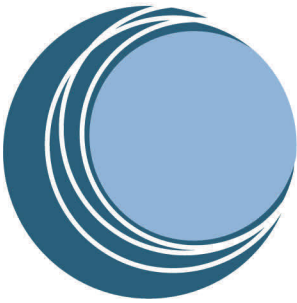


**CENTRAL OREGON**  
community college



## **Chapter Five: Mission Fulfillment, Adaptation & Sustainability**



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## CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION & SUSTAINABILITY

### Eligibility Requirement 24

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

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

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

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

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

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

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

## Standard 5A: Mission Fulfillment

### 5.A.1

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

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

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

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

### 5.A.2

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

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

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

#### K-20 education

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

#### Local economy

- Economic Development for Central Oregon (vice president for administration)
- Advertising Federation of Central Oregon (director of College Relations)
- Redmond Economic Development Initiative (dean of Extended Learning)
- Bend Chamber of Commerce Board (president)
- Leadership Bend (CFO is the most recent COCC participant)

Central Oregon prosperity and other efforts

- Partnership to End Poverty (dean of student and enrollment services, dean of Extended Learning)
- Rotary (vice president for administration, vice president for instruction)
- Budget Board, Sisters Parks and Recreation District (instructional dean)
- Board of Directors for Cascades East Area Health Education Center (instructional dean)
- Steens’ Mountain Advisory Committee (library director)
- Nature of Words Board and Advisory Committee (library director, multiple terms)
- Lewis and Clark College Board of Alumni (instructional dean)

The College measures its success in relation to core themes through both qualitative and quantitative measures. Quantitative measures indicate success when the College has met or exceeded a minimum threshold. Qualitative measures indicate success through discussion of broader actions and outcomes related to core themes.

**Board Goal 1 - Students will have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level. (Core Theme 1: Transfer and Articulation)**

Relative to this board goal and indicators for Core Theme 1: Transfer and Articulation, COCC achieved 71.4% “acceptable or aspirational.”

The Community College to Oregon University System (OUS) GPA Transfer Report documents COCC’s achievement of its transfer and articulation goal. COCC students perform at or near the top when compared to transfer students from other Oregon community colleges and perform slightly above the level of continuing native OUS students.

Year of CC attendance	COCC student OUS GPA the following academic year	Oregon CC student average OUS GPA the following academic year	COCC rank among Oregon CCs	OUS continuing student GPA
2008-09	3.10	3.03	#2	3.07
2007-08	3.12	3.05	#2	3.08
2006-07	3.12	3.05	Tied for #1	3.08

The 2008-09 COCC students who transferred to OUS performed well compared to transfers from the other 16 Oregon community colleges in the six content areas examined. English composition was the only subject area where COCC student transfer GPA was below the average for all Oregon community college transfers (ranking tenth in a list of 17 colleges). In the two prior years, COCC transfers ranked thirteenth (2007-08) and fourth (2006-07) comparatively in English composition GPA. The 2008-09 COCC students who transferred were consistently strong in all other content areas. In math the College ranked seventh, in arts and sciences it ranked third, in science it ranked sixth, in social science it ranked fourth, and in foreign language it ranked fourth.



COCC's annual Graduate Survey has also indicated success over the past five years:

- On average, 90% of respondents indicate “very much so” when asked about the extent to which they achieved their goals from COCC.
- On average, 73% indicated “very satisfied” or “satisfied” when asked about the quality of preparation to transfer to another college.
- Even though less than 9% of COCC students are dually admitted with Oregon State University-Cascades, on average 74% of COCC completers who responded were aware of OSU-Cascades and on average 70% were knowledgeable about options offered through OSU-Cascades.

With the pressure of rapid and significant enrollment increase, the indicator focused on “reasonable progress toward degree completion” ranked lower than other indicators and suggests an area for institutional attention.

**Board Goal 2 - Students will have the workforce knowledge and skills necessary for their careers.  
(Core Theme 2: Workforce Development)**

Relative to this board goal and indicators for Core Theme 2: Workforce Development, COCC achieved 76.5% “acceptable or aspirational” results, and almost 50% of the indicator demonstrated “aspirational” achievement. Recent national economic conditions have challenged full achievement in employment and economic development areas, but COCC has made good progress, as demonstrated below. Achievement in Workforce Development is demonstrated by the range and number of career technical programs and noncredit work and business support programs. The responses from graduate surveys, advisory committees, and employers document the core quality of these programs, but also provide important guides for making continual improvements.

Over the past decade, COCC has developed new programs and revised existing programs, demonstrating its commitment to relevant knowledge and training for students. Development and modification include:

- Automotive: Development of a series of less-than-one-year certificates that provide focused training and initial job entry skills
- Aviation: Development of new curriculum in both fixed wing and helicopter pilot training and partnership development with regional flight trainers
- Entrepreneurism: New program under development; tenure track faculty hired to develop program and provide design input for the Redmond Technology Education Center
- Culinary: Major curriculum revision; new AAS degree in baking and pastries developed; and model \$7 million facility developed with student-run restaurant
- Forestry: Series of less-than-one-year certificates developed as part of state Career Pathways efforts
- Health Information Systems: Series of less-than-one-year certificates developed as part of state Career Pathways efforts
- Manufacturing Technology: Series of less-than-one-year certificates developed as part of state Career Pathways efforts

- Oregon Green Technology: Adoption of statewide standardized one-year certificate program and support facilities planned in the Redmond Technology Education Center
- Pharmacy Technician: New program developed with dedicated facilities in Health Careers building
- Veterinary Technician: Program under development
- Non-Destructive Testing and Non-Destructive Inspection : Program under development and support facilities planned for the new Redmond Technology Education Center

As indicated in the March 2011 Institutional Effectiveness Report on partnership with regional employees, all CTE programs at COCC are currently engaged in program-level assessment. The first step of this assessment involves the articulation of program-specific student learning outcomes. These assessments define what a student should know and be able to do after completing a program. The CTE programs work with their advisory committees and industry standards to establish the program-specific outcomes. From there, methods of measuring student learning in relation to the outcomes are designed. Both direct and indirect measures are used. Direct measures of student learning include pre/post-testing, evaluation of projects, and student portfolios. Indirect measures of student learning include retention/graduation trends, licensure pass rates, job placement data, and feedback received from students, graduates, and employers—usually through surveys and/or focus groups.

Career Technical completion rates are increasing at the College. The number of CTE credentials awarded between 2006-07 and 2010-11 grew 78% from 338 to 604.

Community Learning and Continuing Education remains a key asset for fulfilling COCC's Workforce Development goal. The March 2011 Institutional Effectiveness Report documents the breadth and size of services provided by this area of the College.

According to the Graduate Survey, COCC graduates indicate that the College is fulfilling its mission in regard to workforce knowledge and readiness. Specific highlights indicate several notable achievements:

- During the past five years, on average 90% of respondents indicate "very much so" when asked about the extent to which they achieved their goals at COCC.
- On average 81% indicated "very satisfied" or "satisfied" when asked about the quality of preparation they received for their chosen occupation.
- On average 67% indicated "very satisfied" or "satisfied" when asked about the quality of course-related work opportunities such as work experience, practicum, or clinical.

At the same time, COCC recognizes that surveying completers likely captures the opinions of the most successful and most satisfied students. Over time, the College will seek feedback from leavers and non-completers to identify potential areas of improvement.

**Board Goal 3: Basic Skills - Students will have academic achievements and basic learning skills necessary to successfully pursue education at the community college level. (Core Theme 3: Basic Skills)**



Relative to this board goal and indicators for Core Theme 3: Basic Skills, COCC achieved 71.4% “acceptable or aspirational” results. Achievement analysis highlights the challenges of building long-term success with English Language Learners and Adult Basic Education students. However, COCC’s evidence of progress is illustrated by two broader actions with promising outcomes. First, use of data to steer important work with Adult Basic Skills and English Language Learner student populations has begun. The March 2011 self-study submitted in preparation for the Adult Basic Skills Title II Oregon State Review team site visit indicates the kinds of data-based decisions that have been made:

Strategic planning and program improvement is now based in large part on evaluation of program data. Low retention rates and low TOPS completion rates led to plans for 2011-12 to change all ABE/ASE instruction in Bend and some in Redmond to Oregon Pathways for Adult Basic Skills (OPABS) courses. OPABS courses will group students into cohorts, a promising student success strategy...Decisions and changes made in Adult Basic Skills are now driven by data, so the need for accurate data and analysis will continue.

Second, the Math redesign project implemented in 2010 illustrates the ability of COCC to be innovative developmental teaching and learning. Math proficiency is a key gateway to degree and certificate attainment nationally, and the College recognizes that the traditional system of post-secondary Algebra instruction had limitations related to effectiveness and capacity: not enough seats, space, or qualified faculty to teach in a “traditional” model. A systematic revision (using the National Center for Academic Transformation framework) to the instructional strategy for Algebra I (MTH 60) and Algebra II (Math 65) was designed to increase student access to math instruction, improve student learning, facilitate learning at the student’s own pace, and reduce both the number of classrooms needed and instructional costs. COCC has expanded this strategy to its other campuses and is exploring expansion to other math classes. The College is also considering whether the framework may be appropriate for basic skills in other content areas. Analysis of the first two quarters of this instructional redesign presented at the December 2011 Board meeting identified faculty commitment to evaluating causes of and responding to slightly lower student completion rates for initial student cohorts. With preliminary outcome data and next step feedback loops in place, the redesign initiative demonstrates both commitment to fulfilling the College mission in this area and an institutional culture of assessment and change that will fortify student success in the future.

**Board Goal 4: Lifelong Learning - Students will have access to and participate in wide-ranging lifelong learning opportunities to enhance learning, wellness, quality of life, and cultural appreciation. (Core Theme 4: Lifelong Learning)**

Relative to this board goal and indicators for Core Theme 4: Lifelong Learning, COCC achieved 81.8% “acceptable or aspirational” results. Almost 50% of the indicators demonstrated “aspirational” achievement. COCC offers programs and services that appeal to many educational interests and goals and serve Central Oregon constituents from youth through retirees in a variety of locations.

Specific outreach activities to build regional aspiration to and preparation for college—whether at COCC or elsewhere—include the College Bound program for middle school students; counseling, advising, financial aid, and other resources for high school students and parents; the Mosaic college exploration

program targeted to first generation potential college students; and a range of college-level courses taught on COCC campuses and at high school locations.

Geographic access improved from 2006-07 to 2010-11 with total student FTE generated outside Bend increasing from 12.3% to 16.5% of all student activity. Completion of the new campus facilities in Prineville and Madras should further fuel that enrollment increase.

COCC's Continuing Education programs help ensure lifelong learning opportunities to address the needs of constituents. In 2010-11, Employee and Professional Development provided 122 workshops and training events attended by 1,439 individuals. Customized skill training programs are offered as needed to specific companies on a contract basis. Short-term professional development courses are also offered for groups and individual companies. For 2010, 354 clients used the Small Business Development Center's (SBDC) business counseling services, and 806 people attended one or more of the 58 training events. In 2011, a part-time Economic Gardening Advisor was hired by the SBDC to assist in community economic development.

Credit and noncredit programs serve a broad age range. In 2010-11, 602 students younger than 18 took credit classes, with the "high water mark" being in 2008-09 with 814 students served. The drop is primarily linked to a decline in courses offered in the high schools. In 2010-11, another 128 students under the age of 18 took noncredit classes. On the other end of the age scale, 820 students over the age of 50 took credit classes and 3,559 students over 50 took noncredit courses. Addressing entry-level community education needs, 1,312 individuals took Adult Basic Education and College Prep classes in 2010-11.

A range of lectures, concerts, and co-sponsorship of the nationally recognized Nature of Words writers' conference provide the community with quality exploration of public, social, political, and economic issues as well as the arts. The COCC Foundation sponsors the Nancy R. Chandler Visiting Scholar Program which brings featured speakers to the community. Over the past several years, these have included 49 separate presentations by noted speakers, a few of which include Sister Helen Prejean, author of *Dead Man Walking*; Pulitzer-Prize winning author Nicholas Kristoff; Greg Mortenson, author of *Three Cups of Tea*; Nontombi Naomi Tutu, Desmond Tutu's daughter; former Allied Commander of NATO, General James Mattis; Sergei Khrushchev, son of Soviet Premier Nikita Khrushchev; paleoanthropologist Richard Leakey; historian David McCullough, satirist David Sedaris; poet Maya Angelou; and others.

The many efforts described in this section have helped COCC achieve its goals relative to Core Theme 4: Lifelong Learning.

### Standard 5B: Adaptation and Sustainability

Adaptation: COCC operates with an appropriate balance between following a planned agenda and adjusting to emerging demands and opportunities. On the curricular side over the past decade, COCC has responded to community and student requests for a broad range of transfer and career programs. Many of these initiatives were highlighted in response to the Board goal related to the workforce development core theme earlier in this chapter. The innovative redesign of mathematics instruction

described in the response to Board goal related to the basic skills core theme demonstrates faculty, facility, and fiscal flexibility as well as responsiveness.

COCC's response to student and community demands for education in response to the recent economic crisis most strongly demonstrates COCC adaptability. Instructional departments have rallied in several critical ways. First, many departments have hired and mentored additional full-time, adjunct, and part-time faculty members. They have also expanded online and hybrid teaching as well as course availability for high school students. Many departments have also established a mentor and certification program for high school instructors teaching college-level courses. Facilities and construction staff planned and executed extensive renovation and repurposing of College facilities to expand capacity. Student support services increased their efficiency to respond to heavy demand for pre-enrollment, enrollment, scheduling, counseling, financial aid, and other services.

Board and administrative staff deployed resources to enable needed expansion and maintain long-term fiscal viability. The enrollment demand put the entire institution to the test, a challenge which the College met.

Additional adaptation will be required in the near future as COCC adjusts to its "new normal." While enrollment is anticipated to level off or even decline slightly as broader economic conditions moderate, COCC is a much larger, more complex institution with greater internal and external outcome expectations in an environment of limited resources. These interlocking issues will require continued adaptation and creativity.

Fiscal Sustainability: In spite of national and state economic challenges, COCC has maintained a strong fiscal status. In past years, auditors have reported annually to the Board as a whole. This past year, the Board enhanced its oversight by establishing an audit and finance committee, consisting of Board and budget committee members who meet regularly with the auditors to discuss in detail any findings, recommendations, or weaknesses in the College's internal controls and accounting system. Audits over the past decade have consistently affirmed COCC processes, procedures, and internal controls as no detrimental findings have been identified and presented for remediation. Audits of COCC financial statements and fiscal procedures have historically been positive reviews of the College's performance. Specific observations are available from the most recent audits on the College website's budget page.

After a 2005 ruling against a COCC legal challenge to the state funding formula, the funding distribution system was revised in a manner that significantly reduced COCC state funding. The modification was phased in over a seven year period. Over this period, state funds to COCC were reduced 42%, from \$7.29 million in 2004-5 to \$4.24 million in 2010-11 in spite of the fact that COCC enrollment increased 86% over this period. Although the state continues to change the funding distribution formula, the implications of reduced state funds for higher education as a whole are minimized for COCC because state funding only accounts for approximately 15% of the College's operational resources for 2011-12. COCC's ability to access, analyze, and adjust fiscal parameters has been evident in its absorbing this major change while sustaining a positive fiscal position.

COCC's Board-mandated 10% operating reserve has been maintained through the past decade, normally averaging well above that level. Importantly, in addition to this general reserve, COCC has a

number of dedicated reserves including accounts established and funds “set aside” for several purposes:

- actuarial costs of retiree medical benefits
- potential increased PERS (public employee retirement system) costs
- annual technology replacements
- start-up costs for new educational centers
- eventual long-term maintenance of facilities rented to Oregon State University-Cascades and other renters on the Redmond Campus

The College’s bond rating agency, Standard and Poor’s, has continued to recognize the effective leadership and strong fiscal management at COCC by upgrading the College’s bond rating over the last 10 years from A to A+ in 2007 and to AA- in 2010.

For many years, COCC has maintained and continues to have the lowest in-district combined tuition and fee level in the state. This not only serves the Board Priority for fiscal accessibility but also provides additional financial security for the institution, as COCC has “headroom” for potential increases of tuition and fees while still remaining highly competitive within the state and regional environment. Through administrative and Board strategies, COCC maintains a three-tiered tuition system: in-district rate, Oregon out-of-district rate (which includes contiguous states), and out-of-state rate. COCC is the only Oregon community college with an out-of-district rate, created because COCC local taxpayers provide a significantly higher proportion of COCC’s revenue than other Oregon community colleges. This out-of-district rate helps subsidize a lower tuition rate for in-district students.

Facility Sustainability: The College has actively maintained the current facilities while striving to expand building capacity to meet the growing student and program needs. As identified in the 2011 facilities audit that was completed in July and presented to the board on October 11, 2011, the overall facility condition index (FCI) for COCC is .0652. The recommended nationwide guideline, to rate college facilities in good condition, is a maximum of .05. Although COCC is not within the recommended level at this time, the College fully anticipates reaching below .05 by June 30, 2012, for several reasons. First, the College is already addressing the major repair issues identified in the report. Second, several new buildings will be completed during the 2011-12 fiscal year and will be included in the total inventory on June 30, significantly impacting the FCI rating in a positive direction with additional square footage that will have no immediate or short-term maintenance demands.

During the last few years, the College has sought and obtained resources to improve and increase facilities to meet the growing student and program needs. The College has obtained Oregon stimulus funds, state matching construction funds, COCC Foundation donations, and, in 2010, the College issued over \$41.6 million in general obligation bonds supported through a local voter approved initiative. Over the last few years, the projects listed below have been completed or are being completed with the resources provided. In addition to the projects listed, the College is prioritizing facility needs in an effort to complete additional projects as resources become available. Total projects over the past four years either completed or in the planning phase constitute over \$83 million in improvements, with over 75% of these projects to be completed by fall 2012. A few major projects include:

- At a cost of close to \$9 million in College funds, a new Campus Center building was completed in September of 2009, to provide new student government offices, administrative student services offices, new food services, and dining facilities.
- With almost \$3 million in Oregon Stimulus project funds and \$1 million in College funds, the College completed a variety of projects to improve building weatherization and to add new elevators and sidewalks for ADA compliance.
- With more than \$2.5 million in state and College bond funds, the College constructed six additional general-purpose classrooms in existing buildings in 2011.
- With a \$2.75 million Foundation contribution and College funds, the College completed construction of a new \$7 million culinary building and planned for the COCC Campus Village project.
- At a total cost of more than \$3 million in bond funds, a new facility in Madras was constructed and opened in September 2011.
- In a joint venture with Crook County, and supported by federal grant funds, the College invested more than \$1 million in bond funds and constructed an educational facility in Prineville that opened in fall 2011.
- A new \$16.6 million health careers building is being constructed with bond and state funds, and classes are expected to begin in fall 2012.
- A new science building is under construction with over \$19 million in bond funds and is expected to host classes in fall 2012.
- Construction of a new Redmond Technology Education Center, at a cost of over \$12.5 million, is scheduled to begin construction in 2012 and will open in fall 2013.

Institutional Culture Sustainability: COCC conducts a biennial Campus Climate Survey. Results of the 2005, 2007, and 2009 surveys indicate an increasingly strong, adaptable, and effective institutional climate. Results from 2011 show a slight decrease and may be due to the incredible growth the College experienced. The survey includes a six-point scale according to which survey takers gauge their level of agreement with a variety of statements about the College culture. Results from 2011 indicate agreement rates of greater than three on all statements:

- 5.23 agreement that staff understand and support the COCC mission.
- 4.62 agreement that “I am well informed about changes at COCC”
- 4.01 agreement that the “administration encourages teamwork between departments”
- 4.32 agreement that the “College offers campus wide activities that promote a sense of community”
- 4.15 agreement that the “processes in place for me to be involved in decision making and problem solving”
- 4.21 agreement that the “College encourages innovation and exchange of ideas”
- 4.72 agreement that “I am comfortable communicating within my department in an open and honest manner”
- 4.33 agreement that “I feel supported and allowed to be innovative”
- 4.55 agreement that “I am given flexibility to be innovative and perform my job well”

As summarized in Chapter Three, COCC’s governance processes and structure encourage broad involvement with impacted constituencies. COCC stays alert to and responds to regional and national

trends through participation in a broad range of external organizations. Participation ensures that not only are COCC representatives aware of issues and trends, but they are also positioned to shape initiatives and policy in manners that support COCC mission fulfillment.

Collaboration in state, regional, and national organizations is important to the College. COCC Board members, administrators, and staff members serve on a wide range of state task forces and issues groups:

- LearnWorks, a state committee to define parameters for Oregon redesign of K-20 educational structure, performance assessment, and outcome-based funding (Board member)
- Oregon Presidents Council, Council of Instructional Administrators, Council of Student Services Administrators, Chief Fiscal Officer Council (related administrators)
- Growth Management Committee, a committee to advise the Community Colleges and Workforce Development commissioners and State Board of Education on alignment of funding and enrollment growth (president)
- Oregon Joint Boards Articulation Committee, comprised of the Oregon State Board of Higher Education and the Oregon State Board of Education (COCC's dean of student and enrollment services)
- Statewide Student Success Oversight Committee (previous participants include director of College Relations, institutional researcher, and one Board member)
- Oregon Community College Association (Board members)
- College Student Services Administrators group (dean of student and enrollment services)
- NWCCU recent evaluators (dean of student and enrollment services, vice president for instruction, chief financial officer)
- Career and Technical Education Network (instructional deans)
- Oregon Chapter of American Association of Women in Community Colleges (instructional deans)
- Oregon Council of Instructional Administrators (vice president for instruction, instructional deans)
- Oregon Community College Council of Institutional Researchers, Admissions and Records Directors, Student Financial Aid Administrators, Disability Directors (related administrators)

COCC faculty and staff hold leadership roles in and make presentations at regional and national meetings. Service to community is a key faculty promotion criterion, requiring documentation of service and accomplishments. This kind of faculty involvement is documented in faculty members' Annual Reports of Activities.

One of COCC's greatest strengths is a culture of professional accountability among the faculty themselves. COCC has a faculty-driven tenure and promotion process through which faculty hold themselves to high standards. While at some institutions, tenure and promotion may be functionally automatic, such is not the case at COCC. Faculty, in collaboration with administrative staff, produce detailed dossiers on faculty goals, plans, and performance. Committees review this material in significant detail, offer professional supportive feedback, and apply appropriate standards before



advancing their teaching colleagues. These processes have a rich heritage at the institution, and they both support and ensure a quality instructional staff and strong sense of professional community.

Also important to COCC is building a sense of community among all members of our campus. Over the past two years, the Diversity Committee and Organizational Development Committee have developed a statement called [Creating Community](#)<sup>1</sup> that defines principles that should and do drive COCC as an organization. Principles include practicing personal and academic integrity and respecting the dignity of all persons. In addition, the “COCC Values and Future Directions” statement summarizes input from the fall 2010 All-College Retreat and also defines principles of the College. Examples include the College’s commitment to diversity and to fostering strong personal connections among students, faculty, and staff. These two documents capture and sustain some of the unique character of the COCC culture. COCC fulfills its Board goal commitment to collaboration as a hallmark of the COCC culture, an asset that has historically supported and will continue to support institutional sustainability and adaptability.

### Endnotes

<sup>1</sup> Creating Community: Six principles for personal and academic excellence: <http://multicultural.cocc.edu/community/default.aspx>