

# Standard One

## Institutional Mission and Goals: Planning and Effectiveness

### 1.A.1 Overview

In 1993 the COCC board started a multiyear process to transition from traditional leadership and governance models to a policy governance model. The board underwent training in policy governance and rewrote its mission and vision adopting them as Ends Policy E-1 in 1994 (see Exhibit 1.1 and <http://www.cocc.edu/general/plans/>

[ia\\_board\\_policies\\_nov\\_2001.html](#)). The process included numerous public meetings and discussions with the COCC staff over a period of 12 months. The mission, vision and goals were changed to articulate outcomes in lieu of means (program offerings). The board initially reviewed the mission, vision and ends annually, moving to a biennial review process in 2000.

### Central Oregon Community College Mission and Goals

#### Mission

Central Oregon Community College will be a leader in regionally and globally responsive adult lifelong education for Central Oregon.

#### Vision Statement

Because of COCC, Central Oregonians will...

- be a districtwide community that holds lifelong education as a value and promotes ongoing professional growth and personal development for adults
- be able to connect actively with other communities, the state, the nation and the world in order to attain both locally strong and globally responsible perspectives
- view education as integral to a sense of well-being, security and responsibility
- look to COCC to lead the region in the achievement of these ends

#### Ends Statements/Goals

Because of COCC, the community will...

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

The mission, vision and ends are the drivers of the College's Long-Range Plan and corresponding institutional planning documents and are reviewed with the unicameral College Affairs committee and shared with the overall College each fall. Since 1993, the College has regularly reviewed the achievement of its benchmarks and set new ones as appropriate. The process of review is done in public board meetings, at board retreats, and is part of the board's 12-month agenda.

### 1.A.2 Publicity of Mission and Goals

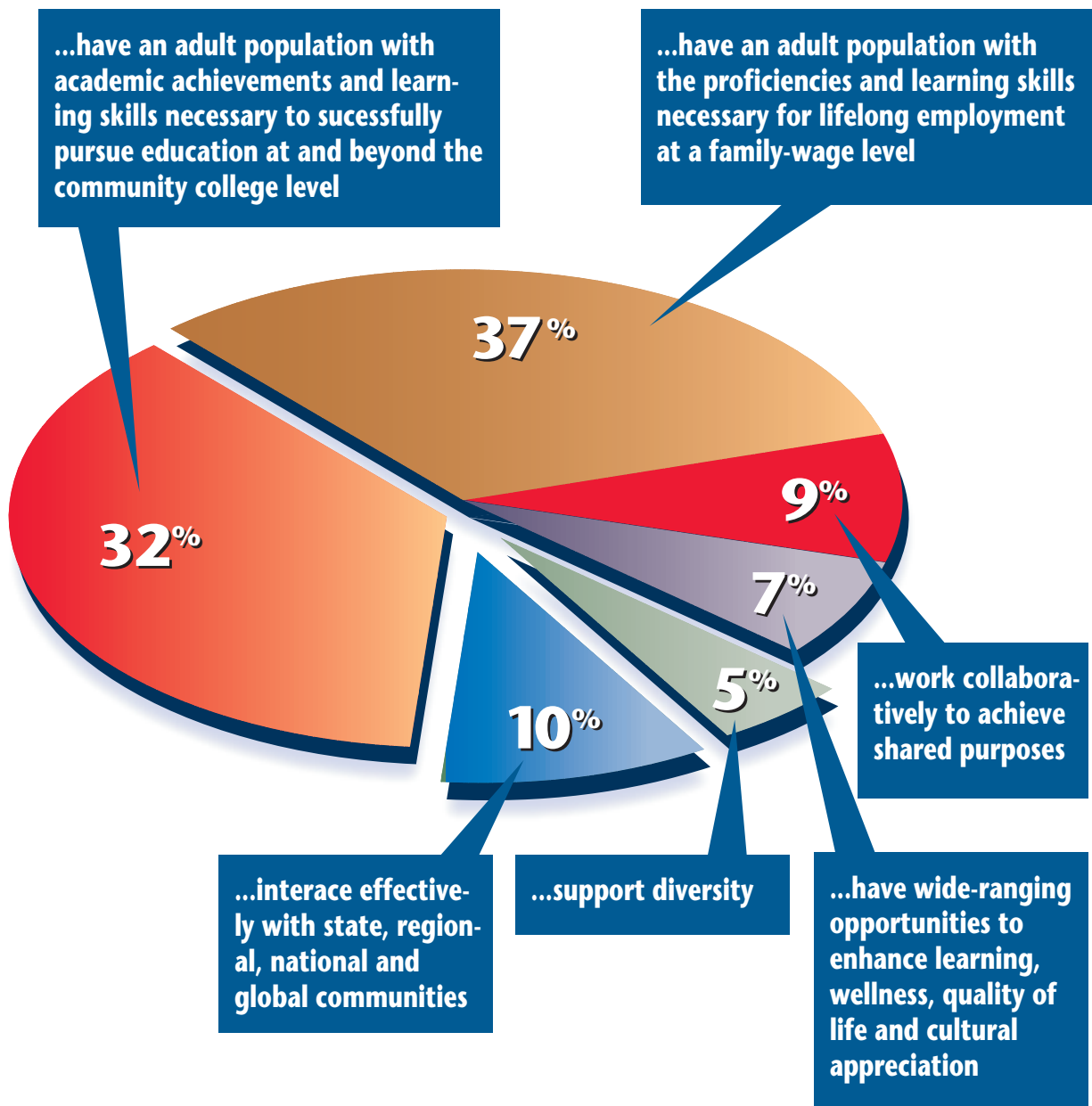
The governing board last modified and adopted the institutional mission and goals in April 2000. The mission, vision and ends are published for the students and community in the course schedule, College catalog and on the College's Web page (<http://www.cocc.edu/general/mission.htm>).

### 1.A.3 Mission and Budget

The mission, vision and ends are not only reviewed annually and updated frequently by the COCC board, but are also shared with the COCC budget committee as part of the annual budget development process (see Exhibit 1.2). A periodic summary of the allocation of the budget by institutional goals is presented for the budget committee's review to ensure it is consistent with the goals of the College (see Figure 1-1). As the

College completes the integration of the Banner management information system, budget tracking by goals will be easier. Expanding service to students has been an underlying goal and is also reported in the annual enrollment report (see Figure 1-2). Additionally, an annual evaluation of achievements compared to Collegewide performance measures and linked to each board end is presented to the board and public in the form of a performance measure matrix (see Exhibit 1.3).

## Budget Allocation by Goals



Percentages are based on Fall 2001 estimates

Figure 1-1

## COCC FTE • 1990 - 2001

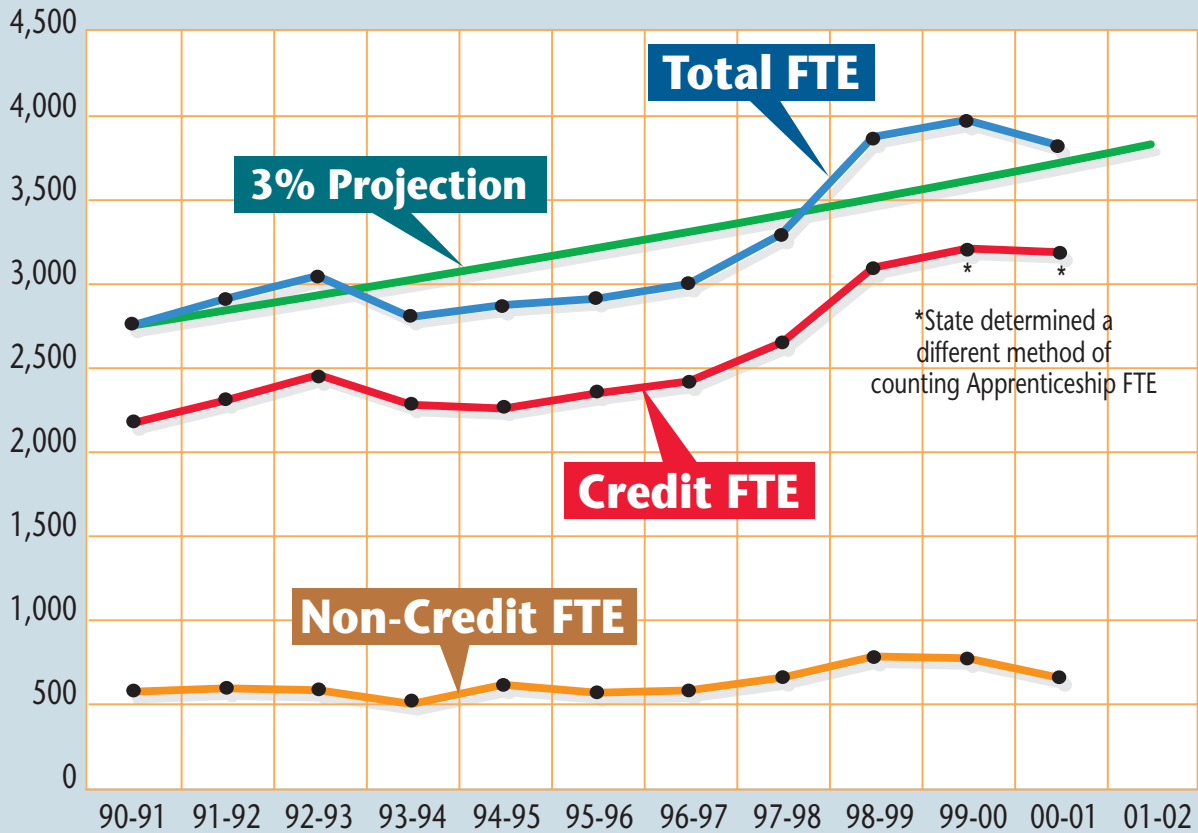


Figure 1-2

### 1.A.4 Resources and Goals

The COCC board has spent years refining the mission, vision and ends statements in order to align them with the College's statutory obligations. The board meets frequently with the community and others (e.g., public hearings, city council, board meetings, etc.) to ascertain whether or not the resulting programs meet the needs of the community. Its fiscal policies also ensure that the plan can be implemented without creating any undue stress on the fiscal capabilities of the College.

### 1A.5 Planning

The College follows a two-tiered planning system where the board sets, reviews and modifies the institutional ends/goals. The staff then uses the goals as part of the administrative planning process. All College activities are screened to be consistent with the mission

and goals of the College. During the 2001-2002 budget cycle, all requests for funding of new initiatives had to be directly tied to a board goal. Administrators, College committees and department chairs look to the mission, and more specifically, to the board-established ends, in setting program and staffing priorities, admission and access policies, etc. The College's Academic Plan is an example of how program and staffing activities follow the institutional goals.

In addition, the College has a long-standing practice of maintaining priority lists which are reviewed for consistency with the goals of the College for hiring staff, implementing new programs, purchasing equipment, maintenance, and construction. A review of the planning documents (see Exhibit 1.3 or <http://www.cocc.edu/general/plans.htm>) highlights the practice. Also, see Figure 1-3, the COCC Strategic Planning Model.

# COCC Strategic Planning Model



Figure 1-3

Three examples of major institutional efforts to commit money and energy toward institutional goals are the computerization of the College with the corresponding development of a technology center at the North Campus, the current partnership with Oregon State University-Cascades Campus on the Awbrey Butte campus, and COCC's diversity efforts. In 1993 the board reaffirmed through its goals that the focus of the College would be to continue and expand its efforts to provide training leading to employment in family wage jobs (end 1). This has led to a multiyear project to both fund the computerization of the College as well as acquire land for the North Campus, located in the center of the COCC District, with a focus on advanced technologies.

As a second priority the College committed itself to providing educational opportunities in Central Oregon at the community college level and beyond (end 2). This led to the addition of more than 25 new programs, additional staff, an enrollment increase of more than 35 percent and a partnership with the Oregon University System to establish a branch of Oregon State University on the COCC campus.

A third major goal, smaller in scope but of no less importance, was to initiate activities addressing diversity. At the August 1998 board retreat, the COCC board conducted a strategic conversation with regard to its goal on diversity (end 5). This conversation led to the allocation of special projects funds for the establishment of a diversity committee, which developed a Diversity Plan (see Exhibit 1.3 and <http://cocc.edu/general/plans.htm>), and the implementation of numerous diversity activities.

### **1.A.6 Public Service**

Institutional ends 3, 4, 5 and 6 give direction to where public service shall be focused. Much of COCC's public service is focused on collaboration with our educational partners at both the university and K-12 level to expand educational opportunities for our communities. During the 2000-2001 academic year, COCC had 200 2+2/Tech Prep articulation agreements with high schools throughout Central and Eastern Oregon (see Exhibit 1.4).

Public service is also an integral part of individual staff efforts and is part of the faculty and administrative evaluations when the service to the community is consistent with institutional goals. A list of community service activities is noted in individual department, program and administrative area notebooks in the

exhibit room. See also Select Faculty/Staff achievements chart, Appendix A.

### **1.A.7 Substantive Changes**

In 1997 COCC formally requested that the state legislature change the Oregon statutes to authorize COCC to offer select applied baccalaureates based on the educational needs of the region. We discussed our efforts to receive this authority with the Commission's staff, keeping them aware of our intent. In the end the legislature did not approve the change but encouraged the State Board of Higher Education to work with COCC to solve the upper-division access problem. The state board assigned a community committee to consider alternatives which ultimately led to a collaborative program approved by the State Board of Higher Education where COCC is hosting a branch campus of the Oregon State University. This is consistent with the College's ends 2, 3, 4 and 6. A substantive change report will be made by Oregon State University.

COCC has also been developing a second campus in Redmond and has again informed the commission of our intent. The development process has been slow but well supported because of its close proximity to the main campus.

A summary of the substantive change report on Distance Education and Open Campus begins on page 49 of this report.

### **1.A Mission and Goals: Analysis and Appraisal**

The COCC mission and goals are the cornerstone of the institutional planning process. They are developed by the COCC board of directors with broad College community input and are reviewed regularly for program and budget implications. The institutional mission and goals are used to guide the activities and funding priorities of the College through its interlocking strategic planning model. Institutional public service activities parallel the institutional goals as do staff public service activities. Long-range planning based on its mission and goals is one of COCC's institutional strengths and has led to rapid expansion of quality instructional service to meet exploding student demand.

## 1.B Planning and Effectiveness

### 1.B.1 Evaluation of Planning Process

The COCC board has a policy which sets the framework and timeline for the planning and evaluation process (see GP7—Exhibit 1.1 or [http://www.cocc.edu/general/plans/ia\\_board\\_policies\\_nov\\_2001.html](http://www.cocc.edu/general/plans/ia_board_policies_nov_2001.html)). This includes both a fiscal review through an annual update on the three-year revenue and expenditure forecast, as well as a program review through the examination of the ends benchmarks. The timing of the board's review is specified in the board's 12-month calendar. In addition, the College periodically reports to the board the success rates of its students, conducts periodic internal and external surveys, and participates in third-party evaluations of the College programs.

The most recent third-party evaluations were conducted by the Oregon University System (see Exhibit 1.5) which asked COCC to participate in two separate consultant reviews to determine if COCC's educational programs, physical infrastructure and fiscal resources were of high enough quality to host a branch of one of Oregon's major universities. Both reviews reported to the state system, the COCC board and the public that the institution is operating at a very high level. (See also Internal Surveys, Exhibit 1.6).

### 1.B.2 Evaluation of College Activities

The College staff and management team assists the board in developing the institutional benchmarks using regional demographic data, enrollment reports, transfer student achievement reports from the university system, national exams, program evaluations, student entrance and exit surveys, no-show reports, waiting lists reports and broad-based community needs assessments conducted by the College, the College/university consortium and the community. In addition the College has in the past conducted a number of program area re-engineering reviews to improve effectiveness of service (e.g., maintenance, enrollment services).

The institutional planning and the evaluation work is done by standing committees within the governance system as well as by select task forces. The recommendations of these groups are cited in their planning reports and are made available to the institution as a whole. Copies of the plans are available at <http://cocc.edu/general/plans.htm> and in the exhibit room, Exhibit 1.3.

Examples of planning recommendations include:

- recommendations on programs and staffing by the Academic Affairs Committee;
- new program development procedures from the Curriculum Committee;
- staffing lists from Chairmoot; and
- maintenance, new construction and remodel recommendations from the Institutional Support Committee.

### 1.B.3 Participants in Planning Process

COCC prides itself on its integrated governance and planning process. Using the Long-Range Plan (see Exhibit 1.3 or <http://www.cocc.edu/general/plans.htm>) as a guide, the major standing committees of the College have assigned planning responsibilities. All planning is done in open meetings, which are reported on electronic conferencing. Also, all committees are given the charge that they have an affirmative responsibility to notify and/or include all parties affected by the planning of opportunities for input. Committees are set up to provide constituency input from faculty, staff and students assigned proportionally as appropriate to the task. Institutional operating plans are revisited annually, e.g., program prioritization, maintenance and equipment. Other special purpose plans are prepared as necessary, e.g., summer advising or remodel plans. The College also seeks community input through program advisory councils, industry mini-summits (manufacturing, hospitality, tourism), student focus groups, periodic strategic conversations and meetings with each community during scheduled board meetings in the community's College Center (see Planning Responsibilities Chart, Figure 1-4).

## COCC Institutional Planning Responsibilities

(All plans are available in the exhibit room, Exhibit 1.3 and <http://www.cocc.edu/general/plans.htm>;  
The College Operations Procedures Manual is Exhibit 1.7; See Standard 2 Exhibits for Department Plans.  
Plan versions identified are the most recent version available)

### STRATEGIC PLANNING

#### Board of Directors

- Board Policies (revised 2000)
- Mission and Vision (revised 2000)
- Ends Statements (“stretch goals”) (revised 2000)
- Annual Performance Measures Matrix (Long-Range Plan) 2001
- Vision Concept Paper (revised 2001)
- College Budget (annually)

### OPERATIONAL PLANNING

#### College Affairs

- College Operating Procedures (president) (revised annually – summer)
- College Budget Review (annually – winter)
- Institutional Advancement Plan (revised 2000)
- Technology Plan (revised 2000)
- Capital Review (annually – spring)
- Diversity Plan (revised 2000)
- Organizational Development Plan (winter 2001)

#### Academic Affairs

- Academic Plan (2000)
- Testing and Tutoring Plan (2001)

#### Institutional Support

- Campus Master Plan (10 yrs –2000)
- Maintenance Plan (annually - winter)
- Safety Plan (spring 2001)

#### Student Affairs

- College Life Plan (1999)
- Housing Plan (2000)

### DEPARTMENTAL PLANNING

#### Individual departments

- Departmental plans (five years)

Figure 1-4

### **1.B.4 Mission and Budgeting**

The College budgeting process starts at the divisional level with each budget center re-evaluating its activities and outcomes against the College's goals to re-establish its base budget. With regard to the growth and development in their respective areas, budget centers, and ultimately vice presidents, must present budget additions or changes in concert with the Long-Range Plan (see Exhibit 1.3 or <http://www.cocc.edu/general/plans.htm>) and end statements or at a minimum, a governance committee subplan.

### **1.B.5 Institutional Priorities**

The board uses formal reports and informal feedback from community input sessions to identify long-term priorities. For example, a community strategy session held in Redmond in 1994, led to both the acquisition of land for the North Campus and new financial partners to bring the campus to fruition. A similar strategic conversation in the town of Madras on adult/basic education led to a reaffirmation of developmental education as a program offering, the need for expanded services in Madras, and a strategy for the board to increase access (ends 1 and 2) through the development of a second satellite campus in the near future on land recently donated to the College. Another example of broad-based input is the recent use of the industry mini-summits (manufacturing, tourism, etc.) where industry representatives were asked to critique current programs and assist in the design of new workforce training services (see Exhibit 1.8, Adult Literacy Strategic Conversation Materials).

### **1.B.6 Resources for Planning and Evaluation**

The evaluation and planning process at COCC has traditionally been decentralized into departments and governance committees. The resources have been adequate to develop good planning documents and evaluation activities. This model worked well in the past but the rapid growth of the College required that institutional planning be centralized under the direction of the vice president for institutional advancement. The cost center was funded for this purpose in the 2001-02 budget, and an institutional research office was added.

### **1.B.7 Institutional Research**

Prior to 2001, research activities were primarily the responsibility of the dean of enrollment services with a specific focus on enrollment management. The College was small enough to share data informally and quickly. Program evaluation and student success within programs was the responsibility of the vice president of instruction, who coordinated the development of new program and program modification with the Academic Affairs Committee using departmental data. This included periodic research activities conducted by specific program and cost centers (a department section, or division, identified for the purpose of budgeting). As noted, the rapid growth of the College, the complexity of data gathering, the implementation of the Banner system, and the need for better dissemination of information required that the College establish an office of institutional research in the fall of 2001. This individual reports to the vice president for institutional advancement, who has been coordinating institutional planning since 2000.

### **1.B.8 Review of Evaluation Processes**

COCC has reviewed its planning and assessment efforts on a regular basis in an effort to ensure resources are being distributed effectively to meet the current demand for service and the corresponding institutional growth. The review is done by the managers group, committees and task forces, and the board in order to complete their respective responsibilities. COCC's research efforts, outside of our normal student tracking by enrollment services, has been focused on meeting immediate demands for data in response to specific internal and external requests, e.g., program, budget, institutional planning, legislative committee, community advisory board for higher education, outside consultants, etc. With the advent of the research office, a more systematic approach to the evaluation of our internally focused research efforts will be possible (see Exhibit 1.6 for Internal Surveys).



## 1.B.9 Institutional Effectiveness and the College Community

The public has been well informed of COCC's institutional effectiveness. It has been a primary topic of local media for the last five years. COCC shared institutional effectiveness information and student success data with a myriad of public bodies while the College was considered as a provider of baccalaureates or host for a major university in the upper division branch model. Initially the information was provided to the Education Subcommittee of Ways and Means of the Oregon Legislature in 1997. Since then COCC has presented effectiveness data to the State Board of Higher Education on a regular basis and to the state board's regional committee on developing higher education services, the Central Oregon Regional Advisory Board (CORAB). In 2000, the State Board of Higher Education also asked COCC to participate in two separate studies by two independent consultants: one, who is university based but from a community college background (Craig Purkey, University of Washington); the other, from university backgrounds (James Mingle, executive director, State Higher Education Executive Officers [SHEEO]; Frank Besnette, former executive director, Arizona Board of Regents). COCC will continue to be reviewed regularly by the public.

### 1.B Planning and Effectiveness: Analysis and Appraisal

COCC has a strong institutional planning process which engages the board and staff in setting institutional priorities using internally and externally generated input and data (see Exhibits 1.6 and 1.7). Through its well-established governance process, it engages staff from all constituencies in the development and review process of program planning as well as implementing the institution's mission and goals. Although the College has used internally and externally generated data to assist in the evaluation and planning process, the decentralized model has not been able to keep up with the College's rapid growth and new challenges of institutional communication. The creation of a research office in the department of institutional advancement is strengthening the College's ability to coordinate the evaluation and planning process and ensure departmental plans are tied to the broader institutional plans. This is the most difficult part of the planning cycle and needs constant attention. All of COCC's institutional evaluation and

planning processes are conducted in an open environment and College activities are well covered by the local media. This has led to significant and valuable community input critical to the success of the community college's goal of being responsive to the community.

## Standard 1 Figures, Appendices and Exhibits

### In-Text

- Figure 1-1: Budget Goals Chart
- Figure 1-2: Enrollment Graph
- Figure 1-3: Strategic Planning Cycle (Planning Loop)
- Figure 1-4: Institutional Planning Responsibility Chart

### Appendix

- Appendix A: Select Faculty/Staff Achievements

### Exhibit Room

- 1.1 Board Policies
- 1.2 Annual Budget
- 1.3 Long-Range Plan—Planning Documents Binder
  - Also includes the following plans:
    - Institutional Advancement Plan
    - Technology Plan
    - Capital Review Plan
    - Organizational Development Plan
    - Academic Plan
    - Testing and Tutoring Plan
    - Open Campus Plan
    - Campus Master Plan
    - Maintenance Plan
    - Safety Plan
    - College Life Plan
    - Housing Plan
- 1.4 2+2 Technology Preparation Document
- 1.5 External Surveys, including Third Party Evaluations: Oregon University System/Chancellor's Commissioned Review; Excerpts from the University of Oregon and Oregon State University Proposals; Chancellor's Recommendation
- 1.6 Internal Surveys
- 1.7 College Operating Procedures Manual
- 1.8 Adult Literacy Strategic Conversation Materials

