Standard Two
Educational Program and Its Effectiveness

Introduction: About this Section

Since this chapter is extensive, we have provided an overview of its contents.

Discussions of individual departments and programs including brief descriptions and a brief summary of each department's self-analysis. Complete departmental self-studies with exhibits are available in the exhibit room.

Each department or program notebook includes the following information:

- Description, Mission Statement, Department Goals and Analysis
- Student Learning Outcomes and Analysis
- Curriculum Changes/Issues and Analysis
- Faculty Biographies/Vitae
- Physical Resources and Analysis
- Analysis of Strengths and Weaknesses/ Recommendations
- Appendix A: Sample Syllabi
- Appendix B: Samples of student projects/ assignments
- Appendix C: Department Policies and Literature
- Appendix D: Samples of Faculty Achievements

Departments and Programs in this Self-Study:
  Adult Basic Education
  Allied Health
  Business Administration
  Center for Business and Industry
  Computer and Information Systems
  Continuing Education
  Fine Arts
  Health and Human Performance
  Humanities
  Manufacturing and Automotive Technology
  Mathematics
  Natural Resources
  Science
  Social Science

Substantive Changes
  Branch Campus
  North Campus
  Open Campus

List of Appendices and Exhibits for Standard 2

1.0 Introduction

Standard 2 provides a description and appraisal of general program requirements, educational program planning and assessment, undergraduate programs, and continuing education programs. It also provides analysis and appraisal of each of 14 departments/programs.

2.A General Program Requirements

All of the elements in Standard 2 are covered in the 2000-2005 Academic Plan (see Planning Documents Binder, Exhibit 2.1, and http://www.cocc.edu/general/plans.htm). Central Oregon Community College offers four associate degrees: associate of arts, associate of science, associate of applied science and associate of general studies. The first two are intended for transfer and meet state general requirements. The Associate of Arts Oregon Transfer (AAOT) meets the lower-division, collegiate general education requirements of all Oregon two- and four-year colleges and universities. The associate of science is intended for transfer to specific programs and to allow more specialization. All degrees meet the state standard for the degree. Outcomes are listed in the Academic Plan. The associate of applied science (AAS) is a field-specific degree. Individual programs must be approved by the state as well as by the normal campus process. The associate of general studies is a general degree which recognizes completion of a coherent body of college-level coursework and meets the state standard for the degree. The College operates on the quarter system with 10-week terms. Summer term includes courses that meet for four or eight weeks, although other time lengths are sometimes offered.

2.A.1 Human, Physical and Financial Resources

Human Resources

Currently, COCC employs 98 full-time faculty, 34 adjuncts (semipermanent faculty on annual contracts between .5 and 1.) and more than 200 part timers (less than .5 employed on quarterly notices of appointment). Full-time faculty teach 66 percent of all credit sections; adjunct and part-timers teach 34 percent of all sections. The Academic Plan sets a long-term goal of 80 percent of all credit sections taught by full-time faculty. In order to attain this ratio and meet its projected growth figures, the College will need to add 10 full-time faculty members in each of the next five years while holding the number of sections taught by part timers constant.

Physical Resources

Offices and classrooms were adequate through spring 2001, however, 31 offices and six classrooms (both offices and classrooms somewhat makeshift) were added in 2001 in order to accommodate Oregon State University-Cascades Campus. The 2001-2002 academic year will be overcrowded, and we expect working conditions to deteriorate. The situation will partially correct itself in 2002-2003 when the Cascades Hall building is completed. But science and computer labs and other specialized instructional facilities will remain overtaxed. Adequate space for growth can be achieved, however, if the College is able to pass its planned bond election in May 2002.

Financial Resources

Faculty salaries are in the upper third nationally for entry, average, median and top. We have experienced little difficulty in attracting and retaining qualified faculty except in specialized areas such as computer science, professional/technical and criminal justice. College capital for instructional programs is currently inadequate at $258,000 (1.29 percent of annual operating expense total for library and instruction). Infusions of capital from one-time sources have kept the programs vigorous, but the situation requires an institutional commitment to a scalable capital amount (i.e., income that will increase with growing enrollment).

2.A.2 Goals and College Mission

The vision and ends developed by the board of directors define the kind of academic institution COCC will be within the next five years. Growth and demographic change in Central Oregon and the new presence of a higher education institution in our community influence the direction that instructional departments will follow in realizing the board ends in that period. See the Academic Plan (Exhibit 2.1) which is our initial road map for that journey.

Program Goals

We are in the process of aligning current and new courses with department or program goals which reflect the institutional mission and goals. Specific course goals are noted on many instructors' syllabi. Some departments are further along in this process than others. Completed course outcomes are published in the Chairmoot folder of FirstClass Client e-mail conferencing (see Exhibit 2.2 for individual departmental plans with sample syllabi).

2.A.3 Program Design and Structure

Our current degree offerings comprise an area of strength: the mixture allows us to achieve board ends; the degrees are fully articulated at the state level; they are closely monitored under our Academic Affairs Committee and instructional administration; and they contain basic skill requirements that ensure development of communication and computation skills in all graduates.

The viability of COCC's four-degree structure was recently reaffirmed by 1997-1999 task forces of the Academic Affairs Committee. According to the Basic Skills Task Force Report, 1999, "COCC has established four separate degrees over time to extend students' choices and make degrees responsive to the differences in [our] students' educational needs, objectives and programs."

Recommendations on breadth and depth requirements have been made by the Academic Affairs committee, and have been incorporated into degree program and course reviews over the last three years (see Exhibit 2.3, Task Force Reports, on depth and breadth general education course requirements).

2.A.4 Degree Objectives

COCC currently offers five different degrees or certifications. These are noted in the current catalog.

- Associate of arts meets the needs of students who intend to transfer or continue their education at a level beyond community college in liberal arts and sciences. The degree meets AAOT (Associate of Arts, Oregon Transfer) lower-division, general education requirements for all public Oregon universities and some private colleges and allows students to transfer to these colleges with junior standing.
- Associate of science is individualized for transfer to a designated Oregon public university for a specified major, such as business, science, engineering or technology.
- Associate of applied science trains students in applied professional-technical skills that prepare the graduate for immediate employment.
- Associate of general studies is for students who are not pursuing specific transfer or professional-technical programs; it provides an alternative to pursue a broad general education and accomplish personal educational goals.
- One- or two-year certificates offer training programs for those who seek employment in business, industry, the trades, or government service as technicians or skilled workers.

2.A.5 Abbreviated Programs

Certificate Programs

Many programs offer a certificate of completion. Such certificates require from one to four quarters (full-time enrollment) to complete. They are intended to prepare students for immediate employment or advancement in various fields. As demonstrated in the Academic Plan (see Exhibit 2.1, and in section 2.A.11 of Standard 2), the College periodically adds some certificate programs and eliminates others in response to changing market and student needs. Certificate programs are closely integrated with academic departments and reflect COCC standards for general education requirements.

Workforce Articulation and Training Programs

The College recognizes the value of training and workforce development addressing the needs of business and industry throughout the region. To better respond to these needs, COCC has created the Center for Business and Industry (CBI) as the new primary point of contact for business and industry. By combining the resources of the Business Development Center and the Training Center, and coordinating the delivery of serves with the COCC College Centers, the Business Department, the Computer Information Systems Department and other COCC entities involved with entrepreneurial education activities, the CBI provides one-stop access to a multitude of services available from the College. Resources and services include: contracted and customized training, internships, continuing education for professional groups, workforce development for both current and future workers, the Small Business Management program, short- and long-term business counseling, community and regional workshops, business loan preparation assistance, online courses, business-oriented certificate programs, business-specific "universities" such as Sunriver University, in addition to numerous programs and services offered in partnership with other service providers and businesses in the region. The end result is an efficient, effective service and delivery system throughout the College's District.

2.A.6 Credits, Program Length and Special Program Tuition

For most COCC courses, one-quarter credit hour requires 10, 50-minute learning experiences (lecture, discussion, small group work, lab work). As we move toward a competency-based instructional model, the

College will seek a credit system less tied to seat time. For example, the Humanities Department's Composition Committee is in the process of researching whether or not the English composition CLEP exam will be accepted as equivalent to our first-term composition course.

Full-time students should expect to spend at least two years at COCC in order to meet the requirements of the associate degrees. Normally, certificates may be earned with one year of full-time attendance. Attending summer term may shorten the time needed; taking pre-college level courses or attending part time may lengthen the time needed.

Several programs on campus, including Licensed Massage Therapy, Emergency Medical Technician and Culinary, require special tuition to recover some part of the high costs of specialized training.

2.A.7 Curriculum Design, Approval and Implementation

Academic Affairs is one of the four major standing committees, and it takes the role of advocate for instruction. The committee's major goal is to develop and recommend academic policy, including long-range curriculum planning and academic program review. The Academic Affairs Committee consists of 10 members: six faculty, one manager and one student representative, who are voting members, while the recording secretary and a representative from the registrar's office are nonvoting members. One faculty member from each of the four major instructional divisions on campus is elected by faculty within that respective division. The Faculty Forum is represented by its current president-elect and one additional faculty member elected by the faculty at large. The College president makes one appointment to represent the managers and the student government association (ASCOCC) also appoints a member. Length of service is two to three years. Curriculum is a subcommittee of Academic Affairs consisting of a facilitator and two members selected from Academic Affairs and two persons appointed from a pool of faculty that reflects campus distribution. One student is also appointed by ASCOCC to serve on the subcommittee. Curriculum's primary task is to review and then choose to endorse, defer or reject curriculum recommendations from departments for new courses, new curriculum, revised courses, revised curriculum and all other curricular matters (see Appendix B, Committee Membership Chart).

2.A.8 Use of Library

COCC's three story, 72,000-square-foot library opened in March 1998. This state-of-the-art building is nearly four times as large as the previous facility. The collection contains nearly 70,000 book titles, 400 periodical titles and 16 newspapers. The library catalog is searchable from anywhere on the Internet at www.cocc.edu/library. The library has 48 computer stations and a library classroom.

The faculty works closely with library personnel to build and maintain the library collection. A Library Advisory Committee, consisting of representative faculty and staff, was recently established to help Library personnel better communicate about the many services available to faculty, students, staff and the community. In addition, each academic department designates one or more faculty members to oversee the selection of new materials.

COCC is the 15th member of ORBIS, a consortium of college and university libraries in the Northwest that uses advanced systems to provide such services as the ORBIS union catalog, ORBIS Borrowing and database licensing opportunities. The union catalog is the combined holdings of COCC and all the member libraries—more than five million items. ORBIS Borrowing is a patron-initiated borrowing service that provides 48-hour delivery of materials from the ORBIS union catalog. Students in COCC credit classes and OSU-Cascades Campus students may request items in the ORBIS catalog. ORBIS is available online from the Library Web page.

The Library provides specialized services to COCC distance education students and OSU-Cascades Campus students (see pages 49–53 of Standard Two and Exhibit 2.13 for more information on distance education/Open Campus and Library resources). The Testing and Tutoring Center is open for student and community use whenever the Library is open. COCC provides a regional testing center for COCC and distance education students, as well as a venue for community members to take professional tests. Tutoring services are provided as a tool of retention. Each year, the College hires about 50 tutors to tutor in 20 subject areas. We have math tutors located in four College Centers (Warm Springs, Madras, Redmond and Prineville). Tutors are part-time temporary hires: 40 percent are community members and 60 percent are students. This free service is subsidized in part by entrepreneurial funds earned from testing contracts and Perkins grant monies (see Exhibit 2.1 for the Testing and Tutoring Report).

In addition to traditional research tools, the Library offers a variety of general and subject specific periodical databases, electronic encyclopedias, statistical databases and access to government documents. Although many of these resources are available online, the student government successfully lobbied to have Library hours extended to better accommodate students. There is also an Instructional Media Service Department that contains cataloged films, videos and audiotapes and provides 32 individual viewing/listening, VCR/monitor stations for drop-in use and five group media rooms for students.

All degree programs at COCC provide students with at least one in-depth library experience: Either English Composition (WR 123) or Technical Writing (WR 227), both research-centered courses, is part of the general education requirements. In addition, the library faculty offer Information Research Skills (LIB127), a two-credit elective course that is a pre- or corequisite for the writing courses noted above, and many of our social science courses.

The COCC Library is also open to community members with hours published in the local daily newspaper each quarter.

2.A.9 Scheduling

The College catalog and departmental/programmatic shells describe the suggested coursework needed; many departments and programs also note when courses are not offered annually, though this practice is not yet consistent. Each quarter, COCC offers 380 courses and almost 650 sections. On average, however, students still often find themselves on waiting lists for the more popular and for required courses. General growth has been at three to five percent per year for all but one of the last 15 years. With sufficient resources, that rate can be sustained until 2005 based on current underserved demand and estimated new population. Thus, to serve our growing population, COCC targets the desired annual growth in instructional offerings at a minimum of five percent annually over the next five years (see Standard 2.A.1 for resources related to growth).

2.A.10 Experiential Learning (Policy 2.3)

Students who feel they have the knowledge and experience equivalent to a particular course may undertake the course challenge procedures at COCC spelled out in the 2001-2002 College catalog, page 26 (see Exhibit 2.8). Challenged courses are charged the regular tuition rate and a grade of pass/no pass is awarded. Acceptable scores (following departmentally approved guidelines) on the Advanced Placement or CLEP exams also allow a student to receive credit for an equivalent course in many departments at COCC.

The College recently instituted a computer competency exam that students can take to prove basic computer literacy, required by the AAOT (Associate of Arts Oregon Transfer degree), instead of taking one of three courses that would also measure students' computer literacy. The test costs $10 and is administered several times a quarter in the tutoring lab.

Study Abroad (Policy 2.4) opportunities are also available for students: the Mexico Summer Program, London Quarter and A Quarter in Florence—the last two taught by a consortium of Oregon community colleges. All offer the opportunity for academic credit and cultural enrichment (see 2.G for more information on our Study Abroad program).

Cooperative Work Experience (CWE) is a feature of many professional/technical programs (see Exhibit 2.4 for a chart of the varieties of CWE available in several programs).

2.A.11 Additions and Deletions of Programs

Since the adoption of the 1994 board goals, the College has reviewed regional demographic information, employer surveys, student requests, waiting lists, and advisory council feedback to design and add professional programs in the following areas:

Degrees
Cultural Resource Management (pending approvals)
Automotive/Diesel
Computer and Information Systems
Early Childhood Education
Cabinetmaking
Allied Health options: Medical and Dental Assistant and Dietary Manager (pending)
Massage Therapy
Professional Golf Management
Criminal Justice
Emergency Medical Services
Landscape and Turfgrass Management
Geographic Information Systems
Drafting Technology options: Architectural, Mechanical
Business Administration–Hospitality, Tourism, Recreation Management
Wildland Fire Science Management
Structural Fire Science Technology

Certificates
Addiction Studies
Automotive Diesel
Cabinetmaking
Computer and Information Systems
Dental Assisting–one year
Dietary Manager–one year

Massage Therapy–one year
Automotive Chassis Specialist–two terms (department certificate)
Computer-Aided Drafting/Design–one year
Undercar Certificate
Engine Machinist
Drivability Technician
Auto/Truck Counterman
Transmission Technician
Cascade Culinary Institute–four terms

The following systems exist for identifying regional need, developing a program to meet that need, and monitoring the program in light of that need:

- New Program Task Force Report (Exhibit 2.5)
- The state planning network for workforce and the Workforce Investment Board
- The Center for Business and Industry (which is a merger of the COCC Training Center and the Business Development Center) and College Centers
- Advisory committees for each professional-technical program

Based on identification of regional need, COCC will strengthen its offerings in business, manufacturing, nursing, allied health, criminal justice, natural resources, industrial resources, geographic information systems and fire science. The College will also cooperate with other colleges and universities to broker such programs as might be needed but which are not currently offered by COCC. In addition, articulation agreements with the high schools in the COCC District have grown and become formalized since 1990. COCC will continue to increase the meaningful articulations with high schools and to work toward establishment of excellent student preparation at entry (see Exhibit 2.7 for list of articulation agreements).

2.B Educational Program Planning and Assessment (Policy 2.2)

COCC measures effectiveness in instruction in many ways including student satisfaction surveys, faculty evaluation documents, enrollment data, student retention rates, student employment rates, student transfer rates, numbers and kinds of articulation agreements, program and degree reviews (see the Academic Plan, Exhibit 2.1). Operational planning for the instructional budget occurs in an open, collaborative process among the department chairs with leadership from the administration via the Chairmoot committee. The various measurements that are collected inform those discussions: for example, the

pressures of enrollment tell us where we need new positions, whereas community need tells us where we need new programs.

COCC has consistently collected data on effectiveness in instruction and has fed that data into the operational planning and budgeting process; however, we have not yet published and reviewed the data in a systematic way. Yet, most instructional departments have made great strides in the last three years in moving toward outcomes assessment of courses and programs. Course outcomes are posted on our FirstClass Client e-mail conferencing system; departmental/program outcomes are also posted there, on the College Web site and in hard copy at the Library. Feeding this instructional effectiveness data into academic planning will also change and, we believe, strengthen that process. Measuring instructional effectiveness in a systematic way is thus a major goal of the Academic Plan and will involve the following future or in-progress actions:

1. Effectiveness indicators will be published.
2. Data will be gathered at consistent and regular intervals.
3. Measurements will be published, including the vice president's biennial State of Instruction Report, delivered to the board and the campus community, which is due February 2002.
4. Instructional goals expressed in the Academic Plan will be revised biennially in light of those measurements.
5. Future budget planning will ensure implementation of the Academic Plan.

The Academic Scorecard

To make the measurements clear and accessible, we published on our FirstClass Client e-mail conferencing system some key effectiveness indicators and benchmarks, which will serve as annual snapshots, measuring our progress in achieving the goals of the Academic Plan. In several cases, the benchmarks are widely held institutional goals (five percent growth, the 80-to-20, full-time/part-time faculty ratio). In other cases, instructional administration has set the benchmarks to achieve an annual stretch in effectiveness (see Academic Plan, Exhibit 2.1, http://www.cocc.edu/general/plans.htm, for explanation of this data).

Principles of Accountability

The board of directors has approved the following principles of accountability, defining the basic principles which underlie the systematic assessment process

represented by the Academic Scorecard. Note: For purposes of this document "program" means "degrees, certificates, programs and services."

Overall accountability

1. Student success measured for every program.
2. Program performance measured for every program.
3. Program suitability measured for every program.
4. Program integrity measured for every program.

1. Student success
   • Students are prepared when they enter and when they exit.
   • Students are placed appropriately in jobs or further education.
   • Students have the tools to continue to grow and change.

2. Program Performance
   • Programs attract and graduate students at appropriate rates.
   • Programs are actively sought and commended by employers.
   • Programs are cost effective.

3. Program suitability
   • Programs benefit the citizens and businesses of the College District.
   • Programs are articulated with the other post-secondary institutions in our state.
   • Programs are articulated with appropriate high school programs.

4. Program Integrity
   • Program faculty are regularly and rigorously evaluated.
   • Programs are regularly evaluated according to national standards.
   • Program material is evaluated for college-level and technical and academic excellence.
   • Programs maintain the highest academic and ethical standards.

Enhancement of Teaching and Learning

The board mission and vision commit COCC not only to the mix of programs, but also to a level of performance that ensures COCC's leadership role in the community and in the delivery of these programs and services. This commitment to the highest standard of instruction is also stated in the achievement expectations which further board end 3: that "COCC will be governed by policies that reflect collaboration, shared purpose and innovative thinking" and that "COCC will work continuously to improve and develop the institution." Toward this end, the College is working toward establishing competencies and benchmarks for all programs and courses, and identifying how these competencies are linked to the College mission and ends statements.

• COCC is committed to the principle of freedom of inquiry. To this end, COCC will make its campuses and classrooms places in which all ideas may be freely examined. All efforts will be made to foster civil discourse and open inquiry.

• Believing that the liberal arts and sciences are a strong part of our core, COCC will continue its broad and deep general-education foundation in all professional/technical degrees as well as transfer-oriented degrees. The College will encourage courses that develop in students the individual attributes of initiative, exploration, independent critical inquiry, assimilation, appreciation and community service.

• COCC expects and will continue to promote clear ethical analysis, ethical behavior and a conscious civility and civic duty. Students will have ample opportunity to learn and observe the practices of ethical thought and behavior as well as the practices of civility and civic responsibility. Faculty and staff will continue to be supported in their service to the community.

• The College will promote innovation, discovery and excellence by establishing an environment that encourages creative thinking, the highest standards of professional development and change.

Programs and Strategies That Enhance Teaching and Learning

• **Faculty Professional Improvement Review Program**
  The Faculty Professional Improvement Review Committee and the professional improvement guidelines have been in place for 10 years and create a standard for, and a clarity about, expected professional development, standards which are clearly strengths in our instructional efforts. Over the next five years, we will introduce greater accountability, so that all tenure-track faculty have current and approved plans. And we will undertake efforts (partly funded under the most recent collective bargaining

agreement) to extend such efforts to adjunct faculty and to provide professional development activities for all faculty.

- **Faculty Evaluation Procedures**
  The current practices have received national recognition especially for the involvement of peer evaluators throughout the process (see Appendix A for a selective list of faculty achievements). The challenge over the course of this plan will be to maintain the high standards of performance and of attention to these processes while adding substantial numbers of new faculty.

- **Technology Across the Curriculum**
  Technologies ranging from video to the World Wide Web are changing the ways in which teaching and learning can be accomplished. Faculty increasingly explore these avenues allowing them to teach in multiple modes, expand access and increase efficiency. To meet such demand, technical support services continue to expand and instructional support provides on-campus and distance-learning training resources and staff. A comprehensive Faculty-Training Plan has been developed to help expose faculty to various instructional technologies. The plan involves a two-stage, long-range training approach where faculty learn how to use various software applications and then experience technology as a catalyst in the learning process by applying technology usage in a project which faculty can use in their teaching. Our instructional technology coordinator offers classes on specific applications throughout the academic year as well as during the summer. Learning through technology and alternative formats is becoming routine for our students: they use e-mail to seek information from instructors and fellow students; they conduct research over the Internet; they are introduced to the technology current in their discipline; they appreciate the flexibility, currency, interactivity and learner-centered features of technology-mediated instruction. Student demand for high-quality flexible learning options at an affordable cost will continue to grow. Alternative revenue sources will be needed to fund such program growth (see Exhibit 2.7 for the Enhancing COCC's Learning System Through Technology Report).

- **The Digital Learning Environment**
  The World Wide Web has become a powerful instructional tool, allowing course enhancements or full-course delivery in a virtual environment. Such instruction will evolve to incorporate multimedia elements, moving beyond basic text presentation. Specialized work teams will be needed to allow fuller use of the online medium, bringing together programmers, artists and instructional designers to work with instructors on course development. Open architecture for Web-based projects will be needed to allow integration of purchased components as well as locally developed resources for distributed learning.

- **Distance Education/Open Campus**
  The goal of distance learning at COCC is to utilize distributed delivery strategies to improve access to COCC programs and services for adult learners who are restricted from traditional access by distance or are otherwise place bound. In the current model, courses (of the same course outcomes and quality as on-site courses) are delivered entirely through video and/or digital technology. Curriculum goals include offerings that allow completion of the Associate of Arts Oregon Transfer degree entirely by distance learning within the COCC district, selected associate of applied science degrees, and the general education and skills courses common to most AAS programs. In addition, distributed learning modes will be used to provide wider access to other areas of the College curriculum when appropriate to address constraints of time and distance. Delivery of distributed education will emphasize multiple modalities, and the program will provide essential student services to students in a distance format. The program will continue to invest in faculty development and to closely monitor the quality of courses and programs. COCC will seek alternative revenue sources to fund the growth of the program (see Substantive Changes section, pages 50–53, and Exhibit 2.13 for more on Open Campus.)

2C. Analysis and Appraisal of Undergraduate Programs

2.C.1-3 General Education Requirements (Policy 2.1)

General education distribution courses are a component of each degree program requiring breadth and depth in the humanities, sciences and social sciences. Breadth requirements provide students with ways of thinking and the basic knowledge within several different disciplines. The depth requirement, a multiterm study of courses connected by methodology, subject and theory, allows students to attain proficiency in each of the three academic divisions: humanities, science/math and social science. All of these courses combined equip students in literacy, communication, numeracy, problem solving, analysis, health awareness and understanding of human and social issues. Electives are additional courses that bring the total number of quarter credits to 93. All degrees have been recently reviewed by the Academic Affairs Committee for breath, depth and consistency. The rationale behind the general education requirements is published in the 2001-2002 College catalog (see Exhibit 2.8), pages 31–39. Further review will look at competency vs. seat time. And some review at the state level of the possibility of a transferable AS degree is pending.

While some courses are more interdisciplinary than others (such as WS 101: Introduction to Women's Studies), there are not any regularly offered courses that examine the interrelationships between the major fields of study. COCC offers many courses that are designated as "MIC," Multicultural Infusion Component, and/or "WIC," Writing in Context. Descriptions of these designations are available in the 2001-2002 College catalog, page 73.

2.C.4 Transfer and Acceptance of Credit (Policy 2.5)

Policies regarding the transfer and acceptance of credit are noted in the 2001-2002 College catalog, page 27. In general, credit earned at another regionally accredited institution will be accepted in transfer. Such transfer credit is considered for applicability to degree requirements or electives. However, only lower-division credit, with a passing grade of A, B, C, D, pass, satisfactory and credit, is accepted. Some programs, such as Nursing, may require a higher grade than D. Under certain guidelines, credit may also be granted from noncollegiate and nonaccredited institutions.

Military credit is also evaluated, as well as credit for acceptable test scores on the AP or CLEP exams.

As a general rule, four-year institutions of the Oregon University System will accept up to 108 lower-division hours of transferable credit. COCC's associate of arts transfer degree (AAOT) meets the lower-division, general-education requirements at all Oregon public colleges and universities and some private colleges. One result of integration with OSU-Cascades Campus is that our lower-division programs and requirements will undergo some change for OSU degrees and programs.

2.C.5 Advising

The current academic advising process needs improvement. It lacked direction, has been ineffective for students, did not support new academic benchmarks and has overburdened faculty.

During 2000-2001, a campuswide committee comprising three faculty, two deans, the distance education coordinator, and the assistant director of Financial Aid studied the campus-advising environment in response to a campuswide recognition of the problem. The committee identified several advising models used throughout the U.S. and requested information and general input from the campus including the Counseling Department, Enrollment Services and faculty.

The committee concluded that the COCC advising process is not working as a holistic system that effectively supports students through their whole college experience. The process lacks definition and coordination. It is not meeting the needs of students who may change academic directions, need to enter the advising system at recursive points or require support for academic deficiencies. The committee found general dissatisfaction with the current advising process by both faculty and students; it is inefficient and wastes faculty time.

The committee evaluated the reasons for dissatisfaction with advising processes. The committee found that, in general, advising loads have increased dramatically in ten years, some new faculty advisors are underprepared and often students come to advising sessions lacking college knowledge, unable to make the best use of their advising appointment time. Students are dissatisfied with consistency of information and availability of advisors, lack of information specific to their program, as well as faculty advisors and summer group advising sessions that do not address all of their educational needs and questions.

In theory, based on the current numbers of students enrolled at COCC, faculty would be carrying 65 student advisees—under the current system. The committee discovered, however, that 50 percent of new students register and seek orientation and program planning assistance during the summer when most academic advisors are not available. Without connection to a personal advisor, a number of students fall though the cracks and do not follow up with additional advising during the academic year. Even so, the committee found that faculty advising loads have more than doubled over ten years from 16 advisees in 1991 to 35 advisees in 2001. They found that, indeed, faculty are often asked by advisees to work through basic preprogram and general college-knowledge questions prior to program-specific advising. New faculty members are not adequately trained to be advisors particularly in general advising and requirements of other programs.

In 1991, students came to their faculty advisors with most of their general college preparedness and early career questions answered through preadvising sessions with an admissions advisor. Today, with the pressures of enrollment growth, preadmission advising occurs through written materials or through sporadic "getting started" group meetings. Once students are admitted, they are oriented to the College (and college life in general) through one-hour, group sessions throughout the year and on special preregistration/advising days prior to a new term. Academic advising occurs as a required step for degree/certificate-seeking students in the registration process. Students cannot register without seeing an academic advisor; however, advising in the summer occurs in group sessions with faculty hired for special times. For new students who begin the registration process after the start of the term, testing and orientation must first be completed and—in a very abbreviated time—they must connect with an advisor to complete the enrollment process.

Prior to fall 2000, COCC's academic warning policy stated that students were placed on academic warning if they received below a 2.0 GPA and/or completed less than 65 percent of graded credits for a term. The academic warning process was structured so that (1) because of preregistration options (the ability to register for the next term before grades were posted for the current term), students could receive three academic warnings before being required to meet with an advisor for academic guidance and (2) students had to complete separate academic warning paperwork for financial aid purposes, which had slightly higher completion rate standards. As such, many students were falling through the cracks and did not receive academic assistance in a timely manner. Therefore, Enrollment Services recommended changes to the academic warning policy, based on recommendations from an Academic Affairs task force. The changes were implemented in fall 2000.

Under the current academic warning policy, students on second or third academic warning are required to meet with their advisors for academic planning purposes, regardless of when they registered. Additionally, students no longer have to complete financial aid academic warning paperwork; if approved through the College's general procedures, then they are approved for financial aid purposes as well. In order to make a single petition process (instead of two) work for students, the completion rate for the general academic warning policy was raised to 70 percent (see Exhibit 2.9 for the complete Academic Warning policy).

Recommendations for the Advising Process

The campus committee on advising recommended that the College take immediate steps to improve the quality of student advising:

1. Adopt a purpose and policy for advising supporting the College mission and Academic Plan.

2. Hire and train part-time faculty as advisors.

3. Reorganize advising into one system with two tiers using year-round and technology-based delivery coordinated through a centralized advising center. The two-tier concept allows for precollege and general advisors. Once a student declares a major, the student then shifts to an academic advisor in that major area.

4. Integrate the COCC advising center with advising of OSU-Cascades Campus and its partners.

5. Collocate advising, counseling and testing services.

6. Improve summer advising.

During spring term 2001, the College committee structure reviewed and approved the advising team report. College management considered the recommendations spring term. Due to budget considerations, management approved a phased-in implementation schedule.

Management committed $75,000 per year for two years to improve summer-term advising services, establish the first phase of an advising center by creating the leadership, and support hiring one full-time academic advisor/coordinator. During summer 2001, new student orientation and the procedure for

group advising was modified to provide for smaller groups and more individualized counseling: more than 1,000 students were served. One change, for example, is that students who complete their initial advising during the summer must now see their advisor during fall term, in order to be cleared to register for winter term. An evaluation survey of faculty advisors indicated a high level of satisfaction with the modified summer advising program (see Exhibit 2.10 for the complete Advising Committee Report).

2.C.6 Developmental Coursework

Collegiate developmental courses are available at five levels in mathematics; three, in writing; and two, in reading. Students are directed to such courses on the basis of entry assessment (the ASSET placement test) and advisor recommendation. COCC offers such courses with departments in order to align developmental course outcomes with general education outcomes, thus providing proficiency-based learning across the curriculum. We anticipate that our increasing shift toward competency-based instruction and our implementation of mandatory placement, which began as a test in fall 2001 with English Composition (WR 121), will increase the number of students directed to developmental instruction upon entry to the College. In order to remain cost effective in these offerings, and to best serve students, the College plans a review of all developmental offerings with an eye to clearly defining "collegiate—developmental" (while also taking into account our board ends). We will also consider the use of ancillary developmental programs (i.e. Adult Basic Education) as a supplement to our developmental offerings.

2.C.7 Faculty

Fifty percent of the current faculty have come to COCC since 1986 and a large number of additional new faculty is expected over the next five years due to the growth in enrollment. Furthermore, the College has recently begun to encounter sharp competition nationally in its recruitment of qualified faculty replacements in certain specializations such as computer information systems. The College's unprecedented rate of growth provides an opportunity to strengthen certain areas of the curriculum but also carries the risk of instability. It will challenge the College to engage the imagination and commitment of so many new faculty members and create a more balanced faculty in terms of ethnic and minority group representation. The College's nationally recognized faculty-evaluation program and

extensive professional improvement program will be key tools for meeting the first challenge. The College's Diversity Plan contains implementation strategies to meet the second of these challenges. The collegewide Diversity Survey results will be used in planning for diversity events in the future (see Exhibit 2.1 for the Diversity Plan and Survey).

2.C.8 Tracking for Vocational Programs: Pass Rate for Licensing Exams/Job Placement

See Allied Health, the Center for Business and Industry, the Manufacturing Processes Technology program and the Natural Resources program descriptions later in this Standard and notebooks (Exhibit 2.2).

[2.D-2.F Graduate Degrees—Not applicable]

2.G Continuing Education and Special Learning Activities Providing Academic Credit

COCC believes that lifelong learning is an essential part of individual growth. The need for learning does not end with a high school diploma or a college degree. To support this goal, the College offers a broad range of general interest and skill development courses, management development workshops and adult basic education classes throughout the College District.

The Adult Basic Education (ABE) program provides basic skills instruction in reading, communication, math and study skills; GED test preparation; and high school completion courses leading to a COCC high school diploma. ESL classes are also offered. See page 28 for a more detailed description of ABE.

Community Education offers more than 300 courses each term throughout Central Oregon. These courses can be of any practical length and are held at times and locations convenient to participants. Courses range from the academic (Spanish, computer) to the practical (gardening, welding) to the exotic (opera tours). See pages 34–36 for a more detailed description of Continuing Education.

The 2+2/Tech Prep program provides high school students the opportunity to earn college credit for COCC courses offered in a high school during regular school hours. Thirty-eight professional-technical courses are offered for high school articulation. Articulation agreements are signed annually. Classes offered vary by high school. All tech-prep instructors

must have the appropriate education, background and skills to teach college-level courses. Tech-prep instructors are approved by COCC department chairs. The course curriculum and requirements are established by the COCC instructor and taught by the tech-prep instructor. Course content is equivalent to courses taught on campus. Students are expected to meet standards required for college-level curriculum. Upon completion of the course, college credit is transcripted.

See page 27 for Study Abroad and pages 50-53 for Open Campus information.

2.H Noncredit Programs and Courses

Community Education (CE) policies and procedures are consistent with College policy and are outlined in the Community Education operations manual. The CE operations manual is revised annually and provides detailed information on daily operations of the program. The departmental refund policy is consistent with other College programs. Community Education faculty are involved in planning courses and provide a detailed course outline for administration and students. Several Community Education instructors are now teaching in the credit program. Full-time faculty members occasionally teach Comunity Education classes.

Noncredit programs at COCC address mission ends statement 4: "Have wide-ranging opportunities to enhance learning, wellness, quality of life and cultural appreciation." Further, Community Education addresses the following achievement expectation: "COCC will provide opportunities for lifelong personal development and enrichment throughout the district."

COCC meets this ends statement by offering a diverse array of high-quality workshops, short-term classes and special instructional events. In addition to classes in personal growth, the arts, language and home improvement, adult students may also access a variety of business and computer classes.

Community Education maintains a formal instructor application process. A completed application consists of a one-page application, two letters of recommendation and a course outline specifying student outcomes for the proposed class. Instructors are recruited and hired based on their experience with the subject area, teaching background, personal interviews and letters of recommendation. New instructors must attend a three-hour orientation session covering accepted adult-learning practices. Each instructor is evaluated for the first two terms they teach. The first year teaching, students and community education staff evaluate the instructor. After two terms with meritorious evaluations, the instructor is evaluated on demand. Either the instructor or the Center director may request the assessment. The department maintains a goal of 80 percent of instructors receiving an overall rating of good to excellent. The department has exceeded that goal for the past three years.

2.H.2

The Community Education department is under the direction of the associate dean for North Campus and Extended Learning. As an instructional arm of the College, Community Education operates under the authority of the vice president for instruction. Budget information, enrollment documents and records describing the nature, level and quantity of service, instructor contracts and evaluations are maintained in the Community Education administrative offices on the Bend campus.

2.H.3

Continuing Education Units (CEUs) are assigned to noncredit classes that meet federal CEU guidelines and at the request of a scheduling department or program. Students must meet a 90 percent attendance requirement to be awarded CEUs. Upon successful completion of the course, documentation of attendance is sent to the Center for Business and Industry (CBI), where the class is transcripted onto permanent student records of those students requesting and paying for CEUs. All hard copy rosters of attendees and outlines of qualified courses are maintained in the CBI, as well as an electronic database of approved course outlines and completed course sections.

Marketing and Public Relations

The Community Education staff includes a full-time office specialist whose job it is to design and prepare for print the quarterly Community Education class schedule. The schedule is mailed directly to 6,000 former students and inserted in the local newspaper with a circulation of 30,000. College Center staff hand deliver 6,000 additional copies throughout their communities. Center staff design and implement local marketing strategies that may include production of flyers for individual classes, sending out public service announcements to local media, presentations to local community groups and use of the advice and time of advisory committee members.

Advisory Committees

Local citizen advisory committees are an important link between the Centers and the College. Because the College recognizes that each community has a unique character with differing perspectives and values, each of the seven College Centers supports a citizen advisory group. Members of the advisory committee are selected to represent the broad range of community interests, values and needs. Committee membership is between eight and 12 people. With the support of the Center director, the volunteer advisory committee fills the following functions:

- **Planning** – reviews the schedule, assists in developing new curriculum, recommends local instructors and provides student feedback
- **Needs assessment** – represents targeted student groups, clarifies goals and program direction, defines community needs and priorities
- **Marketing** – acts as liaison between the College, the Centers and the community, aids in promoting the classes, assists with advertising strategies
- **Program evaluation** – evaluates programs and curriculum based on community needs and changing circumstances, works with Center director to generate solutions to problem areas.

(See pages 34-36 and the Continuing Education notebook, Exhibit 2.2, for more on Community Education.)

Policy 2.1 Policy on General Education/Related Instruction Requirements

See page 21, Standard 2.C.1-3.

Policy 2.2 Policy on Educational Assessment

See page 18, Standard 2.B.

Policy 2.3 Policy on Credit for Prior Experiential Learning

See page 17, Standard 2.A.10.

Policy 2.4 Policy on Study Abroad Programs

Students have several opportunities throughout the year to study abroad with COCC professors while earning COCC credit. Current programs include:

- **Spring London Quarter**
  Students experience British life and culture by living with a local family. They study at Kensington in the heart of central London as well as visit local museums and attractions.
- **Mexico Summer and Winter Programs**
  Students explore ancient and contemporary Mexico with an organized adventure group led by COCC Spanish professor Julia Capistran de Early and anthropology professor Dr. Daniel K. Early, (541) 383-7237, who have been guiding this program for more than 20 years. Students have direct interaction with a variety of Mexican people from sophisticated urban to Aztec-speaking Indian.
- **Fall in Florence, Italy**
  Students experience Italian life and culture while living and studying in Florence. They travel throughout Europe on weekly three-day weekends.

Study Abroad opportunities are coordinated by Marlena Bellavia, (541) 318-3778, who is also our international student advisor. The programs are advertised through flyers posted around campus, ads in the local and campus newspapers, information on the campuswide FirstClass Client e-mail conferencing system, and on-campus information/recruitment meetings. In addition, information is posted on the COCC Web site. For the London and Florence programs, there is also a Web link available to the program provider (see http://www.cocc.edu/classes/ap/specialprogs.htm). Students must be full-time students at COCC and must have earned at least 12 credits with a minimum 2.5 GPA prior to being accepted. Students earn up to 15 credits per program and are required to enroll in a minimum of 12 quarter credits. Credits are COCC credits and are transferable to the AAOT from COCC. Financial aid recipients may use their funds toward the programs.

Policy 2.5 Policy on Transfer and Award of Academic Credit

See page 21, Standard 2.C.4.

Policy 2.6 Policy on Distance Education

See Substantive Change Report, Open Campus, on pages 50-53 at the end of Standard 2 and Exhibit 2.13.

Analysis and Appraisal of Departments and Programs

See exhibit room (Exhibit 2.12) for detailed department notebooks that contain the department mission and goals, along with their assessment and their relationship to institutional mission and goals; student learning outcomes, including assessment; information on faculty analysis of overall strengths and weaknesses; and future recommendations.

ADULT BASIC EDUCATION

Description

The Adult Basic Skills Development program (ABE) provides adults in Central Oregon with below-college-level instruction. Offerings include GED (General Education Development) preparation, high school completion courses, basic skills instruction in reading, writing, spelling, math and study skills, and English instruction to non-native speakers. Additionally, the program offers career/computer skill centers and family literacy programs.

Classes are held throughout the College district. Local industries and organizations may contract for any of the ABE offerings; the program has provided or is currently providing classes for the Warm Springs Correctional Facility, Eagle Crest Resort, Beaver Coaches, Crown Pacific, Redmond School District and Gilchrist School District.

The ABE program has an active volunteer program. Local volunteers are recruited and trained to tutor basic skills—particularly reading—in the classrooms under the direction of the instructors and outside the classroom under the direction of the tutor coordinator. Through the volunteer program and the GED home-study program, ABE can serve students in remote areas.

Instruction is a combination of group activity and individual instruction, which seems best given the variety of the students' individual goals and learning levels and styles.

Significant Changes

The ABE program has a number of curriculum guidelines that are used by instructors to develop lesson plans. ABE's curriculum evolves with the Department of Community Colleges and Workforce Development's changing guidelines. Those guidelines are affected by trends in education including CIM (Certificate of Initial Mastery, usually accomplished by the 10th grade although not yet a requirement for graduation in most Oregon public schools), CAM alignments (Certificate of Advanced Mastery, usually accomplished by the 12th grade although not yet a requirement for graduation in most Oregon public schools), conforming to SCANS requirements (Secretary's Commission on Achieving Necessary Skills) and Equipped for the Future (an adult literacy curriculum developed by the National Institute for Literacy and used in the Even Start Program), and others, recent research, and the introduction of new technologies (distance education).

Analysis and Appraisal

The ABE program is a strong, well-established program that continues to grow and adapt to changing requirements from the Department of Community Colleges and Workforce Development and local conditions. The program serves many adults who then progress to college credit, training and community education classes. The Department of Community Colleges and Workforce Development has set new secondary standards, and ABE will develop new curriculum and secondary program policies that reflect these changes. A significant addition to this effort will be a secondary cyberschool that will be available on the Web. ABE also plans to expand its technological services to ESL and citizenship students.

Personnel is ever-changing; however, the program has had many of its staff for many years. The staff remains dedicated to the accomplishment of our task—that of reducing illiteracy in Central Oregon. An excellent hiring process, evaluation system, and professional development plan have contributed to the quality of work from staff members. Tutors, too, bring great strength to the program.

During fall 2000, a new orientation, testing and registration system was put into place. In the past, this system was accomplished entirely in the classroom, but new reporting requirements made it entirely unwieldy and required too much effort from instructors.

Finally, the program will continue to improve its accountability system. It plans to hire a 0.5 FTE TOPS (Tracking of Programs and Students) specialist. TOPS and CASAS (Comprehensive Adult Student Assessment System) test forms will be sent to a single person at the North Campus who will scan all forms and track all students.

ALLIED HEALTH DEPARTMENT

Description

Allied Health is a division consisting of programs that provide educational opportunities leading to employment in the health care professions. The College has seven programs under the umbrella of Allied Health. Nursing, Health Information Technology, and Health and Human Performance serve as the core of Allied Health, which has been in existence for a number of years. Recent additions include Massage Therapy, Dietary Manager, Dental Assisting and Medical Assisting. Although not a new program to COCC, Emergency Medical Services has recently been transitioned from the Center for Business and Industry into the Allied Health Department. Because of its size and diverse goals, HHP will be included in the Self-study as a stand-alone program, even though the Health Education and Exercise Science programs work closely together with and share common goals, resources and students with Allied Health.

The remaining seven programs collectively will be included in this section of the study. These programs have common missions and goals in that they serve the needs of Central Oregonians who no longer have to travel out of the district to receive educational opportunities in the health professions and also serve to help meet the needs of the medical community for recruiting trained, qualified employees. One of the strengths of the diversity of programs in Allied Health is that we provide opportunities across a wide continuum of health care services. Opportunities range from providing direct assistance in patient care (such as with Nursing, EMS, Dental Assisting and Medical Assisting), as well as in complementary care (such as Massage Therapy, Dietary Manager). The Health Information Technology program provides opportunities for students to develop skills that enable them to apply current technology and knowledge of the health care information system to support the management of medical records and health care practices.

Significant Changes

Several new Allied Health programs have been added since the last accreditation review, including Massage Therapy, Dietary Manager, Dental Assisting and Medical Assisting. Additionally, within the Nursing program, the Certified Nursing Assistant has been added, and a major curricular revision, focusing on a community health nursing model, has been completed.

Analysis and Appraisal

Strengths

Allied Health programs attract a large number of students. We have very high student employment and certification pass rates that justify this attraction to our programs. In addition, we have well-developed partnerships and links to local, regional and statewide medical communities, as well as articulation agreements with the local high schools. Discussions are in progress to bring four-year, health-related degrees to the area, including the bachelor's of nursing and a B.S. in health sciences.

Challenges

Four of the programs, Nursing, Dietary Manager, Dental Assisting and Medical Assisting, are housed in Ochoco Hall with the Science Department. These programs share a building wing that contains laboratory space and faculty offices. Part-time office space is scarce. Health Information Technology is located in Pioneer Hall, with the Computer Information Systems and Mathematics departments and is in close proximity to the computer labs. Dental Assisting and Medical Assisting use these computer labs for their office-based courses. Massage Therapy is in a rented location off campus, and students come to campus for various program-related and general-education classes. Emergency Medical Services has recently (fall 2001) moved to the main campus and is now located in Ponderosa Hall. Although this location is not in close proximity to other Allied Health programs, it does significantly improve access to collegewide services for EMS students.

Because our faculty and programs, equipment and students are spread out across and off campus, it is extremely difficult to coordinate curriculum and to share resources. In addition, one part-time secretary is not able to handle the inordinate amount of work associated with our various programs' tracking requirements and other demands. A related challenge is that some of our programs do not have full-time representatives from the faculty for advising, coordinating externship placement and employment opportunities, or monitoring the graduate follow-up process.

See Allied Health Department notebook in the exhibit room for an analysis of individual programs.

BUSINESS ADMINISTRATION DEPARTMENT

Description

The Business Administration Department is comprised of the following academic areas: accounting, culinary, entrepreneurship, hospitality/tourism/recreation management, information systems, management/marketing and office administration. The department offers 82 different courses and approximately 200 sections every academic year, plus courses in the CIS Department that complement the information systems specialization.

The department prepares students for matriculation to a four-year university business program, entry-level management programs or entry into the business or hospitality industry. These diverse educational endeavors provide a high-quality learning experience for students and the local business community. The saying, "act locally, think globally," applies in the Business Administration Department.

Significant Changes

The Entrepreneurship specialization was added to the Business Administration Department in 2000. The focus of this new specialization is to bring together both industry and degree-seeking students to solve real business problems. The idea is to create a more realistic learning environment for degree-seeking students and to provide an educational service to small businesses in the area. This program was developed due to the encouragement of the Business Development Center and local businesses. There are more than 10,000 small businesses in the area. The curriculum is more rigorous than the other specializations in the Business Administration Department. As a result, we anticipate enrollment to grow slowly.

During the 1999-2000 academic year, the Office Administration program underwent a self-study, met with a local advisory board and surveyed area businesses to determine what curriculum adjustments were necessary. The shift in technology over the past 10 years has made some of the courses obsolete. A new curriculum has since been designed to reduce the number of classes taught; we also moved the Office Administration AAS degree program to a specialization within the Business Administration AAS degree. We anticipate that there are local training opportunities in the Office Administration field such as ergonomics, filing, office management, etc.

The Culinary curriculum is undergoing a review due to its growth and the recent trends in industry.

There have been numerous requests for community education and seminars in baking. Therefore, we intend to add a baking program in the near future. Another recent development in this industry has been the creation of restaurant management degrees that combine cooking and service, and business classes. The faculty is watching these trends closely.

Analysis and Appraisal
Physical resources

The faculty of the Business Administration Department is housed in two buildings — Pioneer Hall and Grandview Hall. However, our various degree and certificate programs require more class space, designated computer labs (computers are not easily accessible to students in Grandview to use for class related projects) and a culinary teaching facility.

Although Office Administration software has been updated in the last few years, faculty who teach Office Administration will need to have their computers updated within the next two years. The department faculty, except one, are using computers that are five years and older. Faculty members are experiencing disruptions to their work due to repairs. Two faculty members cannot register students because their computers will not operate the web-based programs.

The Culinary program was started at an off-campus location in 1991 and moved to campus in 1993. The students have used an old kitchen for eight years. The kitchen has undergone extensive updating, but it still is an institutional kitchen, not a teaching kitchen. The program has thrived because of the quality of instruction. Because of the limited space and alarm systems, some students are denied learning opportunities only available through specially designed kitchens equipped for teaching. For this program to offer continuing education opportunities, community education, expanded baking, and other curricular possibilities, the kitchen must be extensively remodeled or moved, or a new facility created.

Strengths

The strengths of the department are the strong academic preparation of the faculty (MBAs and PhDs) and fine teaching skills. The faculty has extensive business experience. Faculty members have been marketing managers, sales representatives, restaurant owners, construction managers, CPAs, controllers, consultants, office managers and certified executive chefs. Many of our faculty members participate in the

local business community, including the local advertising association, the Association of Records/Managers and Administrators, the Bend Chamber of Commerce, the International Association of Administrative Professionals, the Deschutes County Landmarks Commission, the Consumer Credit Counseling, and professional associations related to individual faculty disciplines.

Challenges

There are two major challenges that the Business Administration Department faces. First, is the analysis of outcomes by course to ensure that they are concomitant with department goals. As this analysis is completed, assessment tools need to be developed that ensure that students are achieving both course and departmental outcomes. Further, benchmarks need to be developed that parallel course and department outcomes.

Second, is the large number of class preparations that department members must do because of the wide variety of course offerings (82 different courses per year with more than 200 sections). While load relief in the form of extra compensation has been offered for the first time during fall 2000, the major concern is the hours faculty regularly work. It is not uncommon for faculty members to work 60 plus hours per week.

Center for Business and Industry

Description

The Center for Business and Industry (CBI) was established at COCC in fall 2000. CBI is technically a department. It administratively brings together what had been the COCC Training Center (established 1981) and the Business Development Center (established 1983). The purpose of reorganization is to give better service to clients. CBI provides administrative support for two degree and certificate programs: Landscape and Turfgrass Management and Cabinetmaking.

The Center for Business and Industry is COCC's focal point for all business and industry contact in the areas of business development, preparing new employees, training incumbent workers, continuing education for professionals, and research and development of new programs. Delivery includes public workshops, seminars and courses as well as in-house contracted training (customized training) and distance education.

The CBI has active industry internal and external advisory committees as well as a steering committee.

Mission

COCC and the CBI are the first choice for employer and workforce development in Central Oregon and beyond.

Significant Changes

CBI created and maintains several certificate and degree programs that include college credit. These are:
- Massage Therapy (AAS and certificate) – recently moved to Allied Health (fall 2001)
- Emergency Medical Services (AAS and EMT basic and paramedic certifications) – recently moved to Allied Health (fall 2001)
- Cabinetmaking (AAS and first-year and second-year certificates)
- Landscape and Turfgrass Management (AAS)

CBI also offers many noncredit activities. These include public workshops and seminars, business development programs, the Small Business Management program, business counseling, in-house contracted/customized training that includes topics such as supervision, time management, many computer applications, lean manufacturing, first aid/CPR, welding, moulder/grinder, fingerjointing, etc. CBI offers state or federally mandated, specialized programs including alcohol server education, flagger training and real estate certification training.

We have established a system that follows national standards for Continuing Education Units (CEUs) (10 hours = 1.0 CEU). It includes all documentation and management systems necessary for efficient implementation. CEUs, once successfully completed, are transcripted onto students' official COCC transcripts in a separate section from credit courses and grades.

The Center for Business and Industry is currently and recently located in two locations: the Manufacturing and Applied Technology Center (MATC) in Redmond and the Welcome Center on North Highway 97 in Bend. It is desirable for CBI to someday be in one location. Facilities used by CBI include those at the MATC, COCC campus, schools, places of business, meeting rooms at resorts and hotels. All are ADA compliant.

Analysis and Appraisal

Beyond the credit programs and courses administered through CBI, curriculum and instructional design are put together event by event. Curriculum is based on industry or specific client needs. Content is developed which includes objectives, outcomes and

learning competencies as well as all other aspects of the event. Once a program or event has been delivered, it is evaluated in one or more ways. Participants provide both written and verbal feedback. Classes are visited on a regular basis by program coordinators, client managers or instructional administrators. Many forms of teaching are used and encouraged. Depending on the learning activity, teaching methods promote involvement, applicability, problem solving, teamwork, communication, safety, critical thinking, collaborative learning and other appropriate skills. Industry advisory committees provide valuable feedback from a historical perspective, but more importantly, they tell us what they need now and in the future. This allows CBI to quickly adjust and modify programs to meet ever-changing needs.

Strengths

CBI is committed to providing affordable, excellent products, services and customer relations to employers throughout Oregon. This commitment is evidenced by:

- enrollment totals, number of businesses served, FTE produced, hours of business counseling, Small Business Management graduates, hours of training scheduled;
- development of a comprehensive client management system;
- development of the Massage Therapy program;
- development of the Cabinetmaking program;
- development of the Emergency Medical Services program;
- development of the Landscape and Turfgrass Management program;
- creation of a "new program guideline" manual to assist other departments in developing new programs from idea stage through internal approval, state processes and implementation;
- development and maintenance of good community partnerships;
- ability to create an in-house, customized training contract in 20 minutes or less;
- creation of steering, internal advisory and external advisory committees;
- trust provided by COCC to allow CBI to be flexible and innovative, take calculated risks, work on the edge of systems, integrate flexible needs of employers with a campus system;
- a large database of trainers and instructors (more than 700);

- relationship with high schools is steadily improving;
- staff serves on local and state boards: Oregon Advanced Technology Center, Area Health Education Consortium at the Oregon Health Sciences University, the Bend-La Pine School-to-Work Alliance, the Oregon Small Business Development Center Network, the Central Oregon Workforce Investment Board, numerous Chambers of Commerce, and others; and
- staff has developed state-of-the-art processing systems that provide good, responsive customer service. These systems have been exported to other community colleges.

Challenges

CBI faces the following challenges:

- Location: It is important that CBI locate a facility with productive classroom space situated in an easy-to-find area of town. It is important to have all elements of CBI under one physical roof with outreach offices in the District.
- The economy may affect the performance of CBI. Since CBI depends heavily on cash created through events and services, if money were to decline, services and staff may also decline. This is important because much of the revenue for operations comes from client activity, not the COCC general fund.

COMPUTER AND INFORMATION SYSTEMS (CIS)

Description

The Computer and Information Systems (CIS) Department was created fall 1997. Computer instructors from the Business Administration Department (2), Computer Science (1), and Office Administration (1) were merged to provide consistent computer education. During the first two years, curriculum was reviewed for duplication and consistency with state numbering. A CIS certificate and a degree were approved by the Oregon State Board of Education in April 1999 and was offered starting fall 1999.

The Computer and Information Systems program is designed for those preparing for entry-level employment in computer support; already in business who desire skills update and enhancement; or who desire an associate's or advanced degree.

Significant Changes

Each course in the CIS Department has established outcomes. The CIS Web page lists all courses with a full description and associated outcomes (see http:// www.cocc.edu/cis for more information).

The department's course content is continuously changing to meet the needs of business and industry. Since the approval of the CIS certificate and degree in April 1999, the department has added courses covering the following topics: networking (six different courses), Cisco certification and SQL/Visual Basic.

Analysis and Appraisal

Instruction in all courses emphasizes skills for lifelong learning. It is important for students to obtain skills needed to adapt to new technology and software demands they may face in the job market.

CIS faculty places an importance on program integrity. Transfer courses include competence in critical analysis, logical thinking and quantitative reasoning. Students are expected to meet standards required for college-level curriculum.

Strengths

The CIS Department has many accomplishments in its four years of existence. Department faculty members have an energy and enthusiasm for teaching. Even though instructors teach many different preparations, they are constantly striving to incorporate new technology, content and methodology in their courses.

The CIS Department provides a solid foundation in beginning- and intermediate-level courses with a limited number of faculty. The networking options, which include classes in Cisco and Microsoft, are taught in a state-of-the-art computer classroom. CIS classes are full each term with long waiting lists. The CIS degree is attracting quality students and the students are completing the program in a timely manner.

Another success of the department is the training activities for area businesses. Contacts with these businesses not only establish credibility for the department in the business community, but also expose faculty to the "real" world. In addition, the dollars generated provide the department with needed hardware and software not included in the College budget.

CIS's connection with area high schools is improving each year. The articulation of courses and work with area high school teachers has allowed high school students a seamless transition from high school to college. The CIS Department has also articulated an agreement with Oregon State University to provide a Computer Science minor in Central Oregon, which started fall of 2000.

Challenges

Staffing – full time and part time: An ongoing problem for the department is the need for more full-time faculty. A request for new faculty has been made every year for three years. Each year the request was prioritized as first from the department chairs. According to the CIS five-year plan, there should be four new faculty by 2005. The department is currently at capacity and is unable to meet growth without new instructors. A national search was conducted during spring 2001 for two new CIS positions; the search was not a success. The advertised salary for these positions was $33,609-$39,709. Someone with the qualifications required could make more than double that amount in industry. One way this problem could be resolved is to have differential pay for CIS faculty. This issue will be raised during the 2002 collective bargaining session. In addition, it is virtually impossible to attract part-time faculty. This will be an ongoing problem until CIS part-time faculty receive differential pay.

Budgets: The College budget does not meet the needs of the department. A computer replacement plan is not in place, and many of the computers in the classrooms are old and not able to handle the software needs of CIS classes. Without the dollars generated from CIS training, the department would have many unmet needs.

Curriculum: With the current staffing, the department is unable to provide additional new curriculum in the areas of operating systems, Web development, graphic design, database specialties, e-commerce and advanced programming. The CIS degree is a general degree and the CIS five-year plan indicates that by 2005 the department will have three two-year degrees: networking specialist, application software specialist and microcomputer support specialist. In order to accomplish this goal, more courses and staff need to be added soon.

The department needs to increase the options of online courses. Currently, three different courses are taught online. Hiring additional staff will help alleviate this problem. More students can be accommodated in the classes if a teaching assistant is provided.

Placement: Although the statistics show technology positions growing more than 46 percent in Central Oregon, the department does not know for sure how the graduates will do in securing

employment. This will be a department challenge in the coming years to work with graduates and area businesses to secure employment.

Number of preparations: A goal of the department is to have instructors teach a maximum of three classes requiring separate preparations. This goal is not being met on a regular basis. Again, hiring of new faculty will help reach this goal. If additional faculty are not hired, then the department needs to limit offerings. This problem could cause staff "burn out" if it continues.

Physical resources: CIS courses are taught in computer classrooms in Pioneer and Ponderosa Halls and multimedia classrooms in Pioneer, Modoc, Ochoco and Ponderosa Halls. All of the facilities except the networking labs in Ponderosa are shared with other departments on campus.

Students use the Library and Pioneer drop-in labs to complete their assignments. The computers in the Pioneer drop-in lab do not meet the minimum requirements for students in CIS classes to complete their assignments. Most of the computers in both labs do not have zip drives for data storage, which is a requirement for the advanced courses. Network storage for student documents could reduce this problem.

Training for businesses: The department is unable to meet the demand from area businesses for specialized noncredit training. Hiring outside faculty members, even when they are paid a higher salary, is not always successful. Someone within the content area still needs to work with the instructors to develop appropriate course materials and many times train them in teaching methods. In addition to working with the instructors, someone from the department needs to work with each business to design appropriate content. Hiring of more full-time staff could help with this problem.

Keeping abreast of new technology and software: An ongoing problem shared by all colleges is the demand placed on the CIS faculty to learn new computer technology and prepare high-level courses with changing software. This is an exhausting task that increases on a daily basis. The solution to this problem is not easy. The CIS Department needs to have release time in their schedules to incorporate new material in classes and develop new courses.

Continuing and Community Education

Description
COCC's Community Education Department offers noncredit classes for adults throughout the College's 10,000-square-mile District. Community Education is dedicated to lifelong learning for adults and provides opportunities for adults to learn new skills, meet people of like interests and build a relationship with the College. To accommodate the diverse populations and geographically dispersed communities, the College supports seven College Centers within the district. Centers are located and staffed in Bend, La Pine-Sunriver, Madras, North Lake County, Redmond and Sisters. COCC has a contract with the Confederated Tribes of Warm Springs to provide educational services through a College Center located on the reservation. College Center staff is responsible for the management and programs of the Centers. During the 2000-2001 school year, Community Education provided 900 classes and workshops enrolling more than 9,000 students.

Mission
Community Education classes and events will be innovative, high quality, community driven and affordable for adults throughout the District.

The department fulfills COCC's mission ends statement 4: "Have wide-ranging opportunities to enhance learning, wellness, quality of life and cultural appreciation." Further, Community Education addresses achievement expectations: "COCC will provide opportunities for lifelong personal development and enrichment throughout the District."

The department meets this ends statement by offering a diverse array of high-quality workshops, short-term classes and special instructional events. (In addition to classes in personal growth, the arts, language and home improvement, adult students may also access a variety of business and computer classes.)

Significant Changes
Since the last accreditation, Community Education has expanded its role, providing essential student support services in the College Centers. Prior to 1996, only noncredit, self-enrichment and adult basic skills classes were offered out of the Community Education Centers. In 1996, the Community Education Centers were renamed College Centers and began providing

support for credit classes offered through the distance-learning program. In 2001, the College Centers offer a variety of supports to the College by facilitating distance and on-site credit offerings, monitoring technology, managing the physical plant and assisting communication between faculty and students. Center staff now provides registration and cashiering services to credit-seeking and noncredit students. This function requires staff to understand and function with the BANNER student information system. Significant hours of training and practice have resulted in a smoothly functioning system. In 1996, a grant to bring education to rural areas was responsible for providing computers for Redmond, Madras, Prineville, and La Pine. Each Center acquired four to six workstations and networking equipment. Since then, the computer labs have expanded to 10 workstations in Madras, Prineville, La Pine and Sisters. Redmond North Campus currently houses two computer labs, one with 10 workstations, the other with 20. In addition to providing computer class instruction, College Centers also facilitate open computer lab time for students and community members to work on individual projects. In 1997, Community Education changed computer platforms necessitating extensive training on the new Windows-based system. A College Center technology replacement plan was developed and is funded with self-support dollars generated by the Community Education program. Recently, Community Education staff took on the challenge of curriculum coordination for all computer classes offered through community education. Thus, a Beginning Windows class taken in Prineville will provide the same instructional objectives and outcomes as a Beginning Windows class offered in Madras or Redmond.

The 2+2/Tech Prep program is a new and developing program. The 2+2/Tech Prep program provides high school students the opportunity to earn college credit for COCC courses offered in a high school during regular school hours. Thirty-eight professional technical courses are offered for high school articulation. Articulation agreements are signed annually. Classes offered vary by high school. All tech prep instructors must have the appropriate education, background and skills to teach college-level courses. Tech prep instructors are approved by COCC department chairs. The course curriculum and requirements are established by the COCC instructor but taught by the tech prep instructor. Course content is equivalent to courses taught on campus. Students are expected to meet standards required for college-level curriculum. Upon completion of the course, college credit is transcripted. The program started spring term 2000 with 19 courses offered. In less than two years, course offerings have doubled to 38. Registrations have increased from 161 duplicated to 255 duplicated. Additionally, articulation agreements have increased from 103 to 199. Policies and procedures are being created as the program develops. Regional curriculum teams, including high school and community college instructors, meet regularly to assess curriculum, plan regional activities, provide training, network with business and industry and share best practices. As a result, the program has created more positive relationships and stronger partnerships with the regional high schools.

Analysis and Appraisal

Strengths

Community Education is an established program at COCC offering noncredit classes for adults throughout the 10,000-square-mile service District. College Centers have been in operation since the mid-1970s. Processes and procedures are well defined and communicated through an operations manual, ongoing staff training and electronic communication. Community Education procedures are standardized and operations are centralized to assure high quality instruction for classes and events. Yet specific programming decisions are made in each community to better respond to individual community needs. Community Education's strength lies in its ability to communicate with and respond to its public through a quarterly schedule, an active Web site (http://www.cocc.edu/ce) and community advisory committees. Another strength is the dedicated and long-standing Center staff. Many of the College Center and Community Education staff members have been with COCC for 10 years or more.

Challenges

The biggest challenges facing College Centers are resources, support, communication and change. Providing student services and program support for a variety of programs requires that staff is knowledgeable about a large scope of information and resources. When procedures or processes change, additional challenges of training and communication arise. It is sometimes difficult to stay current with all the information necessary to do the job. At busy times of the term, the Center staff is pressed to keep up with the

variety of activity. The distance from Bend's campus provides challenges in the areas of technology support and physical plant support. Another struggle is finding appropriate facilities for classes.

FINE ARTS DEPARTMENT

Description

The Fine Arts area consists of visual arts and the performing arts — music, theater and dance. Each of the programs is designed to provide the equivalent of the first two years of a four-year degree in its respective area. The department offers a variety of courses and activities for the student who wishes to pursue a livelihood in the fine arts or for personal enrichment. The Fine Arts Department is one of the major sources for cultural opportunities in Central Oregon and provide opportunities for performance and studio experiences for both students and community members.

Significant Changes

New courses added in the last five years are Modern Art History, Native American Art History, Mural Painting, Colored Clay, Jazz Improvisation, Piano IV, Introduction to Theater, and Acting for the Camera. Many sections of the more popular courses have been added to attempt to meet the growing demands on the department. These include additional sections of Art History, Drawing, Ceramics, Metal-work, Photography, Fundamentals of Music, Big Band Jazz, Piano and Voice.

The music curriculum has been improved in the past five years by changing Music Fundamentals from a course in which three terms of a two-credit course ran concurrently (during the same class section, making simultaneous instruction to three separate sets of students at three different levels extremely difficult) to a three-credit course that is repeated each term. This arrangement is far better suited to the amount of material covered and allows more effective instruction in each class section. A separate section of Voice Class has been added to help alleviate the same problem. The College Choir has had its total rehearsal time increased from three to four hours per week.

Similarly, the visual arts curriculum has divided a few of its multiple-level sections. Drawing I - III is now taught in three separate sections of levels I, II and III. Ceramics I is now offered separately from Ceramics levels II - VI. Metalwork I is offered one term per year at a time separate from levels II - VI.

Analysis and Appraisal

The department has benchmarks for a selection of its most popular courses: Art History, Ceramics I, Drawing I, Music Fundamentals, Understanding Music and Acting I. The benchmark measures for those courses will be reviewed in the 2001 – 2002 academic year and evaluated for their ability to indicate accurately the positive results of teaching and learning before benchmarking additional courses. Ten to 20 percent of our department courses will be selected each year for developing benchmarks. The wide variety of courses in the Fine Arts Department requires several different methods of assessing student outcomes. This includes, but is not limited to, quizzes, tests, written assignments, journals, research, projects, recitals and performances. Each course syllabus defines the grading criteria for the class.

Many Fine Arts Department events demonstrate the strong level of technical, conceptual, musical and theatrical skill students develop. The annual juried student art exhibit in the Pinckney Center for the Arts Gallery and the displays of our best student artwork on exhibit around campus during the school year show the technical and creative skill students are acquiring in COCC studios.

Student recitals and formal concerts by the bands, choirs and symphony are presented every term. Twenty-one separate programs are prepared yearly by the Music Department. A total of 31 separate concerts make up the regular yearly schedule, not counting additional concerts that are scheduled each year for special events.

The theater program presents eight to 10 performances of two or three plays per year. Recent productions have included an operetta, contemporary dramas, comedies and Shakespeare.

The dance program presents a yearly dance concert, featuring a full-length program of original choreography performed by students and community members.

Reviews of gallery exhibits and previews of music concerts, dance performances and theatre shows are gathered from the area newspapers and kept in a department notebook. Many Fine Arts faculty members have examples of student achievements in slides, videos and tapes. Letters to faculty from current students and alumni about their positive experiences with our various courses are collected. Other positive feedback can be found in annual course evaluations.

Strengths

Classes: The Fine Arts Department offers the basic core of lower-division classes for transfer students in visual arts, music and theater. Our department's small class size allows for individualized instruction, which is especially important with our diverse student population. The visual art courses are filled to capacity and have waiting lists every term; most of the other department courses are at 75 percent of capacity or higher. The Fine Arts Department has increased sections by 15 percent over the last five years.

Cultural activities: A rich diversity of music is presented to the community in vocal and instrumental performances that provide both education and enjoyment of music as an enriching element of life and a vital part of the cultural experience of Central Oregon. Every term there are nearly 350 community members and students taking part in COCC's music ensembles.

Attendance figures for music performances have been kept for the past nine years, since the 1992-93 school year. Our attendance has grown dramatically over the past five years. In the 1995-96 school year, a total of 8,357 patrons attended all music and theater events presented by College ensembles and students. By 1999-2000 that figure had grown to 12,690. During the 2000-2001 school year, 14,494 patrons attended our College-produced events. These figures do not include the numbers of people who visit our Fine Arts Gallery every year, which is estimated to be 1,200 patrons annually. The Magic Circle Theatre produces two to three plays a year, using students and members of the community. Plays are carefully chosen to provide a balance between learning opportunities and entertainment.

The fine arts gallery has six exhibitions during the academic year, including representation of all media. We feature professional artists from the Northwest and throughout the United States. The gallery is the principle, noncommercial exhibition facility for artwork in the region.

Faculty: Fine Arts faculty members pursue a variety of activities regionally, nationally and internationally that provide personal professional improvement each year. The visual arts faculty members show their work in juried exhibitions throughout the United States. The music faculty includes an orchestra conductor who has performed with professional orchestras, a band conductor who is an accomplished flutist, and a published composer whose music has received performances in Europe and South America as well as throughout the United States. The Cascade Chorale regularly tours in Europe and Canada, as well as in the United States. The Fine Arts department presented a special event in the spring of 2000, incorporating all aspects of the department — dance, visual, choral, instrumental and jazz — to celebrate the 50th anniversary of the College. The concert demonstrated the breadth and depth of departmental offerings, as well as the cohesiveness enjoyed by a fine arts faculty that shares a common focus and vision.

Challenges

The department could increase course offerings and add sections if we were in a larger, more adequate facility including larger well-equipped art studios, more rehearsal spaces and better-quality performance spaces. The Fine Arts building does not have the soundproofing necessary to allow scenery construction to take place in the scene shop when classes are being taught in Pence 1 or Pinckney Auditorium.

The visual arts program lacks or has an inadequate number of sections in sculpture, painting, ceramics firing techniques, basic design, art appreciation, printmaking and graphic design. We also lack a course for writing artist resumes and statements, photographing artwork and presentation skills for all students interested in marketing their work. We lack an art course that would give students a background in hanging, displaying, lighting and packaging artwork. The department lacks adequate funding for a part-time gallery director position to develop and supervise exhibitions. The size of the space and funding are inadequate for the climate control devices, security, transportation and shipping expenses required to offer large, prestigious exhibitions. Extended hours of operation, visitor parking and the location of the gallery could be improved to enhance community accessibility.

The most serious shortcoming in the music program is the lack of adequate rehearsal and performance facilities. The music ensembles have outgrown existing facilities in terms of both numbers and quality. The Central Oregon Symphony and Cascade Chorale can no longer perform in the College performance hall which can seat only 250 patrons. Acoustically, the College performance hall is a detriment that prevents any music ensemble from achieving its full potential. As a result, COCC's major music ensembles must rent performance space. Also, very often our ensembles must seek rehearsal space away from the College as well. A second, large rehearsal room is needed to allow for simultaneous rehearsals by COCC's several ensembles.

With only one theater instructor, theater offerings are at an absolute minimum for a transfer program. With an additional theater instructor, needed classes could be added in technical theater. The department lacks a stable funding source for the full-time staff position of performance manager.

The department could offer AAS degrees in graphic design, performance technology/design, production crafts, broadcast communication/production if we had the facilities and resources to hire qualified faculty.

Documenting the success rate of fine arts transfer students at four-year institutions is anecdotal and cannot be quantified without an improved College tracking system. Documenting the success rate of fine arts students who market their talents after leaving COCC is difficult to quantify without a good tracking mechanism and staff to manage it.

Heath and Human Performance (HHP)

Description
The COCC Health and Human Performance (HHP) Department provides a comprehensive program for individual development in lifetime health, wellness and fitness. The department offers academic courses, physiology testing, fitness planning, wellness opportunities and opportunities for participation in activity classes or outdoor recreation programs. In addition, the HHP Department provides equipment and facilities for the constituents of the District.

Mission
To be the regional leader in promoting health, wellness and fitness, with the ultimate goal to positively change health behaviors and improve the health and quality of life among individuals in the Central Oregon community.

The HHP Department offers courses in several areas: exercise science, health education, health promotion, first aid/CPR and a variety of physical activity and outdoor recreation/leadership courses. HHP faculty members emphasize in-class, small-group work, critical thinking, review/discussion of current literature, basic math problems relating to health/fitness, and writing projects to express understanding of and goals in health/fitness areas. Because resources are limited, most exercise science and outdoor leadership classes are offered once per year. Several sections of HHP 295 and HHP 252A are offered every quarter.

Five associate degrees are offered through the HHP Department:
- AA in Exercise Science
- AS in Exercise Science
- AA in Health Promotion
- AA in Recreation Leadership
- AS in Recreation Leadership

The first four degrees are designed to prepare students for transfer to a four-year institution in pursuit of a baccalaureate degree in Health Education, Physical Education, Exercise Science, Recreation or Allied Health field.

The AS degree in Exercise Science is the only HHP degree not specifically designed for transfer. Instead it is designed for individuals who want to work in the fitness industry immediately upon program completion and is also an option for individuals who are currently working in the fitness industry and would like to upgrade or expand their skills in Exercise Science. On completion of the degree, students are ready to take the American College of Sports Medicine (ACSM) Group Exercise Leader or Personal Trainer certification. Many of these courses also transfer to four-year institutions throughout Oregon.

The AA in Health Promotion is designed as a broad-based degree in the area of health studies. It is also designed for maximum transferability to several specific health programs including: Portland State University School of Public Health, Eastern Oregon University School of Education, Eastern Washington University School of Community Health Education, Boise State University School of Education/Health Promotion, Oregon State University College of Health and Human Performance-Public Health Department, and Southern Oregon Department of Health and Physical Education.

The AS in Recreation Leadership is designed for students who intend to receive a four-year recreation degree and is specific for the University of Idaho's Outdoor Recreation program. The AA in Recreation Leadership is ideal for students who are unsure of where they plan to transfer as it provides a strong, general education base, a large number of transferable credits and meets statewide transfer agreement (also recognized by some out-of-state schools). The degree also enhances transfer preparation with a variety of outdoor recreation and activity courses. Recreation Leadership is a new offering since the 1992 accreditation. Community desire for such a program was identified through an elaborate needs assessment. This prompted HHP to develop and offer this degree.

Significant Changes

The HHP Department's curriculum and course content are constantly changing to reflect the latest research findings as well as to meet the needs of the community. In the last 5 years, we have added several new classes such as Health Psychology, Epidemiology, Studio Cycling, Kickbox Aerobics, Health Care Provider CPR, Total Fitness, Sport Stretch and several recreation leadership classes. Our existing HHP 295 course content has been modified in recent years to emphasize such topics as behavioral modification, stress management and ergonomics, and to de-emphasize fitness appraisal. HHP 252A has also seen recent course content modification with addition of topics such as automatic electrical defibrillating devices (AED) usage and changes in current CPR standards.

Analysis and Appraisal

Strengths

The HHP Department brings in a significant amount of the College FTE. See below:

Quarter	Number of students	FTE	% of College Credit FTE	% of Open Campus
Spring 2000	791	79.4	10.0	13.1 (1.23 FTE)
Fall 2000	1165	85.2	7.8	7.2 (1.96 FTE)
Winter 2001	1238	83.5	8.7	——
Spring 2001	1322	89.7	10.2	——
Fall 2001	1158	97.4	8.4	9.1 (2.39 FTE)

The HHP Department has numerous strengths. It begins with our instructors and staff who are creative, energetic and passionate about HHP. The popularity of our classes is shown by our FTE and student evaluations. Many students take more than the required activity class.

We are currently working with our new branch campus, OSU-Cascades Campus, on articulation of the Recreation Leadership program and plan to initiate conversations regarding articulation of our Exercise Science program with OSU-Cascades Campus, too.

We have agreements with several community businesses such as: Juniper Aquatic & Fitness Center (their staff teach our aquatics classes); Acrovision (we use their instructor and facility for Tai Kwon Do); Sun Country Tours (we are currently setting up a program to train raft guides for students to receive college

credit); Mt. Bachelor (we use their facilities and instructors for our ski classes); North Star Center (we periodically provide instructors for such classes as HHP 295 and Outdoor Living Skills); St. Charles Medical Center (guest speakers, lipid blood screening); American College of Sports Medicine (we provide their certifications on site); and many other groups.

Our exercise physiology lab provides state-of-the-art physiology testing, interpretation and training advice for students, staff, community members, as well as elite athletes from across the Pacific Northwest. We also provide testing for several large groups and camps annually.

HHP offered the American College of Sports Medicine (ACSM) Group Exercise Leader Certification here March 24, 2001 with a preparatory workshop the Friday before. One of our full-time faculty members is an ACSM certification director and supervised the event.

The HHP Department provides staff wellness offerings such as annual health screenings, seminars and an ongoing three-times-per-week staff exercise class taught by one of our HHP adjunct faculty members. The class is extremely well received and, as a result, very well attended.

Challenges

Mazama Hall is greatly overused and is becoming inadequate as usage continues to grow. It is also not air-conditioned, and, as a result, our summer classes are often held in excessive heat in the weight room/fitness center and classrooms. We often move our summer HHP nonactivity classes to other buildings on campus, however classes held in the weight room/fitness center cannot be moved, although we do attempt bringing classes outside as much as possible to alleviate the heat on conducive days. In the near future, Mazama Hall needs to be replaced with a new facility, possibly jointly with the COCC Allied Health programs. Student chairs in all three Mazama classrooms are not ergonomically acceptable for anything other than sitting for a very short period of time. Also, equipment such as the industrial-strength washing machine used for HHP activity classes, Intramurals, Club Sports and Mazama Custodial staff is currently not functioning; however, there is no money available to replace it. Our HHP office technology (printer, fax and faculty desktop computers) also needs updating.

The budget for journals in the Library is very tight. We would like to have the journal "Medicine and Science in Sports & Exercise" in the Library holdings

so our HHP students would have ready access to it for projects, however, there is not money for it.

Ballot Measure 5, a tax-cutting measure approved by voters in 1990, was the impetus to cutting all intercollegiate athletics from COCC. We currently offer only club and intramural activities for students. Athletics brought in students, diversity and energy to this campus, contributions now missed a great deal. This absence is a weakness to the College and perhaps with the OSU-Cascades Campus, some intercollegiate athletics may return to COCC and HHP in the future.

We are lacking statistics on the success of our HHP graduates. We need to develop and initiate a program to track HHP student success.

Finally, we have a one-year, temporary, half-time position in HHP currently filled by a medical doctor that we would like to see become a permanent position. It is beneficial to the college, HHP faculty and students to have the community tie-in that a physician brings to the department and classes.

HUMANITIES DEPARTMENT

Description
The role of the Humanities Department is to provide the College with instruction in the following areas: a) developmental and college-level communication skills; b) literature and other cultural studies; and c) foreign language. To meet this role, the 35-member department offers 340+ courses yearly in 11 disciplines: developmental studies; writing; literature; humanities, multicultural, popular culture and film courses; modern languages; speech communications; philosophy; and women's studies.

Mission

The Humanities Department is committed to developing students' reading, writing, critical thinking and communication skills, and fostering an appreciation of human experience through exposure to the thought, literature and language of other cultures.

Significant Changes
Benchmarks and effectiveness indicators for a selection of core courses during the 2000-2001 academic year have been designed and studied. They form the basis for ongoing program review. A recent large-scale project demonstrates the process: Statistical information for the final WR 121 exam in spring 2001 was recently compiled, measuring student success at attaining benchmarks of selected competencies (see Humanities Department notebook, Exhibit 2.2, for statistics). Our recently revised and in-progress department homepage (http://www.cocc.edu/humanities/) includes all course competencies as well as results of testing those competencies in WR 121: English Composition.

The department has made significant curricula additions over the last five years, including humanities sequences in multicultural literature and non-Western literature as well as courses designed for Eastern Oregon University's Discourse Studies major and minor, such as News Writing, Argumentation, Methods of Tutoring, Applied Discourse Theory and Applied Literary Theory. Several of our Humanities courses now include a MIC (Multiculturalism in Context) and/or WIC (Writing in Context) designation. First-year Italian has been added to our foreign language offerings. All our changes in the last five years directly relate to College board goals and the mission of the department.

Analysis and Appraisal

Strengths
The Humanities Department is fortunate to have outstanding faculty, many of whom work closely with regional and national professional organizations. Almost all our full-time faculty have terminal degrees in their fields. One dedicated secretary serves one of the largest departments on campus.

The Humanities Department has developed strong curriculum coordination to insure that courses are taught with consistency: WR121 textbook committee and policy; basic writing textbook policy; regular meetings among foreign language faculty to select texts and coordinate curriculum; and regular speech faculty meetings.

Articulation with local high schools: First- and second-year German sequences are being offered next year in time blocks selected by high schools, broadening the offerings available to high school students whose language curriculum would otherwise be limited. There is also articulation with state universities: The department offers classes in support of the Eastern Oregon University Discourse Studies degrees so EOU students can satisfy prerequisites for upper-division courses (such as Shakespeare in the summer term). We also offer most of the upper-division discourse studies courses and advise majors and minors. Future plans include working with the

University of Oregon to offer humanities electives, which will supplement the general science and social science degrees already in place at COCC.

Service to a nontraditional student community is one of our strengths: every term, we offer evening classes in foreign language, literature, speech, writing and developmental education. Evening students can complete a full course of study in the humanities, including writing and humanities sequences needed for the AAOT, in two years In addition, the department is committed to student success. The writing lab is staffed by our regular full-time and adjunct faculty, providing expert advice to help the student succeed. Foreign language tutoring is also available.

The Humanities Department has a strong history of participation on College committees and task forces. Humanities faculty are often invited for guest presentations in classes offered by other departments. Writing faculty frequently serve as authors of, or consultants on, College proposals, including the collegewide Self-study.

Challenges

The Humanities Department is concerned about maintaining growth without any foreseeable increases to support services, technology or budget. In addition, the OSU-Cascades Campus adaptation will require us to work on preserving our "comprehensive" community college roles and services in developmental and other access-related issues.

Workload issues and time constraints often prevent us from focusing on or analyzing the results of new curricula moves. Emphasis on excellence in teaching and the conversion to proficiency-based instruction and assessment are challenges that we must face despite the fact that a source of funding for curriculum and instructional innovations, the PET grants, has been discontinued (and sabbatical leaves are highly competitive). Establishing competencies and compiling statistics to see if we've met those competencies is a particular challenge for the Humanities Department because we are one of the largest departments on campus, with a large number of adjunct and part-time faculty. In addition, eight of our full-time faculty members have participated in Open Campus (courses offered via television or the Internet, or a combination of both) and most of our faculty members continue to be involved in the integration of multimedia into the traditional classroom. And with the advent of distance learning and the availability of

e-mail, instructor/student contact outside the classroom now goes much beyond the five required weekly office hours. Finally, the arrival of the Oregon State University-Cascades Campus has increased the need for some of our faculty to teach upper-division courses (for the 2001-2002 academic year, eight full-time faculty members from our department will be teaching at least one upper-division course, in some cases two or three).

However, since we offer the writing courses required in most programs, we are concerned about how well these courses prepare students for college writing assignments, and we anticipate that our work on assessment will guide us in the ongoing concern.

Of course we could use more faculty, however more faculty brings additional challenges. One secretary is insufficient for such a large department. And a central location for Humanities faculty is sorely needed, with classrooms, offices and multimedia equipment.

MANUFACTURING AND AUTOMOTIVE TECHNOLOGY

1.0 Description

While the Industrial Technology Department has been eliminated as a result of the move of the Manufacturing program to the North Campus, that program and Automotive are grouped for the sake of this Self-study. The programs are fairly distinct from one another but may share students looking to apply manufacturing skills in automotive employment. Both programs are long term at COCC: Automotive since 1949 (first in the state of Oregon) and Manufacturing since the 1960s.

Over the years, the programs have moved from strictly "Automotive" and "Manufacturing," which trained graduating high school seniors and community members to work in area businesses, to programs that have added local and national certifications as a part of the associate of applied science degree (AAS). For example, the Automotive/Diesel Technology program is certified by the National Automotive Technicians Education Foundation, Inc. (NATEF) and is approved for veteran's training. The Manufacturing Processes Technology program is nationally certified by the American Welding Society (AWS). The Manufacturing area is working toward certification through the National Institute of Metalworking Skills (NIMS). Curriculum being developed for the MATC is using the NIMS format and competency standards.

Students desiring an associate of applied science (AAS) degree complete core curriculum and general education coursework. Depending upon the program students are enrolled in, one or more certificates or certifications can be completed. Each certificate is part of the overall AAS degree. In other words, a combination of marketable certificates makes up much of the degree.

Automotive Technology/Diesel and the Manufacturing Processes Technology programs are comprised of a series of courses designed to serve the following students:

- those who attend school to learn metalworking or automotive skills geared toward employment in the manufacturing industry (entry level);
- those who seek an associate of applied science degree, associate of science degree, a one-year certificate of completion or various certifications;
- individuals who are already employed who seek job skills training for advancement or personal improvement (incumbent, currently employed workers); and
- vocational rehabilitation students who seek training to redirect their employment potential in a new field of endeavor.

The needs of industry continuously change, sometimes dramatically. Our programs have made every effort to be responsive to meet the dynamic nature of businesses in Central Oregon. Courses, content, location, delivery mechanism, equipment, faculty training and qualifications continue to keep pace with changes in technology and the industries we serve. Active industry advisory committees with representation from area businesses and students are important. Committees meet quarterly. Currently we meet with industry in both Automotive and Manufacturing through industry "mini-summits" to bring about solutions to, and strategies for, common problems such as workforce and training issues.

The mission of the Manufacturing Processes Technology program and the Automotive/Diesel program is to provide students with the knowledge and specific skill sets that lead to successful entry-level employment in the field of manufacturing. We endeavor to provide students with the skills and work ethic needed to sustain long-term careers with family-supporting wages by focusing student attention toward the exploration and understanding of technology, solving problems as an individual and as a team member, and by planning, documenting and executing relevant multidisciplinary projects. It is our desire to provide students with an appreciation of the need to continue the pursuit of knowledge and new work skills as a requisite to sustaining long-term employment in a rapidly changing, technological, work environment.

Significant Changes

The Automotive/Diesel program course content is continuously changing to meet the needs of business and industry. As a result of input, many changes have occurred over the past several years. These include:

- Modularization and breaking full-term courses into two-, four- and six-week training activities. This format works well for displaced, unemployed workers who need some skills quickly.

- New industry-specific certificates:
  Chassis Specialist certificate
  Undercar Training certificate
  Engine Machinist certificate
  Drivability Technician certificate
  Auto Body Technician certificate
  Auto/Truck Counterman certificate
  Transmission Technician certificate

A new 26,000-square-foot manufacturing building, called the Manufacturing and Applied Technology Center (MATC), opened fall 2001 at the North Campus site in Redmond, Oregon. Within this building, the manufacturing program begins a new era of high-quality manufacturing training for the Central Oregon region using state-of-the-art training modules, new technology trainers and existing manufacturing laboratory equipment. This new facility was made possible by the acquisition of several high-dollar grants from the Ford Foundation, Fred Meyer and a voter-approved reallocation of under-budget funds originally earmarked to build COCC's library project two years ago. Subsequent donations of high-end robotic equipment from Epson Seiko Corporation have also contributed to enhancing MATC curriculum and capabilities.

Analysis and Appraisal

Manufacturing Strengths

Comprehensive manufacturing curriculum: The newly adopted curriculum blends nationally developed course materials into a tightly woven fabric of conveniently offered courses that are focused on providing students with Just-In-Time delivery of training topics.

Self-directed; open-entry, open-exit program: All MATC courses will be equally available to both evening and day students. Whenever possible courses are designed to allow for immediate student

enrollment and delivery to those students who meet necessary course prerequisites and criteria.

The program used state-funded grants to acquire Accreditation Committee-recommended CNC (computer numerical control) equipment and garnered several important grants for program improvement over the last eight years.

Manufacturing also worked with several local businesses. We developed and delivered a Welding Quick Train program to ease the local shortage of entry-level welders in the area and successfully sought high-value robotic equipment donations from Epson Seiko. In addition, we developed a composites-manufacturing training program for a local aircraft company.

Future plans for the MATC:

- develop World Wide Web presence in concert with the business and training departments;
- expand manufacturing laboratory capabilities to include sheet metal fabrication equipment and training;
- develop annex building at MATC to deliver composite and secondary wood products training;
- continue development of on-site technical library inventory;
- develop local-area network delivery capability for all the courses offered at MATC;
- develop local, shared employer/employee database that provides clearing house information for those seeking manufacturing employees and marketing for those students who have been trained at MATC;
- continue seeking grants that match program direction and mission; and
- update equipment in welding and machining laboratories.

Automotive/Diesel Strengths

The Automotive/Diesel Department faculty brings a wealth of industry experience and training to COCC. The department's staff is dedicated to providing quality instruction for all students. We strive for student success by providing flexible programs and certificates that allow for needed short-term training to fit job displacement demand. Our students are employable, they get jobs, and they graduate.

COCC was the first to receive the National Automotive Technicians Education Foundation, Inc. certification in Oregon. COCC has been accredited four times. This includes the Automotive Service Excellence (ASE) program. We were successfully reaccredited last year. In the most recent reaccreditation report the evaluator stated: "I have seen steady improvement in the program every time I have been there. The program is obviously run by talented and very dedicated individuals."

The 2 + 2 Technician Preparation program has been a success. COCC has articulation agreements with four high schools. This relationship has created a terrific team environment with shared curriculum, equipment, and training.

3.2.A Challenges

Manufacturing

Full-time faculty depth: The program has gone through several mild downsizing episodes with the loss of a coordinator, several part-time instructors and, recently, the unplanned absence of a full-time instructor for an extended period of time. This has created some hardships and overloading of the remaining staff.

Consistent equipment repair procedures: No consistent policies or procedures exist for the repair or maintenance of laboratory equipment. Better procedures need to be developed to provide students with top-quality equipment in a consistently good state of repair.

Equipment upgrading policy: No procedures are in place to determine the serviceability limits or life expectancy for the Manufacturing program machines, computers and equipment. Some machines, although serviceable, are approaching 60 years of age. Clearly, newer equipment would be desirable to increase machine reliability.

Long-term advisory committee: Although the program has had advisory committees in the past, and an interim advisory manufacturing board during the creation of the MATC concept, no long-standing manufacturing advisory committee currently exists. MATC needs to re-establish and maintain a long-term industry advisory panel. The program does actively participate in industry "mini-summits."

Automotive/Diesel Challenges

Staffing – full time and part time: There is more work than staff available. Last term one full-time faculty member had 27 load units (a full load at COCC is determined to be 15 loads). Locating qualified instructors is also a challenge. There are many qualified people, however the industry is changing so rapidly that many of the qualified people are working

longer hours, which makes it difficult for them to have time to teach for COCC.

Curriculum: Staying "current" is a challenge for staff. Staff training is available throughout the industry, often at no charge. The costs are time away without adequate substitute faculty and travel expenses. New equipment requires that faculty learn it almost as they are teaching with it.

Placement: We need to develop a testing mechanism to evaluate where people are when they enter the program. We would like to be able to start students where they are and move them through the program in a way that will enhance student success.

Training for businesses: We have done quite a bit of this over the past five years, however, we have scaled this back due to growth in the program, time and instructor availability.

MATHEMATICS DEPARTMENT

Description

The Mathematics Department is dedicated to continuing our long–term commitment to providing a wide array of services to the College's many constituencies. The diversity of these constituencies directly influences the services that we offer. The College has a mathematics graduation requirement for the AA degree, the AS degree, the AGS degree and for most professional–technical programs. Implementation of curriculum reform, CIM/CAM requirements (Certificates of Initial and Advanced Mastery) in the public schools in Oregon, and the COCC Board Ends Implementation Strategies document strongly indicate that mathematics coursework will remain integral to the COCC curriculum, degree requirements and core responsibilities of the College.

Mission

To help all students prepare mathematically to be successful in their educational and professional goals.

The department strives to achieve this mission by offering students appropriate educational programs and opportunities to help them achieve success.

Significant Changes

Each course in the curriculum has a designated lead person or team responsible for coordination, curriculum development, textbook selection, regular review of competencies and coordination of part-time faculty.

All courses have defined competencies. The department is beginning work on benchmarking competencies in core courses (Algebra through Calculus).

Analysis and Appraisal
Strengths

Staffing: The members of the department are active in the pursuit of excellence in teaching as described in regional and national publications. The department is a leader in the development and implementation of current methods of pedagogy including exploration of real–world problems; use of current state–of–the–art technology in the teaching environment; the development of the problem–solving skills of our students in both group and individual environments; the explanation of solutions to problems using narrative, computational, symbolic and graphical methods of expression as appropriate.

All members of the department have strong academic backgrounds in mathematics allowing them to teach virtually across the curriculum. Faculty regularly attend local, regional and national professional conferences and participate as presenters, presiders and officers in appropriate professional organizations.

All members of the department are actively pursuing four-year professional improvement plans designed to blend together individual, departmental and College goals.

Formal and informal communication among members of the department is actively encouraged and regularly pursued. The department is committed to excellence in teaching. Two members of the department have been chosen as recipients of the "Faculty Achievement Award" given each year to the outstanding teacher on campus. Additional members of the department have been nominated for the award.

The Mathematics Department is a strong supporter of the College's evaluation process, including both formative and summative evaluation. The department thoughtfully pursues evaluation and positive criticism with the goal of continued growth built on mutual respect for differing opinions. All part-time instructors are integrated into the department with assigned mentors chosen from the full-time staff. Adjunct instructors are encouraged to develop professional improvement plans and use contractually approved funds to pursue professional goals.

Curriculum: The department regularly reviews and revisits curriculum, competencies and benchmarks.

Starting fall 2001, the department embarked on a major curriculum review of all courses from Math 010

(Developmental Mathematics) through Math 111 (Precalculus Mathematics). The purpose of the review is to examine the connections and modify where appropriate the content, competencies and benchmarks to allow for more appropriate transitions between individual courses. A secondary goal of the review is to develop consistency as to competencies and methodologies, especially recognizing the need for coordination of a large number of part-time instructors.

Challenges

Staffing: Striving to meet the growing needs of different constituencies in our District requires more staff.

Continued integration of part-time instructors in an ever-evolving reform curriculum also needs to be addressed.

Curriculum: We need to continue the investigation and implementation of new technology-based teaching tools and strategies and assessment of results. We also must continue benchmarking core courses.

Physical resources: Classrooms are generally adequate to accommodate the traditional lecture format. Most classrooms have limited seating in individual desks. There are a limited number of classrooms with tables, and many of these are not conducive to small-group work, an important component of the department's approach to teaching. There is insufficient storage for manipulatives, calculators and other materials that are needed to fully take advantage of reform methods of delivery. Much of the department's commitment to various new pedagogies requires nontraditional layout of rooms.

Instructional facilities supporting the use of computer technologies need immediate improvement. It is difficult for the faculty to use classroom demonstrations with computer-based tools, portable computers and overhead projection devices since they are in short supply. The Math Activities Resource Center (MARC) funded by a National Science Foundation (NSF) grant a number of years ago needs a technology upgrade to remain as effective as a resource facility as it has proven to be in the past. Adequate office space for a large number of adjunct and part-time faculty remains woefully inadequate.

Placement and retention: Placement and analysis of success through the gathering and analysis of institutional research will continue. Assessment of placement tools, advising, possible mandatory placement and other data will continue to evolve to ensure more accurate placement, retention and student success.

The department will pursue its experiment with the supplemental MathFit program designed to encourage student-learning communities to foster active participation in specific courses.

NATURAL RESOURCES

Description

The role of the Natural Resources Department is to provide the College with instruction in five program areas. To meet this role, the nine-member department and 18 courses taught by part-time instructors offers roughly 72 courses yearly in these areas:

- Computer Aided Drafting and Design (CADD)
- Geographic Information Systems (GIS)
- Forest Resources Technology
- Structural Fire Science
- Wildland Fire Science

Mission

The Natural Resources Department is committed to providing high-quality education within the department's technical fields.

Significant changes

The department places significant importance on remaining current with changes in industry standards and integrating them into the curriculum. Faculty actively undertakes substantial curricular changes yearly. Our changes are heavily influenced by input from industry advisory committees.

Analysis and Appraisal

Strengths

Many faculty work closely with regional and national professional organizations. We have developed and routinely offer enterprise education classes requested by the local community. Faculty members have presented at GIS institutes nationally and internationally through the National Science Foundation. In addition, the Natural Resources Department has a strong history of participation on College committees and task forces. Natural Resources faculty members are also often invited for guest presentations in classes offered by other departments.

The Natural Resources Department has developed strong internal and external curriculum coordination to insure that courses are taught with consistency.

Curriculum innovation is ongoing. The department had a multiyear Advanced Technology Education grant from the National Science Foundation from 1998 to present. Significant changes to the Forestry and GIS curriculum were undertaken.

Articulation with local high schools exists where appropriate. Articulations are sought after and continue to grow. Articulation with universities also exists and the department actively strives to increase such relationships.

Challenges

Maintaining growth without any foreseeable funding increases to support services or budget is a challenge. This is especially true given the technical nature of the department.

An increasing amount of time is required of faculty simply to keep up with industry changes and the subsequent integration into course content. This issue is critical. There is also a difficulty in finding qualified part-time instructors for the wide variety and technical level of courses taught especially at the part-time remuneration schedule. The new OSU-Cascades Campus will affect our programs unequally and demand faculty time.

Recruiting students is problematic in Forestry because of a societal attitude that it is a "sunset industry." While mechanization and reduced use of public forests for wood production has led to a decline in logging and wood products jobs, there is still a tremendous need for management of forests. Contemporary management of forests as ecosystems has created a need for forest technicians and managers in both the private and public sectors. The department needs an extensive and uniform tracking of graduates and placements with support necessary to carry this out.

SCIENCE DEPARTMENT

Description

The Science Department at COCC provides learning opportunities in the life and physical sciences for students in certificate, applied science and transfer programs. The department is dedicated to working with students to help them develop a clear understanding of the processes and ideas central to the various scientific disciplines. We are also committed to the development of basic laboratory skills. Introductory-course sequences are provided in Biology and Physical Science. Intermediate-level sequences are offered in Chemistry and Anatomy. Sequences for science majors

are taught in Biology, Chemistry, Geology, Physics, and Anatomy and Physiology. We offer a modest selection of topical courses ranging from Microbiology to Mineralogy. With few exceptions, these courses have integrated lab or field study components.

Mission

To provide an active learning environment which fosters understanding of the validated processes and ideas of science and supports students in the pursuit of their personal and career goals while functioning as a supportive and collaborative community of scientists dedicated to excellence in instruction and our growth as teachers and learners.

Significant Changes

Outcomes have been established for nearly all courses taught through the science department. We began to integrate them into course materials during the 2000-2001 academic year. Benchmarks for science courses are being developed with the expectation that they will be largely articulated over the coming year. Extensive implementation of these benchmarks is envisioned two to three years down the road.

The accreditation process has brought into focus the difficulties in directly measuring the common outcomes that we have for our students. In many cases these outcomes are highly contextual (as in the case of analytic skills in the context of the various disciplines). Traditional testing examines elements of this student outcome, but it is heavily commingled with other outcomes and is not easily separated out. Conceptual learning is often a challenge to distinguish from effective rote learning. The self-study process, for all its challenges, has helped focus our thinking on these matters.

Where possible we have begun to use national assessment toolswhich are broadly useful in comparing the skills and understandings of our students to national norms. In some cases, we can make use of studies of these data sets at the national level to provide some insight into the correlation between our results on these instruments and the desired student outcomes.

Due to the established service nature of many of the courses offered by the Science Department, no regularly scheduled courses have been added. Some courses have been added that are taught on an occasional basis when there are sufficient students or instructional opportunities. The bulk of the growth in offerings in the Science Department has come through our collaboration with the University of Oregon to

bring their BS in General Science to the COCC campus. Roughly 12 new courses have been taught in biology, chemistry and geology to support our core pre-med and field biology emphases.
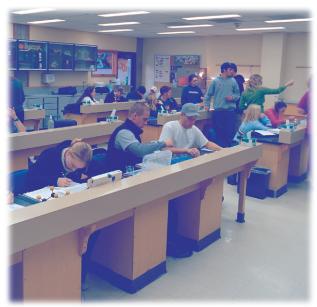
The faculty members in the Science Department are distributed through the disciplines to reflect both the need for their services and to provide programmatic flexibility as the institution grows. Due to our ongoing articulation of four-year programs with the University of Oregon, we also have faculty in the department who teach for both institutions while on contract with COCC.

Discipline	Full Time	Adjunct	Part Time	Shared
Biology	4	2		2
Chemistry	2			
Physics/ Engineering	1		3	1
Geology	1			
Support Staff	2			1
Totals	10	2	3	4

Analysis and Appraisal

Strengths

A strong faculty commitment provides COCC students with a highly effective learning environment. The department has a deep belief in the intrinsic value of individual mentoring as a part of the community college learning experience. Full-time and part-time faculty are professionals in their fields. All tenure-track faculty have PhDs or its equivalent, as do several of the part-time faculty. All have graduate degrees in their primary fields of study. Faculty have both significant research and teaching experience. The Science faculty members manifest a deep personal and professional respect for each other that provides a bedrock of goodwill and support from which to take risks as teachers and grow as colleagues. Faculty members are committed to their growth as teachers and to the success of their students. Evidence for this includes strong student evaluations and the five departmental recipients of the Faculty Achievement Award for outstanding teaching. This strength is also reflected in the involvement of many instructors in regional and national programs to foster teaching excellence. Science faculty are deeply involved in the ongoing governance and growth of the College as leaders and members of standing committees and task forces. The department strives to provide role models for both men and women in science by example. Almost 30

Biology lab space limitations

percent of our tenure track faculty and more than half of all instructors in the Science Department are women.

The department has a commitment to the integration of technological tools into the teaching environment in ways that are pedagogically appropriate, including those needed to facilitate distance education opportunities for students across our geographically large District.

The department is fortunate to have experienced and professional support staff consisting of one office specialist supporting 15 instructors and one lab tech providing support for biology and chemistry labs.

Collaborations with regional institutions provide access to upper-division coursework and baccalaureate degrees. A challenging interinstitutional and interdepartmental effort that has been years in the making has led to the graduation of our first class of baccalaureate students in June of 2000.

The herbarium located in Ochoco is an open resource for the College and wider community. Cataloging herbarium samples provides work opportunities for students and community members.

Challenges

There are lab space limitations - particularly in the form of lab space for biology. In addition, classroom and office space is not accessible to demonstrations, equipment, and supplies

New faculty are needed to meet burgeoning student need for a range of courses. Pedagogical developments require greater commitments of time at all levels from preparation to implementation of activities.

SOCIAL SCIENCE DEPARTMENT

Description

The Social Sciences Department is composed of 11 disciplines which provide diverse views and explanations of human behavior. The past, present and future of humans as social beings are explored at different levels and in different contexts. Transferable Social Science courses in support of the associate of arts and associate of science degrees are offered in these disciplines: anthropology, criminal justice, early childhood education, economics, education, geography, history, political science, psychology and sociology. Many students at COCC enroll in Social Science courses either to meet the lower-division requirements of a specific social science major or to meet the lower-division, general-education distribution requirement in social sciences for an AAOT.

In addition, a significant number of students enroll in Social Science courses to pursue one-year certificate and two-year associate of applied science degrees. Students may obtain a one-year certificate in Juvenile Corrections or in Early Childhood Education. They may obtain an AAS in two areas: Criminal Justice and Early Childhood Education, with a third AAS degree in Cultural Resource Management (pending state approval).

Mission

The Social Sciences Department is committed to creating a true academic community – a community of learners – which respects diverse individuals, opinions and experiences. As a department, its members strive to challenge students to think critically and creatively so that they will become more intellectually rounded and more actively engaged in the process of living and learning.

Significant Changes

The future focus of assessment for the Social Sciences Department will be on assessing student learning outcomes. The goal of the Social Sciences Department is to have an ongoing review of its course offerings in relationship to our five student learning outcomes. The first two courses selected for assessment, starting fall term 2001, are PSY 201 *Psychology: Mind and Brain* and WC 101 *Western Civilization History.* These courses were selected because many students are required to take them and there are multiple sections of each. The results will be reviewed by the department and become the basis for further

analysis of methods of instruction, competencies, and most importantly, of student success. Additional courses will be added to the assessment project each academic year.

The Social Sciences Department has made many curricular changes since the 1992 department self-study, including the expansion of the number of courses and sequences offered for students seeking the AAOT and an equivalent expansion of courses and degree options available for students pursuing one of our professional-technical AAS degrees. Because resources and faculty are limited, not all core courses are offered each year, but a scheduled rotation of courses is embedded in our programs. In addition, a notable number of Social Sciences courses include computer-assisted components and/or have WIC (Writing in Context) and MIC (Multicultural Infusion Component) designations. Finally, a significant number of upper-division courses have been designed and implemented for the bachelor's degree programs of the University of Oregon. All our curricular changes are aligned closely with the College Board of Directors' ends and the Social Sciences Department mission and goals.

Analysis and Appraisal

Strengths

The majority of faculty has terminal degrees in their discipline, and all full-time faculty members are committed to professional development and pedagogical experimentation. An increasing number of part-time faculty members are committed to professional development and pedagogical experimentation.

All full-time faculty members are technologically competent and an increasing number of part-time faculty members are as well.

We have a competent, self-motivated instructional secretary who provides tremendous support to 38 COCC faculty members and a number of University of Oregon and Oregon State University faculty members as well.

There is a commitment to increasing the Social Science professional-technical program offerings, both by expanding the existing Criminal Justice and Early Childhood Education programs as well as by designing and implementing two new professional-technical programs. The first is an interdisciplinary program in Cultural Resource Management (currently pending state approval) and the second is in Human Services/Family Studies, which will be an interdisciplinary program as

well. Each of the professional-technical programs has an active, knowledgeable advisory committee.

We have had successful partnering with other institutions of higher education which enables students to gain access to higher education. We have also begun an effective relationship with area high schools through the 2+2 Tech Prep program for articulating key high school courses with our courses within our professional-technical programs.

There is a long-term departmental commitment to address the academic needs of the entire district by participating in the Open Campus project, both by offering televised courses and Web-based courses.

In 1998 the Social Sciences Department moved into Modoc, the old library, which had been remodeled into classrooms and offices. Full-time faculty members each have their own offices which are equipped with computers. The majority of Social Science classes are taught in Modoc classrooms, all of which are furnished with multimedia equipment. Two classrooms, Modoc 104 and Modoc 222, are equipped not only with instructional computer workstations, but also with 14 additional student computer workstations, networked and loaded with ArcView and ArcInfo software. The availability of such high-quality classrooms makes it possible to provide an environment that is very conducive to learning.

Challenges

Managing the persistent demand for increased course offerings and program expansion without any increase in budgetary resources or full-time faculty is a challenge—as is maintaining programmatic quality with a disproportionate ratio of part-time to full-time faculty members in the department.

Adopting competency-based assessment will be a challenge particularly because there is little time built into schedules to allow for curriculum development, working with OSU-Cascades Campus and its partners, and research.

Inefficient computers and the lack of research laboratory facilities, equipment and software are also a challenge.

SUBSTANTIVE CHANGES

Branch Campus

Oregon State University-Cascades Campus is a partnership headed by OSU. It is included here for completeness only. Oregon State University opened the branch campus, OSU-Cascades Campus, on the COCC campus in fall 2001 with an enrollment of 450 students in its and its partners' programs. Transition teams, focusing on subjects such as curriculum and registration, consisting of faculty, managers and staff, were formed and charged to work with counterparts at OSU during spring 2001 (see Memos of Understanding, Exhibit 2.11).

Redmond Campus

While we are calling the Redmond Campus a campus, it does not meet the threshold for a substantive change report. Opened in 1998, the Redmond North Campus includes College Center services and One-Stop Connections (housing the Redmond Workforce Connection providing a single avenue to services for job seekers and employers). The Manufacturing and Applied Technology Center (MATC) opened in fall 2001 as an innovative training facility offering open-entry, open-exit modularized competency and credential-based curricula in manufacturing technology, welding, computer-assisted design, computer-aided manufacturing, computer numerical control, robotics and precision wood-products manufacturing. The student-centered, assessment-driven approach will enable the MATC to offer a wider range of skill development than students and employers are likely to find anywhere else in the Northwest or perhaps the nation (see Exhibit 2.12 for the complete North Campus report).

Distance Education (Policy 2.6)

The goal of distance learning at COCC is to utilize distributed delivery strategies to improve access to COCC programs and services for adult learners who are restricted from traditional access by distance or are otherwise place bound (Open Campus Futures Plan, March 2000). This goal has evolved from the board of director's strategic planning process and is congruent with the College's mission and goals.

The COCC board of directors has a tradition of commitment to providing educational services for all of the College's service area. Perceiving the District as a campus has roots in the College's history and continues with the current leadership. The College's mission statement is: "Central Oregon Community College will be a leader in regionally and globally responsive adult lifelong education for Central Oregon." The vision refers to the area as a "districtwide community", and the most recent board goals statement (Ends Implementation Strategies, April, 2000 available at http://www.cocc.edu/general/mission.htm) states "COCC will ensure all adult students throughout the

district have access to post-secondary education at the community college level."

The 2000-2005 Academic Plan (Exhibit 2.1, approved by the board in March, 2001) reflects this commitment and creates a programmatic goal: "Curriculum goals include offerings that allow completion of the Associate of Arts Oregon Transfer (AAOT) degree entirely by distance learning within the COCC District, selected associate of applied science degrees, and the general education and skills courses common to most AAS programs. In addition, distributed learning modes will be used to provide wider access to other areas of the college curriculum when appropriate to address constraints of time and distance."

COCC's distance learning program, called Open Campus, consists primarily of the courses, programs and services which are exported throughout the service district by a variety of formats and methods. The College also participates in two statewide partnerships (the Oregon Network for Education, Oregon Community College Distance Learning Council) and works collaboratively with the Oregon State University-Cascades Campus in a partnership to share infrastructure and resources used to import upper-division instructional services.

Open Campus

The Open Campus distance learning program delivers COCC courses and services throughout the District. The program includes but is not limited to a minimum selection of courses by which students can earn the Associate of Arts degree (Oregon transfer) over a three-year period (see Associate of Arts Three-Year Rotation and the Open Campus List of Courses 1996-2000 in the Distance Learning Open Campus report, Exhibit 2.13).

Courses use a variety of delivery methods including interactive television courses, interactive asynchronous courses delivery over computers via the Internet, and combinations of both technologies. Some courses include a defined face-to-face requirement such as orientations to online courses, weekend format courses or a seminar held in a College Center.

Interactive television (ITV) courses are distributed to College Centers using interactive television fixed-service microwave, customized Internet-based terrestrial video and a new statewide Internet protocol video network. All technologies used for interactive television course instruction are configured to mimic the ITFS analog signal, which provides one-way video out to College Centers and two-way audio interaction.

The ITFS signal will have two-way video capability when the infrastructure is digitized, predicted in the next three to four years. Each ITV class is broadcast from one of two television classrooms on the Bend campus, with a group of traditional Bend students participating in the course. A technician supports the instructor from the control booth and can select for display the image from two classroom cameras, a document camera, computer presentations, video or DVD images, or audio CD. The broadcast booth allows for "picture in a picture" display, which allows the instructor's image to appear on the monitor along with the view of multimedia resources.

Interactive television courses are broadcast to College Centers in the following communities: Redmond, Madras, Warm Springs, Prineville, Sisters, and La Pine (a pilot broadcast to the North Lake School is planned for spring 2001). College Center staff support the courses with regular and irregular wage staff. College Center classrooms feature large screen monitors, microphones, fax machines, and in some cases a classroom computer. Center staff provide site facilitation, material distribution and exam proctoring services in addition to pre-enrollment student services. Centers also house computer labs with free drop-in hours, free tutoring services and occasional on-site meetings with the teacher.

Computer-based courses delivered via the Internet are predominantly structured, interactive courses and not self-paced or independent learning. Most courses use WebCT software as the course environment though individual teachers make software decisions and a variety of combinations of software have been used. Students have access to the College's computer labs for free drop-in use both in Bend and at the College Centers in surrounding communities.

Learning materials for distance learning courses are distributed in a variety of ways, including:

- U.S. Postal Service (a test of mail leaving Bend and arriving at Centers in 1997 revealed that 96 percent of the mail arrives in Centers two business days after it leaves COCC Mail Services, and the remaining four percent arrived within four days);
- Web sites direct to students;
- FirstClass Client e-mail conference sites direct to students;
- FirstClass Client e-mail conference for staff only to post information and attachments;
- secure FirstClass Client e-mail conference for attaching exams, accessible only by Center staff;

- e-mail (alias to all Center staff, direct student-faculty);
- Web bulletin board, chat;
- courier service for time-sensitive material; and
- fax machine for time-sensitive material.

Program Size and Scope: The Open Campus program has delivered a minimum schedule of courses since 1996 to allow students to complete the Associate of Arts Oregon Transfer degree. For a full list of courses, see Open Campus List of Courses 1996-2000 (Exhibit 2.13).

	Courses offered	Total head count	Remote head count
1996-97	15	420	110
1997-98	27	681	370
1998-99	32	804	437
1999-2000	36	837	663

Organizational Structure and Support Staff: Distance learning has been located within the academic affairs division of the College since its inception, with the coordinator reporting to an instructional dean. The functions of curriculum design, program and strategic planning, and evaluation are overseen by the instructional dean, who participates in the deans' council, the larger instructional team, and the president's managers group. The coordinator of Distance Learning receives support from the administrative assistant to the instructional deans, the administrative assistant to the vice president for instruction, the department secretaries and the enrollment services staff.

The work of supporting a distance learning program is inherently distributed to departments throughout the College, and COCC's decentralized technology structure and model of integrating services for distance students into the mainstream student services efforts further supports a cross-functional approach.

Budget: The College has created a sustainable budget for the distance learning program. The larger financial climate puts COCC in a precarious position. General growth has been at three to five percent per year for all but three of the last 15 years; the College's revenue is tied to the state funding formula, and the state's funding formula does not account for institutional growth. Instruction is essentially at capacity, with general college courses filled, large waiting lists and the ratio of full-time to part-time faculty below target. In addition to general growth, COCC began integrating services with OSU-Cascades Campus fall

2001 and supporting a local upper division/graduate population. Though the OSU-Cascades Campus will bring with it revenues to offset its impact, the College will experience workload pressures from planning the integration and implementing the transition.

Demand for distance learning courses is growing as well. The following chart shows waiting lists in recent terms; demand is especially high for more online courses.

	Courses offered	Students served	Waiting list (1st day)
Fall 99	14	271	127
Winter 00	10	207	95
Spring 00	14	340	91
Summer 00	4	71	15
Fall 00	13	340	106

The needs assessment conducted in 1999 revealed a list of new programs requested by students as well as demands for private sector training and continuing education and offerings for qualified high school students. Given these underserved populations and the current funding climate, growth in the distance learning program will present a challenge.

Student Services

It is the goal of Open Campus to have all essential students services available to remote students without coming to the Bend campus, and with the exception of new student services (advising, orientation, placement testing), this goal is met. Improvements in access to students benefit not only remote students taking distance courses, but all COCC students. There are two main delivery methods to provide remote services: College Centers and the College's Web site.

To evaluate the quality and level of services available to remote students, Open Campus brought a consultant to COCC in 1999 to perform a distance learning student services audit (see "Student Services in COCC's Open Campus" report in supporting documentation or look on the Web at: http://www.cocc.edu/opencampus/faculty/servicesreport.htm). The consultant, John Witherspoon, was funded through a Fund for the Improvement of Post Secondary Education (FIPSE) grant to the Western Cooperative for Educational Telecommunications in support of the Putting Principles into Practice project. This report formed the basis of discussions and plans to improve student services for remote students.

Analysis of Program Strengths, Challenges

Strengths

(1) Academics

Accountability to mainstream academic structure, qualifications of faculty, participation of full-time faculty, strong faculty development component, strong instructional technology support, model of interactive outcomes-based course design.

(2) Strategic planning, analysis and assessment

Established pattern of strategic planning using faculty leadership, use of measurable benchmarks to reach goals and guide decision-making, use of feedback tools to aid in assessment. Feedback tools include:

a. ongoing/recurring tools
- enrollment data (head count, FTE, remote students)
- waiting lists
- e-mail requests via Open Campus Web site (average six to eight per week)
- three-year AAOT course requirement audit (every year I audit to rotation of courses to plan the coming year schedule to guarantee an AAOT in every three-year rotation)
- student feedback surveys (evaluations administered every term)
- faculty survey (usually once a year of faculty who taught OC)
- student success audit (determine successful completion rate defined as C or better in OC courses, in all COCC transfer courses, and compare)
- Open Campus electronic Helpdesk inquiries
- ongoing planning through Center advisory committees, Center directors (example is the ECE curriculum in response to Warm Springs request for courses to upgrade Head Start staff to meet federal requirements)

b. nonrecurring tools
- 1999 Central Oregon Household Telecommunications Survey (conducted by UO for COIC)
- 1998 Services for COCC Distance Students Audit (by John Witherspoon of the Western Cooperative for Educational Telecommunications)
- 1999 Central Oregon Distance Learning Needs Assessment (interviews with regional employers, school leadership, distance learning stakeholders in preparation for Open Campus Futures ad hoc planning group)
- Online Student Success Survey (survey of students in spring/summer 2000 online courses to identify patterns of behavior correlated with success)

(3) Budget Structure

Sustainable budget which promotes faculty development, student services and replacement of infrastructure
   a. video broadcast facility
   b. student services

(4) Web registration, online Student Information System access, remote tutoring, online writing lab, free e-mail accounts

(5) Library Services
- Remote access to services and collections, designated distance learning librarian

Challenges

(1) Instructional Resource
- Pressures of overall College growth, overall full-time to part-time faculty ratio below target, distance learning load reduces traditional course load available
- Faculty development, represented both in terms of the challenge of learning how to thoughtfully integrate technologies into the curriculum and in the time it takes for faculty and support teams to redesign instructional materials

(2) Student Services
- Academic advising, new student orientation and placement testing
   a. currently not provided to pre-enrollment students throughout the year
   b. requires new students to come to Bend campus at limited times
- Expanding student Helpdesk

(3) Coordination among COCC departments
- Challenge of coordinating curricula for various initiatives and community requests (such as Redmond North Campus, 2+2/Tech Prep).
- Coordination of scheduling for ITV rooms with academic departments and remote Center users such as Community Education or Adult Basic Education as facilities become more heavily used.
- Predicting and building technology infrastructure (networks, servers, etc.).

(4) Curriculum oversight provisions and timelines in host/provider framework
- Current model does not facilitate oversight provisions by host schools (review and approval of course, instructor)
- Timelines are not congruent with COCC schedule timelines.

(See Exhibit 2.13 for the complete Open Campus report with documentation.)

Standard 2 List of Appendices and Exhibits

Appendices
Appendix A: Select Faculty and Staff Achievements
Appendix B: Committee Membership Matrix/Chart

Exhibits
2.1 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
2.2 Department Notebooks
2.3 Task Force Reports on depth and breadth General Education course requirements
2.4 Chart of Cooperative Work Experiences
2.5 New program Task Force report
2.6 Articulation Agreements
2.7 Enhancing COCC's Learning System Through Technology Report
2.8 COCC College Catalog
2.9 Academic Warning Policy
2.10 Advising Committee Report
2.11 Memos of Understanding with OSU-Cascades Campus
2.12 North Campus Report
2.13 Open Campus Report

(Note: Community Education Exhibits are in the exhibit room, Exhibit 2.2)