objective 1.2, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
1.2.a: Student satisfaction with course sequencing as related to progression and timely completion	70%	75%	61.8%		CCSSE 2010-11
1.2.b: Student satisfaction with availability of courses at times students can take them	55%	60%	51.5%		COCC Graduate Survey 2010-11
1.2.c: Number of credit courses offered by non-traditional methods	+10%	12%	1,108 (+16%)		SEM 2009-10 to 2010-11
1.2.d: College Now student participation (three-year rolling average)	+15%	20%	825 (-19%)		COCC Enrollment Reports, IE Reporting: Partnerships, K-12 2008-09 to 2010-11
1.2.e: Percentage of high school seniors who took a COCC college-level credit class then matriculated to any post-secondary institution the year following high school graduation	65%	75%	73%		IE Reporting: Partnerships, K-12

Summary of data for Objective 1.2

Feedback from students indicates that in sequencing and availability of courses, COCC falls short of its benchmarks. Although the state average was 70% (according to a state-submitted question on the CCSSE), only 61.8% of COCC students agreed with the statement “Courses at this college are offered in such a way that I can take them in the recommended sequence and complete my certificate/degree on time.” Regarding availability of courses, [COCC’s Graduate Survey](#)¹³ asks whether courses are offered at times convenient for the student. 51.5% of graduates agreed with this statement, but the College strives for a minimum of 55%.

On the other hand, the College exceeded the benchmark for indicator 1.2.c. on offering courses through non-traditional means. Non-traditional means includes courses offered online, as hybrid classes, on weekends, and outside of Bend. All of these have increased in the last five years. (In 2009-10 the College offered 638 non-traditional offerings; in 2010-11 we offered 1,108). Since 2007-08, specific modalities have increased by the following percentages:

- Online: +135%
- Hybrid: +73%
- Weekend: +39%
- Outside of Bend campus: +69%

All of these modalities increase access and facilitate student progress toward their degrees. Two other programs also facilitate access and progress: [College Now](#)¹⁴ and enrollment of high school students in credit classes. As described on COCC's website, "College Now is a partnership between Central Oregon Community College and area high schools that served 825 students in 2010-2011. The program offers high school students the opportunity to earn college credit while in high school." The program includes student participation in two areas: career and technical education and transfer courses. The College set a goal of increasing enrollment by 15% each year. The number of transfer-related courses offered each year has remained consistent; however, the number of participants has declined since 2008-09:

- 2010-11: 825 students enrolled
- 2009-10: 905 students enrolled
- 2008-09: 1,024 students enrolled

Thus, we have not met the benchmark for College Now enrollment; however, we did meet the benchmark in relation to area high school seniors who took at least one COCC credit course. According to updates to COCC's [Institutional Effectiveness report](#)¹⁵, 2010-11 cohort data indicates that 73% of high school students taking at least one class at COCC matriculated to a post-secondary institution within one year of high school graduation.

Actions taken to support assessment results for Objective 1.2

Course availability is a concern for a significant number of students and much of this can be attributed to unprecedented enrollment growth. In 2006-07, the last of many years of stable enrollment, COCC's credit student headcount was 7,090. Four years later, enrollment had grown by 53% to 10,843. Despite the challenges associated with this growth, COCC is committed to providing opportunities for students to make reasonable progress toward their academic goals.

In response to increased demand for courses, especially those offered in non-traditional formats and non-traditional times, the College has made many modifications to institutional programs and services. COCC is aggressively addressing student demand for more classes in evenings and on weekends. Since 2005-06, COCC has increased the number of courses offered at these non-traditional times by 102%. In addition, COCC has added course offerings in locations throughout our broad geographical district.

Credit courses offered outside of the Bend campus have increased 94% since 2005-06. Addressing both timing and location, COCC has also increased its hybrid and online offerings. Since 2005-06, online and hybrid classes have increased 93%, from 176 to 340. For faculty who want to teach in these formats, COCC offers intensive, high quality training. The cornerstone of these trainings is a six-week intensive course called the [Hybrid and Online Teacher Training](#)¹⁶ (HOT) workshop. To date, 103 instructors have successfully completed HOT. Faculty who teach online must have successfully completed the HOT course before beginning their online course. All courses offered outside of the Bend campus as well as those offered at non-traditional times and in online and hybrid formats will increase the ability of students to progress efficiently toward their degrees.

While all these changes have happened over several years, as part of the 2011-12 budget, COCC added a significant number of full-time, tenure-track and full-time temporary faculty to increase course offerings of all types. For 2012-13 the College has approved a total of four new positions (Biology,

Chemistry, Veterinary Technology, and Culinary), one conversion of a full-time temporary position to full-time tenure track position (Health and Human Performance), and one additional full-time temporary position (Health Information Technology).

The College also adjusted its summer programs to meet student needs in learning and progress. Beginning in summer 2009, COCC moved from an eight- to a ten-week summer term and just prior to this, adjusted course time blocks. Both of these initiatives allowed COCC to increase the availability of classes and in turn, student progression. Since implementing these changes, COCC was able to increase summer offerings from 281 to 521 courses, an 85% increase in two years. As a result, total headcount during summer term has increased 49% (2009 summer term headcount was 2,179; 2011 summer headcount was 3,246).








Two other initiatives facilitate students' progress toward their academic goals: a change to COCC's wait list process and implementation of an online degree audit system, both of which are detailed in the previous discussion of actions taken in support of objective 1.1. The wait list changes enable students to solidify their schedules prior to the start of the term and avoid last-minute struggles to access classes. The degree audit system assists students in identifying courses needed to complete certificates and degrees. Both of these directly contribute to the objective of providing students with opportunities to make reasonable progress toward degree completion or transfer.

At the curriculum level, the math department has redesigned two of its developmental classes with an eye toward improving student learning and decreasing the time it takes for students to progress through college-level math. COCC's math department identified the [National Center for Academic Transformation's](#)¹⁷ "course redesign" concept as a best practice strategy to increase student access to and success in Algebra 1 (MTH 60) and Algebra II (MTH 65). Under this model, students split their time between standard in-class instruction and time in a dedicated math lab under the guidance of full- and part-time math faculty. In support of this change, the College dedicated the resources needed to remodel two classrooms into math labs and provided the necessary hardware and software. The program was implemented in winter and spring 2011 with preliminary assessments in progress.

Objective 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.

In addition to helping students progress through their academic programs efficiently and effectively, COCC also provides strong academic grounding of transfer students through its general education program. We do this through hiring high-quality faculty who design the curriculum and regularly assess student achievement. Faculty then use assessment results to make changes and continually improve student learning. Comparison of internal and external data provides valuable information on which to base further actions.

Table 4.4: Indicators, benchmarks, status, score, and source of data for Objective 1.3, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		2009-10 Status	Score	Source
	Yellow	Green			
1.3.a: College contribution to a broad general education, full-time and part-time students	FT - 60%	70%	65.6%		CCSSE 2010-11
	PT - 50%	60%	57.3%		
1.3.b: Student perspective of academic challenge (CCSSE normed score, not percentage)	FT - 54.9	57.9	58.4%		
	PT - 46.1	49.3	50.4%		
1.3.c: Qualitative analysis of student achievement on nationally-normed exams	At norm	Above norm	At norm		Department tracking
1.3.d: Percent of full-time faculty submitting assessment results and reflections to COCC's GEODE	65%	80%	82%		GEODE
1.3.e: Qualitative analysis of course improvements based on general education outcome assessment	Result Satisfaction: 75%	Result Satisfaction: 85%	Q		
1.3.f: Percent of faculty successfully completing the annual review process	85%	95%	98%		Personnel Files, 2010-11
1.3.g: Percent of eligible full-time faculty earning a promotion	70%	90%	61%		

Summary of data for Objective 1.3

According to a review of [CCSSE data](#)¹⁸, the College met its benchmarks in the area of whether students said COCC contributed to their broader general education. It is important to note that indicator 1.3.a represents COCC's compilation of seven CCSSE questions related to the College's general education outcomes. For students who responded "quite a bit" or "very much," the average scores for full-time students yields a 65.6% favorable response. As expected, part-time average student response (57.3%) is lower than full-time student averages as this population has generally taken fewer courses and possibly has not experienced many of the activities referenced in these questions. The individual questions supporting this indicator and their results are noted in table 4.5.

Table 4.5: Student opinion on COCC's contribution to a broad education

Did COCC contribute to your education in the following ways?	Percentage of students responding "quite a bit" or "very much"	
	Full-time	Part-time
Acquiring a broad general education (12 a)	74.6	67.9
Writing clearly and effectively (12 c)	72.0	57.6
Speaking clearly and effectively (12 d)	60.2	53.0
Thinking critically and analytically (12 e)	74.2	68.3
Solving numerical problems (12 f)	66.2	57.6
Using computing and information technology (12 g)	70.5	60.9
Developing a personal code of ethics (12 l)	41.5	35.5

Thus, the overall average falls within our goals. The College will continue to target appropriate strategies to improve part-time students' experience and create balance between the general education components.

Objective 1.3.b refers to student perception of academic challenge. This question is a national CCSSE benchmark area in that it is a compilation of several questions focused on the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance, all of which contribute to a rigorous general education experience. Based on a review of this data, COCC exceeded internal benchmarks of 57.9 for full-time students and 49.3 for part-time students, with full-time student response at 58.4 and part-time student response at a mean of 50.4. COCC ranked above the 80th percentile for the CCSSE benchmark in this area.

COCC students perform close to the norm on nationally-normed, content-specific exams to indicate transfer readiness and assess teaching and learning. Faculty at COCC in chemistry, physics, human biology, and math transfer areas have administered these exams. Results include:

- **American Chemical Society Comprehensive Exam:** The chemistry department has kept data for several years regarding sophomore-level students' scores compared to national averages on the American Chemical Society Exam. Based on specific domain results on the exam, faculty have modified their teaching styles to be more student-centered and have determined what material needed more emphasis. Test scores over the past four years have improved significantly. Scores in 2007 for 50-60 students averaged in the 25th percentile of national norms, but after changing teaching styles, 2011 scores rose to the 44th percentile of national norms.
- **Human Anatomy and Physiology Society Comprehensive Exam:** The human biology department has administered the Human Anatomy and Physiology Society's comprehensive exam to determine how student learning in COCC Anatomy and Physiology compares with national norms. Data from 125 students who took the exam in 2007 showed that class averages at COCC ranged from 45.2% to 55.1%, with 50% being the national average. Specific domain results were used by each instructor to improve pedagogy in those areas.

- Graduate Records Exam: The physics department uses the Graduate Record Exam (GRE) subject test in physics to assess students' learning as they exit a sophomore-level physics sequence. Although the instructors use the data in a variety of ways, they have found that of the 60-70 students taking the exam, the average score in conceptual reasoning was half the national average, with some actually reaching national average scores. Since the national norms are set by fourth-year physics majors intending to go to graduate school, COCC instructors interpret the scores of second-year students' conceptual knowledge as "relatively high."

In general, students who have taken nationally-normed exams at COCC have scored around national averages on most exams, reflecting appropriate academic rigor.

Complementing CCSSE results regarding student perspective on general education is the College's qualitative assessment of student learning on general education outcomes. In this analysis, the College uses data from the [General Education Outcomes Data Exchange](#)¹⁹ (GEODE), a tool for collecting assessment data and tracking the ongoing assessment. A qualitative analysis of course improvements based on general education outcomes assessment reveals that of the 125 analysis submissions posted by faculty who indicate whether or not they will adjust their pedagogy, 102 or 82% of the submissions posted by faculty indicate they will. Two themes emerged during this qualitative analysis:

- Faculty rely on assessment results and reflections to improve their teaching, and the proposed revisions are as varied as our student body. Among these revisions are making better connections in the application of theory to practice, being more specific on assignments, including more practice sessions, and revised teaching practices to better achieve these connections.
- Even faculty who are satisfied with the results of their existing teaching practices have found areas that require continued emphasis.

The faculty included in this analysis come from a variety of departments including both transfer and career technical education. GEODE is an extremely useful tool for faculty to connect their practices with their outcomes using measurable results to improve the overall College curriculum as well as communication of information to our students.

Excellent teaching can take many forms and can be defined in various ways. One element of excellence is the ability to refine one's teaching practice, to achieve continuous improvements to one's pedagogy, and to improve upon the learning success of students. Faculty assist students in their learning process, assess students thoughtfully and frequently, and adjust strategies in ways that improve student learning outcomes. At COCC, GEODE is a process of verification that also encourages faculty reflections. These reflections can lead to many significant outcomes for faculty, including but not limited to the following: (1) triggering changes in teaching behavior that can include clarifying expectations of students; (2) raising the bar on a particular activity or outcome; and (3) directing the learning focus upon one of the nine general education outcomes. A high percentage (82%) of faculty are engaged in teaching and assessing the general education outcomes with the goal of instilling degree completers with general skills expected with COCC's associate degrees. This high percentage ensures students are frequently

engaged with general education outcomes across the curriculum.

The annual review and promotions processes demonstrate that faculty members are committed to improved teaching and enhanced student achievement. Ninety-eight percent of faculty in 2010-11 successfully completed an annual review process, which requires evidence of accomplishments in teaching, community involvement, and service to the College. In regard to professional advancement, 61% of eligible faculty earned a promotion in 2010-11, 80% in 2009-10, and 85% in 2008-09. The process is rigorous, having evolved through the years into a relatively detailed, precise, and thorough set of requirements that mandate numerous documents, letters of support, and properly timed evidence of achievement across the four standards: (1) excellence in primary assignment, (2) professional growth and development, (3) service to the College, and (4) service to the community. Though the three-year average of 75% exceeds the targeted benchmarks, the number of eligible faculty earning a promotion does not meet the internal benchmarks for 2010-11. The College will need to assess the appropriateness of this indicator since the 61% promotion rate can be interpreted either as faculty not meeting standard or as setting and maintaining high standards—an institutional strength.

Actions taken to support assessment results for Objective 1.3

Data analysis indicates students are experiencing a rigorous general education at COCC. Although most results meet internal benchmarks, COCC has made modifications as a result of these assessments in order to see continued success toward this core theme objective. For example, to ensure a broad general education and promote consistency, COCC adopted statewide Associate of Arts Oregon Transfer (AAOT) degree requirements in fall 2010, which standardize what is expected of students. For the same reasons, the College adopted the statewide discipline studies alignment, which enables more consistent transferability of courses and programs.






Because general education is central to the College's work in transfer and articulation, faculty have developed assessment tools to measure student learning across the curriculum. The College provides training regarding general education outcomes instruction at an annual fall term in-service day. The primary focus of the in-service is assessment of general education outcomes and the use of assessment rubrics. In addition, COCC implemented the General Education Outcomes Data Exchange (GEODE), described above.

A rigorous general education experience requires a strong, quality faculty. COCC conducts regular course evaluations of all faculty members which requires that new instructors be evaluated every term for two years, and established faculty members are evaluated in all classes once per year. COCC will soon implement online student evaluation of faculty and courses, making mid-term evaluation possible for just-in-time changes in teaching and learning to improve student achievement. In addition, COCC's promotions process requires that faculty demonstrate their commitment to teaching excellence, service to the College, and service to the Central Oregon community prior to receiving promotion and related salary increases. Clear expectations connected to each rank are essential, and in response to this need, a task force was formed in winter of 2011 to clarify expectations and improve upon procedures related to promotion. This work resulted in clarified expectations based upon feedback from all instructional departments and several helpful documents and procedures will be disseminated spring 2012.

Objective 1.4: Students with the intent to transfer are able to do so successfully.

Success in the transfer and articulation core theme is also measured by examining transfer rates for those who indicate a transfer major.

Table 4.6: Indicators, benchmarks, status, score, and source of data for Objective 1.4, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		2009-10	Score	Source
	Yellow	Green	Status		
1.4.a: Students declaring a transfer major will receive a transfer module or degree within four years	15%	20%	12%		SEM Fall 2006 cohort
1.4.b: Number of students earning a transfer credential (OTM, AS, AAOT, ASOT)	+10%	+15%	+17%		COCC Completions Report 2010-11
1.4.c: Percent of transfer credential completers transferring to a four-year institution within one year of completion	65%	75%	75%		COCC IE Report: Partnerships 2009-10
1.4.d: COCC to OUS GPA after transfer	3.0	3.1	3.1		CCWD/OUS data match, 2009-10 cohort
1.4.e: Rate of COCC students transferring to OUS and graduating within six years	71%	75%	74.1%		CCWD/OUS data match, 2004-05 cohort

Summary of data for Objective 1.4

Data gathered in relation to Objective 1.4 paint a complex picture of student intentions and behaviors regarding transfer. The College has set as a goal that a minimum of 15% of first-time students who declare a transfer major will achieve a transfer module or degree within four years, and this benchmark has not yet been achieved. However, when completers were asked “To what extent did you achieve your goal or obtain what you wanted from COCC,” 91% of graduates answered “very much so.” From 2009-10 to 2010-11, the number of transfer credentials earned increased by 17%, meeting internal benchmarks. The number of students earning a transfer credential has steadily increased since 2007-08 from 177 to 187 students in 2008-09, 228 in 2009-10 and 266 in 2010-11.

Once students complete a transfer degree, the majority are successful in transferring to a four-year program within one year of completion, and those transferring to the Oregon University System (OUS) are among student groups who complete their degrees within a reasonable period of time. Seventy-five percent of 2009-10 students earning a transfer credential met COCC’s benchmark in this area. These students, along with COCC students who transferred without a credential, performed well academically. Of the students leaving COCC and transferring to OUS schools, average GPAs were maintained at 3.10, meeting internal benchmarks and exceeding GPAs of other Oregon community college students who transferred to four-year OUS institutions. Of COCC students transferring to OUS, 74.1% graduated

within six years of transferring, meeting internal benchmarks.

Complementing this finding, data from [COCC's Graduate Survey](#)²⁰ indicates that 63.4% of students were "very satisfied" or "satisfied" with the preparation they received to transfer to another college. Additionally, [CCSSE](#)²¹ data indicated 57% of those students wishing to transfer were "very" or "somewhat" satisfied with assistance with transfer credits. Therefore, despite the complex portrait provided by the data related to indicator 1.4.a., the College feels confident that this objective has been met, overall.

Actions taken to support assessment results for Objective 1.4

Data analysis indicates students are not necessarily completing transfer credentials at the desired rate, but achievement is clear in student success rates post-transfer.

Adoption of statewide AAOT degree requirements, statewide discipline studies alignment, and statewide equivalencies for Advance Placement (AP) and International Baccalaureate credits (fall 2010) has promoted seamless and consistent transferability of courses and programs. COCC also maintains some degree articulation agreements with other colleges and continues to build agreements with Oregon State University–Cascades, its primary four-year university partner.

Several collaborations between COCC and OSU-Cascades are worth special note as they provide the foundation by which students may successfully transfer. In fall 2011, COCC and OSU jointly developed and implemented an Exercise Science articulation agreement to promote transfers and ultimately increase more easily accessed bachelor's degrees in Central Oregon. In addition, the COCC Barber Library purchases, maintains, and circulates materials in support of academic programs for both COCC and OSU-Cascades, providing easy access for students at both schools. COCC and OSU libraries implemented a shared interlibrary loan system this past year. Finally, COCC and OSU jointly designed and piloted a learning community focused on dually admitted students to provide a vibrant freshman experience that will improve student engagement, progress, and degree completion. The OSU-Cascades learning community was piloted in fall 2011. End-of-term survey results indicated that a majority of respondents (79%) were interested in continuing pursuit of their degrees at COCC or OSU-Cascades. They also reported an increased sense of belonging to the College and University communities (71%) and said that they would recommend the learning community to other students (92%).

Endnotes

- 1 Board goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- 2 Board priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- 3 Student Services Assessment Plans: <http://assessment.cocc.edu/student/default.aspx>
- 4 Course Outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- 5 General Education Outcome Rubrics: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- 6 General Education Assessment Cycle: http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20Yr%20cycle%20Gen%20Ed%20Assessment%20_2_.pdf
- 7 General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- 8 CCSSE data: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 9 COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 10 Financial Aid Assessment Plan: <http://assessment.cocc.edu/student/FinancialAid/Default.aspx>
- 11 Strategic Enrollment Management: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- 12 SEM Report Update: [http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20\(2\).pdf](http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf)
- 13 COCC's Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 14 College Now: <http://dualcredit.cocc.edu/>
- 15 Institutional Effectiveness report: <http://assessment.cocc.edu/Institutional/effect/default.aspx>
- 16 Hybrid and Online Teacher Training: <http://acs.cocc.edu/Training+Events/default.aspx>
- 17 National Center for Academic Transformation's: <http://www.thencat.org/>
- 18 CCSSE data: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 19 General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- 20 COCC's Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 21 CCSSE: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>



CENTRAL OREGON
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Workforce Development Core Theme

CORE THEME 2: WORKFORCE DEVELOPMENT

Standard 3.B – Planning in Workforce Development

The core theme of workforce development directly reflects the [Board goal](#)¹ that students will “have the workforce knowledge and skills necessary for their career.” This core theme is of fundamental value at COCC, with 38% of all certificate- or degree-seeking students declaring a Career and Technical Education (CTE) major. CTE completions, as a percentage of total completions, has grown steadily from 2005-06 (61%) to 2009-10 (68%), with the most significant growth associated with short-term, less-than-one-year certificate programs.

In addition to its direct connection to this Board goal, the workforce development core theme is also manifested in the [Board priorities](#)² of access, success, and strategic partnerships. These priorities include an emphasis on (1) designing and implementing systems and strategies to support student achievement of academic goals, (2) effective management of course and program offerings, and (3) partnership with local industry to evaluate current and new certificate or degree programs. To this end, the primary programs, services, and practices included in this core theme are Career and Technical Education (CTE) academic programs, student support services, and the faculty promotion process.

Standard 4.A – Assessment in Workforce Development

Four objectives motivate planning and assessment for this core theme, and each of these objectives also relates to one or more Board priorities.

- 2.1 Entry and support services are designed to promote success for students participating in Career and Technical Education programs.**
- 2.2 Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.**
- 2.3 Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.**
- 2.4 COCC will assist industry partners in regional economic development.**

The board priority areas that relate to this core theme—access, success, and strategic partnerships—are evident in the discussion of specific objectives and indicators.

Data sources chosen by Accreditation Coordinating Team (ACT) to evaluate this core theme are similar to those used for the transfer and articulation core theme:

- CCSSE
- COCC Graduate Survey
- Strategic Enrollment Management reports
- Promotions data
- Review and Support Committee reports
- CTE program accreditation reports
- CTE Advisory Committee minutes
- Community Colleges and Workforce Development Key Performance Measure #11
- Institutional Effectiveness reports
- Small Business Development Center site review and self study

In addition to COCC's traditional data tools, the workforce development core theme also relies upon local industry input, statewide employment data, advisory committees, external accreditation bodies, and student and faculty input. These sources provide current and longitudinal quantitative and qualitative data from both internal and external sources to best gauge CTE student success. Summaries of this data—as well as how they are used in an evaluative mode to inform program changes in support of the workforce development core theme—are described within each objective.

Assessment of Programs and Services

As noted in the Core Theme 1 discussion of Standard 4.A, COCC's Student Services division has explored numerous assessment options over the last decade. Models such as the one recommended by the Council for the Advancement of Standards (CAS) did not align with our organizational structure, campus culture, or assessment needs. However, in 2008-09, with the assistance of the director of student services assessment from Oregon State University, COCC adopted an assessment model in which each of the primary departments within Student Services developed [department-wide assessment plans](#)³. Departments have since begun evaluating progress toward those plans. The Student Services division assessment plans are broad in scope, but specific elements regarding admissions, financial aid, and advising services correlate to the workforce development core theme and are discussed in the sections that follow.

Assessment of Student Achievement

The College's Career and Technical Education (CTE) programs routinely engage in course- and program-level assessment as part of COCC's commitment to student success. All CTE [programs](#)⁴ and [courses](#)⁵ have outcomes established by program directors, program faculty, advisory committees, local industry, and accreditation bodies. Examples of program and course outcomes below are from the Criminal Justice program:

Criminal Justice Program Outcomes

Students completing this program will

1. Express a thorough knowledge of the criminal justice system including police, courts, and corrections.
2. Identify the characteristics of professional integrity and ethical standards for Criminal Justice Professionals.
3. Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal and procedural laws.

4. Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.
5. Apply sociological and psychological theories to better understand criminal behavior.
6. Develop an understanding of public safety careers and explore their own qualifications for entry-level public safety positions.

CJ 101: Introduction to Criminal Justice Course Outcomes

- Students will demonstrate knowledge of the basic parameters regarding crime, criminals, and society's response to criminal behavior.
- Students will demonstrate the ability to compare theories of criminology.
- Students will exhibit knowledge of the intricacies of addressing victim and perpetrator behavior and the assignment of blame and or responsibility.
- Students will analyze the influence of individual values, beliefs, and experiences on the larger society's approach to crime and criminal behavior.
- Students will develop an understanding of the disparity of justice by gender and race and multicultural aspects of the criminal justice system.

Outcomes in CTE programs are evaluated through the use of standardized exams, capstone projects, data gathered from pre- and post-testing of skills and knowledge, graduation rates, licensure pass rates, and feedback from practicum placement sites. Several CTE programs also have independent accrediting agencies that provide critical data regarding program rigor.

In addition to these tools, COCC's Institutional Effectiveness department developed a [series of program based student success reports](#)⁶ used for planning and assessment: (1) Student Success by Program; (2) Program Full-Time Equivalent Enrollments and Sections Offered, and (3) Students by Declared Major (multi-year figures including student demographics). For example, faculty can click on their program area and view registration trends and successful course completions by term. Faculty can also view dropped registrations and in some programs, this has led to discussions of strategies for improving course persistence and completion. This data tool is relatively new to faculty, and more time is needed to maximize its use.

Standard 4.B. – Improvement in Workforce Development

In the following pages, tables illustrate the systems through which COCC evaluates its achievement in the core theme of workforce development. As with all core themes, progress toward each objective is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken to maintain or improve progress toward core theme objectives.

All assessments are ongoing, with continual modification of programs and services based on data findings. Results of these assessments are provided to various groups throughout the year, including regular reports to the COCC Board of Directors (Institutional Effectiveness data, CCSSE, and SEM Reports), state of Oregon's Office of Community Colleges and Workforce Development (Key Performance Measures) and campus community and CTE program advisory committees (accreditation

self-study, Review and Support Committee reviews, Institutional Effectiveness data, annual Completions Report, CCSSE and Graduate Surveys, SEM Reports).

Objective 2.1: Entry and support services are designed to promote success for students participating in Career and Technical Education programs.

Objective 2.1, which sets the College’s goal in relation to student services for CTE students, is parallel to objective 1.1 from the transfer and articulation core theme. Therefore, the text for this objective is the same as for the first objective in Core Theme 1: Transfer and Articulation.

For all students, COCC strives to have efficient and well-run support services that facilitate a student’s ability to focus on learning. Thus, the College seeks feedback from students on support services and collects data from a variety of sources, all of which is described and analyzed below.

Table 4.7: Indicators, benchmarks, status, score, and source of data for Objective 2.1, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
2.1.a: Student satisfaction with support for learners (full-time and part-time students, CCSSE normed score, not percentage)	FT – 52.8	56.5	50.9		CCSSE 2010-11
	PT – 48.1	51.5	47.2		
2.1.b: Student satisfaction with: Admissions/entry services Accuracy of information Financial aid services	80%	85%	87.5%		COCC Graduate Survey
	80%	85%	84.4%		
	80%	85%	75.5%		
2.1.c: Student satisfaction with: Financial aid advising Academic advising	50%	60%	50.9%		CCSSE 2010-11
	50%	60%	70%		
2.1.d: First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	81%		SEM 2009-10

Summary of data for Objective 2.1

Surveys of student satisfaction indicate that COCC does very well in some areas and has room for improvement in others. According to [CCSSE data](#)⁷, COCC’s score on the national benchmark "Support for Learners" was below the fiftieth percentile for all schools participating nationally and did not meet internal benchmarks. Scores are based on student responses regarding several classroom factors that support learning, including whether or not the student participated in classroom discussions, made a classroom presentation, participated in group work as part of a course, worked with classmates outside of class, and related areas.

Results from the [COCC Graduate Survey](#)⁸ express high levels of student satisfaction with specific support areas such as COCC’s admissions/entry services and academic advising, exceeding the benchmark in

both areas. . In addition to the information listed in the table above, several additional response sets from the Graduate Survey are positive:

- 83.8% indicated they were “satisfied” or “very satisfied” regarding the accuracy of information received in Enrollment Services (COCC Graduate Survey, 6j).
- 91.3% indicated they were “satisfied” or “very satisfied” in relation to whether the student could easily find information on admissions and registration policies, processes, dates, and deadlines (COCC Graduate Survey, 10c).
- 87.9% indicated they were “satisfied” or “very satisfied” in relation to whether the students’ academic advisors guided them in developing an academic plan to help them reach their goals (COCC Graduate Survey, 10e).

Student satisfaction may also be reflected in students’ decisions to continue for a second consecutive term, and in this area COCC did well. According to SEM data, 81% of first-time degree-seeking students returned, exceeding institutional benchmarks.

An initial review of data associated with student satisfaction with financial aid services paints a conflicting picture. With 75.5% satisfaction with financial aid services from COCC graduates and 50.9% satisfaction with financial aid advising from a selection of all students, COCC does not meet benchmarks for indicator 2.1.b and just does so for 2.1.c. However, other data suggests different conclusions:

- 90.7% indicated that they “agree” or “strongly agree” that information and up-to-date financial aid policies and resources were made available (COCC Graduate Survey, 10a)
- 94.3% indicated that they “agree” or “strongly agree” that the financial aid staff were professional in their interactions with students (COCC Graduate Survey, 10b)

Internal data and comparisons to peer institutions indicate that COCC’s financial aid processing time has remained among the fastest in the state, despite an unprecedented growth in the numbers of students receiving aid and the amount of aid awarded. 1,810 students received aid in 2006-07, and 5,847 students received aid in 2010-11. In 2006-07, COCC paid \$9,416,561 in total financial aid dollars, and by 2010-11, this amount increased to \$48,091,044.

Given the conflicting data points and responsiveness of aid processing, additional research is needed to determine whether or not the above indicators and benchmarks are appropriate.

Actions taken to support assessment results for Objective 2.1

Several actions taken over the last few years may have contributed to student satisfaction with entry and support services as expressed in the survey results above. Recent actions are designed to improve results in areas for which we did not meet our benchmarks.

In relation to support services, COCC expanded the Redmond campus services through the addition of a bookstore, food service, and tutoring and expansion of enrollment services and academic advising availability. Additionally, various enrollment-related services (admissions, registration, financial aid, cashiering, and advising) are now provided at all four campus locations. Entry services are also improved through a new wait list process whereby students are automatically moved from wait list to

registered status once a seat becomes available. This change enables students to better know whether they will be able to access courses and plan for alternatives, improving the timely progression toward a certificate or degree. Additionally, in support of advising services, the College implemented GradTracks, an online degree audit and advising tool. This tool enables students and advisors to track progress toward certificates or degrees using real-time data, putting critical advising information directly in the hands of students. To help students reduce concerns regarding the cost of their education, the College will continue to offer College Now/CTE programs, which aim to provide high school students the opportunity to earn college credit at significantly discounted rates.

As evidenced in the table for objective 2.1, excellent and easily accessible financial aid services are critical to the support provided to students. COCC's financial aid office serves as one of several support systems for all students taking credit courses. The department's [assessment plan](#)⁹ includes an outcome that "students will indicate that they are satisfied or very satisfied with the service received." Relying on data from the annual COCC Graduate Survey, as well as internal department measurements (number of Individual Student Information Records processed, processing time, telephone and email volume, and other measurements), the financial aid office has adjusted staffing to meet student demand during peak times. Additionally, the department has expanded outreach activities and redesigned communications to increase the number of students applying for and receiving aid and implemented new technologies to ensure efficient and timely awarding of financial aid dollars.

In regard to student retention, COCC's initial [Strategic Enrollment Management](#)¹⁰ (SEM) plan included goals that emphasized short- and long-term retention ([SEM Report Update](#)¹¹, pages 8-9). In support of this goal and this core theme objective, COCC implemented several strategies to increase student persistence:








- Expanded outreach regarding financial aid and significantly increased the number of students receiving aid
- Developed a position and then hired a student retention specialist position to lead institution-wide retention efforts
- Streamlined and mandated key entry-point student success requirements

Finally, discussions have begun regarding an expansion of other support mechanisms such as Learning Communities and implementation of an early alert program, mandatory prerequisites, and peer-assisted interventions.

Objective 2.2: Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.

The primary purpose of workforce development programs is to provide students with the training needed to be successful in their chosen occupation. To do so, an institution must hire highly qualified faculty who are committed to their profession, committed to students, and committed to continuous improvement. In support of this direction, this objective includes indicators focusing on student perception of their training, student success as measured by external exams, program viability, and faculty commitment to continuous improvement.

Table 4.8: Indicators, benchmarks, status, score, and source of data for Objective 2.2, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
2.2.a: Student satisfaction with acquired job or work-related knowledge and skills (full-time and part-time students)	FT - 56%	59%	62.5%		CCSSE 2010-11
	PT - 49%	52%	48.7%		
2.2.b: Student satisfaction with preparation received for chosen occupation	75%	80%	80.8%		COCC Graduate Survey, 2010-11
2.2.c: Percent of CTE programs identified as viable overall (may have minor recommendations but meet industry needs)	85%	100%	100%		Review & Support Committee Annual Report, 2010-11
2.2.d: Industry accreditations are reconfirmed	90%	100%	100%		CTE Program Accreditations
2.2.e: Licensure pass rates for CTE programs, where applicable	90%	95%	90%		CCWD Key Performance Measure #11
2.2.f: Percent of faculty successfully completing the annual review process	85%	95%	98%		Faculty Personnel Files, 2010-11
2.2.g: Percent of eligible full-time faculty earning a promotion	70%	90%	61%		Promotions results, 2010-11

Summary of data for Objective 2.2

Student feedback, as gathered by the [Community College Survey of Student Engagement](#)¹² (CCSSE), indicates that students able to attend full time are more satisfied with the College's ability to provide the knowledge and skills needed to succeed in the workforce. As expected, part-time students agreed at lower rates than full time students, as this population generally has less classroom experience than their full-time counterparts. Despite this disparity, upon graduation, 80.8% of students were satisfied with the preparation received for their chosen occupations.

The [COCC Graduate Survey](#)¹³ indicates that students express a high level of satisfaction with the quality of preparation they received for their chosen occupation (80.8% indicated "very satisfied" or "satisfied"), course-related work opportunities (69.3%), and career counseling (66.3%).

COCC's Review and Support Committee (RSC) also provides limited feedback on program viability through an annual review process. This review includes program costs, enrollment trends, and the retention of qualified faculty needed to ensure program stability and quality. The standards (benchmarks and thresholds) developed by the RSC respond directly to the collective bargaining agreement. This agreement requires that standards be set to determine when programs would be

considered for a reduction in force so that programs or faculty could not be arbitrarily removed from the College.

The College, along with all of its programs, was assumed to be “healthy” at the time RSC benchmarks were developed. One benchmark analyzes the cost of operating a program relative to programs college-wide. At the time the benchmark was developed, the cost per FTE student was approximately 250% of revenue per FTE student. The threshold of 300% was set in fairness to programs with greater expenses inherent to the type of program, such as Nursing. Also reviewed are enrollments, a critical measure for program health. At the time of the agreement, the College was beginning a stage of rapid expansion, but not consistently across all programs. Thus, parties determined that a program that fell 20 percentage points below the average rate of growth college-wide would be considered potentially not viable. In addition, the College could take steps to add programs or facilities that would greatly increase enrollment. The 20 percentage point benchmark was determined to be a reasonable variation to provide a buffer for programs that might not grow as fast as other programs due to strategic choices by the College. Using these metrics, the Review and Support Committee indicated in its annual report that 100% of CTE programs are viable.

In addition to internal review systems, many of the College’s CTE programs are reviewed by external accreditation agencies. For COCC, these include:

- Structural Fire Science (Oregon Department of Public Safety Standards and Training)
- Health Information Technology (Commission on Accreditation of Health Informatics and Information Management)
- Medical Assisting (Commission on Accreditation of Allied Health Education Programs)
- Automotive (National Automotive Technicians Education Foundation)
- Dental Assisting (Commission on Dental Accreditation)
- Culinary Arts (American Culinary Federation Foundation’s Accrediting Commission)
- Forestry Resources Technology (Society of American Foresters)
- Dietary Managers (Dietary Managers Association)
- Nursing (Oregon State Board of Nursing)

All programs applying for external accreditation have earned and maintained accreditation by complying with recommended student learning outcomes, work experiences, completion rates and/or job placement rates, thereby meeting institutional benchmarks for indicator 2.2.d.

Supplementing an external review by accrediting organizations, COCC reports student performance on licensure pass rates to Oregon’s Department of Community Colleges and Workforce Development (CCWD) which has developed several Key Performance Measures (KPMs), one of which is pertinent to student success at COCC. This particular KPM is based on students who pass a licensure exam related to their program enrollment. It is not based upon comparisons between colleges, but provides a “snapshot” of how well Oregon’s program participants fare on licensure exams. In 2008-09, 93% of Oregon’s students who took a licensure exam in their areas of study passed. The College set its benchmark within 2 standard deviations of this mark (yellow=90%, green=95%). The benchmark is met at the acceptable level.

The same faculty review processes described in Core Theme 1: Transfer and Articulation apply to CTE

faculty. The College has developed an annual review process and rigorous promotions processes that ensure a high-quality faculty. Each fall, full-time faculty members write and submit an Annual Report of Activities (ARA), detailing their accomplishments for the previous school year in three areas: teaching, community involvement, and contributions to the College. Ninety-eight percent of faculty members completed this requirement in 2010-11. In preparation for promotion, teaching effectiveness is evaluated and analyzed by faculty members and their peers, and faculty prepare dossiers to demonstrate effectiveness in teaching as well as in service to the College and the community. In 2008-09 and 2009-10, 80% and 85% of eligible faculty earned promotions; however, only 61% earned promotions in 2010-11. The three-year average of 75% exceeds the benchmark, but the 2010-11 result does not meet the established benchmark. The College will need to assess the appropriateness of this indicator since the 61% promotion rate can be interpreted either as faculty not meeting standard or as setting and maintaining high standards—an institutional strength.

Actions taken to support assessment results for Objective 2.2

Analysis of the data indicates students are satisfied with CTE programs at COCC. These programs maintain high standards and follow guidelines from accreditation and advisory committees, which regularly evaluate and provide input to improve and update programs. Although results meet most internal benchmarks, COCC has made modifications as a result of this assessment in order to see continuous success and progress toward this core theme objective.

CTE program advisory committees play a critical role in providing feedback regarding student skills and abilities, changes within industry standards, and recommendations as to curriculum and internship requirements. Many of the College's CTE programs regularly adjust curriculum to increase student success on industry credentialing exams (and thus, provide students with the certification or licensure required for employment). Examples of changes made based on advisory committee feedback include the following:

- Dental Assisting: Increased self-directed student learning modules in radiology, resulting in higher scores on national board radiology exams.
- Emergency Medical Technology: Redesigned syllabi to align with specific outcomes for state and national requirements.
- Aviation: Rescheduled labs to increase flight training earlier in the program to improve performance toward program outcomes.
- Pharmacy Technician: Increased program math requirement from Math 20: Pre-Algebra to Math 60: Algebra I to better align math skills with industry needs and minimum employment qualifications.




CTE program directors participate in regular, program-specific accreditation. Recent modifications due to recommendations by accreditation bodies include increasing rigor of preparatory coursework, modifying curricula due to changes in industry standards, and adding new components to courses and programs to ensure outcomes. One example of curriculum changes as a result of accreditation body feedback is from the Commission on Accreditation of Health Informatics and Information Management. This review indicated the need to update the Health Information Technology (HIT) curriculum to align with modifications in industry coding practices. As a result, the HIT program modified 80% of its curriculum in 2011 to align with industry changes and improve student success and employability.

Finally COCC’s master planning process and community outreach and support allowed the campus to successfully pursue a \$41.6-million bond campaign and \$3-million capital campaign (details provided in objective 2.3). This funding allowed the College to expand its physical plant to construct up-to-date facilities, many of which support CTE programs. Access to high quality teaching facilities, especially those in the workforce curriculum, enhances the institution’s ability to provide students with the knowledge and skills needed to be successful in their chosen occupations.

Objective 2.3: Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.

As discussed in the introduction to this core theme, the number of Career and Technical Education (CTE) certificates and degrees has grown steadily during the previous five years. Evaluation of the workforce development core theme would not be complete without a comprehensive analysis of graduation rates and student skills.

Table 4.8: Indicators, benchmarks, status, score, and source of data for Objective 2.3, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
2.3.a: Increase CTE completion numbers by 15% to 20% during a four-year period	+15%	+20%	604 (+70%)		COCC 2010-11 Completions Report
2.3.b: Students declaring a CTE major will receive a certificate or degree within four years	20%	25%	21%		SEM Fall 2006 cohort
2.3.c: Percent of completers currently employed who indicate the job is related to their COCC field of study	50%	70%	45.7%		COCC Graduate Survey 2010-11

Summary of data for Objective 2.3

Data associated with CTE student completion paints a complex picture. The number of students completing a CTE credential has increased significantly during the past four years:

Year		Annual change
2010-11	604	+1.5%
2009-10	595	+56.9%
2008-09	379	+9.4%
2007-08	345	+2.1%
2006-07	338	

Based on a review of 2010-11 [Completions Reports](#)¹⁴, 226 of the CTE credentials awarded were Associate of Applied Science degrees; 190 one- or two-year certificates; and 188 less-than-one-year certificates. In the last five years—except for 2009-10, when less-than-one-year certificates were

higher—the highest numbers of degrees and certificates earned in all CTE categories were awarded in 2010-11.

As provided in objective 2.2, the COCC Graduate Survey, students indicated a high level of satisfaction with the quality of preparation they received for their chosen occupation (80.8% “very satisfied” or “satisfied”), course-related work opportunities (69.3% “very satisfied” or “satisfied”), and career counseling (66.3% “very satisfied” or “satisfied”). However, sustaining gains will require a renewed emphasis on completions. In order to meet the COCC benchmarks approximately two years from the date of this evaluation report, the College will need to implement new strategies that increase completions by 15% or more.

COCC's Strategic Enrollment Management planning process began in 2007-08. At that time, community colleges did not have consistent national or state benchmarks regarding completion rates. As such, COCC determined that evaluating CTE student success would include measuring certificate or degree attainments rates in first time student cohorts within four years. Based on this measurement, COCC is meeting internal benchmarks with 21% of the fall 2006 cohort earning certificates or degrees within four years. The College is currently reviewing this metric to allow for stronger comparisons to more recently defined national and state indicators.

[COCC Graduate Survey](#)¹⁵ data demonstrates that only 45.7% of graduates responding to this survey indicated that they were employed in a job related to their field of study. 44% of all graduates responded to the survey. Tracking employment data is difficult in Oregon, but some CTE programs are required to monitor employment data for accrediting bodies, and some have conducted surveys of program graduates. Some of the results include:

- Medical Assisting: 50% of students in practicums were hired within two months of completing their practicums.
- Health Information Technology: Of 17 graduates, 12 were employed soon after graduation.
- Dental Assisting: Of 23 graduates, 11 were known to be employed, and three went on for more education as dental hygienists or dentists.

Regardless of these successes, and the fact that recent graduates are entering the most challenging employment market in decades, the College did not meet the overall benchmark established for this indicator.

Actions taken to support assessment results for objective 2.3

Analysis of the data indicates that COCC will need to be vigilant and strategic in order to meet benchmarks for this objective in 2013-14. To ensure progress toward full accomplishment of this core theme objective, COCC continues to strategize and plan an ambitious completion agenda, including several program and service modifications.

As detailed in other sections of this report, COCC implemented GradTracks, an online degree audit and advising tool that will assist students with tracking courses they need to complete certificates and allow students to explore alternative certificate or degree options ("what if" scenarios). Additionally, GradTracks will allow the institution to automatically award less-than-one-year certificates as students

meet requirements and progress to higher level certificates or degrees.

Access to courses required for certificates or degrees is integral to students' abilities to complete their programs of study in a reasonable time. In support of timely completion, the College made significant strides in offering courses in a variety of locations, times, and formats. Details are provided in the lifelong learning core theme, objective 4.2, but highlights affecting the workforce development core theme include:

- Courses offered by non-traditional means (location, time, day, and modality) increased significantly in recent years: in 2007-08, 638 courses met this definition, while in 2009-10, 1,108 did so.
- Since 2007-2008, online options have increased by 135%, hybrid classes by 78%, weekend classes by 39%, and outside-of-Bend classes by 69%.
- Beginning in summer 2009, COCC moved from an eight- to ten-week summer term and just prior to this, adjusted course time blocks. Both of these initiatives allowed COCC to increase the availability of classes and in turn, facilitate student progression. Since implementing these changes, COCC increased summer offerings by 85% from 281 (in 2009) to 521 (in 2011).
- Preliminary review indicates that COCC's math redesign project, discussed several times throughout this report, increased developmental math course capacity to allow students to enroll and complete the course. 769 students took MTH 60 and 65 in fall 2010, and in fall 2011, this number increased to 842.
- COCC provides annual training for all faculty advisors, ensuring that they have the most up-to-date knowledge and skills to effectively advise students toward progression and completion goals.

During the College's recent budget cycles, COCC has converted several temporary faculty positions to full-time tenure-track positions and added new positions in support of allied health and sciences, areas critical to CTE programs. These hires have also increased course availability to students.

Perhaps most significant to this objective is the current and planned increase to the College's physical plant. Through a local bond measure, as well as an extensive capital campaign, COCC's facilities have expanded to include the following:




- \$7-million Jungers Culinary Center, resulting in the ability to serve 240 additional students annually
- \$16.6-million Health Careers building (fall 2012) to house nursing, medical assisting, dental assisting, massage therapy, pharmacy technician, and the new veterinarian technician program
- \$19-million Science building (open fall 2012), to house courses that are a primary foundation for many CTE programs
- \$12.5-million Redmond Technology Education Center (tentative opening, fall 2013) at COCC's Redmond campus; will host new programs in Non-Destructive Testing and Inspection, Mechanical Systems Flex-Lab (specialized automotive option); Technology Flex Lab (used with green technology and automotive programs), Center for Entrepreneurial Excellence and Development (CEED), and digital arts and marketing

Such additions greatly support a student's ability to complete certificates and degrees and provide up-to-date instructional facilities.

Objective 2.4: COCC will assist industry partners in regional economic development.

Partnerships with local industry are critical to the success of CTE students and programs at COCC. Such partnerships guide curricular changes to ensure alignment with industry standard and help identify new and emerging programs to support regional economic development. In turn, COCC's Small Business Development Center (SBDC) helps new and existing businesses develop the foundation needed for long-term success. Effectiveness of local industry partnerships and the SBDC program are detailed in this objective.

Table 4.10: Indicators, benchmarks, status, score, and source of data for Objective 2.4, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
2.4.a: Qualitative analysis of CTE Advisory Committee recommendations for program improvement	Acceptable	Aspirational	Q		CTE Advisory Committee minutes
2.4.b: Involvement and planning (qualitative patterns) with regional community and economic development partners	Acceptable	Aspirational	Q		COCC IE Reporting: Partnerships and Redmond Technology Education Center planning documents
2.4.c: Number of Small Business Development Center (SBDC) clients starting new and expanding established businesses will increase annually	+5%	+10%	354 (+3%)		Oregon SBDC Site Review and self-study data, 2010

Summary of data for Objective 2.4

The majority of COCC's Career and Technical Education programs have active, program-specific advisory committees comprised of local industry leaders. These advisory committees play a vital role in planning and evaluating COCC programs by ensuring that curricula meet industry standards and align with local employment needs. These committees provide regular, evaluative feedback related to student achievement (both in student roles with practicums and post-graduation). In response to this feedback, CTE programs regularly modify program requirements. For example, to better align with profession needs, two advisory committees recommended increased rigor of basic coursework. Pharmacy technician students are now required to take Math 60 rather than Math 20; health information technology students now take a year-long anatomy and physiology series rather than a two-term

anatomy and function course. Also, in medical assisting, faculty developed and modified student performance evaluation checklists to specifically measure criteria set by the accrediting body. Because of these and similar changes that have resulted in higher student achievement on credentialing exams and certificate or degree completion rates, COCC has met the internal benchmark established for this indicator.

COCC is actively engaged with various community and economic development partners, with staff serving in leadership roles with the Bend and Redmond Chambers of Commerce, Economic Development for Central Oregon (EDCO), area Rotary clubs, City Club of Central Oregon, Bend 2030, Volunteers in Medicine, Partnership to End Poverty, and other area community, business, and non-profit agencies. Such partnerships have enabled the College to identify new and emerging academic programs and build key partnerships for advisory committees. Additionally, participation with community and economic development planning groups positions the College as central to long-term economic development for the region. In turn, such partnerships benefit the College, as evidenced in the passage of a recent bond measure and capital campaign, both of which provide up-to-date training facilities that support local employment needs. Based on this extensive involvement, COCC has exceeded benchmarks for this area.

In a slow economy, a lack of financial resources limits access to capital, and aversion to risk usually results in lower demand for business services. Given this context, although we did not meet internal benchmarks, the College is pleased that the number of SBDC clients served increased from 343 (in 2009) to 354 (in 2010) and exceeded the 2010 state goals set by the Oregon SBDC Network office.

Actions taken to support assessment results for Objective 2.4

CTE program advisory committees support the success of CTE programs. As discussed in relation to objective 2.2, these committees provide critical feedback to program directors, allowing them to adjust curricula to align with workforce needs.

Long-term partnerships enable the College to identify new and emerging employment needs, resulting in new academic programs. Recent discussions include identifying program needs for pharmacy technician (fall 2010), exercise science (fall 2011), veterinary technician (fall 2012), non-destructive testing and inspection (fall 2013), and digital arts and marketing (fall 2013). Discussions regarding the Redmond Technology Education Center also identified the need for a flexible lab space, one that could be adjusted to program and employee training needs. Additionally, local employers identified a need for specific entrepreneurial skills sets and support for new business ventures in general.

While the local economy may affect employer ability to invest dollars into training opportunities, COCC also recognizes the need to continue supporting small businesses in Central Oregon. In accordance with objective 2.4.c, COCC is working to improve small business development services to potential clients in Redmond, Madras, and Prineville and in conjunction with the opening of two new campus centers there. Significant enrollment gains had stretched the capacity of the current Continuing Education and SBDC director and expansion to the Redmond, Madras, and Prineville campuses was unlikely without reorganization of leadership. Thus, the SBDC director is no longer assigned to oversee Continuing Education, but has been assigned the task of building community relations with business and economic development leaders at the Redmond, Madras, and Prineville campuses. Expanding this resource to

Redmond is also a planned element for the Center for Entrepreneurial Excellence and Development (CEED). The SBDC director has now been afforded the time needed to focus on improving access to these vital services for small businesses in Central Oregon.

Endnotes

- 1 Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- 2 Board Priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- 3 Student Services Assessment Plans: <http://assessment.cocc.edu/student/default.aspx>
- 4 CTE Program Outcomes: <http://assessment.cocc.edu/instr/prog/default.aspx>
- 5 Course Outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- 6 Program Student Success Reports: <http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/default.aspx>
- 7 CCSSE Results: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 8 Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 9 Financial Aid Assessment Plan: <http://assessment.cocc.edu/student/FinancialAid/Default.aspx>
- 10 Strategic Enrollment Management Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- 11 Strategic Enrollment Management Update: [http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20\(2\).pdf](http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf)
- 12 CCSSE: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 13 COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- 14 COCC Completions Report: <http://rap.cocc.edu/IR/Facts/completions/default.aspx>
- 15 Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>



CENTRAL OREGON
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Basic Skills Core Theme

CORE THEME 3: BASIC SKILLS

Standard 3.B – Planning in Basic Skills

As with other core themes, [Board goals](#)¹ and [priorities](#)² have helped shape the core theme of basic skills. The Board goal that students will “have academic achievements and basic learning skills necessary to successfully pursue education at the community college level” is reflected in this core theme, as are the Board priorities of access and success. Together, they emphasize the need to connect with the Central Oregon residents who seek more advanced education, but who lack the basic skills needed to be successful. The primary programs and services supporting the basic skills core theme are the Adult Basic Skills program (Adult Basic Education, English Language Learners, High School Completion, and GED Preparation), math department (emphasis on developmental math classes), and humanities department (emphasis on developmental reading and writing courses).

Standard 4.A – Assessment in Basic Skills

Two objectives motivate planning and assessment for this core theme and each of these objectives also relates to one or more Board priorities.

- 3.1 Students who began at the basic skills, English Language Learner, or the post-secondary remedial level will be able to succeed in college level courses.**
- 3.2 Students progressing in Adult Basic Skills will demonstrate momentum by attaining foundational skills in writing and mathematics.**

The board priorities that relate to this core theme—access and success—are evident in the discussion of specific objectives and indicators.

Data for the basic skills core theme are derived from the following sources:

- COCC enrollment data
- Strategic Enrollment Management data
- Program-specific data from the Tracking of Programs and Students (TOPS) system a federal Adult Basic Skills data collection system
- State of Oregon’s Adult Basic Skills (ABS) Program Review process

These sources provide the institution with historical and current data on student progression, success, and course completion, all of which are critical to the evaluation of the core theme objectives and associated programs and services.

Assessment of Programs and Services

Programs and services that support the basic skills core theme use data from the sources named above to evaluate program effectiveness following this assessment model: (1) desired outcomes are established, (2) methods of achieving the outcomes are determined, (3) progress toward achievement

of outcomes is evaluated regularly using quantitative and qualitative data, and (4) changes are made as needed for improved outcomes. Responsibility for planning and assessment is held within each service unit, and where credit classes or programs are involved, faculty play the central role. Specific examples of assessment and improvement among programs and services are described with each objective.

Assessment of Student Achievement

Student progression through Adult Basic Skills and developmental courses is central to the basic skills core theme. Assessing student achievement at the various levels is critical to COCC's commitment to student success.

Adult Basic Skills

COCC's Adult Basic Skills (ABS) programs—Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Learners (ELL) and Adult High School Diploma (AHSD)—use the state of Oregon [Indicators of Program Quality](#)³ (IPQ) as ABS program outcomes. These outcomes include indicators focused on eight areas— (1) program administration, (2) student recruitment, (3) orientation, (4) assessment for accountability and instruction, (5) student retention, (6) transition and completion, (7) support services, and (8) instruction—and serve as a long-term planning framework. As part of this long-term analysis, Oregon ABS programs are required to annually assess their progress toward IPQ outcomes through the Title II Strategic Framework tool. In addition to this work, ABS administration and instructors are currently developing institution-specific program outcomes. COCC's ABS programs have also established individual course outcomes based on the [state of Oregon's ABS Learning Standards](#)⁴ benchmarks.

Adult Basic Skills course and program outcomes were reported on as part of the institution's ABS program review (April 2011) and serve as critical elements to achievement of the basic skills core theme objectives. While the formal report from the state of Oregon was not available at the time of this writing, initial recommendations include:

- Update curriculum in all ABS areas to provide consistency among course sections
- Standardize student orientation among instructors and locations
- Provide instructor training on the use of Comprehensive Adult Student Assessment Systems (CASAS) test scores to inform instruction
- Increase the intensity and duration of ABS classroom instruction across the District

Developmental Math and Writing

While all COCC credit-bearing courses have established course outcomes, particular to the basic skills core theme are those associated with credit-level [math](#)⁵ and [writing](#)⁶. The outcomes are available on individual department websites, on the College's [course outcomes](#)⁷ website, and on all course syllabi.

COCC's full-time math faculty develop course outcomes with input from adjunct and part-time faculty. Generally, the full-time faculty members who teach the predominant number of course sections author the initial course outcomes. The full department then works as a team to revise and finalize outcomes. With the exception of Math 60 and 65, assessment of student achievement of course outcomes generally happens through the final exam. Based on this assessment, instructors modify their teaching methods to better address student learning as related to the outcomes. In Math 60 and 65, instructors

teach the same material on the same timeline during the quarter. Because of this, as well as the software supporting these two classes, progress toward course outcomes is now evaluated during the term, providing faculty the opportunity to address learning gaps before the course ends.

Approximately 15 years ago, COCC's full-time tenure track instructors in humanities restructured developmental reading and writing classes from separate to integrated courses. These new courses, WR 60 and 65, focus on reading and writing as closely-integrated skills and teach students writing and essay development techniques needed for success in college-level courses. A third developmental class, WR 95, provides an opportunity for students who have placed into WR 121 but feel unready for it, or have passed WR 65, but desire additional practice before taking college-level writing. Department faculty (including full-time, adjunct, and part-time) re-wrote the outcomes and associated assignments to clearly integrate writing and reading skills. More recently, the state of Oregon writing faculty moved to four-credit writing courses and agreed to common outcomes for college-level writing classes. COCC adopted those outcomes, which required further adjustment of WR 65 outcomes. The Developmental Education Committee, composed of instructors who regularly teach WR 60, 65, and 95, is responsible for assessing and updating developmental reading and writing course outcomes as needed.

Within the humanities department, student learning is assessed throughout the term with assignments connected to specific course outcomes. Many instructors also incorporate end-of-term student projects in which students demonstrate achievement of multiple course outcomes. Feedback from these assessment tools allows individual faculty to adjust teaching methods to improve student success.

Standard 4.B – Improvement in Basic Skills

In the following pages, tables illustrate the systems through which COCC evaluates its achievement in the core theme of basic skills. As with all core themes, improvement in each of the objectives is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken to maintain or improve progress toward core theme objectives.





Assessment is done on an ongoing basis, with faculty members making improvements at the assignment and course levels, and departments making larger curricular and program adjustments. Details as they relate to each objective are provided below. Results of these assessments are provided to various groups throughout the year, including regular reports to the COCC Board of Directors (Institutional Effectiveness data, CCSSE and SEM reports), to the state of Oregon's Office of Community Colleges and Workforce Development (TOPS reporting), and to the campus community (accreditation self-study, Institutional Effectiveness data, CCSSE and Graduate Surveys, SEM reports).

Objective 3.1: Students who began at the basic skills, English Language Learner, or the post-secondary remedial level will be able to succeed in college level courses.

For a comprehensive community college such as COCC, student success at all levels is critical to the institution's mission and is a fundamental aspect of Board goals and priorities. As such, this objective focuses on student progression through and success in discrete Adult Basic Skills (ABS) programs,

student progression to credit-level coursework, and student success for those testing into developmental levels. Data from these indicators, as well as from the ABS self-study, serve as critical tools for evaluating institutional success in this objective. Data findings and subsequent actions are summarized below.

Table 4.11: Indicators, benchmarks, status, score, and source of data for Objective 3.1, Core Theme 3: Basic Skills

Indicator	Benchmark		2009-10	Score	Source
	Yellow	Green	Status		
3.1.a: ELL students successfully complete all ELL levels	10%	12%	9%		Title II TOPS Data
3.1.b: ABE level students successfully complete ABE level	20%	25%	22%		Title II TOPS Data
3.1.c: Adult Secondary Education (ASE) level students successfully complete six or more credits in one year	10%	15%	13%		COCC Enrollment Data
3.1.d: First term success rates of students testing into developmental writing and math	60%	70%	63%		SEM Data Fall 2009 cohort

Summary of Data for Objective 3.1

Data associated with the above indicators demonstrate that COCC is doing well in helping students progress through Adult Basic Education (ABE) levels as well as successfully completing credit-bearing courses. Twenty-two percent of ABE students have successfully completed ABE level courses, and 13% of Adult Secondary Education (ASE) students successfully completed six or more credits in a year. Additionally, the College is meeting its goal regarding first-term success for students testing into developmental levels: 63% of students testing into developmental writing or math passed their classes during their first term.

However, TOPS data indicates that the College is not yet meeting its internal benchmark for student progression through English Language Learner courses, falling one percentage point short of the benchmark. Similarly, ABS administration uses TOPS data to track student retention (identified as students transitioning from ELL to ABE) to best determine appropriate interventions. This data, coupled with findings from the ABS self-study, indicate that additional work is needed to see continued improvement for indicator 3.1.a.

Overall, the College is meeting its benchmark regarding (ASE) student participation in credit-bearing courses. While this indicator measures ASE students regardless of their majors, the College reviewed additional data by academic program to better identify specific attrition points. This review concluded that many students beginning in COCC's automotive and manufacturing programs were not able to meet program math requirements and were therefore not completing these programs.

In regard to the success rate of new, first-time freshman who test into developmental levels, COCC's Strategic Enrollment Management (SEM) Committee found that success rates differed among students who tested into one developmental education subject (math or writing) and students who tested into

two developmental subjects (math and writing). Feedback from various groups across the campus suggested that students testing into developmental levels in both writing and math should be the primary focus due to the larger number of students who could be positively affected by specific initiatives. As indicated by the data, the College is meeting its benchmark in this area.

Actions taken to support assessment results for Objective 3.1

Recognizing that the College is meeting many of its benchmarks for objective 3.1, but wanting to see additional, aspirational gains, COCC made the following foundational changes to support the basic skills core theme objectives and programs:

- A Transitional Studies Task Force was convened to identify strategies in developmental courses to best support core elements of the basic skills core theme. This group includes representatives from credit faculty (math, writing, and other disciplines), instructional administration, ABS administration, student services, and the SEM Team.
- For many years, ABS programs reported to the dean responsible for Community Learning and COCC's Redmond campus. While this was appropriate at the time, it was also recognized that having the ABS program report to the same instructional administration as math and writing would provide more continuity and improved collaboration among ABS faculty, developmental education faculty, and college-level writing and math faculty. Thus, oversight for ABS programs shifted to the credit-level instructional deans in summer 2011.
- COCC is providing training (spring 2012) to ABS instructors on developing consistent course and program outcomes, to be ready in 2012-13. Although the ABS program works under the outcomes set by the state of Oregon, the work of ABS instructors this spring will allow for greater consistency among course outcomes, hours of instruction, and orientation processes. It will also refine strategies to increase student success and progression.
- Current ABS coursework is taught in a multi-level format where students from various skill levels participate in the same class. To improve ELL and ABE student progression and align with best practices, the ABS program adopted Oregon Pathways to Adult Basic Skills (OPABS), which allows instructors to focus on specific skill levels within each course.

Many of the above actions relate directly to COCC's Adult Basic Skills programs, but the College also used the data to direct developmental math and writing initiatives in support of this core theme. Most recently, COCC's math department identified the [National Center for Academic Transformation's](#)⁸ course redesign concept as a best practice strategy to increase student access to and success in developmental math classes, targeting this instructional methodology toward Math 60 and 65. Under this model, students split their time between standard in-class instruction and time in a dedicated math lab. To support this initiative, the College dedicated the resources needed to remodel two classrooms into math labs and purchase needed hardware and software. Math 60 redesign was implemented in winter 2011 and Math 65 in spring 2011.

Transitioning to a software-supported model (Hawkes Learning System) required math faculty to revise their current curriculum. A team of full-time math faculty was supported by the Office of Instruction to




work on math redesign during winter and summer breaks in order to revise curriculum and to define a weekly lecture and lab schedule that included specific topics, outcomes, assessments, and exams. Due to the implementation of this department effort, all sections of Math 60 and 65 (post-secondary remedial algebra) remain synchronized on the same schedule during the term. All faculty—part-time and full-time—agree to teach the same topics in any given week, and Hawkes software standardizes practice activities and exam questions (although students can work at their own pace). These new controls also signify a shift in how math faculty formulate pedagogy and topic selection in the lecture components of Math 60 and Math 65. Math faculty have already begun to formulate questions for data-based discussions about particular areas in algebra that may require additional attention and potential teaching adjustments. Faculty will do so with confidence that the data set is valid since the Math 60 and 65 experiences are consistent both in outcomes and assessments across all course sections.

Similarly, COCC's Humanities faculty use assessment to support student success. As an example, shortly after development of WR 60 and 65, student feedback indicated a need for additional opportunities to build writing skills prior to beginning WR 121. In response, faculty developed WR 95. This course has essentially the same outcomes as WR 65, but with a primary focus on writing rather than reading and writing combined. Additionally, when COCC enrollment and student success data indicated a need to adjust course scheduling to better align with student needs, specifically regarding additional WR 95 sections, the department adjusted course schedules to meet this demand.

Objective 3.2: Students progressing in Adult Basic Skills will demonstrate momentum by attaining foundational skills in writing and mathematics.

Similar to objective 3.1, this objective also focuses on Adult Basic Skills student progression, but with an emphasis on matriculation to and success in credit-bearing courses. Many institutional programs, services, and initiatives supporting this objective are detailed in objective 3.1, although additional data and subsequent actions are provided below.

Table 4.12: Indicators, benchmarks, status, score, and source of data for Objective 3.2, Core Theme 3: Basic Skills

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
3.2.a: Enrollment of ABS students to WR 60 or MTH 10 will increase annually.	+2%	+5%	+2%		COCC Enrollment Data 2008-09 to 2009-10
3.2.b: Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher).	+2%	+3%	+2%		
3.2.c: Enrollment of students who began at ABS levels, successfully completed WR 60 (or higher) or Math 10 (or higher), and who have progressed to college level will increase annually.	+2%	+5%	+1%		

Summary of Data for Objective 3.2

Student progression and success in credit courses is improving, with two of the three indicators meeting the yellow benchmark level. As the effects of the many ABS program changes are realized (reporting structure, institution-specific outcomes, responses to state program review, alignment of support services), the College anticipates greater increases in student progression and success and will continue to monitor progress.

From 2008-09 to 2009-10, the percentage of students who began at ABS levels, successfully completed developmental writing or math, and progressed to college-level courses increased by 1% (from 9% to 10%); however, this did not meet the minimum College benchmark of 2%, likely due to the newness of initiatives affecting this objective. It is expected that performance toward this indicator will increase as ABS and developmental-level curriculum initiatives and partnerships are implemented.

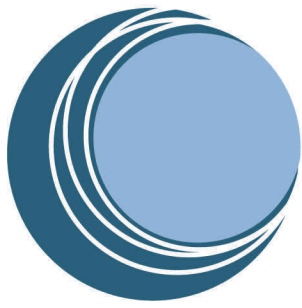
Actions taken to support assessment results for Objective 3.2

Actions such as creating the Transitional Studies Task Force, realigning the reporting structures, and applying for state grants serve as the solid foundation needed to make progress for this core theme. In addition, several other initiatives support progress toward fulfillment of this objective. The first of these initiatives, the Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative (OPABS), embeds career and college awareness curriculum into ABS coursework (initial pilot, fall 2011), with the goal of increasing ABS student post-secondary aspirations, providing students with information to best understand the “getting started” steps, and increasing awareness of certificate and degree programs.

Secondly, while the career and college awareness curriculum helps students understand post-ABS pathways, a grant from the Partnership to End Poverty (local non-profit focused on eliminating poverty) provides an opportunity for ABS students to receive college credit while building ABS math skills in a learning community model (pilot, spring 2012). This model includes having students in ABE math participate in credit-bearing developmental writing, college success, and career exploration classes. State of Oregon funding does not provide adequate financial resources needed to support ABS programs. While COCC has relatively few grant-funded programs, the need to provide greater support for basic skills programs was readily apparent. As a result of dedicated grant efforts, COCC received a 2011 State Career Pathways grant and participates in a statewide Credential Acceleration and Support for Employment (CASE) grant. Both grants are designed to integrate math with content-specific learning, support student progression in basic skills areas, and improve opportunities for employment. COCC dedicated its portion of these grants to redesigning the math curriculum associated with the automotive and manufacturing programs and to hiring a career coach to work with ABS and credit students in career development and job search. This program will include both ABS and credit faculty.

Endnotes

- ¹ Board goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ² Board priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ³ Indicators of program quality: <http://www.oregon.gov/CCWD/ABE/index.shtml>
- ⁴ Oregon ABS learning standards: <http://oregonabslearningstandards.org/>
- ⁵ Math course objectives: http://math.cocc.edu/Degrees_Competerencies/Math+Objectives/default.aspx
- ⁶ Writing outcomes: <http://humanities.cocc.edu/UserData/Documents/humanities/Writingoutcomes.pdf>
- ⁷ Course outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- ⁸ National Center for Academic Transformation: <http://www.thencat.org/index.html>



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Lifelong Learning Core Theme

CORE THEME 4: LIFELONG LEARNING

Standard 3.B – Planning in Lifelong Learning

The [Board goal](#)¹ that students will “have access to and participate in wide-ranging lifelong learning opportunities that enhance wellness, quality of life, and cultural appreciation” is reflected in the core theme of lifelong learning, as are the [Board priorities](#)² of access and institutional viability. These priorities emphasize the need to provide lifelong learning opportunities throughout the College District in a cost-effective manner. All COCC programs and services support the lifelong learning core theme. Community Learning, Business and Employee Development, and courses (credit and noncredit) offered by non-traditional means (time, day, location, modality) are explained in this core theme. In addition, many of the indicators focus on serving students from across the College District. Together, these programs and services offer a wide variety of innovative, high-quality, community-driven, and accessible classes as well as events throughout the COCC College District.

Standard 4.A – Assessment in Lifelong Learning

Two objectives motivate planning and assessment for this core theme, and each of these objectives also relates to one or more Board priorities.

- 4.1 Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.**
- 4.2 Design learning opportunities that are accessible throughout the broad geographic district.**

The board priorities that relate to this core theme—access and institutional viability—are evident in the discussion of specific objectives and indicators.

Data sources specific to the lifelong learning core theme are the institution’s [SEM Report](#)³, [enrollment reports](#)⁴, and [Institutional Effectiveness](#)⁵ reports. Additionally, the [Community Learning Business Plan](#)⁶ and annual community survey inform assessment of core theme objectives. Information from these sources provides the institution with historical and current information, trends, and benchmarks.

Assessment of Programs and Services

Programs and services that support the lifelong learning core theme objectives use data from the sources named above to evaluate program effectiveness following the planning and assessment model detailed in section 3.B.1 of this chapter. COCC's Community Learning utilizes the following documents as a means of establishing program outcomes and benchmarks to be used for assessment:

- [The Community Learning Business Plan](#)⁶: This annual plan includes a vision, mission, objectives, and strategies, as well as a brief assessment of the external impact of objectives and strategies.
- [Continuing Education Three-Year Business Plan](#)⁷: This plan has the same structure as the annual business plan, although the objectives are more global in nature.

- An [Annual Community Learning Scorecard](#)⁸: This scorecard includes data on enrollment, program income, scheduled classes, delivered classes, the number of FTE generated, and other factors. As decided in recent planning discussions, assessment will focus on program income, delivered classes, and FTE generated. This focus allows a stronger emphasis on objective 4.1, as well as on the Community Learning outcome of being a self-sustaining operation.

Together, these documents provide an effective means of planning for and assessing progress toward Community Learning program outcomes, as well as toward the lifelong learning objective 4.1.

Objective 4.2 is broader in nature in that it incorporates both credit and noncredit instruction, with a primary focus on serving students from across the District and via non-traditional means. To ensure progress toward this objective, Institutional Effectiveness and instructional units regularly review data from the institution's SEM Report, institutional enrollment reports, and Institutional Effectiveness reports. Additionally, academic department faculty—with the guidance and support of instructional deans—regularly evaluate course offerings.

Specific examples of assessment and improvement among programs and services are described in each objective.

Assessment of Student Achievement

Student achievement and satisfaction is integral to COCC's commitment to student success. This includes meeting student learning needs across a spectrum of topics. In support of this direction, all Community Learning courses have course outcomes (referred to as "outlines"). Samples of these include:

Beginning Excel: Students will learn to

- Navigate the program: Start, view the screen, menus and dialog boxes, shortcuts, toolbars, help, worksheets, saving a workbook;
- Enter data: Design a spreadsheet, enter data, edit data, use ranges, write formulas, preview and print worksheets;
- Edit data: Insert and delete rows and column, copy and move data and formulas, file ranges, find and replace, absolute cell references, column widths, check spelling;
- Format data: values, painter, fonts and size, attributes and alignment, customize the toolbar, colors, patterns and borders, auto format;
- Work with charts: Design, create, edit, move, resize, change appearance, add text, print.

The A, B, C, and D's of Medicare: Students will learn

- Brief history of Medicare
- About Medicare premiums and costs
- What is and is not covered
- What users pay for Medicare-covered services
- How the doctors are paid
- About Medicare supplement and advantage plans

Beginners Total Body Workout: Students will learn about

- Setting personal fitness goals
- Upper core strength and lower body conditioning
- Cardiovascular conditioning and flexibility training
- Circuit training, cardiovascular health, and muscular strength
- Core and lower body strength

To assist in the evaluation of student satisfaction, Community Learning distributes an annual customer survey, which provides staff with feedback regarding student expectations and satisfaction.

Additionally, students complete a course and instructor evaluation for all new Community Learning instructors (this occurs the first three or four times an individual teaches a course and tapers off over time). Community Learning staff also attend classes and evaluate instructor performance any time a new Community Learning instructor teaches a course.

Standard 4.B – Improvement in Lifelong Learning







The tables below illustrate the data used by COCC to evaluate its achievement toward the lifelong learning core theme. As with all core themes, improvement in each of the objectives is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken to maintain or improve progress toward core theme objectives.

Assessment is ongoing, and programs and services make needed changes based on data gathered from a variety of sources discussed below. Reports are made to appropriate administrators and stakeholders on a regular basis.

Objective 4.1: Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.

Multiple campus departments coordinate a robust schedule of campus and community events focused on cultural enrichment and exploration. This includes the office of student life, multicultural activities, Nancy R. Chandler visiting scholar program, social sciences department, and many others. This objective, however, focuses on the learning opportunities provided through COCC's Community Learning department. Due to the large number of College District residents participating in these classes, success in achieving benchmarks related to Community Learning is a critical component of the lifelong learning core theme.

Table 4.12: Indicators, benchmarks, status, score, and source of data for Objective 4.1, Core Theme 4: Lifelong Learning

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
4.1.a: Expansion of successful offerings for youth and seniors	+10	+15	-4		Community Learning enrollment data
4.1.b: Student course expectations are met	75%	80%	84%		Community Learning Survey, 2010-11
4.1.c: Maintain a variety of courses across the Community Learning subject areas; qualitative pattern of strategic expansion	Acceptable	Aspirational	Q		Community Learning enrollment data
4.1.d: Meet Community Learning industry standards for courses successfully delivered	80%	85%	81%		Community Learning Annual Scorecard
4.1.e: Increase variety of and access to Community Learning offerings	+2%	+5%	+14%		Community Learning enrollment data
4.1.f: Increase access to Business and Employee Development Offerings	+2%	+5%	-8%		Continuing Education enrollment data

Summary of Data for Objective 4.1

The number of courses offered for youth (grades 6-9) has recently increased to 16 courses in 2010-11, but offerings targeted specifically at the senior population have declined to 61 courses in 2010-11. Participation in Community Learning courses generally declines in a depressed economy. Given this context, although the College did not meet its internal benchmark, COCC will increase offerings targeted toward youth and seniors.

Just as student success is critical to academic classes and programs, student satisfaction is critical to Community Learning classes and programs. Data from the annual Community Learning survey consistently demonstrates high levels of student satisfaction regarding course expectations, thereby exceeding minimum benchmark scores for indicator 4.1.b. To illustrate, in 2009, 82% of respondents indicated that course expectations were met; in 2010, 87% indicated that expectations were met; in 2011, 84% indicated that expectations were met.

To achieve the goal of variety in opportunities provided by the College, Community Learning offers courses across eight primary topic areas: (1) art, (2) home and garden, (3) health and fitness, (4) dance and recreation, (5) travel and language, (6) enrichment, (7) computer and Web, and (8) business and employee development. To ensure adequate offerings, the department annually reviews coursework across eight subject areas and adjusts as needed to meet department outcomes. Overall, data indicated that Community Learning exceeded minimum benchmarks set by the College.

The Learning Resources Network (LERN) model and best practices recommend that for sound business practice no more than 20% of courses should be cancelled due to low enrollment each term. COCC's enrollment data demonstrates that Community Learning currently meets this standard and achieves institutional benchmarks:

- 2010-11: 81% of courses were successfully delivered
- 2009-10: 76% of courses were successfully delivered
- 2008-09: 80% of courses were successfully delivered
- 2007-08: 71% of courses were successfully delivered

A review of Community Learning and business and employee development program offerings, indicates that both areas have successfully delivered an increasing number of classes. In 2010-11 Community Learning offered 596 courses, 14% more than 2009-10. The one exception is during the 2010-11 academic year when the department intentionally took a more conservative approach and limited the number of offerings in the area of business and employee development to 580 (an 8% decrease from 2009-10) to better meet local demand during a depressed economy.

A planned future indicator relates to campus and community events that focus on cultural enrichment and exploration. These events are coordinated by multiple campus departments, including the office of student life, multicultural activities, Nancy R. Chandler visiting scholar program, social sciences department, and many others.

Actions taken to support assessment results for Objective 4.1

Many actions taken during the last few years have contributed to the success of the programs and services associated with this objective. These actions are designed to further improve areas currently meeting minimum benchmarks and support those not meeting these targets.

In support of increased offerings for students of all ages, COCC piloted a series of summer "camps" targeted at middle-school-age youth in summer 2009 and 2010. Based on enrollment and fiscal data, the program demonstrated itself to be viable and was expanded in 2011. To help ensure progress toward this objective and indicator, the dean for extended learning participated in a one-term sabbatical to survey institutions with successful programs for baby boomers, as well as review nationwide best practice examples. This study assisted in planning for a new program called Compass Points, a series of classes targeted at baby boomers (spring 2012). The initial development process (spring 2011) included the Extended Learning director at that time, the vice president for instruction, and a former COCC Board member and retiree. With assistance from the coordinators of a similar program at Portland Community College, the concept and formulation of Compass Points has moved from the initial approval and planning phase into the development and implementation phase. Based on this new program, the College anticipates positive growth in this indicator.

Due to consistently meeting students' course expectations, Community Learning is not making significant changes to course offerings. However, in support of this indicator, the College will continue to coordinate a training class for Community Learning instructors and administer the annual survey to ensure continued attention to student satisfaction. Additionally, Community Learning has set a goal for programming staff to offer 30% new classes each term and one new profit-generating program each year.






Examples of recent additions include yoga teacher training, personal trainer certification preparation, Microsoft certification preparation, medical office training (medical terminology, coding and billing), and the [community health worker](#)⁹ training program.

One additional action speaks clearly to the role of COCC planning and its effects on continuous improvement within the lifelong learning core theme area. In order to effectively meet objective 4.1, the College recognized that the staff time devoted to Community Learning and Small Business Development in the Northern campus areas required reallocation. Both areas have enjoyed significant enrollment growth, but capacity to lead both areas has been insufficient, especially in light of two new campus locations in Madras and Prineville. The former single director position was shifted from continuing education and small business development to solely small business development. Additionally, a second position was developed, the COCC Continuing Education director, and an appointment was made following an internal search process. This reorganization is designed to provide the leadership necessary to the development and implementation of new and improved lifelong learning offerings throughout the service district. The continuing education area is also seeking to expand programs developed for both youth and senior citizens. Both directors—the Continuing Education director and the Small Business Development director—will work together to expand customized and incumbent worker training opportunities for existing small and large businesses. Lifelong learning at COCC will thus continue to emphasize innovation that leads to a wide variety of relevant offerings for citizens in the region.

Objective 4.2: Design learning opportunities that are accessible throughout the broad geographic district.

Providing learning opportunities throughout the College District is a key Board priority. Despite budget cuts that forced the closure of dedicated College centers in La Pine, Sisters, North Lake, Madras, and Prineville in 2002-03, the College continued to offer a limited number of credit and noncredit classes throughout its 10,000-square-mile service district at a variety of public sites not owned by COCC. Additionally, how and when courses are offered has changed significantly in the last ten years. The College's emphasis on providing educational opportunities in a time, location, and modality to best meet student needs is evident throughout this objective.

Table 4.13: Indicators, benchmarks, status, score, and source of data for Objective 4.2, Core Theme 4: Lifelong Learning

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
4.2.a: Increase the number of credit courses offered by non-traditional methods (evening, weekend, modality, location)	+10	+12%	+16%		SEM 2009-10 to 2010-11
4.2.b: Percent of course offerings outside of Bend (credit and non-credit)	20%	25%	23.4%		Institutional Data 2010-11
4.2.c: Percent of student activity in locations outside of Bend (credit and noncredit)	15%	20%	16.5%		IE Reporting: Access 2010-11 update
4.2.d: Percent of students who live outside of Bend taking online/hybrid classes	35%	40%	46%		
4.2.e: Percent of College District population served	9%	10%	9.4%		Institutional Data and SEM 2010-11

Summary of data for Objective 4.2

Overall, progress toward this core theme objective is strong across all indicators. Supporting this objective, COCC expanded its non-traditional courses (defined as evening, weekend, online/hybrid, and location) by 16% (1,108 courses) since 2009-10 thereby meeting the benchmark for indicator 4.2.a.

As discussed previously, the College closed its dedicated centers in La Pine, Sisters, North Lake, Madras, and Prineville in 2002-03 as part of institution-wide budget reductions. However, growth in the number of classes offered in locations outside of Bend has risen steadily since 2006-07 (see [Annual Enrollment Report](#)¹⁰, Report 8A for complete details). This is most notable in Redmond—where enrollment is up 58% from 2006-07 levels—and Deer Ridge Correctional Institution, which began with two classes in 2007-08 and expanded to 86 classes in 2010-11. Such shifts in course offerings and new programs have enabled the College to successfully meet established benchmarks.

Related to offerings in locations outside of Bend is the number of students taking credit or non-credit classes who live outside of Bend. A five-year data review shows that the College has seen significant growth in serving these students, and based on this data, has met institutional minimum standards:

Year	FTE	Change since 2006-07
2010-11	796.46	+267%
2009-10	619.49	+185%
2008-09	428.1	+97%
2007-08	271.58	+25%
2006-07	217.07	

Table 4.14: Change in student activity measure by FTE of students living outside of Bend

The majority of students in these groups took classes at the Redmond campus (68%). However, 8% took classes in Madras and another 8% took classes through the College's partnership with Deer Ridge Correctional Institution discussed in the following section.

The number of credit students taking online or hybrid courses has also steadily grown since 2006. While this is true for students regardless of their residence, it is particularly evident in reviewing data associated with students who live in areas outside of Bend (table 4.15):

Table 4.15: Change in number of students living outside of Bend who took online or hybrid classes since 2006-07

Year	Number of students taking online or hybrid classes from outside of Bend	Change since 2006-07
2010-11	1,223	+122%
2009-10	1,149	+109%
2008-09	868	+58%
2007-08	705	+28%
2006-07	550	

In addition to increases in the number of students taking classes in Redmond, Madras, Prineville, and in online or hybrid modalities, a review of District-wide penetration rates (the number of Central Oregon Community College District citizens age 16 or older who took any COCC class) also helps demonstrate progress toward this objective. Prior to the closure of College centers, the District penetration rate was as high as 11.8%. As a result of budget reductions, including the decreased levels of state funding for continuing education programs, the College's district penetration rate dropped to its low point of 8.8% in 2003-04. The current College district penetration rate is 9.4%, bringing the College to "yellow" status for this indicator.

Actions taken to support assessment results for Objective 4.2

Credit and noncredit faculty have worked to increase the number of non-traditional offerings across the curriculum; many of these initiatives include course offerings outside of Bend, thereby increasing opportunities for more students to participate in classes and programs. Several recent initiatives have increased non-traditional course offerings:

- COCC realigned course scheduling time blocks for all credit courses, which allowed for easier expansion of evening and weekend courses. This action recognized the need to respond to students' scheduling challenges.
- The College added professional development opportunities to increase online and hybrid course offerings. In addition to the Hybrid and Online Teacher Training (HOT) described in the discussion of the transfer and articulation core theme, the College offers weekly face-to-face [instructional-technology workshops](#)¹¹, and on-demand video trainings posted on the [Blackboard for Faculty](#)¹² site or sent directly to faculty via email. Finally, COCC also participates in Quality Matters, a program that uses a guided, faculty peer-review process

to ensure high quality in online instruction. The more COCC expands online and hybrid offerings to increase numbers of students, the greater the need for ensuring high quality in these offerings.

- Departments adjusted traditional scheduling to offer Psychology 201 and Psychology 202 as a Friday-only class (psychology is the social science class with historically the highest demand) and General Science 105 (Chemistry), Chemistry 104-105-106, Chemistry 221-222-223 and Biology 121-122 (Anatomy and Function) as a Saturday-only series. This action recognizes the demand for one-day-a-week classes in key subject areas.
- Two COCC full-time faculty, one each in writing and psychology moved their primary assignments to the Redmond campus in 2011-12. Doing so supported student success efforts, provided leadership for part-time Redmond campus instructors, and created greater stability in Redmond course offerings.
- Community Learning expanded courses in Madras and Prineville in summer 2011, and additional classes will be added in these locations for summer 2012. This action responds to increasing demand for noncredit courses offered outside of Bend.

Two additional initiatives for increasing non-traditional course offerings are worth highlighting at greater length: (1) COCC's contract with Deer Ridge Correctional Institution and (2) the development of the Madras and Prineville campuses and the Redmond Technology Education Center (tentative opening, fall 2013) as part of the College's recent bond measure.

In the first initiative, COCC contracted with Deer Ridge Correctional Institution (DRCI)—a minimum-security prison in Madras designed to hold 750 inmates and opened in 2007—to offer credit and noncredit classes. Seven ABD/GED sections are offered throughout the year, and all sections are expected to fill. While the majority of classes are focused on basic skills, the College recently expanded its offerings to include credit writing, math, and welding courses. Students can now earn a 45-credit certificate in welding, and in 2010-11, 75% of enrollees completed the program. 100% of enrollees are expected to complete the program in 2011-12. Job placement figures are also positive: 87.5% of welding graduates who have been released are working as welders. The number of students served in this and other programs varies, but sample enrollment numbers for COCC classes as of late February 2012 include the following programs and classes:

- ABE/GED: 241 students
- Welding program: 10 students
- Keyboarding class: 14 students

The second initiative supporting this objective was the expansion of facilities in Madras, Prineville, and Redmond. This facilities expansion, as well as planning by credit and noncredit programs, served more than 400 students at the Madras and Prineville campuses during their first term of operation. In developing the plan for the Redmond Technology Education Center, COCC faculty and staff met with local industry and Redmond community leaders to review institutional enrollment and state workforce data. Based on this research, COCC determined the need for the following programs:

- Non-Destructive Testing and Inspection
- Mechanical Systems Flex-Lab (specialized automotive option)
- Technology Flex Lab (used with green technology and automotive programs)
- Center for Entrepreneurial Excellence and Development (CEED)
- Digital Arts and Marketing (expansion of existing programs)

The expansion of facilities, along with sound instructional planning, will have a significant impact on continued success toward this lifelong learning objective.

In support of classes across the College District, student support services were either added or expanded upon in recent years. This includes the addition of a bookstore, food service, and tutoring as well as expansion of enrollment services (admissions, registration, financial aid, and cashiering) and academic advising. Most recently, the Associated Students of Central Oregon Community College (ASCOCC) appointed a branch campus coordinator, providing an expansion of student activities and events at the Redmond, Madras and Prineville campuses.

Endnotes

- ¹ Board goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ² Board priorities 2011-2013: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ³ SEM Report: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- ⁴ Enrollment reports: <http://rap.cocc.edu/IR/default.aspx>
- ⁵ Institutional Effectiveness reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ⁶ Community Learning business plan: <http://rap.cocc.edu/Strategic+Planning/commlearn/default.aspx>
- ⁷ Continuing Education Three-Year plan: <http://rap.cocc.edu/Strategic+Planning/conted/default.aspx>
- ⁸ Community Learning Annual Scorecard: <http://assessment.cocc.edu/instr/commlearn/default.aspx>
- ⁹ Community Health Worker: <http://noncredit.cocc.edu/chw/default.aspx>
- ¹⁰ Annual Enrollment Report: <http://rap.cocc.edu/IR/EnReport/AYEnroll/default.aspx>
- ¹¹ Instructional technology workshops: <http://acs.cocc.edu/Training+Events/default.aspx>
- ¹² Blackboard for faculty: <http://coccbbhelp.wordpress.com/>



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Chapter Five: Mission Fulfillment, Adaptation & Sustainability

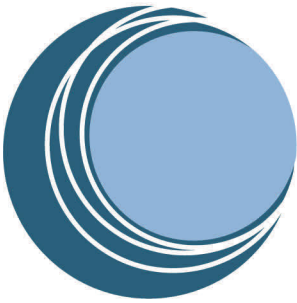


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CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION & SUSTAINABILITY

Eligibility Requirement 24

Eligibility requirement 24 states that the “institution [must] demonstrate that its operational scale (e.g., enrollment, human and financial resources, and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.” COCC does have sufficient scale to achieve its mission and core themes with institutional enrollment able to sustain a range academic programs and student support services. Based on total FTE, credit enrollment has more than doubled over the past five years, and the institution has shifted in size from being a small to a mid-sized institution. While the economy has contributed toward the majority of the institution's growth, recent expansion also has come from several key areas: dually-enrolled Oregon State University-Cascades campus students, Central Oregon Latino communities, and concurrently enrolled high school students. The College has also prepared for and supported significant growth in summer school enrollment.

While the College experiences pressures from rapid enrollment growth without commensurate growth of staff, the full-time/part-time ratio of the faculty remains responsible and sufficient to meet mission and core themes. While many two and four-year colleges have had to respond to economic pressures with program and staff cuts, total employee staffing at COCC has increased 30% in the past five years, with full-time employees increasing 29%. Fiscal demands have not necessitated reduction in force over the past decade. While the staff expansion is positive, the significant enrollment expansion has exceeded staff growth, demanding greater efficiency and economy of scale adjustments. Fiscal stability has been such that salary increases have been provided across all employee groups over the past six years, a condition which assists the College in attracting and retaining qualified faculty and staff. In addition to the increase in staff, COCC has made dramatic improvement in its facility infrastructure over the past 10 years and will complete several new projects in the near future:

- Campus Center (fall 2009)
- Jungers Culinary Center (fall 2011)
- Classroom/office addition to Mazama (fall 2011)
- Madras Campus (fall 2011)
- Prineville Campus (fall 2011)
- Health Careers Building (fall 2012)
- Science Center (fall 2012)
- Redmond Technology Education Center (scheduled fall 2013)

In addition, internal funds, state and federal economic stimulus funds, and local construction bond funds have supported significant renovation, modernization, expansion of technology, mobility access, and safety improvements on the campus—all ensuring facility sufficiency for COCC’s mission. These improvements have been made without creating a debt burden that compromises other institutional needs.

COCC financial resources have been and remain strong. As noted in Chapter Three, COCC conducts a multi-year budgeting process that defines trends and clarifies long-range impacts of short- and mid-term decisions. COCC retains dedicated reserves for recognized actuarial, replacement, repair, and contingency conditions. These include dedicated funds for state retirement system fluctuations (more than \$2 million) and retiree health benefit actuarial liability (more than \$1 million). The College has also set aside funds for both faculty and administrative sabbaticals, specific resources for major maintenance of current facilities rented to other agencies, technology lifecycle replacement, unemployment reserves, and others. The College maintains a Presidential Innovation Fund which is available for special initiatives and pilot projects.

During the past year, the College has enhanced long-term security through planned use of College real estate assets not needed for educational purposes. COCC made an agreement with a recognized regional developer to create a mixed-use retail, commercial, residential development on the southern edge of the campus that will provide long-term lease income to the College. While current economic and real estate conditions are delaying this project, the foundation is set for a significant long-term supplemental revenue stream.

Finally, COCC has a strong independent foundation which generates funds for major projects. The Foundation this year will provide more than \$1 million in student financial aid; last year it completed a \$3 million capital campaign generating funds for the Jungers Culinary Center; it recently established a program endowment for the culinary program with assets more than \$750,000; in addition to other institutional support. The COCC Foundation also manages several other dedicated endowments, totaling more than \$10 million.

Standard 5A: Mission Fulfillment

5.A.1

With the core theme and mission fulfillment frameworks (outlined in Chapter One) and the planning systems (outlined in Chapter Three), COCC engages in ongoing, systematic evaluation of its accomplishments, achievement gaps, and opportunities, and the College adjusts plans and initiatives based on ongoing assessment. In addition, College staff and Board members remain attuned to a range of national, state, and local trends and integrate those elements into institutional planning and effectiveness evaluation.

The targets set as criteria for mission fulfillment are outlined in Chapter One. Overall, the targets require that the College achieves at least 70% Acceptable (yellow) outcomes for indicators listed for each of the four core themes. As outlined in Chapter Four, COCC has exceeded this threshold through the following results:

Core Theme 1: Transfer and Articulation	71.4% Acceptable or Aspirational
Core Theme 2: Workforce Development	76.5% Acceptable or Aspirational
Core Theme 3: Basic Skills	71.4% Acceptable or Aspirational
Core Theme 4: Lifelong Learning	81.8% Acceptable or Aspirational

Overall, COCC established 56 core theme indicators and achieved “aspirational” (green) performance in one third of these. In this initial report under the new accreditation guidelines, COCC has set high standards, in some areas potentially higher than appropriate for baseline achievement. With its commitment to continual improvement, COCC finds this approach more appropriate than easy-to-achieve lower-level targets. Overall, these results document attention to and responsible performance related to core themes. Institutional processes are designed and implemented to ensure continual attention to these issues.

5.A.2

As outlined in Chapters One and Four, the Institutional Effectiveness Reports, presented regularly at Board meetings and shared with the rest of the College community, constitute the backbone of COCC’s attention to institutional achievement tied to its core themes. A list of reports that have been systematically reviewed over the past two calendar years or are scheduled for review is available in Appendix G. Where available, links to reports have been provided here as well as in endnotes.

Institutional Effectiveness Reports have not merely focused on pass/fail analysis but support consideration of broader implications of the outcomes and initiatives reviewed. Analysis of these reports helps the College consider appropriate new actions driven by the realities and issues highlighted through analysis. “What needs to be done” and “Factors affecting results/progress” are key segments of these reports, and they help the Board and staff move beyond the data to assess the needs and opportunities for later action and decisions. The Board priority of continual improvement affirms commitment to self assessment and modification to achieve our institutional mission.

Achievement indicators outlined in Chapter One and referenced in Chapter Four document COCC’s attention to feedback from internal and external constituencies. Tools for gathering this feedback include the annual Graduate Survey, the Community College Survey of Student Engagement (CCSSE), and advisory committee feedback. In addition, many administrators and staff members participate in organizations within the community, creating links to important stakeholders outside the College. COCC staff, Board members, and leadership serve in a wide range of community organizations. Through this participation, COCC receives regular and broad input on its role, quality, opportunities, and areas for improvement. Several key community connections in the areas of K-20 education, local economy, and community prosperity are listed below along with their COCC participants:

K-20 education

- Regional school superintendent groups (president)
- OSU-Cascades Advisory Board (COCC Board member)
- Bend-La Pine School District Budget Committee (instructional dean)

Local economy

- Economic Development for Central Oregon (vice president for administration)
- Advertising Federation of Central Oregon (director of College Relations)
- Redmond Economic Development Initiative (dean of Extended Learning)
- Bend Chamber of Commerce Board (president)
- Leadership Bend (CFO is the most recent COCC participant)

Central Oregon prosperity and other efforts

- Partnership to End Poverty (dean of student and enrollment services, dean of Extended Learning)
- Rotary (vice president for administration, vice president for instruction)
- Budget Board, Sisters Parks and Recreation District (instructional dean)
- Board of Directors for Cascades East Area Health Education Center (instructional dean)
- Steens’ Mountain Advisory Committee (library director)
- Nature of Words Board and Advisory Committee (library director, multiple terms)
- Lewis and Clark College Board of Alumni (instructional dean)

The College measures its success in relation to core themes through both qualitative and quantitative measures. Quantitative measures indicate success when the College has met or exceeded a minimum threshold. Qualitative measures indicate success through discussion of broader actions and outcomes related to core themes.

Board Goal 1 - Students will have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level. (Core Theme 1: Transfer and Articulation)

Relative to this board goal and indicators for Core Theme 1: Transfer and Articulation, COCC achieved 71.4% “acceptable or aspirational.”

The Community College to Oregon University System (OUS) GPA Transfer Report documents COCC’s achievement of its transfer and articulation goal. COCC students perform at or near the top when compared to transfer students from other Oregon community colleges and perform slightly above the level of continuing native OUS students.

Year of CC attendance	COCC student OUS GPA the following academic year	Oregon CC student average OUS GPA the following academic year	COCC rank among Oregon CCs	OUS continuing student GPA
2008-09	3.10	3.03	#2	3.07
2007-08	3.12	3.05	#2	3.08
2006-07	3.12	3.05	Tied for #1	3.08

The 2008-09 COCC students who transferred to OUS performed well compared to transfers from the other 16 Oregon community colleges in the six content areas examined. English composition was the only subject area where COCC student transfer GPA was below the average for all Oregon community college transfers (ranking tenth in a list of 17 colleges). In the two prior years, COCC transfers ranked thirteenth (2007-08) and fourth (2006-07) comparatively in English composition GPA. The 2008-09 COCC students who transferred were consistently strong in all other content areas. In math the College ranked seventh, in arts and sciences it ranked third, in science it ranked sixth, in social science it ranked fourth, and in foreign language it ranked fourth.

COCC's annual Graduate Survey has also indicated success over the past five years:

- On average, 90% of respondents indicate “very much so” when asked about the extent to which they achieved their goals from COCC.
- On average, 73% indicated “very satisfied” or “satisfied” when asked about the quality of preparation to transfer to another college.
- Even though less than 9% of COCC students are dually admitted with Oregon State University-Cascades, on average 74% of COCC completers who responded were aware of OSU-Cascades and on average 70% were knowledgeable about options offered through OSU-Cascades.

With the pressure of rapid and significant enrollment increase, the indicator focused on “reasonable progress toward degree completion” ranked lower than other indicators and suggests an area for institutional attention.

**Board Goal 2 - Students will have the workforce knowledge and skills necessary for their careers.
(Core Theme 2: Workforce Development)**

Relative to this board goal and indicators for Core Theme 2: Workforce Development, COCC achieved 76.5% “acceptable or aspirational” results, and almost 50% of the indicator demonstrated “aspirational” achievement. Recent national economic conditions have challenged full achievement in employment and economic development areas, but COCC has made good progress, as demonstrated below. Achievement in Workforce Development is demonstrated by the range and number of career technical programs and noncredit work and business support programs. The responses from graduate surveys, advisory committees, and employers document the core quality of these programs, but also provide important guides for making continual improvements.

Over the past decade, COCC has developed new programs and revised existing programs, demonstrating its commitment to relevant knowledge and training for students. Development and modification include:

- Automotive: Development of a series of less-than-one-year certificates that provide focused training and initial job entry skills
- Aviation: Development of new curriculum in both fixed wing and helicopter pilot training and partnership development with regional flight trainers
- Entrepreneurism: New program under development; tenure track faculty hired to develop program and provide design input for the Redmond Technology Education Center
- Culinary: Major curriculum revision; new AAS degree in baking and pastries developed; and model \$7 million facility developed with student-run restaurant
- Forestry: Series of less-than-one-year certificates developed as part of state Career Pathways efforts
- Health Information Systems: Series of less-than-one-year certificates developed as part of state Career Pathways efforts
- Manufacturing Technology: Series of less-than-one-year certificates developed as part of state Career Pathways efforts

- Oregon Green Technology: Adoption of statewide standardized one-year certificate program and support facilities planned in the Redmond Technology Education Center
- Pharmacy Technician: New program developed with dedicated facilities in Health Careers building
- Veterinary Technician: Program under development
- Non-Destructive Testing and Non-Destructive Inspection : Program under development and support facilities planned for the new Redmond Technology Education Center

As indicated in the March 2011 Institutional Effectiveness Report on partnership with regional employees, all CTE programs at COCC are currently engaged in program-level assessment. The first step of this assessment involves the articulation of program-specific student learning outcomes. These assessments define what a student should know and be able to do after completing a program. The CTE programs work with their advisory committees and industry standards to establish the program-specific outcomes. From there, methods of measuring student learning in relation to the outcomes are designed. Both direct and indirect measures are used. Direct measures of student learning include pre/post-testing, evaluation of projects, and student portfolios. Indirect measures of student learning include retention/graduation trends, licensure pass rates, job placement data, and feedback received from students, graduates, and employers—usually through surveys and/or focus groups.

Career Technical completion rates are increasing at the College. The number of CTE credentials awarded between 2006-07 and 2010-11 grew 78% from 338 to 604.

Community Learning and Continuing Education remains a key asset for fulfilling COCC's Workforce Development goal. The March 2011 Institutional Effectiveness Report documents the breadth and size of services provided by this area of the College.

According to the Graduate Survey, COCC graduates indicate that the College is fulfilling its mission in regard to workforce knowledge and readiness. Specific highlights indicate several notable achievements:

- During the past five years, on average 90% of respondents indicate "very much so" when asked about the extent to which they achieved their goals at COCC.
- On average 81% indicated "very satisfied" or "satisfied" when asked about the quality of preparation they received for their chosen occupation.
- On average 67% indicated "very satisfied" or "satisfied" when asked about the quality of course-related work opportunities such as work experience, practicum, or clinical.

At the same time, COCC recognizes that surveying completers likely captures the opinions of the most successful and most satisfied students. Over time, the College will seek feedback from leavers and non-completers to identify potential areas of improvement.

Board Goal 3: Basic Skills - Students will have academic achievements and basic learning skills necessary to successfully pursue education at the community college level. (Core Theme 3: Basic Skills)

Relative to this board goal and indicators for Core Theme 3: Basic Skills, COCC achieved 71.4% “acceptable or aspirational” results. Achievement analysis highlights the challenges of building long-term success with English Language Learners and Adult Basic Education students. However, COCC’s evidence of progress is illustrated by two broader actions with promising outcomes. First, use of data to steer important work with Adult Basic Skills and English Language Learner student populations has begun. The March 2011 self-study submitted in preparation for the Adult Basic Skills Title II Oregon State Review team site visit indicates the kinds of data-based decisions that have been made:

Strategic planning and program improvement is now based in large part on evaluation of program data. Low retention rates and low TOPS completion rates led to plans for 2011-12 to change all ABE/ASE instruction in Bend and some in Redmond to Oregon Pathways for Adult Basic Skills (OPABS) courses. OPABS courses will group students into cohorts, a promising student success strategy...Decisions and changes made in Adult Basic Skills are now driven by data, so the need for accurate data and analysis will continue.

Second, the Math redesign project implemented in 2010 illustrates the ability of COCC to be innovative developmental teaching and learning. Math proficiency is a key gateway to degree and certificate attainment nationally, and the College recognizes that the traditional system of post-secondary Algebra instruction had limitations related to effectiveness and capacity: not enough seats, space, or qualified faculty to teach in a “traditional” model. A systematic revision (using the National Center for Academic Transformation framework) to the instructional strategy for Algebra I (MTH 60) and Algebra II (Math 65) was designed to increase student access to math instruction, improve student learning, facilitate learning at the student’s own pace, and reduce both the number of classrooms needed and instructional costs. COCC has expanded this strategy to its other campuses and is exploring expansion to other math classes. The College is also considering whether the framework may be appropriate for basic skills in other content areas. Analysis of the first two quarters of this instructional redesign presented at the December 2011 Board meeting identified faculty commitment to evaluating causes of and responding to slightly lower student completion rates for initial student cohorts. With preliminary outcome data and next step feedback loops in place, the redesign initiative demonstrates both commitment to fulfilling the College mission in this area and an institutional culture of assessment and change that will fortify student success in the future.

Board Goal 4: Lifelong Learning - Students will have access to and participate in wide-ranging lifelong learning opportunities to enhance learning, wellness, quality of life, and cultural appreciation. (Core Theme 4: Lifelong Learning)

Relative to this board goal and indicators for Core Theme 4: Lifelong Learning, COCC achieved 81.8% “acceptable or aspirational” results. Almost 50% of the indicators demonstrated “aspirational” achievement. COCC offers programs and services that appeal to many educational interests and goals and serve Central Oregon constituents from youth through retirees in a variety of locations.

Specific outreach activities to build regional aspiration to and preparation for college—whether at COCC or elsewhere—include the College Bound program for middle school students; counseling, advising, financial aid, and other resources for high school students and parents; the Mosaic college exploration

program targeted to first generation potential college students; and a range of college-level courses taught on COCC campuses and at high school locations.

Geographic access improved from 2006-07 to 2010-11 with total student FTE generated outside Bend increasing from 12.3% to 16.5% of all student activity. Completion of the new campus facilities in Prineville and Madras should further fuel that enrollment increase.

COCC's Continuing Education programs help ensure lifelong learning opportunities to address the needs of constituents. In 2010-11, Employee and Professional Development provided 122 workshops and training events attended by 1,439 individuals. Customized skill training programs are offered as needed to specific companies on a contract basis. Short-term professional development courses are also offered for groups and individual companies. For 2010, 354 clients used the Small Business Development Center's (SBDC) business counseling services, and 806 people attended one or more of the 58 training events. In 2011, a part-time Economic Gardening Advisor was hired by the SBDC to assist in community economic development.

Credit and noncredit programs serve a broad age range. In 2010-11, 602 students younger than 18 took credit classes, with the "high water mark" being in 2008-09 with 814 students served. The drop is primarily linked to a decline in courses offered in the high schools. In 2010-11, another 128 students under the age of 18 took noncredit classes. On the other end of the age scale, 820 students over the age of 50 took credit classes and 3,559 students over 50 took noncredit courses. Addressing entry-level community education needs, 1,312 individuals took Adult Basic Education and College Prep classes in 2010-11.

A range of lectures, concerts, and co-sponsorship of the nationally recognized Nature of Words writers' conference provide the community with quality exploration of public, social, political, and economic issues as well as the arts. The COCC Foundation sponsors the Nancy R. Chandler Visiting Scholar Program which brings featured speakers to the community. Over the past several years, these have included 49 separate presentations by noted speakers, a few of which include Sister Helen Prejean, author of *Dead Man Walking*; Pulitzer-Prize winning author Nicholas Kristoff; Greg Mortenson, author of *Three Cups of Tea*; Nontombi Naomi Tutu, Desmond Tutu's daughter; former Allied Commander of NATO, General James Mattis; Sergei Khrushchev, son of Soviet Premier Nikita Khrushchev; paleoanthropologist Richard Leakey; historian David McCullough, satirist David Sedaris; poet Maya Angelou; and others.

The many efforts described in this section have helped COCC achieve its goals relative to Core Theme 4: Lifelong Learning.

Standard 5B: Adaptation and Sustainability

Adaptation: COCC operates with an appropriate balance between following a planned agenda and adjusting to emerging demands and opportunities. On the curricular side over the past decade, COCC has responded to community and student requests for a broad range of transfer and career programs. Many of these initiatives were highlighted in response to the Board goal related to the workforce development core theme earlier in this chapter. The innovative redesign of mathematics instruction

described in the response to Board goal related to the basic skills core theme demonstrates faculty, facility, and fiscal flexibility as well as responsiveness.

COCC's response to student and community demands for education in response to the recent economic crisis most strongly demonstrates COCC adaptability. Instructional departments have rallied in several critical ways. First, many departments have hired and mentored additional full-time, adjunct, and part-time faculty members. They have also expanded online and hybrid teaching as well as course availability for high school students. Many departments have also established a mentor and certification program for high school instructors teaching college-level courses. Facilities and construction staff planned and executed extensive renovation and repurposing of College facilities to expand capacity. Student support services increased their efficiency to respond to heavy demand for pre-enrollment, enrollment, scheduling, counseling, financial aid, and other services.

Board and administrative staff deployed resources to enable needed expansion and maintain long-term fiscal viability. The enrollment demand put the entire institution to the test, a challenge which the College met.

Additional adaptation will be required in the near future as COCC adjusts to its "new normal." While enrollment is anticipated to level off or even decline slightly as broader economic conditions moderate, COCC is a much larger, more complex institution with greater internal and external outcome expectations in an environment of limited resources. These interlocking issues will require continued adaptation and creativity.

Fiscal Sustainability: In spite of national and state economic challenges, COCC has maintained a strong fiscal status. In past years, auditors have reported annually to the Board as a whole. This past year, the Board enhanced its oversight by establishing an audit and finance committee, consisting of Board and budget committee members who meet regularly with the auditors to discuss in detail any findings, recommendations, or weaknesses in the College's internal controls and accounting system. Audits over the past decade have consistently affirmed COCC processes, procedures, and internal controls as no detrimental findings have been identified and presented for remediation. Audits of COCC financial statements and fiscal procedures have historically been positive reviews of the College's performance. Specific observations are available from the most recent audits on the College website's budget page.

After a 2005 ruling against a COCC legal challenge to the state funding formula, the funding distribution system was revised in a manner that significantly reduced COCC state funding. The modification was phased in over a seven year period. Over this period, state funds to COCC were reduced 42%, from \$7.29 million in 2004-5 to \$4.24 million in 2010-11 in spite of the fact that COCC enrollment increased 86% over this period. Although the state continues to change the funding distribution formula, the implications of reduced state funds for higher education as a whole are minimized for COCC because state funding only accounts for approximately 15% of the College's operational resources for 2011-12. COCC's ability to access, analyze, and adjust fiscal parameters has been evident in its absorbing this major change while sustaining a positive fiscal position.

COCC's Board-mandated 10% operating reserve has been maintained through the past decade, normally averaging well above that level. Importantly, in addition to this general reserve, COCC has a

number of dedicated reserves including accounts established and funds “set aside” for several purposes:

- actuarial costs of retiree medical benefits
- potential increased PERS (public employee retirement system) costs
- annual technology replacements
- start-up costs for new educational centers
- eventual long-term maintenance of facilities rented to Oregon State University-Cascades and other renters on the Redmond Campus

The College’s bond rating agency, Standard and Poor’s, has continued to recognize the effective leadership and strong fiscal management at COCC by upgrading the College’s bond rating over the last 10 years from A to A+ in 2007 and to AA- in 2010.

For many years, COCC has maintained and continues to have the lowest in-district combined tuition and fee level in the state. This not only serves the Board Priority for fiscal accessibility but also provides additional financial security for the institution, as COCC has “headroom” for potential increases of tuition and fees while still remaining highly competitive within the state and regional environment. Through administrative and Board strategies, COCC maintains a three-tiered tuition system: in-district rate, Oregon out-of-district rate (which includes contiguous states), and out-of-state rate. COCC is the only Oregon community college with an out-of-district rate, created because COCC local taxpayers provide a significantly higher proportion of COCC’s revenue than other Oregon community colleges. This out-of-district rate helps subsidize a lower tuition rate for in-district students.

Facility Sustainability: The College has actively maintained the current facilities while striving to expand building capacity to meet the growing student and program needs. As identified in the 2011 facilities audit that was completed in July and presented to the board on October 11, 2011, the overall facility condition index (FCI) for COCC is .0652. The recommended nationwide guideline, to rate college facilities in good condition, is a maximum of .05. Although COCC is not within the recommended level at this time, the College fully anticipates reaching below .05 by June 30, 2012, for several reasons. First, the College is already addressing the major repair issues identified in the report. Second, several new buildings will be completed during the 2011-12 fiscal year and will be included in the total inventory on June 30, significantly impacting the FCI rating in a positive direction with additional square footage that will have no immediate or short-term maintenance demands.

During the last few years, the College has sought and obtained resources to improve and increase facilities to meet the growing student and program needs. The College has obtained Oregon stimulus funds, state matching construction funds, COCC Foundation donations, and, in 2010, the College issued over \$41.6 million in general obligation bonds supported through a local voter approved initiative. Over the last few years, the projects listed below have been completed or are being completed with the resources provided. In addition to the projects listed, the College is prioritizing facility needs in an effort to complete additional projects as resources become available. Total projects over the past four years either completed or in the planning phase constitute over \$83 million in improvements, with over 75% of these projects to be completed by fall 2012. A few major projects include:

- At a cost of close to \$9 million in College funds, a new Campus Center building was completed in September of 2009, to provide new student government offices, administrative student services offices, new food services, and dining facilities.
- With almost \$3 million in Oregon Stimulus project funds and \$1 million in College funds, the College completed a variety of projects to improve building weatherization and to add new elevators and sidewalks for ADA compliance.
- With more than \$2.5 million in state and College bond funds, the College constructed six additional general-purpose classrooms in existing buildings in 2011.
- With a \$2.75 million Foundation contribution and College funds, the College completed construction of a new \$7 million culinary building and planned for the COCC Campus Village project.
- At a total cost of more than \$3 million in bond funds, a new facility in Madras was constructed and opened in September 2011.
- In a joint venture with Crook County, and supported by federal grant funds, the College invested more than \$1 million in bond funds and constructed an educational facility in Prineville that opened in fall 2011.
- A new \$16.6 million health careers building is being constructed with bond and state funds, and classes are expected to begin in fall 2012.
- A new science building is under construction with over \$19 million in bond funds and is expected to host classes in fall 2012.
- Construction of a new Redmond Technology Education Center, at a cost of over \$12.5 million, is scheduled to begin construction in 2012 and will open in fall 2013.

Institutional Culture Sustainability: COCC conducts a biennial Campus Climate Survey. Results of the 2005, 2007, and 2009 surveys indicate an increasingly strong, adaptable, and effective institutional climate. Results from 2011 show a slight decrease and may be due to the incredible growth the College experienced. The survey includes a six-point scale according to which survey takers gauge their level of agreement with a variety of statements about the College culture. Results from 2011 indicate agreement rates of greater than three on all statements:

- 5.23 agreement that staff understand and support the COCC mission.
- 4.62 agreement that “I am well informed about changes at COCC”
- 4.01 agreement that the “administration encourages teamwork between departments”
- 4.32 agreement that the “College offers campus wide activities that promote a sense of community”
- 4.15 agreement that the “processes in place for me to be involved in decision making and problem solving”
- 4.21 agreement that the “College encourages innovation and exchange of ideas”
- 4.72 agreement that “I am comfortable communicating within my department in an open and honest manner”
- 4.33 agreement that “I feel supported and allowed to be innovative”
- 4.55 agreement that “I am given flexibility to be innovative and perform my job well”

As summarized in Chapter Three, COCC’s governance processes and structure encourage broad involvement with impacted constituencies. COCC stays alert to and responds to regional and national

trends through participation in a broad range of external organizations. Participation ensures that not only are COCC representatives aware of issues and trends, but they are also positioned to shape initiatives and policy in manners that support COCC mission fulfillment.

Collaboration in state, regional, and national organizations is important to the College. COCC Board members, administrators, and staff members serve on a wide range of state task forces and issues groups:

- LearnWorks, a state committee to define parameters for Oregon redesign of K-20 educational structure, performance assessment, and outcome-based funding (Board member)
- Oregon Presidents Council, Council of Instructional Administrators, Council of Student Services Administrators, Chief Fiscal Officer Council (related administrators)
- Growth Management Committee, a committee to advise the Community Colleges and Workforce Development commissioners and State Board of Education on alignment of funding and enrollment growth (president)
- Oregon Joint Boards Articulation Committee, comprised of the Oregon State Board of Higher Education and the Oregon State Board of Education (COCC's dean of student and enrollment services)
- Statewide Student Success Oversight Committee (previous participants include director of College Relations, institutional researcher, and one Board member)
- Oregon Community College Association (Board members)
- College Student Services Administrators group (dean of student and enrollment services)
- NWCCU recent evaluators (dean of student and enrollment services, vice president for instruction, chief financial officer)
- Career and Technical Education Network (instructional deans)
- Oregon Chapter of American Association of Women in Community Colleges (instructional deans)
- Oregon Council of Instructional Administrators (vice president for instruction, instructional deans)
- Oregon Community College Council of Institutional Researchers, Admissions and Records Directors, Student Financial Aid Administrators, Disability Directors (related administrators)

COCC faculty and staff hold leadership roles in and make presentations at regional and national meetings. Service to community is a key faculty promotion criterion, requiring documentation of service and accomplishments. This kind of faculty involvement is documented in faculty members' Annual Reports of Activities.

One of COCC's greatest strengths is a culture of professional accountability among the faculty themselves. COCC has a faculty-driven tenure and promotion process through which faculty hold themselves to high standards. While at some institutions, tenure and promotion may be functionally automatic, such is not the case at COCC. Faculty, in collaboration with administrative staff, produce detailed dossiers on faculty goals, plans, and performance. Committees review this material in significant detail, offer professional supportive feedback, and apply appropriate standards before

advancing their teaching colleagues. These processes have a rich heritage at the institution, and they both support and ensure a quality instructional staff and strong sense of professional community.

Also important to COCC is building a sense of community among all members of our campus. Over the past two years, the Diversity Committee and Organizational Development Committee have developed a statement called [Creating Community](#)¹ that defines principles that should and do drive COCC as an organization. Principles include practicing personal and academic integrity and respecting the dignity of all persons. In addition, the “COCC Values and Future Directions” statement summarizes input from the fall 2010 All-College Retreat and also defines principles of the College. Examples include the College’s commitment to diversity and to fostering strong personal connections among students, faculty, and staff. These two documents capture and sustain some of the unique character of the COCC culture. COCC fulfills its Board goal commitment to collaboration as a hallmark of the COCC culture, an asset that has historically supported and will continue to support institutional sustainability and adaptability.

Endnotes

¹ Creating Community: Six principles for personal and academic excellence: <http://multicultural.cocc.edu/community/default.aspx>



CENTRAL OREGON
community college



Conclusion

CONCLUSION

COCC has transitioned to the new NWCCU standards and accreditation framework in an accelerated timeline. This process has been challenging, but the outcomes have been positive for COCC and, by implication, for the students and communities the institution serves. Since submission of Chapter One in spring 2011, the Accreditation Coordinating Team (ACT) has revised this key chapter several times, resulting in the current version of this document. The Board, ACT, and other key leadership groups have helped to refine Board Goals, creating a strong connection between these goals and the core themes. The process has helped push and guide the College in strengthening the measurability, appropriateness, and specificity of success indicators. The College recognizes this will be a continuing process: refining our goals, clarifying their linkage with core themes, building a clear assessment and accountability framework, and further developing the connection between outcome assessment and institutional decisions.

Attention to results—especially student success outcomes and data-based decision making—is not solely driven by the accreditation process. Using evidence to drive College decisions is a clear Board and institutional commitment, consistent with broader national priorities and focused state mandates. COCC’s planning, assessment, program, service, and budget decisions will need to be coordinated and consistent across these various areas.

While recognizing COCC’s progress and success with assessment and outcome analysis, the institution understands further improvement is possible and needed in these areas. Current budget development for 2012-13 and beyond is highlighting priorities and funding strategies to help us meet several goals: (1) expand information technology resources and infrastructure; (2) expand institutional research capacity; (3) strengthen the link between institutional research and grant development, instructional programming, and support services; and (4) strengthen user support for decision-making, planning, and outcome processes. As mentioned in Chapter Three, the College is in the midst of an eighteen-month Strategic Planning process, which will help refine goals and systems and develop some of the linkages described above.

Central Oregon Community College is a dynamic, collaborative, adaptive, and financially stable institution highly valued by its community. Our self-assessment finds that COCC is achieving its mission and is sustainable.

While COCC “clears the bar” relative to mission fulfillment, we also recognize that our internal expectation of excellence calls for the institution to continually improve. Underlying the Board goals are several key questions and challenges, many of which are tied to the state and national focus on student success, the “completion agenda,” and institutional effectiveness. Questions related to these priorities include:

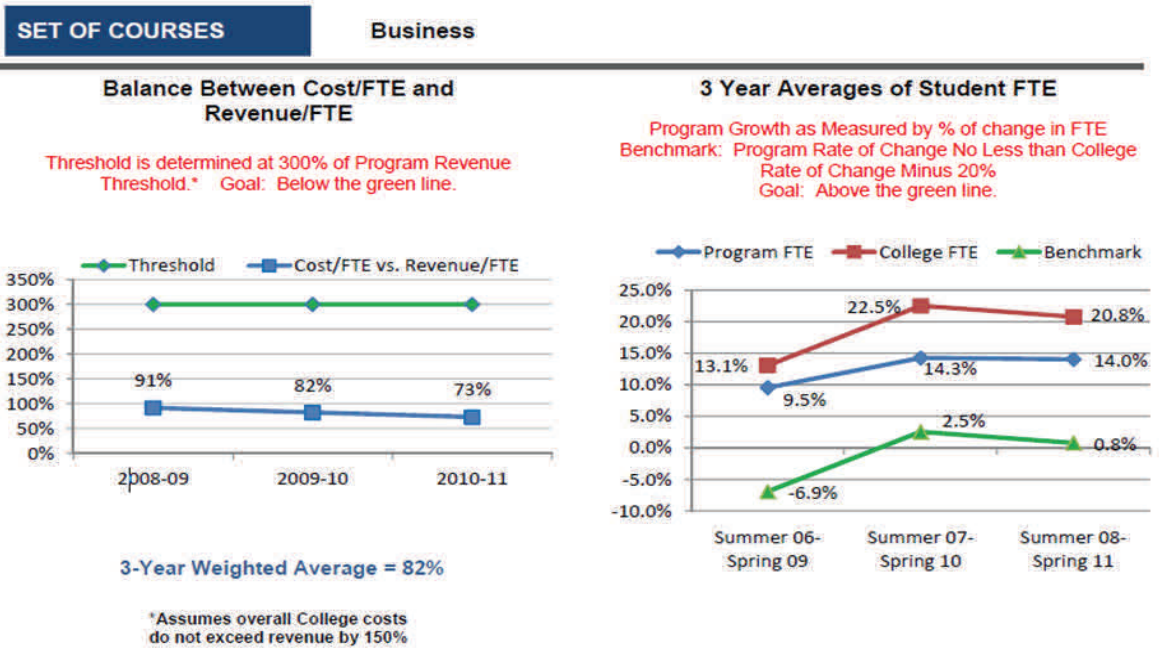
- What can be done to improve the success of students at the lower levels of academic skill and college preparation? How can COCC be a “best performing institution” in these areas? How can we shorten the time it takes for these students to achieve their academic goals?
- What can be done to increase the percentage of students who obtain degrees and certificates within a reasonable time? What factors can ensure and accelerate their success? What support

- services are most critical to their success?
- How do we best support faculty and staff as continuous learners so they are able to best serve students and community?
 - From the vast array of lifelong learning opportunities, which are most critical for Central Oregonians, and how can these be delivered in a cost-effective manner?
 - With COCC now operating at four geographic sites, how does the College ensure broad opportunity and student success irrespective of location?
 - Given Central Oregon's distance from metropolitan areas, how does COCC work with its current and future university partners to expand cost-effective, accessible four-year degree opportunities?
 - How can COCC be responsive to the needs of local business and industry?

We see these key questions as closely entwined with our core themes and the NWCCU accreditation process. We look forward to the continued evolution of our internal planning and assessment practices as we serve our students and community.

APPENDIX A: Sample Review and Support Committee Report 2010-11

Benchmarks for Healthy Sets of Courses at COCC | 2010-11



**Average FT Faculty Loads
 Less than 44 Loads
 Over a three year period of time
 (2008-09, 2009-10 2010-11)**

0 FT Faculty out of 5 Faculty
 Benchmark: 0 Less than 44

Ability to Attract and Retain Highly Qualified Faculty

	2008-09	2009-10	2010-11	3- year Average
% of FT Faculty with Resignation or Non-renewal	0	0	0	0%

Benchmark: Program of 1 should not exceed 66% over 3 years; Program of 2 should not exceed 50% over 3 years; Programs greater than 2 should not average 2 faculty for three years.

APPENDIX B: Multicultural Activities and Student Life Programs 2010-11

MULTICULTURAL ACTIVITIES & STUDENT LIFE PROGRAMS 2010 – 2011

Date	Area	Event	Number of Participants
Fall Term			
Sept 8	Multicultural Activities	Principles of Community & Multicultural Activities	15
Sept 9	Multicultural Activities	Fall Staff Retreat – Facilitating Difficult Dialogues in the Classroom	25
Sept 14 – Sept 16	Student Life	Campus Leadership Retreat	40
Sept 20 – Oct 1	Student Life	Fall Term Jump Start	987
Sept 23	Native American Program	Buffalo Field Campaign – Two presentations: Educational and Cultural Learning Event	3:00 pm: 25 5:00 pm: 45
Sept 28	Multicultural Activities	Jump Start Multicultural Center Open House & Activity	25
Sept 30	Multicultural Activities	Principles of Community and Understanding Diversity	25
Oct 6	Multicultural Activities	Cross Cultural Communication Workshop	52
Oct 13	Multicultural Activities	Principles of Community and Understanding Diversity	12
Oct 20	Multicultural Activities	Not On Our Campus: Film and Discussion about Bullying (with GSA and ASCOCC)	100
Oct 21	Multicultural Activities	Milagro Theater Workshop	10
Oct 21	Multicultural Activities	Teatro Milagro Production: El Sueno	50
Oct 27	Native American Program	Ed Edmo – Traditional Tribal Storytelling of the Pacific Northwest	85
Oct 28	Multicultural Activities	“Migrating Towards Justice”	21
Nov 2	Multicultural Activities	Día de los Muertos Trivia	12
Nov 4	Multicultural Activities	Jimmy Baca Private Meeting	20
Nov 4	Multicultural Activities	Jimmy Baca, author (in collaboration with Nature of Words)	200
Nov 5	Native American Program	Northwest Coast Tribal Arts and Crafts Workshop	20
Nov 10	Multicultural Activities	Out in the Silence: Film and Discussion (with GSA)	45

Date	Area	Event	Number of Participants
Nov 16	Student Life	Comedian Night	24
Nov 18	Student Life	Great American Smoke Out	200
Nov 18	Multicultural Activities	Understanding Diversity	15
Nov 22	Native American Program	Mary Younglood – Talk and Musical Presentation	250
Dec 3	Multicultural Activities	Cross Cultural Communication	10
Dec 4	Student Life	Civil War Party	62
Dec 6	Multicultural Activities	December Holidays	12
Dec 16	Native American Program	Mosaic Presentation: “Native American Student Resources at COCC”`	25
Dec 16	Multicultural Activities	Cross Cultural Activity	18
Winter Term			
Jan 3 – Jan 7	Student Life	Winter Term Jump Start	730
Jan 10	Student Life	National College Football Championship	200
Jan 20	Student Life	Portraits of Courage	56
Jan 26	Multicultural Activities	Career Workshop	8
Jan 17 – Feb 24	Multicultural Activities	<p>King, Gandhi, Chavez Season of Nonviolence:</p> <ul style="list-style-type: none"> ~ Day of Service ~ Portraits of Courage: African Americans You Wish You Had Known ~ Day of Zinn ~ Film: 9500 Liberty (shown twice) (co-sponsored with Latino Community Association and Jobs With Justice) ~ Dr. Cornel Pewewardy ~ Film: Dead Man Walking ~ Compassionate Communication Workshop ~ Sister Helen Prejean (co-sponsored with Karen A.) 	<p>400</p> <p>45</p> <p>120</p> <p>60</p> <p>80</p> <p>10</p> <p>25</p> <p>125</p>

Date	Area	Event	Number of Participants
Feb 3	Multicultural Activities	Chinese New Year Celebration	30
Feb 9	Multicultural Activities	9500 Liberty - Redmond	19
Feb 10	Native American Program	Cornel Pewewardy – Two Presentations: (1) “Native American College Students on the College Campus Today,” a presentation for staff and faculty; and (2) “Not Your Indian Mascot,” for campus community	12:00 pm: 30 3:30 pm: 120
Feb 11	Multicultural Activities	9500 Liberty - Bend	40
Feb 17-18	Multicultural Activities	OSHU Career Conference (took the students to Portland)	8
Feb 21	Multicultural Activities	Energy Work with Reiki	25
Feb 25	Native American Program	Plateau Cradleboard Cultural Workshop with Rose Ball	15
Feb 25	Student Life	Forestry Career Fair	174
Spring Term			
Mar 3	Student Life	Lunar New Year Celebration	223
Mar 10	Native American Program	College 101 Presentation “Native American Students at COCC,” a group presentation with Native American Club members’	20
Mar 22	Native American Program	Native American Talking Circles: Native American Communication and Leadership Styles	25
Mar 28 – Apr 1	Student Life	Spring Term Jump Start	1084
Mar 31	Multicultural Activities	The Wobblies (co-sponsor with Jobs With Justice)	25
Apr 1	Native American Program	Tana Atchley: “Student Activities Models & How to Manage Your Student Leadership Experience”	15
Apr 9	Multicultural Activities AND Student Life	Asian Pacific Cultural Festival	360
Apr 12 – May 2	Multicultural Activities AND Student Life	Sexual Assault Awareness Month	
		~Film: Sissy (co-sponsored with Saving Grace and Bend-Film)	10
		~Walk the Walk Workshop (co-sponsored with Saving Grace)	6
		~ Tony Porter: A Call to Men	45

Date	Area	Event	Number of Participants
Apr 13 – May 24	Multicultural Activities	Can We Talk About Race.....and Other Differences?	
		* Free Speech with Tony Russell	25
		* Tolerance with Andria Woodall	20
		* Prickly Topics in Literature with Annemarie Hamlin	23
		* Political Correctness with Natalie Dollar	45
		* Black Identity with Jim Foster	15
		* Educating Children with Amy Howell	26
		* Stereotypes with Taran Underdal	22
Apr 18 – Ongoing	Multicultural Activities	Spanish conversation group (meets every Monday)	6-10
Apr20	Multicultural Activities	Spanish Film Night	28
Apr 21 – Apr 23	Native American Program	36 th Annual Oregon Indian Education Association Conference, “Lighting the Fire: Indigenous Arts and Language in Indian Education”	250
April 21	Multicultural Activities	Flamenco – Tower Theater (facilitated tickets for students)	21
May 5	Multicultural Activities	Cinco de Mayo Tamales & Trivia	30
May 7	Multicultural Activities	Cinco de Mayo Celebration	300
May 10	Multicultural Activities	Spanish Film Night	26
May 12	Multicultural Activities	Catching Babies, Author Reading and Discussion (with Nursing Dept.)	35
May 12	Multicultural Activities	Film: Elena Undone, fundraiser for BendFilm and GSA	45
May 18	Multicultural Activities	Jeni Foster Presentation	51
May 25	Multicultural Activities	Diversity Achievement Awards Luncheon	45
May 26	Student Life	End of Year BBQ (jointly w/ OSU-C)	400 (173 COCC students)
May 26	Multicultural Activities	Reyna Grande – Bend	26
May 26	Multicultural Activities	Reyna Grande – Redmond	29
May 28	Native American Program	Annual Salmon Bake	350 ±

APPENDIX C: COCC Foundation Articles of Incorporation



Department of Commerce
Corporation Division

Certificate of
Restated Articles of Incorporation
OF

CENTRAL OREGON COLLEGE FOUNDATION

The undersigned, as Corporation Commissioner of the State of Oregon, hereby certifies that duplicate originals of Restated Articles of Incorporation, duly signed and verified pursuant to the provisions of the Oregon Nonprofit Corporation Act, have been received in this office and are found to conform to law.

Accordingly, the undersigned, as such Corporation Commissioner, and by virtue of the authority vested in him by law, hereby issues this Certificate of Restated Articles of Incorporation, and attaches hereto a duplicate original of the Restated Articles of Incorporation, of the above corporation, changing its name to CENTRAL OREGON COMMUNITY COLLEGE FOUNDATION.

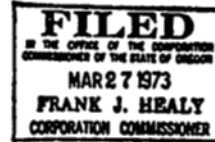
In Testimony Whereof, I have hereunto set my hand and
affixed hereto the seal of the Corporation Division of the
Department of Commerce of the State of Oregon this
27th day of March, 1975.



Frank J. Healy
Corporation Commissioner

By Helen [Signature] Notary Public

RESTATED
ARTICLES OF INCORPORATION
OF
CENTRAL OREGON COLLEGE FOUNDATION



Pursuant to ORS 61.385, the Central Oregon College Foundation, an Oregon, nonprofit corporation, does adopt these restated Articles of Incorporation:

ARTICLE I:

The name of this corporation is Central Oregon Community College Foundation.

ARTICLE II:

The period of duration of this corporation shall be perpetual.

ARTICLE III:

The purpose or purposes for which the corporation is organized are as follows:

(1) This corporation is organized and shall be operated exclusively for the benefit of Central Oregon Community College, its faculty and students, in the furtherance of the educational and charitable activities of the College. This corporation is not organized for profit, nor shall any of its net earnings inure in whole or in part to the benefit of any private stockholder, member, or individual. No substantial part of the activities of this corporation shall be attempting to influence legislation by propaganda or otherwise, or the participation in any political campaign in behalf of any candidate for public office.

(2) Subject to and in accordance with the foregoing, the corporation shall be authorized to receive and hold in trust or otherwise any property, real or personal given, devised, bequeathed, given in trust, or in any other way made over to the said corporation for the direct or indirect use or benefit of Central Oregon Community College, or any successor or affiliated institution, in its educational activities for the purpose of: Providing, granting and admin-

PANNER, JOHNSON, MARCEAU & HARNOPP
ATTORNEYS AT LAW
BEND, OREGON 97701

ing of goods, services or facilities by a disqualified person to the corporation shall not be prohibited if the furnishing is without charge and if the goods, services or facilities so furnished are used exclusively for purposes specified in § 501 of the Internal Revenue Code. Also, the furnishing of goods, services or facilities by the corporation to a disqualified person shall not be prohibited if such furnishing is made on a basis no more favorable than that on which such goods, services or facilities are made available to the general public;

d. The payment of compensation (or the payment or reimbursement of expenses) by the corporation to a disqualified person, except that the payment of compensation by the corporation to a disqualified person for personal services which are reasonable and necessary to carry on the exempt purposes of the corporation shall not be prohibited if the compensation (or payment or reimbursement) is not excessive;

e. The transfer to, or use by or for the benefit of a disqualified person of the income or assets of the corporation; and

f. The agreement by the corporation to make any payment of money or other property to a government official (as defined by the Internal Revenue), other than an agreement to employ such an individual for any period after the termination of his government service if such individual is terminating his government service within a 90-day period.

ARTICLE IV:

The provisions for the distribution of assets on dissolution or final liquidation are:

As provided by ORS Chapter 61, assets may only be distributed for one or more exempt purposes as provided by § 501(c)(3) of the Internal Revenue Code and assets may not be distributed to Corporation's members or shareholders. Specifically all assets of the corporation remaining after payment of corporation's debts shall be transferred to and vested in Central Oregon Community College, or any successor institution, to be used, or the proceeds or income thereof to be used, for non-profit purposes consistent with the purposes of this corporation, and subject to and in accordance with any terms and conditions to which any such assets, income or pro-

ATTORNEY AT LAW
CENTRAL OREGON 97701

ceeds were or would have been subject in the hands of the corporation.

ARTICLE V:

The address of the registered office of this corporation, and the name of the corporation's registered agent at such address, at the time of the adoption of these restated Articles of Incorporation, are: George C. Zahl, Central Oregon Community College, College Way, Bend, Oregon, 97701.

ARTICLE VI:

These restated Articles of Incorporation supercede the heretofore existing Articles of Incorporation, and any amendments thereto, of this corporation.

STATEMENT

These restated Articles of Incorporation were adopted at a meeting of the members of the corporation held on February 8, 1973, at which a quorum was present, and the restated Articles of Incorporation received at least two-thirds of the votes which members present at such meeting or represented by proxy were entitled to cast.

David M. Hume
President

Janis R. Hannon
Secretary

The undersigned, President and Secretary, of Central Oregon Community College Foundation, being first duly sworn, depose and say that the above Statement has been examined by us and to the best of our knowledge and belief is true, correct and complete.

David M. Hume
President

Janis R. Hannon
Secretary

PARNER, JOHNSON, MARCEAU & KARSOPP
ATTORNEYS AT LAW

STATE OF OREGON }
County of Deschutes } ss.

February 8, 1973.

Personally appeared the above-named DAVID GREEN, President and acknowledged the foregoing instrument to be his voluntary act. Before me:

D. C. Karp
Notary Public for Oregon
My Commission expires: 3-11-76

STATE OF OREGON }
County of Deschutes } ss.

February 8, 1973.

Personally appeared the above-named MRS. JAN HARRISON, Secretary and acknowledged the foregoing instrument to be her voluntary act. Before me:

D. C. Karp
Notary Public for Oregon
My Commission expires: 3-11-76

OPTION FOR A NEW MISSION STATEMENT:**MISSION**

The mission of the Central Oregon Community College Foundation is to provide the margin of support to meet the vision of Central Oregon Community College in its ongoing commitment to excellence in student-centered education and community service.

Funds raised through private, business, corporate and foundation sources support and enhance student financial aid, faculty development, special projects, facilities and equipment needs that would not be funded through traditional sources.

PHILOSOPHY

The philosophy of the Foundation is to be responsive to its mission statement by increasing public awareness of College and student financial needs; by communicating the strong relationships between the College and the business community; by working to finance educational areas that enhance the growth of the Central Oregon economy; and by establishing COCC as the cultural center for the area.

APPENDIX D: Square Footage and Construction Dates of COCC Facilities

Facility	Total Square Footage	Date Constructed / Last Remodeled
Deschutes	5,174	1964/1992
Jefferson	5,122	1964/1993
Ochoco	33,050	1964/1981/1994
Grandview	25,722	1964/1995/2009
Metolius	8,402	1965
Modoc	16,389	1966/1998
Juniper	19,630	1967
Pence	11,908	1967
Mazama	51,114	1971/1996/2011
Ponderosa	31,334	1971/1994
Maintenance	17,788	1974
Modular A	1,019	1974/2001
Campus Services	1,019	1974/1996
Ponderosa Annex	1,019	1974
Chandler Building	9,770	1974
Pioneer	24,752	1976
Pinckney Center	14,931	1983
Physiology Lab	1,490	1987
Boyle Education Center	38,454	1989/1994/2001
Newberry Hall	10,400	1994
Barber Library	72,250	1997
Redmond College Center	11,311	1997
Redmond Onestop Building	13,788	1998
Manufacturing Applied Technology	27,000	2001
Cascades Hall	38,245	2002
Campus Center	30,665	2009
COCC Crook County Open Campus	12,000	2011
Madras Campus	10,000	2011
Jungers Culinary Center	<u>15,205</u>	2011
TOTAL	558,951	
BUILDINGS UNDER CONSTRUCTION:		
Health Career	46,000	2012
Science Center	44,000	2012

Appendix E: Committee Roster Matrix

Committee Type	Committee	Position	Members	Term
Governance	<p>College Affairs</p> <ul style="list-style-type: none"> Students: 1 year terms All Others: 2 year terms 	Board member:	Bruce Abernethy	2011-12
		PA-1:	Eric Buckles	2010-12
		PA-2:	Diana Dickman	2011-13
		FF (Imm. Past Pres):	Julie Downing, chair	2011-12
		FF Pres:	Tom Barry	2011-12
		FF (at large):	Jacob Agatucci	2010-13
		(CACOCC Pres.) CA-1:	Susan Dosier	2011-13
		CA-2:	Colette Hansen	2010-12
		SG-1:	Kelly Husky	2011-12
		Student, At-Large	James Wyke	2011-12
President	Jim Middleton	Automatic		
Governance	<p>Academic Affairs</p> <ul style="list-style-type: none"> FF Pres Elect: 1 year term FF at large: 1 @ 1 year term FF 1 - 4: Staggered 3 yr terms No two FF 1 - 4 or FF (at large) from same dept PA: 1 @ 2 year term SG: 1 @ 1 year term 	PA:	Michael Holtzclaw	2011-12
		FF Pres Elect:	Kathy Smith	2011-12
		FF (at large)	Cat Finney	2011-14
		FF-1:	Andria Woodell	2010-13
		FF-2:	Ralph Phillips	2011-14
		FF-3:	Eddie Johnson	2010-13
		FF-4:	Lew Cousineau, 2011-12 chair	2009-12
		SG:	Cortnie Day	2011-12
		Assist. to Inst Deans:	Konnie Handschuch (non-voting)	Automatic
		Dir Admiss/Regis:	Aimee Metcalf (non-voting)	Automatic
Governance	<p>Student Affairs</p> <ul style="list-style-type: none"> Students: 1 year terms All Others: 2 year terms 	PA:	Lori Willis	2011-12
		FF-1:	Ralph Phillips (CTE)	2010-12
		FF-2:	Sean Rule	2010-12
		CA:	Stephanie Goetsch	2010-12
		SG-1:	Brandi Jordon	2011-12
		OSU-C	Merissa Honey	2011-12
		Student, At-Large	Kurt Killinger	2011-12
		Student, At-Large	Gabby Hernandez	2011-12
		Dean of St & Enr Svcs	Alicia Moore	Automatic

Committee Type	Committee	Position	Members	Term
Governance	<p><u>Institutional Support</u></p> <ul style="list-style-type: none"> Students: 1 year terms All Others: 2 year terms 	PA-1:	Mike Bowling	2011-13
		PA-2:	Lori Willis	2010-12
		FF-1:	Chuck Hutchings (TSF)	2010-12
		FF-2:	Kiri Simning (CTE)	2011-13
		CA-1:	Daura Bowman	2011-13
		CA-2:	Theo Giannioses	2010-12
		SG-1:	Kelly Husky	2011-12
		SG-2:	Josh Barnet	2011-12
		Dir of Campus Serv:	Joe Viola	Automatic
Governance	<p><u>Curriculum</u></p> <ul style="list-style-type: none"> All Staff: 2 year terms SG: 1 year terms 	PA:	Leslie Minor	2011-12
		FF-1:	<i>Bret Michalski (CTE), chair</i>	2010-12
		FF-2:	Robin Martinez (TSF)	2010-12
		FF-3:	Bill Hoppe	2011-13
		FF-4:	Theresa Freihoefer	2011-13
		FF-5:	Jeff Cooney (TSF)	2011-13
		SG:	Michael Biermann	2011-12
		Asst. to Inst Deans:	Konnie Handschuch (non-voting)	Automatic
		Enroll Svcs Rep:	Aimee Metcalf (non-voting)	2010-12
Advisory	<p><u>Technology Advisory</u></p>	VP or Dean:	Kevin Kimball	Automatic
		PA:	Sharon Bellusci	2011-12
		Chairmoot:	Lew Cousineau	2011-12
		FF:	Tina Hovekamp	2011-13
		CA:	Brian Allison	2010-12
		SG:	Brian O'Hair	2011-12
		Dir of Info/Tech Svcs:	<i>Dan Cecchini, chair</i>	Automatic
		Dir of Lib Svcs/designee	David Bilyeu	Automatic
		Network Adm/Media Ops or designee	Gary Kontich	Automatic
VP for Administration:	Matt McCoy	N/A		
Advisory	<p><u>Diversity</u></p>	PA:	Gail Sorenson	2011-13
		PA, ABE:	Amy Stinard	2011-13
		FF-1:	Monica Vines	2010-12
		FF-2:	Chuck Hutchings	2011-13
		CA-1:	Mary Gregory	2010-12
		CA-2:	Layla Solar	2010-12
		OSU-C	Jim Foster	2011-12
		Student (COCC)	Brandi Jordon	2011-12
		Student (OSU-C)	Stacie Pradmore	2011-12
Diversity Coord:	Karen Roth	Automatic		

Committee Type	Committee	Position	Members	Term
Advisory	<u>Safety</u>	PA:	Anne Walker	2010-12
		PA:	Jeff Pederson	2011-13
		PA:	Pam Beyer	2010-12
		FF-1:	Sean Palagyi (CTE)	2010-12
		FF-2:	Zelda Ziegler	2010-12
		FF-3:	Tim Peterson	2011-13
		CA-1:	JC Root	2010-12
		CA-2:	Jamie Ross, chair	2010-12
		CA-3:	Linda Andrus	2010-12
		Resource:	Rob McDilda	Automatic
Advisory	<u>Art Acquisition</u>	VP/Dean	Matt McCoy	N/A
		FF	Aaron Lish	N/A
		Fine Arts Faculty	Peter Meyer	N/A
		SG	Kyder Olsen	N/A
		At Large	Alicia Moore	N/A
		At Large	Karin Hilgersom	N/A
		Ad Hoc/Project	TBD	N/A
		PA	David Bilyeu, chair	N/A
Advisory	<u>Faculty Promotion</u>	PA:	Mike Holtzclaw	2011-12
		PA-Faculty:	Art Benefiel	2011-13
		FF-1:	Margaret Peterson (TSF)	2010-12
		FF-2:	Bev Jackson (CTE)	2010-12
		FF-3:	Carol Higginbotham	2011-13
		FF-4:	Jane Morrow	2011-13
		VP for Instruction:	Karin Hilgersom	Automatic
Advisory	<u>Tenure</u>	PA:	Leslie Minor	2011-12
		FF-1:	Ron Boldenow	2009-12
		FF-2:	Peter Casey, Chair	2009-12
		FF-3:	Mark Eberle	2010-13
		FF-4:	Sean Rule	2010-13
		FF-5:	Kiri Simning	2010-13
		PA:	Jenni Newby	2011-14
Advisory	<u>Professional Improvement Resource Team</u>	FF-1:	Michelle Decker	2011-14
		FF-2:	Jon Bouknight, chair	2010-13
		FF-3:	Stacey Donohue (TSF)	2009-12
		FF-4:	Michael Fisher	2011-14

Committee Type	Committee	Position	Members	Term
Advisory	<u>Review and Support Committee</u>	VPI	<i>Karin Hilgersom, chair</i>	Automatic
		FF-1 (transfer)	Becky Plassman	2011-14
		FF-2 (CTE)	Sean Palagyi	2011-14
		CM-1	Jim Kress (TSF)	2010-13
		CM-2	Julie Hood (CTE)	2010-13
		FF Substitute	Tim Peterson	2010-13
		CM Substitute		
Advisory	<u>Strategic Enrollment Management Coordinating Team (SEM)</u>	Instructional Administration	Jenni Newby	2011-13
		Instructional Administration	Karin Hilgersom	2010-12
		Transfer Faculty	Jim Moodie	2010-12
		CTE Faculty	Michael Fisher	2010-12
		Faculty (at-large)	Donna Raymond	2011-13
		Noncredit Programs	Beth Wickham	2010-12
		Dir of Admis/Reg (or designee)	Aimee Metcalf	Automatic
		Dir of CAP Ctr (or designee)	Vickery Viles	Automatic
		Dir of Fin Aid (or designee)	Kevin Multop	Automatic
		Dir of Retention	Shawna Elsberry	Automatic
		Assoc CFO	David Dona	Automatic
		IR Coord (or designee)	Brynn Pierce	Automatic
		E-Team Liaison(s)	<i>Ron Paradis, chair</i>	n/a
			<i>Alicia Moore, chair</i>	n/a
Administrative	<u>Executive Team</u>		Jim Middleton	N/A
			Karin Hilgersom	N/A
			Kevin Kimball	N/A
			Matt McCoy	N/A
			Alicia Moore	N/A
			Ron Paradis	N/A

Committee Type	Committee	Position	Members	Term
Administrative	<u>ChairMoot</u>	CIS	Lew Cousineau	2011-15
		Science	Eddie Johnson	2011-15
		Allied Health	Julie Hood, chair	2010-14
		Math	Doug Nelson	2009-13
		Humanities	Eleanor Sumpter-Latham	2009-13
		Fine Arts & Comm	Jon Bouknight	2010-14
		HHP	Julie Downing	2011-15
		Nat & Indus Res	Michael Fisher	2008-12
		Social Science	Amy Harper	2011-15
		Nursing	Dana Topliff	2011-15
		Business & Culinary	Jim Ellis	2011-15
		Dir, Culinary	Gene Fritz	Automatic
		Dir of Lib Svcs:	David Bilyeu	Automatic
		Instructional Dean:	Shirley Metcalf	Automatic
		Instructional Dean:	Jennifer Newby	Automatic
		Instructional Dean:	Leslie Minor	Automatic
		Instructional Dean:	Michael Holtzclaw	Automatic
VP for Instrucion:	Karin Hilgersom	Automatic		
Administrative	<u>Accreditation Coordination Team</u>	n/a	Shirley Metcalf	N/A
		n/a	Alicia Moore	N/A
		n/a	Matt McCoy	N/A
		n/a	Ron Paradis	N/A
		n/a	Annemarie Hamlin	N/A
		n/a	Karin Hilgersom, chair	N/A
		n/a	Jim Middleton	N/A
		n/a	Brynn Pierce	N/A
Administrative	<u>Organizational Development</u> • All: 3 year terms	PA	Eric Buckles	Automatic
		PA	Seana Barry	2009-12
		FF	Michael Gesme	2011-14
		FF	Monica Vines	2009-12
		CA	Jonathan Esterman	2010-12
		CA	Chris Mills	2010-12

Committee Type	Committee	Position	Members	Term
Administrative	<u>Threat Assessment & Prevention Team</u>	Dean of St & Enr Svcs	Alicia Moore	Automatic
		Instructional Dean:	Shirley Metcalf	Automatic
		Director of Student Life	<i>Gordon Price, chair</i>	Automatic
		CAP Center Representative	Vickery Viles	Automatic
		Lead Manager for Safety & Security	Sharla Andresen	Automatic
		Safety & Security Supervisor	Rob McDilda	Automatic
		Safety & Security Coord	Jim Bennet	Automatic
		Redmond Campus Representative	Shirley Metcalf	Automatic
Administrative	<u>Celebration of Academic Excellence</u>	Faculty Forum	Matt Novak	2011-14
		Faculty Forum	<i>Kevin Grove, Chair</i>	2009-12
		Faculty Forum	Tim Peterson	2009-12
		Faculty Forum	Justin Borowsky, Co-Chair	2011-14
		Faculty Forum	Josh Evans	2011-14
		Faculty Forum	Ralph Phillips	2010-13
		Faculty Forum	Monica Vines	2010-13
		Faculty Forum	Mark Eberle	2010-13
Ad Hoc	<u>Concerns</u> (Pool individuals will be selected based on nature of concern)	PA:	Nancy Jumper	2011-13
		Non FF-1:	Dan Cecchini	2011-13
		Non FF-2:	Susan McCampbell	2011-13
		Non FF-3:	David Dona	2011-13
		FF-1:	Sara Henson	2011-13
		FF-2:	Jeff Cooney	2009-12
		FF-3:	Mark Eberle	2009-13
		FF-4:	Franz Helfenstein	2009-13
		FF-5:	Peter Casey	2009-12
		FF-6:	Dana Topliff	2011-14
		CA-1:	Pat Nelson	2010-12
		CA-2:	Cristi Steiert	2010-12
		CA-3:	Elaine Barton (3 yrs)	2009-12
		CA-4:	Terri Botts	2011-13
		SG-1:	Matt Coito	2011-12
SG-2:	Kelly Husky	2011-12		
SG-3:	Joaquin Rodriguez	2011-12		
Ad Hoc	<u>Medical Leave Assistance</u>	PA:	Mary Wagner	2010-13
		FF:	Doug Nelson	2010-13
		CA:	Gail Tague	2010-13
		At-Large:	Lydia Hernandez	2010-13
		At-Large:	Patty Cagney	2011-14
		HR Support:	<i>Gail Sorensen, chair</i>	Automatic

Committee Type	Committee	Position	Members	Term
Ad Hoc	Insurance	FT CA:	Kate Miles	2011-13
		PT CA:	Linda Williams	2010-12
		FT FF:	Jake Agatucci	2011-13
		ADJ FF:	Jim Stedman	2011-13
		PA	Cindy Jeffreys	2011-12
		PA	Rachel Knox	2011-12
		ABE	Janet Huddleston	
		Payroll Advisor:	Lori Ortiz	Automatic
		HR Support:	Gail Sorensen	Automatic
		Lead HR Advisor:	Eric Buckles, chair	Automatic
Ad Hoc	Naming Committee	PA:	Matt McCoy, chair	
		FF:		
		CA:	Chris Mills	
		Exec Dir of Foundation:	Jim Weaver	Automatic
Employee	Faculty Forum Executive Team	President:	Tom Barry	2011-12
		President-Elect:	Kathy Smith	
		Past President:	Julie Downing	
		Treasurer:	Ralph Phillips	2010-12
		Secretary:	Rebecca Plassmann	2010-12
		At-Large:	Annemarie Hamlin	2011-13
		At-Large:	Tina Hovekamp	2011-13
		At-Large:	Julie Hood	2010-12
Adjunct Rep:	Jim Stedman	2011-13		
Employee	CACOCC	President	Susan Dosier	2011-13
		VP Business Affairs	Steve Huddleston	2011-12
		Treasurer:	Katie Edwards	2011-13
		VP Employment Relations	Jonathan Esterman	2011-12
		Secretary:	Daura Bowman	2011-12

Appendix F: Portfolio Rubric for WR 65: Rhetoric and Critical Thinking II

<p>Minimum Portfolio Requirements</p> <ul style="list-style-type: none"> • One expository essay on <i>The Children's Blizzard</i> • One re-researched, expository essay • One reflective essay (may not be thesis driven) • At least one expository essay must be a minimum of 1000 words. • All process work must be included. 	<p>A- B+ High Pass A</p>	<p>Score of 4:</p> <ul style="list-style-type: none"> • Portfolio demonstrates ability to generate a thesis statement with a clear focus that is used as a shaping device for essay content. • Essays are appropriately and effectively organized and maintain coherence. At least one selection in the portfolio will perform this standard in about one thousand words. Essays include introductory and concluding paragraphs along with well-developed body paragraphs governed by relevant topic sentences and supported by specific examples and relevant detail. These paragraphs include examples and details borrowed from research and responsibly documented. • Essays demonstrate an awareness of audience by providing relevant detail as well as an appropriate tone and level of diction, including precise and specific words appropriate to the essay's purpose and audience. Transitions help connect ideas. • Portfolio uses grammar, punctuation, mechanics, and spelling that demonstrate student readiness for college writing with only occasional minor errors. <p>Score of 3:</p> <ul style="list-style-type: none"> • Portfolio demonstrates ability to generate thesis statements with enough focus to indicate a general direction that governs the essay. • Essays are fairly well organized and coherent with introductory and concluding paragraphs. At least one selection in the portfolio will perform this standard in about one thousand words. Topic sentences are consistently present or clearly relevant. These paragraphs include examples and details borrowed from research. This borrowed material may not always be properly documented, but documentation is responsible. • Essays demonstrate an awareness of audience by providing relevant detail as well as an appropriate tone and level of diction, including transitions that help to show how ideas are related. • The portfolio includes major errors or minor errors, such as errors in grammar, punctuation, mechanics and spelling, but these errors appear infrequently throughout the portfolio. <p>Score of 2:</p> <ul style="list-style-type: none"> • Portfolio demonstrates ability to generate thesis statements with enough focus to indicate a general direction that governs the essay, though it may not consistently maintain its focus and direction throughout the essay. • Essays are fairly well organized and coherent with introductory and concluding paragraphs. At least one selection in the portfolio will
	<p>Pass B B-</p>	
	<p>D Low Pass C</p>	
	<p>No Pass F</p>	

APPENDIX G: Institutional Effectiveness Report Summary

Date	Topic	Relevant Board Priority Areas	Core Theme Reference
January 2009	Latino and Native American student enrollment and success	Access and Success (2007-09)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
February 2009	Enrollment and success of students with less-than-high school attainment and low-income students	Access and Success (2007-09)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
March 2009	Redmond campus update from Community Learning	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
April 2009	Implementing Strategic Management Plan ¹	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
June 2009	Facility development ²	Facility Development (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
September 2009	Partnerships with Local, Regional, and State Agencies/Organizations ³	Access and Success and Respond to Regional Students and Business Needs (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
February 2010	Supporting traditionally underserved populations ⁴	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
March and April 2010	Board Budget Committee review of 2010-11 budget (President and Fiscal Affairs) ⁵	Institutional Viability (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
April 2010	K-12 partnerships ⁶	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development

APPENDIX G: Institutional Effectiveness Report Summary

May 2010	Board Budget Committee action on 2010-11 budget (President and Fiscal Affairs) ⁷	Institutional Viability (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
June 2010	Board Action on 2010-11 budget (President and Fiscal Affairs) ⁸	Institutional Viability (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
June 2010	Minimizing financial barriers for students ⁹	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Workforce Development
Sept 2010	Access to full geographic service area ¹⁰	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Nov 2010	Expanding strategies to respond to student schedule challenges and diverse learning styles ¹¹	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Jan 2011	Improve partnerships with OSU-Cascades and explore partnerships with other universities ¹²	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Workforce Development
Mar 2011	Partnerships with regional employers ¹³	Access and Success (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Mar and Apr 2011	Board Budget Committee review of 2011-12 budget (President and Fiscal Affairs) ¹⁴	Institutional Viability (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
May 2011	Board Budget Committee action on 2011-12 budget (President and Fiscal Affairs) ¹⁵	Institutional Viability (2009-11)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
June 2011	Board and Institutional Planning and Assessment ¹⁶	Continual Improvement	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development

APPENDIX G: Institutional Effectiveness Report Summary

June 2011	Student Learning Assessment ¹⁷	Continual Improvement (2011-13)	Transfer and Articulation, Basic Skills, Workforce Development
Oct and Nov 2011	Supporting traditionally underserved populations ¹⁸	Access (2011-13)	Transfer and Articulation, Basic Skills, Workforce Development
Feb 2012	Tracking, monitoring and improving student retention, persistence and completion	Success (2011-13)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Future	Systems for balancing quality of education with tuition/ fees	Institutional Viability (2011-13)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Future	Develop alternative revenue streams for the College	Institutional Viability (2011-13)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Future	Maximizing fiscal and other support from the State	Institutional Viability (2011-13)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development
Future	Balance initiatives to support access with those to measure/improve student success	Institutional Viability (2011-13)	Transfer and Articulation, Basic Skills, Lifelong Learning, Workforce Development

Endnotes

- ¹ Implementing Strategic Management Plan: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/SEM%20Information%20Item%20to%20Board%204.8.09.pdf>
- ² Facility development: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/IE%20June%202009%20Board%20Report%20-%20Facility%20Development.pdf>
- ³ Partnerships with Local, Regional, and State Agencies/Organizations: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/IE%20Sept%202009%20Board%20Report%20-%20Respond%20to%20Need.pdf>
- ⁴ Supporting traditionally underserved populations: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Board%20Report%20Feb.%202010-%20Underserved%20-%20206.b1.pdf>
- ⁵ Board Budget Committee review of 2010-11 budget (President and Fiscal Affairs): <http://about.cocc.edu/budget/default.aspx>
- ⁶ K-12 partnerships: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Board%20Report,%20K-12%20Partnerships%20-%20April%202010.pdf>
- ⁷ Board Budget Committee action on 2010-11 budget (President and Fiscal Affairs): <http://about.cocc.edu/budget/default.aspx>
- ⁸ Board Action on 2010-11 budget (President and Fiscal Affairs): <http://about.cocc.edu/budget/default.aspx>
- ⁹ Minimizing financial barriers for students: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Board%20Report,%20Financial%20Barriers%20-%20June%202010.pdf>
- ¹⁰ Access to full geographic service area: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Board%20Report%20-%20Expanding%20Access,%20Sept%202008,%202010.pdf>
- ¹¹ Expanding strategies to respond to student schedule challenges and diverse learning styles: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Report%20-%20Strategies%20for%20Student%20Scheduling%20Challenges,%20Nov%202010.pdf>
- ¹² Improve partnerships with OSU-Cascades and explore partnerships with other universities: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20Board%20Report,%20University%20Partnerships%20-%20Jan%202011.pdf>
- ¹³ Partnerships with regional employers: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2009-11/IE%20March%202011%20Board%20Report%20-%20Regional%20Employers.pdf>
- ¹⁴ Board Budget committee review of 2011-12 budget (President and Fiscal Affairs): <http://about.cocc.edu/budget/default.aspx>
- ¹⁵ Board Budget Committee action on 2011-12 budget (President and Fiscal Affairs): <http://about.cocc.edu/budget/default.aspx>
- ¹⁶ Board and Institutional Planning and Assessment: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2011-13/IE%20June%202011%20Board%20Report%20-%20Continual%20Improvement.pdf>
- ¹⁷ Student Learning Assessment: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2011-13/IE%20June%202011%20Board%20Report%20-%20Continual%20Improvement.pdf>
- ¹⁸ Supporting traditionally underserved populations: <http://rap.cocc.edu/UserData/Documents/rap/Effectiveness%20Indicator/2011-13/IE%20Board%20Report%20-%20Underserved%2010-11-11.pdf>



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