CENTRAL OREGON
community college

YEAR ONE SELF-EVALUATION REPORT

Northwest Commission on Colleges and Universities

Submitted: February 2011

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Central Oregon Community College
Year One Report

Introduction

In accordance with the revised accreditation process and standards of the Northwest Commission on Colleges and Universities (NWCCU), this Year One Report represents an overview and analysis of Central Oregon Community College's (COCC) mission, core themes, and college-wide expectations of mission fulfillment as approved by the COCC Board of Directors.

COCC's mission and vision statements are reviewed by the Board of Directors on a biennial basis. The mission, vision and goals are the drivers of the [Vision Concept Paper](#) (revised in 2005 with review and minor revisions anticipated in March 2011) and the 2007 Strategic Plan organized around the 2007 – 2009 Board Priorities. Elements of the 2007 -2009 Strategic Plan are in the process of being updated and reformatted to provide a foundation for an institutional scorecard. Currently, the 2009-11 Board Priorities drive institutional initiatives and outcome assessment. Board Priorities for 2011-2013 are scheduled for approval in March 2011. This mission-vision-goals-priorities process results in a consistently affirmed commitment to COCC mission fulfillment. Each of the clarifying documents expands on key characteristics and expectations essential for mission fulfillment and provides the college community with guidelines on meeting the essential elements of our mission.

In response to the changes to the NWCCU Standards for Accreditation, the College formed the Accreditation Coordinating Team (ACT). ACT members include representatives from Instruction, Student Services, Community Learning, and Administration. ACT has four primary objectives: 1) aid in disseminating the core themes, as approved by the Board of Directors, to the wider campus communities, 2) identify appropriate objectives and indicators for each core theme, 3) help guide various campus communities in developing and implementing appropriate means of assessing campus wide articulation to the core themes, and 4) to guide and support writing the accreditation reports.

On December 9th, 2009, the COCC Board of Directors approved the core themes of *Transfer and Articulation*, *Workforce Development*, *Basic Skills*, and *Lifelong Learning*. In reviewing the core themes, the Board found them to be consistent with the comprehensive Community College Mission and with the Board's mission, vision, and goals. Since that time, ACT has worked to disseminate that information throughout all the college communities and to encourage college wide engagement with the newly identified core themes. Representatives of ACT have presented the core themes to Chairmoot (the committee comprised of all academic department chairs, the vice president for instruction and instructional deans), the Deans and Directors, the Student Services Division, and the full campus community at the fall 2010 College Retreat. This process has helped to quickly disseminate the new accreditation standards and to provide a means for feedback from a broad sampling of the college community.

The Year One report was written by the following members of the college community:

President: Dr. James Middleton
Vice President for Instruction: Dr. Karin Hilgersom
Vice President for Instruction, Retired: Dr. Kathy Walsh
Associate Professor, Anthropology: Dr. Amy Harper

Institutional Context

Founded in 1949, Central Oregon Community College is the longest-standing community college in Oregon. The Central Oregon Community College District covers a 10,000-square-mile area, making it larger than eight U.S. states. It includes all of Crook, Deschutes and Jefferson Counties, as well as the southern part of Wasco County and the northern portions of Klamath and Lake Counties. A seven-member board of directors, elected from geographic zones, governs the College.

COCC's main campus is located in Bend and covers approximately 200 acres. The campus includes 23 buildings with a total of 453,982 square feet under roof. The newest building, the Campus Center, opened in the fall of 2009. On the 25-acre Redmond Campus, there are three buildings, housing College administration and student support services, classrooms, a computer lab and the Manufacturing and Applied Technology Center. The Redmond Campus also includes a partnership with the Redmond Workforce Connection, supporting residents needing education and training opportunities.

COCC has 110 full-time faculty members, 46 adjunct faculty and approximately 200 part-time instructors. Full-time faculty members serve as academic advisors to individual students, assisting them in planning academic programs and schedules. All COCC faculty are required to have at least a master's degree or equivalent training with a strong emphasis on practical workplace skills. Within the institution, there is strong motivation for continuing professional improvement by all faculty, administrators, and support staff. About 40 percent of the full-time faculty have doctorates in their disciplines or terminal degree/licensure in their field, a very high percentage for a community college.

According to annual enrollment reports, more than 10,000 students enrolled in credit classes at COCC during the 2009-2010 academic year. Quarterly reports indicate that each quarter, over 2,300 full-time and 4,200 part-time students are enrolled. In 2009-2010, an additional 7,724 individuals took a broad range of non-credit courses. While half of the students are under the age of 25, another quarter is 33 and older. About 32 percent of the credit students declare a career and technical education major, 41 percent a transfer major, 17% are not seeking a certificate/degree and 10% are exploratory/undecided.

Over the past four years, the College has experienced unprecedented growth. Initially, this growth may have been a reflection of a re-design of the institutional marketing efforts, a significant increase in scholarship opportunities due to a large donation from a friend of the College, and a shift in the College's recruitment efforts. While these factors may have potentially contributed to early enrollment growth, the downturn in the nation's economy has been a clear driver of enrollment growth.   We anticipate that COCC will end the 2010-11 academic year by credit enrollment growing more than 108% since 2006-07, non-credit student activity during this time period was able to maintain and even increase around 10% matching national trends. While this growth has served the College tremendously well in terms of budgetary impacts, it has challenged faculty and staff, all of whom have risen to the occasion and continue to serve students at an incredibly high level.

In addition to the growth in students, the College is experiencing growth in its physical plant. College district voters approved a $41 million construction bond, allowing the College to move forward with a health careers center, science building, Bend campus renovations, a technology center in Redmond and two smaller branch campuses in Madras and Prineville. Additionally, thanks in part to the generosity of local donors; the College has begun construction on a Culinary Arts facility. And finally, the COCC Board of Directors will likely consider approval of new student housing during the spring 2011 term. All said, this new construction is estimated to add 160,000 square feet of much needed instructional and student space.

Preface

Since the April 2009 Focused Interim Evaluation, Central Oregon Community College has seen continuing explosion in enrollment without, up to this point, a corresponding growth in staff. This unprecedented enrollment growth created challenges for staff and at the same time underscored the value of effective data retrieval and mission clarity as we determine where to grow. The College is currently in various stages of planning and construction of new facilities on the Bend Campus and outlying centers as well as developing new academic programs and refining teaching/learning strategies to strengthen outcomes and improve fiscal efficiency.

The April 2009 Focused Interim Evaluation Report concluded that the College made significant progress on the April 2007 recommendation related to COCC's assessment of student learning outcomes. The 2009 Evaluation gave the College three commendations (with no recommendations) related to the administration's support of faculty assessment activities and the development of a comprehensive, reoccurring assessment of COCC's General Education Outcomes. As the College broadens institution-wide assessment of the college mission and core themes, we plan to build on the model used in the commended instructional assessment projects. That is, identifying the success outcome, then the assessment project to measure performance on that outcome, then analyzing data, then closing the loop.

Institution-wide Assessment of College Mission and Core Themes
COCC Assessment Project Template

Program Outcome: What do you expect to achieve?				
Where: Activity or process to achieve outcome	**Measurement:** what tool will be used to assess?	**Results:** summarize the data	**Analysis of results:** what did the team see in the data?	**Closing the loop:** what action will the team take?
Timeline:	When ready?	When available?	When to be analyzed?	When to be implemented?

This new approach has formed the framework for COCC's system of institutional effectiveness assessment as the College synthesizes our assessment activities across the core themes. At this point, one year into the final adoption of new standards by NWCCU, and less than one year after COCC's Board adopted the core themes, the College is beginning a process of re-orienting our outcomes and indicators to align with core themes. The College is confident that the emerging holistic orientation of measures will lead to a significant and meaningful analysis of a number of data points over time.

Chapter One – Mission, Core Themes, and Expectations

Section 1: Mission

Mission Statement

 COCC has a widely published statement of mission, vision, and goals. The statements are published both on the web (http://visitors.cocc.edu/About/Mission/default.aspx) and in the Catalog (located on p. 2 of the 2009-2010 catalog). The COCC Board of Directors reviews these statements on a biennial basis. The mission, vision statement, and goals clearly articulate a broad commitment to the educational and workforce development of Central Oregon community members. The larger community of Central Oregon is represented in the process of reviewing and renewing the COCC mission, vision statement and goals as each of the Board Directors is elected from regions across the COCC district and represents the interest of their communities. In 2005, the Board of Directors revised and reaffirmed the Vision Concept Paper which provides guidelines for the direction of the management of COCC and its relations to others. At its fall 2010 Board Retreat, the Board again reaffirmed the COCC Mission, Vision Statement, and Goals. The Board also modified and reaffirmed the 2009-11 Board Priorities. The Board Priorities provide a detailed framework for the direction and success in the management of COCC vision and goals. The priorities and reports can be accessed at:
http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx

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

Vision Statement
Because of COCC, Central Oregonians will . . .

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

Definition of Fulfillment of Mission:

 Success in achieving the Board goals (which contain both core themes and key values) represents our definition of mission fulfillment. Fulfilling our mission would result in a community with an adult population that: 1) has the proficiencies and learning skills necessary for lifelong employment at a family-wage level; 2) has the academic achievements and learning skills necessary to successfully pursue education at and beyond the community college level; 3) works collaboratively to achieve shared purposes; 4) has wide-ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation; 5) supports diversity and interacts effectively with state, regional, national and global communities.

COCC Year One Self-Evaluation Report

Acceptable Threshold or Extent of Mission Fulfillment:

COCC recognizes that stating a mission, having a vision and setting goals are insufficient on their own. The College must assess the extent to which it is fulfilling its mission and make continuing adjustments relative to achievement and gaps. COCC's system for considering mission fulfillment is achieved through consideration of four mechanisms: (1) the Vision Concept Paper, (2) bimonthly Institutional Effectiveness Reports, (3) community responses that inform planning and internal evaluation process, and (4) the Institutional Scorecard currently in development with pilot testing planned for 2011-12.

The Vision Concept Paper (2003, revised 2005, reviewed 2010, with the next review and revision scheduled for March 2011) is a narrative statement of expected institutional, community and student outcomes if the college is achieving its mission. While helpful in making the mission statement more "real" it is predominantly a statement of aspiration rather than outcome.

The Institutional Effectiveness Reports are provided every other month to the Board with the purpose of communicating the College's progress in the established Board priority areas.   The reports provide specific indicators, baseline and longitudinal data, lists of current initiatives, and highlight statements relative to institutional achievements in the examined area. Importantly, the Institutional Effectiveness Reports include two future-focused components: a statement of "What Needs to Be Done" and "Factors Affecting Results/Progress." These components outline potential future actions related to achieving the goal or improving the assessment tool used for the item under review, and lists internal and external environmental factors that impact mission fulfillment, may shape future strategies, or may justify modification of the priorities themselves.

Finally, the College leadership is working on developing an Institutional Scorecard that would move to an even deeper level of outcomes assessment. This scorecard would identify various elements from the Strategic Priorities, the Strategic Enrollment Management Plan, and the Instructional Plan (all three of which are administrative or departmental plans for implementing and achieving college mission and goals) and cross-reference them to core themes and to areas of institutional organization (instruction, human resources, facilities, etc.).   On-going periodic outcomes for individual elements will be listed with dates of the outcome assessments. Finally, progress and achievement relative to each element will be ranked with a "plus, check or minus" scale. While many of the achievement assessments are subjective, continuing attention will be given to identifying the most appropriate objective data for assessing each element. The "plus, check, minus" ranking will provide an immediate means for reviewing overall progress and more specific progress relative to narrower initiatives. Additionally, this database will be able to be filtered to provide individual units (such as HR) with a quick overview of progress of all institutional priorities relative to their area of responsibility and will provide similar filtering of progress on priorities relative to specific core themes. We expect to pilot test the Institutional Scorecard over the 2011-2012 academic year.

Section II: Core Themes

As reiterated in the Vision Concept Paper (under the heading: "General Considerations Guiding COCC's Development in the Next Ten Years") the College is dedicated to "serving students by providing opportunities for individual learners to grow. The College will continue its primary focus on serving adult learners in its traditional community college programs: associate degree and transfer programs; applied degrees and certificates; adult basic and developmental education; and a wide range of community education offerings on a cost recovery basis."

In accordance with these considerations, the Board adopted four core themes at the Board Retreat on December 9th, 2009 and recently reaffirmed its commitment to those core themes at the fall 2010 Board Retreat. These themes manifest the essential elements of COCC's mission as articulated in the Board Goals. The Core themes are:

1. Transfer and Articulation
2. Workforce Development
3. Basic Skills
4. Lifelong Learning

Core Theme 1: Transfer and Articulation

Theme Description

 The Transfer and Articulation Core Theme directly addresses the Board goal that COCC will promote an "adult population with the academic achievements necessary to successfully pursue education beyond the community college level." A solid foundation in general education is central to successful transfer. As a result of general educational experience at COCC, students will acquire knowledge of diverse disciplinary and cultural perspectives, as well as college-level skills in composition, oral communication, critical thinking and mathematics.

Many of COCC's student support programs also support this theme. This includes the Career, Academic and Personal Counseling (CAP) Center, Tutoring and Testing Center, COCC Foundation Scholarships, and Disability Services, to name a few.

The aspect of articulation in this theme also draws on the goal to "work collaboratively to achieve shared purposes." The College's work on this theme manifests itself in a variety of settings, including but not limited to partnership with Oregon State University – Cascades campus, participation in the statewide Joint Boards Articulation Committee's development of statewide AAOT outcomes and related initiatives such as Linn Benton Community College's radiologic technology articulated program, and the coordination of COCC's multi-college Pharmacy Technician Program. Working toward the expansion of transfer opportunities in Central Oregon is also a key COCC activity associated with this theme. COCC actively participates in regional initiatives to strengthen the university branch presence.

In reviewing 2009-10 academic year data, 8,282 students attended COCC as a certificate- or degree-seeking (CDS) student. Of this 4,058 students (49% of CDS population) declared a transfer major. To aid

in achieving this goal, the majority of transfer students are directed to the Associate of Arts – Oregon Transfer (AAOT) degree.

The AAOT is the primary transfer degree offered in Oregon and at COCC, although students may also transfer under the Associate of Science (AS) degree or the Oregon Transfer Module (OTM). Degree requirements for the AAOT, AS, and OTM are published in the College catalog and are available on the COCC Website, and a full description of degrees will be provided in Standard 2.

In 2002, the Faculty Assessment Team (FAT) was charged with the responsibility of articulating COCC's General Education Outcomes, which were completed in 2005. During 2005-06, members of FAT visited every instructional department on campus with the draft of the General Education Outcomes. Faculty members were asked to determine whether or not their courses addressed the outcomes, and the results confirmed that all of the outcomes were addressed across the curriculum. The Academic Affairs Committee oversaw the FAT's continued development and mapping of the General Education Outcomes. The purpose of the mapping was to determine the degree to which the faculty have wide ownership of the outcomes. Following this process, Academic Affairs formally approved the General Education Outcomes in Fall Quarter 2006. These outcomes are published in the catalog (p.33 of the 2009-2010 catalog) and on our website (http://assessment.cocc.edu/instr/GenEd/default.aspx). The General Education Outcomes are as follows:

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

Theme Objectives and Indicators

Objective 1: Student admissions, registration, placement, pre-term advising processes are conducive to academic readiness in courses leading to eventual transfer. The College recognizes that if a student is to engage successfully in any given learning environment they must be prepared to meet basic expectations. This objective therefore addresses the necessity of student readiness in order to meet the goals of successful transfer. Indicators that will enable us to assess and improve student readiness include indirect indicators such as student evaluative opinion at intake, midpoint, and graduation, as well as faculty and staff evaluative opinion at intake, midpoint, and graduation. These evaluations will provide the College with information on the perception of successful practices and policies that enable students to be successful in their academic endeavors. These evaluative data will be articulated with a sampling of course completion rates and grades linked to placement recommendations as a means of providing quantitative context for interpreting the evaluative indicators.

Objective 2: Students will have timely access to necessary transfer courses with course schedules sequences available to students. Curriculum leading to eventual transfer will be rigorous and outcomes for each course will be equivalent to similar courses at Oregon's baccalaureate granting institutions. One of the challenges facing COCC in the past few years has been our unprecedented enrollment growth. This growth requires that the College pay close attention to a student's ability to access courses and course sequences necessary for timely completion and transfer. Indicators for this object revolve around ongoing analysis and evaluation of waitlists with particular attention to gateway courses. This objective also recognizes that access to courses is meaningless unless those courses provide the academic content and skills that foster student success as they continue with their academic goals. To this end, the College has established a Curriculum Committee Review Processes and Procedures. The College also engages in specific articulations with individual higher education partners such as OSU-Cascades and in statewide outcomes and articulation initiatives.

Objective 3: General Education and course level outcomes are clearly defined, well assessed and promoted among students in order to establish student knowledge of and skill attainment in the defined outcome areas. As evidenced in the 2009 Focused Interim Evaluation Report, COCC has developed a strong culture of ongoing and systematic assessment at the course, program, and general education levels. Indicators for the ongoing and systematic assessment of learning outcomes include the development of rubrics for each general education outcomes, which are then used to generate college wide data on integration of outcomes within individual courses and student success at meeting these outcomes. The effectiveness of the general education rubrics is analyzed on a regular and systemic basis. Illustrations of rubrics and assessment results are collected in a databank for review (the goal is to eventually develop a portal that will ease sharing of rubrics and assessment strategies). This databank was recently developed and deployed Winter 2011. Faculty will begin loading results at the end of Winter 2011.

Objective 4: Faculty are supported, and incentives provided, in the ongoing quest to guide and sustain their practice; practice that includes their teaching pedagogy, content expertise, and service to the College and the community. The College recognizes that a successful learning environment for students requires a faculty that is supported in continuing academic excellence and pedagogical engagement. Continuous quality improvements to the Core Theme of Transfer are supported by an organizational culture that promotes innovative pedagogy and curricula. Indicators for this objective include a system of promotions and sabbatical directly and rigorously linked to effectiveness in primary assignment, professional development, service to the College and service to the community. The submission of Annual Reports of Activities submitted by faculty are linked with goal setting and faculty Professional Improvement Plans (PIPs). Additionally, professional development and professional travel are encouraged and funded. Innovations for improving transfer completion and success are also supported.

Objective 5: Students have the support they need beyond the context of a course to be well prepared to transfer. This includes, but is not limited to, library services, internet and computing support, academic and career advising, faculty availability and readily available high quality tutoring services. This objective recognizes the important role that the entire College community provides to furthering student success. A successful experience for transfer students includes opportunities to engage deeply in the college community beyond the context of a specific class, and thus enhance their ability to contribute effectively to their academic communities. Indicators of this objective include: The assessment of library space and materials, teaching lab space and materials, and access to digital resources support the goal of transfer; ongoing analysis of the college's capacity for internet use and computing that meets evolving student needs; regular and systematic evaluation of tutoring services, with particular emphasis

on pre-college writing and math and college-level science education. Finally, opportunities for students to be actively engaged in their college community are apparent and significant.

Core Theme 2: Workforce Development

Theme Description

The Workforce Development Theme addresses the Board goal to achieve an "adult population with the proficiencies and learning skills necessary for lifelong employment at a family wage level." In reviewing 2009-10 academic year data, 3,180 students (38% of certificate and degree-seeking students) declared a Career and Technical Education (CTE) major. COCC offers Certificates of Completion and Associates of Applied Science degrees (AAS) in 59 programs. A listing of all certificate and AAS programs is published on pages 35- 49 of the 2010-11 Catalog.   All degree programs and certificates of one year or more include related instruction in communications, math, health, human relations, and computer basic skills, and nine credits of courses that meet COCC's discipline studies requirements. In addition, each program defines specific student learning outcomes specific to the skills and knowledge necessary for professional practice in the field.

Theme Objectives and Indicators.

Objective 1: Student admissions (including competitive admissions requirements), registration, placement, pre-term advising processes are conducive to academic readiness in Career and Technical Education (CTE) programs. This objective recognizes that importance of student readiness in order to provide a successful experience within the coursework and incorporation into the workforce. As with Transfer and Articulation, indirect indicators such as student, faculty, and staff evaluative opinion at intake, midpoint, and graduation will provide data on practices and policies that enable students to be successful in their training and preparation for specific career development. These data will be correlated with CTE completion rates and post-graduation job placement success to provide a broad picture assessment of student readiness.

Objective 2: Students can access pre-requisite courses, and CTE courses required in the program of study, that lead to timely completion of a CTE certificate and/or degree. Students will have timely access to necessary CTE courses with scheduled course sequences available to students. This objective is particularly relevant given the current climate of rapid enrollment. Indicators include analysis of waitlists with particular attention to pre-requisite and required CTE courses, as well as analysis of completion rates to demonstrate that students are able to progress in their goals in a timely manner.

Objective 3: *Curriculum leading to program level outcomes and family wage careers are based upon COCC General Education Outcomes, industry standards, input from advisory boards, and the professional experience and judgment of faculty who have solid experience in the field.* This outcome recognizes that we must be responsive to various constituencies in order to provide our students with the skills, knowledge, and flexibility to contribute to the local and global workforce demands. Indicators that we are succeeding in achieving the standards and balancing the input and expertise of various invested groups in the student learning environment include:

- The alignment of Curriculum Committee Review Processes and Procedures, course syllabi and Community Colleges and Workforce Development (CCWD) program approval standards

- The ongoing and systematic analysis of the effectiveness of general education rubrics applied to CTE students
- Program and Advisory Boards provide regular program level reviews and formal industry specific recommendations are integrated into the curricula in a timely manner
- Regular reviews of field-specific licensure and examination success rates will guide planning and program improvements

Objective 4: Faculty are supported, and incentives provided, in the ongoing quest to guide and sustain their practice; practice that includes their teaching pedagogy, their content expertise, and their service to the college and the community. We foster an organizational culture that supports innovative pedagogy and curricula resulting in continuous quality improvements to the Core Theme of Workforce. Indicators for this objective include an evaluation of the Annual Reports of Activities submitted by faculty and linked with Professional Improvement Planning and goal setting development. The funding and fostering of program changes and ongoing faculty professional development, travel, and innovation continuously improve program completion and success. Finally, our systems of promotions and sabbatical are directly and rigorously linked to effectiveness in primary assignment, professional development, service to the College and service to the community.

Objective 5: Students have the support they need beyond the context of a course to be well prepared to succeed as career professionals. This includes, but is not limited to, library services, internet and computing support, academic and career advising, faculty availability and readily available high quality tutoring services. On the basis of this objective students will have opportunities to engage deeply in the college community beyond the context of a specific class, and thus enhance their ability to contribute effectively to their academic communities. Indicators of this objective include: The assessment of library space and materials, teaching lab space and materials, and access to digital resources support the goal of Career and Technical Education; ongoing analysis of the college's capacity for internet use and computing that meets evolving student needs; regular and systematic evaluation of tutoring services, with particular emphasis on CTE academic trouble spots. Finally, opportunities for students to be actively engaged in their college community are apparent and significant.

Objective 6: COCC will continue to be a lead partner in regional economic development. As the sole community college in Central Oregon, COCC's workforce preparation programs can attract, retain, and assist in the expansion of industry. The College is a primary collaborator with economic development partners and agencies (Economic Development for Central Oregon, the Bend Chamber, OSU-Cascades) both in credit and non-credit workforce development offerings. Indicators for this objective include the regular and systematic review and evaluation of CTE program viability. This review will also include strategic and ongoing planning efforts to reinvent or invent relevant CTE programs in response to industry needs. This ongoing and responsive evaluation will also apply to non-credit program creation. Further indicators include the ongoing role of appropriate faculty and administrative staff who are viewed as industry experts and called upon to assist with Central Oregon's economic development efforts in specific industry clusters.

<div align="center">**Core Theme 3: Basic Skills**</div>

Theme Description

The Theme of Basic Skills addresses the Board goal to achieve an "adult population *with the proficiencies and learning skills* necessary for lifelong employment at a family wage level." As an open door institution in a diverse community, the College cannot ignore the many students who seek higher education but are lacking in one or more of the vital skills that will allow them to succeed. Addressing this theme includes providing classes for English Language Learners (ELL); Adult Basic Education (ABE); High School Completion (HSC); GED Preparation; pre-college coursework in reading, writing, math and computer skills; and student success/human development courses such as Test Taking, Introduction to College Life, and Time Management. In the last few years, the College has sought to bring these programs, courses, and services into greater alignment. In particular, the various offerings and services are now presented in one place in our catalog and other publications, referred to as "Transitional Studies." Faculty and staff associated with and interested in these programs came together in 2009-10 to determine program-wide student learning outcomes, indicators of progress, and analyze preliminary data. Faculty from each credit course area (developmental writing and math, and HD/Study Skills), staff from ABE/GED, and Student Services worked with instructional administration in this yearlong project. Those efforts have resulted in a series of steps to improve alignment of programs and success of students.

Theme Objectives and Indicators.

Objective 1: Student admissions, registration, placement, pre-term advising processes are conducive to progression and persistence in Basic Skills. Students can access courses leading to completion of basic skills milestones. The evaluative opinion of students, faculty, and staff at intake, midpoint, and graduation will once again be used to provide input to ensure students have access to basic skills instruction at appropriate skill levels that allow them to move forward in their academic and career goals. In addition, a sampling of course completion rates and grades linked to placement recommendations will provide further indication of the success of this objective.

Objective 2: Students will progress through basic skill courses designed to increase reading levels, advance writing skills, basic computer skills, and pre-college level math. Students will demonstrate effective learning strategies and these strategies will improve during progression to college level studies. Indicators for this objective include:

- The systematic review and assessment of basic skills milestones
- Evaluation of student success rates in related post-basic skills courses
- The development and application of metrics that test the effectiveness of innovative teaching and learning models designed to improve learning strategies.

Objective 3: Faculty are supported, and incentives provided, in the ongoing quest to guide and sustain their practice; practice that includes their teaching pedagogy, their content expertise, and their service to the college and the community. We foster an organizational culture that supports innovative pedagogy and curricula resulting in continuous quality improvements to the Core Theme of Basic Skills. Indicators of this objective will again include an evaluation of the Annual Reports of Activities submitted by faculty and linked with Professional Improvement Planning and goal setting development, the funding and fostering of ongoing faculty professional development, travel, and innovation that improve program

completion and success. Finally, our systems of promotions and sabbatical are directly and rigorously linked to effectiveness in primary assignment, professional development, service to the college and service to the community.

Objective 4: Students have the support they need beyond the context of a course to be well prepared to progress to credit courses and improve their employment opportunities. This includes, but is not limited to, library services, internet and computing support, faculty availability and readily available high quality tutoring services. Indicators for meeting this objective include: The assessment of library space and materials, teaching lab space and materials, and access to digital resources that support the goal of basic skills education; ongoing analysis of the college's capacity for internet use and computing that meets evolving student needs; regular and systematic evaluation of tutoring services, with particular emphasis on addressing basic skills trouble spots.

Core Theme 4: Lifelong Learning

Theme Description

 The Lifelong Learning Core Theme correlates with the College's vision (according to the Board goals) of promoting "wide ranging opportunities to enhance learning, wellness, quality of life, and cultural appreciation" within the communities of Central Oregon. As a comprehensive community college, COCC offers adult learners in its service district the opportunity to pursue interests and learn skills for fun, business, health or personal enrichment. Non-credit courses are offered over a wide spectrum of times, locations, and formats to meet the varied needs of our geographically widespread service area. Additionally, through a broad range of events, services, and opportunities, the College promotes cultural enrichment and access to academic resources for all Central Oregonians.

Theme Objectives and Indicators.

Objective 1: Early Outreach—COCC will provide early outreach to youth to build interest, attitude, and skills to energize them to be lifelong learners. COCC is committed to fostering the value of higher education across age groups and diverse populations. To maintain an environment of lifelong learning we are committed to providing educational opportunities and events to the youth of our Central Oregon community. Indicators of achieving this objective include an analysis of the systems and events in place that reach diverse populations and generations. Other indicators that provide meaningful information as to achieving this goal include the analysis of courses available for high school concurrent enrollments. To strengthen the bridge between high school and college, COCC has expanded high school dual credit offerings significantly over the past few years. The College has also recently implemented alternative certification for high school based instructors who teach college level classes.

Objective 2: Students will improve basic skills in reading, writing, and math and learn to speak, read, and write English to participate in post-secondary education, the workforce, and the community. This objective provides the basic knowledge necessary for members of the Central Oregon community to be able to engage with the community at various levels. Indicators include: Student success rates in transitioning to post-secondary education, student success rates in earning a GED, and student success rates in getting a job. Each of these indicators identifies a particular goal students may have in achieving basic skills necessary for community involvement. The success rates in each of these areas provides the college with meaningful measures of our achievement in enabling Central Oregonians to improve their ability to engage with the community.

Objective 3: Provide a variety of cultural enrichment and avocation learning opportunities. As part of our mission statement, COCC is committed to providing Central Oregonians with the means to attain both locally strong and globally responsible perspectives. To this end we recognize the importance of providing our community with opportunities to expand their horizons. Indicators of this objective include an analysis of the variety of events and classes provided for the community, participation rates as an indicator of community involvement and satisfaction, and evaluations that consistently recognize the high quality of instruction.

Objective 4: Design learning opportunities that are accessible through the broad geographic district. COCC has the largest district of all the community colleges in Oregon, this district is economically, politically, and culturally diverse. In order to maintain our ability to meet the needs of our broad geographic district, which includes Deschutes, Crook and Jefferson counties, and portions of Wasco, Lake and Klamath counties, COCC must provide opportunities that engage with these diverse populations in ways that are accessible to the most remote areas of our district. Indicators of our ability to do so include an analysis of our online opportunities and participation rates that correlate with population density. The construction, expansion, and utilization of outreach centers (such as the expansions in Redmond, and the new facilities in Madras and Prineville) provide further indicators of the College's ability to meet the needs of our widely dispersed community.

Conclusion

COCC's Year One Report describes the College's institutional purpose by reaffirming our mission statement and identifying our core themes, objectives, and associated indicators. Together these elements clearly articulate COCC's broad commitment to the educational and workforce development of Central Oregon community members. The information provided in this report includes a framework for the systematic assessment of institutional effectiveness. The commitment to systematic and authentic assessment has been an ongoing process for over a decade and is evident in the commendations from previous accreditation evaluation reports. The New Accreditation Standards for the NWCCU provide further guidance in connecting the many meaningful assessment activities in progress across the institution and encourage the College to work toward a common objective. As a result of the new standards the COCC Board reaffirmed our mission statement and approved the four core themes of *Transfer and Articulation*, *Workforce Development*, *Basic Skills*, and *Lifelong Learning*. These core themes help the institution guide our decision making to provide the most effective environment to meet our mission goals. The core theme objectives and indicators in collaboration with the four-pronged assessment of mission fulfillment (Vision Concept paper review, Institutional Effectiveness Reports, community response, Institutional Scorecard), provide a multidimensional measure of mission fulfillment. These mechanisms include both process and outcomes across the full scope of the institution.