

CENTRAL OREGON
community college



Chapter Two: Resources & Capacity

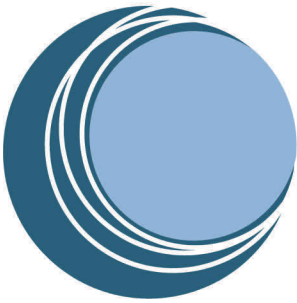


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Chapter Two: Resources & Capacity

CHAPTER TWO: RESOURCES & CAPACITY

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

Standard 2A: Governance

2.A.1 and 2.A.2

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

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

2.A.3

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

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

2.A.4

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

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

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

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

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

2.A.5

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

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

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

2.A.6

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

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

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

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

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

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

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

2.A.7

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

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

2.A.8

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

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

2.A.9

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

2.A.10

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

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

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

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

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

2.A.11

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

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

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

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

2.A.12

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

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

2.A.13

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

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

2.A.14

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

2.A.15

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

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

2.A.16

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

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

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

2.A.17

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

[Student Policies and Procedures](#) ³¹

[Student Life](#) ³²

[Student Government](#) ³³

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

2.A.18

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

2.A.19

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

2.A.20

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

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

2.A.21

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

2.A.22

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

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

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

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

2.A.23

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

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

2.A.24

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

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

2.A.25

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

2.A.26

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

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

2.A.27

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

2.A.28 and 2.A.29

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

2.A.30

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

Standard 2B: Human Resources

2.B.1

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

2.B.2

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

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

2.B.3

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

2.B.4 and 2.B.5

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

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

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

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

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

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

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

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

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

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

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

2.B.6

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

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

These procedures apply to all faculty.

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

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

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

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

Standard 2C: Education Resources

2.C.1

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

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

2.C.2

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

2.C.3

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

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

2.C.4

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

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

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

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

2.C.5

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

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

2.C.6

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

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

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

2.C.7

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

2.C.8

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

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

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

Limits on college credit transfer are:

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

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

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

2.C.9 and 2.C.10

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

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

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

COCC’s General Education outcomes are the following:

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

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

2.C.11

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

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

2.C.16

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

2.C.17

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

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

2.C.18

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

Determination of Contact Hours to qualify for CEUs:

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

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

2.C.19

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

Standard 2D: Student Support Resources

2.D.1

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

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

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

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

2.D.2

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

2.D.3

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

2.D.4

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

2.D.5

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

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

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

2.D.6

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

2.D.7

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

2.D.8

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

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

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

2.D.9

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

2.D.10

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

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

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

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

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

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

2.D.11

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

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

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

The Office of Multicultural Activities primary outcomes include:

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

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

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

2.D.12

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

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

2.D.13

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

2.D.14

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

Standard 2E: Library and Information Resources

2.E.1

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

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

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

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

Table 2.1: Barber Library Print Resources, Total Items Received

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

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

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

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

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

Sample literary events of 2005-11:

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

Sample gallery shows of 2005-11:

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

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

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

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

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

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

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

2.E.2

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

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

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

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

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

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

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

2.E.3

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

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

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

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

2.E.4

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 2F: Financial Resources

2.F.1

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

2.F.2

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

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

2.F.3

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

2.F.4

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

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

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

2.F.5

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

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

2.F.6

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

2.F.7

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

2.F.8

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

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

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

Standard 2G: Physical and Technological Infrastructure

2.G.1

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

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

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

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

2.G.2

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

2.G.3

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

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

2.G.4

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

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

2.G.5

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

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

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

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

2.G.6

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

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

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

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

2.G.7

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

Membership of Technical Advisory Committee:

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

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

2.G.8

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

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

Chapter Summary

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

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

Endnotes

- ¹ General Procedures Manual: <http://visitors.cocc.edu/About/Board+Policies/Default.aspx>
- ² General Procedures Manual, Committee Structure: <http://visitors.cocc.edu/About/Procedures/General/default.aspx#g-6-0>
- ³ Collective Bargaining Agreement COCC Faculty Forum: <http://hr.cocc.edu/UserData/Documents/hr/Faculty%20Form%20%202010-13%20Contract.mht>
- ⁴ Collective Bargaining Agreement COCC and Classified Association of COCC: <http://hr.cocc.edu/UserData/Documents/hr/CACOCC%20Contract%20Final%2012-4-09.pdf>
- ⁵ Oregon Schools Employees Association Chapter 700: <http://hr.cocc.edu/UserData/Documents/hr/ABE%20Contract%202009-11.pdf>
- ⁶ Board Policies, Board Members' Code of Conduct: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Members Code of Conduct](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Members%20Code%20of%20Conduct)
- ⁷ Board Policies, Board Members' Code of Conduct: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Members Code of Conduct](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Members%20Code%20of%20Conduct)
- ⁸ Board Policies, Board-President Relationship: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation to the President](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation%20to%20the%20President)
- ⁹ Board Policies, Chairperson/Vice Chairperson's Role: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Chairperson/Vice Chairperson](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Chairperson/Vice%20Chairperson)
- ¹⁰ General Procedures Manual: Public Records Request (B-1-9): <http://visitors.cocc.edu/About/Procedures/Business/default.aspx>
- ¹¹ Board Policies, Board Committee Principles: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Committee Principles](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Committee%20Principles)
- ¹² Board Policies, Board Monitoring/Evaluation: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Monitoring/Evaluations](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Monitoring/Evaluations)
- ¹³ Board Policies, Board Planning Cycle: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Annual Board Planning Cycle](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Annual%20Board%20Planning%20Cycle)
- ¹⁴ Board Policies, Delegation to the President: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation to the President](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Delegation%20to%20the%20President)
- ¹⁵ Board Policies, Board Professional Development: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Professional Improvement](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board%20Professional%20Improvement)
- ¹⁶ General Procedures Manual, Faculty Issues: <http://visitors.cocc.edu/About/Procedures/Human+Resources/default.aspx#faculty>
- ¹⁷ Faculty Evaluation Official Practices: [http://employees.cocc.edu/Faculty+Resources/Fac Guides/Fac Eval Standards/Fac Eval/default.aspx](http://employees.cocc.edu/Faculty+Resources/Fac%20Guides/Fac%20Eval%20Standards/Fac%20Eval/default.aspx)
- ¹⁸ General Procedures Manual, Academic Procedures: <http://visitors.cocc.edu/About/Procedures/Academic+Procedures/default.aspx>
- ¹⁹ College Catalog, Academic Policies: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Policies%20pp%2027-34.pdf>
- ²⁰ Library Services: <http://campuslibrary.cocc.edu/Library+Services/default.aspx>
- ²¹ Orbis Cascade Alliance: <http://www.orbiscascade.org/index/sharing-materials-policies>
- ²² COCC Catalog: Academic Information and Policies: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Policies%20pp%2027-34.pdf>
- ²³ Student Conduct Policies and Procedures: <http://employees.cocc.edu/Faculty+Resources/Conduct/default.aspx>
- ²⁴ COCC Catalog: Academic Information and Policies: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Policies%20pp%2027-34.pdf>
- ²⁵ Service for Students With Disabilities: <http://disability.cocc.edu/default.aspx>

- 26 COCC Catalog: Enrollment Services—Admission and Records/Registration: <http://disability.cocc.edu/default.aspx>
- 27 COCC Catalog: Enrollment Services—Admission and Records/Registration: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20A&R%20reg%20pp%2010-15.pdf>
- 28 CAP Center—Academic Advising: <http://cap.cocc.edu/Advising/default.aspx>
- 29 COCC Catalog: Academic Information and Policies: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Policies%20pp%2027-34.pdf>
- 30 COCC Catalog: Program Descriptions: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20ProgDesc%20pp%2052-189.pdf>
- 31 General Procedures Manual, Student Procedures: <http://visitors.cocc.edu/About/Procedures/Student/default.aspx>
- 32 COCC website, Student Life: <http://studentlife.cocc.edu/getinvolved/default.aspx>
- 33 COCC website, ASOCC Student Government: <http://ascocc.cocc.edu/>
- 34 General Procedures Manual: <http://visitors.cocc.edu/About/Procedures/Default.aspx>
- 35 COCC Catalog: http://current.cocc.edu/Degrees_Classes/Catalog/default.aspx
- 36 Student Rights and Responsibilities: <http://studentlife.cocc.edu/Policies/Rights+and+Responsibilities/default.aspx>
- 37 Equal Opportunity Policy: <http://hr.cocc.edu/Jobs/Equal+Opportunity/EO+Policy/default.aspx>
- 38 Creating Community: <http://multicultural.cocc.edu/community/default.aspx>
- 39 COCC Complaint/Concerns Procedure: <http://disability.cocc.edu/Guide/COCC+Concerns+Procedure/default.aspx>
- 40 Board Policies, Board Members' Code of Conduct: [http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board Members Code of Conduct](http://visitors.cocc.edu/About/Board+Policies/Default.aspx#Board+Members+Code+of+Conduct)
- 41 General Procedures Manual, Conflict of Interest HR-4-2: <http://visitors.cocc.edu/About/Procedures/Human+Resources/default.aspx>
- 42 General Procedures Manual, B-1-3.2: College Auditors—Conflict of Interest: <http://visitors.cocc.edu/About/Procedures/Business/default.aspx>
- 43 Faculty Collective Bargaining Agreement: <mhtml:http://hr.cocc.edu/UserData/Documents/hr/Faculty%20Form%20%202010-13%20Contract.mht>
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