

CENTRAL OREGON
community college



Lifelong Learning Core Theme

CORE THEME 4: LIFELONG LEARNING

Standard 3.B – Planning in Lifelong Learning

The [Board goal](#)¹ that students will “have access to and participate in wide-ranging lifelong learning opportunities that enhance wellness, quality of life, and cultural appreciation” is reflected in the core theme of lifelong learning, as are the [Board priorities](#)² of access and institutional viability. These priorities emphasize the need to provide lifelong learning opportunities throughout the College District in a cost-effective manner. All COCC programs and services support the lifelong learning core theme. Community Learning, Business and Employee Development, and courses (credit and noncredit) offered by non-traditional means (time, day, location, modality) are explained in this core theme. In addition, many of the indicators focus on serving students from across the College District. Together, these programs and services offer a wide variety of innovative, high-quality, community-driven, and accessible classes as well as events throughout the COCC College District.

Standard 4.A – Assessment in Lifelong Learning

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

- 4.1 Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.**
- 4.2 Design learning opportunities that are accessible throughout the broad geographic district.**

The board priorities that relate to this core theme—access and institutional viability—are evident in the discussion of specific objectives and indicators.

Data sources specific to the lifelong learning core theme are the institution’s [SEM Report](#)³, [enrollment reports](#)⁴, and [Institutional Effectiveness](#)⁵ reports. Additionally, the [Community Learning Business Plan](#)⁶ and annual community survey inform assessment of core theme objectives. Information from these sources provides the institution with historical and current information, trends, and benchmarks.

Assessment of Programs and Services

Programs and services that support the lifelong learning core theme objectives use data from the sources named above to evaluate program effectiveness following the planning and assessment model detailed in section 3.B.1 of this chapter. COCC's Community Learning utilizes the following documents as a means of establishing program outcomes and benchmarks to be used for assessment:

- [The Community Learning Business Plan](#)⁶: This annual plan includes a vision, mission, objectives, and strategies, as well as a brief assessment of the external impact of objectives and strategies.
- [Continuing Education Three-Year Business Plan](#)⁷: This plan has the same structure as the annual business plan, although the objectives are more global in nature.

- An [Annual Community Learning Scorecard](#)⁸: This scorecard includes data on enrollment, program income, scheduled classes, delivered classes, the number of FTE generated, and other factors. As decided in recent planning discussions, assessment will focus on program income, delivered classes, and FTE generated. This focus allows a stronger emphasis on objective 4.1, as well as on the Community Learning outcome of being a self-sustaining operation.

Together, these documents provide an effective means of planning for and assessing progress toward Community Learning program outcomes, as well as toward the lifelong learning objective 4.1.

Objective 4.2 is broader in nature in that it incorporates both credit and noncredit instruction, with a primary focus on serving students from across the District and via non-traditional means. To ensure progress toward this objective, Institutional Effectiveness and instructional units regularly review data from the institution's SEM Report, institutional enrollment reports, and Institutional Effectiveness reports. Additionally, academic department faculty—with the guidance and support of instructional deans—regularly evaluate course offerings.

Specific examples of assessment and improvement among programs and services are described in each objective.

Assessment of Student Achievement

Student achievement and satisfaction is integral to COCC's commitment to student success. This includes meeting student learning needs across a spectrum of topics. In support of this direction, all Community Learning courses have course outcomes (referred to as "outlines"). Samples of these include:

Beginning Excel: Students will learn to

- Navigate the program: Start, view the screen, menus and dialog boxes, shortcuts, toolbars, help, worksheets, saving a workbook;
- Enter data: Design a spreadsheet, enter data, edit data, use ranges, write formulas, preview and print worksheets;
- Edit data: Insert and delete rows and column, copy and move data and formulas, file ranges, find and replace, absolute cell references, column widths, check spelling;
- Format data: values, painter, fonts and size, attributes and alignment, customize the toolbar, colors, patterns and borders, auto format;
- Work with charts: Design, create, edit, move, resize, change appearance, add text, print.

The A, B, C, and D's of Medicare: Students will learn

- Brief history of Medicare
- About Medicare premiums and costs
- What is and is not covered
- What users pay for Medicare-covered services
- How the doctors are paid
- About Medicare supplement and advantage plans

Beginners Total Body Workout: Students will learn about

- Setting personal fitness goals
- Upper core strength and lower body conditioning
- Cardiovascular conditioning and flexibility training
- Circuit training, cardiovascular health, and muscular strength
- Core and lower body strength

To assist in the evaluation of student satisfaction, Community Learning distributes an annual customer survey, which provides staff with feedback regarding student expectations and satisfaction.

Additionally, students complete a course and instructor evaluation for all new Community Learning instructors (this occurs the first three or four times an individual teaches a course and tapers off over time). Community Learning staff also attend classes and evaluate instructor performance any time a new Community Learning instructor teaches a course.

Standard 4.B – Improvement in Lifelong Learning







The tables below illustrate the data used by COCC to evaluate its achievement toward the lifelong learning core theme. As with all core themes, improvement in each of the objectives 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.

Assessment is ongoing, and programs and services make needed changes based on data gathered from a variety of sources discussed below. Reports are made to appropriate administrators and stakeholders on a regular basis.

Objective 4.1: Provide a variety of cultural enrichment and avocational opportunities, beyond credit instruction, for all ages.

Multiple campus departments coordinate a robust schedule of campus and community events focused on cultural enrichment and exploration. This includes the office of student life, multicultural activities, Nancy R. Chandler visiting scholar program, social sciences department, and many others. This objective, however, focuses on the learning opportunities provided through COCC's Community Learning department. Due to the large number of College District residents participating in these classes, success in achieving benchmarks related to Community Learning is a critical component of the lifelong learning core theme.

Table 4.12: Indicators, benchmarks, status, score, and source of data for Objective 4.1, Core Theme 4: Lifelong Learning

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
4.1.a: Expansion of successful offerings for youth and seniors	+10	+15	-4		Community Learning enrollment data
4.1.b: Student course expectations are met	75%	80%	84%		Community Learning Survey, 2010-11
4.1.c: Maintain a variety of courses across the Community Learning subject areas; qualitative pattern of strategic expansion	Acceptable	Aspirational	Q		Community Learning enrollment data
4.1.d: Meet Community Learning industry standards for courses successfully delivered	80%	85%	81%		Community Learning Annual Scorecard
4.1.e: Increase variety of and access to Community Learning offerings	+2%	+5%	+14%		Community Learning enrollment data
4.1.f: Increase access to Business and Employee Development Offerings	+2%	+5%	-8%		Continuing Education enrollment data

Summary of Data for Objective 4.1

The number of courses offered for youth (grades 6-9) has recently increased to 16 courses in 2010-11, but offerings targeted specifically at the senior population have declined to 61 courses in 2010-11. Participation in Community Learning courses generally declines in a depressed economy. Given this context, although the College did not meet its internal benchmark, COCC will increase offerings targeted toward youth and seniors.

Just as student success is critical to academic classes and programs, student satisfaction is critical to Community Learning classes and programs. Data from the annual Community Learning survey consistently demonstrates high levels of student satisfaction regarding course expectations, thereby exceeding minimum benchmark scores for indicator 4.1.b. To illustrate, in 2009, 82% of respondents indicated that course expectations were met; in 2010, 87% indicated that expectations were met; in 2011, 84% indicated that expectations were met.

To achieve the goal of variety in opportunities provided by the College, Community Learning offers courses across eight primary topic areas: (1) art, (2) home and garden, (3) health and fitness, (4) dance and recreation, (5) travel and language, (6) enrichment, (7) computer and Web, and (8) business and employee development. To ensure adequate offerings, the department annually reviews coursework across eight subject areas and adjusts as needed to meet department outcomes. Overall, data indicated that Community Learning exceeded minimum benchmarks set by the College.

The Learning Resources Network (LERN) model and best practices recommend that for sound business practice no more than 20% of courses should be cancelled due to low enrollment each term. COCC's enrollment data demonstrates that Community Learning currently meets this standard and achieves institutional benchmarks:

- 2010-11: 81% of courses were successfully delivered
- 2009-10: 76% of courses were successfully delivered
- 2008-09: 80% of courses were successfully delivered
- 2007-08: 71% of courses were successfully delivered

A review of Community Learning and business and employee development program offerings, indicates that both areas have successfully delivered an increasing number of classes. In 2010-11 Community Learning offered 596 courses, 14% more than 2009-10. The one exception is during the 2010-11 academic year when the department intentionally took a more conservative approach and limited the number of offerings in the area of business and employee development to 580 (an 8% decrease from 2009-10) to better meet local demand during a depressed economy.

A planned future indicator relates to campus and community events that focus on cultural enrichment and exploration. These events are coordinated by multiple campus departments, including the office of student life, multicultural activities, Nancy R. Chandler visiting scholar program, social sciences department, and many others.

Actions taken to support assessment results for Objective 4.1

Many actions taken during the last few years have contributed to the success of the programs and services associated with this objective. These actions are designed to further improve areas currently meeting minimum benchmarks and support those not meeting these targets.

In support of increased offerings for students of all ages, COCC piloted a series of summer "camps" targeted at middle-school-age youth in summer 2009 and 2010. Based on enrollment and fiscal data, the program demonstrated itself to be viable and was expanded in 2011. To help ensure progress toward this objective and indicator, the dean for extended learning participated in a one-term sabbatical to survey institutions with successful programs for baby boomers, as well as review nationwide best practice examples. This study assisted in planning for a new program called Compass Points, a series of classes targeted at baby boomers (spring 2012). The initial development process (spring 2011) included the Extended Learning director at that time, the vice president for instruction, and a former COCC Board member and retiree. With assistance from the coordinators of a similar program at Portland Community College, the concept and formulation of Compass Points has moved from the initial approval and planning phase into the development and implementation phase. Based on this new program, the College anticipates positive growth in this indicator.

Due to consistently meeting students' course expectations, Community Learning is not making significant changes to course offerings. However, in support of this indicator, the College will continue to coordinate a training class for Community Learning instructors and administer the annual survey to ensure continued attention to student satisfaction. Additionally, Community Learning has set a goal for programming staff to offer 30% new classes each term and one new profit-generating program each year.






Examples of recent additions include yoga teacher training, personal trainer certification preparation, Microsoft certification preparation, medical office training (medical terminology, coding and billing), and the [community health worker](#)⁹ training program.

One additional action speaks clearly to the role of COCC planning and its effects on continuous improvement within the lifelong learning core theme area. In order to effectively meet objective 4.1, the College recognized that the staff time devoted to Community Learning and Small Business Development in the Northern campus areas required reallocation. Both areas have enjoyed significant enrollment growth, but capacity to lead both areas has been insufficient, especially in light of two new campus locations in Madras and Prineville. The former single director position was shifted from continuing education and small business development to solely small business development. Additionally, a second position was developed, the COCC Continuing Education director, and an appointment was made following an internal search process. This reorganization is designed to provide the leadership necessary to the development and implementation of new and improved lifelong learning offerings throughout the service district. The continuing education area is also seeking to expand programs developed for both youth and senior citizens. Both directors—the Continuing Education director and the Small Business Development director—will work together to expand customized and incumbent worker training opportunities for existing small and large businesses. Lifelong learning at COCC will thus continue to emphasize innovation that leads to a wide variety of relevant offerings for citizens in the region.

Objective 4.2: Design learning opportunities that are accessible throughout the broad geographic district.

Providing learning opportunities throughout the College District is a key Board priority. Despite budget cuts that forced the closure of dedicated College centers in La Pine, Sisters, North Lake, Madras, and Prineville in 2002-03, the College continued to offer a limited number of credit and noncredit classes throughout its 10,000-square-mile service district at a variety of public sites not owned by COCC. Additionally, how and when courses are offered has changed significantly in the last ten years. The College's emphasis on providing educational opportunities in a time, location, and modality to best meet student needs is evident throughout this objective.

Table 4.13: Indicators, benchmarks, status, score, and source of data for Objective 4.2, Core Theme 4: Lifelong Learning

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
4.2.a: Increase the number of credit courses offered by non-traditional methods (evening, weekend, modality, location)	+10	+12%	+16%		SEM 2009-10 to 2010-11
4.2.b: Percent of course offerings outside of Bend (credit and non-credit)	20%	25%	23.4%		Institutional Data 2010-11
4.2.c: Percent of student activity in locations outside of Bend (credit and noncredit)	15%	20%	16.5%		IE Reporting: Access 2010-11 update
4.2.d: Percent of students who live outside of Bend taking online/hybrid classes	35%	40%	46%		
4.2.e: Percent of College District population served	9%	10%	9.4%		Institutional Data and SEM 2010-11

Summary of data for Objective 4.2

Overall, progress toward this core theme objective is strong across all indicators. Supporting this objective, COCC expanded its non-traditional courses (defined as evening, weekend, online/hybrid, and location) by 16% (1,108 courses) since 2009-10 thereby meeting the benchmark for indicator 4.2.a.

As discussed previously, the College closed its dedicated centers in La Pine, Sisters, North Lake, Madras, and Prineville in 2002-03 as part of institution-wide budget reductions. However, growth in the number of classes offered in locations outside of Bend has risen steadily since 2006-07 (see [Annual Enrollment Report](#)¹⁰, Report 8A for complete details). This is most notable in Redmond—where enrollment is up 58% from 2006-07 levels—and Deer Ridge Correctional Institution, which began with two classes in 2007-08 and expanded to 86 classes in 2010-11. Such shifts in course offerings and new programs have enabled the College to successfully meet established benchmarks.

Related to offerings in locations outside of Bend is the number of students taking credit or non-credit classes who live outside of Bend. A five-year data review shows that the College has seen significant growth in serving these students, and based on this data, has met institutional minimum standards:

Year	FTE	Change since 2006-07
2010-11	796.46	+267%
2009-10	619.49	+185%
2008-09	428.1	+97%
2007-08	271.58	+25%
2006-07	217.07	

Table 4.14: Change in student activity measure by FTE of students living outside of Bend

The majority of students in these groups took classes at the Redmond campus (68%). However, 8% took classes in Madras and another 8% took classes through the College’s partnership with Deer Ridge Correctional Institution discussed in the following section.

The number of credit students taking online or hybrid courses has also steadily grown since 2006. While this is true for students regardless of their residence, it is particularly evident in reviewing data associated with students who live in areas outside of Bend (table 4.15):

Table 4.15: Change in number of students living outside of Bend who took online or hybrid classes since 2006-07

Year	Number of students taking online or hybrid classes from outside of Bend	Change since 2006-07
2010-11	1,223	+122%
2009-10	1,149	+109%
2008-09	868	+58%
2007-08	705	+28%
2006-07	550	

In addition to increases in the number of students taking classes in Redmond, Madras, Prineville, and in online or hybrid modalities, a review of District-wide penetration rates (the number of Central Oregon Community College District citizens age 16 or older who took any COCC class) also helps demonstrate progress toward this objective. Prior to the closure of College centers, the District penetration rate was as high as 11.8%. As a result of budget reductions, including the decreased levels of state funding for continuing education programs, the College’s district penetration rate dropped to its low point of 8.8% in 2003-04. The current College district penetration rate is 9.4%, bringing the College to “yellow” status for this indicator.

Actions taken to support assessment results for Objective 4.2

Credit and noncredit faculty have worked to increase the number of non-traditional offerings across the curriculum; many of these initiatives include course offerings outside of Bend, thereby increasing opportunities for more students to participate in classes and programs. Several recent initiatives have increased non-traditional course offerings:

- COCC realigned course scheduling time blocks for all credit courses, which allowed for easier expansion of evening and weekend courses. This action recognized the need to respond to students’ scheduling challenges.
- The College added professional development opportunities to increase online and hybrid course offerings. In addition to the Hybrid and Online Teacher Training (HOT) described in the discussion of the transfer and articulation core theme, the College offers weekly face-to-face [instructional-technology workshops](#)¹¹, and on-demand video trainings posted on the [Blackboard for Faculty](#)¹² site or sent directly to faculty via email. Finally, COCC also participates in Quality Matters, a program that uses a guided, faculty peer-review process

to ensure high quality in online instruction. The more COCC expands online and hybrid offerings to increase numbers of students, the greater the need for ensuring high quality in these offerings.

- Departments adjusted traditional scheduling to offer Psychology 201 and Psychology 202 as a Friday-only class (psychology is the social science class with historically the highest demand) and General Science 105 (Chemistry), Chemistry 104-105-106, Chemistry 221-222-223 and Biology 121-122 (Anatomy and Function) as a Saturday-only series. This action recognizes the demand for one-day-a-week classes in key subject areas.
- Two COCC full-time faculty, one each in writing and psychology moved their primary assignments to the Redmond campus in 2011-12. Doing so supported student success efforts, provided leadership for part-time Redmond campus instructors, and created greater stability in Redmond course offerings.
- Community Learning expanded courses in Madras and Prineville in summer 2011, and additional classes will be added in these locations for summer 2012. This action responds to increasing demand for noncredit courses offered outside of Bend.

Two additional initiatives for increasing non-traditional course offerings are worth highlighting at greater length: (1) COCC's contract with Deer Ridge Correctional Institution and (2) the development of the Madras and Prineville campuses and the Redmond Technology Education Center (tentative opening, fall 2013) as part of the College's recent bond measure.

In the first initiative, COCC contracted with Deer Ridge Correctional Institution (DRCI)—a minimum-security prison in Madras designed to hold 750 inmates and opened in 2007—to offer credit and noncredit classes. Seven ABD/GED sections are offered throughout the year, and all sections are expected to fill. While the majority of classes are focused on basic skills, the College recently expanded its offerings to include credit writing, math, and welding courses. Students can now earn a 45-credit certificate in welding, and in 2010-11, 75% of enrollees completed the program. 100% of enrollees are expected to complete the program in 2011-12. Job placement figures are also positive: 87.5% of welding graduates who have been released are working as welders. The number of students served in this and other programs varies, but sample enrollment numbers for COCC classes as of late February 2012 include the following programs and classes:

- ABE/GED: 241 students
- Welding program: 10 students
- Keyboarding class: 14 students

The second initiative supporting this objective was the expansion of facilities in Madras, Prineville, and Redmond. This facilities expansion, as well as planning by credit and noncredit programs, served more than 400 students at the Madras and Prineville campuses during their first term of operation. In developing the plan for the Redmond Technology Education Center, COCC faculty and staff met with local industry and Redmond community leaders to review institutional enrollment and state workforce data. Based on this research, COCC determined the need for the following programs:

- 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)
- Digital Arts and Marketing (expansion of existing programs)

The expansion of facilities, along with sound instructional planning, will have a significant impact on continued success toward this lifelong learning objective.

In support of classes across the College District, student support services were either added or expanded upon in recent years. This includes the addition of a bookstore, food service, and tutoring as well as expansion of enrollment services (admissions, registration, financial aid, and cashiering) and academic advising. Most recently, the Associated Students of Central Oregon Community College (ASCOCC) appointed a branch campus coordinator, providing an expansion of student activities and events at the Redmond, Madras and Prineville campuses.

Endnotes

- ¹ Board goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ² Board priorities 2011-2013: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ³ SEM Report: http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf
- ⁴ Enrollment reports: <http://rap.cocc.edu/IR/default.aspx>
- ⁵ Institutional Effectiveness reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ⁶ Community Learning business plan: <http://rap.cocc.edu/Strategic+Planning/commlearn/default.aspx>
- ⁷ Continuing Education Three-Year plan: <http://rap.cocc.edu/Strategic+Planning/conted/default.aspx>
- ⁸ Community Learning Annual Scorecard: <http://assessment.cocc.edu/instr/commlearn/default.aspx>
- ⁹ Community Health Worker: <http://noncredit.cocc.edu/chw/default.aspx>
- ¹⁰ Annual Enrollment Report: <http://rap.cocc.edu/IR/EnReport/AYEnroll/default.aspx>
- ¹¹ Instructional technology workshops: <http://acs.cocc.edu/Training+Events/default.aspx>
- ¹² Blackboard for faculty: <http://coccbbhelp.wordpress.com/>