Northwest Association of Schools and Colleges
Commission on Colleges

A Full-Scale
Evaluation Committee Report

Central Oregon Community College
Bend, Oregon

April 14-17, 2002

A Confidential Report Prepared for the Commission on Colleges that Represents
The Views of the Evaluation Committee

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Introduction

Central Oregon Community College (COCC) serves the communities of Bend, La Pine, Madras, Northern Lake County, Prineville, Redmond, Sisters, and Warm Springs. During 2000-01the college enrolled a total of 7,152 credit students and a total of 16,696 students overall.

The college is undergoing significant change. While enrollments are increasing dramatically, the state-funded portion of the institution's budget is being reduced. Efforts to link with K-12 and higher education baccalaureate-granting partners are exciting but challenging. Facilities are highly utilized, and a capital bond will be presented to the voters in May of 2002.

While the above-mentioned issues could tax any institution, team members found a thriving, energetic, open, collaborative college that had prepared itself well for the self-study process. The previous full-scale evaluation was conducted in 1992, with a regular five-year visit following in 1997.

The self-study was well prepared but lacked in-depth analysis and application of "lessons learned." The team chair met with members of the self-study steering committee and discussed ways in which the document could be strengthened in the future.

Evaluation team members were warmly received by the institution and were provided every opportunity to elicit information from board members and campus employees. Those interviewed were honest and forthright with their comments. Printed material and exhibits were readily available and supported the work of the team.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

The governing board of Central Oregon Community College (COCC) operates from a policy governance framework, developing and reviewing the college mission in a systematic fashion, and clearly measuring institutional progress against stated objectives (Ends) that are based on their work. Board policy statements are examined annually, and the college's short- and long-term goals are congruent with both the mission and the board policies (Standard 1.A).

The college obtains information from the service district that then provides a basis for strategic direction, institutional improvement, and resource allocation. Examples of information obtained include results of student and community surveys, localized higher education reports, and regional economic impact studies. The mission, vision, and goals of the institution are clearly stated in college publications and made readily available via the World Wide Web.

There is a strong emphasis on public service at COCC (Standard 1.A.6). Faculty development plans include public service as a component, and a review of the list of selected COCC faculty, administrator, and staff achievements clearly demonstrates a strong commitment to integration of the college with its community. With reductions in state budgets resulting in more specific targeting of funds toward direct instruction, the institution is struggling to ensure its public service emphasis is not diminished.

COCC has established a clear, effective planning model at the board level of the institution (Standard 1.B). Under development is the instructional plan, with work under way to align both the student services and the administrative services arms of the college with over-all planning efforts. Of special note is an excellent long-range facilities plan that details district capital growth over the next several years. This plan was developed with broad-based input from the community, institutional partners, and college constituent groups (Standard 1.B.3).

The board's policies serve as the basis for implementing strategies that include clearly stated measures of success. The components of the board's

institutional effectiveness model include achievement expectations, means for achievement, evaluation criteria, and assignment of responsibility for the tasks. These strategies are reviewed on an annual basis, progress identified, and modification made for the next implementation cycle. There is a need for the board's work to guide institutional effectiveness strategies at the unit and departmental levels of the college (Standard 1.B.4 and 1.B.5).

Evaluation of teaching is accomplished through a locally developed but nationally recognized faculty evaluation model. Indicators of student learning outcomes are works in progress and can best be described as being at the early development phase. While not all departments have fully identified learning outcomes, each area is working to move into compliance. Professional development for all employee groups is emphasized at the college with planning and adequate resources provided through the college's Organizational Development Committee.

Research that supports decision-making at the college has been conducted through a decentralized model (Standard 1.B.8). In anticipation of expansion, growth, and development of additional site-based options for students, the college recently centralized research and institutional effectiveness under one department. This strategy is helping the college begin to be pro-active in gathering and using data in systematic and purposeful ways.

While board policies clearly guide the strategic direction of the college, collaborative planning occurs at all levels of the organization. A wide range of employees and community members are included in planning efforts and careful attention is paid to eliciting feedback prior to formal adoption of policies or implementation of organizational change. Resource allocations are based on a series of plans that identify priorities for hiring, purchasing, and facilities and/or service improvements. While not all members of the college community are clear about how final resource allocation decisions are made, there is affirmation that they have had an opportunity for input and that it is considered.

The college purposefully engages in strategic conversations with its community. Examples include focused discussions with the citizens of

Redmond, residents of the Madras area, and, most recently, with constituent groups from the business and industry sector. Careful attention is paid to follow-up actions resulting from the conversations.

A clearly established mission and the goals of the Board of Trustees guide the college.   Lower levels of the organization are working to bring planning and institutional effectiveness efforts into alignment with this guiding work.

In summary, while the mission and board goals of the college are well established, an over-all institutional effectiveness plan is not in place.   Recent decisions to centralize the college research function and support faculty in moving toward an outcomes assessment model are necessary steps to successfully meeting the full requirements of Standard One.

Standard Two – Educational Program and Its Effectiveness

In accordance with Standard 2.A.1, COCC is an institution with a strong commitment to high standards of teaching, learning, and service. A collegial atmosphere and many collaborative practices enhance the instructional process. College policies encourage faculty and staff development.

Facilities and equipment are adequate (Standard 2.A.1). Curricular offerings at the main campus are constrained due to space limitations, and some program offerings are scheduled at off-campus sites to accommodate student demand for access. The college is working to respond to rapid growth in the area while complying with state budget reductions.

Faculty have a major role in curriculum governance (Standard 2.A.7). The administration establishs an atmosphere that encourages faculty and staff creativity, collaboration and innovation. While not fully developed, existing goals of the instructional programs are consistent and compatible with the institutional goals and mission. Most courses have competencies, but benchmarks are often lacking and are not consistently reflected in syllabi (Standard 2.B.1 and 2.B.2).

While some individual programs conduct regular program reviews, there is no evidence of a systematic program evaluation process (Standard 2.A.2) or evidence of policies, regulations and procedures for additions or deletions of courses and programs (Standard 2.A.11).

Currently the college lacks institutional goals and assessment measures that flow from the mission and goals of the board (Policy 2.2). While there are exemplary planning documents that reflect individual efforts toward assessment, there is not an overall plan that adequately reviews program and student performance (Standard 2.B.1). Lack of such information and the absence of a consistent program review process limits the College's ability to identify areas for improvement.

COCC generally complies with commission standards regarding General Education requirements. Concerns were noted, however, regarding related instruction. Per Standard 2.C.7, most programs maintain adequate full-time

faculty representation. It is questionable that the college is in full compliance, however, in all program areas.

Automotive Technology

Automotive Technology is a well-established program. There are two full-time instructors and one part-time faculty member teaching evening classes. The curriculum is well defined, is based on industry recognized NATEF standards, and has been reviewed and approved through the college's curriculum approval process (Standard 2.A.7).

Concern was expressed in both the self-study and during interviews regarding financial program support. A closer look by the administration may be needed in order to verify that adequate support is provided, especially in view of the addition of the diesel engine technology option (Standard 2.A.1). The program advisory committee meets three times annually, providing industry-based guidance that is essential to program success. No assessment of program effectiveness is made as required by Standard 2.B and Policy 2.2.

Business Administration

The Business Administration program consists of several program options: Accounting, Entrepreneurship, Hospitality and Tourism, Managing and Marketing, Information Systems Management, General Business, and Office Administration. Each of these options consists of curriculum that leads to either a certificate of completion or an associate's degree (Standard 2.A.3).

Program budgets that are dedicated to the purchase of supplies and materials are sufficient to support instructional needs (Standard 2.A.1). Additional funding would allow the purchase of those items necessary to improve the use of technology in the classroom. While students may take courses that require the use of library and information resources, there is no formal integration into the program curriculum as required by Standard 2.A.8. Program effectiveness is not monitored and evaluated through an institutionally defined process is required by Standard 2.B and Policy 2.2.

Cascade Culinary Institute

The Cascade Culinary Institute provides instruction in culinary arts via a contractual arrangement with the college. The instructor is well qualified for his

position, holding certification as an executive chef through the American Culinary Federation (ACF). The program supports the college's mission of providing lifelong learning opportunities that are responsive to regional needs. The growing recreational and tourist industry demands people with training in this profession, and the program is well positioned to respond to that need.

Students who successfully complete the program requirements receive a certificate of completion. Program curriculum is based on recognized industry standards, using the ACF competencies as its base. All course content is approved through regular college processes (Standard 2.A.7), and all recruitment and enrollment functions rest with the college (Policy A-6.d). While course requirements in human relations and communications are contained in the program, there is no clearly identifiable component in computation as required by Standard 2.C and Policy 2.1. There is an established industry advisory panel to aid in guiding the program. No formal process exists to assess overall program effectiveness (Standard 2.B and Policy 2.2).

Computer Information Systems

The Computer Information Systems program is healthy and growing. Despite the challenges of recruiting qualified faculty members and maintaining curriculum currency, the instructors who teach in the program have excellent morale and take great pride in their work. The program curriculum is well designed and provides students with several options of study. The process by which it is reviewed and subsequent changes approved is clearly understood by all involved.

Financial support from both college and grant funding is adequate to support program needs (Standard 2.A.1). While the curriculum contains identifiable components of related instruction and general education (Standard 2.C and Policy 2.1), several faculty members expressed the concern that the skills necessary to be successful in a team-oriented workplace were not adequately addressed.

There is no formalized process in place to determine the effectiveness of this program as required by Standard 2.B and Policy 2.2. The program advisory

committee, which has representative membership and meets regularly, and anecdotal information are the sole metrics used to effect program change.

Drafting Technology/Computer-Aided Drafting and Design

The Computer-Aided Drafting and Design (CADD) program is a two-year program of study that leads to an Associate of Applied Science degree. Course content is well defined with completion requirements easily understood. Staffing is sufficient to support the number of students enrolled. The computer lab that supports this program contains sufficient hardware and software resources. Course pamphlets that clearly define learning outcomes, related competencies, and student exercises that support skill mastery have been produced. Design of the curriculum originated with the faculty and was approved through the college's review process (Standard 2.A.7).

Students who complete the degree requirement must take a clearly identifiable component in general education as well as additional technical electives. The use of information resources is also addressed through the inclusion of LIB 127 Information Research Skills (Standard 2.A.8). There is no formal process for determining program effectiveness as required by Standard 2.B and Policy 2.2.

Manufacturing Technology

The Manufacturing Technology program at COCC is housed in a nearly new facility, and the program is well equipped and is supported by sufficient financial resources obtained through college and grant funding (Standard 2.A.1). The Manufacturing and Applied Technology Center (MATC) is a showpiece for this institution, and the instructors who teach in the program exhibit great pride in and enthusiasm in it.

The curriculum is designed around a software-based product from Amatrol that uses industry-based standards to set course competencies and has been approved for use through the college's curriculum approval process.   The open entry model used for enrollment is responsive to student needs.

The program curriculum is divided into two phases which each result in the award of a certificate of completion. There is also an associate's degree

option. Phase one and two of the certificate contain an appropriate mix of related instruction, while the degree option allows students some flexibility in choosing appropriate general education electives (Standard 2.C and Policy 2.1). Assessment of program effectiveness as required by Standard 2.B and Policy 2.2 is not taking place.

Apprenticeship

Apprenticeship programs at COCC serve 140 to 160 students at any given time and are compatible with the college's mission (Standard 2.G.1). The college maintains relationships with eight Industry Trade Committees. These committees set the standards of training for their particular specialty, with these standards originating through the Oregon Joint Apprenticeship Trades Council (OJATC).

The OJATC-provided curriculum has been formally approved by the college (Standard 2.G.11). Each apprenticeship is also governed by a contractual agreement that conforms to the requirement of Policy A-6.

Allied Health/Health and Human Performance

The Allied Health (AH) Division is composed of seven program areas that are designed to prepare students to work in the health-care industry of Central Oregon. These programs include Nursing, Health Information Technology, Dietary Manager, Emergency Medical Services, Massage Therapist, Medical Assistant and Dental Assistant. In response to a community survey, the college recently initiated five of the programs. Two of the programs began as self-support programs in the Center for Business and Industry and have recently transferred to the AH/HHP division. The mission statement and goals of the division are consistent with the college mission and goals.

AH division faculty are housed in three different locations on campus, and HHP faculty are in a fourth facility, which can hinder collaboration. Classroom and laboratory space is limited for some of the newer programs and the Massage Therapy Program is located off campus.

AH Program managers and the HHP department chair verify that there are adequate financial resources for program equipment and supplies. A $36,000

grant was recently given to the HHP department from the COCC Foundation to purchase new equipment for the fitness center.

At the time of the self-study, the AH division had only .5 FTE support staff which was insufficient to meet program support requirements. In response to the need identified in the self-study, the college has increased support staff in the division to 1.5 FTE.   There are no full-time faculty in two major program areas, Emergency Medical Services (EMS) and Medical Assisting. It appears that full-time faculty may be an important resource need for these two programs (Standard 2.C.7).

The AH program directors and faculty, both full and part-time, are enthusiastic and committed to building quality programs that produce competent health personnel. The development of the curriculum is clearly under the auspices of the faculty. Student assignments routinely require the use of library resources and each program is provided an annual budget for purchasing library materials (Standard 2.A.8).

Examination of AH course syllabi shows that the use of course outcomes is inconsistent. While course competencies are required for every course to receive approval by the curriculum committee, these may or may not be included on the course syllabi that are given to students (Standard 2.A.4).

Program assessment for the AH Programs consists primarily of results on licensure examinations, surveys of graduates and employers and student evaluations.   Student evaluations of courses and faculty are done on a consistent schedule. There is not a consistent schedule for graduate or employer follow-up surveys for all programs.   Each program receives feedback from the community through an active advisory program committee that usually meets twice per year. Program graduates consistently achieve high pass rates on national examinations (Standard 2.B).

The AH students express a high level of satisfaction with the programs and faculty. They found the advising process adequately prepared them for the program but expressed a concern that there is a lack of availability of some core courses that could force a student to delay graduation for up to a year in order to

take a course that is only offered annually. In addition to the partnerships in the health-care community, the AH division is also actively building partnerships with the K-12 system to develop Tech Prep articulations with some core courses.

Most of the AH programs meet related studies requirements for human relations and communication. The computation requirement is often satisfied through a testing process at the time of admission to the program. Content regarding computation skills is not easily identified within many of the programs (2.C.1).

The Health and Human Performance Department (HHP) offers five transfer degrees in Exercise Science, Health Promotion and Recreation Leadership. In addition, HHP faculty teach core courses for the allied health students as well as courses that meet basic skill transfer degree requirements in exercise and health. The current HHP course offerings fill quickly, especially the core courses. The department generates 7-10 % of the college credit FTE. As needed, faculty change courses to reflect recent developments in the field and in response to community need.

The HHP faculty actively support a staff wellness program. At least one fitness class is offered quarterly to accommodate staff schedules; staff have access to the physiology lab at a reduced cost and free use of the fitness center.

Department faculty have recently developed competencies for each HHP course and identified the assessment measures benchmarks for the competencies. The competencies may or may not appear on the student syllabi but have been placed on the WEB and are readily available to students. The department has recently initiated an assessment process for HHP courses, and they are in the process of evaluating the efficacy of the information they gain from the measurements (Standard 2 B.1).

Both AH and HHP faculty are active on faculty governance committees. They are very collaborative in their approach in creating positive learning experiences for students and enjoy teaching courses in other departments when appropriate.

Mathematics

Discussions with mathematics faculty and review of the catalog and class schedules indicate that the department offers a full array of introductory and advanced classes. The department provides courses required for programs and majors across the campus. Offerings include developmental mathematics courses that prepare students for college level work, college transfer mathematics courses required for four year degrees and mathematics courses required in professional technical programs.

The mathematics department administers all the mathematics classes taught throughout the district. The same standards and curriculum governance practices are applied to on- and off-site courses. Such is also the case for distance learning mathematics courses. The mathematics department believes that their facility and technology needs are being adequately met.

The mission and goals of the department appear to be in keeping with those of the college (Standard 2.A.2). Evidence for this may be found in the catalog and schedules of classes.

The department has developed outcomes for all mathematics courses. This is a major achievement. However, a review of department syllabi indicates that the outcomes are not generally present in course syllabi. Currently there is no comprehensive outcomes assessment plan for departmental courses.

The mathematics department is strongly committed to the institution's faculty evaluation process. All faculty Professional Improvement Plans (PIPs) are posted on the department's web site.

Physics/Engineering, Geology, General Science

The college offers two different pathways in the engineering field: Engineering and Physics Transfer. This provides a course of study designed to prepare the student for transfer to a college or university for completion of a Bachelor's degree in Engineering or Physics or one of the related sciences.

The General Engineering Technology Transfer is an individually designed program that enables the student to transfer to Oregon Institute of Technology or another college or university that offers a bachelor's degree in one of the

engineering technologies or prepares the student for employment as an engineering technician. The number of students going directly into employment after this program has decreased, as has the number of technical transfer students. The program will be under review by the department in the near future.

The general science program consists of introductory non-sequenced courses that meet general education requirements for non-majors. The geology program offers transfer and general education courses for non-majors.

Faculty and department chairs report that facilities and equipment are adequate, but some labs are in need of new computers. Discussions with faculty and department chairs and review of the catalog and class schedules indicate that the courses necessary for students to move through their programs of study are available.

The goals of engineering/physics, general science and geology programs are embedded within the science department's goals and appear to be supportive of the broad institutional mission and goals. The science department administers courses that are taught either off campus or via distance learning. The same standards and curriculum governance practices are applied to off-site courses.

Each of these programs has developed outcomes for all of their respective courses. A review of department files indicated that the outcomes are not generally represented in the course syllabi. The science department is currently in the process of incorporating student outcomes into course syllabi and identifying benchmarks. Currently there is no comprehensive outcomes assessment plan for science department courses (Standard 2.B and Policy 2.2).

The college offers major work in the field of engineering; however there is not a full-time faculty member in the program (Standard 2.C.7). Given the nature of the engineering curriculum and the fact that the department offers the full traditional lower division engineering curriculum, the department may need to consider securing a full-time faculty member from the field in order to strengthen its compliance.

<u>Department of Natural Resources</u>

The Department of Natural Resources consists of the following programs: Computer Aided Drafting and Design (CADD), Geographic Information Systems (GIS), Forest Resources Technology, Structural Fire Science, and Wildland Fire Science. The department has an enthusiastic and dedicated faculty who operate in very functional facilities that accommodate the technology utilized by many of the programs. The department's tool shop reflects its desire to share tools and equipment as needed by various programs.

The CAAD and GIS programs operate computer laboratories that serve their students and faculty well. Departments are well equipped, but some faculty expressed concern about the ability of the college to continue to provide up-to-date computer hardware and software for their CAAD and GIS programs (Standard 2.A.1).

The Wildland Fire/Fuels Management program is an occupational supplementary program that serves the needs of the region in training employed firefighters in the advanced techniques of wildfire prevention and suppression. This is a self-support program operated in cooperation with the local fire fighting community.

All programs in the department have established outcomes for each of their courses. Many of these outcomes have been established in consultation with advisory committees and many include benchmarks. Formal tracking of graduates is not done, but faculty receive informal up-dates on the progress and experiences of their graduates. The department recognizes the need for the institution to formalize this process.

<u>Biology, Chemistry, and Related Departments</u>

The biology department has six full-time faculty members who work extremely well together to accomplish the goals of the program. Their classes consist of service courses for other programs on campus, such as nursing and EMS, as well as courses required for science and biology majors. The program has established competencies for all of its courses. Some members of the program have given thought to and have experimented with the assessment of

these competencies beyond the normal testing process, such as student performance.

The chemistry program consists of two full-time faculty. The program offers a complete mix of courses for non-majors and majors, as well as service courses for allied health students. The enrollment in these classes has stretched the laboratory facilities and equipment to their maximum. Laboratory equipment is currently adequate, but may need to be increased if more upper division classes are offered through Oregon State University. The chemistry program has competencies and benchmarks in place for all of their classes. Faculty recognize that they have work to do in assessing these competencies.

Both programs describe a very supportive administration that allows faculty to creatively teach their students about science. The challenge is to accommodate the growing ranks of students without diminishing the level of excellent teaching and learning.

Both biology and chemistry are actively involved in the B.S. in General Science offered by the University of Oregon, and expect to work with Oregon State University in establishing programs on campus. Some courses in each program are dually listed as 200 level COCC classes and 300 level University of Oregon classes and are taught by COCC faculty.

Humanities

The humanities department at COCC consists of developmental writing and reading courses, English composition, literature, speech, and foreign languages including Spanish, French, and a newly added first year of Italian.

Many humanities faculty at COCC teach both upper and lower level courses. At least six full-time faculty members teach OSU literature courses, and most reported being very comfortable with ITV and online instruction, training and support for which is quite adequate.

All writing/literature faculty have earned doctoral degrees or will receive them shortly. The writing/literature faculty meet every other week and academic freedom is evident. Curricular decisions are collaborative and cooperative, and the humanities curriculum adequately supports the college's degree and

certificate efforts. Degree and certificate curriculum reflect adherence to Standard 2.A.2 and 2.A.3.

The humanities department is making strides in its commitment to its mission of "*fostering an appreciation of human experience through exposure to the thought, literature and language of other cultures*" and recognizes its challenge to hire faculty and staff that represent more areas of cultural or ethnic diversity. While the department has made significant curricula additions over the last five years, including sequences in multicultural literature and non-Western literature and designated specific courses as MIC (Multiculturalism in Context), there was no reference to the college's Diversity Plan which had a stated goal of multicultural professional improvement plans for faculty and staff.

Humanities faculty feel comfortable with their role in college governance and decision-making structures. Faculty are knowledgeable about budget constraints and feel strongly that resources are adequately and fairly distributed (Standard 2.A.1).

Humanities faculty are recognized by the campus for their leadership in the area of outcomes assessment (Policy 2.2). All writing courses have identified competencies, benchmarks and measurable effectiveness indicators that form the basis for ongoing program review. Instructor syllabi for writing/literature identifies student learning outcomes, evaluation activities, and summative evaluation strategies that reflected a clear understanding of the cycle of assessment. Norming sessions are conducted by the department to ensure the fair evaluation of student essays by evaluators other than the instructor, and systematic statistical analysis measuring student success attaining benchmarks of selected competencies is exemplary.

Many writing/literature department faculty deliver instruction online and via ITV and report high success rates in their respective classes. Even though some sections will be reduced because of budget cutbacks, faculty feel supported and encouraged to develop and provide online instruction. The institution is to be commended for having a full-time distance learning specialist who provides strong support for faculty who teach via electronic delivery (Policy 2.6).

<u>Foreign Languages</u>

Two tenured foreign language instructors are part of the humanities department and maintain a solid language program in Spanish, French, and Italian. No systematic analysis of student assessment is completed, and faculty are not able to impact classroom instruction as a result (Policy 2.2). As reported in the self study, "*while regular meetings among foreign language faculty to select texts and coordinate curriculum occurs*", there is not a uniform understanding of program planning based on assessment. The department focuses on oral proficiency and, while it has developed clear outcomes in some courses, is working toward developing a more complete understanding of outcomes assessment for the improvement of teaching and learning. One faculty member is to be commended for having a course website with outcomes easily accessible for students.

<u>Speech</u>

Two full-time and three part-time faculty comprise the speech department. Not only do faculty integrate the use of the library and information literacy in their curriculum (Standard 2.A.8), but they also offer interdisciplinary classes. While faculty have appropriate assessment tools for student learning, they have not yet clearly identified nor benchmarked their competencies on course syllabi. Scheduling of classes appears to be in compliance with Standard 2.A.9.

<u>Fine Arts</u>

The fine arts department consists of two full-time instructors in visual arts, three in music and one in theatre. The department chair comes from the art department. The department commits to a high standard of teaching and learning as evidenced by effective models of outcomes assessment. Programs are well equipped though there is limited laboratory and classroom space. A small gallery is available for displays of student, faculty and community work.

Faculty have introduced several new courses and added many sections of popular courses that reflect their skills, meet the growing demands of the community, and in keeping with Standard 2.A.3. Course evaluations by students indicate strong satisfaction with instruction. Performances by students (concerts,

recitals, exhibits, choreography, plays, operas) meet the college's stated mission of promoting professional and personal development for adults, quality of life and cultural appreciation (Standard 2.A.2).

The curriculum appears to be in compliance with both Standards 2.A.1 and 2.A.3, and curricular decisions are based on the skills and knowledge of department members. Faculty are in charge of curriculum development (Standard 2.A.7).

Individual labs such as ceramics and metalworking are small though well equipped. Growth in the department for graphic design, a field that would meet the institutional goal of providing family wage jobs and be responsive to the community, is restricted by equipment and space. As enrollment growth continues, the fine arts department will need a larger facility to accommodate expansion of current programs and development of desired programs such as graphic arts and sculpture.

The fine arts department has identified benchmarks for a selection of its courses and has plans in place to review measures for these courses. Benchmarking of student learning objectives and course outcomes is uneven and, with a reliance on many part-time faculty to meet the demands on the department, no systematic review of syllabi or assessment activities is taking place (Policy 2.2).

Theater

One full-time faculty member comprises the theater department of the college and accommodates the demand for acting classes and dramatic literature by alternating course offerings each year. Part of the instructor's load is directing two or three student productions annually. A staff person is available for technical assistance and publicity. Adequate facilities are available, and classes are held in the Pinckney Center for the Arts.   As a single-instructor program, timely completion of competency identification and syllabus development is currently prohibited.

Music

Three full-time music faculty teach orchestra, choir and band, respectively. Department offerings appear to be in compliance with Standard 2.A.2, and faculty have a curriculum flexibility (Standard 2.A.7). Some curricular offerings are limited due to a lack of appropriate space and facilities. Symphony rehearsals are offered at a nearby high school and the music program works to support options for community members. As enrollment growth continues, facilities to accommodate this growth should be considered.

Social Sciences Department

The social sciences department consists of the disciplines of Anthropology, Economics, Geography, Geographic Information Systems, History, Political Science, Psychology, Sign Language, Sociology, Education, Liberal Arts, Pre-Law, and AAS degree programs in Early Childhood Education (ECE), Criminal Justice, and Cultural Resource Management. The faculty consists of nine full-time and twenty-seven part-time employees. Program concerns when evaluating the department against Standard Two requirements include assessment of student outcomes, full- and part-time faculty ratios, and student advising.

The social sciences faculty are well qualified, with most having terminal degrees (e.g., Ph.D.s). The academic standards of programs are high, with intensive writing and analytical components built into both departmental and individual course objectives and outcome statements. The courses and programs are consistent with institutional goals, are coherently organized, and transfer readily to universities in and out of the state of Oregon. The faculty are involved in distance education efforts, offering on-line and televised courses in stand-alone and hybrid methodologies. Faculty exercise leadership in curricular design and demonstrate a high commitment to educational quality. The social sciences department appears to be compliant with the major requirements set forth in Standard 2.A.

The department is currently undertaking the development of outcomes assessment methodologies across all programs. Conceptually, a five-prong outcomes vision has been defined for the department as a whole, and individual

course outcomes are developed with publication occurring in almost all course syllabi.

The protocols of measuring conceptual outcomes and utilizing the data collected for curricular and program review and improvement has not been developed (Standard 2.B). It is suggested that COCC provide training for social sciences faculty in how to develop outcomes assessment protocols, set clear goals and timelines for developing and implementing outcomes assessment methodologies, and include as an annual faculty evaluation variable progress towards developing and implementing meaningful outcomes assessment data towards curricular and program improvement.

Three AAS programs are in the department: Criminal Justice, Early Childhood Education, and Cultural Resource Management. The latter have no full-time faculty in the disciplines. Standards 2.A.1 and 2.C.7 require the institution to adequately support programs with personnel, physical, and financial resources. Although these AAS programs fall under the umbrella of responsibilities of the social sciences chair, it is questionable whether the COCC social sciences department is in compliance with these standards. It is suggested that COCC review the need to create greater faculty sponsorship in the Early Childhood Education, Criminal Justice, and Cultural Resource Management AAS degree programs. Standard 2.C is applicable to social sciences in that students receive exposure to broad domains of knowledge within the discipline areas and the three AAS degrees appear to meet requirements.

Social science faculty expressed concerns regarding appropriate academic placement of students given the academically demanding nature of social science curricula. Currently, there are no basic skill perquisites for 100 level university transfer social science curricula. Mixed reports regarding the effectiveness of social sciences advising appear to be consistent with comments about advising services from the campus at large.

Continuing Education and Special Learning Programs

COCC operates instructional centers in numerous communities throughout their 10,000 square mile service area. Each center offers non-credit

community education, adult basic education, English as a Second Language, and GED preparation courses. The Redmond, Madras, Prineville, and La Pine centers also have computer labs to assist in ESL and GED instruction as well as a variety of short-term computer classes geared to the needs of the community. In addition to non-credit courses, each center also provides credit courses delivered via Instructional Television Fixed Service (ITFS).

The rural instructional center operations are consistent with the mission and goals of the institution. All credit courses maintain the same academic standards as those regularly offered at the main campus. All instructional centers are managed and supervised by employees of COCC, therefore the institution maintains direct and sole responsibility for the academic quality of all aspects of the programs and courses. All credit courses offered at rural instructional centers originate from the Bend Campus via ITFS and are taught by full-time faculty. In this regard, full-time faculty are involved with planning and evaluation of the institution's credit programs offered at the rural centers.

Full-time faculty are not involved in the non-credit continuing education operations of the college. The responsibility for the administration of the outlying instructional centers and other continuing education programs is clearly delegated from the college President to the Associate Dean for North Campus and Extended Learning and to individual center directors. This evaluation has indicated that these rural centers have excellent full- and part-time staff that balance operations between the policies and procedures required by the institution and the needs and interests of the communities.

Students taking courses online or by ITV can access learning resource materials online or visit the Bend campus for library assistance. Interactive television and online students indicate that they are provided sufficient time and opportunities to work with faculty.   All student services and admissions policies pertaining to Bend Campus students also pertain to students from off-campus centers. The fee structure and refund policy is equitable and reasonable.

The granting of credit for courses at off-campus centers is the same as the policy of the main campus. All ITV and online courses provide credit according

to the policies established for main campus courses within the quarter system. An "instructor of record" that works with a "design team" to assure quality comparable to traditional instructional practices determines online course competencies and student outcomes.

Basic Education

The Adult Basic Education program (ABE) provides basic skills in reading, communication skills, math, study skills, basic GED preparation, instruction towards high school diploma, and English as a Second language. Part and full-time faculty provide computer self-paced and closely supervised classroom instruction at campuses and rural centers throughout the district. The program is well coordinated and has strong links with the college, while providing emphasis on specific aspects of the program as determined by need within the individual communities.

Community Education

COCC states in its mission that it will be a district wide community that holds lifelong education as a value and promotes ongoing professional growth and personal development for adults. Therefore, the college places a high priority on its Community Education Program. The program offers a wide variety of non-credit personal enrichment and recreation classes (i.e. Backyard Remedies, Yoga Stretch and Relax, Pine Needle Baskets, High Desert Sparrows). It is distinctly separated from the institution as demonstrated through information publications and student admissions procedures. The program uses part-time faculty for these non-credit offerings. Part-time faculty are required to attend a three-hour "teaching adults" workshop prior to teaching for the college, and all faculty are evaluated by students at the conclusion of each class. Non-credit community education course offerings are the backbone of the rural centers. The Bend Center for Community Education also provides a significant number of non-credit offerings. Although each campus and center is utilized for the non-credit offerings, numerous other community locations also provide space (high schools, community centers, senior centers, etc).

COCC has made an unusual effort to provide consistency and quality in its community education non-credit programs. The institution should be acknowledged for these efforts both at the Bend Campus and, more particularly, for its efforts at the rural instructional centers.

Distance Education

COCC provides a variety of distance education offerings via live interactive television (ITV) and the Internet. Faculty use computer technology to develop course web pages, communicate with students by email, and post class notes and other resources. The ITV is a two-way audio/one-way video connection utilizing Instructional Television Fixed Service (ITFS). The ITFS technology originates from the Bend Campus and is delivered to rural instructional centers throughout the college service area. Distance education courses are offered exclusively by full-time faculty. Web-based and ITV courses are the only source of credit courses offered at rural centers.

The college has invested in a well-organized training program for ITV instruction. Faculty and instructional technology staff maintain quality control in online and ITV course development.   Instructional technology staff also offer an online student orientation program. The college continues to compensate faculty for teaching via distance education technology.

All classes meet the same accreditation standards established for traditional courses and are taught by qualified faculty. All courses also receive periodic review by faculty, academic departments, the appropriate dean of instruction, and must meet the course approval process established by the college. Without exception, the instructor of record has the responsibility for oversight and management of the course content and course delivery. It is clear that students have access to support services (admissions, counseling, bookstore, library, financial aid).

Integrity in testing is maintained by having distance education students attend class sessions at the Bend Campus or utilize rural instructional center staff to proctor tests. A clear line of authority exists between the faculty member, department chair, and dean to provide adequate and timely response to student

concerns and complaints. Distance education courses and admissions information are clearly visible in the normal institutional marketing and advertising publications.

Eight to ten online courses are offered per quarter. A design team, consisting of the appropriate department chair, the Instructional Technology Coordinator, and at least two faculty members familiar with web course design and delivery, assist with course development. Online courses receive appropriate technical assistance from the academic computing support department. Online course orientation is provided by the instructor prior to the start of the class, or by the academic computing support department through an online orientation called "WebCt Boot Camp".   These orientation sessions are designed to ensure that students possess the knowledge and equipment necessary to access and participate in online courses.

Prior to course delivery, ITV faculty are required to attend a half day training session conducted by the Media Operations Department which provides an overview of the ITFS technology and support services. This training is accompanied by a one-hour test broadcast in which the faculty member is asked to deliver a portion of a class session.

Center for Business and Industry

Two credit programs in the Center for Business and Industry are Landscape and Turfgrass Management and Cabinetmaking. Both are managed and taught by a faculty member who is committed to their success. These programs have been developed in cooperation with local industry and are seen as providing an essential service to the community.

The Business Development Center (BDC) was recently folded into the CBI's operation and focuses its efforts on small businesses – those that have five employees or fewer. The CBI provides small business development counseling at its Bend office. The focus of this service is to help existing businesses grow and prosper. A secondary focus is to help new businesses become established in Central Oregon. Currently the Bend office for CBI is off campus, but will move to the main campus in the near future.

Instructional activities are designed to assist the owners of such enterprises in managing their businesses more efficiently and consist of both workshops and a small business management program that is one year in length. Faculty from the college's business administration department have taught in the small business program, while workshops are staffed solely by volunteers. Full-time faculty has assisted in development of this curriculum.

Funding, which comes from a combination of federal, state, and college resources, is not adequate to support payment for these one-time offerings, but the pool of available volunteers is generally sufficient to maintain a reasonable level of activity. The effectiveness of the BDC's efforts is monitored by the State of Oregon, which sets targets for various levels of activity. These targets tend to be focused on number of clients served, with various subcategories defined around ethnic origin, gender, age, etc. The center is also subject to audits from the state and the Small Business Administration.

The Center for Business and Industry's customized programs are an example of how the college reaches out to area businesses. At the Redmond Campus Manufacturing and Applied Technology Center the college is able to provide credit and non-credit training customized to employers' needs. By providing this service, the CBI serves as an incubator for new degree and certificate programs. All decisions to offer degree and certificate programs for credit or contractual agreements for training remain under the sole and direct control of COCC which exercise ultimate and continuing responsibility for the performance of these activities.

The center has established a system that follows national standards for Continuing Education Units (CEU's). Upon successful completion of course offerings, CEU's are transcripted on students' official COCC transcripts in a separate section from credit courses and grades.

High School Concurrent Enrollment Program

COCC has coordinated 2+2/Tech Prep programs with area high schools. Thirty-eight professional technical courses have been articulated with twenty-two high schools. COCC faculty maintain control of curriculum development and

approval of faculty qualifications. Upon successful completion of a tech prep course, students are able to pay a minimum fee to receive a COCC transcript which indicates successful completion of a college level course.

Course content is reviewed to ensure it meets standards reflected in COCC offerings. The 2+2/Tech Prep program is expanding at a rapid pace and attention must be paid to ensuring quality standards are reflected in transcripted courses.

General Education/Related Instruction Requirements

The general education standard directs institutions to provide course offerings in the broad areas of social sciences, humanities and fine arts, natural sciences and mathematics in Associate of Arts (AA), Associate of Science (AS), and Associate of General Studies (AGS) degrees. Moreover, in Associate of Applied Science (AAS) degrees, general education in the form of "related instruction" is required, consisting of curricula in communication, computation, and human relations.

Central Oregon Community College (COCC) offers all above referenced associate level degrees in addition to a variety of occupational/technical certificate programs. Pertaining to areas other than AAS and Certificate programs, COCC appears to be in compliance with Policy 2.1. Course offerings are required and identified in each of the broad general education areas. COCC students are required to complete general education coursework in these areas both in sequential order and in "stand alone" curricula.

COCC does not appear to be in complete compliance with Policy 2.1 relating to AAS degrees (e.g., related instruction requirements). Most AAS and certificate programs beyond 45 quarter credits appear to meet the requirements for related instruction per Policy 2.1, but not all. For example, the culinary arts program does not appear to have a specific course to meet the computation requirement. It is suggested COCC thoroughly review each AAS and certificate program to ensure compliance with Policy 2.1.

The COCC catalogue varies with respect to how information is presented pertaining to general education requirements. Some AAS programs are very

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clear and easy to read. Other program requirement descriptions are unclear, not identifying which courses meet the respective general education and/or related instruction requirements. From a student reader perspective, it is suggested that the catalogue be revised and edited to make the information more easily understood for student consumers. Furthermore, it is suggested that AAS and certificate programs and general education requirements for each college program be presented in a more uniform, standard structure in the catalogue wherein general education requirements are identified with the course choices meeting these requirements clearly identified.

Educational Assessment

COCC has made a commitment to assess general education outcomes but is in the initial phases of planning and implementing general education outcomes assessment methodologies. The following deadlines have been delineated: (a) all courses are to have clearly defined, measurable outcomes by the end of Spring Quarter, 2002 (June, 2002); (b) all departments are to publish data on how they are performing on these defined outcomes by the end of the 2002/2003 academic year; and (c) individual faculty evaluations will incorporate efforts on developing and measuring outcomes assessment as an evaluation variable.

A thorough review of existing general education courses has been completed wherein existing general education courses were evaluated for compliance with outcomes assessment mandates, with the revised list of current general education courses being updated in the new catalogue for the 2002/2003 academic year. Further evidence of COCC's commitment to devising and implementing outcomes assessment for general education exists in the recent hire of a half-time institutional researcher who is currently coordinating outcomes assessment efforts.

Progress in developing and publishing course syllabi that reflect general education outcomes is inconsistent across departments, with writing/literature and social sciences in the forefront. Mathematics has developed outcomes for each course, but has not yet consistently published this data in course syllabi.

The natural sciences and the fine arts are inconsistent as well. It appears that approximately 75% of all courses at the college have now developed defined outcomes.

The Academic Affairs and Curriculum Committees require course outcomes in all of their new course proposals, and this requirement must be met before a course can qualify in the general education category. COCC has not, however, defined how the data collected pertaining to general education outcomes assessment will be utilized for the improvement of educational quality. It is suggested that COCC define processes to improve instructional quality based on general education outcomes assessment efforts and set deadlines/goals to ensure progress. Providing clear training on defining outcomes assessment to the appropriate college personnel may help COCC in making progress in utilizing the data collected pertaining to general education outcomes assessment.

Standard Three – Students

COCC has developed a somewhat unique organizational structure for their delivery of support services for students. The delivery of services is divided, with the bulk of the programs and services under the Dean of Student and Enrollment Services, who reports to the Vice President/Chief Financial Officer. Additional student services are provided by the human development counseling department, which reports to the Vice President of Instruction. Though both areas have vision or mission statements that are consistent with the institution's stated missions and goals, the division of the services causes a disconnect in the certain areas, most notably the delivery of coordinated services for educational development of students.

The student and enrollment services department has consciously chosen to operate from a customer service rather than student development focus. This model seems to be effective in this area, as evidenced by internal survey information and information from individual students interviewed. Overall, the enrollment services department works very well together. They view themselves as a 'team,' providing a conscientious one-stop approach to student admission and registration functions while maintaining strong organizational interaction with instruction through involvement in campus policy and governance committees (3.A.3).

Human development counseling, an instructional department, operates from a more traditional student development model, providing assessment, career exploration, individualized counseling, and specialized student support. In addition, the department houses the Addictions Studies certificate program, which comprises one-third of the department's load.

Both areas have faculty, staff and administrators who are highly qualified for their positions. Staff in the student and enrollment services department have annual evaluations and all faculty in the human development counseling department have four year professional improvement plans. There are staff and faculty development programs to assist in any remediation or new training requirements. The funding for staff professional development is, however,

significantly more limited than faculty development dollars. This has made the institution's ability to stay current in crucial areas that have complex external demands—such as those that exist in the financial aid arena—a more difficult and challenging endeavor.

Policies and procedures for all areas are published in a variety of formats. The catalog, student handbook, and course schedule effectively provide all necessary student policy and information (Policy 3.1). Financial aid has an exceptionally well-defined policy and procedures manual, which deserves special mention. The admissions/registration area has been newly reorganized to better respond to the growing demands and is developing a number of new publications to assist students and to provide more current and accurate information. In regards to assessment/testing, however, there is inconsistent adherence and interpretation of the campus assessment policy noted across instructional departmental lines. It is suggested that a review of the present policy be undertaken and updated information be provided to all instructional departments.

Students, staff and administrators all remark on the need for a larger, more accessible student center, especially with the arrival of Oregon State University programs on the campus. The present campus has no large facility that can be used as a center for the student life on the campus. This was noted in almost all interviews on this standard as limiting the institution's ability to adequately support programs and services for students.

In the last major budget crisis of 1992 (Measure 5), a conscious decision was made to decrease student services resources. A number of programs that had been funded by the institution were picked up through the advent of a self-imposed student fee. Other programs simply ceased to exist. During this time, the human development counseling department was redirected from primarily providing the advising/counseling and student development programs for the campus to a one-third teaching load. The institution made the decision to focus on FTE growth at the expense of student programs and services. The student services departments consolidated and developed an efficient one-stop process with admirable cross training among staff.

In the past five years there has been significant growth in FTEs—but negligible increase in staffing and faculty in the student services areas. This has left the institution with a thin infrastructure in student support services. This is coupled with new and increasingly more technical demands placed upon student support services from both internal and external stakeholders, the inclusion of workload associated with the partnership with Oregon State University, and the needs of an increasingly more consumer-conscious student body. These changes could place the institution in non-compliance with Standard 3.A. In this area, the human, physical, and financial resources for student services are not being allocated consistent with the institutional needs.

A prime example of the impact of this non-compliance can be seen in the registration and enrollment services area. In an attempt to continue to provide service to the increasing number of students with no new staffing, the enrollment services area has turned to technology. A new web-registration process that allows students to register on line without ever coming onto campus was instituted two years ago.

This past quarter almost 75% of the returning students used web-registration. However, all returning students are allowed to access the registration system at the exact same time. This has meant that some classes fill up within an hour of the opening of registration and students who do not have computer access or who simply cannot get into the system may be locked out of classes needed to graduate. This causes an undue burden on students who are near degree completion and must wait for another quarter (or another year) to get needed classes. It also prejudicially limits access to students whose socio-economic status is such that a computer is not available. (This is especially true when the registration opens at 8a.m. on a Saturday morning when the campus offices are closed). (Standard 3.A.4/3.D.2).

Additionally, the separation of the functions of student development from other student services has resulted in a disconnection, organizationally and in practice. The staff person for the newly approved student advising center, administered through the enrollment services and student life area, has had the

foresight to set up a working relationship with the human development and counseling department. It is suggested that this connection should be studied to determine whether it needs to be based organizationally as well as relationally, given the increasing needs and demands of the student population.

It is important to note that in the midst of limited resources there are numerous examples of the exceptional quality and dedication of the staff, faculty and administration. The financial aid department brought its student loan default rate from 14% in 1996 to its current level of 4.4% in 2001. Despite the campus' s vertical terrain the disabilities and facilities offices provide accommodations for two quadriplegic students and assistance to any mobility impaired students, whether or not they qualify for ADA accommodation. Members of the enrollment services and student life staff sit on the Campus Affairs and Academic Affairs committees—as well as their own Student Affairs Committee. However, the fact that the student services faculty, staff, and administration have been able to do exceptional work on limited resources does not absolve the institution's need to provide appropriate budgetary support.

While most of the services required in Standard 3.D are present at COCC, the institution may be out of compliance on Standard 3.D.11. There are no employment placement services for students. There is one room with information on career planning. Faculty in the human development counseling department are available for career counseling. However, the closest the college can come to providing job placement is a kiosk from the Oregon Employment Department that sits in the Boyle Center. That arrangement cannot be interpreted as meeting the demands of this standard.

Student governance is handled by the Associated Students of COCC (ASCOCC), a six-member board. The student body elected three members. The elected members then choose three other students to complete the board. This board oversees an annual budget of $140,000 generated from student fees. A member of the ASCOCC sits as a non-voting member on the COCC Board of Directors. Students sit as voting members on the College

Affairs, Student Affairs, and Academic Affairs committees.   Students, faculty and staff participate in the creation and review of all major policies.

Student housing, food services, health care and co-curricular programming are all contracted services. This has been a very effective way for the institution to provide quality services with limited budget impact. There is excellent communication between the institution and the contractors. As most of these services are funded through student fees, the Student Executive Board is very involved in the administration of the contacts.

The college has no Intercollegiate Athletics program.

Publications

The institution appears to be in compliance with Policy 3.1. The publications and promotional literature reviewed presented a consistent and factual representation of the college's offerings. Concerns were noted regarding the information regarding General Education requirements in the AAS degree but college officials stated that these issues had been previously recognized and are being corrected in the catalog now being prepared for publication. Review of recruitment practices surfaced no concerns.

Standard Four – Faculty

COCC has developed a comprehensive faculty hiring and evaluation system with multiple indices and collegially developed procedures that promotes effective selection, development and retention of a competent faculty. Faculty are well-qualified, and their workloads reflect both the mission and goals of the institution and the talents and competencies of the faculty. While the self-study document noted faculty concern over workloads, interviews with faculty did not reveal significant problems.

In general, faculty demonstrate high morale and commitment to student success and educational excellence. Strong policies and procedures for faculty professional development contribute to this atmosphere of collegiality and dedication. Faculty have a central role in the decision making process for curriculum governance, faculty selection, evaluation, tenure, promotion, and development. Faculty assume a dominant role in college governance structures through effective committee duties. Salaries are competitive, and many faculty members enjoy longevity in the institution. COCC should take great pride in the quality and professionalism of its faculty and staff.

Scholarship, Research and Artistic Creation

Academic freedom flourishes on the COCC campus for its 98 full-time faculty, 34 adjuncts, and 200 part-timers. There is a very high percentage of teaching faculty with doctoral degrees in almost all transfer programs. In addition, several faculty teach for a partnering university as part of their contracted load with COCC. The college substantially and generously supports faculty development, and faculty members exhibit extensive research, publication, and artistic creation. Scholarship and research are also encouraged through significant travel funds for both full and adjunct faculty. While there is variation in degree attainment, professional-technical faculty are exceptionally well-qualified for the programs that they teach and uniformly demonstrate a high dedication to excellence.

<u>Faculty Evaluation</u>

The college has developed and implemented an elaborate faculty evaluation process. Components for the process are as follows: identifying a designated evaluator (usually the faculty department chair), conducting peer evaluations, providing administrative evaluations, arranging for student evaluations, and conducting an annual reports of activities.

The categories for evaluation are as follows: performance in the primary assignment, professional improvement, service to the college, and service to the community. These components and categories, which are clearly defined in detail, appear to meet the requirements set forth in Policy 4.1 A & C.

Another part of the faculty evaluation process that is integrated with these components and categories for evaluation is the four-year Professional Improvement Plan (PIP) required by all full-time faculty. This plan is approved by the faculty member's designated evaluator and by the Faculty Professional Improvement Review Committee (FPIRC) made up of faculty and the Vice President for Instruction or an Instructional Dean.   The designated evaluator and the FPIRC also approve a budget of up to two thousand dollars to support the plan's activities. The plan includes goals and benchmarks. Documentation in the form of a report written by the faculty member that the plan has been completed is required. The report is reviewed in a meeting between the designated evaluator and the faculty member.

The faculty Annual Report of Activities reflects goals in the PIP and progress towards those goals. Student evaluations are discussed during an annual review meeting between the designator evaluator and the faculty member. The faculty member and the evaluator are responsible for ensuring that the PIP contains goals designed to address identified areas of concern. The Annual Report of Activities indicates current status towards completion of specific goals in the PIP. This practice is evidence that the college is in compliance with Policy 4.1 D.

The administration has access to all primary evaluation data as required by Policy 4.1 b. Also, the Vice President for Instruction and /or the Instructional

Dean visit classes and complete written reports to the designated evaluator. The administrators go through the same training and follow the same methodology as the other evaluators. All evaluators, peer and administrator, must receive training in evaluation. The Vice President for Instruction and the Instructional Dean review all evaluation documents.

The tenure track process is a five-year process. The first year an evaluation team consisting of the designated evaluator, a faculty member in the department or related department and another faculty member serve in a mentoring role via formative evaluation. The first PIP is developed in the first year of tenure track. The balance of the pre-tenure evaluation process is summative and includes the components and categories mentioned earlier as well as tenure evaluation criteria. During the fifth year the designated evaluator, the Instructional Dean, Vice President for Instruction, the college-wide Tenure Committee and the President, recommend tenure action. The Board awards tenure.

Post tenure summative evaluation occurs every five years. Results of student, administrative, and peer evaluation, the PIP and the Annual Report of Activities are all reviewed as part of the decision making process for a recommendation for promotion to the various faculty ranks (Instructor, Assistant Professor, Associate Professor, and Full Professor). Clear criteria are identified for each rank. Such promotion must be approved by the Promotion Committee and the administration and is granted by the Board.

At least once annually, student evaluations are performed in one term in all sections taught for all full-time faculty. During the first two years all sections taught by part-time faculty are evaluated. Also during the first two years, peer evaluations are conducted for part-time faculty, and a designated evaluator analyzes results of the peer review as well as the student evaluations and prepares a written summary. If after two years a part-time faculty member's performance is judged to be sufficiently meritorious, the next written review can be scheduled as much as three years later.

There is strong evidence from discussions with department chairs and faculty that this rather complicated and elaborate faculty evaluation process is generally carried out. However, given the complexity of the process itself it is not surprising that there are instances where adherence to the process is lacking. Administrators indicated that not all faculty members have a current Annual Report of Activities, and follow-up on the results of the written evaluative report for the PIP is spotty in some departments. The quality of follow-up is not consistent as indicated by some discussions with department chairs and administrators. The college should look for ways to tighten up the process so follow-up does occur for all faculty, especially where areas of concern have been identified. Efforts should be undertaken to ensure that the quality of the follow-up is consistently high.

Through the Annual Report of Activities and the review of FPIRC, there is ample opportunity to ensure that the departmental and institutional goals are adequately represented in PIPs. However, it is not clear that there is a structured process that requires this to happen when appropriate; consequently, departmental and institutional goals are often left out of PIPs as an unintended consequence.   Evidence for this was found through examination of sample PIPs. This could compromise an institutional effectiveness plan that relies on faculty development in order to achieve major institutional goals. Ways to make a stronger connection between the Annual Report of Activities, the PIP and institutional goals should be examined.

The college has an exemplary faculty evaluation process. Faculty and administration take the process seriously and work very hard on its implementation. Administrators and faculty believe that the process helps to promote a high quality of faculty teaching and student learning.

The faculty evaluation process for full-time faculty members contains formal and informal opportunities to address concerns that may emerge between regularly scheduled evaluation activities. An open collegial environment fosters a committed professional group of educators who provide meaningful learning experiences for COCC students. Apparently part-time and adjunct instructors

are selectively hired and consistently evaluated by a designated faculty

evaluator. More systematic review of part-time and evening faculty could be

documented. The faculty evaluation process is highly likely to be in compliance

with the Policy on Faculty Evaluation 4.1.

Standard Five – Library and Information Resources

Library and Information Technology Services at COCC clearly meet the stated missions of supporting the COCC's mission and goals through support of teaching and learning. Students, faculty, and the community-at-large rely on the Library to serve as the major resource for higher education materials for the region. The Media Center supports the college's instructional technology needs through a variety of media and services, both on campus and at its satellite centers. Information Technology Services (ITS) also meets the college's mission through extensive and thoughtfully developed technological infrastructure and support in both academic and administrative computing. They also support the college through telecommunication and networking systems.

The library provides an extensive collection of monographs, serials, and databases, as well as a well-organized interlibrary loan service.   The college recently added $500,000 worth of monographs to the collection. The process of identifying, selecting, purchasing, and processing this significant number of volumes is especially commendable and attests to the careful teamwork of library faculty and staff.

The Media Center is clear in both its mission and in its delivery of high-quality media services to the college. Its equipment is state-of-the art, and its personnel appear capable. Their productions appear to be of high quality.

Technical Information Services (TIS) supports both academic and administrative information services both on campus and at the college's district centers. The system on campus is both current and extensive. It includes desktop computing for students, faculty, staff, and administration, as well as telecommunications and networks. Development of web applications has enabled the college to expand its course offerings and accommodate enrollment growth.

The library's core collection of monographs and serials, both in hard copy and through a number of specialized databases, supports the curriculum of the college adequately, and students have excellent access to academic materials in

a large number of disciplines. Moreover, through the ORBIS library consortium, students and faculty have access to an extensive research level of materials. Electronic resources are available to both faculty and students through their personal computers wherever possible.

Information resources and services are responsive to the needs of the college. They include computer labs, multimedia classrooms, distance learning sites, connection to the Oregon Education Network, a fiber optic backbone, an advanced telecommunications system, extensive faculty, staff, and student desktop computers, and video production and editing capabilities. TIS also supports a sophisticated administrative management information system, closed circuit television and cable television broadcasting systems, and current world wide web technologies and communications, including both email and conferencing capabilities.

The Library and Media Center recognize the information and technological revolution that is rapidly changing how the college's curriculum is offered. At the same time, there is still a strong emphasis upon quality over quantity, and changes appear to be undertaken only after careful consultation with administrators and faculty.

Instructional faculty participate in the development of the collection through departmental allocations. Random comments from members of the faculty attest to the library's willingness to respond to the needs of faculty in acquiring and organizing books, journals, media, government documents and electronic resources. In response to faculty comments on a questionnaire, the library reduced its own allocations for reference materials so that departmental allocations could be greater. Several faculty commented on the effectiveness of library faculty web pages, which they use to teach issues of copyright and plagiarism.   The library has also pioneered electronic reserves, borrowing, and access to electronic materials.

Media Services supports a wide variety of traditional as well as advanced digital copying, and audio and video duplication and encoding. Media Services also purchases videos and creates various productions and editing.

The library and ITS both actively work to contribute to developing the ability of students, faculty, and staff to use resources independently and effectively. Through a wide variety of traditional brochures, web pages, and library research classes and orientation sessions, students are taught basic library research skills. Faculty members are encouraged to attend information sessions to update them to new library technologies and resources. Since many of the materials are now delivered directly to their desks from various online databases, faculty and students can search and receive a significant amount of their library information without ever needing to enter the library. ITS enables staff, faculty, and students to access a significant amount of their unique information through their Banner information management system and through web pages. User Services trains faculty and staff in the use of computer applications by effectively employing conferencing capabilities, electronic discussion groups, and a series of electronic bulletins called "Technology Talk".

Through the use of web pages and the electronic conferencing system, ITS and the library promulgate their policies, regulations, and procedures. The library's collection development and weeding policies are clear complete. ITS developed an operational policy that governs the acquisition and distribution of specific requirement. This policy has been based on a survey of institutional needs, which were then used to identify high, medium, and low priorities as well as identified costs. This survey will be revisited soon to determine how priorities have changed in the past two years.

Opportunities for faculty, staff, and students to participate in the planning and development of the library and ITS are both formal and informal. The library enables users to suggest acquisitions to the collection via its web pages. It also consults regularly with faculty concerning specific subject materials. The library has surveyed faculty and students on their use and understanding of the library's services. The library has begun identifying an Advisory Committee, but the first meeting served more as a focus group.   In the future, it might well serve the library to make this committee more formal, with a specific charge, regular meetings, and follow-up on recommendations.

The ITS has instituted a formal Technology Advisory Council, which serves both to gather and disseminate information relating to technology needs and plans for the campus. ITS also has developed an operational plan, which was done in consultation with the campus community. It has sponsored training and discussion sessions and continues to seek administrative, faculty, and staff advice in planning and development through its online conferencing folders.

Computing and communication services extend the boundaries of the campus to obtain information and data from a wide body of databases and resources. Besides the extensive databases available to the library for periodicals, it also can access the catalogs and request materials from other members of the ORBIS Consortium. Through internet and video communications, ITS provides the campus with the World Wide Web and video access to students, faculty, and staff.

The library is housed in a new, thoughtfully planned building that provides a sense of pride to the entire campus community. The building appears ADA compliant. It is architecturally attractive and inviting, with a strong sensitivity to its site. Reading areas, workspaces, and stacks areas are designed to take full advantage of the spectacular setting and to promote the least amount of disturbances to the study areas. The rotunda areas highlight the library's art collection. The library building attests to the thoughtfulness and care of the administration and library and media personnel.

The Media Services area is well planned and takes full advantage of its space for videotaping, duplicating, and processing media materials. It also houses a wide variety of spaces for observing videos, both for group work and for individuals.

ITS has implemented a lifecycle replacement plan for computers, upgraded the campus network, and increased its wide-area network and service to the Oregon University System. It is in the process of migrating the on-campus network to Windows 2000, and appears to be state-of-the-art in improving the campus's access to technology. ITS also participated in a survey of Oregon Community Colleges to determine how they compare among themselves.

COCC's work in technology is extensive and certainly receives high marks anecdotally from faculty and students alike.

The library is a member of ORBIS, an Oregon consortium of 18 colleges and universities. It is the first community college to be accepted as a member of the consortium, which in itself is a high compliment. The chief information officer of ITS is a member of the Oregon Community College Information Technology Administrators and the Oregon Distance Learning Council. He also supports the implementation of technology infrastructure with Oregon State University's branch campus.

The library employs a sufficient number of personnel to carry out a very laudatory and responsive library operations.   The library's professional staff has been especially challenged with the resignation of the systems librarian, but that position will be filled shortly. Given the demand for additional sections of the library instruction class Library 127 and the inability of the College to find instructors for all the classes, it may argue for the library to have at least one additional professional librarian who could teach some of the classes as well as provide oversight to the library's government documents. The library also has an additional librarian from Oregon State University, who is to provide library instruction and collection development for baccalaureate institutions. There appears to be some confusion among the various baccalaureate institutions that this new position serves more than just OSU.

Media Services also appears in need of additional staffing. This will become even more apparent as the satellite centers increase their use of ITV. ITS also deserves high praise for its ability to deliver a wide variety of technology services with a talented and efficient staff. The chief information officer has been conscientious in working with his own staff as well as through the Technology Advisory Council to encourage end users to become more responsible for the operations of their own technology. At some point, however, ITS will need additional personnel in order to meet the demands of the campus and its satellite centers

Library and ITS staff both employ highly qualified professionals and excellent support staff. Competencies and work assignments are clear, but because of their small number, they are expected to be responsive to needs beyond their specific job assignments.

The institution provides excellent opportunities for professional growth both for library and information resources professional staff. Faculty librarians are eligible for generous faculty development opportunities. The library director and professional librarians also participate in various committees of the ORBIS Consortium, which enables them to interact with a wide range of college and university librarians on an on-going basis. ITS's professional staff have attended workshops and conferences throughout the U.S. and in Canada. They have received support for training in a variety of specific applications as well.

Both ITS and the library are organized along lines which support the college's institutional mission. Both departments hold regular meetings with their internal staffs, and the library director and the chief information officer serve on requisite administrative and governance boards. The library director serves on Chairmoot, the primary Instructional operations committee, while the chief information officer services on the Management Group, which is the College's primary administrative committee for planning and implementing administrative activities.

A great amount of internal arrangements are informal, but effective. For example, the network administrator is housed in the library administrative offices, which facilitates on-going discussion of the library's needs for network connections. ITS also recognizes that the system librarian can identify specific needs for the library, which under other circumstances would need to go through several layers of ITS clearance. These arrangements clearly demonstrate cooperative efforts at both the formal and informal levels.

Given the fact that the library director and the chief information officer report to the Vice President for Instruction, the college views both library and information technology issues as essential support for instruction. A library representative has in the past sat on the Curriculum Committee, and it is

suggested that library continue its involvement in curricular matters. Since each area and department is provided with funds for library acquisitions, this effort obviously assists the departments as they develop new programs. In viewing the course development form, however, there is no place for the instructor proposing the course to indicate either special library or technology needs. In the future, the Curriculum Committee might want to design their course development form to include some way of indicating if the course will need additional technology or library support.

The library is provided with a sufficient budget to cover acquisition for monographs, serials, and databases. However, the monograph budget is by no means plentiful. As the moves toward expanding its support for Oregon State University branch campus, it will need to expand its acquisition budget accordingly. Financial support for ITS appears adequate. However, ITS expresses some concern over whether or not it will have sufficient financial support in the future to meet the technological needs of the college. Satellite centers express some frustration at not being supported at the same level as on-campus facilities. While the present policy of placing the most financial resources where the greatest number of FTEs are generated, as these centers become more essential to the operations of the College, their technological needs will also need to receive a higher priority in being upgraded.

The library has initiated a planning and evaluation process through the focus group, entitled "Library Advisory Meeting," held in October of 2000. That meeting stimulated the library to carry out a number of responses to issues that the group raised. These issues included a refocus on training faculty on library-related technologies and services. The group also identified the need for better orientation for new faculty to the library, and the library responded with a special orientation session for new faculty. In the 2000-2001 academic year, the public services librarian administered a questionnaire to both faculty and students to determine both the perception and quality of the collection and the effectiveness of the library services. From those surveys, the library expanded its hours and has increased its efforts to inform faculty of it programs and services, both

through expanded web instruction and in one-on-one meetings with faculty. At present, neither the questionnaires nor the focus group have been administered again. As was mentioned above, formalizing the Advisory Committee's mission and regularizing its meetings would be effective.

ITS tracks technology usage and employs the results in its planning efforts. These include careful analysis of network and systems reports and downtime logs, as well as user support services through both its help desk and online questionnaires about users' satisfaction with the program. A recent decision to change to a different email system was decided on the basis of technological changes. The new system has not been universally received with enthusiasm. Keeping the campus community apprised of such changes is a challenge, since the underlying reasons may be sound, but end users do not always understand how these changes can impinge on their use of applications.

The institution recognizes the need for management and technical linkages among the information resource bases on a variety of levels, administrative, managerial, and at the technical level. From reports from people at all levels these linkages appear to be working. Again, some ITS people are housed in the library administrative suite, which gives them close proximity to library personnel and issues.

The institution regularly and systematically evaluates the quality, adequacy, and use of its library and information resources and services. Library and ITS directors keep the institution's central administration apprised of their issues and needs. Through formal reporting and governance committees such as the Management Team and Chairmoot, the central administration is keenly aware of these department's needs and issues. Central administrators participate in a variety of activities to evaluate the quality and effectiveness of these departments and their services. As the institution pursues additional systematic evaluations, library and technological services need to be included in those surveys on a consistent basis.

Standard Six – Governance and Administration

COCC's governance system is clear and well understood by employees of the district. From the Board through students, there is a strong sense that people at all levels of the institution have adequate and appropriate opportunities to participate in college governance.

Roles of those serving on various governance groups are clear and well documented. Faculty, staff, students, and administrators have ample opportunity for input. Work is under way to ensure off-campus centers and upper-division higher education partners are given opportunity to provide appropriate input during the decision-making process.

The governing board of COCC operates through a policy governance model. They have adopted a clearly stated mission for the institution and have set in place broad-range policies for the operation and direction of the district. The CEO is given clear authority to direct and lead the institution within this policy framework and is evaluated against institutional progress and specific job responsibilities.

The board meets on an annual basis to review its performance and establish goals for itself and the institution. They operate in an informed, proactive manner. Thoughtful discussion takes place with respect to the over-all direction of the college and challenges to forward progress. With the recent addition of a clearer model for higher education partnerships and specific goals with respect to off-campus centers, the board is carefully planning for district expansion. An essential ingredient of their planning is the realization that the state funded portion of the college's budget is being reduced at the same time expansion of the district has been authorized.

The district's CEO provides effective, systematic leadership to the district. There is a high level of trust in the administration and staff use descriptors such as honesty and integrity when describing college leaders. Administrators are evaluated according to college policy and the results of their evaluation are used to direct professional improvement.

The college recently hired a new Foundation Director. Interviews conducted during the site visit affirm the foundation's commitment to the college mission and their dedication to providing resources that will enhance college operations.

Open communication, effective decision-making, and district-wide coordination are readily apparent at COCC. While not all members of the staff or faculty know the impact of their input on the decision-making process, each expresses faith that their input is heard and considered as appropriate. Examples of areas where input is sought and used include the college's budget process, prioritization of equipment and hiring needs, and planning for off-campus centers.

Hiring, evaluation, and promotion policies are clearly documented and readily available to candidates for positions as well as current employees. Compensation levels are thoughtfully developed and appear adequate.

Faculty are actively encouraged to participate in governance of the institution. Ample opportunity is provided for them to serve on district wide committees, peer evaluation groups, and specialized study bodies. Student viewpoints are actively solicited and their input is used to make changes to policies and procedures.

The institution has clear policies related to affirmative action and nondiscrimination. Procedures to address grievances are thoughtfully developed. It should be noted that college records indicate an extremely low number of grievances during the past three year period, all but one of which were resolved at the informal level.

Faculty at COCC are represented by COCCAHE as a bargaining unit. Members of the unit are actively engaged in all levels of college governance. The relationship between this faculty organization and representatives of the administration is clear and effective as attested by members of both groups.

COCC employs an effective governance structure that is clearly understood and serves to guide the institution. Decisions are reached collaboratively and all district groups are asked to provide input. The college also

engages in regular collection of information from community members and groups to aid in setting priorities and improving services.

Standard Seven - Finance

As a public entity, COCC is governed by the applicable Oregon Revised Statutes. Financial planning is managed on two levels. The first level involves state regulated processes for overall budgeting, approval and adoption, and the second level involves a campus wide approach to coordinate and align processes that are congruent with the institution's mission and goals.

The college has four major sources of revenue: taxes, sales and services, state and federal sources, and transfers from other funds. The college has also been able to secure support for capital construction from the state, from the community, and from partnerships with industry.

The college has a collaborative budget process involving members of the entire campus community that reflects college governance structures. The president sets the tone and tenor for the planning process in an annual budget message to the campus. Methodology for the entire process is made widely available to faculty and staff. They are free to question any part of the process or any items they do not agree with or do not understand. The administration believes that an open process, without secrets, lends credibility and develops trust.

Departments make annual requests through their administrators who prioritize items for budget approval. The Chairmoot categorizes the requests and aligns them with district goals established by the Board. Department chairs are highly informed and knowledgeable about enrollments within their respective areas. While the budget is not initially directed to a specific goal, this process does give the college management information for their decisions. The board regularly reviews the goals for the college and budgeting parameters. The budget is broadly published as stipulated by Oregon law and is on the college web site.

The budget is reviewed and updated on a quarterly basis. This includes three-year projections. Because of the economic down turn in the state, three-year projections are subject to change without much notice. The current economic crisis has forced the college to look at areas where they can cut

services or increase revenue while maintaining quality. The institution recognizes that future years', cuts will mean the campus will have to down size in order to maintain appropriate quality of service.

Debt is managed in a very conservative manner and the board is involved in all debt decisions. There is a board policy on debt management. Debt is only issued for capital construction. Debt is repaid by tax levy revenue or from dedicated income streams.

The college has a master plan for facilities and is continually seeking innovative ways to fund construction projects. This spring the college is seeking bonding approval to construct four facilities. They have an excellent support base in the community and believe the bond measure will receive a majority of votes for approval, but are concerned that voter turn out may not be sufficient to actually fund the bond. The college makes annual transfers to a construction fund for new facilities.   The transfer for 2002-03 will be suspended because of the state budget shortfall.

With the passage of Ballot Measure 5, funding for the community colleges in Oregon switched from a system predominately based on local property taxes to one that places greater reliance on state appropriations. COCC went from one of the highest funded colleges per FTE to one of the lowest funded per FTE in the state. The college has a conservative fiscal policy that is criticized in good times but appreciated when budgets are limited. The college can continue to deliver programs aligned with the institution's overall goals due to its prudent and sound financial practices.

The board adopted a formal policy to maintain a fund balance equal to 10% of its expenditures in order to ensure fiscal discipline and solvency. The ending fund balance has not dropped below the 10% required by board policy during the period of the accreditation review. The college has a very conservative debt profile, only incurring debt if a payment stream is identified and isolated from general operating revenues.

Financial aid for students is largely dependent on external funding activities and support from the college foundation, which consistently provides student support equal to seven to ten percent of the overall tuition revenue.

Strong, capable employees form the backbone of the college's financial management and control environment as affirmed by annual audits. The president keeps the board informed about budget items on a monthly basis thorough financial and budget statement. Management letters to the audits are addressed and remedies applied as appropriate. The College has recently implemented the SCT Banner integrated management information system to increase accuracy and efficiency of budget systems.

All financial functions are under the direction of the Vice President and Chief Financial Officer, who reports directly to the president. By board policy, the president is ultimately responsible for fiscal actions and there are board-approved policies governing cash management and investments.

Independent certified public accounting firms conduct audits annually in accordance with generally accepted principles of accounting. Copies of the audits are posted for public review and any items that are part of a management letter are addressed and solved by the campus community. Federal programs are audited in compliance with A 21 standards.

While the college does not have an internal audit group, the independent auditors review different areas of the college each year looking at the control environment and transactions. Periodically the college retains experts to perform independent reviews for internal control and programmatic purposes.

Funding raising and development are managed by the COCC Foundation established under the IRS regulations (501 © 3) and the foundation exists "exclusively for the benefit of COCC, its faculty and students, in the furtherance of the educational and charitable activities of the College." The 23 member governing board of the foundation is independent of the college and audited annually by independent auditors. The foundation operates in compliance with its comprehensive policies and procedures.

Financial stability of the foundation is insured through reviewing investments quarterly and working closely to identify anticipated funding goals and requirements. The foundation has over $2,000,000 in endowments. It has provided over $3,000,000 in scholarships to students since it was formed. It just completed a successful 50th Anniversary campaign, earning approximately $6,600,000. The new director is energetic and enthusiastic and ready to continue the growth momentum.

Standard Eight – Physical Resources

Since its last accreditation in 1992, COCC has increased its facility square footage by approximately 48%. The college has been resourceful in securing funds to construct these new facilities. The library was funded from additional property taxes, but other facilities were funded with COP's, partnership grants and fund transfers. One of these buildings was constructed to house the joint program with Oregon State University and will be paid for with the revenue generated from the lease to OSU. Funds from other leases with OSU have allowed the college to create additional classroom space and remodeled offices.

New facilities are energy efficient and accessible to the physically impaired. Some of the older facilities are not easily accessible for the handicapped, but campus services are proactive in accommodating student needs. The college leases several spaces off site for specialty programs and in surrounding communities. All leased space is handicapped accessible.

The Redmond Manufacturing and Applied Technology Center is a wonderful facility for self-paced learning opportunities for students in welding and the machine trades. The faculty feel a personal sense of ownership in and responsibility for the facility. They are committed to writing for grant funds and are actively seeking partnerships with industry to make additional improvements.

Current facilities are utilized to the maximum and barely meet the current instructional needs of the campus. New facilities to accommodate the expected growth on campus will be necessary. Currently the college is seeking bonding approval for four new buildings on the main campus.

Funds are budgeted annually to provide for maintenance projects, but during times of budget shortfalls funds tend to be cut from this area making it harder to accomplish priority maintenance. The physical plant staff is committed to keeping the campus in the best shape possible and has a prioritized five-year rolling list of projects that frames their work. Because of the current budget crisis, there are two vacant custodian positions and one maintenance position. Only one new position has been added to the department in the last ten years,

while square footage increased 48%. Even if the one maintenance position were filled, it appears that the college could use two additional employees in the department. With limited resources and personnel, preventative maintenance is almost non-existent.

Capital needs are prioritized on a campus wide basis from input provided by departments. Some funds are budgeted each year to repair or replace equipment. There is a schedule of replacement of instructional equipment that is used as a guide.   Equipment and materials are considered adequate. Instructors are realistic about the lack of funds and are resourceful in writing grants as that is the only way they can be sure to have larger needs met.

The College Master Plan, which is based on instructional and program needs, identifies new construction and remodeling projects for the next ten years. It is a excellent document that involved input from the community of Bend and surrounding communities as well as employees of the campus. Representatives to the planning process characterized all college areas, with special input from the departments to be housed in the facilities.

The master plan has helped focus the college on its future facility requirements and resulted in support for the bond that will offered to the voters this spring. The plan is focused on moving the campus to a "traditional" college model with COCC and OSU housed side by side on the same property. The board and campus community are committed to the master plan and the positive future expansion of the facilities to better serve students.

COCC maintains a campus patrol department whose services and contact telephone number are advertised campus wide. For serious needs, the city of Bend Police Department is contacted. COCC and the local police have a good working relationship. There is an active campus safety committee and crime statistics are published and distributed annually in accordance with the Cleary Act.

Standard Nine – Institutional Integrity

Practices at COCC reflect a high level of integrity. Board minutes reflect open, honest discussion that fosters a level of knowledge necessary for a well-functioning institution. College issues are addressed in a straight-forward fashion with discussion taking into consideration both opportunities and challenges of the district.

College publications are clear, specific, and accurate. The college is striving to respond to local growth and many emerging issues, but consistently identifies those with the highest priority. When seeking community input, the board and administration carefully ensure there is action that follows open communication processes.

The board is clear about their role and works to ensure there is no conflict of interest. Information relating to college operations is readily available through printed and electronic formats.

Institutional goal setting is purposeful and inclusive. The goals established are reasonable while being visionary. Practices of the college adhere to federal, state, and local guidelines. Hiring practices are thorough and clear. The college attracts and retains high-quality employees. Student policies are well established and reviewed for appropriateness on a regular basis. Curriculum for the district is developed and overseen by the faculty.

At all levels of the institution there is evidence of a committed faculty and staff who engage in research and community services. Several employees interviewed identified trust as being a clear value reflected throughout the operations of COCC.

While grievances are very few in number, they are managed according to policy. Of special note is the ability for the college to manage complaints and grievances at the informal level, with few if any rising to formal or external means.

General Conclusions

COCC is an institution encountering significant change. Demand for access, development of site-based centers, and partnerships with four-year institutions are all impacting the institution. These differing demands and areas of focus appear to influence the college in positive ways – resulting in stronger planning structures, a greater commitment to assessing institutional effectiveness, and development of effective, inclusive communication and governance techniques.

The institution's self-study lacked comprehensive analysis and application features. Nevertheless, the self-study steering committee was readily open to recommendations for change and improvement. Institutional planning efforts will be enhanced as a result of clearer focus and the addition of staffing resources charged with the systematic collection and assessment of data. Faculty are actively engaged in development of tools that will measure the effectiveness of student learning, with some departments further along in this process than others.

In all, COCC is a thriving institution providing high-quality teaching, learning, and service. The team conducting the visit is confident that the college will use the results of the self-study process for improvement.

General Commendations

The Committee commends writing and literature faculty for their effective development of student learning assessment practices.

The Committee commends the faculty, staff, and administrators of student services for their dedication to developing effective systems and practices that meet student needs during a time of exceptional college growth and demand.

The Committee commends the Academic Computing Support and the Media Operations Departments for their assistance to students and faculty in regards to orientation and training in the delivery and instruction of on-line and ITV courses.

The Committee commends the institution for its commitment to provide educational opportunities to rural centers within its service area.

The Committee commends COCC, its higher education partners, and the community for their dedication to providing regional access to upper-division higher education options.

The Committee commends the COCC Board of Trustees for their commitment to the development of institutional policies that set a clear strategic direction for the district and form the basis for college planning activities.

The Committee commends the college for the development of effective and proactive fiscal management practices and long-range facilities plans.

The Committee commends all employees of the institution for their contribution to a highly positive campus climate. Further, faculty are commended for their dedication to collaboration and collegiality, staff are commended for their General

Commendations
Continued

commitment to cross-training and inter-departmental cooperation; and the administration is commended for their openness and approachability.

The Committee commends the institution for the development and implementation of an exemplary faculty evaluation model that provides support, learning, and opportunity for professional growth.

The Committee commends the college and its personnel for the planning, development, establishment of partnerships, and operation of the Manufacturing Training Center (MATC) in Redmond.

The Committee commends the college for its exceptional community library facility that provides access to students through the efforts of a highly dedicated faculty, staff, and administration.

The Committee commends the institution for its clearly established and effective form of governance that ensures individuals at all levels of the institution have opportunities to participate in the decision-making processes of the college.

General Recommendations

The committee recommends that the institution systematically builds on the mission and strategic goals established by the Board, evaluates its activities, including teaching, and uses the results of their evaluation to improve instructional programs and institutional services (Standard 1.B).

The Committee recommends that the institution ensure applied or specialized associate degree programs of one academic year or more in length contain a recognizable body of instruction in the are of computation (Policy 2.1).

The Committee recommends that the institution measure the effectiveness of its educational programs and their impact on students and makes improvements as identified through this evaluation process. While progress is evident with respect to identification of student outcomes, there is no evidence of a comprehensive institutional assessment plan (Policy 2.2).

The Committee recommends that the institution provide resources so as to ensure support services are sufficient to meet the needs of students regardless of where or how enrolled, and by whatever means educational programs are offered. In addition, career placement services must be available and consistent with student needs and the institutional mission (Standard 3).

The Committee recommends that the institution shows evidence that it employs full-time faculty who represent each field or program in which it offers major work (Standard 4.A).