

# Standard Three

## Students

### Introduction

Across the nation, the role of student and enrollment services has changed dramatically over the past 10 years. Community building, outcomes assessment, strategic enrollment management, one-stop customer service, target markets, outsourcing, Web products and electronic media, were not much more than vague concepts in higher education in 1990. Today these concepts are established processes in many leading colleges and universities.

Central Oregon Community College enrollment services participated fully in the change process of the last 10 years. We challenged ourselves to create new organizational structures, add functions, drop or reduce others, purchase and train in new technology, and learn as we go. We are well on the path to serving students in new and better ways. However, we are still in the process and still learning.

### 3.A Purpose and Organization

Standard Three describes and assesses COCC's student programs and services. The prior accreditation report required no follow-up actions in Standard Three.

#### 3.A.1 Organization

##### Description

The purpose and mission of Student Services is to provide essential programs and services that facilitate access to education and support student success.

Student service functions are divided at COCC between two institutional vice presidents. (see Figures 3-1 and 3-2). The dean of Student and Enrollment Services, four Enrollment Service Department administrators and the director of Student Life comprise an enrollment management team. The dean of Student and Enrollment Services is a member of the president's management team (EMT). The Counseling and Health and Human Performance departments coordinate functions with institutional processes through "Chairmoot," an academic advisory team comprising faculty department chairs, academic deans and the vice president for instruction.

EMT meets weekly to discuss and coordinate policy and procedure development issues, assess management strategies, develop and assess

departmental goals, and develop budget priorities for enrollment management and student life areas.

Enrollment service functions are collocated in a single service area in the Boyle Education Center and organized as a "one-stop" student process. Cross-training of classified Enrollment Services staff allows selected staff to serve as general customer service representatives in what is called the front-line team. The front-line team is supervised by the director of Admissions and Records and forms the nucleus for the one-stop experience.

Enrollment Services staff training and development is supported by the enrollment management team's vision statement:

#### Enrollment Management Team Vision Statement

We believe our customers are well served by Enrollment Services as our staff team is well served by the enrollment management team.

Through our people-centered leadership we value the dignity of each individual and respect differences; trust open and honest communication; welcome diversity, creativity and risk taking; provide good and clear information; encourage education, teaching and learning; believe in and celebrate the joy of work.

Team organization and the creation of a one-stop service have transformed staff focus from "rule keepers" to "customer service facilitators." EMT develops regularly tailored group training and education sessions in response to Enrollment Services staff requests. Staff development activities include topics such as customer service skill training, conflict resolution and computer skills. Job descriptions for administrators in Enrollment Services and yearly evaluations include reference to EMT performance development.

#### Analysis and Appraisal

The organization of enrollment service and campus life/student life functions into an enrollment management team provides for systematic assessment, budget and coordination processes consistent with institutional mission and goals. The team fosters a shared vision, institutional mission support,

# Organizational Structure Enrollment Services and Student Life

Central Oregon Community College

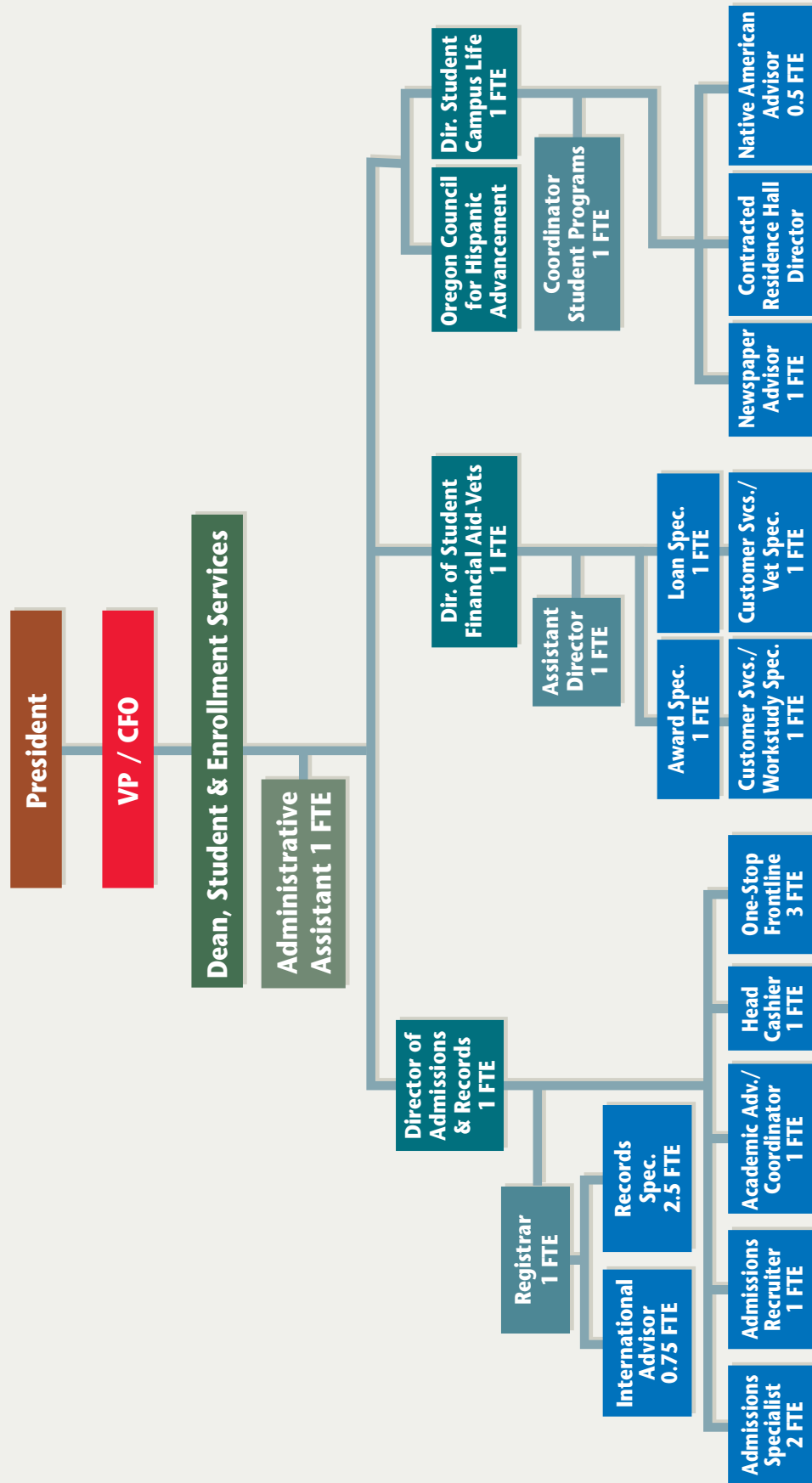


Figure 3-1

# Organizational Structure Counseling/Placement/Testing/Intramurals/Club Sports

Central Oregon Community College

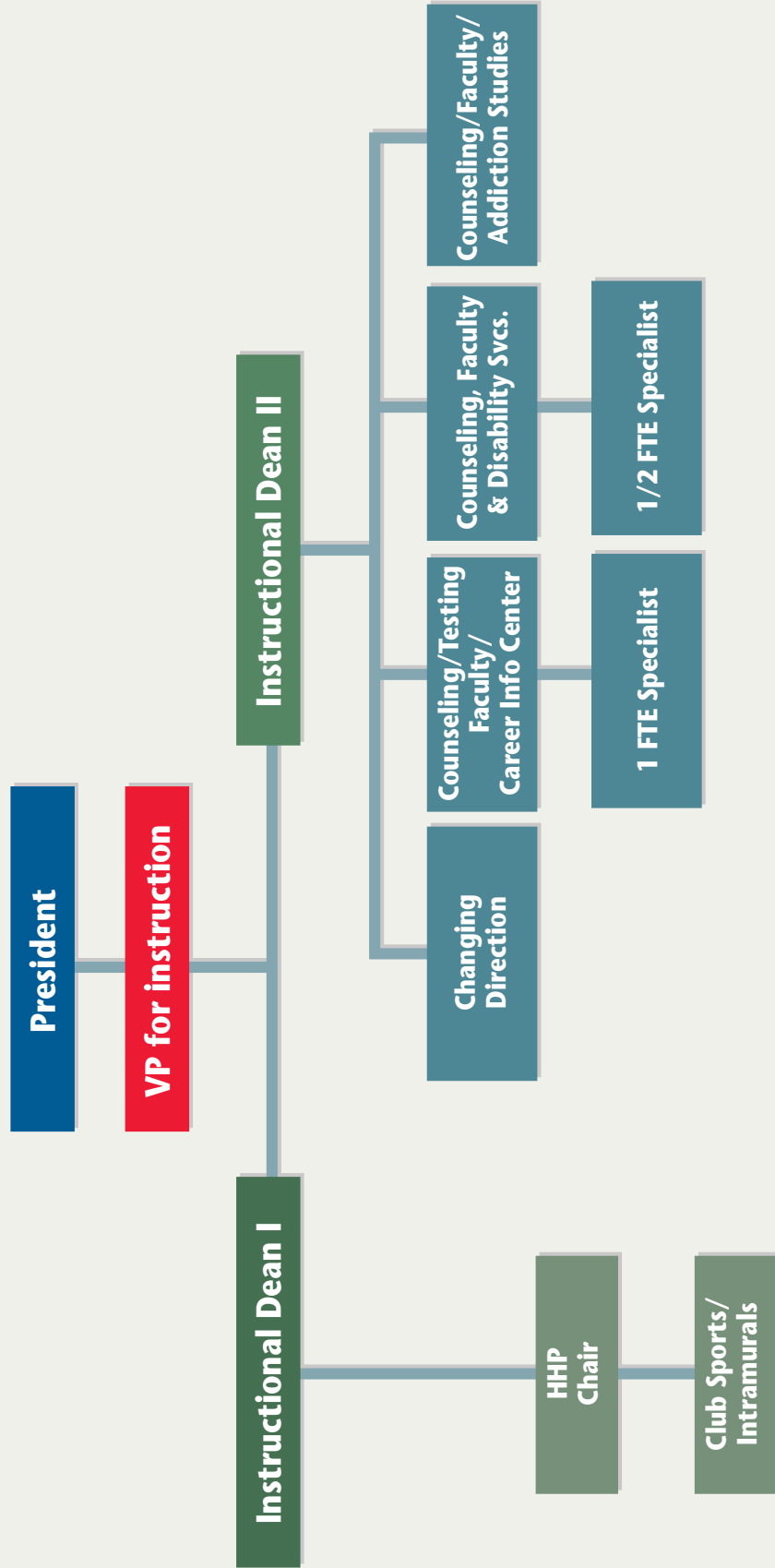


Figure 3-2

coordination of services and shared resource development. Having other traditional student service functions such as counseling, placement testing, career services, club sports and intramurals organized outside of the Enrollment Services and Student Life team is a challenge to a fully coordinated student development effort. Changing student demographics, enrollment growth and development of the Oregon State University-Cascades Campus in Bend will challenge us to further refine our organizational structure.

### 3.A.2 Staffing

#### Description

Staff size of Enrollment Services and Student/Campus Life is comprised of nine administrative and 14.5 classified positions. In counseling services, staff size is six: four faculty members and one and a half classified staff. With the exception of the Financial Aid staff, student service employee longevity is notable (see Figures 3-3 and 3-4).

Detailed job descriptions are developed for each position and are generally updated at the time the position is vacated or the employee changes assignments. The Human Resources office retains copies of job descriptions.

All employees are evaluated annually using College-developed evaluation instruments. Each annual review assesses performance in areas from the associated job description and is used to address areas of change, improvement and to set personal goals for the following year. The supervisor and dean review and sign all evaluations. An acceptable evaluation is required for pay advances. In addition to an annual evaluation, College administrators undergo an in-depth review and evaluation every three years of employment in the same job. The third-year evaluation is extensive; it includes a review committee comprised of the administrator's supervisor and two administrators from outside of the functional area. The third-year evaluation includes both on- and off-campus contacts and may include focus groups, telephone interviews, and a written evaluation questionnaire. The result is a comprehensive evaluation of the administrator's performance over time both on and off campus. Teaching faculty receive student evaluations at the end of each course and undergo rigorous peer evaluations as part of a promotion process.

#### Analysis and Appraisal

Over the last 10 years, budgets have been severely limited due to state tax-cutting measures. Discounting two positions that support added functions, cashiering and an advising center, combined Enrollment Services and Student/Campus Life staff size has increased one FTE in 10 years. Staff size in the Counseling Department has remained constant. At the same time, state tax support to institutions requires continuous enrollment growth to assure at least level institutional funding. During the past 10 years, fall-to-fall enrollment growth has increased 87 percent in full-time equivalents (FTE) and 43 percent in headcount. Enrollment Services response to the resource/demand environment was, and still is, a difficult challenge.

Administrative evaluation processes, especially the relatively unique three-year evaluation, are a strong tool for evaluation and professional improvement. Classified evaluation instruments have been improved and include specific opportunities for critical evaluation, personal skill improvement and goal setting.

### 3.A.3 Policies and Procedures

#### Description

Policies and procedures are developed through the College governance committee structure. Any policy change or creation begins with discussion and hearing in an appropriate committee—Academic Affairs, Student Affairs or College Affairs. Issues before a committee receive a first and second reading separated by a comment period. The committee, after second reading, recommends action and either sends the policy/procedure issues back for further work or passes the action to the president with an adoption recommendation. The president's office prints, updates and distributes changes to the College Policy and Procedures (see Exhibit 3.3).

Each unit within Enrollment Services and Student Life maintains its operational procedures in a manual or other written form. They are updated and reviewed regularly. The enrollment management team meets at least once a year to review mission and departmental goals.

#### Analysis and Appraisal

The College governance committee structure and process provide ample opportunity for students and staff to develop appropriate policies and procedures.

### Student and Enrollment Services Staff Profile 2001

	Admin.	Faculty	Support
Female	9	3	14
Male	3	1	1
<b>Degrees</b>			
MA, MS	5	4	
BA, BS	7		5
AA, AAS Cert. etc.			2
High School			8
<b>Years Experience in Field</b>			
None			
Less than 5	2		2
5-10	2		3
10-20	4	2	4
More than 20	4	2	6
<b>Full time</b>			
9/10 months	2	4	1
11 months			1
12 months	9		12
<b>Part time</b>			
9/10 months	1		1
12 months			

*Figure 3-3*

### Student and Enrollment Services Staff Time of Employment as of 11/2001

Average Years Worked at COCC		Average Years in Current Position at COCC
9.8 years	<b>Administrators</b>	3.5 years
9.4 years	<b>Faculty</b>	9.4 years
8.7 years	<b>Classified</b>	7.3 years

*Figure 3-4*

The enrollment management team coordinates unit mission and goal development between the units. Development and systematic assessment of unit goals is a challenge in times of rapid growth.

### 3.A.4 Resources

#### Description

With limited budgets and increasing enrollments, EMT is challenged to find new ways to become more efficient while maintaining quality. Efforts include reducing or eliminating some services, moving available resources to new and efficient technologies such as Banner, changing some organizational structures and providing better training to staff.

Through the team's efforts, the department has:

- created and staffed a one-stop registration and payment service center;
- produced 24-hour Web access to enrollment service functions for students and faculty;
- created a dedicated one-hour per day training and processing time for Enrollment Services staff;
- outsourced health services (result—increased the number of, and access to, student health services);
- outsourced student programming (result—increased quality and reduced student and college administrative overhead);
- outsourced management of student housing (result—increased occupancy and programming);
- created and staffed a multicultural center;
- created a campus academic warning and intervention program;
- added a three-quarter-time international student advisor;
- reinstated a furloughed half-time, grant-funded Native American student program coordinator position;
- reorganized advising services and hired a full-time advising center coordinator;
- reorganized and improved orientation and preadmission advising services;
- placed campus-run childcare services on a cost-recovery basis (result—it was unable to continue);
- replaced intercollegiate athletic programs with intramural and club sport activities; and
- consolidated enrollment departments and reduced one director position.

#### Analysis and Appraisal

Response to the resource/demand environment was and is difficult. The changes implemented are more efficient, effective and convenient. In some cases, the changes have also reduced the need for direct contact with and between students. With fewer student/staff contacts, the team members will be challenged to find ways of fostering a sense of community among students.

### 3.B General Responsibilities

The institution regularly tracks student characteristics and assesses needs through nationally and institutionally developed instruments. The integration of Enrollment Services and Student Life functions into an enrollment management team provides ongoing coordination of student needs assessment and evaluation.

#### 3.B.1 Student Characteristics and Needs

##### Description

The College Admissions and Records office prepares a quarterly fourth-week enrollment report. Demographic and enrollment data is analyzed and compared to the previous year's report. Trends are identified. The report is distributed quarterly to academic and administrative departments for review and analysis. This report provides data for academic benchmarks and forms the basis for regular adjustments for academic course additions, deletions and faculty staffing patterns (see Exhibit 3.1, Fourth-week Enrollment Report).

The current characteristics of the College profile are relatively homogeneous. College enrollment is 60 percent female, mostly Caucasian, average age 29 years, with the largest age cohort at 18-24 years. The College's general student demographic profile has changed little over time (see Exhibit 3.27, Summaries of Student Characteristics, for a five-year profile of student demographic data).

Even though mostly homogeneous, the current student population includes students outside the main profile. As an "open-door" college, COCC is sensitive to and provides a wide range of programs and services for students who need special support outside of the main profile support systems. Services for students with special needs are provided by the following:

- Office of Disabilities Services
- Changing Directions program for men and women in transition

- Career information center
- Tutoring center
- Counseling center
- Perkins vocational grant program
- Campus Multicultural Center
- International student advisor
- Native American student advisor
- Community coordinator for Spanish-speaking students
- Financial Aid office

### **Analysis and Appraisal**

Because demographic change has been relatively slow over the last 10 years, Student Services has been able to plan and implement appropriate programs and services with relative ease. The demographic make up of the student body is expected to change more rapidly in the next few years in response to community growth and the introduction of Oregon State University-Cascades Campus. The changing characteristics of our community and the rate of change will challenge us to seek new programs and delivery systems. To address that need, a student life/campus life consultant was hired fall 2001 to help develop a process for meeting the needs of students over the next 10 years. We expect the report to lay the foundation for meeting that challenge. The resultant report is expected to be available by spring 2002.

## **3B.2 Governance Participation**

### **Description**

Student participation in College governance planning and administration is confirmed in COCC board policy which includes students as regular members on relevant standing College governance committees. In addition, students are routinely included on student-related College task teams and work groups.

Students are represented on three standing committees. These committees (College Affairs, Student Affairs and Institutional Support) were established to implement evaluation of present policies and procedures and to plan for the future. All proposals that come out of these standing committees are posted on Firstclass Client e-mail conferencing and go through a collegewide first and second reading before a decision is made. These recommendations are sent to the president for approval. The president informs the committee chair after a decision has been made (approved, denied, tabled), with rationale if

denied or tabled. Decisions are posted to Electronic CommLines (e-mail conferencing) with copies to the student newspaper *The Broadside* and College Affairs.

**College Affairs Committee** may make recommendations on any area not covered by collective bargaining that affects the development of COCC. College Affairs functions as a forum for collegewide issues and to manage the consensus-building process for key issues and functions of the College, including final budget prioritization recommendations. All members of the committee are voting members. One student member is part of the nine-member committee.

**Student Affairs Committee** is responsible for reviewing and recommending in areas related to the student personnel program, student activities or general quality of student life at COCC. The student government association appoints four students to this nine-member committee. Two of the nine members are faculty.

**Institutional Support** is responsible for reviewing and recommending in areas of planning, budgeting, purchasing, maintenance and renovation of College buildings and grounds, in matters of new campus construction and in other College support areas. Of the eight members, two are from the faculty and two are students.

### **Analysis and Appraisal**

Opportunity for student involvement in governance committee work is critical and fundamental to COCC's identity as a unique, high-quality community college. Student participation on governance committees is sometimes challenging for both committee members and students, given changing enrollment patterns, part-time work and family obligations, and sometimes short duration of a student's educational objective.

## **3.B.3 Student Rights and Responsibilities**

### **Description**

COCC is committed to providing an atmosphere that protects the rights of students and maintains the safety and well being of the campus community. The management of student rights and responsibilities is vested in the published student rights and responsibilities document (see Exhibit 3.2 or on the Web, <http://www.cocc.edu/studentlife/srp/studentrights.htm>) and the student grievance policy provisions of the College governance policies (Central Oregon Community



College General Procedures section A-10-1, see Exhibit 3.3). Both documents are developed with direct student input and full College governance committee process. Each describes specific due process steps, outlines rights and responsibilities, defines consequences of code violations and provides for appeals. The student rights and responsibilities document specifically defines academic honesty and student conduct expectations, violation consequences and due process steps, including appeal rights.

The director of Student Life, the Student Affairs Committee and the Associated Students of COCC (ASCOCC) members review the student rights and responsibilities document biennially. It was last updated May 1999. The student rights and responsibilities document is printed and distributed through the office of the director of Student Life; it is referenced in the College catalog (see Exhibit 3.6), the student handbook (see Exhibit 3.8) and each quarterly class schedule (see Exhibit 3.25).

#### **Analysis and Appraisal**

The development, publication, implementation and distribution of a fair student code of conduct involves the full committee governance process at least every other year. The process requires full student involvement in and commitment to participative governance. The process is clear and works well for both students and the College as evidenced by the fact that over the last 10 ten years no conduct code process has resulted in a formal grievance action on the part of a student.

### **3.B.4 Safety and Security**

#### **Description**

COCC maintains a Campus Patrol Department under the direct supervision of the director of Campus Services. The patrol carries a campus cell phone as well as a campus pager. The pager number is advertised campuswide. The campus patrol provides escort services to students, staff and visitors. During the night hours when the evening custodians work, they serve as building security. The campus has an active safety committee which conducts periodic campus survey walks with campus staff to determine adequacy of lighting and other personal safety issues. There are two emergency “Code Blue” call boxes located outside of the campus library that connect directly to the campus safety cell phone number. For serious needs, the city of Bend Police Department is contacted. Response from

the city has been excellent. Crime statistics are published and distributed annually in accordance with the Cleary Act (see Exhibit 3.4).

#### **Analysis and Appraisal**

Security staff and services for students are available through telephone, emergency “Code Blue” call boxes and security patrol staff across campus. A campus tour is offered each year in which security staff, faculty and students are invited to participate and identify potential safety hazards. This process has led to improved lighting and other safety improvements. Published crime statistics indicate a relatively low number of on-campus crimes.

### **3.B.5 Catalog and Handbook**

#### **Description**

Complete information on College mission, admission criteria, academic programs, course descriptions, student enrollment policies and procedures, tuition and fees, and other items relative to attending the institution is printed in the College catalog (see Exhibit 3.6). In addition, much of the same material is published in the quarterly COCC schedule of classes (see Exhibit 3.25), on the COCC Web site (<http://www.cocc.edu/admit/schcat/>) and by direct mail when major changes to policies or procedures occur.

In 1998, the College Relations and Admissions office commissioned a publications audit of all written material distributed by the College in its recruitment effort. COCC hired Sandra Golden, a national community college marketing consultant, to conduct the audit (see Exhibit 3.5 for the audit report).

The result of the audit was a redesign of most of the printed material used by the College, with an updated message and more consistent look and feel to the publications. The 1999 COCC catalog was awarded a Silver Paragon by the National Council for Marketing and Public Relations as the second best community college catalog in the country; the new view folder was awarded a Gold Medallion as the best view folder in the five Northwest states and three western Canadian provinces; and the student handbook was judged as second best in the region and awarded a Silver Medallion.

#### **Analysis and Appraisal**

The catalog and the student handbook are excellent examples of the College’s commitment to quality as evidenced by their national award status.



### 3.B.6 Systematic Evaluation

#### Description

The institution regularly tracks student characteristics and assesses needs through nationally and institutionally developed instruments. The integration of Enrollment Services and Student Life functions into an enrollment management team provides continuing coordination of student needs assessment and evaluation.

A nationally recognized student opinion survey developed by ACT, Inc. is administered to a statistical sample of students every two years. The survey is part of a statewide project. Specific results are compiled for each campus as well as to provide statewide results. The survey covers satisfaction measurements for a complete range of academic and student services (see Exhibit 3.9).

The College registrar completes a “no-show” survey each fall for students who were pre-admitted and who did not enroll fall term (see Exhibit 3.10.a in the department notebook). The results are summarized, and trends identified. A report is distributed to management and to faculty department heads that contains both statistical results and a list of individual respondent comments. Departments evaluate the report and take action as appropriate. Individualized follow-up with respondents occurs when comments indicate a specific issue that should be addressed directly with a student.

Starting with the 2000 graduating class, COCC administers a COCC student opinion survey patterned after the biennial student opinion survey instrument. The results are tabulated and compared with other data to determine the satisfaction levels of those students who persist to graduation as compared with the overall population results from the biennial student opinion survey (see Exhibit 3.10.b in the department notebook).

The College utilizes ongoing assessment work from student and staff work teams and committees. Examples include a student housing survey, a campus smoking policy survey and a library use survey. The housing survey results (see Exhibit 3.10.c) were used to institute a campus housing team that includes student representation to study and recommend options for additional student housing. The housing team report recommendations led, in part, to inclusion of a new residence hall in the phase I-A of the campus master plan (see Exhibit 3.11). The 1999 student survey of library needs (see Exhibit 3.10.d) led to the extension

of COCC Library operating hours. The campus smoking survey (see Exhibit 3.10.e) identified student and staff opinions related to smoking on campus. A campus smoking policy was developed banning smoking within 50 feet of a campus building.

Task teams are periodically formed partially or wholly in response to student assessment results. In 1999 and 2000, four campus task teams were developed to address student service-related issues.

A **task team on summer registration and orientation** was developed. Task team recommendations led to improvements including new advising materials, changes to registration hours and a coordinated summer advising and orientation program.

A **task team was formed to address the College’s “first points of contact” with students.** Task team recommendations led to improvements including in-person orientation sessions, new overhead computer projection equipment, four new computers for enrollment-related functions, and the addition of a full-time admission advisor.

A **campus team on academic and pre-admission advising** developed recommendations for development of an academic and preadmission advising center. Team recommendations led to improvements including addition of a full-time advising center coordinator position and funding for additional faculty advising load.

Another **campuswide task team studied student retention** and recommended development of a student database and a student research position. A part-time research position was created and filled fall 2001. See Exhibit 3.10.f for copies of these task team reports.

#### Analysis and Appraisal

Ongoing student needs assessment is an active and functional process in the student services change effort. The lack of an office of institutional research has challenged individual departments to design, collect and interpret their own assessment efforts. The addition of an institutional research position in 2001 is expected to strengthen the needs assessment process.

### 3.C Academic Credit and Records

This section describes COCC’s management of student academic records and related policies. Management of student academic records occurs in the Admission and Records office through the College registrar, except where noted.

### 3.C.1 Posting of Credits on Transcript, Grade Records

#### Description

A student's academic record reflects academic coursework by quarter, showing course number and name, credits awarded and grade earned. At the end of each quarter listing, the transcripts show the students' total number of credits for their academic history at COCC, number of credits completed, term GPA and cumulative GPA. Transfer credits from prior colleges are shown as total credits accepted toward an earned degree and are posted on the students' transcripts at the time of graduation. Credit for course-work is based on the accepted definition provided in the accreditation handbook (see Exhibit 3.12 for sample transcripts).

Faculty members have the ability to post student grades online for their courses. They also have the option to submit grades in person to the Records office. Select Records office staff have security levels allowing them to enter grades and/or change grades as appropriate.

#### Analysis and Appraisal

No changes are recommended to the way in which credits, GPA and other factors are posted and reported. Faculty members were given access to enter grades online during the 2000-2001 academic year and the online option has been well received. Security is maintained by the ability to turn faculty access to grade entry on and off at appropriate times during the term and through Banner's other security features.

### 3.C.2 Assessing Student Learning

#### Description

All faculty members are responsible for assessing the learning accomplished by students in their classes. Each course has a published syllabus that is reviewed and updated by each instructor. The syllabus specifies the learning outcomes, classroom expectations, course grading requirements and testing criteria. The syllabus is given to each student at the beginning of the course.

#### Analysis and Appraisal

Criteria used for evaluating student performance and achievement is developed by the appropriate faculty and consistently communicated to enrolled students.

### 3.C.3 Credit and Noncredit Classes, Continuing Education Units (CEUs)

#### Description

COCC's Admissions and Records office oversees credit student registration; the Community Education Department oversees noncredit student registration. The College catalog and credit class schedule are designed for credit students only and published separately from noncredit class and registration information and schedules (see Exhibit 3.26 and 3.25). COCC does not issue transcripts for noncredit classes and does not accept noncredit classes toward a student's degree. Note: Students can earn CEU credits for select noncredit classes. They must register for the CEUs at the beginning of class or within a specified period of time. CEUs are posted on a CEU-only transcript.

#### Analysis and Appraisal

Publications clearly distinguish credit from noncredit courses. Official transcripts include only credit coursework. Registration systems, times and publications are separate for credit coursework and noncredit coursework.

### 3.C.4 Transfer Credit

#### Description

COCC accepts transfer credits from accredited institutions of higher education. The registrar oversees credit evaluation. The registrar, with the assistance of academic divisions, ensures that transfer credit is granted based on course equivalencies established by COCC academic departments. The registrar assures that course equivalencies are in accordance with American Association of College Registrars and Admissions Officers (AACRAO) and Northwest Association of Schools and Colleges (NASC) standards.

#### Analysis and Appraisal

The work of transfer credit evaluation is growing faster than overall enrollment growth due to new course placement requirements and increased numbers of students attending with prior coursework. Completing transcript evaluations (see Exhibit 3.13) in a timely manner will be a challenge beyond this year.

### 3.C.5 Security of Student Records, Federal Education Rights and Privacy Act of 1974 (FERPA) Compliance

#### Description

Student records are maintained in a database and are backed up according to established state of Oregon archive standards. Paper, microfiche and imaged documents are stored and archived according to local, state and federal requirements and purged when retention time has elapsed. The student database in Banner is password protected and includes an audit trail.

COCC adheres to FERPA rules and guidelines for the protection of student records. FERPA compliance and identification of FERPA directory information is printed in the College catalog (see Exhibit 3.6) and referenced in quarterly class schedules (see Exhibit 3.25). The director of Admissions and Records monitors staff access to student educational records in Banner and the registrar conducts regular campus FERPA training.

#### Analysis and Appraisal

Management of student records and related information follow federal and state laws. In cases where regulations offer options, COCC follows the more comprehensive or conservative option (e.g., if state laws recommend retention of a specific record should be two years and federal guidelines recommend five years, five years is chosen). The Banner system provides for a range of security levels so that the nature of a staff member's responsibilities determines what level of access to a student's record is assigned.

Current FERPA trainings and information have proved effective with current staffing levels. However, as the campus continues to grow, and responsibilities of College Center staff increase, the registrar will need to take a different, more comprehensive approach to ensure that all faculty and staff receive the appropriate training regarding FERPA regulations.

Longevity among the COCC Records staff is outstanding. However, as Records staff eventually leave the College, the College will be challenged to hire individuals with expertise in records retention, tracking, FERPA and related areas.

### 3.D Student Services

#### 3.D.1 Admissions and Records

##### Mission

To support the mission of COCC and Enrollment Services, the Admissions and Records Department offers services to students and staff with efficiency and flexibility and does so in compliance with federal and state laws, with integrity and with respect for a student's privacy.

##### Description

COCC's Admissions and Records Department oversees six areas: admissions, records/registrar, front-line "one-stop" services, recruitment/outreach services, international student services and Banner's student module. In conjunction with College Relations, the Admissions and Records Department shares responsibility for marketing credit-related programs. As of the end of fall term 2001, the Admissions and Records Department assumed administrative oversight for academic advising services. This department is comprised of four administrators and 8.5 classified staff.

Admission to the College is based on state "open-door" statutes, College mission and College policy. To qualify for admission, students must be 18 years of age or older or possess a high school diploma or GED. The director of Admissions and Records may grant special admission status to students who do not meet these requirements. Admission criteria are published in the College catalog (see Exhibit 3.6), quarterly class schedule (see Exhibit 3.25) and College Web site ([http://www.cocc.edu/admit/admission\\_policies.htm](http://www.cocc.edu/admit/admission_policies.htm)). COCC does not use gender, race, economic or other admission specific quotas (see Figure 3-5, Table 1, Admissions and Registration Report). The majority of admitted students are Oregon residents, however the College solicits and accepts applications from students worldwide. Note: Due to limited capacity and high student demand, COCC's Nursing and Emergency Medical Services programs have a competitive admissions process. Admission criteria for these programs are based on guidelines established by the selective admission task force in February 1998 and are reviewed annually by the Admissions office (see Exhibit 3.10.g).

##### Analysis and Appraisal

The Admissions and Records staff provide quality service to students, College staff and the public through increased individual staff productivity and use

**Table 1**  
**Admissions and Registration Report**  
**Fall Quarter Applications**

	2000	1999	1998	1997	1996	1995
Applications*	2,312	2,112	1,860	1,984	1,698	1,432
Enrolled	1,630 (70%)	1,237 (59%)	1,166 (63%)	1,349 (68%)	1,059 (62%)	860 (60%)

\* Applications represent those prospective students who apply in advance, thereby receiving more services and earlier registration appointments. They include new and transfer students and students returning after an absence. As an open door college, the percentage of students enrolled is not a reflection of admission denials.

**Fall Student Enrollment Types**

	2000	1999	1998	1997	1996	1995
New, first time	965	785	781	813	774	730
Transfer	492	468	502	518	498	490
<b>(Total new fall students)</b>	<b>1,457</b>	<b>1,253</b>	<b>1,283</b>	<b>1,331</b>	<b>1,272</b>	<b>1,220</b>
Returning after absence	641	773	809	690	515	568
Continuing from previous term	2,103	2,062	1,864	1,653	1,517	1,393
Concurrent high school students	<u>**232</u>	<u>54</u>	<u>86</u>	<u>77</u>	<u>59</u>	<u>59</u>
<b>Total Fall Enrollment</b>	<b>4,433</b>	<b>4,142</b>	<b>4,042</b>	<b>3,751</b>	<b>3,363</b>	<b>3,240</b>

\*\* Reflects enrollment in the high school 2+2 Tech Prep program, implemented winter 2000.

*Figure 3-5*

of new technology. Maintaining quality in the future will be a challenge as these resources become fully utilized and enrollments continue to increase.

Admission/selection criteria for the Nursing and EMS programs continue to provide students with clear, objective and reasonable criteria, and provide the departments with students who are academically prepared for the program and personally committed to the field.

### 3.D.2 Characteristics and Needs of Student Body

#### Description

The College student population is relatively homogeneous. However, as an “open-door” college, COCC’s population includes students with a wide range of cultural, ethnic, socioeconomic and religious backgrounds. The College is sensitive to and actively provides for diversity in its board policy. The COCC board statement on diversity states “because of COCC, Central Oregon communities will support diversity,” (see <http://www.cocc.edu/general/mission.htm>). This

policy reflects a commitment by the College to take an active role in supporting diversity on the COCC campus as well as in the community.

In 1995 the College president organized, funded and charged a diversity committee with carrying out annual activities in support of the board policy on diversity. The 10-member committee includes one student. The committee conducts a regular diversity climate survey (see Exhibit 3.10.h) in which it measures perceptions, attitudes and needs on diversity issues. Diversity activities (see Exhibit 3.10.i) on campus have included the development and staffing of a campus multicultural center, continuing sponsorship of community speakers and events covering a range of diverse topics, and staff diversity awareness training. The College participates in a regional community celebration of cultural diversity called the “Collage of Culture.”

The College provides the services of an international student advisor, a coordinator for Native American students and an office for a community resource program for the Latino community in Central Oregon.



### **Analysis and Appraisal**

As the College grows, especially north of the main campus where a significant Hispanic population lives, it will challenge us to review how we will meet the needs of a growing number of ethnic and other special populations.

### **3.D.3 Placement Testing**

#### **Description**

The College requires that all students complete the ASSET placement test prior to registration. Students may be exempt from this test if they:

- have an associate's degree or higher and provide COCC with documentation showing the degree;
- have taken a writing or math class at another college and provide COCC with documentation showing completion of the appropriate course;
- have taken the test elsewhere and provide COCC with a copy of their testing scores
- or are only taking art, computer, physical education or music performance classes.

Math and reading placement test scores are recommendations only; however, as of fall 2001, placement into the writing class in which the student tested is mandatory. The academic department determines placement scores. The Math Department administers an additional math skills test at the beginning of a course as a quality test of the placement test score. Ability-to-benefit students take the ASSET placement test to determine financial aid eligibility based on current Title IV score levels.

#### **Analysis and Appraisal**

The ASSET placement test is an effective tool in placement of students into courses. At this time, COCC offers the test on paper, at specified dates and times and primarily on the Bend campus (testing is periodically offered at the Redmond North Campus and Prineville College Center). Growth of credit programs in outlying areas will challenge us to deliver expanded testing opportunities to these areas.

### **3.D.4 Academic Progress/Academic Warning**

#### **Description**

COCC's satisfactory progress and academic warning policy and related procedures are coordinated by the registrar. Prior to fall 2000, COCC's academic warning policy required that students be placed on

academic warning if they received below a 2.0 GPA and/or completed less than 65 percent of graded credits for a term. Problems with this process were encountered because students could register for the next term before grades were posted for the current term and students could receive three academic warnings before being required to meet with an advisor for academic guidance. These students were "falling through the cracks" and did not receive academic assistance in a timely manner. In addition, students with financial aid were held to a different and slightly higher standard. Students were often confused by the two standards and their associated but different consequences for noncompliance.

Enrollment Services employed the College committee process and recommended changes to the satisfactory progress and academic warning policy, based on recommendations from an Academic Affairs work group. The changes were implemented for fall 2000 (see Exhibit 3.10.j). Under the new (current) academic warning policy, students who are on second or third academic warning are required to meet with their academic advisors for academic planning purposes. If such students do not meet with their advisors prior to the second Monday of the term, they are withdrawn from all of their classes and may not register until this step is completed. The academic standards for financial aid eligibility were merged into the new academic standard becoming one standard and one process. Students no longer had to complete separate financial aid academic warning paperwork; if approved through the College's general procedures, then they are approved for financial aid purposes as well.

#### **Analysis and Appraisal**

Faculty advisors receive quarterly academic reports of advisees on academic warning and are able to track their students' progress. The academic warning policy is effective in connecting students with their advisors early in the process. Because those students not satisfactorily completing academic warning requirements are subject to being withdrawn from classes, students are much more thoughtful in determining an appropriate academic load based on their personal situation. Combining the institution's financial aid academic progress standards with the institution's academic warning process simplifies the process for both students and staff.

### 3.D.5 Graduation Requirements and Federal Student Right-to-Know Act

#### Description

Certificate and degree graduation requirements are published in the College catalog (see Exhibit 3.6), online (<http://www.cocc.edu/classes/ap/>) and on individual degree descriptions (see Exhibit 3.28). The requirements comply with the standards of the Oregon State Board of Education, the Department of Community Colleges and Workforce Development, the Northwest Association of Schools and Colleges, and the College's Academic Affairs Committee. The registrar is a standing member of the College's Academic Affairs Committee and actively participates in degree assessment and management.

Degree audits are processed upon written request of the student. Under the direction of the registrar, a transcript evaluator/records specialist completes all Associate of Arts Oregon Transfer degree audits. Both the evaluator and the student's faculty advisor and department chair complete the associate of science, associate of general studies, certificate and associate of applied science degree audits. The registrar oversees the evaluator's work but does not sign off on each audit. The transcript evaluator is responsible for printing the certificates and diplomas for graduation. Certificate and associate degree graduates have increased by 63 percent in the past 10 years (260 in 1990, 423 in 2000).

Throughout the year, COCC mails federal Student Right-to-Know Act (SRTK) information to all applicants with their letter of admission as well as to all registered students with upcoming registration details. SRTK information is also available in the class schedule (see Exhibit 3.25), College catalog (see Exhibit 3.6) and online ([http://www.cocc.edu/admit/srtk\\_info.htm](http://www.cocc.edu/admit/srtk_info.htm)) and as Exhibit 3.14.

#### Analysis and Appraisal:

Request for degree audits have grown. We are challenged to determine ways to meet quality transcript evaluation demand within expected timelines.

In order to reduce the number of mailings students receive from COCC each year, as well as to provide information in a more user-friendly format, the office of Student Life, Campus Services, Student Financial Aid office and Admissions and Records departments are developing a single mailing. The goal is to have this information, including federal SRTK notices, ready for fall 2002.

### 3.D.6 Student Financial Aid

#### Mission Statement

To support the mission of the College and of Enrollment Services, the Financial Aid office participates in a wide range of student aid programs. The office ensures access to federal, state and other financial aid programs by educating students regarding their responsibilities, educating staff regarding regulations, and creating and following processes to support those efforts.

#### Description

The office of Student Financial Aid assists students who need financial help with educational expenses. Although overall costs are low, nearly 60 percent of full-time students receive some type of financial assistance. The office maintains information on federal, state, institutional and private aid sources available to COCC students and participates in all of the major federal and state student aid programs with the exception of the Federal Perkins Loan program.

A staff of six employees manages financial aid functions. The Financial Aid office consists of two full-time administrative employees, the director of Student Financial Aid and assistant director of Student Financial Aid, and four full-time classified employees. Classified positions include a file review/scholarship specialist, a file review/veterans/customer service specialist, a loan specialist and a work study/communications/customer service specialist.

Funds in excess of \$5.5 million are distributed to students through the Financial Aid office (see Exhibit 3.29). Generally, need is met through a combination of grant, loan, work, and if qualified, scholarship and veterans program funds.

The director of Student Financial Aid position was filled in-house in February 2000, stabilizing department leadership. The addition of an assistant director of Student Financial Aid position was created and filled July 2000 establishing administrative depth.

The Financial Aid office uses a variety of software products and tools. Banner provides the fundamental financial aid system software supplemented by six federal software programs. In addition, a number of Web sites are used for tracking regulatory developments including the Department of Education Student Financial Aid portal, and various Web sites and listservs provided by state, regional and national professional organizations. Financial Aid staff participates in selected training sessions sponsored by the



Department of Education and the Oregon Association of Student Financial Aid Administrators (OASFAA).

Access to student financial aid information via the Web was also established as part of the conversion to Banner. Students can access their personal financial aid information by logging on to their online student accounts.

### **Analysis and Appraisal**

Financial Aid staff members are relatively new in the financial aid profession. They are, however, bright, enthusiastic and capable. Despite their relative inexperience, they have shortened delivery time and have increased customer satisfaction. The fall 2000 “no-show” survey (see Exhibit 3.10.a) indicates a decrease in “financial aid as a reason for not attending” from 15 percent in fall 1999 to nine percent in fall 2000. The dean of Student and Enrollment Services indicates a decrease in financial aid related complaints not resolved at the department level.

Since the last accreditation visit, fall enrollment has grown by 43 percent. Financial aid staff size has increased by one FTE. The accountability challenge has been to become more efficient with limited staff. Banner software is a powerful tool for increasing financial aid program efficiency. Enrollment Services staff has been resourceful at developing some process efficiencies through Banner. However, additional levels of sophistication in Banner require special technical expertise. The staff will be challenged to find ways to gain the specialized support necessary to gain further Banner efficiencies.

Administrative staff have gained significant program knowledge through professional organizations, federal training opportunities and specialized workshops. The director attended a weeklong intensive training for new financial aid professionals upon hiring. The assistant director attended a similar training during summer 2001. The director and assistant director regularly attend meetings of state directors of financial aid and selected federal training sessions. Because travel to training sites is usually extensive, staff members are encouraged to take advantage of distance delivery opportunities when available. Since distance delivery is less personalized and the opportunity for networking is virtually nonexistent, the most significant help to financial aid would be an increase in the training budget.

Students are increasing their use of the College Web site to track their progress through the financial

aid system. We should increase the use of this tool, possibly moving to having forms available on the Web site, and eventually allowing students to submit data through our Web site. This will require financial aid staff to remain current with Banner software releases and interact at a sophisticated and more vocal level with the Banner division of Systems and Computer Technology Corporation. Again, travel resources must be added.

An independent audit firm in compliance with federal guidelines completes regular financial aid audits. No audit findings have been reported in previous years. The last federal program review (see Exhibit 3.15) occurred in June 1991 and contained a finding requiring a correction of less than \$100. The Department of Veterans Affairs conducts periodic program reviews and recommends changes. The last review occurred in March 2001 (see Exhibit 3.30).

### **3.D.7 Categories of Financial Assistance**

#### **Description**

Financial aid program information is available to students in the College catalog (see Exhibit 3.6), through federal publications, in person and over the Web (<http://www.cocc.edu/finaid/>). The Financial Aid office maintains the same customer service hours as the front-line staff.

COCC participates in most federal and state financial aid programs and maintains a well-funded institutional and foundation aid program. The Financial Aid Department administers the following programs:

#### **Federal Aid**

- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant (SEOG) Program
- Federal Work Study Program
- Federal Family Educational Loan Programs (FFELP)

#### **State Aid**

- Oregon Opportunity Grant Program
- Oregon Student Assistance Commission (OSAC) Scholarship Program

#### **Institutional Aid**

- Honors scholarships (merit based)
- Talent grants (selected by academic departments)

#### **COCC Foundation and Private Scholarships**

#### **Veterans Educational Benefits**

### **Analysis and Appraisal**

Student communication occurs through a series of letters beginning with receipt of applications and ending with final disbursement notices and loan exit counseling. In addition, all information is available to individual students via the College secure Web site. Assistance is also available to students in person, by phone and through e-mail. Financial aid presentations are offered on campus, at all local high schools, on the COCC cable television station and through various on campus groups. Financial aid programs and process information is printed in the College catalog (see Exhibit 3.6).

The director and assistant director of Financial Aid are members of the enrollment management team. The director of Financial Aid, through the enrollment management team, develops workshops both on and off campus, combining admission and financial aid information in a coordinated presentation.

In addition to institutional financial aid, the COCC Foundation, founded in 1955, provides private scholarship support that currently amounts to six percent of annual credit tuition revenues. The Foundation's goal is to eventually provide at least 10 percent annually in scholarship support. Private scholarships are funded through the Foundation and awarded and tracked through the Financial Aid office via Banner. Policies and procedures (see Exhibit 3.16) adopted by the Financial Aid office govern the awarding, disbursing and accountability of these funds. The COCC Foundation undergoes an annual audit by an independent audit firm, assuring quality control and fund integrity.

### **3.D.8 Student Loan Programs**

#### **Description**

COCC administers student and parent loans under the Title IV regulations of FFELP. COCC does not participate in the Federal Perkins Loan program. Loans are packaged after gift aid and require action on the part of the student before they are processed. As a two-year school, students have a maximum borrowing limit of \$3,500 within an aid year, with an additional \$4,000 available to independent students. Alternative loans are available to community college students through a limited number of banks, after authorization is provided from COCC to the bank.

Loan entrance counseling is required before the student may receive a first loan disbursement at COCC. Exit counseling is required before the spring disbursement each year and at any time it is

determined that the student is leaving COCC. Both entrance and exit counseling are completed through an industry-developed Web site which can be reached through our financial aid Web pages (<http://www.cocc.edu/finaid/loancounsel.htm>). COCC student loan default rates have consistently dropped over the last three years: FY 1997, 12.3 percent; FY 1998, 8.2 percent; and the latest (1999) FFELP cohort default rate is 4.4 percent (see Exhibit 3.31). The national average loan default rate for community colleges is 8.8 percent.

### **Analysis and Appraisal**

Loans are packaged after other types of aid. Students are encouraged to borrow only what they need. Even though student loan borrowing is increasing, COCC students seem to borrow within their capacity to repay as evidenced by the decreasing and far lower than average 4.4 percent COCC default rate.

### **3.D.9 New Student Orientations**

#### **Description**

Due to reorganization and budget constraints, the College eliminated two admissions advisor positions in 1994. As a result, students began receiving less "college knowledge" information prior to meeting with an academic advisor. At the same time, responsibility for academic advising and orientation was moved from Admissions to the Counseling department. To provide basic information to interested students, the Counseling staff began group "Getting Started" general information sessions. Interest in the sessions waned, and they were discontinued after four years. In their place, the College reinstated new student orientation sessions. Originally a live presentation, the new orientation program was changed to a video presentation in 1999.

During winter 2001, the College president appointed a campus task team to evaluate the quality and effectiveness of the first points of contact that the College has with students which included the videotaped student orientation. Among recommendations from this task team was that new-student orientations should be presented in person and that oversight responsibility for the program return to Enrollment Services (see Exhibit 3.10.f). In spring 2001, a full-time admission recruiter/advisor position was approved to coordinate 25+ orientation sessions each term.

Immediately following placement testing, certificate- and degree-seeking students now attend new student orientation sessions. This session prepares

students to meet with their academic advisor, covering information on how to read the catalog and class schedule, degree options, recommended credit loads and campus student support services. Toward the end of the session, students receive their placement testing scores, information on how to interpret those scores and an opportunity to plan basic elements of their course schedule (see Exhibit 3.10.k).

The international student advisor coordinates an annual student orientation for new international students. During this orientation, information on COCC, advising, the Central Oregon community, housing and other items are covered.

### **Analysis and Appraisal**

Returning to in-person orientation sessions in 2001 was well received by students, as they were given opportunities for questions and answers throughout the session. Additionally, with informal recommendations from students, the focus of the session shifted from academic success tips to a pre-advising workshop format. As a result, advisors are able to spend more time focusing on academic advising and career planning, instead of introductory college knowledge information.

At this time, the admissions advisor/recruiter leads the majority of the 25+ orientation sessions each term. To involve multiple perspectives, as well as to provide some relief to the admissions advisor, we will be offering orientation training for faculty and staff interested in co-presenting these sessions beginning winter 2002.

## **3.D.10 Academic Advising**

### **Description**

Due to the loss of full-time admissions advisors in 1994, students began looking to their academic advisors for general “college knowledge.” During this time, faculty student advising loads increased from an average of 16 students in 1991 to 36 in 2001. Due to the specialized nature of some technical programs, and because departments see students who are just at the beginning stages of their academic career, some faculty advisors were managing 50-80 advisees each. To provide adequate training and support, Admissions and Records began offering faculty advisor workshops once each year to update faculty on new policies, procedures and programs, as well as training for new online student and faculty services. Advising notebooks were compiled and are updated each year. New faculty advisors participate in a two-hour new advisor training session each fall (on demand for midyear hires).

Responsibility for all facets of academic advising, with the exception of faculty supervision and evaluation, shifted to Admissions and Records at the end of fall 2001. With this change came a newly created academic advisor/coordinator who began work on December 11, 2001. With this position is a new philosophical approach to advising in that COCC acknowledged that nonfaculty can provide quality academic advising services. The goal of this new approach is that a core group of advisors will provide “exploratory,” general academic advising services to students. Once students declare a specific major, they will then shift to a major-specific faculty advisor, giving faculty advisors more time to devote to long-term academic and career planning.

### **Analysis and Appraisal**

As the College continues to grow and as new programs are added, faculty advising loads will grow. The campus team report (see Exhibit 3.10.f) on advising recommended improvements to advising through creation and staffing of an advising center. The first steps toward the advising task report recommendations were accomplished late fall quarter 2001 with the hiring of an advising center advisor/coordinator. However, to have a significant effect on advising, additional portions of the advising task force recommendations will need to be implemented.

## **3.D.11 Career Counseling and Placement Services**

### **Description**

The College does not maintain a traditional placement center. It does, however, provide for a career information center which makes available current (less than five years old) resources on career decision making, occupational information, higher education and training institutions, and job-search skills, including regional and national systems of occupational and educational information. The Counseling Department oversees the career information center. Many departments in the professional-technical area maintain close relationships with employers, both local and national, and are effective at moving students to jobs at the end of their training programs.

The College and the Oregon Employment Department collaborate to provide additional placement services. Oregon Employment Department jobs and placement services are available to students through an Oregon Employment Department computer kiosk located at the entrance to the career

information office and by direct referral to the Oregon Employment Department offices. At graduation each year, the College provides employment materials and staff space for the Oregon Employment Department personnel.

### **Analysis and Appraisal**

Career counseling and placement services for students are nontraditional. They effectively employ technology-based and community-partnership services to meet students' needs. As the College grows, these service mechanisms may require re-evaluation.

### **3.D.12. Health Care**

#### **Mission and Purposes**

Student Health Services provides limited and affordable health care for students. Emphasis is placed on preventive health care and wellness education. Services will include general medical care. Students with health care needs not provided by Student Health Services will be referred to a qualified physician in the community.

#### **Description**

Through 1993, COCC funded a part-time nurse practitioner and a general-fund budget for student health services. College budget support of student health services was discontinued after the passage of Measure 5, a major statewide tax limitation initiative. It was replaced by a contracted health service supported by student fees.

Following the successful passage of a student fee, the College's student association (ASCOCC) worked with the College to design a new student health service delivery system on the Bend campus. The result was a request for proposal (RFP) for contracted student health services. The successful bidder, St. Charles Immediate Care, entered into an agreement beginning the fall of 1994 in which they offered affordable health services for students on the Bend campus with the new benefit of additional hours at the contractor's clinic. Results with this and two other private providers were inconsistent, however. COCC signed a new intergovernmental agreement with Deschutes County Health Department in spring 2001. The agreement provides expanded student health services on campus, new after-hours service and weekend access at their clinics in Bend and Redmond. DCHD's public service mission, level of service and cost structure align with our students' needs.

### **Analysis and Appraisals**

Overall, contracted health services are an innovative and effective approach to providing affordable student health services. Contracted health services provide longer hours at significantly less cost than when delivered by the institution. Students from other communities in the College District have access to health services with less difficulty. However, the success of contracted health services through private health organizations has been inconsistent from year to year. Contracting with a public health agency is expected to better align service delivery with student needs. It is encouraging to see DCHD's interest in providing services. As another public agency, DCHD shares a similar goal of public service, emphasizing education and prevention. DCHD's ability to provide free and sliding-scale services will benefit many students. ASCOCC and the office of Student Life need to renew their commitment to promoting and evaluating student health services. That commitment, along with the use of DCHD services, should produce a stronger and more consistent health service for students.

### **3.D.13. Housing**

#### **Mission and Purposes**

On-campus student housing provides a safe and enjoyable living space that will complement and enhance the student's personal, academic and social development and increase a student's ability to succeed at the institution. The residence life program is connected to the mission of the College and is student centered. It focuses on student learning/development outside the classroom and structures an environment that promotes academic success, personal growth, personal responsibility, community building, student governance and a rich social environment.

#### **Description**

COCC has one residence facility, Juniper Hall, built in 1967. Juniper Hall houses 106 students. Most rooms are traditional double occupancy; in addition, there are four triple rooms and four single units. A large lobby serves as the "living room" for the students. The facility provides a TV room, game room and small computer lab.

Residence life services are managed by College Housing Northwest (CHNW), a not-for-profit student housing organization located in Portland, Oregon. CHNW provides student housing services at



their home campus of Portland State University as well as California State University, Chico. CHNW is also a consulting service for construction of student housing. Their focus is on student development, encouraging student governance and participation. They encourage this by providing student residents with a wide range of educational and social programming offering opportunities for personal growth and the building of a healthy community. CHNW surveys student residents on a periodic basis and uses the survey to assess student needs and to design additional services. CHNW conducts a yearly price survey of residence hall costs in Oregon and Washington. The College and CHNW target COCC residence hall charges at or near regional average costs. For the past five years, the hall has been at capacity in fall term, having to turn away a significant number of interested students. Annual rents are at or below regional averages. The director of Student Life serves as the liaison with the CHNW area manager; together they plan student life policies and directions. Each year the director of Student Life and CHNW staff develop a capital improvement budget. The director of Student Life is involved with discipline issues when they result in eviction from Juniper Hall.

A 1998-99 student housing survey of on-campus residents and the general student population indicated that there is a desire to live on campus. The survey results indicated that the preferred form of housing is apartment style with privacy of personal bathrooms and the flexibility to eat when they want (see Exhibit 3.10.c).

The College formed a task force in 1999 to study student-housing needs and assess the feasibility of student housing on the Bend campus. The housing task team used the student survey results, considered market conditions and visited similar college campuses with recent housing construction projects. CHNW's additional market analysis results show a two percent local rental availability, suggesting a strong need for affordable student housing. The team recommendation indicates that the current facility does not align with the housing needs of students, is in need of major infrastructure work and does not warrant the work necessary for improvement. The committee recommended expanding on-campus housing to a capacity of 500 beds within the next five to seven years (see Exhibit 3.10.c).

#### **Analysis and Appraisals**

COCC /CHNW is a successful partnership. CHNW serves the facility with three full-time positions and five student staff compared with the

previous COCC model of one full-time position and two part-time staff.

### **3. D.14. Food Services**

#### **Description**

On-campus food services include a food court featuring daily specials, made-to-order sandwiches, healthy-start soup and salad bar, Cascade Deli and a coffee cart. The on-campus Cascade Culinary Institute offers weekly four-course, gourmet luncheon menus. The 2000 student opinion survey (see Exhibit 3.9) rated the food service at 54 percent satisfactory or very satisfactory.

Students living in Juniper Hall are required to purchase a board plan. Meals are served in the Grandview dining hall located adjacent to the residence hall. The plan provides 19 meals per week: three meals a day, Monday through Friday, and a brunch on Saturday and Sunday. A professional food provider provides food service. The food service provider is required to prepare menus with input from an American Dietetic Association member. The College approves all final menus. The food service contract requires quality levels of grade A or better for all meat, canned food, dairy and most other menu items. The food service provider is required by contract to work closely with the residence hall contractor on student quality and preference issues.

#### **Analysis and Appraisal**

Food service was rated by more than half of the respondents as good or very good in the latest ACT student opinion survey (see Exhibit 3.9). The food service connection to the culinary institute's academic program staff maintains a relatively high level of variety and quality. Food service options, including private vendors, are possible additions to a student center (see Campus Master Plan, Exhibit 3.11).

### **3.D.15 Student Life and Cocurricular Activities**

#### **Mission and Purposes**

The office of Student Life provides students with opportunities to connect with the College and receive the necessary services and support to increase their ability to succeed at COCC. These opportunities will enable them to grow, learn, serve others on campus and in the community, gain leadership skills, and recreate and thus enhance the sense of community on campus.

### **Description**

COCC provides a wide range of cocurricular programs including club sports, intramurals, organized clubs and student government. Participation is open to full- and part-time students. Students, for the most part, organize cocurricular activities. The College ADA coordinator offers support for students who participate in cocurricular activities.

The office of Student Life consists of one full-time director. In 2001 an 11-month support staff position was upgraded to a 12-month coordinator (administrative) position. The director has 20 years' experience in the area of student life. The director of Student Life is training the coordinator to serve as the advisor and leadership trainer for the Associated Students of Central Oregon Community College (ASCOCC). The director oversees student activities, student housing, student health services, the student newspaper and the Native American program. The daily management of the housing, student health services and student programming are subcontracted to private or public entities. The office maintains an off-campus housing list and coordinates the annual College commencement. The director is a member of the Enrollment Management Team and is an appointment to the Student Affairs Committee. The director assists in areas of enrollment services as needed.

The director of Student Life serves as a standing member of the Student Affairs Committee and provides the leadership and consistency for this committee. The committee consists of four students, two faculty members, one support staff and one administrator. The committee focuses on policies and issues that impact students outside the classroom. Review of student rights and responsibilities occurs every other year. Other issues have included tuition increases, registration procedures, placement testing, and smoking and parking policies. During the 1997-98 academic year, the committee developed a Vision 2000 document for student and campus life (see Exhibit 3.17).

The director of Student Life serves as the chief student development officer with responsibilities for keeping the student rights and responsibilities handbook and the campus drug and alcohol policy updated. The director reviews and investigates violations of the student code of conduct and takes disciplinary actions as needed. The director also serves as an advocate for students who are considering using the College grievance procedure or wish to petition for an appeal to a College procedure.

### **Analysis and Appraisal**

The office of Student Life is in transition. With the contracting out of three major services, the director of Student Life has had the opportunity to explore new assignments in Enrollment Services. During the search for the Financial Aid director, he helped the Financial Aid office with scholarship selection and provided financial aid advisor services. While the director of Admissions and Records search was in progress, he helped with advisor assignments and provided some orientation sessions. He headed up a College review of retention needs and is coordinating summer advising services.

Student leadership could move forward and provide training and experiences for more students. Student leadership programs could be developed in and around academic programs, however, the need for such programs is unknown.

The campus is in need of a freestanding student center. Students voted in spring 2001 to assess themselves an additional \$2 per credit hour to build a student center. The vote did not have the necessary two-thirds majority to pass. The students are leasing space from the College for a student center that includes study and lounge space and a coffee service but does not include student government offices or a large recreational area.

The office of Student Life needs to reorganize. A nationally recognized consultant, Peter Magolda, was retained during fall 2001 to conduct a comprehensive climate survey and recommendation for a quality student/campus life model.

### **3.D.16 Student Governance, Activities, Media and Recreation**

#### **Mission – Student Government**

The purpose of the Associated Students of Central Oregon Community College (ASCOCC) shall be to represent and serve all students by providing effective governance, advocacy, services and programs that will contribute to individual student success, enhance the college experience and benefit the community.

#### **Description**

ASCOCC serves as the governing body for all credit students at COCC. Three elected officials serve as the executive board and are joined by three appointed students to serve as the student council. They have the responsibility of approving an annual budget of approximately \$140,000. These funds provide



resources for student health services, the College newspaper, *The Broadside*, student programs, student clubs and organizations and special campus projects.

Members of the student council, as well as students at large, serve on College committees to ensure student involvement in the College decision-making process. Beyond representing students on campus via the College standing committees, the student council advocates for students who have concerns or new ideas for services or programs. ASCOCC also provides a student voice on statewide issues through its involvement in the Oregon Community Colleges Student Associations (OCCSA).

ASCOCC contracts with the College to provide a full range of campus and community programs. The College contracts with a private company to secure and provide programming. Student programs provide opportunities to build community, promote diversity and cultural awareness, and have some fun. Programs include concerts, speakers, performing arts, comedy, films, dances and special events.

Funded by ASCOCC the College contracts with a professional provider to deliver student health services on campus in Grandview. Services include office visits for minor health problems, immunizations, lab services, reproductive care, wellness education and medical referrals.

Funded by ASCOCC, advertising revenues and the College, the College student newspaper, *The Broadside*, provides a vehicle for student expression and information for what is happening on campus. Twelve issues are produced each year (see Exhibit 3.21 for sample copies). Full-time staff members must enroll in Journalism Practices (J280), but any student may contribute freelance articles. The relationship of the student newspaper to the institution is clearly defined in *The Broadside* policy and procedure manual (see Exhibit 3.10).

A variety of clubs and organizations are available on campus. They include the Native American Club, International Club, GIS Club, Environmental Action Team (EAT), DEC (business club), Outdoor Club, Wake up Call (Christian student club) and more (see Exhibit 3.18 for a complete list).

### Significant Changes

The most significant change since the last accreditation was the establishment of the ASCOCC student fee in 1993. This provided a budget savings to the College and financial security and autonomy for ASCOCC. Because of this fee, many of the programs

and services that were historically funded by the College continue with the support of ASCOCC. One example is Student Health Services, which was eliminated by the Measure 5 budget reductions. As described above, ASCOCC allocates funds to the College to deliver this service on a contractual basis.

Another relatively new innovation is a change in the governance structure of ASCOCC. This resulted in a move from a traditional hierarchy model to a board governance model. This reflects a community governance model similar to our county, city and COCC board. In terms of a student learning experience, this model is more applicable and relevant for the students. The model began in the 1999-2000 academic year (see Exhibit 3.19 for the ASCOCC constitution).

Student programming was another operating branch of ASCOCC in the previous governance model. ASCOCC had experienced inconsistent performance from this model and did not feel that the students and campus were receiving sufficient value for the resources provided. A new model was approved that contracted student programs through the office of Student Life. This new model provides the students and campus with more programs, increased student involvement, and a consistent format. ASCOCC is asked for their input each year prior to planning the program schedule. ASCOCC also evaluates the program each year and makes necessary recommendations.

### Analysis and Appraisals

ASCOCC and related programs and services are in relatively good health. They are financially secure and are able to provide or advocate for a wide variety of services and programs for students. Like many community college student organizations, they suffer from a lack of consistent leadership. Most students on the student council are second-year students who either graduate or transfer to a four-year institution. The majority of leadership training resources is allocated to this important, but small number of students. The College needs to consider strategies that will involve first-year students in meaningful leadership experiences that will encourage further participation in leadership positions during their tenure at COCC.

The other pressing need for students is additional student facilities on campus. With the rapid growth of the College the past 10 years, the existing student facilities have not kept up with the instructional and administrative growth. The need for a student/college center has been a topic of discussion for several years. The need for a student center was identified in the

Student Life Vision 2000 document, developed by the Student Affairs Committee during the 1997-98 academic year (Exhibit 3.17). A student center would provide the necessary gathering place for the College. The center could provide the services and conveniences needed by the College community and create an environment for getting to know and understand others through formal and informal associations. A center would foster a sense of community that cultivates enduring loyalty to the College.

Performance space for student programs is also limited. The Pinckney Center is rarely available for student use, leaving a small 135-seat auditorium for many shows or the costly task of transforming the Mazama gym into a concert venue. Many of the student programs have been forced to find sites off campus, which doesn't build the sense of community that on-campus programs afford. The addition of a campus center building is expected to include student-priority performance space.

### **3.D.17 Student Recreational Opportunities**

The COCC Club Sport/Intramural and Recreation programs offer a wide range of traditional and nontraditional sports and recreational activities along with special events and tournaments for people of all interests and abilities. The Mazama complex features sports and recreation facilities.

COCC Club Sports provide opportunities for intercollegiate and interclub competition, skill development, leadership and recreation. Clubs are organized by students with guidance from coaches, fellow students, faculty, staff and community members. Current clubs include: baseball, basketball, cycling, golf, in-line hockey, martial arts, powerlifting, snowboarding, soccer (indoor and outdoor), softball, swimming, tennis, volleyball, rodeo, running, and track and field.

Organized intramural activities are available at convenient times for COCC students, faculty, staff and alumni. The emphasis is on having fun, making friends and staying fit. Some activities feature friendly competition while others are purely recreational. Activities include: badminton, basketball, bench press tournaments, cycling (recreational and races), broomball, indoor soccer, day hikes, disc golf tournaments, flag football, golf tournaments, racquetball tournaments, soccer (outdoor), softball (coed), table tennis, tennis, ultimate frisbee and volleyball.

COCC promotes lifetime fitness for everyone. Facilities are available for drop-in use throughout the week. Informal recreational activities and organized sports are available to all. Coupons for discounted recreation facilities off-campus are available to students at no cost (swimming, bowling, ice skating).

### **3.D.18 Bookstore**

In 1994 the College opened a new bookstore that increased retail space by 22 percent to 4,405 square feet. The COCC Bookstore is owned and operated by COCC. The bookstore provides sundry items, limited snacks, art supplies, software and general interest items. Textbooks are available for order over the bookstore Web site 24 hours a day (see <http://www.cocc.edu/bookstore/>). Textbooks are ordered as adopted by faculty.

Student, faculty and staff participate indirectly in the development and monitoring of bookstore policies through the College governance committee process. Committees through which input is received include Student Affairs, Chairmoot, College Affairs and the Faculty Forum. A bookstore advisory committee is in the process of being developed. This advisory committee will, in addition to the College's governance structure, involve students, faculty and staff in a broader participative group and continuous improvement process.

### **3.E Intercollegiate Athletics**

The College does not participate in intercollegiate athletics programs. A campus task team formed in 1999 is charged to examine issues related to offering intercollegiate athletic programs in the future.

### **3.1 Institutional Advertising, Recruitment Policy and Representation of Accreditation Status**

COCC advertising, publications and promotional literature comply with Standard 3.1. The College Relations department annually reviews the College catalog (see Exhibit 3.6) and other promotional materials for accuracy and integrity. Department heads are consulted regarding accuracy of catalog and other promotional materials. The College catalog includes and accurately depicts all informational elements required in Standard 3.1.A.3 a-j.

In 1998, the College Relations and Admissions office commissioned a publications audit of all written material distributed by the College in its recruitment

effort. COCC hired Sandra Golden, a national community college marketing consultant, to conduct the audit. The report from the audit is available in the exhibit room, Exhibit 3.5.

The result of the audit was a redesign of most of the printed material used by the College, with an updated message and more consistent look and feel to the publications. The 1999 COCC catalog was awarded a Silver Paragon by the National Council for Marketing and Public Relations as the second best community college catalog in the country; the new view folder was awarded a Gold Medallion as the best view folder in the five Northwest states and three western Canadian provinces; and the student handbook was judged as second best in the region and awarded a Silver Medallion (see Exhibits 3.6, 3.7 and 3.8).

The Admissions and Records department administrative staff conduct student recruitment. Admissions administrative staff members have at least a bachelor's of arts degree. Both the director of Admissions and Records and the admission recruiter/advisor positions were filled through well-advertised, competitive, regional job searches. Students and staff who are asked to participate in recruitment activities receive instruction from one of the Admissions staff members before participating in a recruiting activity.

### Standard 3

#### List of Figures and Exhibits

##### Figures

- 3-1 Enrollment Services and Student Life Organizational Chart
- 3-2 Counseling/Placement Testing/Intramurals/ Club Sports Organizational Chart
- 3-3 Student and Enrollment Services Staff Profile
- 3-4 Student and Enrollment Services Staff Time of Employment
- 3-5 Table 1, Admissions and Registration Report

##### Exhibits

- 3.1 Fourth-week enrollment report
- 3.2 Student Rights and Responsibilities document
- 3.3 COCC General Procedures and Policies
- 3.4 Crime Awareness of Campus Security Act brochure
- 3.5 Publications Audit Report
- 3.6 COCC Catalog
- 3.7 COCC View Folder
- 3.8 Student Handbook 2001-2002
- 3.9 ACT student opinion survey
- 3.10 Department notebook
  - 3.10.a No-show survey and report
  - 3.10.b COCC student opinion survey

- 3.10.c Student Housing survey and Housing Team report
- 3.10.d Library needs survey
- 3.10.e Campus smoking survey
- 3.10.f Task team reports
- 3.10.g Selective admissions guidelines
- 3.10.h Diversity climate survey
- 3.10.i Diversity committee activity summary
- 3.10.j Satisfactory progress and academic warning policy
- 3.10.k Student information packet
- 3.10.l *The Broadside* policy and procedure manual
- 3.11 Campus Master Plan
- 3.12 Sample Student Transcripts
- 3.13 Sample Student Transcript Evaluations
- 3.14 Institutional packet of publications required by Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act and the Student Right-to-Know Act.
- 3.15 Financial Aid program review document (1991)
- 3.16 Financial Aid Policies and Procedures
- 3.17 Student/campus life Vision 2000 document
- 3.18 List of recognized student organizations
- 3.19 Constitution for student government
- 3.20 Mission and goals packet for student service functions
- 3.21 Packet of sample copies of student newspaper
- 3.22 Rate of graduation and student retention report
- 3.23 Student Affairs staff profile
- 3.24 Packet of brief resumes of professional staff in student services
- 3.25 Sample quarterly credit class schedule
- 3.26 Sample noncredit class schedule
- 3.27 Summaries of student characteristics
- 3.28 Sample degree description (insert)
- 3.29 Financial Aid four-year program detail
- 3.30 Department of Veterans Affairs April 2001 letter
- 3.31 Loan default rate document

