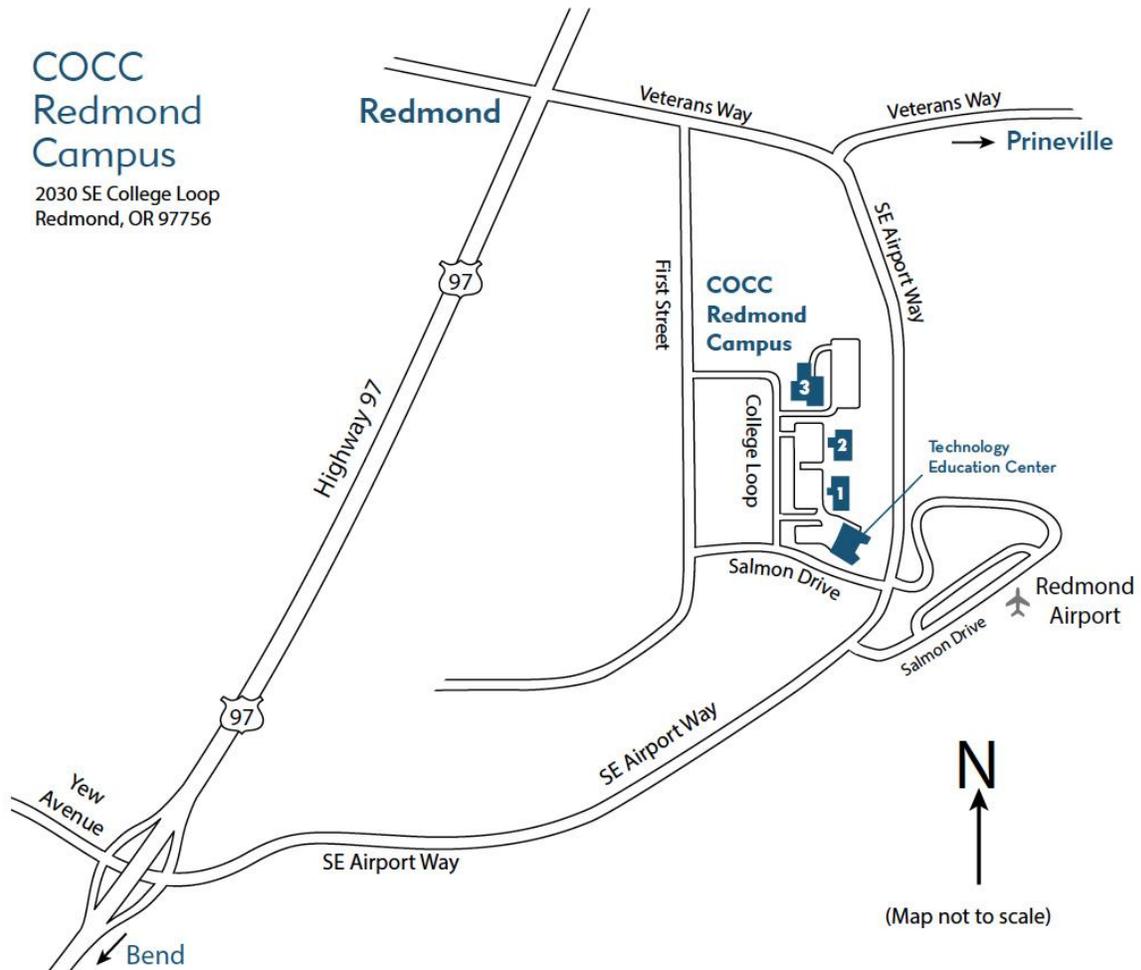


Central Oregon Community College - Redmond Campus

A Blueprint for the Future



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Extended Learning Dean Emeritus
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Introduction

The Redmond Campus was the first branch campus of COCC. It opened in 1997 with additional buildings opening in 1998, 2001 and 2014. Students attending Redmond Campus have been able to obtain an Associate of Arts Oregon Transfer (AAOT) through classes offered on campus. The Manufacturing and Applied Technology program provides certificate and degree options in manufacturing technology. The Redmond Technology Center houses the College's CEED and TED programs and will add NDT/NDI trainings winter 2014. In 2015, the college's Vet Tech program will relocate to Redmond. A number of Community Learning and Adult Basic Skills classes are also available at the campus.

Climate

COCC has undergone a great deal of administrative change. The Extended Learning Dean, with branch campus oversight had been at the Redmond campus since its inception, retired in 2011. Two additional instructional Deans left the college, one in 2011 and one in 2012. The Vice President for Instruction (VPI) hired in 2010, left the college in February 2012. A new VPI is now in his second year at COCC and the COCC's President of ten years retired this year. While the search for a new president is underway, the Extended Learning Dean has stepped in as Interim President.

Assessment Goal

The goal of this assessment is to review current programs, faculty, operations and leadership at the Redmond Campus and provide ideas and recommendations to which COCC might respond with new direction for the campus and improvements in current practice.

A Brief History

COCC has served the Redmond community since the 1970's from a downtown storefront providing non-credit community enrichment and adult basic skills classes.

In 1991 discussions began between Deschutes County, the City of Redmond and COCC for the donation of land across from the Redmond airport. Through a complex process that included working with Tektronix, Deschutes County and the City of Redmond, COCC was deeded 24.38 acres of industrial zoned land in 1996. The estimated value of the land was \$2.2 million. The deed also included a long-term lease for two contiguous land parcels of 2.21 and 2.37 acres. Based upon the momentum of support for increased workforce training, Central Oregon Community College made the decision in 1991 to move forward with planning for a Regional Technical Training Complex at the Redmond North Campus and fundraising efforts began for the Manufacturing and Applied Technology Center.

A significant next step was the establishment of a partnership between COCC and the Oregon Innovation Center. In 1994 Central Oregon Community College received \$455,000 in Regional Strategy funds to build space to house the Oregon Innovation Center at the Redmond Campus. This partnership allowed COCC to move forward with the construction of the first building on the campus. The 10,500 square foot building opened in 1997 also housed the Redmond College Center providing "Open Campus" televised and on-line credit classes, self-enrichment classes, a skill center program and basic registration and information services. The Director for Community Education and the Redmond Campus, Carol Moorehead, provided local oversight. Office Assistant, Lani Sykes, was hired in 1996 to provide support for these efforts.

The second building on the campus opened in 1998 and is leased out to the state of Oregon, housing the Oregon Employment Department, Central Oregon Intergovernmental Council, Department of Human Services and COCC's Adult Basic Skills regional administration offices. This One-Stop service signified a new partnership between agencies to provide services for those needing additional skills and training to get back into the workforce.

In addition, in 1998 a Central Oregon Regional Strategies Grant of \$50,000 allowed COCC to develop a document laying out the planning for a Regional Technical Training Complex at the Redmond North Campus. COCC also received a \$500,000 matching grant from the Meyer Memorial Trust and a \$250,000 grant from the Ford Family Foundation in support of building a Manufacturing and Applied Technology Center (MATC) at the Campus in Redmond. A donation of manufacturing equipment from Epson Portland Inc. in 1999 was valued at over \$750,000. A Regional Strategies Grant for \$20,000 also received in 1999 helped purchase training equipment, assessment tools and computer software for the MATC. Finally, local voters approved a ballot measure allowing COCC to use savings from the library construction bond on the Bend Campus directing those savings to the construction of the MATC.

The third Redmond Campus building, the 40,000 square foot Manufacturing and Applied Technology Center opened in 2001 with the welding and manufacturing programs at COCC migrating from Bend's Ponderosa Hall to this newly completed center. The MATC was the first major step toward establishing a regional training complex on the Redmond Campus offering college-level programs preparing workers with new and enhanced manufacturing skills that support Central Oregon's growing economy and population. COCC Redmond Campus administration moved from building #1 to the MATC. Under the direction of the Associate Dean for the Redmond Campus and Extended Learning, foundational general education credit classes were scheduled and offered on site at the campus.

Two thousand two was a tough budget year for the State of Oregon and for COCC. Programs eliminated included the Open Campus model, ending opportunities for students to receive their AAOT at a distance through televised credit classes. COCC also closed the College center buildings in Madras, Prineville, Sisters, LaPine, and Christmas Valley/Fort Rock. In response, the Redmond Campus began to expand credit class scheduling to provide a three-year rolling Associate of Arts Oregon Transfer (AAOT) opportunity for northern district students. One hundred sixty credit classes were scheduled in Redmond throughout the 2002-03 academic years. Eight hundred forty students generated 123.37 FTE. Additionally, the College's Apprenticeship program numbers took a dive due to two different factors; the way in which ODE interprets FTE and the Plumbers Apprenticeship Program chose to leave the college. The full time Apprenticeship Director position was eliminated with this area of operation also assigned to the Associate Dean for the Redmond Campus and Extended Learning. The Redmond Campus AD's other duties included oversight of Community Learning, Adult Basic Skills, High School Dual Credit and contracted programs, and outreach of credit classes to other communities outside of Bend.

Recognizing the need for more services to Redmond Campus students, in 2004, a Financial Aid specialist started working from Redmond one day per week. Placement testing was available on the Redmond Campus 2-3 times per term. In 2005, an Academic Advisor located on the campus for one afternoon each week and the Financial Aid specialist expanded services with campus availability two days each week.

In 2006, the Extended Learning Dean began to lay the groundwork for a larger expansion of credit classes and student services on the Redmond Campus. Enrollment services in Redmond included a wide array of student support workshops such as "Getting Started" as well as nursing program orientations. Collaborating with COCC's public relations, a special Redmond Campus promotional effort launched to inform the Redmond community and the public of expanded opportunities available at the Redmond Campus began in summer 2006.

In 2007, the number of scheduled General Education credit classes significantly increased to facilitate the AAOT opportunity for northern district students. Sixteen additional classes were scheduled. Enrollment expanded 39% and FTE climbed by 50% for a Redmond Campus record of credit student enrollment. Student support also expanded to include library resources and

expanded hours for the drop-in computer lab. The 2007-08 annual report shows a landmark 1082-credit students enrolled at the Redmond campus.

In 2008-09, class offerings and enrollment expanded, once again, to an all time high. Credit FTE increased 57.6% while headcount grew nearly 37% in response to an expanded general education class schedule. The Drop-in computer lab moved to building #3 to increase the number of workstations available and provide better staffing oversight while also serving MATC students with online components of the manufacturing instruction. The number of available computer workstations doubled.

Unduplicated headcount for 2008-09 credit students at the Redmond Campus reached 1481. Placement tests available twice a week and Academic Advisors are in Redmond on Tuesday and Wednesday. Career and Job Search Services are available two times each month. A nine-month Enrollment Services specialist position now works from the Redmond Campus full-time. To accommodate the increased enrollment and provide more classes at the campus, one additional general-purpose classroom was added in building two.

Enrollment in credit classes at the Redmond Campus peaked in 2010-11 at 796.46 FTE, 2436 credit students attended classes in Redmond. Redmond Campus boasted the addition of a bookstore carrying all textbooks needed for the Redmond, Prineville and Madras campus classes, plus miscellaneous school necessities. We began planning with the incoming Science department chair for the development of a lab science space inside building one at the Redmond Campus.

In preparation for the opening of two new campuses in Prineville and Madras in fall 2011, we hired campus directors for each location. The Extended Learning Dean provided leadership in planning class schedules allowing for the rolling AAOT in Redmond and for the first year of credit class requirements in both Madras and Prineville.

The Social Science and Humanities Departments provided the first full time faculty presence on the Redmond Campus. Rebecca Walker-Sands and Tina Redd are at the Redmond Campus for the 2011-12 academic year.

Current Status

With the new Redmond Technology Center complete in fall 2014, Redmond Campus now has four buildings and is home to three additional programs.

Regional programs offered only on the Redmond Campus include those at the Manufacturing and Applied Technology Center (MATC) where a student can earn up to six different certificates in Manufacturing practices (CNC Machining, Manual machining, Welding, Quality Assurance, Industrial Maintenance or Manufacturing Technology) or an AAS degree in Manufacturing Technology. The Automotive Department has opened a new program in Redmond's Technology Education Center. This two-year degree option, Automotive Technology in Electronics and Diagnostics (TED) emphasizes electric and hybrid power systems, clean diesel and on-board vehicle networking—knowledge needed to repair the continually evolving electronics in today's vehicles. Another program specific to the newly constructed Redmond Technology Center is The Center for Entrepreneurial Excellence and Development. This instructional program will be the backbone for creating and sustaining new regional companies. Students and community members will learn about best business practices and the fundamentals required to start and grow a small business. Another new program in Non-Destructive Testing (NDI/NDT) is housed in the Redmond Technology Center with classes beginning Winter 2015. Additionally, the Vet Tech program will migrate to the Redmond Campus in Fall 2015.

Although Redmond Campus enrollment peaked in 2011, (Appendix C) enrollment and FTE are still higher for the Redmond Campus branch than for Tillamook Bay Community College or North Coast Community College, two of the seventeen community colleges in Oregon. Enrollment is also higher in Redmond than several that of other community college branch campuses in the state. For example the Lane Community College Florence campus, which has oversight from a full time Dean, enrolls 700-800 students, half of which are non-credit students and generates 115 FTE per year.

Interviewees

Alan Unger, Deschutes County Commissioner

Alicia Moore, Dean of Students (emails)

Ashley Stratton, COCC Student (email response)

Bruce Emerson, Interim MATC Director

Chelsea Belles, COCC Student (email response)

Courtney Snead, COCC Madras Campus Administrator and Interim RC Campus Administrator

David J. Burke, Director of Secondary Education Redmond School District

Eric Sande, Director, Redmond Chamber of Commerce

Eric Spieth, COCC Faculty

Jason Shumway, COCC Student (email response)

Jerry Schulz, COCC Interim Extended Learning Dean

Jon Stark, Director, Redmond Economic Development

Kellie Smith, Director of Testing and Tutoring (emails)

Lani Sykes, COCC Administrative Assistant Redmond Campus

Lee Loving, Ridgeview High School Principal

Mary Jeanne Kuhar, LCC Florence Campus Dean

Matt McCoy, COCC Vice President for Administration

Michael Fisher, COCC Instructional Dean

Ray Hasart, CTE Coordinator High Desert ESD

Rebecca Walker-Sands, COCC Faculty

Ryan Beard, CTE Coordinator Redmond School District

Tina Redd, COCC Faculty

Tony Pupo, Redmond High School Principal

Interview Insights

According to the 2010 census, Redmond grew at a faster rate than Bend. Redmond's growth will continue due to favorable real estate prices and job creation. Redmond has the acreage to provide space for manufacturing and other industry requiring larger tracts of land.

Jon Start points out that manufacturing in Redmond has grown 21.7% while it has grown only 5% in the state and 8% in Deschutes county. He recognizes the value of the MATC's location in Redmond. Advanced manufacturing skills will continue to be in demand with metal fabrication at the forefront.

Jon indicated that unmanned Ariel Vehicle training would be in demand once the FAA begins establishing UAV rules that go into effect in 2016. UAV training is already available at the Bend campus, Jon would like to see the creation of a center of excellence for UAV wild-land firefighter training at the Redmond Campus. Another area for growth will be M-health, the communication with patients at a distance. This is expected to become a several billion-dollar market.

Eric Sande recognizes the Redmond Campus is an asset to the Redmond Community. Yet, he feels, not enough people know about the campus and all that it has to offer local residents and businesses alike. He asked if there is still an advisory committee for the campus. Eric served on the advisory committee from its inception until 2011.

Alan Unger suggests encouraging more public access to the new Redmond Technology Center by providing regularly scheduled tours of the building and allowing use of the facility for public meeting space. He recognizes the value of College connections with Career and Technical Education (CTE) and by amplifying what K-12 is doing. There should be strong, robust connections between K-12, the college and the business community.

Michael Fisher says students and faculty both feel that they are an afterthought at the branch campuses. There should be a higher percentage of full time faculty in Redmond than Bend.

Rebecca Walker Sands wonders where we are on providing a shuttle between the campuses. She also noted the success of the Bobcat Orientation and believes the effort should be expanded to provide evening or weekend orientations for working bobcats.

Tina Redd recognizes the need to build a faculty community in Redmond. To bring harmony, we must make adjunct faculty feel appreciated and a part of the campus community. She also recognizes the need for students to have food services available in Redmond. Past attempts were unsuccessful partly because of the items offered. Students want something fast. They are often eating between work and class or so they need something fast and inexpensive.

Recommendations

1. Hire or assign a full time administrative position with the authority to obligate the college in support of its commitment to students, its support of faculty and the provision of operations at the Redmond Campus and other branch campuses. It is time for an Executive Vice President to oversee these branch campuses.

There is a lack of leadership in terms of planning and clear direction for the campus. It is not apparent that anyone is overseeing the commitment to provide the AAOT in Redmond. Students' services have not significantly expanded since 2011. A recent survey of students on the Redmond Campus revealed frustration with class scheduling, course availability and lack of access to advisors within their majors (Appendix B).

Though credit classes continue to expand and more full-time faculty are available at the campus, the decision of what classes to offer is left to the departments. Someone at the Redmond Campus should have responsibility to know the needs of the student population, how to schedule, provide support for faculty and supervise day-to-day operations. Someone must effectively advocate for the needs of these branch campuses. Redmond is the hub for the branches and schedules need to be planned collectively. COCC must make a meaningful commitment to the branches by providing an administrative position, Executive Vice President or Vice President for College Services/Branch Campuses, whose focus is overseeing the branch campuses with authority to assure the college's commitment to students and faculty at a distance.

2. Assure COCC programs in Redmond compliment current high school programs.

With the aid of a DOL grant, Redmond High School (RHS) is developing curriculum in welding and machining with twenty-four industry partners donating time in the classrooms and offering internships. COCC's manufacturing program needs to be involved as well. This partnership is a model for other potential partnerships. Ridgeview High School currently has a better culinary facility than COCC. COCC and Redmond School district should can capitalize on use of facilities and provide a partnership that allows high school students to look toward COCC for additional training.

Recently, CTE partnerships at COCC have diminished. COCC currently is realizing only half the FTE for CTE dual credit enrollment that it did in 2009, 2010 or 2011. Again, a change in leadership of this program has not kept pace with previous commitments or relationships. Commissioner Unger pointed out the need for alignment between high schools, colleges and local businesses. Local high schools welcome the opportunity to work together but this requires a relationship and face-to-face meetings. These efforts should be scalable and not have to start over year after year or with new personnel.

3. Programs

It has never been COCC's intention to duplicate Bend programs at the Redmond Campus. Redmond has its own identity and the programs fitting the needs of the local community. With MATC an anchor program with improvements underway and the new programs at the Redmond Technology Education Center, this is a good time to focus on strengthening existing programs. Once MATC's basic programs are solid, there will be additional opportunities to align with local manufacturing in metal fabrication and possibly plastics fabrication. Robotics represents a huge demand in manufacturing; the MATC may choose to expand upon current CNC skill development.

Additionally, to support students in the northern region, regular student surveys and data mining of current majors at the Redmond Campus can provide administration with a logical direction for programming. What are the ten most sought after degrees for these students that could be provided at the Campus. COCC should return to the promise of providing the AAOT as well as the ASOT at the Redmond Campus.

4. Hire a Safety and Security officer and provide a consistent protocol for trained staff to assure secure support for the human endeavors on campus.

This is a safety, security and liability issue. It has been a challenging area in Redmond for the past ten years; however, it needs to be a priority. It would be a shame to have this issue addressed after an incident occurred. Additionally, each building needs someone in charge to assist faculty and students as needed and to provide a welcoming presence. This alone could improve safety and security.

5. Create Campus Community.

It is imperative to develop a culture at the Redmond campus that recognizes the efforts of all to serve students at a distance from the Bend Campus.

Provide faculty the opportunity to develop cohesiveness of mission and connection to one another. To that end, allow full time, temporary, adjunct and part-time faculty to co-mingle. Create ways in which they can informally share ideas. Schedule informal monthly socials where all instructors and faculty are invited and encouraged to attend. Consider putting all faculty offices in one building to create more opportunity for faculty to connect and communicate.

Increasing the number of full time faculty at the branches can contribute to the goal of supporting faculty while committing to the branches. There may be demand for two full time tenure track faculty in the major program areas at the Redmond Campus. Teaching at one of the other branch campuses would be an expectation as well. This would best be accomplished with an organic process, allowing those interested in doing so to come to the campus rather than demanding all faculty adhere to this schedule.

Creating a campus community should extend to students as well. In a task force created to explore a shuttle service, a lack of exposure to college life and cultural events was felt to be missing from the Redmond Campus (Appendix B).

“Students on the Bend Campus may avail themselves of a plethora of cultural events, including gallery exhibitions, music events, dance and theater performances and speakers. While faculty and ASCOCC have made attempts to bring Movie Nights and Speaking events to Redmond, there is a notable dearth of opportunities for Redmond students to get the most from their college experience.”

Tina Redd pointed out the electronic screen located on the Redmond Campus, it shows many student events scheduled yet of the twenty events promoted most of them are on the Bend Campus. It will take a consistent commitment providing these opportunities at the Redmond Campus to develop student community, not just one or two attempts. A monthly movie night or chamber music event could also engage the community. A community concert series sells out in Redmond so there is an audience one can tap into.

6. Create a welcoming environment for students and the public.

Currently, there is no welcoming presence at the Redmond Campus. Tutors show up to empty buildings, students wander and any formal welcome from the college happens in the classroom. Staffing a full- time Information Center and front office at the Technology Education Center of the Redmond Campus would provide a welcoming environment for both public and students. The Technology Education Center is the first building people see when entering the campus. It should house not only the campus information center but also services to students such as parking passes, registration and cashiering. Providing college services in one location will help alleviate confusion and create a user-friendly environment.

Additionally, some of the same kinds of special events and activities created to welcome students at the Bend campus implemented in Redmond would begin to create a student community.

A full review of building use would provide an opportunity to revise uses and better utilize the existing space to meet the needs of students, staff and faculty.

7. Provide Shuttle Service between Redmond Campus and Bend Campuses.

Since not all classes or programs are offered in Redmond, there will always be a need for some students to take classes on the Bend campus. In a recent report from a task force studying this option, 98% of students indicated they would use such a shuttle service (Appendix B).

8. Provide food service options for students and staff at the campus.

Past attempts at contracting out the food kiosk were unprofitable. Students want something quick to pick up and quick to eat. Nutritious is great but the first priority has to fit the time they have and the available funds. There needs to be a business model that works for the population. Perhaps a hotdog stand or premade, fresh wraps ready to grab and go.

Summary

The issue that stands out from many of the interviews is a leadership vacuum at the Redmond Campus. Although, there has been a conceptual vision for the campus that has guided construction of buildings and general programmatic direction, subsequent planning processes, and orchestration of the details for day-to-day administration of the campus appear to be absent. Regardless of the position title, it is imperative the position report to the President and has the authority to establish necessary standards of operation. Without this leadership, the College will not be able to maximize the potential available at the Redmond Campus or other branches. Other areas of concern voiced through these interviews can be addressed but not without a leader, someone able to give full attention to the wide-ranging needs at the Redmond Campus. This recommendation and many of the others listed above align with those currently addressed in the Academic Maser Plan (Appendix A).

Appendix A.

Academic Master Plan

The Academic Master Plan makes the following recommendations for Branch Campuses

Branch Campuses

(Summary and Values)

Goal 1: Assess requirements for providing appropriate certificates and degrees specific to each branch campus community.

Objective A: Establish systematic annual evaluation of needs for certificates and degrees

Strategies:

- Evaluate instructional needs based on student majors, enrollment data, community and employer feedback.
- Evaluate additional student service needs, including advising, financial aid, enrollment services, career placement

Objective B: Provide resources supporting specific certificates and degrees

Strategies:

- Establish appropriate full time faculty based in Redmond to serve all branch campuses, including timelines of service.
- Establish Testing and Tutoring services for branch campuses.

Objective C: Provide appropriate facilities for a collegial and supportive environment for faculty and students

Strategies:

- Increase faculty office space
- Modify building 2 to include Student Services Building
- Establish Leadership needs for branch campuses

Appendix B.

Proposal for Shuttle Support for the Redmond Campus to the Bend Campus

Task Force Members: Shirley Metcalf, Dean; Joe Viola, Campus Services; Gordon Price, Student Life and CTE Liaison; Rebecca Walker-Sands, Faculty; Lani Sykes, Administrative Assistant.

Rationale:

There are several supporting arguments for providing transportation options for students served in the Northern areas of the district. While some of these would seem to be unique to Central Oregon Community College, the concept has support at other institutions in Oregon. For example both the University of Oregon in Eugene and Oregon State University in Corvallis provide for free city bus passes for students.

Evidence of Need:

Over the last few years, a survey of students on the Redmond Campus revealed frustration with class scheduling, course availability and lack of access to advisors within their majors. The most recent data comes from an informal survey of 4 Summer Session classes (n = 80 students) held on the Redmond Campus: When asked how many students would use a shuttle, if available, 98% said they would definitely take advantage of the opportunity. This echoes the results of previous respondents. While it may be argued that the mechanics of achieving an education are part of the sacrifice, those individuals on the Bend Campus do not face such challenges, physically or economically.

Potential Impact on Retention:

When students are faced with a minimal number of courses from which to select, and even fewer instructors, it becomes more difficult to complete a degree. On the Redmond Campus, students often face conflicts in scheduling across disciplines as well as conflicts with their personal responsibilities. Also, little choice is offered among sections. On the Bend Campus, not only are multiple sections offered across the disciplines, there are frequently a variety of professors available. If a student doesn't resonate with a particular style of delivery, they have a choice. Not so for students in Redmond. Not only will multiple attempts at a course contribute to a lack of Satisfactory Academic Progress, it also contributes to problems with Maximum Credits allowed for Financial Aid. An example of how demoralizing these conditions can be involves a student who had difficulty with the teaching presentation of the only Math instructor available. After multiple attempts to get through the class, the student quit college, feeling as if they were incompetent and couldn't handle the rigors of college. Not only did this person end up with student loans and a damaged self-esteem, they have lost the opportunity to contribute to their community and the future economy. However, a friend of this student was able to switch sections and complete the course, progressing on to the next class in the

series. This is not to indicate the instructor was ineffective; different people tend to resonate with different styles.

Students at the Redmond Campus are also challenged by difficulty in coordinating course offerings with their degree requirements for their major. For example, Math 111 is the highest Math course available in Redmond, but students need MTH 105/MTH 243/MTH 244 for transfer to Human Services and Psychology degrees at OSU-Cascades. Even though these are not essential for earning an AAOT, the Bend students are able to complete their degree requirements in the process of fulfilling the lower-division courses necessary for the transfer degrees, while the Redmond students will end up with more debt as they will not have these as part of their AAOT, but will have to substitute potentially less relevant courses simply because they are offered on site. There are many examples of areas that are under-represented on the Redmond Campus, making degree completion frustrating and therefore less likely (e.g., Foreign Language, Arts & Letters).

An important component of retention involves building relationships with faculty that will support career goals. While the CAPS Advisors do a great job of helping students with scheduling, the expertise of a major advisor is a boon to student success in terms of planning for employment, transfer to appropriate institutions and assisting with guidance regarding optimal course work, potential internships and other experiences that will foster growth. Recognition of this came with the plan to rotate full time faculty members from across the disciplines through the Redmond Campus on a yearly basis. Unfortunately, implementation of this plan proved problematic. Until there are Full Time Faculty members representative of the CTE and Transfer disciplines housed in Redmond, the need for travel to the Bend Campus is critical. It should be noted that neither Adjunct nor Part-Time faculty are contractually allowed to advise students.

Impact on Financial Aid:

It has been mentioned previously that students will incur more debt in attempting to maintain status as a full-time student when they are forced to take courses because they are in proximity rather than because they are needed. This contributes to maximum credit issues. Another problem is the current pressure for Financial Aid to pay only for courses directly related to the degree, which means that students may not be able to attend. Again, this is not a problem for students on the Bend Campus.

Need for Expanded Access to Student Services:

Unlike Bend Campus students, Redmond Campus students have very limited access to other services that can facilitate student success. Currently students have access to CAPS advisors, as previously noted, but little contact with major advisors. There is no Personal Counselor on the Redmond Campus. Testing Hours are severely limited (e.g., for Fall 2013: **Monday 5pm to 8pm & Wednesday 9am to 8pm (10/14/13 to 12/11/13).**) as compared to the Bend Campus where Testing is open from 8:30 AM to 9 PM Monday through Thursday, 8:30 AM to 4:00 PM Friday and is even available on Sunday. A Financial Aid advisor is only in Redmond after 1 PM on

Mondays and Thursdays. Lynn McCoy, Veterans' Advisor, is only available in Bend, according to the COCC Website.

Lack of Exposure to College Life and Multicultural Events:

Students on the Bend Campus may avail themselves of a plethora of cultural events, including gallery exhibitions, music events, dance and theater performances and speakers. While faculty and ASCOCC have made attempts to bring Movie Nights and Speaking events to Redmond, there is a notable dearth of opportunities for Redmond students to get the most from their college experience.

Need for an Alternative to the Current Options:

While some students have taken advantage of the CTE bus and are grateful to have a stop on the Redmond Campus, the timing of the travel is unwieldy at best. Too much time is spent in transition through hubs and regular routing. The departure times don't accommodate morning or afternoon classes. Also, while the price of \$60/month is a helpful reduction, many students can't come up with this consistently. The vouchers are not always available as they tend to "sell out," so a student who begins a class in September may not be able to get to it in October or November, and so will end up dropping or failing, again with a negative impact on SAP and Financial Aid, not to mention morale.

Ideal Logistics:

The most useful schedule would be a shuttle that travels between the Redmond Campus 3 times a day, beginning at 7:30 AM, 11:30 AM, and 2:30 PM. The last bus would leave Bend at 5:30 PM. While this wouldn't allow for night classes, at least the major course blocks would be covered.

A Shuttle would cost approximately \$60 one way to operate. 3 daily round trips would cost about \$360 per day.

Potential Source of Funding:

ASCOCC student fees are a possibility for at least partial support for the costs of a shuttle to transport Redmond Students. Students have argued that they would much rather have their fees spent on a shuttle than free tickets to the Deschutes County Fair or fast food vouchers that are rarely used.

Conclusion:

It would seem to be an ideal solution for many issues to transport students from Redmond to Bend, rather than attempt to move Faculty and pay subsequent travel or hire more Part Time faculty to serve students. The former strategy has faced resistance when previously attempted; the second strategy adds to the impression that the non-Bend students are second-class citizens. Arguably, having greater access to courses, instructors, advisors, student services and educational events will benefit students and increase retention, matriculation and eventual contributions to our community.

APPENDIX C

REPORT 9: REDMOND CAMPUS REPORT

A: FTE & HEADCOUNT FOR BOTH CREDIT AND NON-CREDIT COURSES

All headcounts are unduplicated. If a student was credit and noncredit in the same year, they default to a credit student.

	2009-10	2010-11	2011-12	2012-13	2013-14	Change 1213 to 1314	
						Number	%
Credit FTE	538.51	748.63	739.47	700.28	614.37	-85.91	-12.3%
Non-Credit FTE	80.98	47.83	38.29	26.81	25.95	-0.86	-3.2%
Total FTE	619.49	796.46	777.76	727.09	640.32	-86.77	-11.9%
Credit Headcount	2055	2434	2260	2125	1871	-254	-12.0%
Non-Credit Headcount	880	623	570	608	693	85	14.0%
Total Unduplicated Headcount	2903	3040	2812	2593	2383	-210	-8.1%
Change 1213 to 1314							
<i>CREDIT COURSES</i>	2009-10	2010-11	2011-12	2012-13	2013-14	Number	%
Total Manufacturing Courses	208	228	239	211	208	-3	-1.4%
Total All other Courses	205	279	266	259	274	15	5.8%
Total Credit Courses	413	507	505	470	482	12	2.6%
Manufacturing FTE	217.08	258.66	235.87	230.38	184.65	-45.73	-19.8%
All other FTE	321.43	489.97	503.6	469.9	429.72	-40.18	-8.6%
Total FTE	538.51	748.63	739.47	700.28	614.37	-85.91	-12.3%
Manufacturing Headcount	242	274	256	264	222	-42	-15.9%
All Other Headcount	1942	2305	2159	1996	1759	-237	-11.9%
Unduplicated Credit Headcount	2055	2434	2260	2125	1871	-254	-12.0%
Average Age of Credit Student	30.8	31.5	31.4	30.8	30.2		
Average Age (All COCC)	28.8	29.5	29.5	29.2	28.9		
Change 1213 to 1314							
						Number	%
Students Taking Credit Classes in Redmond & Bend	1488	1726	1631	1361	1188	-173	-12.7%