CENTRAL OREGON
community college

Workforce Development Core Theme

CORE THEME 2: WORKFORCE DEVELOPMENT

Standard 3.B – Planning in Workforce Development

The core theme of workforce development directly reflects the [Board goal](1) that students will "have the workforce knowledge and skills necessary for their career." This core theme is of fundamental value at COCC, with 38% of all certificate- or degree-seeking students declaring a Career and Technical Education (CTE) major. CTE completions, as a percentage of total completions, has grown steadily from 2005-06 (61%) to 2009-10 (68%), with the most significant growth associated with short-term, less-than-one-year certificate programs.

In addition to its direct connection to this Board goal, the workforce development core theme is also manifested in the [Board priorities](2) of access, success, and strategic partnerships. These priorities include an emphasis on (1) designing and implementing systems and strategies to support student achievement of academic goals, (2) effective management of course and program offerings, and (3) partnership with local industry to evaluate current and new certificate or degree programs. To this end, the primary programs, services, and practices included in this core theme are Career and Technical Education (CTE) academic programs, student support services, and the faculty promotion process.

Standard 4.A – Assessment in Workforce Development

Four objectives motivate planning and assessment for this core theme, and each of these objectives also relates to one or more Board priorities.

    2.1   **Entry and support services are designed to promote success for students participating in Career and Technical Education programs.**

    2.2   **Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.**

    2.3   **Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.**

    2.4   **COCC will assist industry partners in regional economic development.**

The board priority areas that relate to this core theme—access, success, and strategic partnerships—are evident in the discussion of specific objectives and indicators.

Data sources chosen by Accreditation Coordinating Team (ACT) to evaluate this core theme are similar to those used for the transfer and articulation core theme:

- CCSSE
- COCC Graduate Survey
- Strategic Enrollment Management reports
- Promotions data
- Review and Support Committee reports
- CTE program accreditation reports
- CTE Advisory Committee minutes
- Community Colleges and Workforce Development Key Performance Measure #11
- Institutional Effectiveness reports
- Small Business Development Center site review and self study

In addition to COCC's traditional data tools, the workforce development core theme also relies upon local industry input, statewide employment data, advisory committees, external accreditation bodies, and student and faculty input. These sources provide current and longitudinal quantitative and qualitative data from both internal and external sources to best gauge CTE student success. Summaries of this data—as well as how they are used in an evaluative mode to inform program changes in support of the workforce development core theme—are described within each objective.

Assessment of Programs and Services

As noted in the Core Theme 1 discussion of Standard 4.A, COCC's Student Services division has explored numerous assessment options over the last decade. Models such as the one recommended by the Council for the Advancement of Standards (CAS) did not align with our organizational structure, campus culture, or assessment needs. However, in 2008-09, with the assistance of the director of student services assessment from Oregon State University, COCC adopted an assessment model in which each of the primary departments within Student Services developed department-wide assessment plans[3]. Departments have since begun evaluating progress toward those plans. The Student Services division assessment plans are broad in scope, but specific elements regarding admissions, financial aid, and advising services correlate to the workforce development core theme and are discussed in the sections that follow.

Assessment of Student Achievement

The College's Career and Technical Education (CTE) programs routinely engage in course- and program-level assessment as part of COCC's commitment to student success. All CTE programs[4] and courses[5] have outcomes established by program directors, program faculty, advisory committees, local industry, and accreditation bodies. Examples of program and course outcomes below are from the Criminal Justice program:

Criminal Justice Program Outcomes
Students completing this program will
1. Express a thorough knowledge of the criminal justice system including police, courts, and corrections.
2. Identify the characteristics of professional integrity and ethical standards for Criminal Justice Professionals.
3. Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal and procedural laws.

4. Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.
5. Apply sociological and psychological theories to better understand criminal behavior.
6. Develop an understanding of public safety careers and explore their own qualifications for entry-level public safety positions.

CJ 101: Introduction to Criminal Justice Course Outcomes
- Students will demonstrate knowledge of the basic parameters regarding crime, criminals, and society's response to criminal behavior.
- Students will demonstrate the ability to compare theories of criminology.
- Students will exhibit knowledge of the intricacies of addressing victim and perpetrator behavior and the assignment of blame and or responsibility.
- Students will analyze the influence of individual values, beliefs, and experiences on the larger society's approach to crime and criminal behavior.
- Students will develop an understanding of the disparity of justice by gender and race and multicultural aspects of the criminal justice system.

Outcomes in CTE programs are evaluated through the use of standardized exams, capstone projects, data gathered from pre- and post-testing of skills and knowledge, graduation rates, licensure pass rates, and feedback from practicum placement sites. Several CTE programs also have independent accrediting agencies that provide critical data regarding program rigor.

In addition to these tools, COCC's Institutional Effectiveness department developed a series of program based student success reports[6] used for planning and assessment: (1) Student Success by Program; (2) Program Full-Time Equivalent Enrollments and Sections Offered, and (3) Students by Declared Major (multi-year figures including student demographics). For example, faculty can click on their program area and view registration trends and successful course completions by term. Faculty can also view dropped registrations and in some programs, this has led to discussions of strategies for improving course persistence and completion. This data tool is relatively new to faculty, and more time is needed to maximize its use.

Standard 4.B. – Improvement in Workforce Development

In the following pages, tables illustrate the systems through which COCC evaluates its achievement in the core theme of workforce development. As with all core themes, progress toward each objective is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken to maintain or improve progress toward core theme objectives.

All assessments are ongoing, with continual modification of programs and services based on data findings. Results of these assessments are provided to various groups throughout the year, including regular reports to the COCC Board of Directors (Institutional Effectiveness data, CCSSE, and SEM Reports), state of Oregon's Office of Community Colleges and Workforce Development (Key Performance Measures) and campus community and CTE program advisory committees (accreditation

self-study, Review and Support Committee reviews, Institutional Effectiveness data, annual Completions Report, CCSSE and Graduate Surveys, SEM Reports).

Objective 2.1: Entry and support services are designed to promote success for students participating in Career and Technical Education programs.

Objective 2.1, which sets the College's goal in relation to student services for CTE students, is parallel to objective 1.1 from the transfer and articulation core theme. Therefore, the text for this objective is the same as for the first objective in Core Theme 1: Transfer and Articulation.

For all students, COCC strives to have efficient and well-run support services that facilitate a student's ability to focus on learning. Thus, the College seeks feedback from students on support services and collects data from a variety of sources, all of which is described and analyzed below.

Table 4.7: Indicators, benchmarks, status, score, and source of data for Objective 2.1, Core Theme 2: Workforce Development						
	Benchmark				
Indicator	**Yellow**	**Green**	**Status**	**Score**	**Source**
2.1.a: Student satisfaction with support for learners (full-time and part-time students, CCSSE normed score, not percentage)	FT – 52.8	56.5	50.9	🔴	CCSSE 2010-11
	PT – 48.1	51.5	47.2		
2.1.b: Student satisfaction with:				🟡	COCC Graduate Survey
Admissions/entry services	80%	85%	87.5%		
Accuracy of information	80%	85%	84.4%		
Financial aid services	80%	85%	75.5%		
2.1.c: Student satisfaction with:				🟡	CCSSE 2010-11
Financial aid advising	50%	60%	50.9%		
Academic advising	50%	60%	70%		
2.1.d: First-time, certificate/degree seeking students will return for a second consecutive term	72%	75%	81%	🟢	SEM 2009-10

Summary of data for Objective 2.1

Surveys of student satisfaction indicate that COCC does very well in some areas and has room for improvement in others. According to CCSSE data[7], COCC's score on the national benchmark "Support for Learners" was below the fiftieth percentile for all schools participating nationally and did not meet internal benchmarks. Scores are based on student responses regarding several classroom factors that support learning, including whether or not the student participated in classroom discussions, made a classroom presentation, participated in group work as part of a course, worked with classmates outside of class, and related areas.

Results from the COCC Graduate Survey[8] express high levels of student satisfaction with specific support areas such as COCC's admissions/entry services and academic advising, exceeding the benchmark in

both areas. . In addition to the information listed in the table above, several additional response sets from the Graduate Survey are positive:

- 83.8% indicated they were "satisfied" or "very satisfied" regarding the accuracy of information received in Enrollment Services (COCC Graduate Survey, 6j).
- 91.3% indicated they were "satisfied" or "very satisfied" in relation to whether the student could easily find information on admissions and registration policies, processes, dates, and deadlines (COCC Graduate Survey, 10c).
- 87.9% indicated they were "satisfied" or "very satisfied" in relation to whether the students' academic advisors guided them in developing an academic plan to help them reach their goals (COCC Graduate Survey, 10e).

Student satisfaction may also be reflected in students' decisions to continue for a second consecutive term, and in this area COCC did well. According to SEM data, 81% of first-time degree-seeking students returned, exceeding institutional benchmarks.

An initial review of data associated with student satisfaction with financial aid services paints a conflicting picture. With 75.5% satisfaction with financial aid services from COCC graduates and 50.9% satisfaction with financial aid advising from a selection of all students, COCC does not meet benchmarks for indicator 2.1.b and just does so for 2.1.c. However, other data suggests different conclusions:

- 90.7% indicated that they "agree" or "strongly agree" that information and up-to-date financial aid policies and resources were made available (COCC Graduate Survey, 10a)
- 94.3% indicated that they "agree" or "strongly agree" that the financial aid staff were professional in their interactions with students (COCC Graduate Survey, 10b)

Internal data and comparisons to peer institutions indicate that COCC's financial aid processing time has remained among the fastest in the state, despite an unprecedented growth in the numbers of students receiving aid and the amount of aid awarded. 1,810 students received aid in 2006-07, and 5,847 students received aid in 2010-11. In 2006-07, COCC paid $9,416,561 in total financial aid dollars, and by 2010-11, this amount increased to $48,091,044.

Given the conflicting data points and responsiveness of aid processing, additional research is needed to determine whether or not the above indicators and benchmarks are appropriate.

Actions taken to support assessment results for Objective 2.1
Several actions taken over the last few years may have contributed to student satisfaction with entry and support services as expressed in the survey results above. Recent actions are designed to improve results in areas for which we did not meet our benchmarks.

In relation to support services, COCC expanded the Redmond campus services through the addition of a bookstore, food service, and tutoring and expansion of enrollment services and academic advising availability. Additionally, various enrollment-related services (admissions, registration, financial aid, cashiering, and advising) are now provided at all four campus locations. Entry services are also improved through a new wait list process whereby students are automatically moved from wait list to

registered status once a seat becomes available. This change enables students to better know whether they will be able to access courses and plan for alternatives, improving the timely progression toward a certificate or degree. Additionally, in support of advising services, the College implemented GradTracks, an online degree audit and advising tool. This tool enables students and advisors to track progress toward certificates or degrees using real-time data, putting critical advising information directly in the hands of students. To help students reduce concerns regarding the cost of their education, the College will continue to offer College Now/CTE programs, which aim to provide high school students the opportunity to earn college credit at significantly discounted rates.

As evidenced in the table for objective 2.1, excellent and easily accessible financial aid services are critical to the support provided to students. COCC's financial aid office serves as one of several support systems for all students taking credit courses. The department's assessment plan[9] includes an outcome that "students will indicate that they are satisfied or very satisfied with the service received." Relying on data from the annual COCC Graduate Survey, as well as internal department measurements (number of Individual Student Information Records processed, processing time, telephone and email volume, and other measurements), the financial aid office has adjusted staffing to meet student demand during peak times. Additionally, the department has expanded outreach activities and redesigned communications to increase the number of students applying for and receiving aid and implemented new technologies to ensure efficient and timely awarding of financial aid dollars.

In regard to student retention, COCC's initial Strategic Enrollment Management[10] (SEM) plan included goals that emphasized short- and long-term retention (SEM Report Update[11], pages 8-9). In support of this goal and this core theme objective, COCC implemented several strategies to increase student persistence:

- Expanded outreach regarding financial aid and significantly increased the number of students receiving aid
- Developed a position and then hired a student retention specialist position to lead institution-wide retention efforts
- Streamlined and mandated key entry-point student success requirements

Finally, discussions have begun regarding an expansion of other support mechanisms such as Learning Communities and implementation of an early alert program, mandatory prerequisites, and peer-assisted interventions.

Objective 2.2: Prepare students with the knowledge and skills necessary to meet current industry needs. Faculty members are expected to continuously improve their practice and to adjust content to align with changes to industry standards.

The primary purpose of workforce development programs is to provide students with the training needed to be successful in their chosen occupation. To do so, an institution must hire highly qualified faculty who are committed to their profession, committed to students, and committed to continuous improvement. In support of this direction, this objective includes indicators focusing on student perception of their training, student success as measured by external exams, program viability, and faculty commitment to continuous improvement.

Table 4.8: Indicators, benchmarks, status, score, and source of data for Objective 2.2, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
2.2.a: Student satisfaction with acquired job or work-related knowledge and skills (full-time and part-time students)	FT - 56%	59%	62.5%	🟡	CCSSE 2010-11
	PT - 49%	52%	48.7%		
2.2.b: Student satisfaction with preparation received for chosen occupation	75%	80%	80.8%	🟢	COCC Graduate Survey, 2010-11
2.2.c: Percent of CTE programs identified as viable overall (may have minor recommendations but meet industry needs)	85%	100%	100%	🟢	Review & Support Committee Annual Report, 2010-11
2.2.d: Industry accreditations are reconfirmed	90%	100%	100%	🟢	CTE Program Accreditations
2.2.e: Licensure pass rates for CTE programs, where applicable	90%	95%	90%	🟡	CCWD Key Performance Measure #11
2.2.f: Percent of faculty successfully completing the annual review process	85%	95%	98%	🟢	Faculty Personnel Files, 2010-11
2.2.g: Percent of eligible full-time faculty earning a promotion	70%	90%	61%	🔴	Promotions results, 2010-11

Summary of data for Objective 2.2

Student feedback, as gathered by the Community College Survey of Student Engagement[12] (CCSSE), indicates that students able to attend full time are more satisfied with the College's ability to provide the knowledge and skills needed to succeed in the workforce. As expected, part-time students agreed at lower rates than full time students, as this population generally has less classroom experience than their full-time counterparts. Despite this disparity, upon graduation, 80.8% of students were satisfied with the preparation received for their chosen occupations.

The COCC Graduate Survey[13] indicates that students express a high level of satisfaction with the quality of preparation they received for their chosen occupation (80.8% indicated "very satisfied" or "satisfied"), course-related work opportunities (69.3%), and career counseling (66.3%).

COCC's Review and Support Committee (RSC) also provides limited feedback on program viability through an annual review process. This review includes program costs, enrollment trends, and the retention of qualified faculty needed to ensure program stability and quality. The standards (benchmarks and thresholds) developed by the RSC respond directly to the collective bargaining agreement. This agreement requires that standards be set to determine when programs would be

considered for a reduction in force so that programs or faculty could not be arbitrarily removed from the College.

The College, along with all of its programs, was assumed to be "healthy" at the time RSC benchmarks were developed. One benchmark analyzes the cost of operating a program relative to programs college-wide. At the time the benchmark was developed, the cost per FTE student was approximately 250% of revenue per FTE student. The threshold of 300% was set in fairness to programs with greater expenses inherent to the type of program, such as Nursing. Also reviewed are enrollments, a critical measure for program health. At the time of the agreement, the College was beginning a stage of rapid expansion, but not consistently across all programs. Thus, parties determined that a program that fell 20 percentage points below the average rate of growth college-wide would be considered potentially not viable. In addition, the College could take steps to add programs or facilities that would greatly increase enrollment. The 20 percentage point benchmark was determined to be a reasonable variation to provide a buffer for programs that might not grow as fast as other programs due to strategic choices by the College. Using these metrics, the Review and Support Committee indicated in its annual report that 100% of CTE programs are viable.

In addition to internal review systems, many of the College's CTE programs are reviewed by external accreditation agencies. For COCC, these include:

- Structural Fire Science (Oregon Department of Public Safety Standards and Training)
- Health Information Technology (Commission on Accreditation of Health Informatics and Information Management)
- Medical Assisting (Commission on Accreditation of Allied Health Education Programs)
- Automotive (National Automotive Technicians Education Foundation)
- Dental Assisting (Commission on Dental Accreditation)
- Culinary Arts (American Culinary Federation Foundation's Accrediting Commission)
- Forestry Resources Technology (Society of American Foresters)
- Dietary Managers (Dietary Managers Association)
- Nursing (Oregon State Board of Nursing)

All programs applying for external accreditation have earned and maintained accreditation by complying with recommended student learning outcomes, work experiences, completion rates and/or job placement rates, thereby meeting institutional benchmarks for indicator 2.2.d. Supplementing an external review by accrediting organizations, COCC reports student performance on licensure pass rates to Oregon's Department of Community Colleges and Workforce Development (CCWD) which has developed several Key Performance Measures (KPMs), one of which is pertinent to student success at COCC. This particular KPM is based on students who pass a licensure exam related to their program enrollment. It is not based upon comparisons between colleges, but provides a "snapshot" of how well Oregon's program participants fare on licensure exams. In 2008-09, 93% of Oregon's students who took a licensure exam in their areas of study passed. The College set its benchmark within 2 standard deviations of this mark (yellow=90%, green=95%). The benchmark is met at the acceptable level.

The same faculty review processes described in Core Theme 1: Transfer and Articulation apply to CTE

faculty. The College has developed an annual review process and rigorous promotions processes that ensure a high-quality faculty. Each fall, full-time faculty members write and submit an Annual Report of Activities (ARA), detailing their accomplishments for the previous school year in three areas: teaching, community involvement, and contributions to the College. Ninety-eight percent of faculty members completed this requirement in 2010-11. In preparation for promotion, teaching effectiveness is evaluated and analyzed by faculty members and their peers, and faculty prepare dossiers to demonstrate effectiveness in teaching as well as in service to the College and the community. In 2008-09 and 2009-10, 80% and 85% of eligible faculty earned promotions; however, only 61% earned promotions in 2010-11. The three-year average of 75% exceeds the benchmark, but the 2010-11 result does not meet the established benchmark. The College will need to assess the appropriateness of this indicator since the 61% promotion rate can be interpreted either as faculty not meeting standard or as setting and maintaining high standards—an institutional strength.

Actions taken to support assessment results for Objective 2.2

Analysis of the data indicates students are satisfied with CTE programs at COCC. These programs maintain high standards and follow guidelines from accreditation and advisory committees, which regularly evaluate and provide input to improve and update programs. Although results meet most internal benchmarks, COCC has made modifications as a result of this assessment in order to see continuous success and progress toward this core theme objective.

CTE program advisory committees play a critical role in providing feedback regarding student skills and abilities, changes within industry standards, and recommendations as to curriculum and internship requirements. Many of the College's CTE programs regularly adjust curriculum to increase student success on industry credentialing exams (and thus, provide students with the certification or licensure required for employment). Examples of changes made based on advisory committee feedback include the following:

- Dental Assisting: Increased self-directed student learning modules in radiology, resulting in higher scores on national board radiology exams.
- Emergency Medical Technology: Redesigned syllabi to align with specific outcomes for state and national requirements.
- Aviation: Rescheduled labs to increase flight training earlier in the program to improve performance toward program outcomes.
- Pharmacy Technician: Increased program math requirement from Math 20: Pre-Algebra to Math 60: Algebra I to better align math skills with industry needs and minimum employment qualifications.

CTE program directors participate in regular, program-specific accreditation. Recent modifications due to recommendations by accreditation bodies include increasing rigor of preparatory coursework, modifying curricula due to changes in industry standards, and adding new components to courses and programs to ensure outcomes. One example of curriculum changes as a result of accreditation body feedback is from the Commission on Accreditation of Health Informatics and Information Management. This review indicated the need to update the Health Information Technology (HIT) curriculum to align with modifications in industry coding practices. As a result, the HIT program modified 80% of its curriculum in 2011 to align with industry changes and improve student success and employability.

Finally COCC's master planning process and community outreach and support allowed the campus to successfully pursue a $41.6-million bond campaign and $3-million capital campaign (details provided in objective 2.3). This funding allowed the College to expand its physical plant to construct up-to-date facilities, many of which support CTE programs. Access to high quality teaching facilities, especially those in the workforce curriculum, enhances the institution's ability to provide students with the knowledge and skills needed to be successful in their chosen occupations.

Objective 2.3: Students with the intent to earn a CTE credential will complete the credential and will be employable in their selected CTE field.

As discussed in the introduction to this core theme, the number of Career and Technical Education (CTE) certificates and degrees has grown steadily during the previous five years. Evaluation of the workforce development core theme would not be complete without a comprehensive analysis of graduation rates and student skills.

Table 4.8: Indicators, benchmarks, status, score, and source of data for Objective 2.3, Core Theme 2: Workforce Development

Indicator	Benchmark		Status	Score	Source
	Yellow	**Green**	**Status**	**Score**	**Source**
2.3.a: Increase CTE completion numbers by 15% to 20% during a four-year period	+15%	+20%	604 (+70%)	🟢	COCC 2010-11 Completions Report
2.3.b: Students declaring a CTE major will receive a certificate or degree within four years	20%	25%	21%	🟡	SEM Fall 2006 cohort
2.3.c: Percent of completers currently employed who indicate the job is related to their COCC field of study	50%	70%	45.7%	🔴	COCC Graduate Survey 2010-11

Summary of data for Objective 2.3

Data associated with CTE student completion paints a complex picture. The number of students completing a CTE credential has increased significantly during the past four years:

Year		Annual change
2010-11	604	+1.5%
2009-10	595	+56.9%
2008-09	379	+9.4%
2007-08	345	+2.1%
2006-07	338	

Based on a review of 2010-11 Completions Reports[14], 226 of the CTE credentials awarded were Associate of Applied Science degrees; 190 one- or two-year certificates; and 188 less-than-one-year certificates. In the last five years—except for 2009-10, when less-than-one-year certificates were

higher—the highest numbers of degrees and certificates earned in all CTE categories were awarded in 2010-11.

As provided in objective 2.2, the COCC Graduate Survey, students indicated a high level of satisfaction with the quality of preparation they received for their chosen occupation (80.8% "very satisfied" or "satisfied"), course-related work opportunities (69.3% "very satisfied" or "satisfied"), and career counseling (66.3% "very satisfied" or "satisfied"). However, sustaining gains will require a renewed emphasis on completions. In order to meet the COCC benchmarks approximately two years from the date of this evaluation report, the College will need to implement new strategies that increase completions by 15% or more.

COCC's Strategic Enrollment Management planning process began in 2007-08. At that time, community colleges did not have consistent national or state benchmarks regarding completion rates. As such, COCC determined that evaluating CTE student success would include measuring certificate or degree attainments rates in first time student cohorts within four years. Based on this measurement, COCC is meeting internal benchmarks with 21% of the fall 2006 cohort earning certificates or degrees within four years. The College is currently reviewing this metric to allow for stronger comparisons to more recently defined national and state indicators.

COCC Graduate Survey[15] data demonstrates that only 45.7% of graduates responding to this survey indicated that they were employed in a job related to their field of study. 44% of all graduates responded to the survey. Tracking employment data is difficult in Oregon, but some CTE programs are required to monitor employment data for accrediting bodies, and some have conducted surveys of program graduates. Some of the results include:

- Medical Assisting: 50% of students in practicums were hired within two months of completing their practicums.
- Health Information Technology: Of 17 graduates, 12 were employed soon after graduation.
- Dental Assisting: Of 23 graduates, 11 were known to be employed, and three went on for more education as dental hygienists or dentists.

Regardless of these successes, and the fact that recent graduates are entering the most challenging employment market in decades, the College did not meet the overall benchmark established for this indicator.

Actions taken to support assessment results for objective 2.3
Analysis of the data indicates that COCC will need to be vigilant and strategic in order to meet benchmarks for this objective in 2013-14. To ensure progress toward full accomplishment of this core theme objective, COCC continues to strategize and plan an ambitious completion agenda, including several program and service modifications.

As detailed in other sections of this report, COCC implemented GradTracks, an online degree audit and advising tool that will assist students with tracking courses they need to complete certificates and allow students to explore alternative certificate or degree options ("what if" scenarios). Additionally, GradTracks will allow the institution to automatically award less-than-one-year certificates as students

meet requirements and progress to higher level certificates or degrees.

Access to courses required for certificates or degrees is integral to students' abilities to complete their programs of study in a reasonable time. In support of timely completion, the College made significant strides in offering courses in a variety of locations, times, and formats. Details are provided in the lifelong learning core theme, objective 4.2, but highlights affecting the workforce development core theme include:

- Courses offered by non-traditional means (location, time, day, and modality) increased significantly in recent years: in 2007-08, 638 courses met this definition, while in 2009-10, 1,108 did so.
- Since 2007-2008, online options have increased by 135%, hybrid classes by 78%, weekend classes by 39%, and outside-of-Bend classes by 69%.
- Beginning in summer 2009, COCC moved from an eight- to ten-week summer term and just prior to this, adjusted course time blocks. Both of these initiatives allowed COCC to increase the availability of classes and in turn, facilitate student progression. Since implementing these changes, COCC increased summer offerings by 85% from 281 (in 2009) to 521 (in 2011).
- Preliminary review indicates that COCC's math redesign project, discussed several times throughout this report, increased developmental math course capacity to allow students to enroll and complete the course. 769 students took MTH 60 and 65 in fall 2010, and in fall 2011, this number increased to 842.
- COCC provides annual training for all faculty advisors, ensuring that they have the most up-to-date knowledge and skills to effectively advise students toward progression and completion goals.

During the College's recent budget cycles, COCC has converted several temporary faculty positions to full-time tenure-track positions and added new positions in support of allied health and sciences, areas critical to CTE programs. These hires have also increased course availability to students.
Perhaps most significant to this objective is the current and planned increase to the College's physical plant. Through a local bond measure, as well as an extensive capital campaign, COCC's facilities have expanded to include the following:

- $7-million Jungers Culinary Center, resulting in the ability to serve 240 additional students annually
- $16.6-million Health Careers building (fall 2012) to house nursing, medical assisting, dental assisting, massage therapy, pharmacy technician, and the new veterinarian technician program
- $19-million Science building (open fall 2012), to house courses that are a primary foundation for many CTE programs
- $12.5-million Redmond Technology Education Center (tentative opening, fall 2013) at COCC's Redmond campus; will host new programs in Non-Destructive Testing and Inspection, Mechanical Systems Flex-Lab (specialized automotive option); Technology Flex Lab (used with green technology and automotive programs), Center for Entrepreneurial Excellence and Development (CEED), and digital arts and marketing

Such additions greatly support a student's ability to complete certificates and degrees and provide up-to-date instructional facilities.

Objective 2.4: COCC will assist industry partners in regional economic development.

Partnerships with local industry are critical to the success of CTE students and programs at COCC. Such partnerships guide curricular changes to ensure alignment with industry standard and help identify new and emerging programs to support regional economic development. In turn, COCC's Small Business Development Center (SBDC) helps new and existing businesses develop the foundation needed for long-term success. Effectiveness of local industry partnerships and the SBDC program are detailed in this objective.

Table 4.10: Indicators, benchmarks, status, score, and source of data for Objective 2.4, Core Theme 2: Workforce Development					
	Benchmark				
Indicator	**Yellow**	**Green**	**Status**	**Score**	**Source**
2.4.a: Qualitative analysis of CTE Advisory Committee recommendations for program improvement	Acceptable	Aspirational	Q	🟢	CTE Advisory Committee minutes
2.4.b: Involvement and planning (qualitative patterns) with regional community and economic development partners	Acceptable	Aspirational	Q	🟡	COCC IE Reporting: Partnerships and Redmond Technology Education Center planning documents
2.4.c: Number of Small Business Development Center (SBDC) clients starting new and expanding established businesses will increase annually	+5%	+10%	354 (+3%)	🔴	Oregon SBDC Site Review and self-study data, 2010

Summary of data for Objective 2.4

The majority of COCC's Career and Technical Education programs have active, program-specific advisory committees comprised of local industry leaders. These advisory committees play a vital role in planning and evaluating COCC programs by ensuring that curricula meet industry standards and align with local employment needs. These committees provide regular, evaluative feedback related to student achievement (both in student roles with practicums and post-graduation). In response to this feedback, CTE programs regularly modify program requirements. For example, to better align with profession needs, two advisory committees recommended increased rigor of basic coursework. Pharmacy technician students are now required to take Math 60 rather than Math 20; health information technology students now take a year-long anatomy and physiology series rather than a two-term

anatomy and function course. Also, in medical assisting, faculty developed and modified student performance evaluation checklists to specifically measure criteria set by the accrediting body. Because of these and similar changes that have resulted in higher student achievement on credentialing exams and certificate or degree completion rates, COCC has met the internal benchmark established for this indicator.

COCC is actively engaged with various community and economic development partners, with staff serving in leadership roles with the Bend and Redmond Chambers of Commerce, Economic Development for Central Oregon (EDCO), area Rotary clubs, City Club of Central Oregon, Bend 2030, Volunteers in Medicine, Partnership to End Poverty, and other area community, business, and non-profit agencies. Such partnerships have enabled the College to identify new and emerging academic programs and build key partnerships for advisory committees. Additionally, participation with community and economic development planning groups positions the College as central to long-term economic development for the region. In turn, such partnerships benefit the College, as evidenced in the passage of a recent bond measure and capital campaign, both of which provide up-to-date training facilities that support local employment needs. Based on this extensive involvement, COCC has exceeded benchmarks for this area.

In a slow economy, a lack of financial resources limits access to capital, and aversion to risk usually results in lower demand for business services. Given this context, although we did not meet internal benchmarks, the College is pleased that the number of SBDC clients served increased from 343 (in 2009) to 354 (in 2010) and exceeded the 2010 state goals set by the Oregon SBDC Network office.

Actions taken to support assessment results for Objective 2.4
CTE program advisory committees support the success of CTE programs. As discussed in relation to objective 2.2, these committees provide critical feedback to program directors, allowing them to adjust curricula to align with workforce needs.

Long-term partnerships enable the College to identify new and emerging employment needs, resulting in new academic programs. Recent discussions include identifying program needs for pharmacy technician (fall 2010), exercise science (fall 2011), veterinary technician (fall 2012), non-destructive testing and inspection (fall 2013), and digital arts and marketing (fall 2013). Discussions regarding the Redmond Technology Education Center also identified the need for a flexible lab space, one that could be adjusted to program and employee training needs. Additionally, local employers identified a need for specific entrepreneurial skills sets and support for new business ventures in general.

While the local economy may affect employer ability to invest dollars into training opportunities, COCC also recognizes the need to continue supporting small businesses in Central Oregon. In accordance with objective 2.4.c, COCC is working to improve small business development services to potential clients in Redmond, Madras, and Prineville and in conjunction with the opening of two new campus centers there. Significant enrollment gains had stretched the capacity of the current Continuing Education and SBDC director and expansion to the Redmond, Madras, and Prineville campuses was unlikely without reorganization of leadership. Thus, the SBDC director is no longer assigned to oversee Continuing Education, but has been assigned the task of building community relations with business and economic development leaders at the Redmond, Madras, and Prineville campuses. Expanding this resource to

Redmond is also a planned element for the Center for Entrepreneurial Excellence and Development (CEED). The SBDC director has now been afforded the time needed to focus on improving access to these vital services for small businesses in Central Oregon.

Endnotes

[1]   Board Goals: http://visitors.cocc.edu/About/Mission/default.aspx
[2]   Board Priorities: http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx
[3]   Student Services Assessment Plans: http://assessment.cocc.edu/student/default.aspx
[4]   CTE Program Outcomes: http://assessment.cocc.edu/instr/prog/default.aspx
[5]   Course Outcomes: http://assessment.cocc.edu/instr/course/default.aspx
[6]   Program Student Success Reports: http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/default.aspx
[7]   CCSSE Results: http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx
[8]   Graduate Survey: http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx
[9]   Financial Aid Assessment Plan: http://assessment.cocc.edu/student/FinancialAid/Default.aspx
[10] Strategic Enrollment Management Plan: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
[11] Strategic Enrollment Management Update: http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf
[12] CCSSE: http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx
[13] COCC Graduate Survey: http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx
[14] COCC Completions Report: http://rap.cocc.edu/IR/Facts/completions/default.aspx
[15] Graduate Survey: http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx