

*Northwest Commission on Colleges and Universities*

**A REGULAR INTERIM REPORT**

**Central Oregon Community College  
Bend, Oregon**

**April 17-18, 2007**

**Prepared by**

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*A Confidential Report Prepared for the  
Northwest Commission on Colleges and Universities  
That Represents the Views of the Evaluators*

**Evaluation Committee Report  
Central Oregon Community College  
Bend, OR  
April 17-18, 2007**

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## **Introduction**

Central Oregon Community College (COCC) is a two-year institution, which offers a multitude of programs including the Associate of Arts Oregon Transfer degree, Associate of General Studies degree, Associate of Science and Associate of Applied Science degree programs, Oregon Transfer Modules, as well as a range of Certificates in technical and professional fields.

The most recent full-scale evaluation was conducted in April 2002. Five general recommendations resulted from that evaluation. In June 2002 the Northwest Commission on Colleges and Universities reaffirmed accreditation and requested a Focused Interim Report and Evaluation Visit in the spring of 2004 addressing all five general recommendations. In June 2004 the NWCCU reaffirmed accreditation based on the 2004 Focused Interim Report and visit.

In the spring of 2003 COCC submitted a proposal to expand access to educational services via distance delivery of courses, programs and services. This proposal was approved as a major substantive change. Review of the proposed distance learning activities was to be included in the spring 2004 Focused Interim Report and Visit, however in September 2003 COCC notified NWCCU that the Open Campus distance delivery program had been suspended due to budget reductions. In the fall of 2004 the Commission approved reintroduction of the “Open Campus” distance delivery program offering only selected courses and scheduled review of that program to be included in the 2007 Regular Interim Report and Evaluation Visit.

A Regular Interim Report was submitted in April 2007 and is the subject of this evaluation visit and report.

## **Interim Evaluation Report and Visit**

The Regular Interim Report submitted by Central Oregon Community College provided appropriately detailed descriptions of activities in response to the five General Recommendations resulting from the 2002 Comprehensive Accreditation Review. Descriptions of other institutional changes presented in Part B of the Interim Report were succinct yet informative, providing the reviewers with an overview of pertinent changes within the College and its operations. Some evidentiary documents were accessible through the COCC Website prior to arrival on campus. Although no additional exhibits, documentation, or evidentiary materials had been placed in the evaluator's workroom to aid in their review, all requests for additional documentation were quickly addressed.

The evaluators met and discussed the Central Oregon Community College Regular Interim Report, associated documents and activities with the following individuals. Discussions appeared to be open and honest.

### Members of the Board of Director:

Connie Lee, COCC Board Member  
Ron Foerster, COCC Board Member

### Chief Executive Officer

Dr. James Middleton, President

### Administrative Personnel

Dr. Kathy Walsh, Vice President for Instruction  
Jim Jones, Vice President for Finance /CFO  
Matt McCoy, Vice President for Institutional Advancement

### Division of Admissions & Records Personnel

Alicia Moore, Interim Dean of Student & Enrollment Services  
Aimee Metcalf, Interim Director of Admissions & Records  
Eric Braun, Director of Student Life  
Kevin Multop, COCC Financial Aid Director  
Vickery Viles, CAP Center Director

### Instructional Unit Personnel

Mary Jeanne Kuhar, Instructional Dean  
Ross Tomlin, Instructional Dean  
Carol Morehead, Dean Continuing Education and Extended Learning  
Beverlee Jackson, Professional/Technical Department Chair  
Bob Reynolds, Science Department Chair  
Sione Aeschliman, Instructional Assessment Specialist

### Other Personnel

Barbara Klett, Academic Computing Support  
David Bilyeu, Library Director

Stacey Donohue, Interim Report Editor  
Ron Paradis, Director College Relations  
Brynn Pierce, Institutional Researcher

Partnerships Representatives

Jim Weaver, Executive Director of COCC Foundation  
Richard Thompson, Director of The College Place

2006-07 Assessment Planning Team

Sione Aeschliman, Instructional Assessment Specialist\*\*  
Matthew McCoy, Vice President for Institutional Advancement\*\*  
Aimee Metcalf, Assistant Director of Admissions and Records\*\*  
Carol Moorehead, Dean for Continuing Education and Extended Learning\*\*  
Brynn Pierce, Institutional Researcher\*\*  
Vickery Viles, Director of CAP Center\*\*  
Dr. Kathy Walsh, Vice President for Instruction\*\*

\*\* Indicates individuals also listed in other categories

Faculty Assessment Team

Julie Hood, Assistant Professor II of Human Biology, Chair\*\*  
Sione Aeschliman, Instructional Assessment Specialist\*\*  
Stacey Donohue, Professor of English\*\*  
Amy Harper, Assistant Professor II of Anthropology

\*\* Indicates individuals also listed in other categories

Union President

Jon Bouknight, Professor of Communication and Writing

Faculty and Staff

Approximately six college personnel attended the open forum on Governance and Institutional Leadership

Students

Approximately 15 students enrolled in various programs, including students from the Redmond Campus and students taking on-line courses attended the open forum for students.

## Part A

### Actions Taken Regarding General Recommendations

**General Recommendation 1:** *The Committee recommends that the institution systematically build 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 - Planning and Effectiveness).*

The April, 2004 Focused Interim Report to the Norwest Commission on Colleges and Universities (NWCCU) found that Central Oregon Community College (COCC) had made significant progress in building a culture of assessment throughout the college, but indicated concern that it was too early to determine the effectiveness of the processes that COCC had put in place. Since the Focused Interim Report, COCC has continued to develop its culture of outcomes-based assessment. There is a clearly defined evaluation and planning process. (Standard 1.B.1) COCC has devoted significant resources of time and money into the training of staff, faculty, and administration regarding assessment practices and activities. It has formed active committees and groups to provide leadership and direction to those practices and activities (Standard 1.B.6), produced regular reports of findings from these activities, and made use of resultant data in many levels of its decision making processes (Standard 1.B.5)

Evidence of on-going commitment to developing a culture of assessment is apparent through the development of line items in both the College's operational budget and the Institutional Advancement budget that support assessment activities. These resources provide funding for the generation of reports that provide information associated with key indicators of performance for both instructional programs and institutional services. These reports also provide the means to ensure alignment between the College's vision, as articulated in the Board's *Vision Concept Paper*, and the activities and resources of the College. Some example are the annual *Institutional Effectiveness Report (formally the Assessment Report)*, which provides information on the six *College Wide Success Outcomes* to the Board of Directors for their use in setting annual budgets and planning and establishing priorities for college leadership (Standard 1.B.7). Indicators for each goal are determined by the Assessment Planning Team through consultation with their respective areas of the College. This report is made available to the College and the broader community through the College website. However, it should be noted that analysis of this data has not yet been accomplished in any systematic way.

The College is in the process of completing its *Strategic Plan*, which is currently in draft version and is being reviewed by various levels of the College. The draft coherently ties together Board Goals with identified metrics and benchmarks and it identifies ways to assess each strategic priority and implementation initiative. Institutional assessment is overseen by the Assessment Planning Team, which is made up of members from across the different areas of the College. This team also assesses the assessment process (Standard 1.B) through input from the President, the Board of Directors, and from the

members of the various areas they represent based upon information contained in the Institutional Effectiveness Report. For example, the Board of Directors has asked that more analysis of the data contained in the report be completed and made available to the Board.

Another set of data, the *Instructional Strategic Planning Indicators*, is used for resource allocation and planning within the Instructional Unit, including staffing as well as providing information for a program review and viability process. Finally, information on students has been made available through the *Student and Course Assessment Data (SCAD)* program. Data from this program is utilized by staff and faculty for a variety of reports and uses. This report is merged with specific program information into a *Data Warehouse* data set available for use by various departments to study such areas as student retention and enrollment patterns.

Evaluation of institutional services has made good progress. Examples were presented that show the College has effectively used data obtained through its evaluation processes to make changes, which are readily apparent and well documented, including areas such as Admissions. Assessment methodology includes the use of surveys to provide data for improving student services as well as for improving information technology available to students, staff, and faculty. The planning process for both the gathering of information and its use is clearly participatory as required by Standard 1.B.3

Within the Instructional Unit there has been good progress in providing data informed decisions regarding the allocations of resources and staffing. However, assessment of student learning has not been as clearly developed or implemented. The difference in improvement between assessment within institutional services and the assessment of instruction is clearly visible on the College's Assessment website. While the College has invested a significant amount of resources, even during times of scarcity, toward the development of a culture of assessment, progress within the instructional unit has been slow in developing. However there is evidence that in some areas data driven decisions have been made. For example, a significant revision of the degree requirements for the Oregon Transfer Degree has resulted in vastly improved graduation rates. The College has developed a program planning document, *Midrange Plans*, which it utilizes to plan for resource allocation, program development, curricular design, etc. for the next three to five years. These plans also identify assessment activities by discreet areas of instruction, which have been identified as supporting the overall Instruction Assessment Cycle.

While COCC continues to show commitment and progress toward a culture of assessment and data-driven decision-making, there is clearly a need to continue in this work.

**General 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 General Education/Related Instruction Requirements).*

As reported in the April 2004 Focused Interim Report, the College has reviewed its applicable applied degree and certificate programs. Where necessary, it has changed those programs to ensure that each program contains the appropriate coursework in Communication, Human Relations and Computation. Courses meeting these requirements are outlined in the program descriptions contained in the COCC 2006-2007 catalog. To ensure that new programs or certificates, or changes to existing programs do not result in inadvertently leaving out or deleting these requirements, forms used to approve new degrees and certificates, or changes to existing degrees or certificates require documentation that the requirements continue to be met. The College has prepared a matrix that shows where Related Instruction in each of the three required areas resides within each program or certificate. (Standard 2.1 – Clarification statement 1 for Related Instruction)

The College does not offer any applied degrees or certificates that are primarily intended for transfer. In those cases where students may choose to proceed and continue on to a baccalaureate program, such as the Forestry program, the College offers separate transfer options which contain college level general education courses. (Standard 2.1 – Clarification statement 2 for Related Instruction)

Since programs offering applied or specialized degrees or certificates requiring Related Instruction in Communication, Human Relations and Computation generally do so by way of discreet courses, the learning outcomes for Related Instruction in specific programs are identified as outcomes in those courses. The courses are selected by program faculty and advisory committees as being appropriately aligned with the outcomes of each program. (Standard 2.1 – Clarification statement 3 for Related Instruction)

Instruction in health, industrial safety, and environmental awareness is embedded within the course offerings of each specific program. (Standard 2.1)

The evaluators find that the College has met the requirements of Policy 2.1 regarding Related Instruction.

**General 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 Educational Assessment).*

As noted in the 2004 evaluator's report on General Recommendation 1, the College has made significant gains in initiating a comprehensive institutional assessment plan and as a result, has made significant improvements to institutional services. That same level of improvement has not existed within all areas of the Instructional Unit although progress has been made in that Unit as well. There are good data informed decisions being made regarding allocation of resources, faculty hires, retention issues, etc. The evaluators find that assessment of student learning has not progressed at the same rate.

As stated earlier in this report, the College has invested resources to try and build interest and expertise within the faculty and staff toward building a culture of assessment and improvement of student learning. Workshops and trainings have been held to provide faculty members with the tools and information to help them develop assessment techniques and protocols. Money has been made available for faculty to develop assessment tools and methods (*Program for Excellence in Assessment {PEA} Grants*). Some programs have utilized these resources extensively. For example, since spring of 2003 when the program was implemented, a total of thirty-two grants have been awarded – sixteen since the April 2004 Focused Interim Report. Of those thirty-two, eleven were awarded to faculty in the Humanities, six to faculty in Allied Health, and two to Student Affairs. However, only one grant was awarded to faculty within the Science Department.

In October 2006, the College hired an Instructional Assessment Specialist. This person has been available to work individually with faculty members to help build an understanding of the assessment process. As one faculty member stated, “until recently I thought assessment was “like learning a foreign language.” The evaluators were told that some faculty members have resisted bringing assessment into their teaching assignment, fearing it would increase their workload. The Instructional Assessment Specialist has provided opportunities for those faculty members who have made progress on assessment, the means to share their experience and best practices through an Assessment Symposium. In spite of these efforts, work on student learning assessment is still primarily at the course level in the development of learning outcomes. With some notable exceptions where pockets of excellence exist in programs such as Nursing, Writing, and Business, assessment of student learning at the course and program level has not generally occurred. In general, where course learning outcomes are present, there is no evidence that consistent analysis of how the aggregate of students perform within or across classes in meeting those outcomes.

In an attempt to make assessment more visible to staff and faculty, the College has developed an assessment Website that provides space for programs to list their assessment data and list improvements that have resulted. To date, there is information regarding the Nursing, Massage Therapy, and Business Administration programs along

with information from the Computer Information Technology department and the Admissions and Enrollment office. No other departments have made entries to the Website.

With regard to General Education, learning outcomes have been identified and articulated, although there is no information contained in the College catalog informing students or the public of those learning outcomes. The curriculum was mapped to determine if and where students could master those outcomes. However, that project was temporarily put aside in favor of working with faculty to develop course learning outcomes. There appears to be no cohesive method of gathering data on student's success in achieving the General Education Learning Outcomes, and therefore no methodology in place to provide for improvement of the General Education Program based upon that data. What information did exist within the 2006 *Institutional Effectiveness Report* seemed to rely only upon student self-reports of the frequency they were asked to demonstrate their abilities regarding the General Education Outcomes. General Education Learning Outcomes for the Oregon Transfer Degree have been identified and articulated. The College reported that the same General Education Learning Outcomes have been adopted as core to all degree programs, however, publication of these outcomes for the Oregon Transfer Module, the Associate of Science – Direct Transfer to Oregon State University, and Associate of Science degrees was not evident. In all cases, there does not appear to be an identification of the level of competency expected for students within the General Education Program.

**General 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 Three – Students).*

The Division of Student and Enrollment Services at COCC has added resources and reorganized in an effort to both improve and expand services to students throughout its service area (Standard 3.A). The Division has utilized a variety of assessment processes and tools, ranging from student opinion surveys to an external consultant to evaluate programs and services (Standard 3.B.6). Information gained through assessment has been analyzed and used to guide reorganization of the Division, address identified weaknesses, add new positions and improve services in general, as well as to students attending on-line and through the Redmond campus specifically. New positions have included a Career and Job Placement Officer and a Student and Community Outreach Coordinator.

Student support services web pages have been redesigned resulting in increased and improved on-line services. Students now have access to on-line admissions, enrollment, degree checks, advising and placement test appointments, and step-by-step instructions on how to get started with enrollment at COCC. Within the Admissions and Records Department this increase in student use of on-line services has enabled staff to spend

additional time in recruitment activities, admissions advising and orientation workshops both in Bend and on the Redmond campus. (Standard 3.D.9)

Reorganization has also improved and extended the provision of financial aid services. A Financial Aid Counselor position has been created to provide students with one-on-one assistance and counseling regarding financial aid processes and decisions. A financial aid loan coordinator/financial aid advisor now spends two days a week at the Redmond campus to provide students from the northern end of the service region with access to that same one-on-one, face-to-face assistance that is available on the main campus. On-line services allow students to apply for financial aid, track the status of their applications, receive and accept awards without coming to campus. Data documenting the increased use of these services as well as student reports that the services are easy to use and very helpful provide evidence that these additions have improved student access and the quality of services. (Standard 3.D.6, 3.D.7)

Creation of the CAP Center (Career, Academic, and Personal Counseling Center) centralized the coordination and delivery of advising and counseling services within Student Services. Staff and students consistently report this centralization has resulted in improvements in access for students. Having trained advisors and counselors located within the CAP Center makes these services available throughout the year, including breaks when faculty advisors are not available. Through the CAP Center an academic advisor is regularly scheduled on the Redmond campus four hours per week and advising workshop and group advising events are regularly scheduled on both the Bend and Redmond campuses (Standard 3.D.10). The new Career and Job Placement position provides career exploration and job search/placement services on both campuses (Standard 3.D.11). Personal counseling is provided through a contract with a local hospital and protocols for crisis or emergency situations have been implemented (Standard 3.D.12). Telephonic personal counseling services are available to students outside of Bend however face-to-face services require the student to come to the Bend campus.

Student services staff consistently report that: the addition of staff positions, reorganization of existing positions and departments, and use of assessment information to guide decision making, has led to improved and expanded services. Students interviewed including students from the Redmond campus and those taking on-line courses also reported the availability and quality of student services to be very good. These reports coupled with use statistics and college documents indicate the College has appropriately responded to General Recommendation 4.

Although COCC has made substantial strides in extending services to students in Redmond, Sisters, and throughout the service area, evaluators did hear some employees express frustration that providing services to the Redmond campus meant personnel had less time to serve the larger critical mass of students on the Bend campus. COCC must continue to monitor the distribution of resources to ensure this attitude does not result in the gradual eroding of services to some groups of students.

**General Recommendation 5:** *The Committee recommends that the institution show evidence that it employs full-time faculty who represent each field or program in which it offers major work (Standard 4.A - Faculty Selection, Evaluation, Roles, Welfare and Development).*

As noted in the 2004 Focused Interim Report and evaluation visit, the college has engaged in an ambitious faculty recruitment and hiring process as they seek to evaluate program needs and realign the faculty to meet the needs of current programs. The 2002 Comprehensive Accreditation Report identified four programs (Licensed Massage Therapy, Emergency Medical Services, Medical Assisting, and Engineering) that appeared to not be supported by fulltime faculty members. Since 2002 the College has engaged in substantial analysis of program enrollments, coordination needs, program accreditation criteria, and pre-professional program status. This analysis has provided the evidence needed to support the hiring of fulltime faculty in three of the identified programs, as well as five additional programs identified by the institution (Criminal Justice, Early Childhood Education, Health Information Technology, Aviation, and Wildfire/ Structural Firefighting.) This analysis has also clarified the credential requirements of the fulltime faculty member assigned to the Engineering Program as appropriate for this program. The evidence reviewed indicates COCC has addressed the concerns of General Recommendation 5.

### **Summary of Responses to Part A: General Recommendations**

COCC has appropriately addressed the requirements of General Recommendation 2, 4, and 5 from the 2002 Comprehensive Accreditation Evaluation. In addition the components of Recommendation 1 related to Standard 1 have also been addressed. The evaluators recognize that COCC has made significant steps toward building a culture of assessment that encompasses the entire college. During a period of severe funding limitations, the College has continued to provide resources that provide clear evidence of its commitment to Institutional and Educational Assessment as outlined in Standard 1.B, Policy 2.1, and Policy 2.2, including providing training opportunities, workshops, and the hiring of an Instructional Assessment Specialist. A well developed Assessment Plan and Assessment Cycle have been identified. Committees have been formed, which along with the Institutional Research Office, have provided data and reports that have been instrumental in enhancing the College's ability to make data based decision at all levels. The result of improved assessment planning is evident in the College's draft Strategic Plan. The progress and result of assessment in Institutional Services is evident. However, the culture of assessment has not as yet permeated the Instructional Unit.

## **Commendations Related to Part A: General Recommendations**

1. The College Board of Directors and the Administration are to be commended on their use of data informed decision making. It is apparent through the draft of the next Strategic Plan that a well designed process is in place to ensure that delivery of the College's instruction and services are in alignment with the Mission, Board Goals and Vision for the College and that data gathered through its Assessment Plan will enable the College to monitor and improve services to its community.
2. The Instructional Unit is to be commended for ensuring that there is a recognizable body of Related Instruction in the area of computation, human relations, and communication for applied or specialized associate degree programs and for certificate programs of one academic year or more in length. The College has developed a process to ensure that new programs or revisions to existing program offerings are documented as containing appropriate Related Instruction and has made students aware of these requirements in the College Catalog.
3. Student and Enrollment Services is to be commended for its effective use of assessment data to guide the reorganization and expansion of student support services, resulting in increased services, improvements in the quality of services, and improved access for all students regardless of where or how they are enrolled.

## **Concerns Related to Part A: General Recommendations**

1. While data informed decision making within the Instructional Unit is apparent as evidenced in how resources are allocated, assessment of student learning within the unit is lagging. Currently there are courses and some programs without clearly articulated learning outcomes. Where there are identified learning outcomes instructional programs may not have: identified levels of expected competencies, assessed to determine if those levels have been made, nor made adjustments to improve student learning. General Education Learning Outcomes are identified and articulated, but there is not an assessment plan developed at this time that monitors student progress and leads to improvement of student learning. While the College has indicated a number of efforts and plans are underway for moving student learning assessment forward, evidence of accomplishment is not yet available. (Standard 2.B and Policy 2.2)

## **Part B**

### **Questions Related to Institutional Change**

The College has reported a variety of changes and improvements implemented since the last Comprehensive Evaluation in 2002. These changes, described in Part B of the Regular Fifth-Year Interim Report, and in exhibits and related documents have been reviewed and evaluated in terms of the impact on Central Oregon Community College's continued conformity with the Standards, Policies, and Eligibility Requirements of the NWCCU.

#### **Standard One: Institutional Mission and Goals, Planning and Effectiveness**

CCOC has experienced significant funding challenges since the 2002 Comprehensive Evaluation. While some programs were eliminated and a Reduction-In-Force occurred, the Mission, Vision and Goals of the College have remained constant. In order to provide better clarity of direction, the Board of Directors provided, and subsequently revised, a *Vision Concept Paper* to help guide the College through its financial difficulties. Consequently, programmatic changes have been made, alternative revenue streams have been developed, and community support has been successfully obtained, allowing the College to successfully continue providing quality education to its students and to meet the needs of the community it serves. Information regarding Standard 1.B, Planning and Effectiveness is discussed under General Recommendation 1 of this report. The College is currently involved in a capital campaign to provide a new building for its Culinary Program. New facilities are planned in a number of other areas including a Campus Center as well as an Allied Health and Science building. There are also plans to increase student housing. Other than items discussed in Part A: Actions Taken Regarding General Recommendations, no items were noted that raised concerns related to Standard One.

#### **Standard Two: Educational Program and Its Effectiveness**

Significant changes have been made to the Oregon Transfer Degree, which has resulted in a marked increase in the number of students graduating with this degree. After assessing the reason for what was felt to be abnormally low graduation rates, changes in the sequencing of General Education course were made. These changes were within the limitations of the statewide degree requirements. Several new Certificate programs were added in the Master Automotive Technology, GIS, Wildland Fire Suppression and the certificate programs for Office Administration/Clerical Assistant, Equipment Services Technician, and Early Childhood Education (Daycare Worker) were discontinued.

COCC has continued to participate in strategies that allow high school students the opportunity to gain college credit through a number of different pathways. High school teachers teaching courses in the College Transfer Program are vetted and held to the same

standards as College faculty. Evaluation of effectiveness is accomplished through discussion with the school districts and high schools involved.

Due to fiscal concerns, the Open Campus Distance Delivery program was discontinued following the summer of 2003. Following a comprehensive study, the College began offering of a small number of on-line and hybrid courses but has ceased using the term “Open Campus Program”. There is evidence of a strong process that addresses the quality of the on-line courses and the faculty members who teach them. Students taking on-line courses are afforded the same level of access to library and other appropriate student services. The College has slowly added to the number of on-line courses offer, now totaling approximately thirty-five. Courses offered on-line or hybrid format are also offered in a traditional classroom format in order to give students a choice in delivery modality. Faculty teaching on-line courses are subject to the same hiring process as other faculty and are vetted by the appropriate department. Fiscal resources appear sufficient to ensure sustainability of the existing on-line course offerings. Student evaluation of these courses is strong and supports both the need and quality of on-line delivery. In many programs and degree options, hybrid course delivery is a strategy the College is utilizing to provide greater flexibility for students.

Educational Assessment is discussed under General Recommendation 1 and 3. Other changes to the educational program, including the reintroduction of on-line course delivery are consistent with the requirements of Standard 2.

### **Standard Three: Students**

Several changes within the Division of Student and Enrollment Services have occurred. In addition to the changes and reorganization discussed under Response to General Recommendations 4 in Part A of this report, additional changes that have resulted in increased and improved support services to students include:

- Development of a Strategic Enrollment Management Program (SEM) that will enable the College to more precisely monitor student characteristics, target recruitment efforts that are consistent with the College Mission and resources, plan and deliver appropriate student services.
- An increased focus on partnerships between the Student and Enrollment Services Division and the Academic Affairs Division as demonstrated by In-Sync a team committed to jointly address instructional and student services issues and the *Achieve Your Dream Scholarship* program supported by the COCC Foundation.
- Implementation of a revised grading policy following analysis of grading policies at all Oregon Community Colleges,
- Restructuring of the Associated Students of Central Oregon Community College (ASCOCC) to increase participation,
- Partnership with a non-profit organization that extends college access services to low income and first generation college families throughout the central Oregon region.

- Alignment of Student Life activities with the General Education Outcomes: as a first step in the linking of co-curricular activities to articulated educational outcomes.

One concern in relation to Policy 3.1.C.5 was noted. The COCC 2006-07 Catalog contains an error in the accreditation statement which identified the accrediting body as the Northwest Association of Schools and Colleges. This statement has been corrected in a draft version of the 2007-08 Catalog. Other changes to programs and services provided for students enhance the college's student support services.

#### **Standard Four: Faculty**

COCC has made two changes in policies and practices related to faculty evaluation. Faculty Professional Improvement Plans (PIPs) have been part of a well established Faculty evaluation system for many years. Although PIPs were a contractual obligation some faculty members were not completing this requirement. To increase faculty participation in this contractual obligation the college has linked annual salary steps for faculty to satisfactory completion of the PIP. The second policy clarification revised the definition of community service as it relates to professional activities reported in the Annual Report of Activities and stipulates that community service must be relate to the instructor's primary assignment within the college. Both changes are intended to strengthen the faculty evaluation system and are consistent with the expectations of Standard 4.1.

Faculty characteristics and total number of faculty members has changed only slightly through the current academic year. Although the college has added new faculty in several program areas, this largely represents a realignment of faculty positions with current program enrollments and needs. Hiring currently underway for the 2007-08 academic year will increase the fulltime faculty from 92-95 and the number of tenure track positions increasing by six or seven. COCC Board of Directors and Faculty reached agreement on a four-year labor contract in September 2006. This agreement provided faculty with a salary increase, as well as increase in professional development allowances, while requiring an increase in faculty contributions to health care benefits. The agreement scheduled re-opening of salary and benefit negotiations in one year.

See response to General Recommendation 5 for further discussion related to employment of fulltime faculty representing each field or program offered by COCC. No concerns were noted in relation to Standard Four.

#### **Standard Five: Library and Information Resources**

Library and Information Resources have been improved and expanded since the 2002 Accreditation Review. Availability of electronic databases, electronic periodicals, and electronic books has increased substantially. Electronic reference books have replaced

non-circulating reference books. This expansion of electronic resources provides access to research materials beyond the walls of the library, enabling students to access library materials without coming to campus.

In 2006 funding from the College's Program for Excellence in Assessment program supported a survey of faculty and students to determine attitudes and needs related to library holdings and services. Data from this survey has guided the library to add Saturday library hours and allocate acquisitions funds increasingly toward electronic holdings. Information on the limited use of Summit, the Statewide Consortium circulation system has prompted a rethinking of ways to increase student and faculty use of these on-line resources. To date no specific efforts have been directed at this finding.

No areas of concern were noted in relation to Standard Five.

### **Standard Six: Governance and Administration**

There has been significant turnover in the leadership and management of the college at the executive level. During the period since the 2002 Comprehensive Evaluation, the Board of Directors has three new members. There has also been a change in the Presidency. The college has adapted well to these changes in college leadership and the Mission, Vision, and Goals of the College have remained constant during this time period.

Discussions with members of the Board of Directors, the President, and information obtained at an open forum held for faculty and staff indicates a climate of trust and mutual respect throughout the college. The Board of Directors operates under a Policy Governance framework. Within that framework roles and responsibilities seem well understood and vertical communication seems good. Faculty stated that they had a high degree of trust in the administration of the college and felt they were given good opportunities to participate in the governance of the college. Specifically, they felt that College leadership worked collaboratively with faculty in carrying out the mission of the college. Evidence indicates that the College's system of governance supports the accomplishment of its mission and goals. No items were noted that raised concerns related to Standard 6.

### **Standard Seven: Finance**

COCC faces revenue uncertainty related to state funding. Changes to the distribution formula utilized by the State Board of Education, attempt to equalize the "Total Public Resources" per FTE for all community colleges in Oregon over a six year period. For COCC this means that strong growth in the district's local property taxes will lead to reduced state aid. COCC has identified strategies to mitigate the impact of distribution formula changes and is actively engaged in implementing those strategies. The college demonstrates solid planning for revenue changes that are anticipated over the next two

bienniums. Budgeting processes are data driven and allocation alignment with the Vision, Mission and Goals of the College are apparent. No areas of concern were noted in relation to Standard Seven.

### **Standard Eight: Physical Resources**

The facilities and physical resources of COCC effectively support the College's mission and programs. Major maintenance projects are prioritized and scheduled for completion annually. COCC has implemented a facility energy savings program in conjunction with an energy services company that is designed to pay for itself in energy cost savings as well as generate a positive cash flow for the institution. Planning for new facilities is linked to strategic planning for the institution. Over the next three years the college expects to see construction of a new Campus Center Building which is scheduled to begin in 2007 or early 2008; completion of planning stages for a new Allied Health and Science Center Building, decisions regarding strategies for providing contemporary student housing, completion of a capital campaign to support a new Culinary Institute Building; and remodeling of three older instructional buildings to improve the space utilization, and increase ADA access. No items of concern were noted in relation to Standard Eight.

### **Standard Nine: Institutional Integrity**

COCC appears to accurately and honestly represent activities, programs, services and challenges to its internal and external constituencies. Information is posted in various locations on the College's web site. Surveys have been processed to identify commonalities or differences in the perspectives held by the Board of Directors and the staff of the college in dimensions of college services related to the mission of the college. This information is being used to develop a comprehensive strategic plan, which is currently in a draft stage and under review. Policies related to academic freedom, conflict of interest, and fair treatment, continue to be in place.

Evidence supports that the College adheres to high ethical standards in the representations it makes to its constituencies and to the public. One item of concern was noted in the 2006-07 COCC Catalog where the accreditation statement (Standard 9.A.3) incorrectly identified the accrediting body. Appropriate corrections appear to have been made for the 2007-08 Catalog (Also see Part B Standard 3). No additional items were noted that raised concerns related to Standard 9.

### **Eligibility Requirements:**

No items of concern were noted that would negatively effect the College's continuing compliance with the 20 Eligibility Requirement of the NWCCU.

## **Summary of Responses to Part B: Institutional Changes**

With the exception of those items specified in the following section *Concerns related to Part B*, all other institutional changes are consistent with the Standards, Policies and Eligibility Requirements of the Northwest Commission of Colleges and Universities.

### **Commendations Related to Part B: Institutional Changes**

1. The College Board of Directors, Campus President and Administrative personnel are to be commended for forward planning that has allowed them to identify and begin development of alternative revenue streams to mitigate the projected loss of state revenue during the next two bienniums.

### **Concerns Related to Part B: Institutional Changes**

1. The College needs to review all college publications, including the catalog and website, to ensure that accurate information related to institutional accreditation is conveyed to the public. The accreditation statement contained in the COCC 2006-07 Catalog incorrectly identifies the accrediting body as Northwest Association of Schools and Colleges. A correction has been noted in a draft copy of the 2007-08 Catalog. (Policy 3.1.C.5 and Standard 9.A.3)
2. In a climate where there is inherent competition for limited resources, the Division of Student and Enrollment Services must continually monitor the provision of support services to ensure critical mass in one location does not override the need to provide support services for all students regardless of where or how they are enrolled. (Standard 3.A)

## **Institutional Commendations and Recommendations** (Formerly General Commendations and Recommendations)

### **Commendation**

1. COCC is to be commended for establishment of a campus culture that is based on positive and productive communications and collegial attitudes that support collaboration and joint efforts in the planning and delivery of programs and services. This climate of trust within and across levels of the institution supports a focus on quality and continual improvement in all areas of the organization.

### **Recommendation**

1. It is recommended that COCC continue to develop student learning outcomes at both the course and program level, determine the level of competency expected of students, assess how well students meet those expectations and make improvements to programs based upon the findings of the assessment process. This recommendation is made for both individual programmatic assessment and for the assessment of General Education. (Standard 2.B and Policy 2.2)