

FIVE-YEAR INTERIM ACCREDITATION REPORT

CENTRAL OREGON
COMMUNITY COLLEGE

SPRING 2007

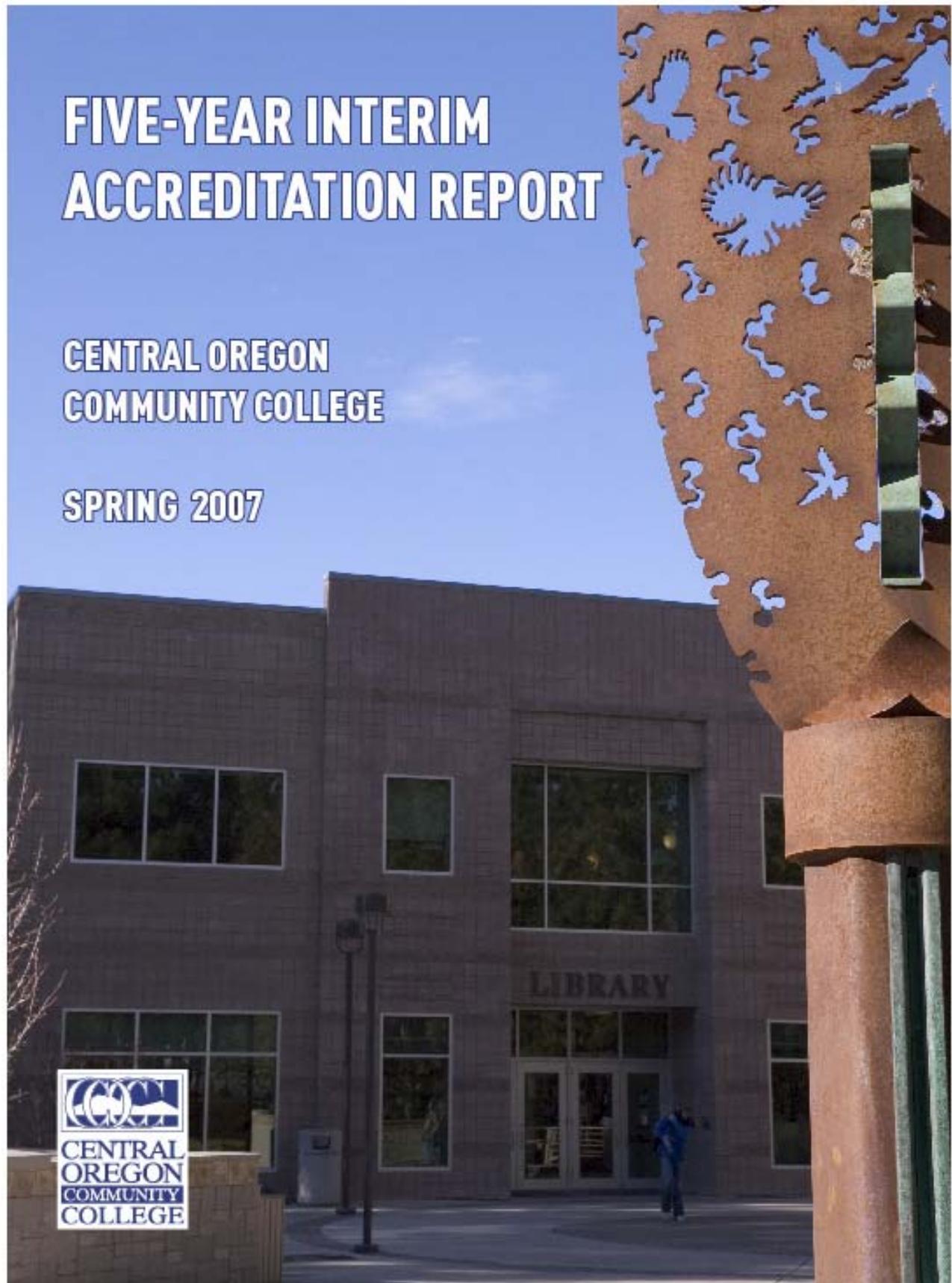


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Central Oregon Community College Five-Year Interim Accreditation Report

Preface

This report has been prepared for Central Oregon Community College's (COCC's) regular fifth-year interim evaluation visit, scheduled for April 2007. It is organized according to the NWCCU's request for the Interim Report: Part A includes and addresses the five general recommendations of the 2002 Comprehensive Self Study's accreditation visiting committee. The college prepared a Focused Visit report in 2004 addressing progress on those recommendations. All of the recommendations are provided including the evaluator's report from the 2004 visit. After each of the evaluations is a summary and analysis of our strategies both after the 2002 visit and since the 2004 visit; however, since recommendations 1, 3 and the General Conclusions are related, we have responded with more detail to those recommendations together at the end of the General Conclusions. In Part B, the college provides responses to the questions asked within each standard related to changes made since the 2002 visit, in some cases referring the reader to specific sections of Part A if that response has already been addressed.

The report was prepared by the Accreditation Committee with input from all those concerned with the areas being described.

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Executive Summary

Since 2002, Central Oregon Community College has strengthened its commitment to its core values of student success, integral connection to Central Oregon communities and economies, fiscal stability and diversity. The Board of Directors has periodically reviewed the goals for the college and has reaffirmed these core values, articulating them in greater detail in the Vision Concept Paper (last revised in May 2005). Our growing focus on assessment of all levels of activity has clearly provided a tool to measure our progress on the journey to becoming a learning college serving the growing and dynamic communities of Central Oregon.

In 2002, COCC had its Self Study visit, and was asked to respond to the five recommendations from that visit during a 2004 Focused Visit. The recommendations from the 2002 evaluators are identified in Part A of this report as well as the 2004 evaluator's update on the college's progress on each of the five recommendations. The combined recommendations in bold are followed by a summary of COCC's progress as of early 2007. Briefly stated:

- Recommendation 1: The college has expanded the resources devoted to assessment and routinely requires supporting data in all decision making processes. Areas for future change include the completion of an institutional strategic plan; building student learning data; and connecting the levels of assessment throughout the college. Following the General Conclusions to the Recommendations in this report is an overview of data driven decision making at COCC and self evaluation of such assessment at COCC at all levels, including next steps.
- Recommendation 2: Related instruction is now clearly evident in all continuing and new professional/technical certificate and degree programs.
- Recommendation 3: Instructional assessment has been expanded through training activities and facilitation including financial support. Our distribution list has been revised after several years of collecting and analyzing data. General education or degree outcomes have been drafted and approved, and as a result, some programs are beginning to align their program outcomes with the general education outcomes, and many faculty are revising course outcomes to also better align with these outcomes. Note that in the report, this recommendation and Recommendation 1 are addressed together in the General Conclusions section of Part A including next steps.
- Recommendation 4: Student services are now available in all areas of the district, including staff who are regularly available at the Redmond Campus. In addition, students across the district are now able to check their degree progress online. Finally, Student Affairs has begun to implement consistent assessment of their activities to ensure we are meeting students' needs across the district. Next steps are to make assessment a more systematic part of the work of Student Affairs.
- Recommendation 5: A commitment has been made to ensure stability in all academic programs by hiring full-time faculty for all programs.

In Part B of this report we address changes in the nine standard areas since 2002.

- Standard 1 identifies our revised Vision Concept Paper, the Mission Statement and Board Goals, and the annual Institutional Effectiveness Reports as our institution-wide planning tools. Results of such planning are summarized.
- Standard 2 describes the expansion of credit classes into the high schools, the development of online and hybrid course delivery systems since 2002, as well as changes related to other areas of instruction such as community learning and adult basic education.
- Standard 3 identifies changes in admissions and records, and student support and non-academic services. Such changes were made to address concerns such as low graduation rates, an increase in traditional-age students at COCC, and ongoing development of our Career Services, Advising and Personal Counseling Center.
- Standard 4 details changes and clarifications in our faculty professional improvement program and summarizes our faculty evaluation process. Changes in faculty benefits, salaries and characteristics are summarized in this section (with references to relevant charts in the Appendix of this report).
- Standard 5 summarizes changes in library services, including a planned increase in hours and available online databases, as well as an overview of the expanded mission for the college library. Changes in academic computing support and information technology are also addressed.
- Standard 6 identifies changes in leadership since 2002, and emphasizes our ongoing commitment to the college's mission and goals.
- Standard 7 confirms the college's strong fiscal management and health, while also noting future budget concerns including a statewide distribution formula that will reduce the amount of state aid to COCC over the next six years. This section identifies plans to mitigate the eventual loss of state funds.
- Standard 8 lists recently completed maintenance projects as well as an overview of renovation and construction projects anticipated in the next three years, including a new Science Allied Health building and a new Campus Center Building.
- Standard 9 summarizes the college's policies and procedures for ensuring high ethical standards institution-wide.
- This report concludes with an Appendix, a selection of relevant charts and information related to the discussions within this report. Additional appendices are available on the web as noted within this report or will be made available to evaluators as needed.

Overall, COCC is making purposeful changes, appropriate to our mission and goals, and these changes are being made much more efficiently because the shift to data driven decision making enables us to hit our targets better. Given our financial challenges, we are proud to be maintaining our quality and our nimbleness in these ways.

Part A

General Recommendations from the 2002 Self-Study Evaluation Report and 2004 Focused Visit Evaluation Report with COCC's 2007 Update

[The Recommendations from both 2002 and 2004 are identified in their entirety below in bold]

Recommendation 1

2002 Evaluators' Recommendation 1: The committee recommends that the institution systematically builds on the mission and strategic goals established by the Board, evaluates its activities, including teaching, and uses the results of their evaluation to improve instructional programs and institutional services (Standard 1.B).

2004 Evaluators' Comments and Concerns Related to Recommendation 1: The College is building a comprehensive system to evaluate all sectors of the College's activities pertaining to Board Ends One and Two. The College organized an Assessment Planning Team in the fall of 2002 to give direction to an institution-wide process that would identify Institutional Success Indicators, and that could coordinate assessment activities in instruction, student services, administrative services etc. Other entities (standing, temporary, ad hoc) were charged with organizing assessment activities, identifying goals and objectives, clarifying processes with the campus community and so on. Written records supplied by the College reveal the following initial activities:

- **In September 2002 the Board decided that Ends One and Two were to be the College's primary focus.**
- **In 2002, APT met several times a month to discuss the establishment of Institutional Success Indicators and review the initial version of the Student Learning Outcomes as drafted by the Academic Affairs Committee.**
- **Chairmoot (Instructional Department Chairs) addressed assessment issues in every one of its biweekly meetings between 2002-04 (see also Recommendation 3 below).**
- **Academic Affairs (standing committee) addressed its role in assessment in regular meetings from 2002-04.**
- **An Institutional Comprehensive Assessment Plan (ICAP) was approved by the Board in January of 2003. Activities and projects to support the plan were launched in 2003-04 by Instructional and Student Services areas. Some assessment results have led to appropriate changes in Student Services.**
- **The first of what is planned to be an annual series of Institutional Assessment Reports was issued in September, 2003. It consisted mainly of key data indicators prepared by the Institutional Researcher.**

The process has been organic over the last few years, with the various teams changing processes and even identities as useful information came available. The College's commitment to creating a culture of assessment is evident in the regular appearance of planning documents and reports in the minutes of virtually every significant governance and operations group, from the Board of Trustees to the Instructional Department Chairs from the fall of 2002 to date.

At this point, the various arms of the College are gathering data to set goals or to measure whether or not goals are being met. The APT expects that the process of goal setting and evaluation will lead to the improvement of instructional programs and institutional services, but it is too early in the process for such results to be apparent.

Evaluators' Concern in 2004: While the College appears to be systematically building on the Board's mission and goals, and while assessment appears to have become institutionalized, it is too early to tell if assessment will be used to improve programs and services. At least 1-2 more years of data gathering will be necessary before many such improvements are evident.

COCC's Response to the 2002 and 2004 Evaluators' Recommendation 1:

COCC continues to use data-based decision making to improve instructional programs and institutional services. The process has been embraced and institutionalized to varying degrees across campus. Through the combined efforts and support of the Assessment Planning Team (APT) and the Faculty Assessment Team (FAT), a sustainable culture of authentic assessment is emerging at COCC, where decisions are routinely based on data. Below is a brief list of some of the improvements to programs and services that have been the result of data-driven assessment at COCC since 2002. For more details on data-driven decision making at COCC, please see pp.15-26 of this report.

Admissions and Records:

- *Based on student feedback on surveys:*
 - Created a new nursing and EMS selection process
 - Established a new grading policy
 - Implemented new student and parent orientation programs
- *Based on reviews indicating a relatively lower number of articulation agreements compared to other Oregon community colleges:*
 - Finalized four more articulation agreements with area universities, and eight articulation agreements are pending approval with Oregon State University-Cascades Campus
- *Based on advisor and student input:*
 - The college catalog now includes more detailed recommendations for students choosing courses to meet the requirements for a specific field of interest.

Financial Aid Services

- *Based on data showing that more students in the middle income area were not attending college due to financial constraints (they earned too much to qualify for grants, but not enough to pay for college out of pocket):*
 - In spring 2006, Admissions & Records and the Financial Aid Office partnered with the COCC Foundation to create the “Achieve Your Dream” scholarship, targeted towards certificate- or degree-seeking students who demonstrated a “middle” level of financial need via their FAFSA data. Initial assessment results show that compared to the overall certificate- or degree-seeking population, AYD students registered for and completed a higher number of credits, thereby making faster progress towards their educational goal, and had a slightly higher GPA (higher by .15).

Career Planning and Advising:

- *Based on increased student interest and on a survey of Professional Technical directors at COCC which indicated that decentralized support of student graduates for career transition/ job search skills varied from very little to significant across programs:*
 - Created a new Job Placement and Career Resources website

Student Life:

- *Based on student surveys as well as an internal self study:*
 - Implemented Academic Jump Start, a program designed to give new students guidance on academic, financial and other college-related issues
 - Restructured student government
 - Formed the In Sync committee as a cross-representation of student and academic affairs
 - Created partnerships with OSU-Cascades and several community service organizations

Information Technology:

- *Based on information gathered through student and staff surveys:*
 - Increased online help information, lab attendant training, lab hours and remote access
 - Expanded wireless coverage to more locations on the Bend campus
 - Converted our institutional software, Banner, to provide a generated college ID number for all students and staff
 - Created an updated e-mail notification service of student drops and adds for faculty

Instructional Technology and Distance Education:

- *Based on a review of drop out rates in online courses compared to on-site courses and to prepare students for online classes:*
 - Implemented a required student orientation for online courses

- Instituted an Online and Hybrid Instruction Certification process
- *Based on a survey of faculty needs:*
 - Reviewed and purchased several new online tools for instructor use (Turnitin.com, Elluminate and GradeMark)
 - Provided on-demand training modules on how to use various tools and technologies

Library:

- *Based on information gathered in a survey of staff and students:*
 - Planned an increase in weekend hours starting Spring 2007
 - Expanded electronic resources collection

Instruction:

- *Based on low graduation numbers:*
 - Changed the general education requirements for the AAOT degree
 - Approved 21 new short-term professional technical certificates (16 other certificates are pending with the state) to allow for more exit points to the labor market
- *Based on conversations with area high school instructors and administrators:*
 - Created more opportunities for area high school students
 - Began working with area high school instructors to align the curriculum
- *Based on a review of classroom utilization and analysis that course time overlaps restricted students' course choices:*
 - Implemented a new time block system for course scheduling
- *Based on lower than average student evaluation numbers for some part-time instructors:*
 - Provided workshops for part-time instructors focused on teaching strategies
- *Based on data collected in the annual faculty assessment survey:*
 - Increased resources for faculty who are assessing student learning in their classrooms
- *Based on Instructional Strategic Planning Indicators (see Appendix 1):*
 - Faculty staffing decisions are made each year.
- *Based on program assessment projects (see Appendix 2 for more details on specific program assessment projects):*
 - Curriculum changes in several programs based on early assessment results:
 - Nursing
 - Business
 - HIT
 - Writing
 - Forestry

Because Recommendations 1 and 3 cluster around assessment issues, we have addressed these recommendations together (including evidence of improvements made across campus), in our response to the General Conclusions starting on pp. 15 of this report.

Recommendation 2

2002 Evaluators' Recommendation 2: The Committee recommends that the institution ensure applied or specialized associate degree programs of one academic year or more in length contain a recognizable body of instruction in the area of computation (Policy 2.1).

2004 Evaluators' Comments Related to Recommendation 2: The appropriate College groups (Professional/Technical Council, Academic Affairs Committee, and the Assessment Teams) have reviewed all degree and certificate programs in the professional/technical areas, identified the appropriate courses in related instruction (including computation) required for the degrees and certificates, and listed those courses in the catalog under the appropriate degree and certificate requirements.

COCC's Response to the 2002 and 2004 Evaluators' Recommendation 2:

COCC continues to ensure that related instruction is clearly evident in all continuing and new professional/technical certificate and degree programs. Page 33 of the 2006-07 catalog, which underwent major redesign for its program pages, does note under certificates and the AAS degree that "coursework in computation, human relations and communication" are included.

In addition, some departments have included this information in their catalog course descriptions – see DA 150 as an example. Also, the "significant program change" form that is used whenever a "significant change" is made to a degree program, specifically asks a department to address the related instruction component. A program change would not be approved unless the related instruction component meets accreditation standards.

The 2006-07 COCC catalog is available at
http://current.cocc.edu/Degrees_Classes/Catalog/default.aspx

Recommendation 3

2002 Evaluators' Recommendation 3: The Committee recommends that the institution measure the effectiveness of its educational programs and their impact on students and makes improvements as identified through this evaluation process. While progress is evident with respect to identification of student outcomes, there is no evidence of a comprehensive institutional assessment plan (Policy 2.2).

2004 Evaluators' Comments and Concerns Related to Recommendation 3: The College has made significant gains in initiating a comprehensive institutional assessment plan. As noted in 1 above, the Board of Trustees provided the

College with a set of Board Goals to guide in the creation of education goals. In January, 2003, the Board approved an Institutional Comprehensive Assessment Plan. Both the Assessment Planning Team and the Faculty Assessment Team (created as a response to the 2002 accreditation visit) have selected five Success Outcomes related to the Board Goals; these Success Outcomes provide guides for developing assessments to measure effectiveness in instructional programs. In September, 2003, the College issued its first Institutional Assessment Report consisting primarily of statistical studies related to the five Outcomes.

Faculty were invited to submit assessment projects to the Faculty Assessment Team for funding in 2003-04. Projects were to be focused on “meaningful questions” that would indicate success in various disciplines, and consisted in large part of requests for data from the Institutional researcher (for example, Allied Health requested studies of pass rates, employment surveys, student and employer satisfaction surveys, and completion rates). Departments and programs will analyze data, set goals as indicated by the data, and make changes in curriculum and services if necessary.

The instructional assessment plans all relate directly to the Institutional Comprehensive Assessment Plan and, if fully implemented, will provide adequate measures of instructional success. However, departmental participation varies, with some departments (speech, foreign languages) and programs (technical/professional, Writing in Context) proposing carefully developed, comprehensive assessments and others (science) showing little progress. It will be important for all departments to measure academic success of their students.

2004 Evaluators’ Concern: While with a few exceptions, a “culture of assessment” is building in the instructional division, assessment projects are in their early stages, and it is still too soon to tell if assessment results will be used to modify programs to improve student success.

COCC’s Response to the 2002 and 2004 Evaluators’ Recommendation 3:

COCC’s efforts from 2002-2005 were to promote a culture of assessment, including an acceptance of the value of assessment campus-wide and the development of resources for collecting and analyzing data. Since 2005, we were able to turn more purposefully toward authentic and sustainable assessment and strategic planning. COCC has continually improved and provided annual Institutional Effectiveness Reports (formerly called Institutional Assessment Reports) since 2003 to provide key data at the institutional level on six college-wide student success outcomes (see Appendix 3). This report is analyzed and revised annually to provide faculty, staff and the Board information as well as to compliment and promote recent/evolving assessment activities.

The revision of the Vision Concept Paper by the Board in the fall of 2004 led to a more concrete embodiment of Board goals (visit <http://visitors.cocc.edu/About/Concepts/Default.aspx> for the Vision Concept Paper and Part B, Standard 1 for more discussion of the VCP). At the instructional level, assessment projects are ongoing at the course, program and degree level.

Our immediate instructional focus for 2006-07 is authentic assessment of student learning course by course. Our goal is to widen the involvement of our instructors in assessment to promote student learning. Although uneven, all departments are engaged in assessment of student learning. Even the Science department, singled out in 2002 as not participating, has completed several Program for Excellence in Assessment (PEA) grant projects concluding in changes to specific courses (notably Chemistry), and new faculty campus-wide are integrating assessment activities into their Professional Improvement Plans (PIPs).

Because Recommendations 1 and 3 cluster around assessment issues, we have addressed these recommendations together (including evidence of improvements made across campus), in our response to the General Conclusions starting on pp.15 of this report.

Recommendation 4

2002 Evaluators' Recommendation 4: The Committee recommends that the institution provide resources so as to ensure support services are sufficient to meet the needs of students regardless of where or how enrolled, and by whatever means educational programs are offered. In addition, career placement services must be available and consistent with student needs and the institutional mission (Standard 3)

2004 Evaluators' Comments Related to Recommendation 4: Through the creation of a new CAP center and the redesign of the College's online services, the Student Services area now provides appropriate advising and counseling services to students in person and online. Career services counseling is now available to all students both on and off the main campus. Appointment records and online "hits" indicate that increasing numbers of students are taking advantage of the College's student services.

COCC's Response to the 2002 and 2004 Evaluators' Recommendation 4:

Since 2002, there have been several additions and improvements to the student support program. Student Affairs staff completed programmatic assessment using the Council for the Advancement of Standards in Higher Education (CAS) Standards leading to an increase in student support services on the Bend Campus and in outlying areas. The college also hired a part-time web designer who organized a web design team, redesigning the student support services pages. In response to a second student needs assessment, the student support service web content now includes financial aid applications, award notifications and award tracking, a frequently asked questions web response system, web based admission forms and information, and access to an automated degree check system.

COCC established a half-time position of Career and Job Placement Officer in response to the accreditation recommendation. Career and Job Placement services have expanded to include job search and job skills student sessions and "guest" speaker spots inside the classroom at the invitation of faculty. Assessment of student and faculty satisfaction is integrated into each event and guest lecture. A written evaluation of events is

distributed: students rate the achievement of objectives or outcomes in the career exploration process, as well as their general satisfaction.

Since the last accreditation visit, and based on community surveys as well as Board assessment activities, COCC has continued to expand educational and support services outside of the Bend campus. This led to the establishment of a student services position as the first phase of a planned increase in educational services to the outlying communities. The search to fill the full-time administrative position is currently ongoing, and we hope to have the position filled by March 2007.

Students in outlying areas of our district are also being served in other ways: Enrollment Services and the CAP Center have started a series of workshops on the Redmond campus to serve students north and east of the main campus. Workshops include Academic Advising, Career Planning and Financial Aid 101.

Finally, COCC has partnered with the Educational Credit Management Corporation (ECMC) Foundation. Richard Thompson, who was COCC's Dean of Students and Enrollment Services and has worked for COCC for 22 years, has been appointed coordinator for this partnership. ECMC, through its nonprofit foundation, has recently established TheCollegePlace access centers in local communities, two in Virginia and – beginning in January 2007 – the new one at COCC. The Educational Credit Management Corporation (ECMC) exists to provide a unique range of services to students, schools and lenders participating in the Federal Family Educational Loan Program. ECMC Foundation is a nonprofit educational foundation affiliated with ECMC Group which promotes access to higher education for low income and first-generation college students.

TheCollegePlace will provide free-of-charge services to potential students, students and parents at its center on the COCC campus, community partnership sites, and through its extensive web resources. TheCollegePlace Central Oregon center, including the coordinator position, is fully funded by ECMC. COCC provides an office location.

TheCollegePlace goals are in the process of being developed to meet the specific needs of the Central Oregon community. The first goal of the program is to open and begin services this January. The center expects to work with COCC, OSU–Cascades Campus, area public schools and community organizations that support low income persons to establish services for at least 200 persons in its first six months.

Recommendation 5

2002 Evaluators' Recommendation 5: The Committee recommends that the institution shows evidence that it employs full-time faculty who represent each field or program in which it offers major work (Standard 4.A).

2004 Evaluators' Comments Related to Recommendation 5: The College has embarked on an ambitious faculty hiring program (15 new positions in the current year) to ensure that all programs and certificates are served by at least one full-time faculty member who can adequately represent that program.

COCC's Response to the 2002 and 2004 Evaluators' Recommendation 5:

Full-time faculty were hired in the following professional/technical program areas for the 2004-05 academic year: Criminal Justice, Early Childhood Education, Health

Information Technology and Emergency Medical Services. And, for the 2005-06 academic year, a full-time faculty member in Massage Therapy was hired. For 2006-07, due to projected budget declines, we hired full-time temporary positions in all cases in order to assess where the need for tenure track will be greatest.

Aviation is a new, fully developed program that COCC inherited from Mount Hood Community College. Currently, this program is staffed by an adjunct instructor. The need for full-time faculty in this program was assessed in fall 2006. As a result, a full-time temporary faculty member has been approved to run the program next year with the hope to make it a tenure-track position in the future as student interest in the program continues to grow.

One issue of concern, however, is that these faculty members, particularly in the Allied Health fields, are often too isolated from other faculty members. As a result, in 2005 the Allied Health Chairperson was given additional administrative release time in order to give her more time to work with integrating these new faculty members into both the academic environment as well as COCC's culture. Despite such efforts, we were unable to retain several of the new faculty members. Given, for example, staffing problems in EMS, we made a mid-year decision to hire a second full-time temporary position for that program. Assessment data such as the Instructional Strategic Planning Indicators will continue to be used to help determine where limited funds should be distributed in these specialized program areas.

General Conclusions

2002 Evaluators' General Conclusions: COCC is an institution encountering significant change. Demand for access, development of site-based centers, and partnerships with four-year institutions are all impacting the institution. These differing demands and areas of focus appear to influence the college in positive ways – resulting in stronger planning structures, a greater commitment to assessing institutional effectiveness, and development of effective, inclusive communication and governance techniques. The institution's self-study lacked comprehensive analysis and application features. Nevertheless, the self-study steering committee was readily open to recommendations for change and improvement. Institutional planning efforts will be enhanced as a result of clearer focus and the addition of staffing resources charged with the systematic collection and assessment of data. Faculty are actively engaged in development of tools that will measure the effectiveness of student learning, with some departments further along in this process than others. In all, COCC is a thriving institution providing high-quality teaching, learning, and service. The team conducting the visit is confident that the college will use the results of the self-study process for improvement.

2004 Evaluators' General Conclusions: The College has made remarkable progress in addressing issues concerning assessment and evaluation. A culture of assessment now seems to permeate all areas of the campus. A number of projects have been started to evaluate whether or not the campus is accomplishing the Board's two primary goals. While the process for assessment

and evaluation includes a step for closing the loop, it is too early to tell if that important last step will be carried out, given that few projects have progressed that far.

The College has moved quickly to address issues concerning staffing, student support, and related instruction. The College's rapid, comprehensive response to the Commission's general recommendations in these areas indicates their commitment to providing services to their community at or above Commission standards.

COCC's Response to the General Conclusions: Systematic Assessment at All Levels at COCC

COCC is a learner-centered institution and is therefore deeply committed to outcomes-based assessment. Our vision for a sustainable, comprehensive, systematic assessment program at COCC is that every activity, course, program, department, degree and governing body will have outcomes related to student learning and success, and that all outcomes will be systematically assessed. We envision course and activity outcomes in alignment with degree and program outcomes, degree and program outcomes in alignment with College Success Outcomes, and College Success Outcomes in alignment with Board Goals, Mission and Vision. The assessment data that is collected at the course/activity level can then be used to help assess program, degree and institutional effectiveness (see Appendix 4, Levels of Assessment at COCC). Most importantly, we envision that all faculty, staff and administrators will participate in assessment out of a sincere belief that assessment is the key to ensuring student success in a challenging fiscal environment.

When the 2002 Accreditation Report came out, COCC leadership recognized the immediate need to foster a culture of assessment, but this was initially met with resistance by both faculty and staff. The academic year 2002-03 was a crisis year for the college, with a significant financial shortfall that resulted in a Reduction in Force (RIF). Morale was low and workloads increased. Faculty feared that assessment data would be used against them in RIF decisions, and staff outside of instruction did not understand how assessment was related to their work. The college leadership worked hard to strengthen understanding across campus about the purpose of conducting assessment and the uses of assessment data by providing training opportunities and assessment resources. These efforts were eventually rewarded with the culture of assessment it sought: widespread receptivity to the idea of conducting assessment.

In the last four years, COCC has seen continuous expansion of overall assessment activity and the use of data to aid in decision making. Faculty and staff from every area across campus design and implement assessment projects, and the data collected from those projects is often used to improve student services and learning. Furthermore, we have assessment projects that address each level of assessment at COCC. We have identified College Wide Success Outcomes; begun to engage in a cyclical process of the assessment of board, instructional, student services and administrative goals and strategic plans; and utilized assessment data to inform strategic and operational decisions to improve the services provided by the college (see Appendix 5, The Assessment Cycle). We no longer ask whether assessment is occurring, but rather how to best expand our assessment efforts and use assessment data to improve student learning and our programs and services. By

encouraging assessment that is meaningful and useful to faculty and staff, we are becoming an institution that systematically assesses student learning and success to improve services to students rather than simply in response to accreditation review.

Although we are proud of all we have achieved thus far, we are well aware that we still have work to do. Our current assessment activity involves all areas of the college assessing at various levels, but not all units and levels are progressing at the same pace because not all faculty, staff and administrators participate fully in assessment. There is also not yet enough correlation between planning and assessment. Furthermore, we lack a system for coordinating assessment data, and we need greater communication and greater collaboration between faculty, staff, programs and areas of the college. Although faculty and staff are now more open to conducting assessment, it has not yet fully translated into their willingness to participate in other assessment projects by providing informal feedback or filling out questionnaires. Our next steps toward achieving our vision for assessment will include activities designed to involve more members of the college community in assessment and to develop or purchase an appropriate tool to aid in the coordination of assessment, planning and accreditation information.

The following sections outline the efforts made within the different areas of the college since 2002, and those we intend to make in the future, toward developing a sustainable, “comprehensive system of assessment” and toward promoting data-driven decision making at COCC.

Creating a Culture of Assessment

As previously mentioned, assessment was not a concept widely understood or adopted prior to 2002. The pockets of assessment activities that were taking place were not coordinated, recognized or disseminated on an institutional level, and no centralized resources existed to help staff and faculty conduct their assessment activities. Furthermore, the vision for assessment at the college extended no further than the necessity of doing assessment in order to meet accreditation standards. Since 2002, the college has worked to coordinate assessment activities across campus and to provide campus-wide assessment education, incentives, resources and improved access to quality data about student success. These efforts have resulted in the college taking ownership of assessment and clarifying its vision for the future of assessment at COCC.

Our efforts to coordinate assessment activities are most visible in the creation of the Assessment Planning Team (APT) and the creation of a new website dedicated to assessment. In September 2002, the APT was formed with college wide representation and with the overall mission of fostering a campus-wide culture of assessment. Over the last four years, the APT has worked to raise awareness of the nature and value of assessment. Its activities have included providing funding for Program for Excellence in Assessment (PEA) grants and assessment training, purchasing surveys, sponsoring the Award for Excellence in Assessment, and exploring technologies designed to help the college coordinate assessment, accreditation, and planning activities. In 2006, the college began to centralize its assessment-related work by creating an Assessment Web to disseminate information to stakeholders and other institutions. This website can be found at <http://assessment.cocc.edu>. We are researching SPOL (Strategic Planning Online) and other software options to give full utility to this kind of information and storage site.

COCC has also invested in assessment education and training opportunities for staff, faculty and administrators. In August of 2002, the college coordinated with the National Center on Postsecondary Teaching, Learning and Assessment (NCPTLA) to organize a two-day Institutional Assessment Workshop for COCC instructors and administrators in which all Oregon community colleges were invited to participate. Fifty-seven people attended the workshop, representing 11 Oregon community colleges, including 12 from COCC. In the fall of 2003, more than 35 faculty members, representing every department on campus, attended department-focused assessment workshops on articulating learning outcomes led by Laura and Linda Young. In March 2003, the college coordinated a two-day assessment workshop with Daniel Weinstein from Lower Columbia Community College. The workshop provided examples of assessment and strategic planning options for Student Services. In fall 2005, Larry Kelley presented a workshop on embedded course assessment to 22 faculty members. To encourage broader implementation, COCC declared Columbus Day 2006 as a faculty training day, suspending classes for that day. Danelle Stevens, co-author of Introduction to Rubrics and faculty member at Portland State University, along with a panel of COCC faculty, introduced faculty to easily embedded techniques to ensure that students are learning the individual outcomes of the course, with the end result being improvement in the pedagogical approach, if needed, or consistent outcomes across sections. As a result of this training, we have seen several departments begin to articulate shared outcomes; efforts in the math department to develop shared, embedded test items in their courses; and a number of faculty from various departments who are designing rubrics to use as grading tools and as course assessment tools this academic year. (See Appendix 6 for an overview of the Oct. 9 training.)

Financial incentives for conducting assessment projects have been made available in the form of Program for Excellence in Assessment (PEA) Grants (established in 2003) and Course Redesign Grants. (Please see Appendix 2 for a summary of past PEA Grant projects.) Thirteen instructional programs have taken advantage of this grant, along with Library Services, the CAP Center, and Admissions and Records. In 2005 Course Redesign Grants were made available to faculty to encourage the redesign of high-impact, multi-section courses such as math and writing. Proposals were evaluated with the following criteria: impact on student learning; impact on faculty satisfaction and/or workload; cost-effectiveness; and scalability (the ability of the redesign to be used in other courses): Six Course Redesign Grants were given to five departments in 2005 and 2006. Finally, in 2005, an additional \$500 per faculty member was made available for professional development related to assessment: as of February, 30 faculty members have taken advantage of this grant.

The college has created several centralized resources for assessment since 2002, including an Institutional Research Office, the Student and Course Assessment Data (SCAD) program, and two instruction-specific resources. The Institutional Research Office was created in 2002 to assist faculty and staff with data collection and analysis. Our Institutional Researcher and Research Specialist assist administrators, faculty and staff with their assessment projects by mining student data from COCC'S Student Information System, as well as from external databases such as the U.S. Census Bureau and the Oregon Employment Department, and by developing and conducting surveys to collect student information that is not systematically gathered by the college. They also produce or assist in the production of several regular reports, including but not limited to the 4th Week

Enrollment Report, the annual Instructional Strategic Planning Indicators Report (ISPI), and the annual Institutional Effectiveness Report (IER). (More on the ISPI and IER in “Data-Based Decision Making” and “Assessment of Institutional Effectiveness” on p.19.) The SCAD program is another example of a centralized resource. SCAD was developed in 2004 by the COCC IT department, in conjunction with the Institutional Research Office, in order to give college employees greater access to student success data in a user-friendly format. SCAD training is regularly available to faculty, staff and administrators.

Instruction-specific resources include the Faculty Assessment Team (FAT)—established in 2002—and the Instructional Assessment Specialist. Composed of several faculty members who each received a minimal course load release, the FAT’s initial work focused on helping faculty articulate course outcomes and apply for PEA Grants. The FAT was also charged with the responsibility of articulating General Education Outcomes, which they completed in 2005. (More on this in “Assessment of Instruction” on p.24.) However, it eventually became evident that a dedicated assessment support person was needed to assist faculty in achieving their assessment goals. In the fall of 2006, an Instructional Assessment Specialist was hired on a temporary contract in order to provide the support necessary to continue expansion of the instructional assessment process. (See the “Assessment of Instruction” section, p.24, for more information about the Instructional Assessment Specialist position.)

In the next few years COCC will continue to focus its efforts on coordinating assessment activities into a comprehensive approach to assessment. To that end, the college will continue to develop resources and provide funding for assessment training. To improve the linkage across various institutional initiatives and to institutionalize commitment to assessment and success metrics, the Executive Team is tying existing area plans and assessments into a single Strategic Plan. This plan will be reviewed by the College Affairs Committee, refined as needed and serve as an improved consolidated planning, assessment and response document. The APT will continue to encourage participation in assessment from all areas and at all levels. The college also intends to continue improving the quality of and access to student success data. SCAD will continue to be updated every term, and training opportunities will continue to be offered. The new data mining tool will facilitate widespread dissemination and analysis. The college will also purchase or develop a tool that will allow us to coordinate assessment, planning and accreditation. A task force is looking into Strategic Planning Online (SPOL) and considering different options for posting assessment information on the Assessment Web. COCC will continue to develop the Assessment Web, and we expect to be finished with that project by or before 2009.

Data-Driven Decision Making

Prior to 2002, data was not collected in a systematic way at COCC unless it was required by external entities. Access to the data that did exist was limited, as little institutional data was disseminated within the college community aside from 4th Week Enrollment Reports, and resources for data collection and analysis were not readily available for campus-wide use. When it came time to make decisions, the college often relied on tradition or on the most persuasive argument rather than on data.

In 2002 the college established the Institutional Research Office, and in 2004 hired a full-time Research Specialist to help handle the increasing demand for data. One of the top priorities of the Institutional Research Office is to improve the quality of and access to data

on student success and institutional effectiveness. Therefore they developed the annual Institutional Effectiveness Report (IER) in 2002. Starting in January 2004, the APT initiated the Campus Indicator Series. The purpose of the Campus Indicator Series is to inform the Board and college community of changing or emerging trends in data. This data includes information items on term enrollment, program mix, graduation trends and financial aid figures, among others. The Institutional Research Office now coordinates the Campus Indicator Series, and the information disseminated is closely tied to the facts and figures provided in the annual Institutional Effectiveness Report (formerly the Institutional Assessment Report). The Institutional Research Office also works with instructional and non-instructional departments to look at student success data as indicators of program and activity effectiveness. As discussed in “Creating a Culture of Assessment,” the creation of SCAD has also been instrumental in making quality data more accessible to the college community.

In the last two years, the college has continued to refine data collection and reporting (such as the Institutional Effectiveness Report), improve access to data, and analyze data for presentation to the Board. The vast improvements in data collection and access to data have resulted in more data-driven decision making. The Board of Directors reviews the IER every fall, prior to their annual review of priorities and prior to the work of the Executive Team. The Board uses the IER to set budget parameters and make budget decisions for the next academic year. Instruction also relies on certain metrics to inform its decision making and planning. The annual Instructional Strategic Planning Indicators (ISPI) Report is used to inform staffing decisions, prioritize capital purchases, and determine investment of other resources. Thus decisions are no longer based on tradition or on the best “persuasive” case made by a specific department chair or program director. Retiring faculty spots are no longer immediately re-filled; instead, chairs examine the area across campus in greatest need of new full-time faculty in terms of growth or stability of a specific program.

Even though the quality, level and degree of information have measurably improved over time, all agree there is room for additional improvement, especially in linking the established board strategic planning with ongoing operational decisions at various level of the institution. As the linkage becomes more robust the value of assessment activities will increase. The focus on data-driven decision making has also revealed some gaps in data; for example, we currently do not have a college wide system for collecting data about our graduates’ employment rates. And we are developing a data-based review process to determine the viability of instructional programs (see Appendix 7 for Program Viability and Support Process). In order to continue promoting data-driven decision making processes, the college has begun creating an End of Term Enrollment Report to compliment the 4th Week Enrollment Report. Finally, we will continue to update our ever-expanding library of College information available to the College community and the public on the COCC website, and the new Data Warehouse will provide easier access to data about student success than Banner does.

Assessment of Institutional Effectiveness

While enrollment and other data was collected regularly before 2002 as required by OCCURS, the state, and other agencies, institutional and instructional data was not analyzed and used in a systematic way, nor was data retrieved in a consistent manner or published in a widely accessible format. Programs for data collection and analysis were not available. And,

while programs did require periodic self studies, and some programs were beginning the assessment process, overall, assessment was not used systematically to improve programs and student learning.

In 2002 COCC began more focused and systematic data collection and analysis in order to begin using such data to improve student programs and services. We first published the annual Institutional Assessment Report, which is now known as the Institutional Effectiveness Report (IER), in 2003. The IER was originally intended to analyze college outcomes and its impact on our students and the region as well as provide the Board and the college community with information to aid in planning, decision making, and improving programs. Eventually the IER evolved to directly address the College Wide Success Outcomes (see Appendix 3, College Wide Success Outcomes).

COCC has also conducted surveys to supplement the information provided in the IER by gathering more information about institutional effectiveness. While some surveys have not been effective (and we are working on revising their implementation, for example, the annual graduation survey), others have led to clear improvements (all surveys are available upon request). For example,

- Campus Climate Survey (biannual): given to faculty and staff; last conducted in spring 2005 by the Organizational Development Committee; summarized & given to the Executive Team for review. The Organizational Development Committee uses the data at to improve the annual staff retreat, and the Executive Team uses the data to make changes to practices affecting employee conditions.
- Summer Term Student Survey (one-time): conducted in summer 2005 by the Summer Term Office and the data was used to determine what students most valued in summer offerings. As a result, the College changed the summer schedule and offerings.
- Student Housing Survey (one-time): conducted by Institutional Advancement in Winter 2006 to determine student housing needs. The results informed the design and features of a proposed new campus residence hall being considered by the Board.
- COCC Website Survey (one-time): conducted in winter 2006 by College Relations and the results were used to improve the website.
- Survey of Student Experience at COCC (one-time): conducted fall 2006 by Student Affairs, survey initiated by OSA and used at all 17 community colleges, results will be used for legislative advocacy.

In 2002 we chose to focus on Board End Goals 1 and 2 in our institution-wide assessment work. In the fall of 2003, a review of the College's performance, relative to Board identified achievement expectations, was published. The expectations were specifically linked to the Board Goals by the Board members. Additionally, the 2003 Institutional Assessment Report provided data on achievement of Goals 1 and 2. See <<http://rap.cocc.edu/ResearchData/>> for more information.

Assessment at the degree level also included a review of degree completion rates. Analysis of low completion rates on AAOT led to significant revisions to degree requirements, which at COCC exceeded statewide minimums. In particular, sequence requirements (general education requirements in Humanities, Social Sciences and Science/Math/CIS) were eliminated. At least partly as a result of the elimination of this

barrier to timely completion, 2006 saw a record number of AAOT graduates (see Appendix 8 for a graduation trends summary and analysis). Please see pp.30 for more changes to our degrees and certificates.

With leadership from the Board and president, the linkage between the college Mission, Vision and Goals, as defined by the Board and implemented through data driven operational decisions, is more widely confirmed. Once or twice a year the Board meets in retreat fashion to consider the course of the institution and evaluate the current status based on information gleaned from the Institutional Effectiveness Report and other sources external to the institution. As a direct result, the Board maintains a clear understanding of the college status and is well informed for strategic decisions. The Board in turn provides guidance to faculty, staff and administrators through confirmation of goals and strategic decisions. Benefiting this overall approach is the wealth of information generated from assessment activities.

Next steps for assessment of institutional effectiveness include refinement and reorganization of the IER so that it may be more effectively used to inform decisions; beginning to publish and use analyses of data gathered from surveys. The college will be implementing the Community College Survey of Student Engagement (CCSSE) in spring 2008. This survey asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and retention. COCC's implementation of CCSSE will allow the college to establish benchmarks from national norms of educational practice and performance among community and technical colleges, identify areas in which the college can enhance students' educational experiences and be used to document and improve institutional effectiveness over time.

Assessment of Admissions & Records

Over the last six years, the Admissions and Records Department (AR) has grown tremendously in terms of assessment, development and understanding of department outcomes. AR has developed a department mission statement and goals that correlate to the student success outcomes listed in the Board vision statement. Additionally, new policies, events, recruiting/outreach initiatives and other projects are explored only if they link to the College Wide Success Outcomes. More importantly, this department does an internal self-assessment of its progress towards its goals, adapting services, policies and procedures based on that assessment.

The Admissions and Records Department now conducts assessment at the activity, program and institutional levels. Creating a customized parent orientation program in response to the increased level of parental involvement in the new students' "getting started" process is an example of AR's participation in activity-level assessment. Since the creation of that program, staff in AR have collected parent evaluations as well as anecdotal feedback with those in the program, and has worked with the Dean of Student & Enrollment Services to review the data and determine program sustainability. Examples of projects conducted at the program level include an assessment project, conducted in conjunction with the Nursing Department, to evaluate admissions criteria and its relationship to student success in the program. Based on the results, a new nursing selection process was developed and implemented for the fall 2006 nursing students.

Assessment of Career Planning and Advising

Assessment of career services, advising, and personal counseling was occurring independently in several departments in 2002. Career services and personal counseling were functions of the instructional Counseling Department. Coordination of advising had newly transitioned to an advising coordinator within Student Affairs, a position created by a joint instructional and student affairs task force evaluating academic advising. The task force utilized student surveys on transfer success and degree completion and feedback from faculty advisors and staff. This data formed the outline of goals and activities for the new advising initiative.

The CAP (Career Planning, Advising and Personal Counseling) Center was formed in 2003 to further implement the recommendations of the academic advising task force and in response to restructuring due to financial constraints. CAP Center services included career services (rejoining job search/job placement with career exploration services), academic advising, a newly contracted personal counseling service, as well as placement testing. Assessment of effectiveness in each area is driven by establishment of outcomes for student learning and achievement, developing activities to support the outcomes, and evaluation of student progress as a result of the outcomes.

- Counseling—Outcomes related to retention and personal growth were included in the RFP for the counseling contract. St. Charles Medical Center was awarded the contract and provides data from student surveys and statistics maintained by the counselors. COCC uses this data to determine the appropriate level of service and to develop related activities.
- Career Services—Outcomes for career exploration and job search were developed and incorporated into evaluations of activities; number of participants is also tracked. This data has consistently shown that services are in need and effective but attendance is low. Job search activities have therefore evolved into partnerships with professional-technical programs in which the career coordinator provides guest lectures to students moving towards graduation.
- Academic Advising—The CAP Center develops annual advising activities using data on student success developed both internally and from college-wide measures such as the ACT student opinion survey. In 2006, the large number of early career students who are receiving midterm grades (a reflection of poor performance in the first half of their first term) resulted in an intervention to contact these students and both collect information about their performance to guide future activity and to provide the student with information on how to improve their performance.

Challenges in assessment are biggest in the areas of job placement, career exploration, and advising. Job placement data is difficult to obtain. A preliminary survey in 2002 of placement of professional technical graduates was time-consuming but effective and has since moved to the Office of Institutional Planning. Student Affairs experimented with using CAS Standards as a basis for assessment. The CAP Center Director, using a grant from the Assessment Planning Team, applied the National Academic Advising Association model. Preliminary student learning outcomes for academic advising were created; next steps are to include faculty in the process and develop measures for these outcomes.

Assessment of Information Technology

In 2002, the Information Technology (IT) department's assessment of its services consisted of regular feedback from the Technology Advisory Committee (TAC). The TAC was formed in the early 1990's and its focus is technology planning and guidance and support for the IT department. Committee members serve as liaisons to the other areas of the college and convey feedback from College community members to IT.

Since 2002, the IT department has continued to actively seek feedback from the campus community and to use this feedback to inform its strategic planning. The TAC retains its planning and guidance function for the department, and IT also holds regular meetings with various areas of the college for planning and to get feedback on its services. The two biggest developments in assessment in the department are (1) the development and use of surveys, and (2) the active solicitation of feedback from students. The first survey to be conducted by the IT department was the Spring 2004 IT Faculty/Staff survey. The Fall 2005 IT Student Survey marked the department's move toward including students in their feedback circles. As a result of these surveys, IT identified the following strategic priorities: improved virus and SPAM protection, increased support for online instruction, improved training services, improved remote access to COCC resources, and more attention to the environment in computer labs. Several changes to services and resources also resulted from these two surveys, including but not limited to: coordination with the Continuing Education department for sessions involving Microsoft Excel and Microsoft Access; the addition of new multimedia rooms during FY 2005-06; the addition of help links relating to email and Blackboard usage on COCC web site; and discussions about expanding our wireless service during 06-07 FY. IT also conducts timely, project-driven assessments to determine uses of and reactions to newly deployed technologies. The Spring 2005 COCC Wireless Pilot Survey, for example, was driven by the pilot installation of wireless Internet technology on a small area of campus. IT designed the survey to elicit feedback about whether the wireless technology was working and should be implemented campus wide. The results of the survey indicated "yes" to both questions, and wireless service was expanded accordingly.

In the next few years, the department will continue to work toward a comprehensive, sustainable & systematic assessment program. It will continue to conduct timely surveys to get feedback on newly deployed technologies and to inform decision making. In addition, it will establish the IT Faculty/Staff Survey and the IT Student Survey as regular surveys to be conducted on a 3-year cycle. These surveys will be used to set priorities for the department's strategic plan. IT also intends to work more closely with the Institutional Research Office to coordinate survey efforts.

Assessment of Institutional Advancement

Assessment of the Foundation activities is done on an annual basis and includes annual scholarship campaign donations, endowment fund contributions, real estate gifts, and other forms of contribution to the Foundation. Such donations are accounted for and managed in meticulous fashion, with oversight from an independent board and confirmed by an annual audit.

In addition to the Foundation, IA includes grants. Determining the level of success in the grant area is based on the number of applications submitted, the areas of the college identified for pursuing grants (linked to Board Goals), and the funds awarded to the college.

A running tally is maintained indicating the level of success and is updated for distribution to the Executive Team on a monthly basis.

When determining whether communication strategies are successful, IA looks at surveys and indirect indicators such as enrollment trends, bond levy support and legislative support.

Determining the level of success in partnership building is also somewhat nebulous. Nevertheless, a degree of assessment can be achieved by identifying new partners, embracing existing partnerships, and achieving shared outcomes from partnerships with the college.

Following the adoption by the college of the new Strategic Plan now being formulated by President Middleton, the IA Strategic Plan will be updated accordingly. Subsequent to that date, an annual review of the achievements of performance will be conducted. The existing IA plan is available for review at <http://visitors.cocc.edu/About/Advancement/>.

Assessment of Instruction

In 2002, assessment data was not systematically collected and used to improve programs and student learning. While most course syllabi had outcomes, not all faculty were invested in those outcomes, and in fact most instructional program areas were not doing assessment. Clearly, a culture of assessment did not yet exist at COCC, and part of the problem was that very few resources, including fiscal resources, were devoted to assessment.

As the section "Creating a Culture of Assessment" indicates, the first priority of all areas of the college after the 2002 accreditation visit was to overcome resistance to assessment. Instruction was no exception, and the department has spent the last four years collaborating with other areas of the college to provide assessment trainings and fiscal resources devoted to assessment. An annual Faculty Assessment Survey was conducted by the VP of Instruction for the first time in June 2004. The purpose of this survey is to track faculty's attitudes toward assessment and gather information about what assessment topics faculty would like more training on. A comparison of the results of the 2004, 2005 and 2006 survey indicate that faculty are increasingly receptive toward assessment and that more and more faculty are becoming engaged in assessment practices. The FAT (Faculty Assessment Team) has also used the survey data to plan training events and the team's annual priorities.

Instruction has also improved its planning processes by including program assessment. In 2004-05, six COCC instructional programs began testing a process for midrange program planning, helping to create templates for planning in other programs, and in 2005-06, nearly every instructional program on campus conducted such planning. Midrange planning encourages each program to look beyond the next calendar year, and plan for the next 3-5 years. Midrange planning will also help each instructional program determine what they need to accomplish in order to address strategic indicators that can lead to more faculty, facilities, capital, etc. The Midrange Plans also include program assessment. Finally, the establishment of midrange planning helps the college examine possible developments across programs to see where there are potential conflicts in terms of need for facilities, faculty, etc. In fall 2006, the Vice President for Instruction presented instructional department chairs with a matrix to help chairs see where program planning goals intersected. (See the Matrix of Mid Range Program, Appendix 9)

During 2005-06, members of the Faculty Assessment Team visited every instructional department on campus with the draft of General Education Outcomes identified on a chart. [Note: these outcomes were originally called Core Degree Outcomes, but the name was changed to General Education Outcomes in order to match the language being used statewide.] 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 (FAT) continued development and mapping of General Education Outcomes, and agreed with our conclusion to return to a review of course outcomes. One reason was that although our General Education Outcomes are addressed throughout the curriculum, faculty needed to revisit course outcomes and how those are assessed in order to begin to develop the student learning data needed to be assessing the General Education Outcomes. Such data will also inform analysis of what level of proficiency students are expected to achieve in each course. Secondly, the Faculty Assessment Team recognized that course outcomes will need to be in alignment with the General Education Outcomes. A final reason for returning to course outcomes is that under Oregon Senate Bill 342, the state is in the process of identifying statewide AAOT (Associate of Arts, Oregon Transfer) outcomes, and FAT decided to pause work on mapping the General Education Outcomes until the state concludes its own work.

By winter 2007 nearly every course at COCC has course outcomes on its class syllabus, the college has clear student learning and general education outcomes and initial mapping of these outcomes makes clear that the curriculum supports them. However, the college is not consistently assessing whether students are meeting each discrete outcome in individual class sections or across course sections. Therefore the greatest need in order to achieve a comprehensive, sustainable system of assessment is to collect data on student learning. To that end, Instruction will continue to offer assessment training, and it will promote use of the General Education Outcomes to identify what our students are learning and at what level. Furthermore, the Instructional Assessment Specialist's top priority is to help faculty embed meaningful assessments into their curriculum to generate data that will be used to improve student learning and provide indicators of program, degree and institutional effectiveness. The Instructional Assessment Specialist position is currently a temporary, 12-month contract ending in September 2007, but the college has chosen to maintain that position at least another year to project that a minimum of 80% of full-time faculty engaged in sustainable, authentic student learning assessment by the year 2009.

Assessment of Instructional Technology

In 2002, Academic Computing Support—which offers training services that help prepare faculty and students to work in a high-tech, globalized society—assessed its activities by conducting paper surveys and using the feedback to improve services to faculty. Surveys provide another source of feedback for the department. Academic Computing Support has responded to instructors' assessment of needs. For example, faculty who taught online courses repeatedly noticed that students weren't prepared for the online course environment. In response, Instructional Technology developed the "Orientation for Online Classes at COCC" which students must pass before registering for an online course.

More recently, the Instructional Technology Coordinator has assessed needs through quarterly focus groups instead of surveys. As a result, over the past three years,

Instructional technology training sessions have evolved from traditional face-to-face sessions to recorded, on-demand short sessions. In-person training sessions are not well attended, yet the need for personal, step-by-step assistance with technology is ever present. As a result, the recorded sessions meet the needs of users much more efficiently, and can be accessed and replayed whenever the user needs assistance. An assessment tool for this direction is under development.

Assessment of Student Life

Since 2002, Student Life has begun to implement surveys and to assess the effectiveness of its programs by tracking participation. Recent surveys include The Broadside Survey, conducted in spring 2005 by the student newspaper to determine reader satisfaction and elicit suggestions for improvement, and the Native American Student Survey, conducted in winter 2006 by the Native American Program and used to inform decisions about services offered by the program. Student Life began tracking student participation in its programs in 2003-04. The results of these assessment efforts can be found on the Student Life Assessment webpage at <http://studentlife.cocc.edu/Assessment/default.aspx>. Student Life is currently developing its assessment plan and therefore is in the process of connecting collegewide learning outcomes to its programs.

A Student Needs Assessment is being conducted in winter 2007 by Student Affairs, possibly becoming regular if data proves useful, and the data will be used to aid planning for Student Affairs starting fall 2007.

END OF PART A

Part B:

In part B, the NWCCU questions are in bold with COCC's responses beneath each question.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

- **What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?**

Since the last evaluation, the college has transitioned to new leadership as Dr. James Middleton became the fourth president of COCC in its 58-year history. Although the College has new leadership, the Mission, Vision and Goals remain constant (see Appendix 10 for the college's Mission, Vision and Goals). While the strategic directive of the Mission, Vision and Goals has not changed, greater clarity of purpose has been provided by the Board to the college through a Vision Concept Paper (<http://visitors.cocc.edu/About/Concepts/Default.aspx>) to clarify more concrete implementation of the Board Goals. As a result, the college has embarked on a number of key initiatives to address impending funding challenges resulting from a modification of the funding model adopted by the Oregon State Board of Education. To help guide the administration of the college as it addresses the challenges and considers future opportunities, in November of 2003 and updated in May of 2005 the Board prepared a Vision Concept Paper (VCP) – a narrative guide offering insight into how the Mission, Vision and Goals established by the Board are to be achieved. Although the Vision Concept Paper is not prescriptive, it has become instrumental in linking the Board strategic directives with operational decision making. In winter 2007, the college began, through College Affairs and other governance units, to articulate a strategic plan which will clarify the initiatives and metrics to realize the goals of the Vision Concept paper.

The VCP addresses current and future areas for college involvement, including Service, Community Relationships, Diversity and Well-Being, Campus Community, and Funding and Growth

As a direct result of this guidance, the college has taken a comprehensive approach to meeting the funding and program needs while facing impending challenges. Specifically, the college has expanded programming to meet community needs in aviation, composites and automotive: these changes are a result of direct feedback from community stakeholders. COCC has also embarked on an aggressive effort of entrepreneurial real estate use to generate an alternative income stream for the college to meet future funding challenges. In collaboration with the COCC Foundation, a capital campaign has been initiated to build a state-of-the-art culinary facility that will allow for quadrupling of the existing program. Lastly, extensive planning has been initiated in anticipation of receiving as much as \$7.5M in capital funding from the Oregon Legislature that will require a local match from the college.

The measures being pursued to address funding challenges and growth concerns will also work to address community relationships and create an enhanced campus community. Additional facilities will be used to increase services in greatest demand by the communities

in the college district. The Allied Health program areas are especially important to the Central Oregon region.

In addition, expansion of the Diversity Coordinator role at COCC will further the Board's goal with regard to improving access to a more diverse student body. Additionally the anticipated Campus Center will help promote an enhanced relationship with a broader community beyond the immediate Awbrey Butte campus, as well as promote the well being of students and community members with a central gathering space available for performances, presentations and community dialogue.

➤ **Succinctly describe the institution's current status in meeting the requirements of Standard 1.B-Planning and Effectiveness**

Since 2002 COCC has further expanded the use of planning and evaluation to achieve its identified Goals. The college continues to rely on the use of its Strategic Planning Model (see pp. 29) whereby operational planning is managed on a one-year cycle, while Board strategic planning follows a two-year cycle reflective of the biannual Oregon Legislature schedule. As described in Part A of this report, comprehensive and extensive systematic effectiveness activities continue at the college, with the intent to further expand such activities and achieve a consistent level of participation and quality across all areas of the college. In the five year interim from 2002 to today, great progress was made in embracing institutional planning and measuring effectiveness – the Vision Concept Paper and annual Institutional Effectiveness Reports are two tangible examples. Nevertheless, there is general agreement that more can and will be done in this important area. Please see pp.15-26 in Part A for further self analysis of our systematic assessment at COCC.

➤ **What existing plans for the future have been achieved and what new plans have been formulated?**

Building on the work of the Board as reflected in the Mission, Vision, Goals and Vision Concept Paper, the President and Executive Team of the college are in the process of developing the next Strategic Plan for the college. As the Strategic Plan progresses, other planning activities continue with periodic review and update, including but not limited to: the Academic Plan, College Operating Procedures (updated as needed), Budget (annually), Technology Plan, Diversity Plan, and the Maintenance Plan. New facilities plans include new buildings for a Campus Center, Culinary Institute, Science and Allied Health, Student Housing, real estate development of college property, facilities in the communities of Madras and Prineville, and renovation of the arts facilities and general classroom upgrades.

Some goals of the Vision Concept Paper have already been accomplished, including the following:

- The College Master Plan was revised (see Standard 8).
- The culinary program's foundation campaign is now in progress.
- An external student services position to increase student services in the outlying areas has been created.

- A recent Fulbright Scholar in Residence from Morocco marked achievement in addressing our commitment to global perspectives.
 - Expansion in both number of and faculty support for hybrid courses to meet student demand.
 - Significant expansion of college courses was offered at the high schools, expanding learning opportunities beyond Bend and collaboration with high schools.
 - Specific real estate initiatives and mixed used development will lead to both learning opportunities and alternative income sources.
 - A bequest for a rehearsal hall for the Central Oregon Symphony will lead to additional cultural events programming.
- **What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?**

As expressed in the Mission, Vision and Goals of the college, institutional expectations remain the same – being central to the success of Central Oregonians by providing regional and global lifelong learning opportunities. The institution is engaged in comprehensive institutional assessment described in lengthy detail in Part A. The singular document describing the institution's self expectations in terms of student success and assessing the achievement of expectations is the annual Institutional Effectiveness Report (these reports are available upon request or by visiting <http://rap.cocc.edu/ResearchData/default.aspx>) the fourth iteration of which was published in October 2006. This report is the direct result of the 2002 Self Study and accreditation visit. Comprehensive by design, the Institutional Effectiveness Report focuses on 6 College Wide Success Outcomes (see Appendix 3), assessing achievement in those six areas. The College Wide Success Outcomes are linked directly with the Board Goals.

The Strategic Plan (currently in development) will document and continue to forge stronger links across board goals, specific initiatives, outcome analysis and commitment to data-based decision making.

COCC has high expectations for college performance in the broad areas of supporting economic development in Central Oregon, meeting the lifelong educational needs of the residents of Central Oregon through quality credit instruction and a variety of training and continuing education opportunities, supporting diversity, culture, and wellness in Central Oregon. Since the needs of businesses, public sector organizations and the workforce change with increasing rapidity, COCC attempts to respond with expanded programs for business and service sector training and workforce development. It is our vision, as noted in the Vision Concept Paper (<http://visitors.cocc.edu/About/Concepts/Default.aspx>) that COCC operations will demonstrate a continuing commitment to listening to and reflecting on the views of citizens within its service district. COCC is committed to focusing on clear goals, to assessing evidence of progress toward achieving those goals, and adjusting programs and services based on documented outcomes. The annual Institutional Effectiveness Report has been developed and refined over the last four years to provide a broad measure of performance in these areas, though as has been explained in Part A pp. 15-26, some data points have been more available than others.

Please see pp. 15-26 in Part A for a more detailed overview of assessment at COCC.

Strategic Planning Model



Standard Two – Educational Program and Its Effectiveness

Since the 2002 Self Study, COCC has made significant progress in assessing the effectiveness of our programs, and we continue to focus on improving student learning through such assessment. In addition to our responses to the questions below, please also see pp. 15-26 in Part A for a detailed response to the Recommendations related to Standard Two.

➤ **What changes, if any, have been made in the requirements for graduation and why?**

After noting the low graduation/completion rates, and surveying students, the college revised the graduation requirements for the Associate of Arts—Oregon Transfer Degree (AAOT) in order to better meet student needs. The AAOT degree no longer requires three sequences, one each in Humanities, Social Science and Science: instead, students need to complete the same number of credits, with at least two courses of the same prefix, but the choice and availability of courses is now more open allowing more students to complete degree requirements more easily without losing the depth and breadth goals of the AAOT. As a result, graduation rates (students receiving degrees or certificates) rose 33% (from 459 to 671) in the year following this change, Spring 2006.

➤ **In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?**

As noted above, one major change to our AAOT degree was in redesigning the general education requirements.

Certificate programs in Master Automotive Technology, GIS, Wildland Fire Suppression, amongst others have been added. This is part of a statewide initiative to develop additional entry and exit points for students in professional-technical programs. In the programs just listed, these new certificates give students an exit point that is recognized by employers as providing employable skills. Three certificate programs were either furloughed or discontinued: Office Administration/Clerical Assistant, Equipment Services Technician and Early Childhood Education. These programs were discontinued due to low enrollments and a lack of jobs available for graduates with those credentials.

➤ **What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?**

Summer School:

Since the last Self Study in 2002, Summer Session enrollment has decreased overall, with major drops in 2003 and 2006. In 2003, students were asked to pay a supplemental fee to help sustain the summer session program. In response to a significant decrease in enrollment in 2003, the fee was dropped by summer 2004.

In 2005, Summer Session was able to return to offering online classes, which increased enrollment in those sections. Two or three transfer classes in Redmond are offered each summer and, since 2004, approximately 70 sections of Manufacturing Technology classes. Based on the results of a student survey in the Summer of 2005, we now offer a variety of courses rather than multiple sections of the same courses during summer session.

Concurrent Enrollment

Significant progress has been made to achieve the Vision Concept Paper targets to collaborate with regional school districts to inspire high aspirations in students; to provide options for achieving college credit for students while in high school; to develop articulated instructional programming and assessment that facilitates students’ transition to college; and to support positive working relations between college and school faculty and staff.

Central Oregon high school students have several options to get a jump start on college and earn needed high school credits. Some courses are taught in area high schools, while others give students the opportunity to spend time on COCC’s Bend or Redmond campus. Central Oregon high school students can take up to 11 credits through our concurrent enrollment program. As of 2005-06, students have two concurrent enrollment options:

1. Take any credit course as part of a regular COCC class, whether the class is offered on the Bend or Redmond campuses, or in other locations in Central Oregon. Students pay full tuition and fees and register just like any other college student.
2. Some high schools may opt to contract with COCC to offer a specific transfer course to a group of their students. Beginning with the 2005-06 school year the Sisters School District and Crook County High School contracted with COCC to provide courses for their students. As school districts found they had insufficient resources to offer these classes, COCC stepped in and created a win-win for students, local districts and COCC. Plans are under way to continue the agreements next year.

Contracted Concurrent Enrollment Course Offerings for 2005-06:

Partnership	Course(s)	Term	Enrollment	FTE
Crook County High School	Math 111 College Algebra	Fall	17	1.6
	Math 112 Trigonometry	Winter	13	1.13
Sisters/Sisters High School	Spanish 201	Fall	19	1.79
	Spanish 202	Winter	16	1.38
	Spanish 203	Spring	15	1.29
	Acting I	Fall	13	.92
	Acting I	Winter	12	.78
	Acting II	Spring	14	.91
TOTAL			119	9.8

Expanded Options (Senate Bill 300)

In 2006, an Expanded Options Program was created by the legislature to provide additional options for eligible students to earn concurrent high school and college credits, gain early entry into post-secondary education, and participate in accelerated college credit courses, thus providing additional opportunities to continue or complete their education. The program went into effect with the 2006-07 school year.

Local school districts were required to notify students of this opportunity by February 1, 2006 and interested students had to notify the school districts of their intent to enroll in the program by March 1, 2006. Special efforts have been made to involve drop-outs and at risk students, defined as those qualifying for free and reduced lunch. This program requires the school district to pay tuition, fees, books and equipment costs for these students up to a maximum level set at one-third of the eligible student FTE at each school. COCC has been working with local school districts to facilitate this effort. As of February 2007, there are a total of 92 students approved to take courses through the Expanded Options program with 71 of those students enrolled in an approved course either fall 2006 or winter 2007.

College Now Transfer

In 2004-05, COCC began working with area high schools to offer college-level general education transfer courses in the high school, taught by high school instructors and exclusively for high school students. This program was initiated during the 2005-06 academic year and has continued and expanded in the 2006-07 academic year.

COCC began articulating the following courses: Math (Math 111, 112, 251, 252), Human Sciences (BIO 121 and 122), American Literature (ENG 253,254), and 200-level Spanish courses. COCC limited the number of courses in Phase One to make this effort manageable for our faculty. The courses are limited to high school seniors and selected juniors (Oregon state policy). High school students pay a fee of just \$15 per credit for these college level courses.

Evaluation and expansion of the program: Annually, COCC will seek input from districts and participants to determine what to change in the process, what courses to add, and what courses to continue. Many high schools have been eager to provide College Now/Transfer courses to their students. Because COCC did not provide this service in the past, school districts would articulate classes with Oregon Institute of Technology or other Oregon community colleges. Local district administrators have expressed their satisfaction with the ability to articulate with COCC and this program will grow significantly next year.

2005-06 College Now/Transfer Course Offerings

Partnership	Course(s)	Term	Enrollment	FTE
Mountain View High School	BI 121	Fall	38	5.36
	BI 122 (Anatomy & Function)	Winter	38	4.92
Mountain View High School	Math 251 (Calculus I)	Spring	16	2.07
Sisters HS	Math 111	Fall	29	2.73
	Math 111	Winter	25	2.16
	Math 112	Spring	25	2.16
	Math 112	Spring	22	1.90
TOTAL			193	21.3

College Now/Transfer Planning for 2006-07:

Partnership	Course No	Course Title
Mountain View HS	BI 121	Anatomy & Function I
Mountain View HS	MTH 111 MTH 112 MTH 251 MTH 252	College Algebra Trigonometry Calculus I Calculus II
Redmond HS	BI 101 GS 108	General Biology I GS: Oceanography
Redmond HS	ENG 253W ENG 254W	Survey American Literature I Survey American Literature II
Redmond HS	MTH 111 MTH 112 MTH 251 MTH 252	College Algebra Trigonometry Calculus I Calculus II
Redmond HS	SPAN 201 SPAN 202 SPAN 203	2 nd Year Spanish I 2 nd Year Spanish II 2 nd Year Spanish III
Sisters HS	MTH 111 MTH 112	College Algebra Trigonometry

Career Pathways

In 2004, COCC successfully applied for state grant funds to create a “career pathway”. A career pathway is a series of connected or “chunked” education courses offered

as short-term certificates leading to a longer term certificate and/or associate of applied science degree and in a convenient, accelerated format that helps unemployed or working adults upgrade their skills, complete a credential or gain the associate's degree. In these programs, curriculum is modularized or "chunked" into smaller sets of courses that can be taken in one to three academic terms and can lead to an entry-level job or job advancement as identified by employers. The other aspect of career pathways is to work with the local high schools to develop a more seamless transition from high school to college and to encourage students early in high school to take a specific career track that allows them to receive college credit while still in high school.

The first career pathway was established with the Health Information Technology program. A pathway template was developed for this program that can be used with other professional-technical programs. Part of this template included developing a comprehensive color brochure for the program with a mini-CD that has a 1-2 minute video about the program and job opportunities after graduation, as well as a detailed web site that shows a road map of how students can navigate the program requirements to lead to specific employment opportunities and salary ranges.

The college received a second grant from the state that has allowed us to develop career pathways following this same template in Computer Information Systems and Automotive Technology.

College Now/Tech Prep

The College Now/Tech Prep program started six years ago in 1999-2000 and offers high school students, working with their high school teachers, the opportunity to gain the essential skills needed for many technical fields. Approved high school instructors teach Tech Prep courses in their classroom during regular high school hours.

From 2001-02 to 2002-03 the fee paid for a course doubled from \$10 to \$20, which led to a drop-off in enrollment and FTE generation but an increase in fees paid.

	2002-03	2003-04	2004-05	2005-06
Fee paid by student for course	\$20	\$20	\$20	\$20
Number of HS enrolled in the program	24	24	25	26
Number of HS with articulation agreements each year	22	19	24	17
Number of HS with students registered	13	11	11	16
Total number of articulation agreements	170	182	173	191
Total courses available at COCC for articulated credit	35	39	40	41
Number of unduplicated students	292	323	409	547
Number of registrations	391	455	455	619
Total fees paid by students	\$7,820	\$9,100	\$9,020	\$12,380
Tuition paid if student taking class as a COCC student	\$48,000	\$59,886	\$65,670	\$98,694
Money saved by 2+2/Tech Prep students	\$40,180	\$50,786	\$56,650	\$86,314
Total FTE generated	32.83	33.95	37.50	57.86

Online and Hybrid Course Delivery Alternatives

Before Fall 2003, Central Oregon Community College's distance learning program, called Open Campus, delivered courses and services throughout the district, including a minimum selection of courses by which students could earn the Associate of Arts degree (Oregon transfer) over a three-year period. Open Campus used a variety of delivery methods including interactive television (ITV) courses, interactive asynchronous course delivery over computers via the Internet, and combinations of both technologies.

COCC's Open Campus distance learning program was closed, due to budget cuts, at the conclusion of Summer Term 2003. At that time, all ITV course offerings and online course offerings were discontinued. Support staff members of the program were either reassigned or terminated.

In the Fall of 2003, a "Distance Learning Task Force" (DLTF) was organized by the Vice President of Instruction. The charge given to the DLTF was to "present a viable strategy for a return to the delivery of distance instruction at COCC for 2004-2005 and beyond."

A review of the registration records from 1996 to 2003 revealed that courses delivered over the web (online courses) were in high demand (with wait lists of up to 90 students and no classes without wait lists of at least 15). The ITV courses were less popular and generally had seats available at the start of each term.

With this information, the Distance Learning Task Force reviewed the costs involved in developing and teaching online courses, considered a number of costs for online course development and delivery and also reviewed revenue streams. Due to the faculty contract at that time, a return to delivering web-based instruction at COCC was deemed not viable, but the Task Force stated that distance learning would be a benefit to the institution because online courses can reach a large market of students and open new markets or partnerships (the "Proposal for Re-entry into Distance Instruction at COCC" is available upon request).

The Vice President of Instruction reviewed the recommendations of the DLTF, and the following actions have been taken:

- COCC began offering a limited number of online and hybrid courses beginning Fall 2004.
- Students interested in taking online or hybrid courses from COCC must successfully complete the "Orientation for Online Classes at COCC" mini course, which is a free, on-demand, online course designed to assist students in becoming successful online students.
- The faculty contract has been renegotiated and was approved by faculty in September 2006. As a result, the teaching costs for online instructors have decreased. The prior payment method resulted in significantly higher costs to deliver courses by distance education. The shared goal was to modify the distance education costs to expand student access to such courses.
- A process of faculty support and training for online and hybrid courses has been designed and became available to faculty in January 2007.

➤ **What changes have been made to the following: Continuing education, workforce training, apprenticeship, ABE**

Continuing Education/Community Learning

In 2003 significant change was the charge for the Continuing Education department: this included a new organizational structure, new policies, procedures, staffing and goals. In a cost cutting measure, the college closed community outreach centers, known as College Centers, in Madras, Prineville, LaPine, Sisters and North Lake County. All Continuing Education operations are now housed on the Bend campus. In addition, a separate department housing noncredit workforce training and the Business Development Center was eliminated. The Continuing Education program now encompasses business and employee development programs (workforce training) as well as the Business Development Center. Staffing was cut and the department was charged with operating within a business model, including a shift in focus from a geographic orientation (college centers) to a market-driven program orientation (products and services to people). While Continuing Education programs are charged with operating on a self sustaining basis, Adult Basic Education/College Prep programs continue to operate under a service delivery model.

This organizational restructuring required significant staff time to develop new processes, procedures and functions to carry out the new charge and the change in focus. During 2003-2004 enrollment dipped to half of what it was in previous years. Even with this decrease in enrollment Continuing Education programs offered 13,089 hours of instruction for 9,192 students; a total of 141,228 hours of training in 2003-04.

Changes made since 2003 include:

- The number of noncredit workforce related classes offered through Continuing Education increased by 50%.
- Enrollment numbers have rebounded increasing in 2005-06 by 17.6%
- The Customized Training program was reestablished to serve local business and industry with their employee training needs.
- More occupationally related, skill building classes were added to the program mix.
- The Business Development Center (BDC) now focuses more resources on advising existing businesses and providing introductory workshops for those contemplating a business start up.
- In recognition of small cottage industry business needs, the BDC partnered to provide a micro-enterprise program.
- Because of response from our annual survey last year – winter 2006 – we changed how we respond to registrants. Previously, we did not mail out receipts and confirmation notices for class. Because of overwhelming communication from students indicating they would like more communication from us, we now mail class notification and receipts to all students. Class materials lists are now accessible on our web site and this is in response to student requests to receive the information earlier in the term.
- A number of classes based upon requests from students or employers have been added. For example, a leadership/supervisory training program in Redmond was added because of requests from Redmond Economic Development and employers from that region.

- Teacher training for our instructors is now provided as many come to us with expertise in the subject area but no prior teaching experience or experience teaching children rather than adults. This program is evaluated annually and necessary changes are made based upon student input while still keeping our primary goals of developing good instructional technique. One change made in response to teacher requests was to spend more time on the topic of developing effective course syllabi.

Adult Basic Skills/College Preparatory

Beginning in 2002, the focus of the Adult Basic Education/College Prep program shifted from community literacy to college preparation. While the program still offers basic skills instruction in reading, writing, math, GED preparation, high school courses and English language learning (ELL), it began offering curriculum designed to lead students into higher education and training. The first efforts were in programmatic revisions at the secondary level. In 2004, the program developed a class called Transitions to College to help students (including more advanced new language learners) explore pathways to college credit classes. Another successful effort was to locate as many Bend ELL classes as possible on the COCC campus so that students would be a part of the college community. In April, 2004 the ABE program underwent a program review by a team from the State Department of Education's division of Community College and Workforce Development. COCC's ABE program was cited for its excellent instruction and leadership and its continuing service to distant sites: Redmond, Madras, Warm Springs, Prineville, and LaPine. In 2002, the instructional staff formed a bargaining unit, encouraging the college's recognition of this professional staff. Finally, a special scholarship has been established for GED students who continue on to college enrollment.

Apprenticeship Programs at Central Oregon Community College

Prior to fall 2002, COCC contracted with various apprenticeship committees to provide services to the committee and to the apprentices. To handle the workload, the department had a full-time coordinator and a full-time clerical support person. The Apprenticeship Department at COCC provided administrative services to the Apprenticeship Committees, Plumbers, Inside Electricians and the other smaller programs, along with providing related training classes.

That relationship ended and in spring 2002 the full-time Apprenticeship Director position was terminated. At the same time the full-time clerical assistant to the program quit working for the college and began providing administrative services to two of the apprenticeship committees, Plumbers and Inside Electricians.

Subsequently, the Plumbers Apprenticeship committee decided not to contract with the college to provide related instruction classes for the 2002-2003 school year. In the following year, 2003-2004, the Inside Electrician Apprenticeship committee decided not to contract with the college to provide related instruction classes.

Beginning in fall 2003, apprenticeship programs oversight was assigned to the Dean for Continuing Education and Extended Learning. Currently, related instruction, classroom coursework is provided for six different apprenticeship programs: boiler/turbine operation, industrial maintenance millwright, manufacturing plant electrician, limited maintenance electrician and sheet metal.

➤ **What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?**

COCC's General Education outcomes were drafted during the 2005-06 academic year by the Faculty Assessment Team (FAT) at the bequest of Academic Affairs. The next step was to map the outcomes onto the curriculum to determine whether the outcomes are addressed in our courses. In Fall 2006, after FAT had introduced and mapped the General Education outcomes, Academic Affairs approved them. The outcomes are:

COCC's GENERAL EDUCATION OUTCOMES

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.

Although COCC has mapped these outcomes and results show that they are being addressed widely throughout the curriculum, our next steps are to ensure that assessment of course outcomes is widespread, to work department by department to determine the "fit" of course outcomes with specific degree outcomes, and to determine that each degree path ensures the attainment of these outcomes, and then to systematically track assessment data, from the course level through graduation. Once our General Education outcomes are aligned with state-wide General Education outcomes, the Faculty Assessment Team (FAT) will also need to remap them, this time to determine the degree to which our courses address the outcomes. In the meantime, FAT will work with faculty to embed meaningful formative and

summative assessments into their curricula so that FAT can begin gathering data relevant to the General Education outcomes as soon as they are confirmed and remapped.

- **In light of the requirements of Commission Policy 2.2 - *Educational Assessment*, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?**

In order to prepare for outcomes assessment, or assessment of our educational programs, COCC needs to map general education outcomes through our courses, identify expected level of performance on these outcomes, and then define and implement assessment instruments.

The model that has been in place at COCC is formal articulation with a higher education institution ensuring that a particular program of study transfers to the targeted degree program at that institution. Our courses are designed to be equivalent to higher education courses and our instructors imbed standards and expectations in their grading. Assessing outcome by outcome is our next step and at this point we are giving instructors the tools to do this. Some programs are further along than others in using the results of assessment in planning; however, as a result of the midrange planning process that all instructional programs have been through since 2005, all programs have begun the process to use assessment as a planning tool. Please see Appendix 9 for a matrix of our program midrange plans.

We acknowledge, however, that there is a gap between assessment and planning that we are in the process of addressing. The Midrange Plans are a start, but the Strategic Plan that is currently being drafted should be key in bridging that gap. At the present, we are attempting to address this gap institution-wide in several ways. The Strategic Planning Indicators used in Instruction are an example of student success data playing a role in budget planning: in this way. This data has been developed and refined since 2003, in the interest of providing a data-basis for staffing decisions in instruction. Some key indicators are cost per FTE for each program, FT/PT ratio for each program, enrollment trends in programs, and evidence of student success and student need. Prior to this point, Chairs had created a prioritized list of requests, but based on “data” that was random, making it difficult to compare requests, or based not at all on data, but simply upon a rhetoric of need (“this position has been on the list for a long time”; “this subject is harder to teach than many others”; “we can’t find qualified part-timers” and the like). Over time, the use of consistent data points on which to base and evaluate requests has made the process more transparent and has made the work of the Executive Team, in approving or denying recommendations, more transparent as well. Our greatest need for improvement in this decision process is for solid data tracking employment of program completers.

Please see pp. 15-26 in Part A for a further discussion of educational assessment at COCC.

- **Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?**

COCC expects its students to make satisfactory progress toward their educational and employment goals (See Appendix 3, College Wide Success Outcomes).

Assessment includes a review of certificate and degree completion rates. Analysis of low completion rates on AAOT led to significant revisions to degree requirements, which at COCC exceeded statewide minimums. In particular, sequence requirements (general education requirements in Humanities, Social Sciences and Science/Math/CIS) were eliminated. At least partly as a result of the elimination of this barrier to timely completion, 2006 saw a record number of AAOT graduates. In addition, in the hope to help students make satisfactory progress toward a degree, we have revamped our grading policies, tightening standards for the W (withdrawal) grade and eliminating the Y grade. The results of these changes will not be apparent until next year.

For students seeking a certificate and/or a professional technical degree, we assess student achievement by examining and analyzing various indicators including the annual survey of graduates; an analysis of job opportunities and wage potential in Central Oregon; analysis of pre and post-earnings for COCC graduates; and licensing exam pass rates. Much of the information gathered from this research informs programs about trends in industry. Some but not all professional/technical programs work closely with our student graduates' employers to make sure students are prepared for the workforce. Additional work needs to be done in making sure students have the necessary skills for and the curriculum aligns with industry.

Community education students are asked to evaluate our course offerings and specific courses on a regular basis. Please see the annual Institutional Effectiveness Report for more detailed information (<http://rap.cocc.edu/ResearchData/default.aspx>).

The charts in Appendices 8, 11 and 12 identify both the numbers of degrees and certificates awarded to students at COCC since 2002, as well as transfer rates since 2000. The total number of degrees and certificates awarded in the last three years has increased, especially in 2005-06 from 454 to 596 – a 33% increase in one year. Over this one year, the number of professional technical degrees awarded increased 27% (284 to 361) and transfer degrees awarded increased 38% (144 to 235).

Standard Three – Students

- **What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.**

Changes in Admissions and Grading

The number of concurrently enrolled high school students has increased significantly over this time period as a result of an increased recruiting/outreach presence in the high schools and our new, many and varied options for high school students (regular concurrent enrollment, concurrent classes taught in the high school, College Now/Tech Prep, College Now/Transfer, Expanded Options). Several of these programs are less than one year into implementation (e.g., Expanded Options started this fall; College Now/Transfer started fall 2005). See Part B, Standard 2 on pp. 31-34 for an overview of these programs. Starting with summer 2007, we will do an analysis of the success and completion rates of students in each of these program areas.

New, transfer in students continue to represent a large percentage of our overall new students. Like most colleges and universities, transfer in students are no longer bringing transcripts from just one or two institutions; rather, the norm is to have a minimum of three (although one student recently brought in nine) transcripts. Many of these students are requesting degree evaluations towards several degree options, in order to determine which option best suits their academic history and future goals, and which option can get them there in an expedient time frame.

Once the fall 2006 numbers were compiled, we did see two significant data points:

1. COCC had a record increase in new, first-time freshman compared to the prior ten years as a result of an increase in recruiting staff/activities and associated marketing/advertising budgets in fall 2004.
2. COCC had a record decrease in the number of students continuing from spring term.

Both of these populations are currently being reviewed in order to increase retention of new, first-time students and encourage spring term students to return and finish remaining degree requirements.

Like most community colleges, we continue to struggle with enrollment predictions. Earlier in the summer, we were down as much as 10-12% in new students, but ended up with an 11% increase. With this, registration patterns are cycling back to when students would make last minute decisions about enrollment versus planning far in advance of the term's actual start date, which makes course planning and scheduling difficult for academic departments. Additionally, while one year we see more students taking fewer classes per student, the next year we'll see fewer students taking more classes per student. Again, a difficult enrollment pattern to control or predict.

Between an increase in recruiting activities/staffing and associated marketing dollars, as well as a large coordinated marketing campaign for credit classes, COCC is gaining ground on our enrollment records from the 2002-03 academic years.

Please see the next two pages for a comparison of enrollment figures (for credit students) from 2002 to 2006.

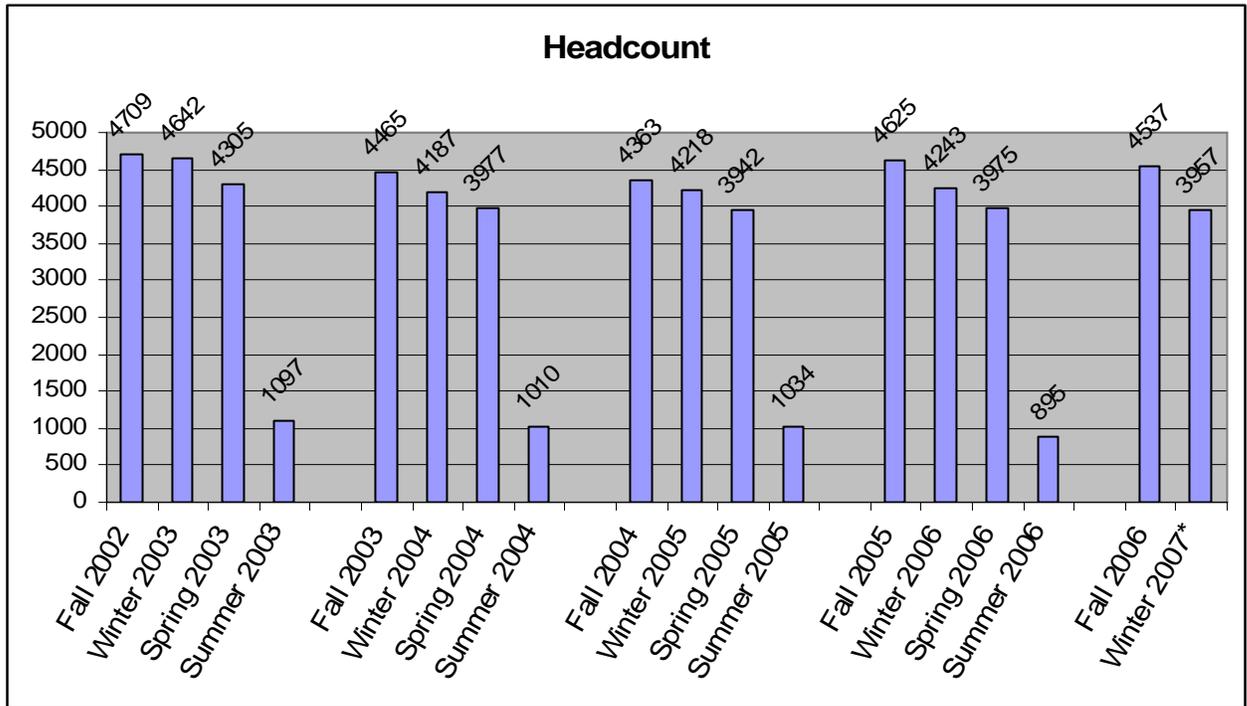
Credit Headcount & FTE: 2002-03 through 2006-07

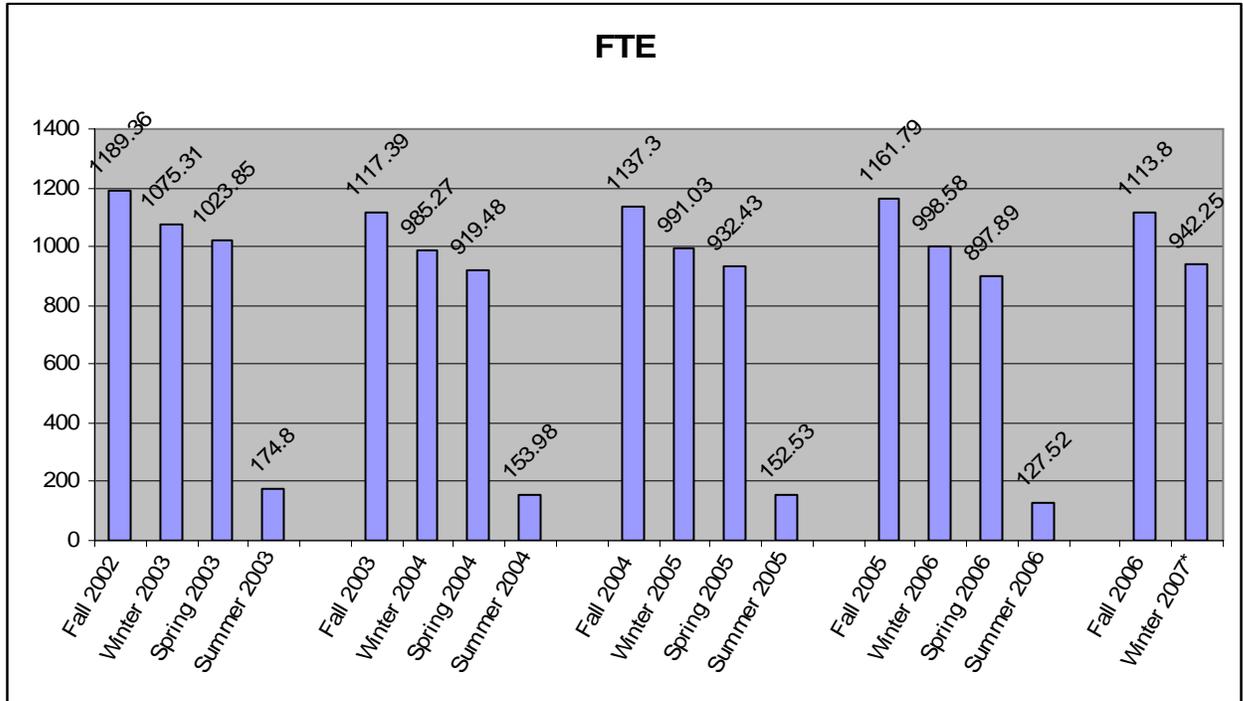
Credit Headcount Totals

2002-03	14,753
2003-04	13,639
2004-05	13,557
2005-06	13,738

Credit FTE Totals

2002-03	3463.32
2003-04	3176.12
2004-05	3213.29
2005-06	3185.78





Source: Admissions & Records, as of 1/23/07

Student Non-Academic Programs

Since the 2002 accreditation review and the 2004 visit, the Office of Student Life at COCC has undergone a significant and meaningful transition in the areas of staffing, programming and student services. Initiated by Richard L. Thompson, former Dean of Student and Enrollment Services at COCC, the Student Life Review Initiative (SLRI) was an immediate outcome from the accreditation report recommendations. Authored by Peter M. Magolda, Professor of Educational Leadership at Miami University, the SLRI provided seven recommendations that were put into action based upon his report. Given institutional priorities, staffing structure and resources, priority was given to five of the seven recommendations; actions regarding those recommendations are listed below:

Reorganize the departments and programs within Student Services.

- Centralized many of the student service departments under the Office of Student Life
- Added the campus Multicultural Center
- Created CAP Center (Career, Academic and Personal Counseling), thereby centralizing academic advising services under Student Services
- Created a “Student Affairs Directors” team, which included lead staff for Admissions & Records, Financial Aid, CAP Center and Student Life.
- Reorganized Coordinator of Student Life position into a director-level position and moved direct reporting of student life programs under the director
- Developed a Student Services staffing plan, of which many positions are in existence today (e.g., Financial Aid Advisor, Diversity Coordinator, Recruiter/Admissions Advisor)

Reprioritize of the Office of Student Life’s mission to focus on partnerships with Academic Affairs and college faculty.

- Developed In-Sync (formerly “Instructional Team”) whose primary role is to work on shared instructional and student services issues (e.g., student conduct and appeal process)
- Currently partnering with Volunteer Insights to provide students with service learning opportunities
- Currently reviewing possible expansion of Broadside advisor’s role to include teaching journalism classes

Reprioritize the Office of Student Life’s mission to focus on key aspects of the co-curriculum: first point of contact and new student orientation.

- Given the institution’s organizational structure and staffing resources, a new student orientation program was started through by Admissions & Records Office (referenced in other sections of this report)
- The Office of Student Life created “Academic Jump Start”, a one-day program offered just prior to the start of fall term for new COCC students. Its primary purpose is to help students with transitioning to a college classroom, focus on degree and major requirements, be financially prepared for college expenses and related issues.

Reprioritize the Office of Student Life’s mission to focus on developing a more responsive student governance structure.

- ASCOCC took an active role by presenting short summaries of their activities and/or responses to various issues for nearly all of the 2004-05 and 2005-06 COCC Board of Director meetings.
- While participation levels vary from year-to-year, ASCOCC attempts to provide a student representative at all campus governance committees.
- ASCOCC and/or the Student Affairs Committee are actively consulted on significant decisions affecting students (e.g., changes to the AAOT degree structure; changes to COCC’s administrative withdrawal and grading policies)

Reprioritize the Office of Student Life’s mission to focus on on-going assessment of students.

- COCC’s Student Services division utilized the CAS Standards assessment process for the Office of Student Life and Club/Intramural Sports programs. While both programs underwent this significant assessment process, it was determined to not be an effective tool for all student services departments. Regardless, both areas made changes based on assessment results.
- Office of Student Life assessment initiatives are also detailed at <http://studentlife.cocc.edu/Assessment/default.aspx>

The SLRI has been the primary guiding document for the Office of Student Life at Central Oregon Community College since its inception four years ago. Despite the significant turn over in staff and budget cuts during that period, the seven recommendations continue to provide clear direction for the office and Student Affairs division.

Student Support Services

The CAP Center (Careers, Advising, Personal counseling) was formed in summer 2003 to further implement the recommendations of a 2001 academic advising task force and in response to restructuring due to financial constraints. CAP Center services include career services (rejoining job search/job placement with career exploration services), academic advising, a newly contracted personal counseling service, as well as placement testing. Staff include 1 FTE director/advisor, .5 FTE career services and .5 FTE exploratory advisor (joined into one position), and 1 FTE office specialist. With growing volume of use in the CAP Center and institutional needs, 1 FTE transfer advisor was created in Fall, 2004 and .5 FTE nursing/allied health advisor added in Fall, 2005.

Please see Part A, COCC Response to Recommendation 4 on pp. 12-13 for more information on changes within Student Services.

Standard Four – Faculty

➤ What significant changes have been made in policies affecting the faculty?

Since 2002, several updates, revisions and changes have been made related to Faculty Professional Improvement Plans (PIPs). The Faculty Professional Improvement Review Committee (FPIRC) is primarily charged with reviewing and advising faculty on their Professional Improvement Plans. However, because FPIRC members cannot speak for future promotions and tenure committees who consider each faculty member's PIP as part of their review, FPIRC's role is advisory only. In light of this role, FPIRC has developed a rubric to help both FPIRC members as well as the faculty members themselves evaluate the quality of their Professional Improvement Plans. The rubric, a work in progress, is available upon request. FPIRC will be revising the rubric and further developing the criteria in winter/spring 2007.

Having an up to date Professional Improvement Plan is both a contractual obligation of full-time faculty and a method of encouraging faculty to remain professionally engaged in their discipline. Yet, because a small number of faculty members were not attending to professional improvement requirements, the annual step for faculty on satisfactory status has been linked to having a current Professional Improvement Plan. Most faculty members completed the Plan after this announcement; the step has been withheld in only one case and that faculty member has since drafted an up-to-date PIP.

Finally, the PIP guidelines were revised in 2006 to include an electronic copy of each faculty member's full PIP or an abstract in a FPIRC folder on the COCC server for viewing by other faculty and staff.

A policy clarification rather than change is related to the community service category as listed in the Annual Report of Activities and evaluated by committees considering a faculty member for Promotion and Tenure: because of some uncertainty about the requirements for community service at the associate and full professor ranks, the criteria were revised for clarification. Community service must relate to the instructor's primary assignment at the associate and full professor ranks.

In general, all of these changes are intended to more fully articulate the expectations of our highly systematized and effective peer-based faculty evaluation process for a new generation of faculty and of faculty leadership.

➤ Have the characteristics of the faculty changed?

Please see Appendix 13 and 14 for charts illustrating our faculty profile as of fall 2006. Since 2002, the number of full-time faculty has not changed: in 2002 we had 94 full-time faculty members and in 2006 we have 95. The number of part-time instructors has increased from 170 to 190. Between 2002 and 2004, almost 10% of the full-time faculty turned over, changing the culture of our faculty and institution.

New Full-time Faculty Positions By Program Since 2002:

- 2002: Two new full-time tenure track positions in CIS and Biology
- 2003: No new positions

- 2004: Nine new full-time faculty positions: Sociology, Education, Human Biology/Allied Health, Spanish, Criminal Justice, HHP/Outdoor Recreation Leadership, Emergency Medical Services, Math and Psychology. All of these positions were for full-time tenure track faculty members except for the Education position which was full-time temporary due to decreasing enrollments.
- 2005: No new positions
- 2006: No new positions. There has been an increase in adjunct positions to provide stability in programs.
- 2007: Tenure Track positions: Education (the full-time temporary position from 2004 was converted to a tenure track position), Math, Dental Assisting, Nursing, Accounting, Health and Human Performance. Full-time Temporary positions: Speech, Aviation, Health Information Technology, Outdoor Recreation Leadership, Licensed Massage Therapy, Business, Emergency Medical Services.

➤ **How have faculty salaries and other benefits been improved?**

In September 2006, the COCC Board approved a four year labor agreement with COCC's Faculty Forum. As a result, the 2006-07 salary schedule for the full-time faculty was increased by 3.76%. As part of the agreement, the economic terms (salaries and benefit contributions) are scheduled to re-open after one year while the remainder of the agreement (with a few exceptions) remains in place until 2010. Given the uncertainty of funding for community colleges in Oregon, it is expected that the economic terms of the labor agreement will be re-opened on an annual basis. Please see Appendix 15 for a chart summarizing changes in faculty benefits.

➤ **How does the institution conduct a substantive performance evaluation of all faculty?**

COCC has a long established, highly systematized, peer based, criteria driven process with multiple measures of effectiveness. It is the primary means of acculturation of new faculty and provides constructive criticism in a supportive environment. New faculty members are assisted in forming strong collegial ties with colleagues. Positive suggestions allow improvement in classroom instruction. The process over time allows for documentation of performance and personal growth and is integral to the rehire, tenure and promotion processes.

The faculty evaluation process involves a Peer Team. This group is composed of a Designated Evaluator (usually the Department Chair), a faculty member teaching in a similar discipline, and a faculty member from another department. An effort is made to align new faculty members with limited teaching experience with more experienced faculty members as mentors. This is important given the loss of several senior faculty members in the past 4-5 years and an influx of newer members.

Faculty members have a Peer Team in their first year (Formative), second year (Summative), fourth year prior to tenure, and every fifth year after tenure. The team meets with the faculty member at the beginning of the academic year to discuss goals. Each member then observes the faculty over the course of the year in several different teaching settings and provides feedback. A final meeting is held at the end of the year with the

faculty member to discuss accomplishment of goals, areas of noted improvements and future areas for growth. Members submit written reports to the Designated Evaluator at the end of the year and a final report is then written and placed in the faculty member's personnel file (no written reports are done in the Formative year).

The COCC Peer Team Handbook provides information about common standards for teaching performance at COCC, unique teaching situations at COCC, guidelines for classroom peer observations and an optional checklist to guide classroom observations. Promotion and Tenure decisions likewise are made with faculty participation. The Tenure Committee consists of one administrator and 4 faculty members. The criteria for Tenure are published and reviewed annually. The Promotions Committee consists of the Vice President for Instruction, one administrator and five faculty members. The criteria for Promotions are also published and reviewed annually. Please visit http://employees.cocc.edu/Faculty+Resources/Fac_Guides/Fac_Eval_Standards/Promotions_Info/default.aspx for the criteria for Promotions and http://employees.cocc.edu/Faculty+Resources/Fac_Guides/Fac_Eval_Standards/Tenure_Info/default.aspx for Tenure criteria.

Course evaluations are performed for every course taught by a full-time faculty member in the first two years at COCC and then one term per year thereafter. This information is reviewed by the Department Chair, Instructional Dean and the Vice President of Instruction. Any areas of concern are addressed each term.

The above process speaks to full-time tenure track faculty members. A similar but less intensive process is used for part-time and adjunct faculty members. These individuals are observed by the Department Chair or other full-time faculty member during their first term of teaching and on a varied schedule thereafter depending on the number of classes taught and their satisfactory performance.

Course evaluations are performed for every section or course taught by part-time instructors at COCC. These are reviewed by the Department Chair, the Instructional Dean and the Vice President of Instruction. Areas of concern are addressed in a timely fashion and rehire decisions are based on student evaluations and the Peer Review observations.

Standard Five – Library and Information Resources

- **How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?**

Summary of Changes for Library/Learning Resources

The Campus Library is dedicated to supporting COCC's General Education Outcomes and Board goals for student proficiencies and learning skills. The library seeks to extend the learning experiences, social interactions and enriched access to college services for students under a vision called the "learning commons." In addition to exceptional library services, students have access to counseling, advising, placement from the CAP center, as well as tutoring and testing, all located in the library. The new (2004) Library Rotunda Gallery is a wonderful venue for student and faculty art shows. The library's new (2005) Scholar in Residence Program offers opportunities for students and faculty to take advantage of a local scholar's area of expertise and participate in readings and related literary events.

As the only academic library in the region, collection development is focused on higher education resources to serve the students and faculty at COCC and its partner school, Oregon State University – Cascades. Print collections are jointly developed and carefully directed to serve the needs of all our students, and in most cases, provide an excellent beginning research collection for any area of interest. Reference collections are carefully selected to provide scholarly resources in academic fields. The library will add the electronic version rather than the print version when available. We have increased video/dvd holdings over the past few years and opened this collection to circulate locally and to our consortium partners through the Summit catalog. We have an increasing emphasis on electronic resources for current journals, back holdings, and for reference works. Students in the library have access to the electronic resources of OSU and COCC. The increasing demand for high quality electronic resources is now well researched and documented. The 2006 OCLC report, *College Students' Perception of Libraries and Information Resources*, (OCLC Online Computer Library Center, Inc. Dublin, Ohio) reports that 85% of students gave electronic journals the highest rating in providing worthwhile information, and we have acted accordingly by increasing these resources.

The expansion of the electronic resources provides 24/7 research access beyond the library walls. The electronic purchases are reviewed continually by the library faculty in order to continually upgrade to better products in this area of rapid change. We take advantage of special pricing offered through cooperative negotiations with database vendors and information suppliers. COCC now offers nearly 50 databases with new holdings in humanities, health, and biology. For example, the new Aviation Program is well represented in the Academic Search Premier database. In addition to electronic sources, students also have access to a state-wide online reference service, L-Net, available 24/7.

ELECTRONIC RESOURCES 2000 – 2006 COMPARED

Electronic Resource	Year 2000	Year 2006	Percent Increase
Number of Databases	15	47	213%
Number of Electronic Journals*	20	495	2375%
Number of Electronic Books	1223	3767	208%
Number of Electronic Reference Books	1	346	34,500%

Our own collections are supplemented by access to the holdings of the other 33 members of the regional academic library consortium, the Orbis Cascade Alliance. The Alliance joint database of over 25 million items, Summit, is immediately searchable from our catalog. Patrons can request these items and have them delivered in 2-3 business days.

In February 2006, a Program for Excellence in Assessment grant funded library study surveyed a total of 108 COCC faculty (full-time and adjunct) and 414 COCC students to find out how patrons use and feel about the Campus Library. The survey response rate among faculty was 56.5%. The 414 student participants were selected through their enrollment in specific classes (24 sections were selected among courses representing major disciplines).

Highlights of the survey results include:

- Despite the availability of services such as Summit, a good majority of the surveyed students and faculty rarely use these resources to look for and get a hold of resources outside the Campus Library.
- There was a strong call, especially among students, to reinstate Saturday hours. A place to study, computer access, and access to library collections were the main reasons why students and faculty saw the necessity of evening and weekend library hours.
- The majority of surveyed students and faculty found the library resources and services easy to use. High ratings and written comments indicated that students and faculty appreciate in particular the library staff's accessibility and support. The library web site also received high marks as far as ease of access.
- Increased access to e-journals and databases was rated as a top library priority by most faculty members. On the other hand, increased library hours was the

students' top choice among other library priorities (increased access to online journals and databases followed as the students' second priority).

As a result of the survey, Saturday library hours are being added in spring 2007 to address the demand. In addition, the survey results indicated that both faculty and students use and place a high importance on web based library sources. As a result, the library is now increasing its emphasis on electronic resources (databases, e-journals, & electronic reference publications) through collection development efforts that stress online accessibility.

Finally, although not directly addressed directly, our library hopes to increase student and faculty use of Summit borrowing. This is a wonderful service that provides students and faculty access to millions of books, AV materials, etc. through the combined catalog of academic libraries in the Northwest.

For more detailed information on the survey results please visit the following web sites:

- a. Description and Highlights of COCC Faculty Library Survey
(<http://web.cocc.edu/thovekamp/faculty%20survey.html>) & Faculty Survey Results
(<http://web.cocc.edu/thovekamp/Faculty%20Library%20Survey%2006.pdf>)
- b. Description and Highlights of COCC Student Library Survey
(<http://web.cocc.edu/thovekamp/student%20survey.html>) & Student Survey Results
(<http://web.cocc.edu/thovekamp/Student%20Library%20Survey%2006.pdf>)

Summary of Changes for Academic Computing Support:

Academic Computing Support is responsible for implementing college plans related to instructional computing, including faculty development and training, as well as working with faculty members on specific projects in computer-based instruction. Academic Computing Support also provides information to assist the college in setting priorities for the funding of instructional technology.

Many instructional technologies have been added in the past five years, including a course management system, plagiarism prevention tool, grade marking and grade book tools, and a presentation capture and live collaboration tool.

Another significant change is the support by the institution for a Technology Replacement Plan, which has made it possible for hardware technology to be purchased and then replaced when its useful "life" is complete.

Faculty professional development and training in the area of instructional technology is provided in weekly course offerings as well as by on-demand training modules available over the Internet.

Summary of Changes for Information Technology:

Information Technology Services (ITS) is the centralized technology support organization on campus with broad responsibility for administration and operation of information systems, networks and telecommunications, and desktop computing. Since 2002, Media has moved into the ITS organization due to evolving and more sophisticated technology in media equipment that make it logical to integrate it with other technology services on the campus. The mission of the ITS department is to provide quality

instructional technology and information resources to the students, faculty and staff of Central Oregon Community College.

ITS manages or coordinates campus support of:

administrative systems	computer lab facilities
data/video/voice networks	IT and media standards and policies
desktop computing	project management
server management	digital media
technology purchasing	media productions

A variety of online, Internet-based capabilities provide faculty, staff and student access to resources and services. The COCC web serves as the entry point to a comprehensive array of access links such as helpdesk, course management tools, online training, technology policy/procedures, and the full set of Banner student/finance/administrative systems.

The IT / Media Center purchases faculty videos, provides installation and technical support of multimedia rooms, staffing and technical support of distance education classes. The Media Center has 13 video individual viewing stations and one AV room equipped with TVs and VCRs and individual audio listening devices are available at the Media service counter. Over the last five years, ITS/Media has increased the number of multi-media rooms to 80% of total classrooms on campus.

IT/Media video broadcasting and receiving services include an IP video conferencing room and public broadcasting through the local TV cable company on channel 58. Public service announcements are scripted, produced and broadcasted from the Media broadcasting booth in Boyle Educational Center. IP Video conferencing support faculty collaboration with other community college and universities as well as a delivery method for student distance education. The IT / Media department provides technical support to the college's performing arts center, providing technical support for lighting, sound and staging at the Pinckney Center, as well as creating media content, including photography and video.

Information Technology Facilities and Access

Information Technology Services has committed to improving on- and off-campus access to technology for all faculty, staff, and students as the primary goal. We have implemented a multi-phase project for improving network and desktop computing infrastructure involving:

- Four-year lifecycle replacement of desktop computers
- Campus network backbone upgrade to gigabit bandwidth
- Migration of wide-area network connection and service to the Network for Education and Research in Oregon
- New Voice Mail system to replace an obsolete and unreliable system
- Wireless access at the Bend Campus and plans to extend to the Redmond Campus
- Remote access to network storage for staff, faculty, and students from home
- New drop-in computer lab at the north Redmond Campus

Access and use of campus computing capabilities have increased over the years. All of the currently enrolled credit students have active accounts created for them on the campus electronic mail system, and an instructional web authoring system now addresses faculty needs for developing on-line course materials and classes. Appropriately, 400 of the estimated 1000 desktop computing systems at COCC are located in student-accessible areas such as PC labs and classrooms.

Standard Six – Governance and Administration

- **Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C - Leadership and Management.**

Of the seven locally elected Board of Directors, since 2002 three new members have been elected to the Board. They bring significant background in technology and corporate management, fiscal management, and university education, with experience in a hybrid 2 year-4 year collaboration particularly relevant to COCC. Additionally, the college transitioned to new presidential leadership as Dr. James Middleton became the fourth president of COCC in its 58 year history in July of 2004. Dr. Middleton brings 26 years of community college administrative experience across the institutions in three different states, two graduate degrees specific to community colleges, experience in institutional transition from a 2-year college to a 4-year degree hybrid institution, experience in both technology-focused and transfer-focused institutions, and experience in partnership development with high schools, universities and businesses. Finally, the Vice President for Instruction is Dr. Kathy Walsh, having previously served as an Instructional Dean, Chair of the Humanities Department, and Professor of English at COCC. Other senior administrative and instructional positions have transitioned to new individuals, yet not to an inordinate degree for an institution of this size or for community colleges in general.

Although the college has new board and administrative leadership, the Mission, Vision and Goals remain constant. Furthermore, the additional direction from the Board now found in the Vision Concept Paper provides greater clarity to the institution and is benefiting the institution's governance by providing specific target initiatives and outcomes which help focus the more generalized Board Goals. This guidance, combined with a palpable dedication to data-driven decision making rooted in comprehensive assessment, is an important change in governance and administration. We've moved from decisions not based on data and aligned less so with strategic goals to data driven decision informed by the Board's strategic goals. As a result, the institution is functioning in a more cohesive decision making mode, with better invested resources, and new programs like Aviation. Certainly, there are many more steps forward to be made, but the progress thus far is of benefit to the college. This change to greater data-based thinking will also be reflected in the upcoming version of the Strategic Plan and the plan's reliance on assessment information.

One change of note is the decision by the classified employees in the summer of 2005 to become an unaffiliated union. Prior to their vote the Classified Association of Central Oregon Community College was a chapter of the Oregon Employees Association. Thought the status of the classified union has changed, the general good-faith approach to negotiations has not altered.

Standard Seven – Finance

- **What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?**

As a rule, the attributes described in the Accreditation Self Study of 2002 still apply today. The college is characterized by strong financial planning, financial management, analysis, fund raising and development. For example, the COCC Foundation has more than doubled its total assets since the 2002 report was published. Two bequests, one over one million dollars and a second over two million dollars, have been received.

The area that will challenge the college in the next two biennium will be in the financial resources arena. Like many community colleges and universities, COCC will face revenue uncertainty, especially from state resources. Currently the state is enjoying very robust economic growth and the Governor has proposed a 12.3% increase in state support for community colleges in his 2007-09 budget. However, this current biennium, the State Board of Education implemented a new distribution formula for community colleges that looks not only at state resources, but includes a district's local property taxes in the formula. This approach is referred to as "Total Public Resources" allocation and the intent is to equalize Total Public Resources per FTE for all community colleges throughout the state over a six year time period. Since COCC has seen a rate of imposed property tax growth that is approximately double that of the rest of the community colleges in the state, the impact of this new distribution formula will be to reduce the amount of state aid that is distributed to COCC over the six years of the implementation period. This will mean that COCC will move from being the best supported community college in the State to average support.

In order to mitigate some of the impact that the distribution formula will have on COCC's resources, COCC is embarking on a three prong approach to offset the state revenue decrease. First, COCC is aggressively looking to develop new streams of revenue from the primary asset that the college possesses, the land it owns. It is looking to monetize the real estate asset through leasing property which for the short and medium term is not needed. It has entered into negotiations with a 55 and older residential community. In addition, COCC is pursuing leasing another twenty acre parcel of land that it owns in the area as a mixed use and neighborhood commercial site. Secondly, the college has established a Strategic Enrollment Management team to look at ways to increase the overall college enrollment. However, the team is charged to do this in a way that not only increases college FTE, but in areas that are consistent with the board mission and goals and cognizant of the fiscal realities that the college faces.

Finally, the Central Oregon Community College Foundation has doubled its asset base and is able to provide greater assistance to students to help offset the increased cost of tuition. In addition, the Foundation is broadening its activities to assist the college in areas of strategic growth where state funds will be unavailable. An example of this new direction is the capital campaign that the Foundation is initiating to build a new culinary center which will allow the college to offer an expanded culinary program that is consistent with the board initiatives to offer programs of distinction. The Foundation has made an important shift from a scholarships only focus to a balanced attention to scholarships, program endowments and capital projects.

In summary, though COCC has seen a change in the state distribution formula that will impact future state resources, it has put into play various remediation actions that should offset the decline in state revenues and preserve the solid fiscal foundation that Central Oregon Community College has always enjoyed.

Standard Eight – Physical Facilities

➤ What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

The physical plant and physical resources continue to effectively support the mission of Central Oregon Community College. Buildings, grounds and infrastructure are in good shape but not up to date for emerging pedagogy and innovation.

Funds are budgeted annually to provide for maintenance projects on the campus. The budgeted amount is sufficient to accomplish priority items noted on a prioritized maintenance projects list. Recent notable projects include;

- Maintenance and repair of campus roofs, with funds being budgeted to replace the Boyle Education Center roof in 2007-2008
- Replacement of three outdated inefficient boilers in 2006-2007 with three additional boiler replacements budgeted for in 2007-2008.
- Numerous classroom remodels to maximize instructional seating.
- Consulting firm hired in 2006 to perform a condition assessment of all campus asphalt roadways and parking lots. Assessment will be utilized to prioritize asphalt repair and replacement projects.
- Conceptual design committee, consisting of Fine Arts and Communication faculty, produced a programming document showing improved spatial utilization of Pence/Pinckney.

Central Oregon Community College has entered into an Energy Savings Performance Contract with a Qualified Energy Services Company (ESCO). The ESCO implemented facility energy savings improvement measures which they guarantee will save projected energy. The energy savings will be used to pay the principal and interest payment, measurement and verification costs, annual service agreement and provide a positive cash flow. If the guaranteed energy savings do not materialize, the ESCO is responsible for the cost of any savings shortfalls.

Changes in next three years

Central Oregon Community College is currently designing a new Campus Center Building. The College hopes to begin construction during the second half of 2007 or early 2008. The building will function as a student center, increase capacity for Residence Hall dining, house student life and student government offices, and include a rehearsal space for the Central Oregon Symphony and performance space for smaller groups.

In the past decade there has been tremendous growth and change in the college's health-related programs, primarily in response to changes in the larger arena of the health care industry. With this growth in mind, the college is in the initial planning stages for a new Allied Health and Science Center Building. Initial planning has included sending staff to "Project Kaleidoscope" a PKAL conference on Planning Facilities for Undergraduate Science & Mathematics and a visit to the COCC campus by a KECK/PKAL Consultancy team. The KECK/PKAL consultancy provides an opportunity to obtain advice and counsel regarding the teaching of science and mathematics. While on campus, the KECK/PKAL

consultancy team met with Science, Nursing and Allied Health faculty as well as students and college administrators. The college anticipates a written report from the consultancy team in late 2006. The Governor's proposed 2007-09 budget includes \$7.5 million for this project. The balance of the funds, approximately \$14 million, would need to come through District voters approving additional bonded indebtedness.

Juniper Hall, the current residence hall at COCC, is old and has increasing maintenance demands. It also does not meet the campus residence experience expected by incoming students. In 2005 a consultant was hired to perform an assessment of COCC student housing needs. Utilizing this Housing Feasibility Study, COCC is currently weighing its options for providing a contemporary student housing program on the COCC Campus.

In 2006 a committee was formed and an architect hired to do initial programming and cost estimation for a Culinary Institute Building. The building would support the COCC Culinary Arts Program, which is envisioned as a "Program of Distinction" in the Pacific Northwest.

No new buildings have been built on the Awbrey Butte campus since 2001; with this being the case, COCC is challenged to respond to enrollment growth and to align with evolving pedagogies and student demographics. The college is currently planning for the remodel of three older, out-of-date instructional buildings. The planned remodels would result in additional classroom space, efficiencies in size and function, grouping of faculty within departments, student study areas, and an elevator in one building to increase ADA access.

Public/Private Partnerships

The college has determined that the Awbrey Butte campus has land in excess of what it believes to be sufficient for future instructional and operational growth. COCC is currently studying utilization of surplus campus property to generate long term operating revenues. In 2005, COCC hired Shield Oblatz Johnson, Inc. to assist in a planning effort to identify development opportunities for surplus campus property.

COCC is currently in negotiations for the development of a 55+ housing project on campus property. The project would lead to revenue generation as well as synergies between the active elderly community and COCC programs such as allied health, culinary, tutoring and testing.

COCC is currently requesting proposals from firms to develop additional college property as mixed use and neighborhood commercial with long term revenue generation as a goal.

Physical Resources Planning

In an effort to update its 2002 COCC Facilities Masterplan the College has appointed a Facilities Master Plan Refinement Committee. The Committee was given the charge to review and recommend updates to the 2002 COCC Facilities Masterplan for the Awbrey Butte Campus taking into consideration both internal and external changes that have occurred since its preparation. To further refine the details around campus development projects that are likely to begin within the next five years, the committee is to review non-college development that has or will be occurring in the vicinity of the Awbrey Butte

Campus and identify potential efficiencies, symbiotic relationships and partnership opportunities. The committee is expected to complete its work in winter 2007.

Specific items the Committee will consider:

- Recommend possible locations for Allied Health and Science Building
- Recommend/Affirm specific location of Campus Center Building and Physiology Lab
- Recommend specific location of student housing
- Quantity and location of parking attendant to science/allied health, Campus Center and Student Housing
- Recommendation for use of Juniper Hall (current residence hall) when new housing is built.
- Review locations for future general purpose classroom building
- Infrastructure connections between COCC and Touchmark

The Masterplan Refinement Team completed its work in December 2006 and the draft will be reviewed by the appropriate College governance committees during winter 2007.

Standard Nine – Institutional Integrity

- **How does the institution ensure high ethical standards in its treatment of students, faculty, and staff? Note: Standards and Policies for accreditation may be found in the *Accreditation Handbook*, 2003 edition.**

Institutional integrity and ensuring high ethical standards has long been an approach embraced by COCC and continues to be so today. Existing policies and procedures are reviewed and updated on a regular basis by the Board (GP-10 <http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Policy%20Requirements>) and the administration. Close watch is paid to any grievance, complaint or concern with established procedures in place and followed accordingly (GP G-6-12 <http://visitors.cocc.edu/About/Procedures/General/default.aspx>).

Though the college takes pride in a history of institutional integrity, reaffirming our commitment is important to continuing the success. This reaffirmation comes in the form of embracing academic freedom, promoting ethical behavior through modeling and information sharing, and seeking opportunities to improve.

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Many of our exhibits are available on the web. Other documents are available upon request (either electronically or in hard copy). Please visit the following websites:

- Board website (Mission and Goals, Vision Concept Paper):
<http://visitors.cocc.edu/About/Mission/default.aspx>
- Research, Assessment and Planning website:
<http://rap.cocc.edu/ResearchData/default.aspx>
- COCC catalog: http://current.cocc.edu/Degrees_Classes/Catalog/default.aspx

One work in progress is an overall website dedicated to be the main page for all assessment activities at COCC. Here is a link to the draft website: <http://assessment.cocc.edu/>

Appendix 1: Instructional Strategic Planning Indicators

**Instructional Strategic Planning Indicators (CREDIT)
By Program or Department
2005-06**

Department/Program	STUDENT SUCCESS																		
	1	2	2.A	3		4	4.5	5		6		7		8	9	10	11		12
	FTE 2005-06	Cost/FTE 2004-05	Cost/FTE 2005-06	Program Level Retention	Degrees	Course Level Retention	Percent Part-Term	Degrees Awarded as of 10.31.06	Degrees Awarded as of 10.31.06	Certificates Awarded as of 10.31.06	Certificates Awarded as of 10.31.06	Employment Rates Post Graduation	Licensing Rate	Classroom Capacity	Teaching Load Units FT/PT Faculty Ratio	Courses Off Main Campus (% of Program)	Online	Off Campus	% Courses Taught Non Traditional Times (Outside 9-3 / M-F)
ALLIED HEALTH	13.58	\$5,958	\$9,345			84.0%	0.0%							42.5%	76%/24%	0.0%		40.0%	50.0%
Dietary Management	2.59	\$17,069	\$7,514	0.0%	0.0%	66.7%	0.0%							62.0%	100%/0%	0.0%		0.0%	0.0%
Dental Assisting	32.66	\$3,575	\$5,259	42.0%	0.0%	91.2%	6.5%			15	10	14.0%	100%	32.2%	100%/0%	0.0%		16.1%	47.6%
Emergency Medical Services	62.23	\$652	\$2,600	0.0%	39.8%	88.1%	11.5%	23	8			22.0%	89%	87.5%	18%/82%	0.0%		0.0%	23.5%
Health Information Tech	35.63	\$5,593	\$5,433	27.7%	83.3%	84.3%	3.7%	8	7	10	9	100%	100%	63.7%	86%/14%	7.4%		3.7%	19.0%
Massage	43.50	(\$2,557)	\$3,310	48.7%	31.7%	91.2%	16.7%	8	6	30	19	% (AAS) / 5%(CC)	97%	85.8%	24%/76%	0.0%		0.0%	37.0%
Medical Assisting	12.29	\$5,265	\$7,664	71.2%	0.0%	61.5%	0.0%			15	10	12.0%		81.3%	72%/28%	0.0%		0.0%	33.3%
Structural Fire	28.20	\$2,480	\$2,008	0.0%	48.1%	97.3%	26.1%	25	15			13.0%		91.5%	0%/100%	0.0%		30.4%	53.8%
Nursing	126.05	\$3,402	\$3,956	30.5%	28.8%	63.1%	28.6%	49	48	33	33	3%(LPN) / 30%(R)	N/A	76.9%	45%/55%	8.6%		8.6%	23.5%
HUMANITIES - Office																			
Foreign Languages	100.19	\$4,204	\$3,309			73.1%	3.9%							70.7%	50%/50%	0.0%		9.2%	55.2%
Humanities/Film	16.15	\$3,811	\$4,021			82.4%	11.1%							67.9%	100%/0%	0.0%		22.2%	60.0%
Journalism	2.96					69.2%	33.3%							31.7%	0%	0.0%		0.0%	0.0%
Literature	34.02					80.7%	16.7%							53.4%	100%/0%	22.2%		0.0%	18.2%
Reading	2.28					76.7%	0.0%							40.0%	100%/0%	0.0%		0.0%	0.0%
Writing	211.60					68.5%	1.3%							79.7%	62%/38%	5.3%		4.0%	24.6%
Philosophy	18.36	\$1,292	\$146			71.5%	0.0%							76.1%	10%/90%	0.0%		0.0%	0.0%
FINE ARTS - Office																			
Art	130.28	\$2,680	\$2,608			84.5%	3.8%							89.4%	35%/65%	0.0%		4.8%	32.2%
Theater Arts	8.80	\$4,593	\$3,707			89.7%	0.0%							89.8%	70%/30%	0.0%		30.0%	0.0%
Music	69.66	\$2,962	\$2,899			76.2%	0.0%							68.4%	69%/31%	0.0%		0.0%	30.8%
Speech	67.46	\$3,540	\$3,645			85.5%	10.2%							90.5%	72%/28%	0.0%		2.0%	33.3%
BUSINESS - Office																			
Business Administration	135.53	\$3,894	\$3,115	3.5%	21.5%	80.6%	1.1%	15	12	4	3			62.1%	73%/27%	1.1%		15.4%	29.4%
Hospitality, Tourism, & Rec	1.94	\$3,059	\$2,168	0.0%	9.2%	80.8%	0.0%	1	1					59.1%	0%/100%	0.0%		0.0%	50.0%
Cascade Culinary	48.72	\$1,641	\$1,911	19.4%	0.0%	85.4%	3.6%			7	6			24.3%	87%/13%	0.0%		17.9%	97.5%
Office Administration	8.14	\$709	\$711	0.0%	3.1%	106.3%	0.0%	1	1	1	1			10.5%	100%/0%	0.0%		94.4%	0.0%
PIONEER - Office																			
CIS and CADD	192.90	\$3,979	\$3,636	13.7%	59.8%	73.9%	12.0%	17	13	6	3			82.6%	79%/21%	7.7%		16.2%	35.4%
GIS	18.25	\$7,944	\$5,870	23.7%	68.4%	96.0%	0.0%	4	3	5	5			84.5%	79%/21%	0.0%		0.0%	41.7%
Mathematics	373.18	\$2,598	\$2,647			68.6%	0.6%							76.5%	63%/37%	9.5%		7.1%	20.3%
NATURAL RESOURCE																			
Automotive	72.65	\$3,102	\$2,103	100.0%	18.8%	57.4%	26.5%			68	66			40.9%	55%/45%	2.0%		26.5%	50.0%
Forest Res. Tech/Forestry	63.61	\$3,727	\$4,488	0.0%	58.1%	74.2%	2.3%	13	10					75.6%	73%/27%	0.0%		4.5%	28.9%
Wildland Fire	17.19	\$2,411	\$3,366	0.0%	6.6%	157.7%	100.0%	1	0	1	0			51.1%	0%/100%	0.0%		90.5%	0.0%
Aviation	16.44		(\$105)			84.7%	7.7%	3	1					48.5%	0%/100%	0.0%		7.7%	100.0%

Department/Program	1	2	2.A	3		4	4.5	5		6		Z	8	9	10	11		12
	FTE	Cost/FTE	Cost/FTE	Program Level	Course Level	Percent		Degrees	Certificates	Employment	Licensing	Classroom	Teaching	Courses Off	% Courses Taught			
	2005-06	2004-05	2005-06	Retention	Retention	Part-Term		as of 10.31.06	as of 10.31.06	Rates	Rate	Capacity	Load Units	Main Campus	Non Traditional			Times
				Cert's	Degrees			Applied	Awarded	Applied	Awarded	Post Graduation			Faculty Ratio	Online	Off Campus	(Outside 9-3 / M-F)
HHP-Office																		
HHP: Activity	160.11	\$3,150	\$3,082		72.3%	20.9%								67.6%	11%/89%	0.0%	1.5%	29.1%
HHP: Exercise Science	7.88	\$1,128	\$1,457		71.9%	0.0%								78.6%	48%/52%	0.0%	0.0%	0.0%
HHP: Health Classes	79.00	\$474	\$299		80.8%	18.4%								85.8%	74%/26%	2.6%	2.6%	17.9%
HHP: Recreation Leadership	14.86	\$5,773	\$5,205		88.4%	16.7%								78.6%	89%/11%	0.0%	0.0%	50.0%
				Cert's	Degrees			Applied	Awarded	Applied	Awarded					Online	Off Campus	
MATC - Redmond																		
Apprenticeship	9.50	\$5,239	\$7,874		95.0%	0.0%	1	1						32.4%	0%/100%	0.0%	50.0%	na
Manufacturing	34.93	\$4,304	\$4,532	6.6%	23.0%	64.3%	0.0%	5	5	1	1			15.1%	100%/0%	0.0%	98.3%	na
SCIENCE - Office																		
Biology	220.23	\$2,355	\$2,398		86.7%	0.0%								87.9%	83%/17%	0.0%	0.0%	39.7%
Nutrition	15.68				83.7%	0.0%								104.7%	100%/0%	0.0%	0.0%	25.0%
Chemistry	79.61	\$2,514	\$2,619		89.9%	0.0%								80.1%	72%/28%	0.0%	0.0%	26.9%
Engineering & Engr. Tech	8.63	\$1,103	\$1,992		97.7%	0.0%								62.6%	16%/84%	0.0%	0.0%	0.0%
Physics	52.52	\$2,208	\$2,208		97.1%	0.0%								79.5%	100%/0%	0.0%	0.0%	54.5%
Geology	23.62	\$4,299	\$3,813		94.8%	0.0%								80.0%	100%/0%	0.0%	0.0%	0.0%
General Science	47.62				90.6%	0.0%								93.4%	37%/63%	10.5%	0.0%	100.0%
SOCIAL SCIENCE - Office																		
Addiction Studies/HD/ect.	24.11	\$3,379	\$3,048	59.1%	0.0%	73.8%	0.0%			5	5			54.7%	57%/43%	0.0%	0.0%	15.0%
Anthropology	28.92	\$2,725	\$2,598		77.9%	0.0%								76.0%	100%/0%	0.0%	0.0%	10.0%
Criminal Justice	46.69	\$2,563	\$2,614	6.3%	36.1%	91.5%	0.0%	20	19	6	3	17.0%		55.9%	65%/35%	0.0%	5.6%	45.8%
Early Childhood Education	13.53	\$4,161	\$3,975	0.0%	66.7%	84.3%	0.0%	1	0					22.3%	87%/13%	0.0%	10.0%	54.5%
Education	7.96				84.2%	0.0%								84.5%	50%/50%	0.0%	0.0%	50.0%
Economics	24.60	\$3,510	\$3,392		74.0%	0.0%								64.1%	100%/0%	0.0%	0.0%	45.5%
Geography	24.61	\$3,164	\$3,270		82.8%	0.0%								76.4%	84%/16%	0.0%	0.0%	0.0%
History	54.47	\$2,982	\$3,285		74.1%	0.0%								69.4%	69%/31%	27.3%	0.0%	0.0%
HD/Career/Study Skills/Job	12.55	\$4,600	\$3,068		57.9%	68.4%								49.3%	29%/71%	0.0%	0.0%	62.5%
Political Science	6.25	\$814	\$976		71.4%	0.0%								45.8%	0%/100%	0.0%	25.0%	0.0%
Psychology	76.85	\$2,715	\$3,389		79.2%	0.0%								74.5%	78%/22%	0.0%	5.1%	20.0%
Sociology	44.80	\$2,832	\$2,814		83.0%	0.0%								79.5%	88%/12%	0.0%	0.0%	0.0%
LIBRARY SKILLS	19.54	\$2,203	\$2,720		71.1%	4.5%								68.8%	48%/52%	13.6%	0.0%	5.6%
SUMMER SESSION 04	127.52	\$1,635			75.7%									43.0%		6.5%	20.0%	43.5%
median	28.92	3080.50	3098.50	6.6%	23.0%	81.6%								70.1%		0.0%	0.8%	29.1%
mean	54.82	3348.26	3359.23	21.5%	28.7%	81.8%								65.6%		2.1%	11.5%	50.7%
std deviation	67.64	2613.96	1903.59	28.2%	26.7%	14.7%								21.5%		5.3%	22.5%	157.0%

Average cost per FTE excluding Summer and Military Science (Total Actual accounts divided by total FTE) \$3,179

CC 183
AAOT 216
AGS 9
AS 19

Rev. 8.1.06

NOTE: We're working on gathering the supporting documentation for categories 1, 3-6 and 8-12. This worksheet will be updated as those documents become available. Please let Sione know if any of the hyperlinks aren't working.

Appendix 2: PEA Grants

Please visit <http://rap.cocc.edu/Assessment/PEA+Grants/default.aspx> to review the proposals and final reports.

PEA Grants

Program for Excellence in Assessment (PEA) Grant Recipients by Subject Area

Department	Submitted	Project Title/ Subject	Faculty/Staff
ALLIED HEALTH			
Nursing	Spring 2004	How well does COCC's program prepare graduates for the national licensure exam in each of the NCLEX Test Plan categories and client needs? [Application] [Final Report]	Kiri Simning
Nursing	Summer 2005	Develop and Implement a Systematic Evaluation Plan (SEP) for the Nursing Program. [Application] [Final Report]	Michele Decker
Nursing	Fall 2005	Develop Course Outcome Guides for each of the six terms of the Nursing Program. [Application] [Final Report]	Michele Decker
Nursing	Spring 2006	Alignment and Gap Analysis of Nursing Curriculum to Program and Course Outcomes, and to National ADN Competencies. [Application] [Final Report]	Michele Decker
License Massage Therapy (LMT)	Spring 2004	Are the LMT students that complete program prepared for career in massage therapy field? (student surveys) [Application] [Final Report]	Stephanie Manriquez
License Massage Therapy (LMT)	Fall 2004	Are the LMT students that complete program prepared for career in massage therapy field? (employer surveys) [Application] [Final Report]	Stephanie Manriquez
BUSINESS			
Accounting	Spring 2003	How well does the A.A.S. Accounting Program curriculum prepare students for the workforce? [Application] [Final Report]	Scott Hays

COMPUTER INFORMATION SYSTEMS (CIS)			
CIS	Spring 2003	How well does the CIS curriculum meet the needs of our AAS and other (Tech Training) students? [Application] [Final Report]	Carson Haury Lew Cousineau
CIS	Fall 2003	Is PHIT effective in helping students achieve a mastery of the application software competencies required to be successful in CIS 120? [Application] [Final Report]	Cindy Buell
CIS	Spring 2004	Is the CIS curriculum effective in preparing students and graduates for employment? Upon completion of the program, can students maintain employment in their field? [Application] [Final Report]	Carson Haury
CIS	Fall 2005	Design and implement a software system that will encourage and simplify the assessment process. [Application] [Final Report]	Peter Casey
FINE ARTS			
Art	Spring 2004	How can the Art program better support both entering students and students wishing to major in art? [Application] [Final Report]	Bill Hoppe
Public Speaking	Fall 2005	Infusing Portfolio-style Recordkeeping and Assessment into Public Speaking. [Application] [Final Report]	Jon Bouknight
HEALTH & HUMAN PERFORMANCE (HHP)			
Recreation Leadership	Summer 2005	Develop a Risk Management Plan for Outdoor Recreational Leadership Program. [Application] [Final Report]	Jacque Medina
HUMANITIES			
Foreign Language	Spring 2004	How high will FL students score on a vocabulary and grammar test based on state benchmarks, using web-based exam? [Application] [Final Report]	Chuck Hutchings
Foreign Language	Fall 2005	Foreign Language Program Outcomes & Spanish Courses [Application] [Final Report]	Chuck Hutchings
Foreign Language	Spring 2006	Update and Coordinate Foreign Language Outcomes, Course Placement and Assessment in French, German and Italian to align with Spanish. [Application] [Final Report]	Marlena Bellavia

		Report]	
Philosophy	Fall 2005	Philosophy Program Outcome Development [Application] [Final Report]	Camille Atkinson
Reading	Spring 2005	Assess Success of RD 99A and B [Application] [Final Report]	Margaret Triplett
Writing	Spring 2003	How effective is the WIC Program in helping lower-division transfer students achieve relevant course, program, degree, transfer learning objectives? [Application] [Final Report]	Stacey Donohue
Writing	Spring 2004	How well are students who meet WR121 pre-requisites by completing developmental writing courses succeeding in WR121? [Application] [Final Report]	Crystal McCage
Writing	Fall 2004	Does the 121 exit exam as currently implemented constitute "best practice" in terms of measuring mastery of competencies in a fair and consistent manner, serving the needs of a student body with diverse learning styles and skill, and encouraging student retention and on-going achievement? [Application] [Final Report]	Hilda Beltran Wagner Sally Deitchler
Writing	Spring 2006	Assessment of Reading Skills in WR 121 [Application] [Final Report]	Jim Suave Sean Rule
HUMANITIES / MATH			
Writing	Spring 2003	Is the threshold ASSET Writing score of 43, by itself, a valid measure for predicting student success in WR 121? [Application] [Final Report]	Greg Lyons Monte Cheney
HUMANITIES / SOCIAL SCIENCE			
Writing	Spring 2003	How effective is the current pre/co-requisite of WR 121 at insuring student success in Social Science courses? [Application] [Final Report]	Rise Quay
LIBRARY			
Library	Spring 2005	Develop and Implement a Library Usage Survey [Application] [Final Report]	Tina Hovekamp
MATH			
Math	Fall 2003	Can the Math dept. improve student success in Math 060-065 and in the following Math 095? [Application] [Final Report]	Monte Cheney
Math	Spring 2004	Can the Math dept. improve student success in Math	Doug Nelson Charlie

		060-065 and in the following Math 095? [Application] [Final Report]	Naffziger
NATURAL RESOURCES			
Forestry	Summer 2005	Curriculum Evaluation Workshop [Application] [Final Report]	Ron Boldenow
SCIENCE			
Chemistry	Spring 2006	Chemistry Program Outcomes Assessment [Application] [Final Report]	Zelda Ziegler
STUDENT AFFAIRS			
CAP Center	Winter 2005	Attendance at the Assessment of Academic Advising Institute to help develop the assessment infrastructure for Academic Advising, the CAP Center and Student Affairs. [Application] [Final Report]	Vickery Viles
Admissions	Spring 2005	Assist the Nursing Selection Committee's efforts toward updating the nursing selection process scheduled for implementation spring 2006. [Application] [Final Report]	Aimee Metcalf

Appendix 3: College Wide Success Outcomes

A - Student Progress (Supports Board Goals 1, 2 and 4)

Students will make satisfactory progress toward their educational goals.

B - Workforce Development (Supports Board Goal 1)

Students will have the proficiency and learning skills necessary to secure or advance employment.

C - General Education (Supports Board Goals 3, 4 and 5)

Students will strengthen their general skills and broad analytical capabilities in order to function competently in a global environment.

D - Transfer Preparation (Supports Board Goal 2)

Students will have the academic achievements and learning skills necessary to successfully pursue education at the baccalaureate level.

E - Developmental Skills (Supports Board Goal 2)

Students will have the academic achievements and learning skills necessary to successfully pursue education at the community college level.

F - Outreach (Supports Board Goals 3 and 5)

Business and community groups will partner with COCC to achieve their economic, cultural and educational goals.

Appendix 4: Levels of Assessment at COCC

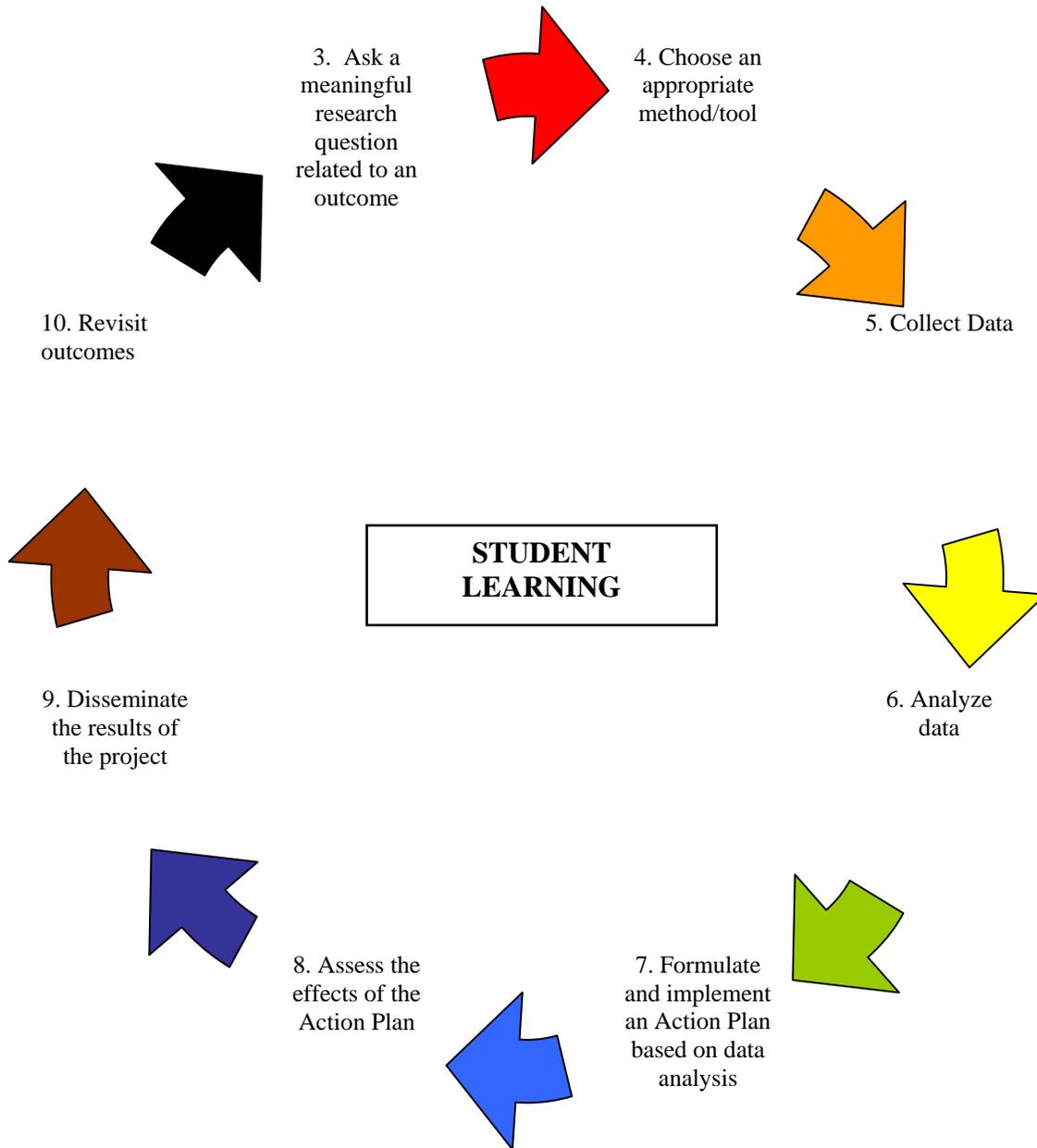
COCC
Levels of Assessment & Alignment
October 2005

LEVEL	ASSESSMENT	RESPONSIBILITY	INVENTORY
BOARD	Board Vision & Goals	Board of Directors President	Vision Concept Paper
INSTITUTION	College Wide Success Outcomes (Institutional Initiatives & Objectives to operationalize Board Goals)	Assessment Planning Team (APT)	Institutional Assessment Report
DEGREE, PROGRAM, DEPARTMENT (Instructional & Administrative)	Core Degree Outcomes Program/Department Specific Outcomes	Faculty Assessment Team (FAT) & Academic Affairs (AA) Program/Department Chairs	Core Degree Learning Outcomes Program/Department Assessment Reports
COURSE/ ACTIVITY	Course, Activity or Event Specific Outcomes	Individual Faculty & Staff	Individual Course, Activity or Event Assessment Reports

Appendix 5: The Assessment Cycle at COCC

STEP 1: Articulate outcomes

STEP 2: Map outcomes onto curriculum and/or assignments



The Assessment Cycle

Appendix 6: Oct. 9, 2006 Faculty Workday on Outcomes Based Assessment Agenda

FACULTY WORK DAY: MONDAY OCT 9.

9-12: Outcomes-Based Assessment workshops: *see below*

1-4: Department-based activities to be scheduled by Chair

The goal for Outcomes-Based Assessment Workshops:

to enable each faculty member to begin where he/she is and make some concrete steps toward further using assessment as a tool to enhance student learning.

These workshops have been designed with these assumptions:

1. Faculty members seek to improve student learning.
2. Assessment is a tool that can help in this effort, a tool that should be utilized by faculty members for their own purposes. Such purposes include reduction of grading time, communication of expectations to students, determining effectiveness of new approaches or materials, or testing equivalency of standards when the course is taught in a new environment (such as on line).
3. The tools of outcome-based assessment can also be used to assess student learning within programs, or more broadly, through general education and degree requirements.

Agenda:

1. Overview of assessment (9 am, Ochoco 204).
Panel: Amy Harper, Doug Nelson, Stacey Donohue, Michele Decker, Kathy Walsh.
Focus: What is assessment? How does it differ from grading? What problems, questions, or challenges might faculty members have that assessment can solve? What are some methods?
2. Followed by Workshops: Choose one and **let Ruth Wolfe know your choice by October 4.**

Session A: OCH 123

**Using Meaningful Outcomes to Communicate Expectations and to Assess Learning.
(Presented by Amy Harper and Stacey Donohue)**

Come to this session if this description fits you: You have outcomes but don't really use them and aren't quite sure how outcome assessment works in your discipline.

Bring: Outcomes for one course plus an assignment from that course

Activity: You'll create a rubric that can be used to "grade" an assignment and to assess at least one discrete outcome.

Session B: OCH 200

Introduction to Rubrics.

(Presented by Dannelle Stevens, from Department of Curriculum and Instruction at PSU, and co-author, with Antonia Levi, of *Introduction to Rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning.* Stylus, 2005)

Come to this session if... you're pretty comfortable with your course outcomes and want to know more about effective ways to design and use rubrics to assess to communicate expectations and, even, to save grading time.

Bring: A written description of a typical assignment for your course.

Activity: Create a rubric for this assignment.

Session C: OCH 202

Using imbedded test items to assess student learning in a course or across multiple sections of a course (Presented by Doug Nelson).

Come to this session if this description fits you: You and other instructors of a course would like to assess performance across the various sections of this course. Come together if there is more than one faculty member teaching the various sections.

Activity: Work by yourself or with other instructors of the same course to write test items to imbed in your examination and to determine how to measure performance using these items.

Bring: A recent test from your course along with the course outcomes. If there is more than one instructor teaching the various sections, be sure the test is covering the same material. You may choose to bring your final exam.

Session D: OCH 221

Using assessment of student learning at the program level (Presented by Michele Decker).

Come to this session IF ... you and other instructors in your program are interested in determining how well the program as a whole prepares students for licensing and/or workplace requirements.

Activity: Beginning with your existing intended outcomes, you will walk away with a 1-page program outcome guide listing core skills and capstone assessment tasks.

Bring: Your draft of program outcomes.

Key definitions to assist in your selection of a workshop which suits your needs:

1. **Assessment:** an ongoing, systematic process that involves:

- Establishing clear, measurable expected goals of student learning
- Gathering, analyzing, and interpreting the information
- Applying information and using the results for continuous improvement

(“What is Assessment?” U of Colorado at Colorado Springs,
<http://www.uccs.edu/~irpage/IRPAGE/Assessment-Index/whatisassess.htm>)

Some key methods of assessment:

1. **Rubric:** In general a rubric is a scoring guide used in subjective assessments. “Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts” (Dannelle Stevens and Antonia Levi, *Introduction to Rubrics*)
2. **Imbedded Assessment:** Assessment items are incorporated into existing evaluative instruments (e.g. exams, quizzes).

2. **Learning Outcome:** Learning outcomes are statements of “the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences.” (CHEA Institute for Research and Study of Accreditation and Quality Assurance)

Appendix 7: Program Viability Planning Process

PROPOSED PROCESS FOR REVIEW OF PROGRAMS AND SETS OF COURSES FOR VIABILITY

(See Memorandum of Agreement, Faculty Collective Bargaining Agreement, #3: Note: VPI recognizes that this process may require refinement to correlate with new contract language resulting from MOA)

1. Definitions:
 - a. Program or set of courses: defined by breakdown of Occurs reporting for COCC and listed on Strategic Indicators for Instruction
 - b. Viability: Data indicates that program is sustainable and is serving students in their employment or transfer objectives.
 - c. PVRC: Program Viability Review Committee.
2. Suggested key indicators that a program or set of courses may not be viable (*note: Actual selection of key indicators, thresholds and weightings will be completed by PVRC*):
 - a. Significant enrollment decline
 - b. Low retention and/or completion rates
 - c. Loss in employment (or employment at family wage) for students (or potential loss due to industry change)
 - d. Loss of program accreditation, if applicable
 - e. Loss of articulation for transfer or significant change in transferability due to OUS change
 - f. Cost/FTE significantly exceeds average
 - g. Others to be determined
3. Data tracking of above indicators: by October 1 of each academic year (after 2006-07), “Strategic Indicators for Instruction” are published to the campus community with data sets for the prior academic year.
4. Program Viability Review Committee:
 - a. Makeup of committee:
 1. Chair: VPI
 2. Two faculty members appointed by Forum: 1 PT, 1 transfer*
 3. Two faculty members appointed by Chairmoot: 1 PT, 1 transfer*
 4. Registrar
 5. Two faculty substitutes; 1 appointed by Forum; 1 by Chairmoot (see 4.e).
 6. *Staggered 2 and 3 year terms
 7. Committee members must recuse selves from PVRC review of programs or sets of courses in their departments.
 - b. Tasks for PVRC:
 1. Prior to implementation of this process, identify “key indicators of viability” (beginning with strategic indicators) and define “thresholds” for each key Indicator: what numbers are “low”? This would include not only the

threshold level for each indicator, but how many of the key indicators need to exceed the threshold to put the program on the “potentially at risk” list? There may be an indicator or two that automatically trigger the program to go on the list. The goal would be to make the initial “trigger” objective and automatic.

2. Annually, review Key Indicators and create the list of programs or sets of courses that are included on the “potentially at risk” list based on exceeding the defined thresholds. (By November 1 each year)
3. Review those programs with the department and faculty: by the end of fall term, determine whether there is a legitimate risk (not a data error, not a quick fix, no external circumstances which reduce or balance the viability risk).
4. Notify all program faculty, department chair and forum of timeline for review/remedy/final decision. Notification should stipulate areas of concern and suggested remedies. Forum to be copied on all such notifications.
5. Annually (in spring term), review and refine process in consultation with Chairmoot and Program Coordinators.

5. College support for programs at risk:

The College is committed to seeking remedies prior to any program closure decision and will provide reasonable support to the change process. Such support might include release time for curriculum work, pay for outside consultants, and alumni survey development and implementation.

6. Remediation and Review Timeline:

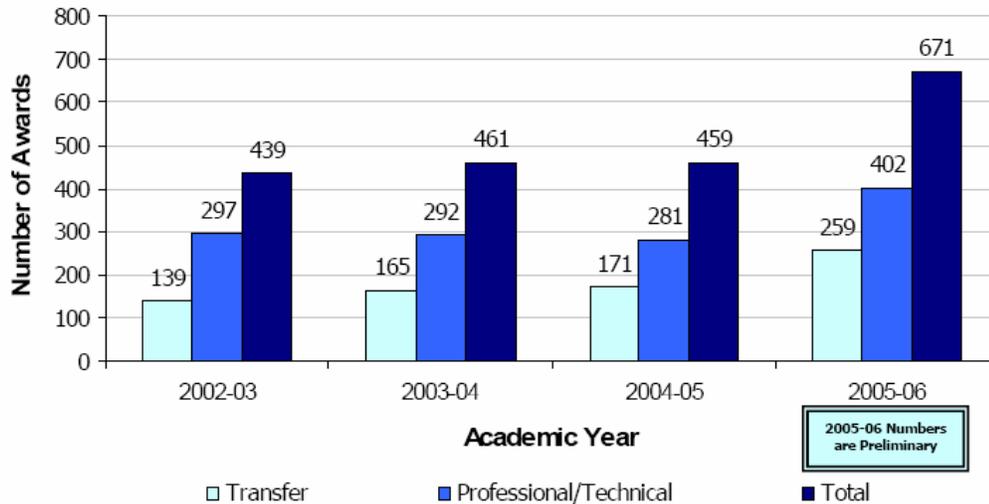
- a. Year one: Normally, the academic year in which initial notice occurs is devoted to defining and implementing remedies to address the deficient indicators (which may include but are not limited to marketing and recruiting, curriculum change, seeking of partners for financial assistance to program, program fees). PVRC will suggest remedies; department will respond with remedies to be adopted. Early in the spring term, the PVRC reviews proposed changes in light of viability concerns.
- b. Year two: In the following academic year, remedies are in place, and PVRC reviews all key indicators in winter term to determine if enough improvement has occurred to remove it from the “at risk” category. If not, a Notice of Program Closure should be recommended by the PVRC to the VPI.
- c. If college agrees with program closure recommendation, the VPI will produce a timeline which meets the needs of students as required by NWCCU and CCWD guidelines, if applicable. Timeline to be published to department, students, and Forum.
- d. Exceptions to timeline: at any point, the program faculty may wish to propose voluntary closure and/or the College will begin working with them on any possible retraining under contract guidelines at that point in the process).

7. College intends to implement PVRC and Program Review process in the academic year 2007-08.

Appendix 8

Associate Degrees & Certificates Awarded

In 2005-06 the College started back awarding "mini-certificates" in various Professional Technical programs. A student can use these as building blocks towards a one-year certificate and are reported to the state as completions. These mini-certificates are included in the 2004-05 (6) and 2005-06 (50+) numbers and contribute to the substantial increase in Professional/Technical completions for 2005-06



Source: COCC Student Information System

Transfer Degrees:

Associate of Arts Oregon Transfer (AAOT), Associate of Arts (AA), Associate of Science (AS)

Professional/Technical Awards:

Associate of Applied Science (AAS) and Certificates

All Awards:

Transfer Degrees, Professional/Technical Awards and Associate of General Studies (AGS), which is neither a Transfer nor Professional/Technical award.

Appendix 9: Instructional Program Midrange Planning Matrix

1. STUDENT SUCCESS					
	2006-07	2007-08	2008-09	2009-10	2010-11
Refine Outcomes					
ABE/CP	Establish outcomes for ELL levels				
Chemistry	Outcomes: address process and intellectual development				
CIS	Develop program and course outcomes				
Criminal Justice	Implement revised courses and content for updated AAS, AAOT and Juvenile Certificate				
Develop. Ed.	Revise course outcomes, course packets				
Foreign Language	Define sequenced course outcomes for all FL courses, aligned with state & national standards				
HHP			Develop program and course outcomes for all programs		
Humanities Dept Gen Ed	Develop Core (Humanities Gen Ed) Program outcomes		Establish performance levels for Hum program outcomes		

Nursing	Developed RN and PN level program outcomes. Developed course outcomes for the 6 core nursing program courses	Demonstrated alignment with 7 out of 8 college-wide outcomes.			
Psychology	Develop consistent outcomes for multiple sections; rewrite outcomes with active verbs to facilitate measurement				
Writing: College Composition	Develop Program Outcomes and revisit course outcomes		Align sequenced WR course/program outcomes w/in & across curriculum		
Writing: Dev. Lang. Arts	Revise course outcomes, course packs, portfolio req.	Align WR 95 outcomes & develop portfolio req.			
Assess Student Learning					
ABE/CP	Develop standard exit assessments for ELL levels	Develop standard exit assessments for GED/CP levels			
Anthropology	Add course options that access and methodology in Cultural Anthropology				
Aviation			Pilot instrument & make adjustments		
CIS	1) Modularize CIS 131 into discrete outcome modules with appropriate assessments. 2) Develop a comprehensive assessment vehicle to test equivalency of online vs. face-to-face courses				

Criminal Justice		Evaluate revised outcomes due to revamped curricula for CJ degrees			
Develop. Ed.	Develop standard exit assessments for all currently taught developmental language arts courses		Design ongoing assessment projects/methods for WR 60-65		
Foreign Lang.	Develop methods to assess course & program outcomes				
History		Compare achievement of outcomes for traditional, online and hybrid courses.			
Humanities: Dept. Gen. Ed	Participate in revising COCC plagiarism policy & train faculty in using plagiarism-detection software				
Nursing	Developed and piloting a Learning Resource Center Curriculum to assess student competency in the application of nursing science in direct patient care.	Developed and implemented Clinical Assessment Tools that measure student achievement of course outcomes in the practicum setting that are leveled across the six sequential terms of the nursing program.			
Psychology	Develop assignments and activities to address specific outcomes.				
Speech	Explore single rubric for all SP 111				

Writing: College Composition	Create & pilot WR 121 exit Portfolio & rubric in Winter-Spring 2007	Work with the CAP Center to adopt WR placement instrument to replace outdated ASSET & incompatible COMPASS tests			
Writing: Dev. Lang. Arts	Implement standard exit assessments (portfolio rubrics) for WR 60, WR 65, WR 75	Develop standard exit assessment (portfolio rubric) for WR 95	Design ongoing assessment projects/methods for WR 60, 65, 75, 95.		
Improve placement, retention					
Anthropology	Offer modules emphasizing globalized nature of anthropology through selected topics.	Identify was in which specific courses address the educational end employment goals of student			
Biology	Revise and develop lab activities, term projects to enhance interactions				
Business	Increase success rate or all courses, focusing on Level 1.		Increase retention in second year business classes (Levels 3-4)		
CIS	Organize faculty to schedule more open labs and tutoring sessions and develop ways to encourage student participation		Develop CIS survey course exploring CIS career opportunities		
Criminal Justice			Determine changes in enrollment, degrees awarded and placement of students since updated CJ degrees implemented.		

Develop. Ed.	Validate new reading placement/diagnostic tool		Study retention/attrition rates in WR 60-65.		
Foreign Language	Implement Placement Test for Spanish	Develop Placement instruments for French, German, Italian			
Geoscience	Drop geology and math prerequisites. to match other cc's.				
History	Assess number of sections and times offered for each HST sequence	Track efficacy of schedule adjustments for number of sections and times offered for each HST sequence.	Track enrollment based on adjustment of schedules to address college goal of 60% prime time and 40% off time classes. Track efficacy of schedule adjustments for number of sections and times offered for each HST sequence.		
Humanities Dept. Gen Ed	Assess placement mechanisms for online and hybrid	Study Hum Dept. Gen. Ed. Course retention/attrition rates			
Nursing	Piloting the Learning Resource Center Coordinator position with responsibility for promoting student retention through the development of student studying and test-taking skills for the nursing curriculum.				

Psychology		Increase membership of PSY club to facilitate cohesiveness among PSY majors/interested students.			
Writing: College Composition	Work with CAP Center to adopt WR placement instrument to replace outdated ASSET & incompatible COMPASS tests				
Writing: Dev. Lang. Arts	Pilot & evaluate new reading placement/diagnostic tool	Study Dev. Lang. Arts course retention/attrition rates			
Widen access					
ABE/CP	Increase recruitment activities in Madras and Prineville	Develop GED/CP distance learning program			
Anthropology	Integrate Fulbright Scholar in Residence into existing courses and a module including credit and non-credit students	Add course on Linguistic Anthropology to expand upon introductory series of classes.			
Automotive	Develop auto program in outlying area of district				
CIS	1)Develop more online/hybrid courses in program. 2) Develop alternative delivery options or schedules, as well as marketing options, to widen access.				

Criminal Justice	Add sections of required classes at non-prime time blocks to increase flexibility of student scheduling				
Develop. Ed.			Study methods of increasing student access to dev. Language Arts instruction in outlying areas		
Foreign Language	Participate in College Now-Transfer (RHS) & contracted concurrent enrollment (Sisters HS) programs; & continue RNC offerings - Spanish	Develop Outreach strategy for FL instruction in outlying areas			
Geoscience	Restructure geology courses to be more stand alone				
History	Develop Hybrid courses in HST sequences.	Continue to develop Online and Hybrid HST courses in both World & US History		Expand online options	
Humanities Dept. Gen. Ed	Participate in College Now-Transfer (RHS) program; continue AAOT online & RNC offerings		Expand hybrid & diversity online options (proposed Dec. 2006); & continue RNC AAOT offerings		
Nursing	Developed sustainability plans for delivering the nursing program at local and rural distance.			Increase capacity of program by 9 students	
Psychology			Explore establishment of IBR for COCC research		

Regional Programs	Increase recruitment activities in Madras and Prineville				
Wildland Fire	Develop mechanism to teach classes for non-government employees in degree program				
Writing: College Composition	Continue Online & RNC offerings		Expand hybrid options, continue online & try to comply w/request to expand RNC offerings	Develop a Writing Certificate program	
Writing: Dev. Lang. Arts	Study methods of increasing student access to dev. Language Arts instruction in outlying areas		Try to comply with requests to expand RNC offerings.		
Improve articulation					
Anthropology	Develop Physical Anthropology to align with OUS similar offerings by acquisition of fossil materials and construction of adequate housing and lab facility for instruction.	1. Develop Physical Anthropology to align with OUS similar offerings, including lab component. 2. Explore co-teaching with Geography professor to improve course content reflecting globalization issues.	Develop Archaeology content to align with OUS similar offerings, including a lab component		
Aviation	Articulate with several 4-year universities				
ABE/CP	Expand articulation with college credit programs and services so that students pursue pathways to higher education and training				

Biology	Articulate any new advanced biology courses with universities				
Criminal Justice	1. Articulate and modify existing courses to be consistent with OUS offerings as well as take advantage of interdisciplinary expertise (e.g., CJ 202 to PSY 233, Violence & Aggression. 2. Offer instruction for courses in other related disciplines (e.g. EMS)				
Foreign Language	Research OUS expectations for transfer students				
Forestry	1)Articulate courses with 3 closest 4 year forestry schools. 2) Establish a strong tie with OSU-C Natural Resources (70% articulation).				
Humanities - all programs	Strengthen articulation with district High Schools through participation in College Now-Transfer & contracted concurrent enrollment programs	Coordinate current program offerings with LD requirements & options that fulfill OSU-Cascades D.T., Gen Ed. Perspectives & Lib. Studies degree req.			
Nursing	Articulation agreement with Linfield College	Increasing admission requirement to MTH 095 to align with BSN programs.	SIM instruction		

Psychology	1. Change number of PSY 207, Applied Psychology, to reflect course content accurately as PSY 107. 2. Modify PSY 107 course content to match need of relevant P/T programs (e.g. Dental Assisting)	Investigate avenues for involving COCC students in research via UO-Central Oregon experimental labs.		Redesign PSY 201 & PSY 202 to reflect shift of course content to include lab activities.	
Improve facilities					
Allied Health	Planning AH/SCI building				
Biology	Remodel geology lab and storage space to provide additional space for biology courses.				
Develop. Ed.			Secure dedicated classrooms designed for dev. Language Arts, equipped with technology.		
Geosciences	Add additional storage shelves and trays in lab.				
Humanities	Submitted request for HUM building to ISC, Fall 06				
Nursing	Planning AH/SCI building		SIM instruction		
II. EFFICIENCIES					
Increase enrollments @ lower or sustainable costs					
Anthropology					If faculty member with Bioarchaeology focus, then will offer Forensic Anthropology, interdisciplinary course with CJ and PSY

Automotive	Develop Auto Mgt degree that requires existing classes				
Aviation	Develop helicopter option and gm it to increase aviation enrollments for small increase in costs, bringing cost/FTE down				
Biology	Develop more content specific biology courses for science majors				
Continuing Education	Increase average class enrollment to 15/class	Increase average class enrollment to 16/class			
Criminal Justice	Eliminate replication of material in required courses therefore increasing retention through more efficient use of class.	Evaluate impact of revised courses and content through FTE, enrollment and completed degrees.			
Geoscience	Hybridize GS 108				
History	1. Pilot special topics courses to increase student interest in History. 2. Implement new strategies for advertising	Assess enrollments as a result of special topics offered and advertising strategy.			
Humanities Dept. Gen. Ed	Apply past analyses to Strategic AY 2007-08 Schedule Planning: 1)reduce total number of Hum Dept. Gen Ed course offerings planned, including 2) strategically diversified online offerings & expanded number of hybrid offerings (proposed 12/06)				

Manufacturing				Increase enrollments/FTE by 10% from 06-07 numbers	
Nursing	CNA through CE				
Speech			1) Design speech AAS 2) Redesign SP 219 for large (40) enrollment		
Decrease Costs					
Continuing Education	Cancellation rate at 20%	Explore technology solutions for registration efficiencies			
Manufacturing	Through program expansion and increased enrollment, cost per FTE will decrease by 5%		Through program expansion and increased enrollment, cost per FTE will decrease by 5%	Through program expansion and increased enrollment, cost per FTE will decrease by 5%	
Writing: College Composition	1) Redesign (content/outcomes of) WR 121 & 122 as 4 CR courses; and 2) conform to state CC/OUS trends and 3)develop college-level WR program outcomes aligned with redesigned 4-cr WR courses.	1)Redesign WR 227 as 4-CR course; 2) work with Prof-Tech programs to resolve WR credit-increase issues: 3) develop 1-CR online WR documentation course	Propose redesigned 4-cre WR 121, 122, 227 & new 1-CR documentation course to Academic Affairs, as significant program changes to AAOT (aligned with JBAC 8-CR) basis req. for writing.		
Increase revenues					
Continuing Education	Increase 2005-06 revenue by 14% across programs	Increase o-line class revenue 50% above 2005-06	Increase contracted training revenue 50% above 2005-06		

Criminal Justice	Create certificates targeting mastery of skills in core areas of professional CJ employment.	Tracking of community members and current students completing certificates during or prior to employment.			
Expanded Options		Increase participation by 15% over 2006-07	Increase participation by 5% over 2007-08		
Regional Programs	Contracted concurrent enrollment classes	Expand contracted concurrent enrollment classes by 5%			

III. FACULTY CONDITIONS AND OPPORTUNITIES

Manage Faculty workload

Anthropology				Hire faculty member in Bioarchaeology as adjunct of FT Temporary faculty	Assess FTE and enrollment for inclusion of FT Tenure Track Faculty
CIS	Find pool of qualified instructors and develop more expertise in existing faculty	Develop rationale for replacing retiring faculty			
Criminal Justice	As course content are revised, courses were collapsed to more sections could be offered by existing faculty.				
Develop. Ed.	Expand pool of qualified instructors for WR 60-65	Conduct cross training of other WR 60-65 faculty members in TEFL methodology.			
Geoscience	Revise G162CV to 4 credits with lab to reflect workload				

History			1. Assess feasibility of hiring a joint appointment of modern US History and PS faculty member. 2. Explore adding Western Civ/World HST faculty member to replace PT faculty.	Begin hiring process of a joint appointment of modern US History and PS faculty members and Western Civ/World HST faculty member	
Humanities Dept. Gen. Ed.	Coordinate current-future program offerings with LD prerequisite options for OSU-Cascades Lib. Studies degree				
Nursing	Developed Workload Plan meeting Oregon Administrative Rules for CCWD and Oregon State Board of Nursing, and COCC contract				
Psychology		Begin process of hiring fourth fulltime tenure-track faculty member with emphasis in clinical and applied approaches	Hire faculty member and increase number of course offerings	Reexamine load to allow research components for existing classes.	
Speech	Create stable schedule in Speech				
Wildland Fire	Find pool of qualified instructors.				

Writing: Dev. Lang. Arts	Expand pool of qualified WR 60-65 instructors through in-house trainings supported by standardized course packs & instructional guidance.				
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Faculty Exchanges					
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Forestry		Seek methods to exchange instructors OSU-C			
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IV. BUSINESS, INDUSTRY AND COMMUNITY PARTNERSHIPS					
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Advisory Groups					
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Aviation	Work with advisory group to get help attracting new students				
Chemistry	Implementing advisory group for chemistry				
CIS	Consider expanding advisory group meetings to twice a year and connect professionals with program and students				
Criminal Justice	Participation on Deer Ridge Correctional Facility for alignment of programs, course content, off-site course offerings and employment opportunities and recruitment.				

Nursing	Working with Nursing Advisory to support clinical placements and promote feedback on nursing curriculum revisions.	Bi-Annual meetings, fall and spring			
College-community Connections					
Allied Health	Partnership with Chemeketa for EMT-P curriculum			AH programs prepared to offer courses in continuing education	
Business	Investigate new short-term certificates for industry				
Forestry	Foster relationship with local government forest management				
HHP		Expand community programs and partnerships			
Nursing	Working with Oregon State University-Corvallis School of Science, Linn Benton Community College and Chemeketa Community College to create a degree completion program for associate degree nurses.	Training at Columbia Gorge Community College in SIM-nursing simulation curriculum.			
Regional Programs	Provide College Outreach Enrollment Services in Prineville and Madras 10 hours/month	Expand College Outreach Enrollment Services in Madras & Prineville - 50%			
Writing: College Composition				Develop a Writing Certificate program	

Internships

Criminal Justice	Explore additional and maintain current opportunities for CWE and Internships	Significantly expand net of resources for additional opportunities for CWE and internships by including outlying areas and non-traditional facilities (e.g. Victims Assistance, COBRA).			
Nursing	Doleta Grant	Increasing placements for precepting NUR 208 students in Prineville, Madras, Redmond, and LaPine			
Psychology		1. Increase number of students engage in volunteering for community activities. 2. Incorporate more opportunities for CWE.			
Sociology	Service learning in selected courses				

Appendix 10: Board, Mission, Vision and Goals

Board Mission, Vision & Goals

Mission statement

COCC 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 wellbeing, security and responsibility; and
- look to COCC to lead the region in the achievement of these ends.

Board Goals

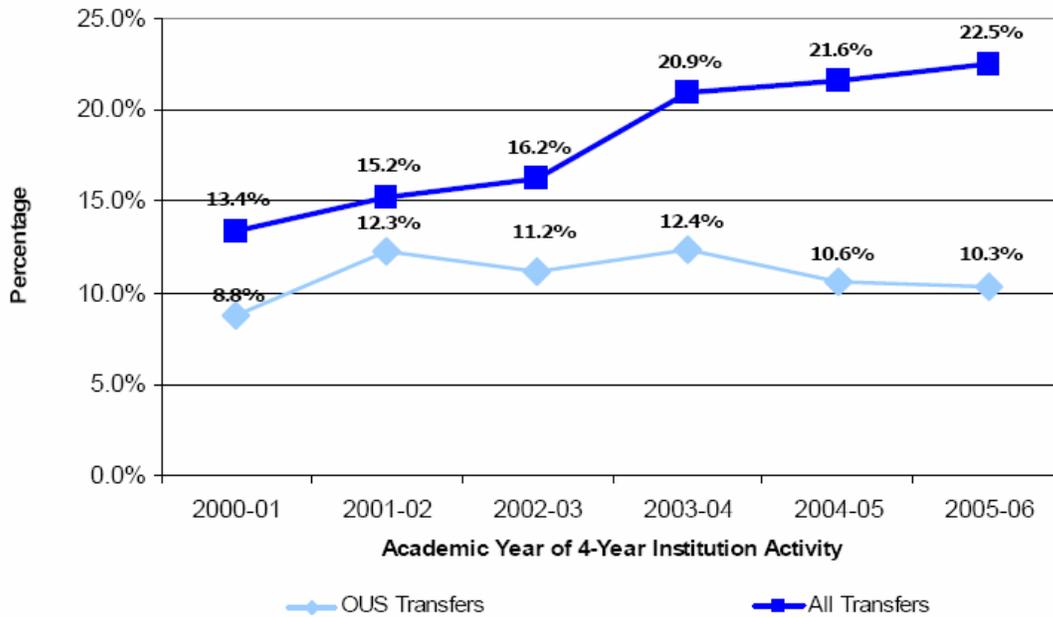
Because of COCC, the community will...

- Goal 1** – have an adult population with the proficiencies and learning skills necessary for lifelong employment at a family wage level;
- Goal 2** – have an adult population with academic achievements and learning skills necessary to successfully pursue education at and beyond the community college level;
- Goal 3** – work collaboratively to achieve shared purposes;
- Goal 4** – have wide-ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation;
- Goal 5** – support diversity; and interact effectively with state, regional, national and global communities.

Appendix 11

Percent of COCC Credit Enrollment Transferring and Taking Classes with a 4-year Institution the Following Year

Total number of students who were enrolled for credit at COCC one year and then enrolled at campus the next year (at any status and level). All transfers includes students in the OUS system.



Appendix 12: CERTIFICATE OF COMPLETIONS EARNED

2005-06 completers include all students who applied to graduate and were scheduled to complete their program in 2005-06 regardless if the certificate has yet been awarded. The numbers are preliminary.

Program	2003-04	2004-05	2005-06
<small>The titles listed are the titles that appear on transcripts and diplomas</small>	Completers	Completers	Completers
Addictions Studies	6	3	5
Auto Electrical Technician - Basic	0	1	11
Auto Electrical Technician - Advanced	0	1	10
Auto Engine Performance Technician	0	1	9
Automotive Drivetrain Technician	0	1	10
Automotive Engines Technician	0	1	8
Automotive Heating & AC Technician	0	1	10
Master Automotive Technician	0	2	4
Undercar Technician	0	1	6
Cascade Culinary Institute	7	2	7
Clerical Assistant	1	0	2
Clerical Bookkeeping	0	1	2
Computer Aided Drafting/Design	2	0	0
Computer & Information Systems	2	3	5
Drafting Technology	0	0	1
Dental Assisting	16	14	15
Early Childhood Education	0	0	0
Geographic Information Systems	0	4	5
HIT Electr Medical Biller Cert	0	0	6
Juvenile Corrections	2	4	6
Manufacturing Process Tech	0	0	1
Massage Therapy	16	29	30
Medical Assisting	23	13	15
Medical Transcriptionist	7	4	4
Office Assistant	0	0	1
Practical Nursing – LPN	32	51	33
Wildland Fire Suppression	1	0	1
TOTAL CERTIFICATES	115	137	207
OVERALL GPA OF COMPLETERS	3.46	3.45	3.47

Source: COCC Student Information System

Appendix 13: Full-time Faculty Characteristics Charts

STANDARD FIVE-FACULTY TABLE #1. INSTITUTIONAL FACULTY PROFILE																		
Rank or Class	Number		Full-Time Faculty															
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Gender		Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Prof. License	Less than Bach	Min	Med	Max	Min 1-8 years	Med 9-16 years	Max 17+ years	Female	Male	Min	Max	
Professor	26		15	10	-	N/A	-	\$55,109	\$54,944	\$74,109	-	12	14	14	12		15	15
Associate Professor	33		14	14	3	N/A		48,409	56,427	66,409	17	12	2	12	21		15	15
Assistant Professor II	15		7	8	1	N/A		42,209	48,502	58,209	16	-	-	11	4		15	15
Assistant Professor I	10					N/A		37,609	41,180	46,609	10	-	-	6	4		15	15
Instructor (temporary)	11	190		9				37,609	41,180	46,609	11	-	-	7	4		15	15

Appendix 15: Chart on Salaries and Benefits

INSTRUCTOR SALARIES	01-02	05-06	AVERAGE INCREASE
Instructor/Asst I	\$38,518	\$39,759	3.22%
Assistant II	\$42,213	\$46,589	10.37%
Associate	\$52,953	\$54,561	3.04%
Professor	\$60,869	\$65,505	7.62%
Average Salary	\$48,765	\$51,389	5.38%
BENEFITS			
Employee out-of-pocket health benefits	10%	12.70%	
LTD elimination period reduced	180 days	90 days	
Professional Improvement	\$2,000	\$2,400	20.00%
Assessment Development		\$500	
Funds for Professional Improvement and Assessment Development is for a 4-year cycle.			