ACCREDITATION REPORT 2020

CENTRAL OREGON
community college

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Acronym Glossary

Awards:

AAOT: Associate of Arts Oregon Transfer

AGS: Associate of General Studies

ASOT: Associate of Science Oregon Transfer

AAS: Associate of Applied Science

AASO: Associate of Applied Science Option

AS: Associate of Science

CC1: One Year Certificate of Completion

CC2: Two Year Certificate of Completion

CPCC: Career Pathway Certificate of Completion

Other Acronyms:

ACT: Advising Consulting Team

ADA: Americans with Disabilities Act

ABS: Adult Basic Skills

ALEKS: Assessment and Learning in Knowledge Spaces

AP: Advanced Placement

APR: Academic Program Review

ARA: Annual Report of Activities

AUR: Administrative Unit Review

BEP: Board Expectations of the President

BPR: Board-President Relationship

CAP Services: Career services, Academic advising, and Personal counseling

CBA: Collective Bargaining Agreement

CCSSE: Community College Survey of Student Engagement

CE: Continuing Education

CFO: Chief Financial Officer

CLEP: College-Level Examination Program

CLERC: Children's Literature & Equity Resource Center

COCC: Central Oregon Community College

CPAT: College Planning and Assessment Team

CPC: Credit for Prior Certification

CTE: Career and Technical Education

DSP: Directed Self Placement

ECE: Early Childhood Education

ELL: English Language Learner

FAFSA: Free Application for Federal Student Aid

FIAT: Finance Internal Advisory Team

FTE: Full-time Equivalent

FY: Fiscal Year

FYE: First Year Experience

GED: General Education Development

GL: Goal Lead

GP: Governance Process

GWG: Goal Work Group

IB: International Baccalaureate

IE: Institutional Effectiveness

IL: Information Literacy

ILL: Interlibrary Loan

IT: Information Technology

LMS: Learning Management System

LOA: Learning Outcomes and Assessment

LSTA: Library Services and Technology Act

MATC: Manufacturing and Applied Technology Center

MLIS: Master of Library and Information Science

NWCCU: Northwest Commission on Colleges and Universities

ORS: Oregon Revised Statutes

ORSAA: Oregon Student Aid Application

OSU: Oregon State University

PAT: President's Advisory Team

PIP: Professional Improvement Plan

PIRT: Professional Improvement Resource Team

RSC: Review and Support Committee

SBDC: Small Business Development Center

SENSE: Survey of Entering Student Engagement

SLO: Student Learning Outcome

SWOT: Strengths, Weaknesses, Opportunities, Threats

Institutional Overview

Founded in 1949 as part of the Bend-La Pine School District, Central Oregon Community College (COCC) is Oregon's oldest community college. The COCC District covers a 10,000-square-mile area, including 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 educates students on its main campus and three centers in Central Oregon. The 200-acre main campus in Bend includes 26 buildings with approximately 671,000 square feet of classroom, student support, and administrative space. Since the College's last comprehensive accreditation visit in 2012, COCC has opened a state-of-the-art Health Careers Center and Science Center, as well as its 320-bed Wickiup Residence Hall.

With four buildings on a 29-acre parcel of land, COCC's Redmond center serves students by providing classrooms, science labs, a computer lab, student support services, tutoring, testing facilities, study spaces, and a branch of the College bookstore. Specialty facilities include the Manufacturing and Applied Technology Center (MATC) and Redmond Technology Education Center, as well as a hands-on training facility for the Veterinary Technician program. COCC's Redmond center also includes a partnership with the Redmond Workforce Connection, supporting unemployed and underemployed residents needing education and training opportunities. In addition to the Redmond center, COCC has two smaller centers in Madras and Prineville, communities located approximately 40 miles from Bend and 20 miles from Redmond. Each of these centers consists of a single building that serves students by providing classrooms, student support services, tutoring, testing, and study spaces. The centers in Redmond, Madras, and Prineville all serve their local communities by providing spaces for events and meetings, as well as office space for community partners. COCC also contracts with the Oregon Department of Corrections to provide basic skills instruction and limited training at the Deer Ridge Correctional Institution in Madras.

Across its main campus and centers, COCC employs 129 full-time faculty members, 48 adjunct faculty (those working more than half-time, but less than full-time), and over 200 part-time instructors for credit classes. Full-time faculty members serve as academic advisors to individual students, assisting

them in planning academic programs and schedules, as well as with transfer and career planning. All COCC faculty are required to have at least a master's degree in their field or equivalent industry training with a strong emphasis on practical workplace skills. Many full-time faculty members have doctorates in their disciplines or a terminal degree/licensure in their fields.

In addition to traditional credit transfer and career and technical education (CTE) programs, COCC offers non-credit courses or programs in English Language Learning (ELL), Adult Basic Skills (ABS), and Continuing Education, as well as credit classes for in-district high schools. There are six ABS/ELL instructors and approximately 150 Continuing Education instructors.

In addition to faculty, the College employs 133 classified staff and 109 administrators, all working to help the College achieve its mission. COCC encourages and supports continuing professional improvement by all faculty, administrators, and support staff.

Preface

Institutional Changes Since the 2012 Comprehensive Visit

Enrollment

From 2007 to 2011, COCC experienced unprecedented growth, nearly doubling in size. As the economy shifted, so too did COCC's enrollment. Since its last accreditation visit, the College's credit student headcount has declined each year, although current headcount and FTE are still greater than prior to the 2007 recession. During the 2018–19 academic year, the College served 8,219 students in credit programs and 9,013 students in non-credit programs (unduplicated). Despite the credit student enrollment decline experienced in recent years, COCC has seen relatively steady growth in its number of students of color, particularly Latinx and Asian students.

Leadership

In addition to enrollment changes, COCC has experienced significant changes in personnel since its last accreditation visit. Of particular note:

- Board of Directors: Five of the seven members of the COCC Board of Directors are new to the College since 2012, with two elected for their first term in 2019. As new Board members are elected, the College works with each to provide an overview of institutional programs and services, as well as an in-depth review of the budget, while peer Board members provide training on policies and expectations.

- President: After failed presidential searches in 2013 and 2014, Dr. Shirley Metcalf, then interim vice president for instruction and dean for continuing education, was appointed COCC's president, where she served until June 2019. Following a successful nationwide search, Dr. Laurie Chesley, former provost and executive vice president for academic and student affairs at Grand Rapids Community College (GRCC), began her tenure as COCC's sixth president in July 2019. President Chesley's administrative, instructional, and other leadership experiences will position the College well to achieve the tenets set out in its Strategic Plan.

- Instructional Leadership: Between 2012 and 2019, COCC experienced significant turnover in instructional leadership with six interim or permanent vice presidents of instruction and similar turnover of instructional deans. Dr. Betsy Julian was hired as COCC's vice president for

instruction in summer 2016 and, together with her instructional deans, provides steady leadership for COCC's instructional division.

Oregon State University – Cascades

Oregon State University (OSU) opened a branch on COCC's campus in fall 2001. At that time, COCC provided all lower-division courses while OSU-Cascades offered only upper division classes and graduate programs. In 2016, OSU-Cascades developed its own campus two miles from COCC and began offering all courses associated with its bachelor's degree programs. The two institutions continue to enjoy a strong relationship, including a degree partnership program in which students are admitted to both institutions and receive financial aid as if attending one institution.

2018–23 Strategic Plan

Also noteworthy is the College's development of its 2018–23 Strategic Plan. COCC first engaged in Strategic Plan development work in 2011 with an inclusive process that involved the College's students, employees, and Board of Directors as well as the Central Oregon community—this culminated in the development of COCC's 2013–18 Strategic Plan. Work began on COCC's second strategic planning cycle in 2017–18. This process included an analysis of the current environment as well as extensive feedback from the College community. COCC's 2018–23 Strategic Plan was endorsed by the COCC Board of Directors in June 2018. It provides a five-year framework for intentional work in four goal areas: Student Success, Student Experience, Community Enrichment, and Institutional Efficiency. Both strategic planning efforts were coordinated through the College Planning and Assessment Team (CPAT).

The 2018–23 Strategic Plan consists of:

- Goal areas: These represent the high-level themes that emerged from College and community input—Student Success, Student Experience, Community Enrichment, and Institutional Efficiency. The goals provide focus for COCC as the College works to improve mission fulfillment. Goal area descriptions consist of a goal statement, goal intention, and an outcome statement, or description of what COCC will look like when the goal is achieved.
- Goal initiatives: These provide greater specificity and direction for each goal area.
- Goal activities: These represent the tangible actions needed to achieve each initiative.

During the fall 2019 All-College Kickoff (a College-wide in-service event), all employees engaged in a workshop to help determine institution-level success indicators to assess achievement of the College's mission of student success and community enrichment. Feedback from this work indicated support for the following institutional success indicators related to student success:

1. Staying Enrolled
   - First- to second-term retention
   - Fall-to-fall retention
2. Passing Gateway Courses
   - Passing college level math in first year
   - Passing college level writing in first year
3. Achieving Success
   - Graduation rate
   - Transfer rate

The Board approved the above as COCC's institution-level indicators related to student success in fall 2019. Work to develop institutional success indicators related to community enrichment continues. These institutional success indicators are mapped to the goal areas of the Strategic Plan. Together, the institutional success indicators, strategic goal areas, initiatives, and activities inform an assessment plan for achievement of the College's mission.

Shifting to the New Standards

When the Northwest Commission on Colleges and Universities (NWCCU) adopted new standards in 2010, NWCCU staff encouraged many community colleges to adopt the core themes of transfer, workforce development, basic skills, and lifelong learning. Like others, COCC adopted this approach, using these themes as the basis for its 2011 Year One Self-Evaluation and its 2012 Comprehensive Self-Evaluation. In support of this direction, the College used the core themes as anchors in the 2013–18 Strategic Plan and introduced "theme teams", which were charged with understanding and supporting planning and assessment efforts for each theme. As the College continued working with core themes, the approach became unwieldy and did not foster a comprehensive view of the College and its mission. As such, many did not feel connected to this important work.

As detailed above, COCC began development of its 2018–23 Strategic Plan in fall 2017. Throughout this process, it became clear that College faculty and staff more strongly identified with the COCC mission elements of student success and community enrichment than with the core themes. Focusing on the two broad areas of student success and community enrichment emphasizes the need for cross-College collaboration in these areas, while the more narrowly focused core themes created silos of staff and faculty working on each core theme. Using the mission elements as the starting point, the four strategic goal areas emerged: Student Success, Student Experience, Community Enrichment, and Institutional Efficiency. Shortly after the College adopted its 2018–23 Strategic Plan, NWCCU offered institutions the opportunity to shift away from standards focused on themes to standards that had a stronger focus on planning, assessment, and ultimately mission fulfillment. Given COCC's perspective on the theme approach, the College adopted the newest NWCCU standards as the basis for this report.

2012 Recommendations

Central Oregon Community College received three recommendations as part of its 2012 Comprehensive Peer Evaluation Report. Each of the recommendations, and COCC's work to address those recommendations, are outlined below.

Recommendation 1: The Evaluation Committee recommends that the Institution identify learning outcomes for all transfer and applied courses, programs, and degrees, and develops a systematic method for applying the results to improve student learning (2.C.2, 2.C.11, 4.A.3, Eligibility Requirement 22).

All courses, programs, and degrees now have established learning outcomes. In 2015, the College created a Learning Outcomes and Assessment Committee, composed mostly of faculty. This group, in collaboration with the Curriculum and Assessment Office, created a system for ensuring that all programs complete regular outcomes assessment and document how that assessment has led to changes in instruction and student learning.

Recommendation 2: Recognizing that all institutional activities should support core themes, the Evaluation Committee recommends that the institution recognize and document how institutional activities support the college mission and core themes. (3.B.1)

Since the College's 2012 Comprehensive Peer Evaluation Report, the College developed two key

processes to guide institutional departments and programs in assessing their areas, including how their areas contribute to the institution's mission.

Academic Program Review (APR): All academic disciplines, both career and technical education (CTE) and transfer, conduct a self-study of topics related to the enhancement of student learning. Disciplines provide a written report as well as a presentation open to all members of the College. The APR report includes sections on:

- Discipline overview;
- Discipline mission;
- Curriculum (overview, requirements, online offerings, branch campus offerings, initiatives, partnerships);
- Student learning outcomes (SLO) assessment (course and program level);
- CTE-specific information (students, completion data, accreditation, advisory board), if applicable;
- Enrollment and student success (FTE, scheduling, student success data);
- Faculty (composition, qualifications, development, accomplishments);
- Facilities (including instructional and student support and resources); and
- Conclusions (progress towards previous goals, new goals, needed support).

Disciplines participate in APR on a five-year cycle. This process was piloted in 2016–17, and by 2020–21, all disciplines will have completed their initial APR.

Administrative Unit Review (AUR): Administrative departments participate in a process that systematizes continuous quality improvement, ensures alignment of administrative units/departments with the College mission, and promotes accountability and improvement of administrative departments. The AUR includes an assessment plan and report. The AUR plan consists of:

- Department overview;
- Department mission and its relationship to the College's mission;
- Department purpose, with descriptions of staffing and budget;
- Department strengths and challenges;
- Department goals and outcomes; and
- Assessment tools and timelines.

Departments participate in AUR on a three to five-year cycle. Additionally, each department completes an administrative unit follow-up report, with frequency determined by assessment needs. The report includes a summary of data findings and an analysis of the findings, including any changes in policy and practice to improve results.

Work on this process began in fall 2016, with the first AUR plans completed by fall 2017. Additional cohorts developed plans during the 2017–18 and 2018–19 academic years. As of this writing, all but three administrative units have completed their initial AUR, with many departments also completing a follow-up report. All AUR plans and reports are available on COCC's intranet.

As the College's planning processes mature and the 2018–23 Strategic Plan becomes more integrated into College operations, each of these processes will be adapted to incorporate connections to the Strategic Plan goal areas, and the knowledge gleaned from APR and AUR will inform strategic planning in the future.

Recommendation 3: The Evaluation Committee recommends that the institution articulate a more comprehensive methodology for assessing core theme fulfillment. For example, indicators might include student learning outcomes, program outcomes, nationally normed tests, feedback from transfer institutions and employers, and student satisfaction, etc. (1.B)

Although COCC shifted away from core themes, the College recognized the need to define and measure mission fulfillment. In support of this direction, all employees participated in a workshop to help generate support for and identify meaningful indicators around the College's mission of student success and community enrichment. President Chesley and other campus leaders worked with various campus groups to refine the indicators; ultimately, six indicators related to student success were approved by the Board in fall 2019. Work to establish indicators related to community enrichment and to fully develop all of the indicators, understand the story they tell, and incorporate them into College planning is underway.

Each Strategic Plan goal area features an assessment plan with meaningful indicators to assess progress towards achievement of goal area initiatives. Information from these assessments—especially the goal

areas of Student Success and Community Enrichment—will complement COCC's institutional assessment of progress towards mission fulfillment.

Report Contributors

This self-evaluation report was written by the following members of the College community:

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STANDARD ONE

STUDENT SUCCESS
INSTITUTIONAL MISSION
INSTITUTIONAL EFFECTIVENESS

Standard 1A: Institutional Mission

1.A.1 Institutional Mission Statement

> *The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

When Central Oregon Community College (COCC) was founded in 1949, its original mission was to prepare students for transfer to a four-year university. Since then, its mission has expanded to include career and technical education (CTE) programs, non-credit training certificates, GED courses, English Language Learning (ELL) education, continuing education courses, a Small Business Development Center, summer camps for youth, and many other courses and programs. This desire to serve a broad variety of students, as well as meet the needs of the Central Oregon community, is reflected in COCC's mission statement:

> **MISSION**
>
> Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities.

A vision statement partners with the mission statement to further define the overall direction of the College:

> **VISION**
>
> To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities we serve.

The current mission and vision statements were adopted by the COCC Board of Directors in late 2012 following significant engagement with stakeholders throughout the region. The first phase of the process took place in fall 2011 and winter 2012 and consisted of analyzing COCC's internal and external environments. Feedback was gathered from more than 1,400 College stakeholders through surveys, focus groups, and independent interviews. In the second phase, from spring through early fall 2012, the collected feedback was analyzed, and revised mission and vision statements were proposed. Revisions

were brought back to the Board in fall 2012. A new mission statement was adopted by the Board in November 2012, and a revised vision statement was adopted in December 2012. These versions of the mission and vision statements are used by the College today.

This intentional work to update the mission and vision statements was part of a strategic planning process that culminated in the adoption of the College's [2013–18 Strategic Plan](#)[1] by the Board in 2013. This plan incorporated the College's core themes but, as explained in the [Preface](#), the implementation was unwieldy. In 2017–18, development of the next Strategic Plan began; in the spirit of continuous improvement, COCC began by evaluating what worked and did not work in the first plan. It was clear that the College found more meaning in the mission and vision statements than in the core themes. Though the adoption of core themes had previously been recommended by the Northwest Commission on Colleges and Universities (NWCCU), the College had struggled to use them to guide institutional efforts in a meaningful way because so many of the College's activities span more than one of the theme areas, and because the themes have limited application to non-instructional parts of the institution. During the new strategic planning process, and with updated guidance from NWCCU, COCC decided to move away from its previous core themes (transfer and articulation, workforce development, basic skills, and lifelong learning) and focus on the two main elements of its mission: student success and community enrichment. The organization of College planning and assessment into these two areas more closely aligns with how the College views its work, including a focus on efforts for all units of the College to work collaboratively on student success projects rather than isolating projects in units based on core themes. Analyzing and communicating the impact of such all-College projects also fits more effectively in the context of the two broad mission elements of student success and community enrichment than in that of the core themes.

After more than a year of collecting input from the College community, soliciting comments on draft proposals, and convening Strategic Planning Summits to gather ideas from all constituents of the College, the [2018–23 Strategic Plan](#)[2] was endorsed by the Board of Directors in June 2018. This Strategic Plan includes four goal areas:

> **Student Success:** Provide resources and support to facilitate increased student persistence and educational goal achievement.

Student Experience: Provide core academic offerings and student support at all campuses and online.

Community Enrichment: Engage as a collaborative and contributing partner with the community.

Institutional Efficiency: Strengthen systems, policies and procedures to create more proactive, responsive and effective internal processes.

Supporting documentation[3] for each goal area (also found in Standard 1.B.2) includes a goal statement, a goal intention, and a section describing anticipated outcomes ("What will COCC look like when this goal is achieved?"). Three to four initiatives intended to help the College achieve these goals have been identified for each goal area.

From 2011 through the present, as College planning and assessment efforts have matured, the committee charged with fostering this work has also evolved. It convened as the Strategic Planning Team in 2011 and then became the College Planning Team (CPT) in 2013 to aid in implementing the 2013–18 Strategic Plan. In 2016, it added assessment to its scope of responsibilities and became the College Planning and Assessment Team (CPAT). The assessment aspects of CPAT's charge became more of a focus for the committee in 2018–19, with the goal of assisting the College in defining and documenting how mission fulfillment is achieved. This work included reviewing current practice and beginning to align the various ongoing assessment activities occurring throughout the institution. The College has made significant strides in developing systems of meaningful assessment at the course and program level (student learning outcomes, or SLOs) and at the department level (Academic Program Review and Administrative Unit Review). Currently, COCC is working on integrating this good work with higher-level assessment and planning processes: organizational level plans (e.g., Academic Master Plan and Facilities Master Plan), the COCC Strategic Plan, and assessment of mission fulfillment.

The Mission Fulfillment Pyramid, developed by CPAT in 2018–19 and described further in Standard 1.B.1, illustrates the vision of how these varied assessment activities are integrated into a system that ultimately helps COCC analyze how effectively it achieves its mission of student success and community enrichment, while planning for ways to continuously improve in areas that need attention. Comparison

of visual from the 2013–18 strategic planning cycle with the current Mission Fulfillment Pyramid shows the shift from generic proposed assessment and planning categories—values, themes, and strategic objectives—to the more specific categories of the Strategic Plan, organizational area plans, Academic Program Review (APR), and Administrative Unit Review (AUR). The pyramid's level of specificity reflects the maturation in assessment and planning that COCC has experienced over the past few years.
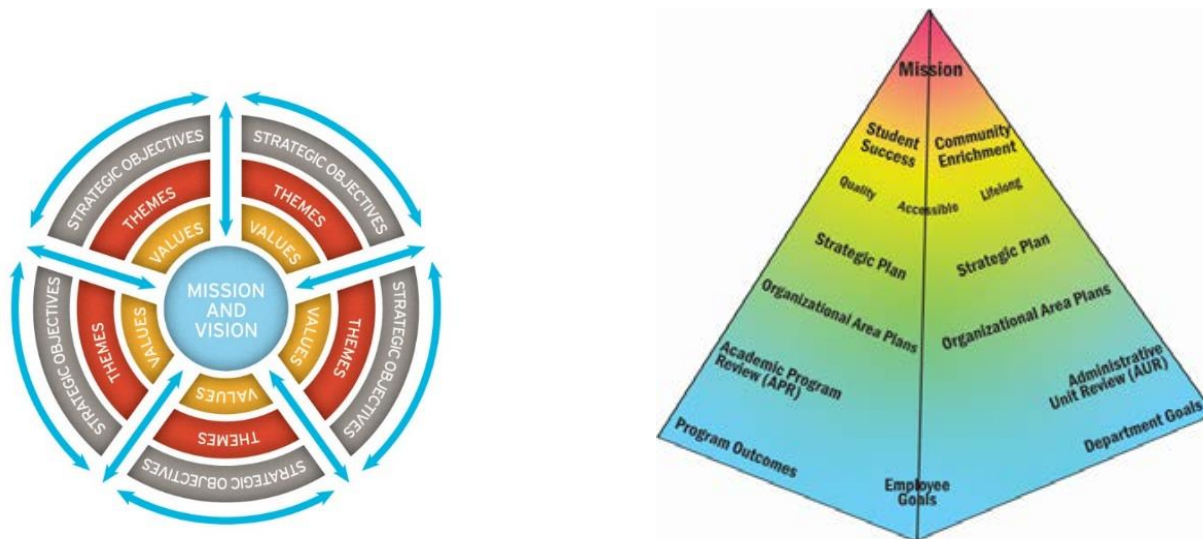
Figure 1: COCC planning model
Old (left) and new (right) visualizations of assessment and planning at COCC

COCC is currently in the process of developing mechanisms for incorporating a small, meaningful set of institutional success indicators into the daily work of the College. The previous approach of using numerous core theme indicators as the indicators for the 2013–18 Strategic Plan proved cumbersome; significant effort was required to collect and analyze the data, and the meaning of individual indicators became diluted in the process. Since moving away from core themes and reconnecting with the student success and community enrichment elements of the mission, the College has taken advantage of the opportunity to introduce institutional success indicators at the mission level—concentrating on fewer, more meaningful metrics.

In fall 2019, many potential institutional success indicators were reviewed by CPAT and the President's Advisory team (PAT), and feedback was collected from the College community at a work session during COCC's All-College Kickoff in September. At this session, all employees of the College had an opportunity to give feedback on which indicators seemed most relevant to COCC's mission. The Board's Student Success Committee reviewed the potential indicators and the employees' feedback and recommended

the adoption of six indicators related to student success, which were subsequently endorsed by the full Board. They are:

1. Staying Enrolled
   - First- to second-term retention
   - Fall-to-fall retention

2. Passing Gateway Courses
   - Passing college level math in first year
   - Passing college level writing in first year

3. Achieving Success
   - Graduation rate
   - Transfer rate

These institutional success indicators will help evaluate COCC's effectiveness at fulfilling its mission. Each indicator has a quantifiable success target to indicate a satisfactory level of institutional performance.

Work to define a small set of indicators for community enrichment is still underway. The Board is discussing how to characterize the ways in which COCC enriches the community and is prioritizing the most important areas on which to focus the College's resources. The main areas up for consideration are:

1. Economic impact on the region

2. Business impact
   - Number of businesses served by the Small Business Development Center (SBDC)
   - Number of businesses offering student work experiences (internship, apprenticeship, clinical, cooperative work experience, practicum)
   - Number of businesses serving on CTE advisory committees

3. Community participation
   - Community penetration rate (% of population taking a credit or non-credit course)
   - Community participation rate (number of individuals who attend COCC events)

COCC will regularly review progress on the institutional success indicators and use them to assist in prioritizing current strategic activities and in formulating new activities to improve results, where needed. This review will consist of input from the Board of Directors' Student Success Committee, the President's Advisory Team (PAT), Chairmoot (composed of all academic department chairs), the Faculty Senate, and the College Planning and Assessment Team (CPAT). The vice president for instruction will be responsible for soliciting and prioritizing feedback from these groups on an annual basis to inform both the Academic Master Plan and the College's Strategic Plan. Institutional data on student success indicators also will be shared during the College's annual all-faculty Assessment Day, which provides a showcase and discussion forum for both general education and programmatic assessment initiatives.

[1] 2013–18 Strategic Plan: https://www.cocc.edu/departments/college-planning/2013-18-strategic-plan.aspx

[2] 2018–23 Strategic Plan: https://www.cocc.edu/departments/college-planning/strategic-plan.aspx

[3] Strategic Plan Supporting Documentation: https://www.cocc.edu/departments/college-planning/files/2018-23-strategic-plan.pdf

Standard 1B: Improving Institutional Effectiveness

1.B.1 Continuous Improvement Process

> *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

COCC focuses its planning and assessment efforts on continuously improving the two elements defined in its mission statement: student success and community enrichment. With this focus on continuous improvement, formal processes have been established to analyze the College's effectiveness at multiple levels ranging from institutional down to individual courses and administrative units.

The College Planning and Assessment Team (CPAT) developed the image of a Mission Fulfillment Pyramid to illustrate the way that planning and assessment at all levels of the institution should be interrelated and ultimately lead to fulfilling COCC's mission of promoting "…student success and community enrichment by providing quality, accessible, lifelong educational opportunities." The use of blended colors rather than sharp delineations is intended to represent the flow of influence in both directions: planning and assessment work done at the institutional level guides work done at lower levels (departments, programs, and individuals), while the work done at lower levels informs and is tied to the planning and assessment done at the institutional level. While there is still room for improvement in fine-tuning the iterative and interconnected nature of COCC's assessment and planning practices, the systems are in place and the culture of integrated assessment and planning is maturing.
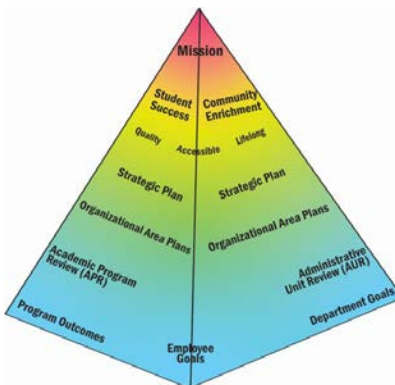
Mission Fulfillment Pyramid

COCC uses the systematic evaluation and planning processes shown in the table below to inform and refine its effectiveness. Much of this work is done at the level of the academic discipline or administrative unit (department) using the Academic Program Review (APR) or Administrative Unit Review (AUR) processes. The goals defined in these unit and discipline reviews inform area plans and connect upward to the institutional Strategic Plan.

AREAS TO BE ASSESSED	ASSESSMENT PROCESS	ASSESSMENT CYCLE	LINK(S)
Institution	Institutional success indicators 2018–23 Strategic Plan	Ongoing 5 years	College Planning and Assessment[1] Strategic Plan Status Report[2]
Organizational area	Area Master Plan	variable	COCC Planning Index[3]
Administrative unit	Administrative Unit Review (AUR)	3-5 years	Administrative Unit Review[4]
Academic discipline	Academic Program Review (APR)	5 years	Academic Program Review[5]
General education	Assessment of Discipline Studies outcomes	5 years	Overview of Learning Outcome Assessment at COCC (available to faculty on the intranet)
CTE and ABS programs (degree and certificate specific)	Assessment of program level outcomes	5 years	Overview of Learning Outcome Assessment at COCC (available to faculty on the intranet) ABS Program Outcomes[6]
CTE program accreditation	Determined by each accreditor	variable	Specialized Accreditation[7]
Course	Course level student learning outcomes (SLOs)	ongoing	Developing Learning Outcomes (available to faculty on the intranet)

Both the APR and AUR processes were developed with faculty and staff input and piloted during the 2016–17 academic year. They each include an evaluation of unit/program effectiveness, an analysis of connections to broader strategic initiatives, and goal setting.

Administrative Unit Review (AUR) includes the following areas:

- Department overview;
- Department mission and its relationship to the College's mission;
- Department purpose, with descriptions of staffing and budget;
- Department strengths and challenges;
- Department goals and outcomes; and
- Assessment tools and timelines.

Academic Program Review (APR) covers the following:

- Discipline overview;
- Discipline mission;
- Curriculum (overview, requirements, online offerings, branch campus offerings, initiatives, partnerships);
- Student learning outcomes (SLO) assessment (course and program level);
- CTE-specific information (students, completion data, accreditation, advisory board), if applicable;
- Enrollment and student success (FTE, scheduling, student success data);
- Faculty (composition, qualifications, development, accomplishments);
- Facilities (including instructional and student support and resources); and
- Conclusions (progress towards previous goals, new goals, needed support).

Flier showing a graphic of the COCC Assessment Model

Although much of the College's evaluation and planning occurs at the academic discipline or administrative unit level, COCC also works on continuous improvement at the institutional level. Development of the 2018–23 Strategic Plan[8] was a major institution-wide effort (described in 1.B.3). As noted in Standard 1.A.1, the Strategic Plan has four goal areas: Student Success, Student Experience, Community Enrichment, and Institutional Efficiency. Each is defined with a goal statement, a goal intention, and an anticipated outcome. Within each goal area, three to four initiatives have been defined for the duration of the plan, but only one or two of the initiatives are prioritized as the focus of institutional resources (time and money) for a given year. This prioritization is reexamined annually to ensure that each initiative receives attention over the five-year planning cycle. Prioritized initiatives guide the allocation of resources to specific activities likely to create the greatest improvement in performance on strategic goal indicators or institutional success indicators. More on this process can be found in Standard 1.B.3.

COCC's annual reprioritization of strategic initiatives (and incorporation of new activities related to those initiatives) within the Strategic Plan plays a critical role in directing targeted investment of College resources. There are three routes for high-priority Strategic Plan activities to be funded outside of the usual allocation of departmental funds:

- **Strategic Initiative Fund**: The Strategic Initiative Fund was established in 2019; it is specifically earmarked to create a funding source for activities related to the Strategic Plan. The process for allocating the funds was developed by the Strategic Plan Goal Leads in collaboration with the College Planning and Assessment Team (CPAT) and the President's Advisory Team (PAT), and is described in Standard 1.B.3.
- **Innovation Fund:** The Innovation Fund is set aside for projects authorized by COCC's president. There are no restrictions on the way these dollars are spent, and the president often uses this fund for activities deemed likely to help achieve COCC's strategic goals and improve student success and community enrichment.
- **Finance Internal Advisory Team (FIAT) process**: This is the standard process by which new budget allocations are made. There are two branches of this process; one is for permanent and ongoing expenses and the other is for one-time (capital) expenses. The FIAT[9] has broad institutional representation and evaluates all requests for new funds. The rubric (see Appendix C used by the FIAT to rank requests includes a significant weighting related to how closely the request aligns with the Strategic Plan.

Through its development of a meaningful and comprehensive mission, vision, and Strategic Plan, COCC has been able to make significant progress towards integrating comprehensive assessment throughout the institution.

1.B.2 Goals, Objectives, and Indicators

> *The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

Per its mission statement—"Central Oregon Community College promotes student success and community enrichment by providing quality, accessible, lifelong educational opportunities"—COCC's primary areas of focus are student success and community enrichment. As described in 1.A.1, these two areas of focus are now being used in much the way that COCC has attempted to use core themes in the past. The College's 2018–23 Strategic Plan[10] is built around these two concepts and contains four goals. Three of the Strategic Plan goals are directly related to the mission. The fourth Strategic Plan goal, Institutional Efficiency, is designed to address some of the operational areas that need attention at COCC and may be removed from future Strategic Plans once these operational issues have been addressed.

The two goals that focus directly on the student success aspect of COCC's mission are:

STUDENT SUCCESS

Goal Statement:
Provide resources and support to facilitate increased student persistence and educational goal achievement.

Goal Intention:
Many students who come to COCC leave before reaching their declared educational goal. COCC will proactively guide students to define goals, and will provide resources and support to achieve them. This will result in a measurable improvement in overall persistence and completion.

What will COCC look like when this goal is achieved?

Students create realistic educational goals, academic plans and pathways, and take the courses they need in an efficient and progressive manner while accounting for their non-academic challenges. Resources are known and accessible. The institution tracks students and targets relevant and appropriate resources. Faculty and staff employ practices to increase student engagement, access and success. Students who enter COCC attain or exceed their educational goals.

STUDENT EXPERIENCE

Goal Statement:

Provide core academic offerings and student support at all campuses and online.

Goal Intention:

Access to core academic offerings and services is limited and inconsistent. COCC will provide core academic offerings and student support services in a coordinated, intentional and predictable way to increase equity in the academic experience online and at all campuses.

What will COCC look like when this goal is achieved?

Students complete core academic courses at any of COCC's campuses and online. Students utilize support resources on all campuses and online. Students identify as part of the College community.

COCC's Board-approved institutional success indicators are aligned with the College's mission and with the strategic planning Student Success and Student Experience goals. The specific indicators selected to measure student success are:

1. Staying Enrolled
    - First- to second-term retention
    - Fall-to-fall retention
2. Passing Gateway Courses
    - Passing college level math in first year
    - Passing college level writing in first year

3. Achieving Success
   - Graduation rate
   - Transfer rate

COCC's mission also includes community enrichment. The goal that addresses this portion of the mission is:

COMMUNITY ENRICHMENT

Goal Statement:
Engage as a collaborative and contributing partner with the community.

Goal Intention:
As Central Oregon has grown, opportunities for leadership and collaboration in the community have increased. COCC will cultivate new relationships and strengthen existing connections with workforce, education and other community partners. We will proactively collaborate to meet current and future community needs.

What will COCC look like when this goal is achieved?
COCC is recognized throughout the region as a leader and partner in building a stronger and vibrant community. Organizations and communities in the region seek our participation and leadership on initiatives that improve our communities. COCC is a leading provider of workforce training and higher education in the region. Students are highly sought for internships and employment after completing their education and training at COCC.

The Board is reviewing the breadth of partnerships in which COCC is involved and discussing other ways in which the College enriches the community. The main indicators being considered for measuring COCC's impact on the community are:

1. Economic impact on the region

2. Business impact
   - Number of businesses served by the Small Business Development Center (SBDC)

- Number of businesses offering student work experiences (internship, apprenticeship, clinical, cooperative work experience, practicum)
- Number of businesses serving on CTE advisory committees

3. Community participation
   - Community penetration rate (% of population taking a credit or non-credit course)
   - Community participation rate (number of individuals who attend COCC events)

In recent years, COCC has promoted and developed a culture of using data more regularly and effectively through the utilization of a business intelligence software called Tableau. A selection of available data is located on the College's Institutional Effectiveness[11] website. The interactive Tableau platform allows individuals to filter and select from the data that which is most meaningful for them. These Tableau displays include the six institutional success indicators as well as historical enrollment data, course success rates, completion data, course schedule and room usage data—most of which can be disaggregated by student type, program, zip code, and more. Easy access to the Tableau data saves Institutional Effectiveness staff time and facilitates strong, data-informed decisions. Currently, the majority of the data utilized by the College is internal and does not include comparator institutions.

COCC used data from national and regional peers to set the targets for some of its institutional success indicators: fall-to-fall retention rate, graduation rate, and transfer rate. Comparing COCC's baseline performance with other community colleges provides insight into the areas where it is possible for COCC to make the greatest gains. An ambitious goal was set for graduation rate, where COCC lags behind similar institutions; the goal is to reach a value of 26% by 2027–28, which is both the national average and "top five in Oregon 2015 cohort" rate. Less ambitious goals were set for areas where COCC's performance is more closely aligned with other institutions: fall-to-fall retention rate is targeted to reach 5% above the national average by 2022–23 and the transfer rate is targeted to reach the "top five in Oregon" by 2027–28.

INDICATOR	BASELINE	TARGET	TARGET DATE	COMPARATOR
Graduation rate	19.9% (Fall 2014 cohort)	26%	2027–28	National average and "Top five in Oregon" for 2014 cohort
Fall-to-fall retention rate	46.1% (Fall 2017 cohort)	51.3%	2022–23	5% above national average
Transfer rate	20.9% (Fall 2014 cohort)	25%	2027–28	"Top five in Oregon" for 2015 cohort

In addition to using regional and national data for setting institutional success indicator targets, COCC regularly compares itself to the other Oregon community colleges when making decisions on programming, support services, and policies, as well as when deciding on possible projects to implement. To name a few examples: changes in placement process and developmental education curriculum were strongly influenced by examining the results of innovation at other Oregon community colleges, tuition rates are intentionally kept in the lowest quartile of Oregon community colleges, and approval of new CTE programs includes investigation of success of similar programs at other schools of similar size and demographics. The Oregon community colleges most similar in size and demographics that are commonly used for comparison are Linn-Benton, Clackamas, Rogue, and Mt. Hood.

1.B.3 Planning Process

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

COCC has long embraced a strong culture of inclusiveness in governing the institution, providing multiple opportunities for faculty, staff, and students to participate. However, prior to 2010, the College lacked a formal strategic planning process, relying instead on the budget process to inform strategic thinking. Since 2010, planning processes throughout the College have been refined, with a particular focus on more effective strategic planning. Leading up to the adoption of the 2013–18 Strategic Plan[12], deliberate efforts to engage stakeholders resulted in broad inclusion at multiple stages in the development of the new plan (described further in Standard 1.A.1). As this was the College's first

Strategic Plan, however, implementation was not fully realized and resource allocation remained largely guided by the budget process, rather than by strategic investments made to attain mission fulfillment. Learning from this first strategic planning cycle, the College Planning Team (now the College Planning and Assessment Team[13], CPAT) created a Strategic Plan Implementation Responsibility Matrix (see Appendix D) to guide the implementation of the 2018–23 Strategic Plan. The matrix assigns responsibility for various aspects of the plan's implementation and has prompted the establishment of a timeline and procedure for reporting progress on the goals and initiatives.

About CPAT: CPAT members play a vital role in ensuring that planning-related processes are inclusive and offer opportunities for comment. They do so by soliciting input from employees and students and by regularly communicating the direction that the College is taking in its planning and assessment work. This group has broad representation from all employee groups and from all areas of the institution.[14] CPAT's charge is:

> The College Planning and Assessment Team (CPAT) facilitates a comprehensive and cohesive approach to planning and assessment furthering the College's efforts to develop, implement and evaluate the Strategic Plan and achieve mission fulfillment. In pursuit of this purpose, the CPAT's scope of work includes the following:
> - Guide the College to ensure alignment with the Strategic Plan to achieve College mission.
> - Evaluate the Strategic Plan.
> - Facilitate communications on College planning and assessment to internal and external audiences.
> - Support and document College planning and assessment activities, including maintaining an institutional planning and assessment calendar.

CPAT intentionally and methodically developed mechanisms to involve employees and students in the development of the 2018–23 Strategic Plan. Every step in the process was shared via the College's primary informational Outlook folder, COCC Headlines, with regular updates presented at all-College meetings and to established key College groups, such as policy committees. Comprehensive surveys soliciting input were broadly distributed, and two College-wide Strategic Planning Summits were held (with approximately 135 employees and a few students attending) to assist with identifying potential initiatives. Regular updates were also given to the Board throughout the process, resulting in direct

feedback that guided how the College moved forward. At each step in this extensive process, members of the College community were invited to express their opinions and provide comments to CPAT. The comprehensive nature of the process provided ample and diverse ways to engage for those who desired to do so, and many people took advantage of one or more of these opportunities.

The result of this process was a [2018–23 Strategic Plan](#)[15] with four goals: Student Success, Student Experience, Community Enrichment, and Institutional Efficiency. Once the Strategic Plan was developed, CPAT worked with COCC's president to establish a Goal Work Group for each of the four strategic goals.

Goal Work Groups: Each Goal Work Group has a chair and vice chair (Goal Leads) who are members of the President's Advisory Team (PAT) or other College leaders. The chair and vice chair lead the Goal Work Group (see Appendix E for current membership) that is responsible for implementation and assessment of the initiatives and activities in that strategic goal area. The composition of each team reflects the breadth of areas impacted by that strategic goal and has representation from faculty, classified staff, and administrators to ensure appropriate involvement.

The Goal Work Groups (GWGs) have eagerly engaged in the work of implementing the Strategic Plan. Each GWG is responsible for oversight of their goal area, gathering feedback from the College community and communicating the work being done by their group. In 2019, each GWG collaborated with the Office of Institutional Effectiveness (IE) to establish metrics for the initiatives in each goal area. Indicators, metrics, and progress toward benchmarks are posted on COCC's [website](#).[16]

The annual cycle of GWG actions includes:
1. Gathering and analyzing the data related to goal assessment plans and monitoring progress toward achieving the strategic goal.
2. Based on that analysis, prioritizing the initiatives within the goal area for the year. Each GWG selects one or two initiatives on which to focus for the year.
3. Determining which activities will be the focus of College efforts related to the prioritized initiative(s). This is done after assessing progress on activities from the previous year, reviewing new activity ideas solicited from the College community, reviewing any proposed activities from the previous year that were not selected as priority activities, and reviewing the ideas brought forth at the 2018 Strategic Planning Summits. Prioritized initiatives and activities for 2019–20

and the rubric for prioritizing potential activities can be found in Appendices F and G.

4. Evaluating funding requests (see Appendix H). A common rubric (see Appendix I) is used to assess the funding requests. Recommendations are forwarded to the Goal Leads.

5. Preparing an annual strategic goal report[17] to the Board and College. Progress made, challenges faced, and future plans are included in the report.

The GWGs and CPAT were also charged with implementing the inclusive process that created the six institutional success indicators related to student success described in 1.B.1. They compiled lists of potential indicators, and then the entire faculty and staff were given the opportunity to discuss and vote on those indicators at an in-service event in September 2019, as detailed in Standard 1.D.2. Based on the results of this process, the Board's Student Success Committee recommended the six listed indicators related to student success.

Goal Leads: Although the GWGs are responsible for oversight of their own goal areas, the Goal Leads (GL)—goal chairs and vice chairs—from each goal area meet at least once a month to address issues requiring collaboration among the four groups. These meetings were more frequent during the first year of the 2018–23 Strategic Plan, as processes were being created and systems being established. It is anticipated that the Goal Leads will continue to meet throughout the life of the Strategic Plan.

The annual cycle of GL actions includes:

1. Reviewing all indicators and benchmarks related to goal assessment and monitoring progress towards overall achievement of the Strategic Plan.

2. Reviewing and confirming the list of prioritized initiatives submitted by the GWGs annually, seeking endorsement from the President and her management team, and communicating annual initiative priorities to the College community.

3. Soliciting activity ideas related to the prioritized initiatives from the College community and sharing the results with the GWGs.

4. Notifying the College of the activities selected for the year's focus and soliciting funding requests for the activities. The submitted requests are forwarded to the GWGs.

5. Reviewing funding requests from all goal areas and prioritizing and allocating strategic funds.

As mentioned above, one of the major responsibilities of the Goal Leads is to solicit activities and then allocate money to finance projects tied to the Strategic Plan. These projects must be deemed likely to have significant impact on achieving the goal established in the Strategic Plan and ultimately improving COCC's performance on its institutional success indicators. A Strategic Initiative Fund was established in 2019 to specifically earmark a funding source for activities related to the Strategic Plan. Funding requests are reviewed by the Goal Leads using a common rubric, and the most highly rated proposals are allocated funds. An initial investment of $100,000 was set aside for this purpose in the 2019–20 budget. A total of $64,550 was distributed to activities proposed in fall 2019; a second call for proposals was posted in January 2020. This money will carry over to the following year if not spent during the fiscal year. Projects that have been allocated Strategic Initiative Funds for the 2019–20 academic year include part-time faculty professional development; lab equipment and calculators for Redmond, Madras, and Prineville; and implementation of the Great Colleges to Work For Survey.

Other Planning: The processes described above are specifically related to the COCC Strategic Plan and are concentrated on fostering achievement of the plan, thereby impacting institutional success indicators through activities and initiatives at the institutional level. Planning goes on at other echelons of the college, including a variety of organizational area plans[18] (Academic Master Plan, Facilities Master Plan, etc.). Planning cycles vary, generally ranging from three to five years in length, and plans are developed within each organizational area. Some of the current plans pre-date the 2018–23 Strategic Plan and implementation of the Administrative Unit Review (AUR) and Academic Program Review (APR) processes, so they are not connected with the College's current assessment and planning work. The newer plans (e.g., Academic Master Plan[19], Technology Plan[20] and Barber Library 2019–23 Strategic Plan[21]), however, are informed by the APR and/or AUR goals of departments in their operational areas, and are aligned with the COCC Strategic Plan. Eventually all plans will be in alignment, with all initiatives and activities leading to improvement of institutional effectiveness.

1.B.4 Internal and External Environments

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The College engages in a variety of methods to monitor internal and external environments to inform its policies and practices, many of which are vetted through various College governance groups. Here, we provide several examples of department-level work in this regard.

Academic Program Review (APR): Detailed in standard 1.B.1, the APR process provides academic disciplines the opportunity to conduct a formal program review every five years. Each discipline is provided a basic data set for the previous five years, including: disaggregated information about students in their program(s); number of degrees and certificates awarded; enrollment; student success rates; success rates for online, hybrid, and traditional sections; success rates by campus; and full-time/part-time faculty ratio. Many APRs include additional examples of disciplines monitoring internal or external sources. For example, Early Childhood Education surveyed community partners, transfer partners, students, and graduates. Criminal Justice included a detailed analysis of job openings in the state. Human Services/Addiction Studies conducted a survey where part-time faculty assessed how they contribute to the College and community. Mathematics described using research on national models to create a data-based alternative to the traditional algebra pathway.

Administrative Unit Review (AUR): Also detailed in standard 1.B.1, the AUR process provides administrative departments the opportunity to use both internal and external sources to inform their unit's work. One example is the Financial Aid Office's use of the Community College Survey of Student Engagement (CCSSE) to measure student awareness of financial aid resources. Another is the Information Security Office's evaluation of business partners' security protocols, as well as their focus on staying abreast of the changing cybersecurity landscape by obtaining additional certifications. Results from this AUR assessment work inform changes in procedures and practices.

Career and technical education (CTE) advisory boards: Individual CTE programs have volunteer advisory boards to inform the curriculum and ensure alignment with industry standards. Feedback from these groups regularly impacts program requirements, skills taught, and course and program outcomes, all of which are vetted and approved by COCC's Curriculum Committee. For example, creation of the Automotive Technology in Electronics and Diagnostics degree (focusing on hybrid and electric vehicles) resulted from recommendations from the Automotive advisory board. The Veterinary Technician program is converting its radiography course to an online format because its advisory board suggested this as a way to serve existing veterinary technicians in the region who need to earn continuing

education (CE) credits. Based on advisory board guidance, the Manufacturing Technology program has made several updates: machining degrees and certificates are transitioning from manual to computer numerical control (CNC) machining, and welding degrees and certification are shifting from a focus on stick welding to tungsten inert gas and metal inert gas (TIG and MIG) welding. In addition, both manufacturing programs are increasing the number of shop hours required for completion in order to increase student skill levels.

Evaluation of student work experience: Many career and technical education (CTE) programs provide students with an opportunity to apply classroom learning to the work setting through cooperative work experiences. Students gain experience in the work setting and employers gain access to students interested in solving problems and supporting the industry. Field placement evaluations[22] provide the opportunity for employers to give feedback on how well COCC's program prepared the student for employment. Employers continually validate our training and education practices and policies by mentoring and hiring qualified graduates.

Continuing Education program solicitation: The Continuing Education Department continuously solicits ideas for new programs using regular emails to Interest Lists[23], polling businesses who utilize their professional development courses and Small Business Development Center, and having a Teach for Us[24] link on its website. Using feedback from local workforce and economic development agencies, COCC's Continuing Education Department now offers two non-credit training certificates[25]: Apprenti Software Developer[26] and Construction Training.[27] Both programs were developed in partnership with the local East Cascades Workforce Investment Board; the Construction Training program is also a collaboration with several local construction companies who provide instructors, materials, and professional advice. All non-credit training certificates are reviewed by the COCC Curriculum Office and approved by the state.

Enrollment funnel: The Admissions and Records Office uses internal data to track student progress through COCC's enrollment steps. A number of data points (shown below) are collected and evaluated annually, including numbers of students who apply, complete placement, participate in advising, register, and attend. Based on this, the department has adjusted its admitted student communications, providing personal outreach to all admitted students at each enrollment step.
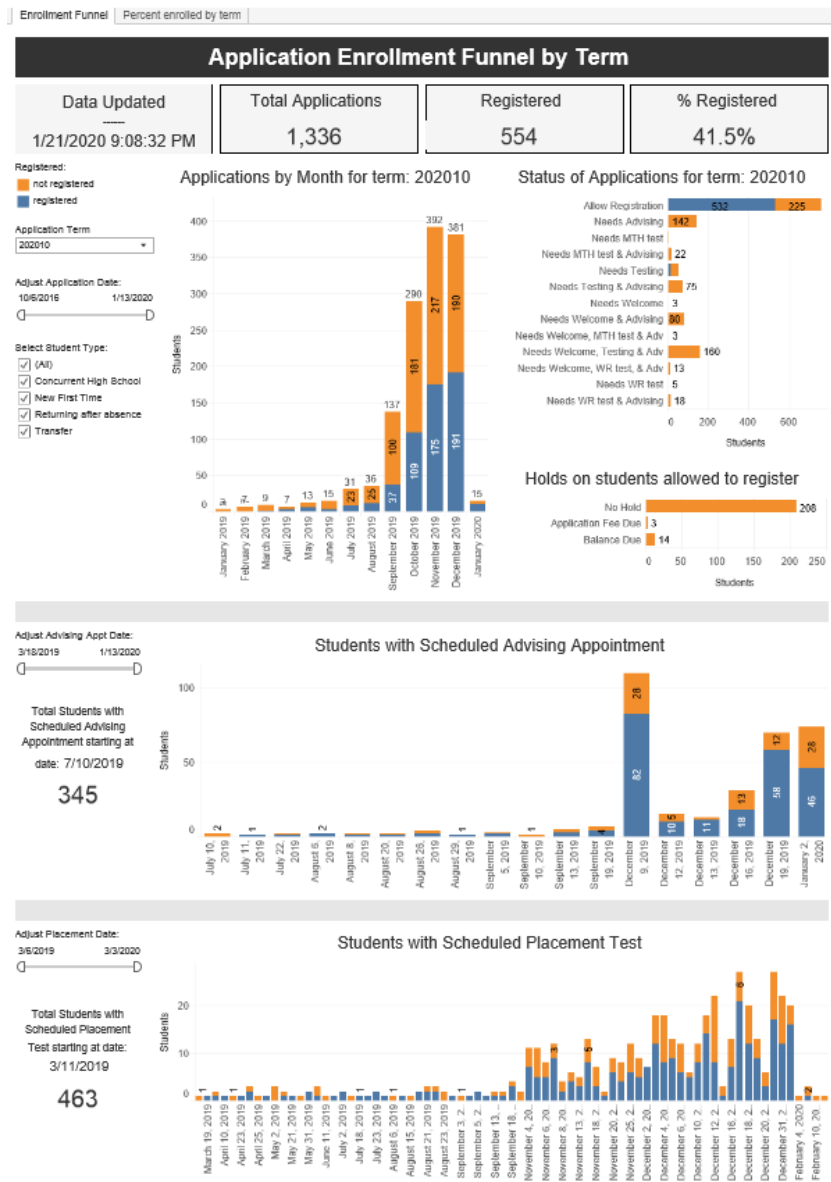
[Tableau](#)[28] depicting enrollment funnel data

Curriculum reporting: Instructional leadership and academic disciplines monitor a selection of reports that help in making curricular decisions; some reports are produced annually (e.g., discipline success rates, discipline enrollment trends, and student placement levels), while others are created for each term (e.g., course success rates and course enrollment numbers). A report that indicates which courses have been used to meet students' discipline studies requirement for the Associate of Arts – Oregon Transfer (AAOT) degree is used to guide scheduling decisions each term. Analyzing the number of students placed at different math and writing levels influences the number of sections offered in

developmental courses. The Curriculum and Assessment Office also creates reports on a regular basis. For example, a "courses last offered" report assists faculty in deciding whether courses should be inactivated.

Online learning: The eLearning and Academic Technology Department regularly monitors enrollment in hybrid and online course sections, runs reports on online sections with waitlists, and monitors the training level of faculty and their qualifications for teaching online courses. As a result of this analysis, COCC identified an increasing demand for online learning. During the 2018–19 academic year, the College offered 282 online classes, a 12% increase from two years earlier. As a result, online enrollment is one of the only enrollment categories at COCC that has grown in size over the past few years. In addition, COCC has established an eLearning Teaching Lab where faculty have access to a video recording studio, editing computers and software, and other licensed software programs. Members of the eLearning staff are available in the lab to assist faculty in creating more effective online course materials and to provide students with technical assistance in accessing Blackboard content. The College is working to make the last few areas of student support (placement and financial aid) available for distance students so that degrees and certificates can be offered wholly online.

Beyond these departmental projects, COCC performs this type of monitoring at broader levels, including institutional. Examples follow.

Creation of the **2018–28 Facilities Master Plan**[29]: This process included several steps that involved monitoring both internal and external environments. Instructional visioning workshops were conducted with key instructional staff to assess the current environment and forecast future needs. A comprehensive facilities utilization analysis was guided by a consultant and covered all campuses and all spaces, with a comparison to national usage data. In addition, a Steering Committee made up of Board members, faculty, and staff met over the course of over fourteen months to gain a comprehensive understanding of the region's educational needs and develop a facilities plan to meet those needs over the next decade and beyond.

Student surveys: The College regularly surveys students to monitor their satisfaction with the College and their level of engagement, and to better understand how to improve their experience at COCC. The following surveys are disseminated on a regular basis:

- Community College Survey of Student Engagement[30] (CCSSE): This is a national survey that provides information on student engagement and is administered every three years. The results[31] of this survey are carefully reviewed to monitor student opinions and to help determine areas for improvement in student support services and instructional approaches. Analysis of CCSSE results influenced the development of the College's First Year Experience project, which has been a major focus of institutional resources for the past four years. Data from specific questions in this survey are used as success indicators for two of the Strategic Plan goal areas.
- Survey of Entering Student Engagement[32] (SENSE): This is a national survey, similar to CCSSE but focused on the experience of incoming students. COCC has administered SENSE twice. Results[33] from this survey are used in a similar way to those from the CCSSE survey, and data from specific questions in this survey are also used as success indicators for Strategic Plan goal areas.
- Campus Climate Survey: This internal survey is administered to students every three years to assess the quality and character of school life. School climate is based on patterns of students' and staff members' experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Responses from the 2017 survey resulted in improvements in reporting processes, follow-through with student concerns, and student/staff knowledge of disability services.
- #RealCollege Survey[34]: This is a national survey that Oregon community colleges participated in for the first time in fall 2019. The aim of the survey is to reveal the daily experiences of college students and how they meet their basic needs. The results will be available February 2020.
- Course evaluations: Students have the opportunity to evaluate every instructor and every course they take through the online course evaluation tool What Do You Think.

Community perception surveys: The College periodically conducts community perception telephone surveys to help inform future directions. Using professional research firms, surveys have been conducted five times in the last fifteen years to gather information from District residents on general perceptions of higher education, understanding of College needs in advance of asking voters for support of bond measures, and as part of developing the 2013–18 Strategic Plan. Additionally, the College has conducted listening sessions and focus groups in the community prior to presidential searches, and as part of the development of new marketing and recruiting strategies.

Academic discipline viability review: The Review and Support Committee (RSC), composed mostly of faculty, annually reviews specific data points for all academic disciplines to determine the health or viability of the discipline. Specific benchmarks and critical thresholds are established (separately for transfer and CTE) for each of four criteria:

1. Average number of students per section;
2. Expense/revenue;
3. Rate of enrollment growth or decline; and
4. Student success rate.

If a discipline does not meet three of the benchmarks or one of the critical thresholds, the discipline is put on a two-year development plan to prove its viability or face closure. In 2017, one discipline (Pharmacy Technician) began the remediation process and three disciplines (Dental Assisting, Health Information Management, and French/Italian) were given advance notice that they were nearing the benchmarks based on data from the prior year. In 2018, one discipline (Chinese) began the remediation process, and in 2019, four disciplines began the remediation process (Computer Science, Forestry, French/Italian, and Outdoor Leadership) and one discipline (Chinese) entered its second year of remediation. The members of RSC use Tableau-based reports[35] (see example below) to access the data in an easily comprehensible format. Use of consistent data from year to year makes the difficult conversations about potential discontinuation of a discipline more transparent and predictable, reducing concerns about capricious terminations.

RSC - Average Students Per Section

Data Last Updated: 9/30/2019 6:19:15 PM
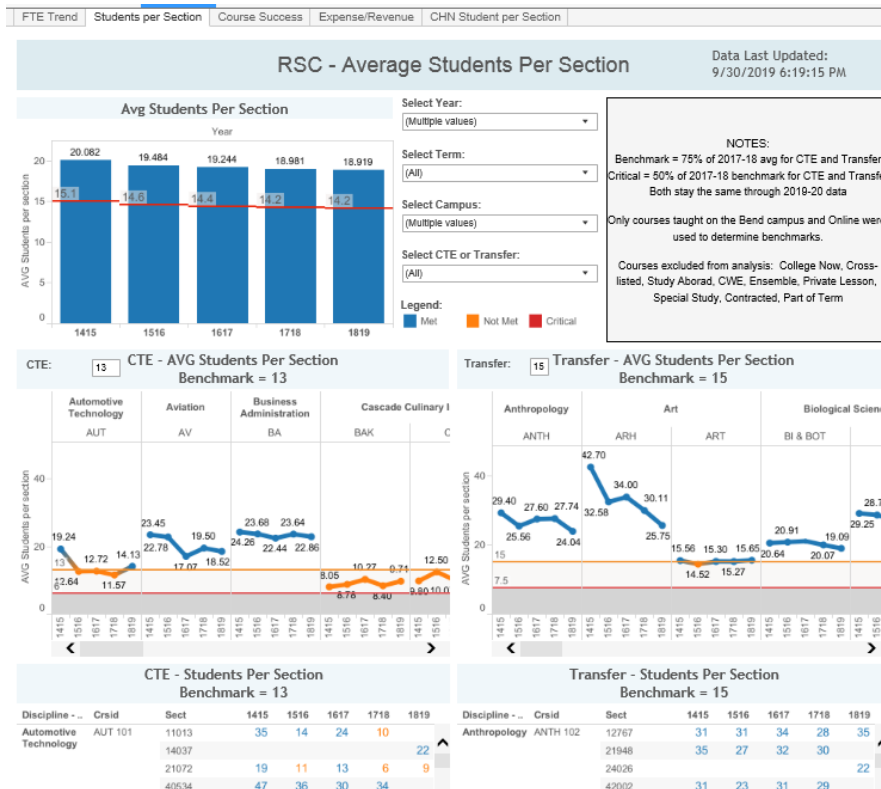
Example of Tableau page used by RSC

First Year Experience (FYE): In 2013, as part of the College's commitment to student success, COCC's Student Success Task Force reviewed appropriate data and research on best practices regarding the support of first-year students. As a result of this analysis, this Task Force prioritized the development of a First Year Experience program. This development process was incorporated into COCC's first successful Title III grant, awarded fall 2016. COCC's FYE program launched fall 2019.

Title III: Planning for the College's first federal grant included analyzing internal data regarding developmental education and student retention and then researching best practices around the country that had enabled other institutions to improve their own results. This information was then used to set internal goals regarding student progress through developmental coursework (eight percentage point increase in both math and writing) and retention (five percentage point increase in both first- to second-term retention and fall-to-fall retention).

Great Colleges to Work For Survey: The College participated in the Great Colleges to Work For Program for the first time in spring 2019 as a way to gather insight on the quality of the workplace experience for

employees. The effort was introduced to support the implementation and assessment of the 2018–23 Strategic Plan, specifically initiatives identified in the Institutional Efficiency goal area related to the College providing a supportive and productive workplace. The survey results will inform assessment benchmarks in this goal area and provide the institution with feedback on areas of strength and those needing attention. The second administration is scheduled for spring 2020.

Membership in local, regional, and national organizations: Many COCC employees are members of organizations that help identify local and national trends. Information gleaned from participation in these organizations can influence planning, assessment, and development of program outcomes. For example, the Chemistry department uses guidelines provided by the American Chemical Society (ACS) in designing their courses and uses a standardized exam from ACS to assess student achievement. Humanities faculty have worked with the Modern Language Association (MLA) to develop new approaches to English program-level assessment. Collaboration with East Cascades Works and the Central Oregon Health Council identified a need for more graduates from health-related programs, resulting in creation of a Health Careers Outreach Coordinator position. The Structural Fire Science program put 80% of their classes in a hybrid format (with 50% of contact hours online and 50% face-to-face). This change has also prompted pedagogical updates—specifically, a flipped classroom approach utilizing face-to-face time for application of the content with more critical thinking components. Membership in Quality Matters keeps the eLearning and Academic Technology staff up to date on current trends in online education and training.

The above serve as examples in which the College regularly monitors internal and external environments to inform its policies and practices and set future direction, all with an eye towards continuous quality improvement.

In addition to these examples, the College adopted its first Strategic Plan in 2013 after extensive engagement with the internal and external College community. Development of the 2013–18 Strategic Plan is detailed in 1.A.1. Development and implementation of the current 2018–23 Strategic Plan includes:

- **Goals and Initiatives:** The College Planning and Assessment Team (CPAT) conducted a SWOT analysis with internal and external stakeholders, including hosting Strategic Planning Summits, as a means of informing 2018–23 Strategic Plan goals and initiatives. Initiatives are prioritized

annually by the Strategic Plan Goal Work Groups, Goal Leads, CPAT, and the President's Advisory Team (PAT), among others. This comprehensive process helps ensure broad-based support for prioritized initiatives.

- **Activities:** Activities are those tangible processes that help meet initiative-level metrics. Activities were initially developed based on feedback from College-wide Strategic Planning Summits, with additional activities solicited from the College community in subsequent years. They are also reviewed and prioritized annually by the Strategic Plan Goal Work Groups, Goal Leads, CPAT, and PAT, among others. This process helps ensure appropriate resources are allocated to support these activities, which ultimately support achievement of Strategic Plan initiatives and goals.

- **Assessment Plans:** Each goal area has an assessment plan; these plans are at varying levels of development. Formalizing the plans and communicating progress on the achievement of the Strategic Plan are goals for 2019–20, year two of a five-year Strategic Plan.

The Strategic Plan Goal Leads Work Group provides the COCC Board of Directors and College with annual updates on each goal area's progress. Feedback from these progress reports will help inform future directions, as well as needed shifts in goals, initiatives, and activities.

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[1] College Planning and Assessment: https://www.cocc.edu/departments/college-planning/

[2] Strategic Plan Status Report: https://www.cocc.edu/departments/college-planning/strategic-plan-status-report.aspx

[3] COCC Planning Index: https://www.cocc.edu/departments/college-planning/cocc-planning-index.aspx

[4] Administrative Unit Review: https://www.cocc.edu/departments/college-planning/assessment/administrative-areas/default.aspx

[5] Academic Program Review: https://www.cocc.edu/departments/instruction/academic-program-review/

[6] ABS Program Outcomes: https://www.cocc.edu/departments/college-planning/assessment/instructional-assessment/files/abs-program-outcomes.pdf

[7] Specialized Accreditation: https://www.cocc.edu/departments/curriculum/specialized-accreditation.aspx

[8] 2018–23 Strategic Plan: https://www.cocc.edu/departments/college-planning/files/2018-23-strategic-plan.pdf

[9] FIAT: https://www.cocc.edu/committees/finance-internal-advisory-team/

[10] 2018–23 Strategic Plan: https://www.cocc.edu/departments/college-planning/files/2018-23-strategic-plan.pdf

[11] Institutional Effectiveness: https://www.cocc.edu/departments/institutional-effectiveness/

[12] 2013–18 Strategic Plan: https://www.cocc.edu/departments/college-planning/2013-18-strategic-plan.aspx

[13] College Planning and Assessment Team: https://www.cocc.edu/committees/college-planning-team/default.aspx

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Standard 1C: Student Learning

1.C.1 Appropriate Content and Rigor

> *The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.*

COCC's instructional programs are consistent with its [mission and vision](#).[1] To ensure alignment between credit programs and the mission, COCC has developed an intentional oversight and approval process for types of awards granted, new programs, and ongoing changes and improvements to programs.

During the 2017–18 and 2018–19 academic years, various stakeholders reviewed the types of awards that COCC offers and their associated definitions for accuracy, currency, and alignment with state and national requirements. The array of awards (below) and their definitions were approved by the Academic Affairs Committee and ultimately the Board of Directors, and are now incorporated into COCC's curriculum standards (available to faculty on the intranet). Included in these definitions is the mandate that all required courses be college level.

Transfer Awards

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science (AS)
- Associate of Science Oregon Transfer (ASOT)
- Associate of General Studies (AGS)

Career and Technical Education (CTE) Awards

- Associate of Applied Science (AAS)
- Associate of Applied Science Option (AASO)
- Two Year Certificate of Completion (CC2)
- One Year Certificate of Completion (CC1)
- Career Pathway Certificate of Completion (CPCC)

All new CTE programs and transfer degree focus areas have a defined approval process that requires the proposer to articulate how the program or focus area aligns with the College's mission and other strategic initiatives. The internal approval process for new programs and focus areas includes review by the department chair, dean, vice president for instruction, Academic Affairs Committee, Curriculum Committee, and the COCC Board of Directors. External approval is required from the state, NWCCU, and the Department of Education as appropriate.

All CTE disciplines are required to articulate student learning outcomes for each degree and certificate; these often align with requirements of external accrediting bodies. COCC's transfer programs use Oregon's Higher Education Coordinating Commission Office of Community Colleges and Workforce Development's approved outcomes and criteria for transfer general education courses.[2]

As industry needs and university programs change, the College's programs adjust to stay current and relevant. Faculty propose changes and improvements to programs and learning outcomes to the Curriculum Committee on an annual cycle.

1.C.2 Awarding of Credit and Degrees

> *The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

Faculty members define learning outcomes and sequencing in consultation with stakeholders such as transfer universities, industry representatives, program-level accreditation agencies, and regional and national professional organizations. Recent work at the state level, coordinated by the Higher Education Coordinating Commission (HECC), is leading to the creation of statewide transfer agreements for specific high-enrollment majors. COCC faculty have been actively involved in all of the discipline task forces working on these approaches (English Literature, Biology, Business, and Education thus far) and are ensuring that our degrees are aligned with these state Core Transfer Maps[3] and Major Transfer Maps.[4]

Another major push to offer appropriate breadth and depth of learning was a sweeping overhaul of the

related instruction component of COCC's career and technical education (CTE) programs. A task force of the Academic Affairs committee created new learning outcomes (see Appendix J) for the computation, communication, and human relations elements of CTE programs. The outcomes are now more aligned with state requirements and better prepare students for the modern workforce.

Sequencing is defined by established program entrance requirements and a system of enforced prerequisites as well as recommended preparation. Outcomes and prerequisites for courses are vetted with the department chair and colleagues and are approved by the dean and the Curriculum Committee. Regular assessment of student learning and learning outcomes leads to changes to ensure adequate breadth, depth, sequencing, and synthesis of learning. For example, the Manufacturing department separated its welding and machining programs because program-level assessment and feedback from employers showed that students were not getting sufficient depth in either area. They also added more computer numerical control (CNC) curriculum to increase the program's breadth. As another example, the Dental Assisting program added a capstone course to help students synthesize material learned in previous courses. This addition came when faculty determined that students were not meeting the program-level outcome that required a student to be able to ascertain the probable treatment by asking pertinent questions of the patient. The systematic evaluation of program outcomes is discussed in Standard 1.C.5.

1.C.3 Publishing of Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Course, program, and degree learning outcomes are established annually and published in the College Catalog. The outcomes for each course are included in the course outline, found by clicking on the course title anywhere the course is displayed in the Catalog. Program outcomes are displayed on the Overview tab in every program description. In addition, each course syllabus includes course learning outcomes (along with general education or related instruction outcomes as appropriate) and is provided to enrolled students at the beginning of every credit course section per COCC's Syllabus Standards for Credit Classes[5] policy.

EXAMPLES	CAREER AND TECHNICAL EDUCATION	TRANSFER
COURSE	SFS 110: Building Construction for Fire Personnel[6]	MTH 251: Calculus I[7]
PROGRAM	One Year Certificate of Completion—Dental Assisting[8]	Associate of Arts Oregon Transfer—Humanities focus area[9]

Examples of course and program outcomes published in the COCC Catalog

1.C.4 Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Since COCC is an open access institution, admission requirements are fairly simple. They are clearly defined on the Catalog's Admissions page[10], on COCC's Apply for Admission[11] web page, and in the Admission policy[12] in the General Policy Manual.

A certificate or degree is awarded when a student meets the course requirements listed under the Program Requirements tab on the program's Catalog page, as well as general certificate and degree requirements published in the Catalog under Graduation Requirements.[13] Students can track their progress towards certificate or degree requirements through GradTracks[14] (DegreeWorks), COCC's degree audit system.

1.C.5 Faculty: Assessment and Curriculum Development

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Assessment of student learning is a critical activity used to evaluate the quality of learning and as a catalyst for improvement at COCC. Faculty are constantly assessing student learning in their courses and

across their programs, then using the results of this assessment to improve their teaching (and student learning). All credit courses, programs, and degrees have approved learning outcomes that are assessed informally on a continuous basis as well as formally on a routine basis. In addition, the five-year cycle of Academic Program Review[15] (described in 1.B.1) provides the opportunity for faculty to evaluate their discipline's learning outcome assessment and set goals for improvement.

COCC's instructional assessment focus is at the program and degree level, as this provides the most significant impact for students as they continue from CTE programs to the workforce or from transfer degrees to baccalaureate institutions.

All program outcomes associated with Adult Basic Skills programs and CTE certificates and degrees—as well as general education outcomes associated with courses required for transfer degrees—are assessed and reported on a five-year schedule, in coordination with Academic Program Review and specialized accreditation. Program-level outcomes for CTE programs are developed and assessed by faculty in the discipline and are influenced by input from employers on their advisory committees, requirements of specific accrediting agencies, recommendations of professional organizations, and collaboration with colleagues at other colleges in the region. General education outcomes[16] for transfer degrees are assessed by faculty for each course on the discipline studies list using standards established at the state level. The Curriculum and Assessment Office provides a Program Assessment Strategy Template[17] to assist programs in articulating their overall assessment strategies. Assessment plans[18] are reviewed by the chair, dean, and faculty from the Learning Outcomes and Assessment (LOA) Committee[19] using an evaluation rubric[20], with feedback provided to the proposer(s). In later stages of the assessment process, Analyze[21] and Closing the Loop[22] reports are also reviewed by LOA and given feedback via rubrics.[23, 24] Exemplary program-level assessment projects are recognized annually at the Fall term Assessment Day event (described below) and posted on the intranet.

The LOA Committee consists of seven faculty members who represent both transfer/general education and CTE disciplines and the director of curriculum and assessment.[25] LOA uses the annual review of credit assessment projects to improve the overall instructional assessment process each year. The LOA Committee helped develop the assessment forms and system that are currently in use. LOA also organizes the annual Assessment Day, a day set aside during the Fall Return (a work period immediately

preceding Fall term) to support faculty conducting assessment and provide time for collaboration and planning. Part-time and adjunct faculty members receive extra compensation for designing, implementing, and analyzing program-level assessment activities.

Course-level outcome assessment is conducted within each discipline. The faculty members who teach a course are responsible for developing the course-level outcomes, performing the assessment, and utilizing the results to improve student learning. Many courses are taught by a single instructor, so the data analysis is straightforward. Other classes (e.g., introductory writing, math, and communications) are taught by many different faculty members so the data analysis is more complex and improvements to student learning involve discussion among many faculty members; teaching adaptations may vary from instructor to instructor. Faculty members report the improvements made from course assessment on their Annual Reports of Activities, which are reviewed by the chair and dean and included in the instructor's file for tenure and promotion consideration. Every time a course is edited the outcomes are reviewed by the Curriculum Committee.

1.C.6 General Education—Identifiable and Assessable Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

COCC's general education curriculum is assessed across all transfer programs and degrees. A faculty representative proposes a course for approval to a general education group (listed below) by providing the Curriculum Committee with a description of how the course meets the appropriate general education outcomes and criteria.[26] These general education outcomes relate to general competencies, ways of viewing the world, and habits of mind, rather than specific factual content (which is addressed in course level outcomes). Assessment projects focusing on the general education group outcomes are conducted by discipline faculty who teach these courses and are scheduled on a five-year cycle, as described in 1.C.5.

General education groups:

- Foundational Skills
    - Health
    - Mathematics
    - Speech/Oral Communication
    - Writing and Information Literacy
- Discipline Studies
    - Arts and Letters
    - Cultural Literacy
    - Science or Computer Science
    - Social Science

Similarly, CTE programs of one year or more in length are required to have related instruction courses in three areas—communication, computation, and human relations—embedded in their programs. To fulfill the related instruction requirement, a course must meet the related instruction outcomes (see Appendix J) approved by the Academic Affairs Committee. These related instruction outcomes were designed to align with some of the general education outcomes to ensure that all students graduating with a degree or certificate of one year or greater will have the following core competencies: solving basic problems using mathematics, communicating with a variety of audiences, and having respect for diverse perspectives.

1.C.7 Use of Results of Assessment of Student Learning

> *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

COCC uses several types of assessment efforts to inform academic and learning-support planning, including the Academic Program Review[27] and Administrative Unit Review[28] processes and the Learning Outcomes Assessment (LOA) Committee.[29]

The Academic Program Review (APR) process, discussed in Standard 1.B.1, guides programs through a self-study of effectiveness and comprehensive assessment of curriculum. Through the APR process,

faculty have the opportunity to communicate the goals, needs, and accomplishments of their programs. Information and trends from departments' APRs have been used in the development of the Academic Master Plan and in the allocation of resources to various programs to improve student success. For example, the Early Childhood Education (ECE) program identified in its APR a need for a dedicated classroom space with specialized environmental elements to foster project-based and interactive learning, which was allocated to the program the following year.

The Administrative Unit Review (AUR) process, also discussed in Standard 1.B.1, is a non-instructional assessment intended for continual quality improvement of administrative units and departments. Information gathered from the AUR assessment contributes to institutional planning, assessment and improvement—including that which supports student learning. One example of an improvement that resulted from an AUR review is the introduction of a process by which students may use their financial aid to order textbooks from the COCC Campus Bookstore online and have the books delivered to their home or to pick up at the Redmond campus (see Appendix K for an excerpt from the report). This is a great service to students who live outside of Bend, enabling them to use financial aid to purchase textbooks without having to travel to Bend. Students can also get immediate use of eBook access codes, a boon to online and outlying students.

As a result of Barber Library's AUR, library staff developed and tested a new search interface that was incorporated into Barber Library's homepage to allow students to search multiple resources (the catalog, scholarly databases, reference databases, multimedia databases, etc.) simultaneously as soon as they land on the library's website. A Usability Testing Report[30] for COCC Barber Library's Federated Search shows that students can find a variety of useful resources more easily using the new interface. Another result of Barber Library's AUR was the decision to solicit a state grant (Library Services and Technology Act, or LSTA) to double its Children's Literature & Equity Resource Center (CLERC) collection. During 2018–19, Barber Library, in collaboration with the Early Childhood Education (ECE) faculty, engaged in a series of classroom and other educational activities that benefitted the ECE and other COCC programs, as evidenced by a 340% increase in the usage of the CLERC collection during that academic year compared to the previous year.

The LOA Committee is a key institutional committee, composed mainly of faculty, that helps guide and provides a mechanism for meaningful student learning outcome assessment campus-wide, using the

processes described in Standard 1.C.5. This cycle of program-level assessment has been used to improve student learning outcomes in several instances. For example, BI 101 (General Biology: Cells and Genes) faculty used a case study assignment to assess one of the Science General Education learning outcomes—"Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment"—and found that only 21.5% of students met or partially met that outcome. The instructors of this course added a more detailed tutorial, incorporated three additional videos, and clarified the assignment specifics. After these changes were incorporated, the percentage of students meeting or partially meeting the outcome rose to 71.0%.[31]

A Humanities faculty member teaching FA 101 (Introduction to Film) used a sequence of five scene analysis assignments to assess the Arts and Letters General Education outcomes: "Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life" and "Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues". On the second of the five assignments, the instructor found that 33% of students met the first outcome and 38% met the second (though these improved to 81% and 94%, respectively, by the fifth assignment). In order to foster more expedient improvement in students' success in meeting the outcomes, the instructor added models of exemplary and subpar assignments, as well as in-class revision workshops and a peer review component. After these were added, 89% of students met both outcomes by the second assignment.[32]

Another example comes from career and technical education (CTE). Using the individual domains measured in the national Pharmacy Technician Certification Exam (PTCE) as an assessment tool, the Pharmacy Technician program identified two areas where COCC students performed below the national average: Pharmacology for Technicians and Pharmacy Billing and Reimbursement. As a result, the curriculum was changed to increase contact hours and time for student practice in these two areas. After the changes were implemented, COCC students exceeded the national average in all nine areas of the PTCE and showed significant gains in the two areas where they were previously performing poorly: their scores in Pharmacology for Technicians increased from 58% to 68% and those in Pharmacy Billing and Reimbursement increased from 71% to 89%.[33]

Program level assessment can also help programs recognize the need for curriculum changes. Structural Fire Science changed their program outcomes and revised their capstone course as a result of their assessment project. They now have all of their courses mapped to the new outcomes and are measuring each outcome across multiple courses.

COCC has made significant progress in recent years toward building a culture of assessment and of using the results of that assessment both to improve student learning outcomes and to inform College-wide planning and decision-making. Instruction and administration have collaborated, largely by means of the College Planning and Assessment Team (CPAT) and the LOA Committee, to build a foundation of transparency and information-sharing, to encourage staff engagement with assessment, and to guide program improvement.

1.C.8 Transfer Credit and Credit for Prior Learning

> *Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

COCC has an established [Transfer Credit](#)[34] policy, which includes [Credit for Prior Learning](#).[35] The full policy can be found on the [Academic Policies & Standards](#)[36] page of the Catalog, in the Transfer Credit Articulation section. In addition to transfer credit and credit for prior learning, the policy addresses military credits and transfer of credit from unaccredited colleges and universities.

Transfer credits earned at another regionally accredited institution generally will be accepted if they apply to COCC degree requirements, subject to the limits listed below. Students who wish to use previous college credits toward a COCC certificate or degree must order official transcripts from that college. COCC then articulates the transcript toward the certificate or degree listed on the student's admission application, and the articulation is viewable on [GradTracks](#)[37] (DegreeWorks), COCC's online degree audit tool.

Limits on college credit transfer are:

- Subject matter may not duplicate that for which credit has previously been awarded in transfer or at COCC.
- Credit awarded by another institution for life experience is not transferrable to COCC.
- Courses which espouse a particular religious view normally do not equate to COCC courses.
- In some cases, science credits more than five years old may not be applicable to specific programs.
- Transfer credit is only considered for courses where a grade (of A, B, C, D, pass, or satisfactory) and credit have been awarded. A "D" will not be accepted for the AAOT degree, foundational requirements, and for some programs.
- Students working toward a COCC degree or certificate must meet residency credit requirements for the degree or certificate. Challenge, Advanced Placement (AP), College Level Examination Program (CLEP) and Credit for Prior Certification (CPC) credits do not meet residency requirements.

All transfer credits are awarded post-admission and prior to meeting with an academic advisor.

1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

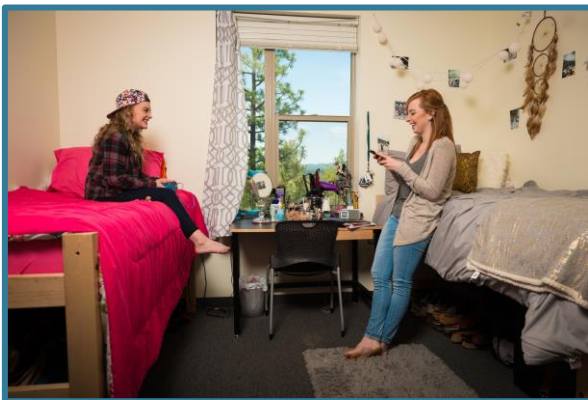Central Oregon Community College does not offer graduate programs.

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[9] COCC Catalog, Humanities AAOT Overview: https://catalog.cocc.edu/programs/humanities/humanities-aaot/

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Standard 1D: Student Achievement

1.D.1 Recruitment, Admissions, and Orientation

> *Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

The College is committed to ensuring that prospective students receive clear and detailed information about the available opportunities at COCC. Enrollment steps are detailed on COCC's Getting Started[1] web page. The College also has a full-time recruiter and full-time staff on the main campus and at each center to assist prospective students. After admission, all certificate and degree seeking students participate in the following mandatory activities, each geared towards helping students identify their academic goals and build student success skills:

- Bobcat Welcome[2]: This is an interactive, online workshop designed around the messages of "welcome", "we are here to help", and "you belong here". The workshop introduces students to student support services, academic programs, financial aid, student technology tools, and enrollment steps.

- Placement[3]: Students can meet COCC placement requirements through a placement assessment, as described in 2.C.3, or by providing transcripts from another institution that include a math or writing class.

- Bobcat Advising and Registration[4]: This event starts with a workshop that teaches students how to use the COCC Catalog, helps them identify and learn about their academic program (including entrance and completion requirements and how their placement aligns with program requirements), advises them on choosing an appropriate number of credits, and introduces them to key academic policies. Then students move to a computer lab to work with advisors on registering for classes that align with their academic plan.

In addition, Bobcat Orientation[5] is an optional program whose purpose is to help prepare students for the start of classes, with an emphasis on success strategies, growth mindset, and student technology tools. On average, 60 to 65% of new certificate and degree seeking students attend Bobcat Orientation.

Each student receives ongoing support through an assigned academic advisor. Most full-time faculty specialize in advising students in their disciplines, while professional academic advisors work with exploratory students and other specialty populations. Regardless of their status, all advisors maintain up-to-date knowledge about all relevant program and transfer requirements, guiding students throughout their academic journey. The advising process is discussed in detail in Standard 2.G.6.

COCC uses Ellucian's DegreeWorks (branded GradTracks) as its online degree audit tool, allowing students to track progress towards certificate and degree requirements online. The College is also implementing DegreeWorks Planner (DWP), an online schedule planning tool that allows students and their advisors to build multi-year schedules. A key feature of DWP is that it will notify a student and their advisor if a planned class does not align with program requirements. Forty-six programs have implemented DWP as of fall 2019, with the remaining programs scheduled over the next two academic years.

Since COCC is an open access institution, students need varied levels of support to benefit from its educational programs. A wide variety of academic and non-academic support programs are available to students, including but not limited to:

- Tutoring[6]: Tutoring is available in a variety of subjects with a Writing Center[7] dedicated to instruction in reading, writing, and study skills. Online tutoring[8] is also available.
- Services for Students with Disabilities[9]: Students with disabilities have access to a variety of support services and accommodations to ensure that they are able to benefit from COCC's educational programs. These services range from sign language interpreters and special technologies for the visually impaired to distraction-reduced testing environments, note taking, and more.
- Multicultural Center[10] and culturally specific programs: The Multicultural Center is a place of comfort, safety, and respect for students from all cultural backgrounds and has a mission of facilitating thought-provoking dialogues, educating for a global view, and promoting cross-cultural understanding and communication. In addition, several programs aimed specifically at Latinx[11] and Native American[12] populations help recruit, retain, and ensure a successful college experience for Native American and Latinx students by providing support services, culturally

enriching activities, academic advising, and registration assistance.

- SNAP Training and Employment Program[13] (STEP) and Pathways to Opportunity[14] (PTO) program: STEP helps students gain skills and access training to increase their employability, while the PTO program is designed to increase equitable student success and economic mobility. Both programs connect eligible students with resources and provide them with assistance to overcome financial barriers to their education such as transportation, food, course fees, testing fees, and textbooks.

1.D.2 Indicators of Student Achievement

> *Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

In fall 2019, the COCC Board of Directors adopted six institutional success indicators related to measuring student success: how well students who enter COCC attain or exceed their educational goals. Board approval followed a year-long process to determine the indicators that are most meaningful for the College. This process began with the College Planning and Assessment Team (CPAT) and the Strategic Plan Goal Work Groups researching indicators used by other institutions and examining many possible indicators of mission fulfillment. By summer 2019, two lists were compiled: one related to the student success portion of the mission, and the other related to community enrichment. The student success list was reduced to 10 viable options:

- Credit momentum (number of students completing x-number of credits)
- Fall-to-fall term retention
- Fall-to-winter term retention
- Gateway course momentum (number of students completing college level writing and math)
- Graduation rates
- Licensure pass rates
- Number of GEDs earned

- Post-COCC employment rates

- Successful course completions

- Transfer rates

The community enrichment list was likewise reduced, and included:
- Community penetration rate (% of population who take a credit or non-credit course)

- Community participation rates

- Economic impact on the region (EMSI study)

- Money raised for COCC Foundation scholarships

- Number of businesses who offer internships/cooperative work experiences (CWE) in partnership with COCC

- Number of businesses represented on CTE advisory boards

- Number of high school students earning college credit from COCC before graduating from high school

- Number of businesses/hours served by COCC's Small Business Development Center (SBDC)

- Number of GEDs earned

These options were presented to the entire COCC faculty and staff on September 11, 2019, at COCC's All-College Kickoff, an in-service event at the beginning of the academic year. Employees were randomly assigned to groups of around 35 participants, with each group containing faculty, administrators, and classified staff. Members of CPAT and the Strategic Plan Work Groups explained the possible indicators to their groups and led a discussion about which options seemed best and most feasible for assessing how well COCC is fulfilling its mission. Each participant was permitted to vote for as many indicators as they deemed suitable, with the following results:

STUDENT SUCCESS	
Post-COCC employment rates	196
Successful course completions	156
Licensure pass rates	134
Graduation rates	112
Transfer rates	95
Fall-to-fall term retention	90
Fall-to-winter term retention	68
Credit momentum (number of students completing x-number of credits)	56
Gateway course momentum (number of students completing college level writing and math)	54
Number of GEDs earned	45
COMMUNITY ENRICHMENT	
Community participation rates	179
Economic impact on the region (EMSI study)	143
Number of businesses who offer internships/CWE in partnership with COCC	112
Number of high school students earning college credit from COCC before graduating from high school	94
Community penetration rate (% of population who take a credit or non-credit course)	94
Number of GEDs earned	91
Number of businesses represented on CTE advisory boards	82
Money raised for Foundation scholarships	74
Number of businesses/hours served by SBDC	64

Input from this all-College event was presented to the Board's Student Success Committee. Over several meetings, this group discussed the usefulness of the indicators, the feasibility of collecting data, and the availability of regional and national comparators. Both the College community and the Board committee considered post-COCC employment rates to be a useful indicator of student achievement. At this time, however, that data is not being measured consistently across programs at the institution. The Board members indicated that they would like College employees to investigate methods for collecting this data so it can be used as an indicator in the future. The Student Success Committee was able to reach agreement on institutional success indicators to measure the student success area of the College's mission, but requires further discussion to have a common understanding of what COCC's goal of community enrichment is measuring.

Ultimately the committee recommended, and the Board approved, six institutional success indicators related to student success in three categories:

1. Staying Enrolled
   - First- to second-term retention
   - Fall-to-fall retention

2. Passing Gateway Courses
   - Passing college level math in first year
   - Passing college level writing in first year

3. Achieving Success
   - Graduation rate
   - Transfer rate

A benchmark value has been established for each institutional success indicator, based on data from the 2017–18 academic year for indicators in the *Staying Enrolled* and *Passing Gateway Courses* categories and 2014 cohort data for the category of *Achieving Success*. An ultimate target has been set for each indicator, with annual targets established to assess ongoing progress. The annual indicators in the *Staying Enrolled* and *Passing Gateway Courses* categories have five-year targets to be met by 2022–23, while the *Achieving Success* indicators, which span three years for a cohort and lag behind the more rapidly influenced annual measures, have an ultimate target to be achieved in 2027–28.

		INDICATOR	BASELINE ORIGIN	BASELINE	ULTIMATE
STUDENT SUCCESS	STAYING ENROLLED	First- to second-term retention	Fall 2017 Cohort	78.1%	80% by 2023 (2% increase in 5 years)
		Fall-to-fall retention	Fall 2017 Cohort	46.1%	51.3% by 2023 (5% above national average and 11% increase in 5 years)
	PASSING GATEWAY COURSES	Passing college level math in first year	Fall 2017 Cohort	26.9%	32.3% by 2023 (20% increase in 5 years)
		Passing college level writing in first year	Fall 2017 Cohort	42.1%	46.3% by 2023 (10% increase in 5 years)
	ACHIEVING SUCCESS	Graduation rates	Fall 2014 Cohort	19.9%	26% by 2028 (national average/top 5 in Oregon for 2014 cohort and 31% increase in 10 years)
		Transfer rates	Fall 2014 Cohort	20.9%	25% by 2028 (top 5 in Oregon for 2015 cohort and 20% increase in 10 years)

At this time, three targets are internal (first- to second-term retention, passing college level math, and passing college level writing) and are based on COCC's historical data. As the push for greater sharing of data throughout the region and the country makes more information available, it may be possible to adapt COCC metrics and align new targets to compare with other institutions. The other three indicators have targets set relative to data from the state and national level; the fall-to-fall retention target was set at 5% above the national average, the graduation rate target was set to meet both the national average and "top five in Oregon" rates (which have the same value), and the transfer rate target was set to reach

the "top five in Oregon" value. Information on the institutional success indicators is available on the COCC [website](#)[15] and the data for each indicator is disaggregated by race, ethnicity, age, gender, and financial need (Pell status).

The Board is continuing to examine the myriad ways in which the College benefits the community in order to determine which areas are of the highest priority and thus should be the focus of future projects and assessment. The main indicators being considered for measuring COCC's impact on the community are:

1. Economic impact on the region

2. Business impact
   - Number of businesses served by the Small Business Development Center (SBDC)
   - Number of businesses offering student work experiences (internship, apprenticeship, clinical, cooperative work experience, practicum)
   - Number of businesses serving on CTE advisory committees

3. Community participation
   - Community penetration rate (% of population taking a credit or non-credit course)
   - Community participation rate (number of individuals who attend COCC events)

1.D.3 Publishing and Use of Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

COCC's institutional success indicators are published on its [website](#).[16] This area of the website includes an overview page that shows the current status of each indicator at a glance. This overview page uses colors and symbols to denote whether COCC is currently meeting expectations, is almost meeting expectations, is not meeting expectations, or has not yet measured progress in that area. Scrolling over the colored symbol initiates a pop-up window that provides details about the metrics for that indicator,
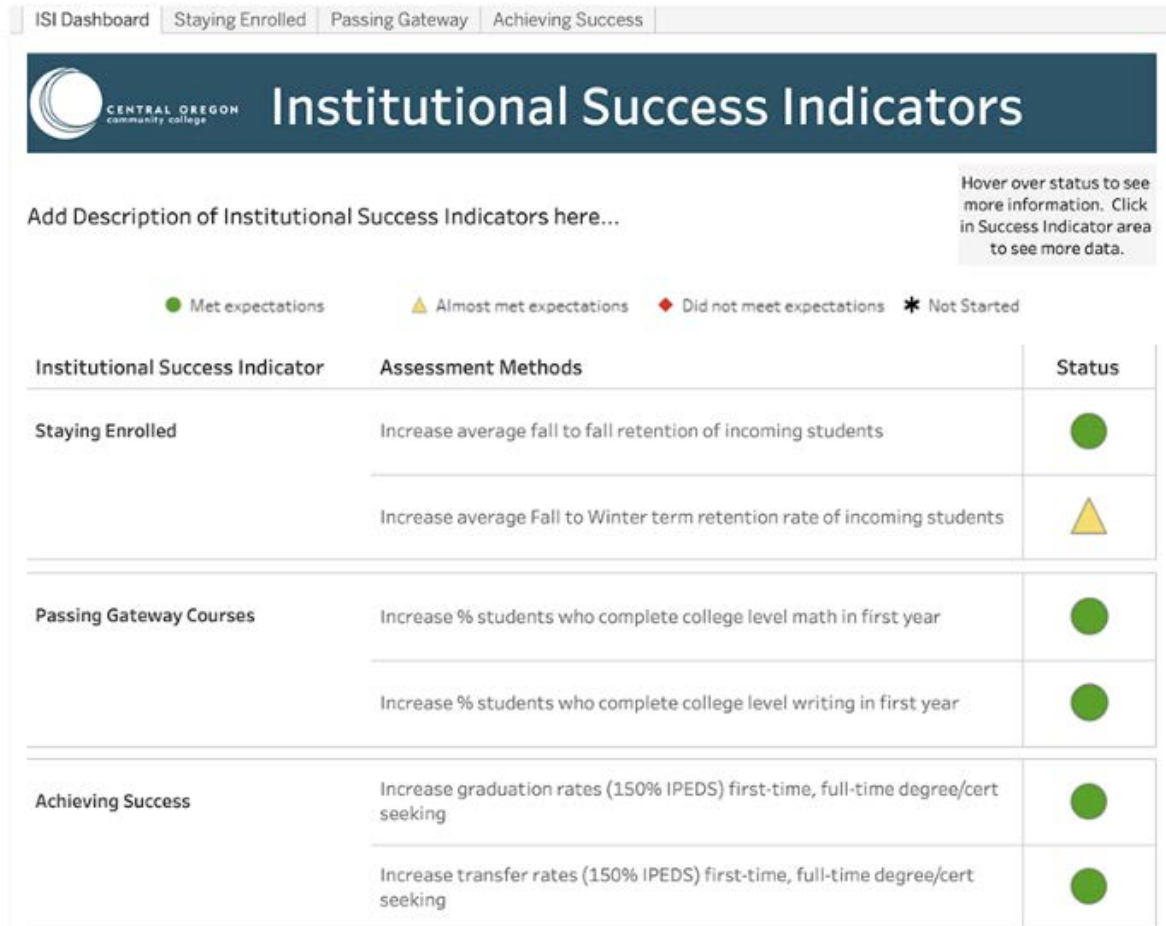
including baseline, ultimate goal, annual goal, and status.

INSTITUTIONAL SUCCESS

Preliminary information about student success indicators and mission fulfillment.

Institutional Success Indicators Report
(Dashboard screenshot image is for placement only. Live interactive dashboard will be added by end of Jan. 2020)

| ISI Dashboard | Staying Enrolled | Passing Gateway | Achieving Success |

CENTRAL OREGON community college — **Institutional Success Indicators**

Add Description of Institutional Success Indicators here...

Hover over status to see more information. Click in Success Indicator area to see more data.

● Met expectations ▲ Almost met expectations ◆ Did not meet expectations ✳ Not Started

Institutional Success Indicator	Assessment Methods	Status
Staying Enrolled	Increase average fall to fall retention of incoming students	●
	Increase average Fall to Winter term retention rate of incoming students	▲
Passing Gateway Courses	Increase % students who complete college level math in first year	●
	Increase % students who complete college level writing in first year	●
Achieving Success	Increase graduation rates (150% IPEDS) first-time, full-time degree/cert seeking	●
	Increase transfer rates (150% IPEDS) first-time, full-time degree/cert seeking	●

A snapshot of the overview page

Linked to this overview page are separate web pages for each indicator. Each page contains the past year's target and actual performance, the current year's target, and the College's ultimate target. In addition, the data is disaggregated by race, ethnicity, age, gender, and financial need (Pell status). Five years of data are shown for each population, but independent baselines have not been established for these populations.

COCC is developing processes for using institutional success indicators to inform decisions related to planning and resource allocation, but some indicators are more useful in driving institutional change than others. The indicators in the *Achieving Success* category (graduation and transfer rates), while easy for most people to understand, are lagging indicators; it takes several years for College efforts to be reflected in these metrics. As such, these indicators are less responsive to changes made within the institution than leading indicators like those in the *Passing Gateway Courses* (passing college level math and writing in the first year) or *Staying Enrolled* (retention rates) categories. Over the past few years, much of COCC's focus has been on retaining first-year students, enhancing their engagement with the institution, and increasing the rate at which they complete their first college level math and writing courses.

Comparison of COCC's fall-to-fall retention rate to results for the state of Oregon reported by the National Student Clearinghouse[17] shows that COCC has a lower retention rate than the state average.

FALL-TO-FALL RETENTION	COCC	OREGON
Fall 2016–Fall 2017	50.7%	55.8%
Fall 2015–Fall 2016	49.2%	57.2%

The extensive work that was recently done to develop a comprehensive First Year Experience (FYE) program is evidence of the College's efforts to increase retention rates (*Staying Enrolled*: Increase the average first- to second-term retention rate of first time certificate or degree seeking students; and Increase the average fall-to-fall retention rate of first time certificate or degree seeking students). Two years of planning by multiple work groups preceded implementation of the new FYE in fall 2019. This First Year Experience program incorporates multiple components designed to increase student engagement with COCC during the summer after admission (reduce "summer melt") and throughout the first year. These elements—detailed in Standard 1.D.1—include a new online orientation for students (Bobcat Welcome), a revised approach to new student advising, an expanded and revamped on-campus Bobcat Orientation, and an overhauled timeline for the admission/advising/registration process for new students. Each of these elements had a work group dedicated to planning its implementation and development, and the College invested significant resources into sending faculty and staff to

conferences and site visits to other institutions to learn about best practices, training staff for the new systems, paying consultants to create videos and modules for the online orientation, and creating new materials for incoming students. The College expects that the impact of this investment in time and money will be reflected in data collected at the end of the 2019–20 academic year.
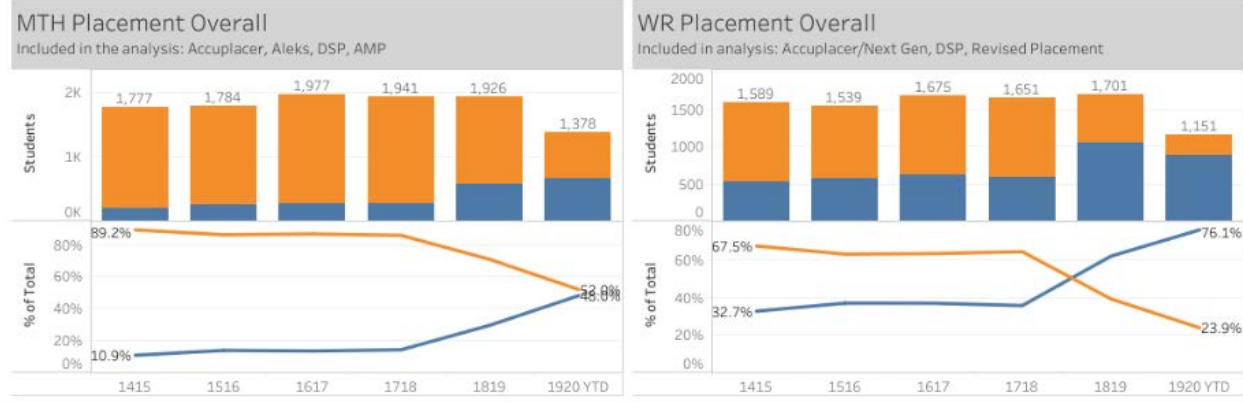
A substantial amount of work has also gone into improving the level of achievement in the *Passing Gateway Courses* indicators. Faculty in both writing and math have overhauled their developmental course sequences: incorporating new pedagogic techniques, increasing student support, and reducing the number of courses in the sequences. In addition, they examined data about how effectively incoming students were being placed into their initial math and writing classes. The data showed that 11% of incoming students placed into college level math and 33% placed into college level writing. Faculty worked with staff in the Placement Office to investigate what community colleges in the region and around the country were doing to improve the placement process. After extensive research and visits to several other colleges, this team of faculty and staff completely redesigned the placement process, moving from a single, high-stakes exam to a Directed Self Placement (DSP) survey process that bases math and writing placement on a student's GPA, courses taken, and other measures of past success. As shown in the graphs below, the results have been dramatic; a majority of incoming students now begin their time at COCC in a college level math course, and 76% begin in college level writing. These changes required purchasing new software for the placement process, increasing staffing levels in the Placement Office, and providing stipends for faculty to work on curriculum during summer months. This should result in a measurable increase in the number of students who complete their gateway math and writing courses within the first year—a great return on investment, particularly since student success rates in the courses have not decreased with the higher placement levels.

Placement Level by Year and Test
Students took a COCC placement test and enrolled in a course

Select Student Type(s):
Multiple values

Placement Level:
- Developmental
- College Level

MTH Placement Overall
Included in the analysis: Accuplacer, Aleks, DSP, AMP

WR Placement Overall
Included in analysis: Accuplacer/Next Gen, DSP, Revised Placement

Data showing the changes in math and writing placement when improvements were made in 2017–18

The examples of FYE and developmental education redesign illustrate how COCC has used student achievement data to identify issues that need to be addressed, involved faculty and staff in planning the best approach to addressing the issues, and then invested the resources necessary to increase student success. Now that a new Strategic Plan is in place, institutional success indicators have been officially adopted by the Board, and funds have been specifically allocated for strategic initiatives, COCC is poised to make decisions about future projects more systematically. The Strategic Plan is designed to have its initiatives examined annually, with a few initiatives selected as top priorities for the year depending on progress toward indicator benchmarks. Specific activities will be designed and funded (through the Strategic Initiative Fund) to address the areas where more progress is needed. In particular, using disaggregated data will help identify unique gaps in student achievement that were not evident when analyzing data collectively.

COCC will regularly review progress on the institutional success indicators and use them to assist in prioritizing current strategic activities and in formulating new activities to improve results, where needed. This review will consist of input from the Board of Directors' Student Success Committee, the President's Advisory Team (PAT), Chairmoot (composed of all academic department chairs), the Faculty Senate, and the College Planning and Assessment Team (CPAT). The vice president for instruction will be responsible for soliciting and prioritizing feedback from these groups on an annual basis to inform both

the Academic Master Plan and the College's Strategic Plan. Institutional data on student success indicators also will be shared during the College's annual all-faculty Assessment Day, which provides a showcase and discussion forum for both general education and programmatic assessment initiatives.

1.D.4 Processes and Methodologies

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

During a student's time at COCC, the College collects an extensive amount of data on their enrollment and success. Over the last six years, the College has increased its commitment to utilizing this data as a strategic asset to make better-informed decisions. Initially, the Data Stewardship Advisory Committee[18] (DSAC) was formed in spring 2013 with the charge to "facilitate a cohesive approach to managing and utilizing data at COCC." DSAC's early focus has been to establish key data-related roles among
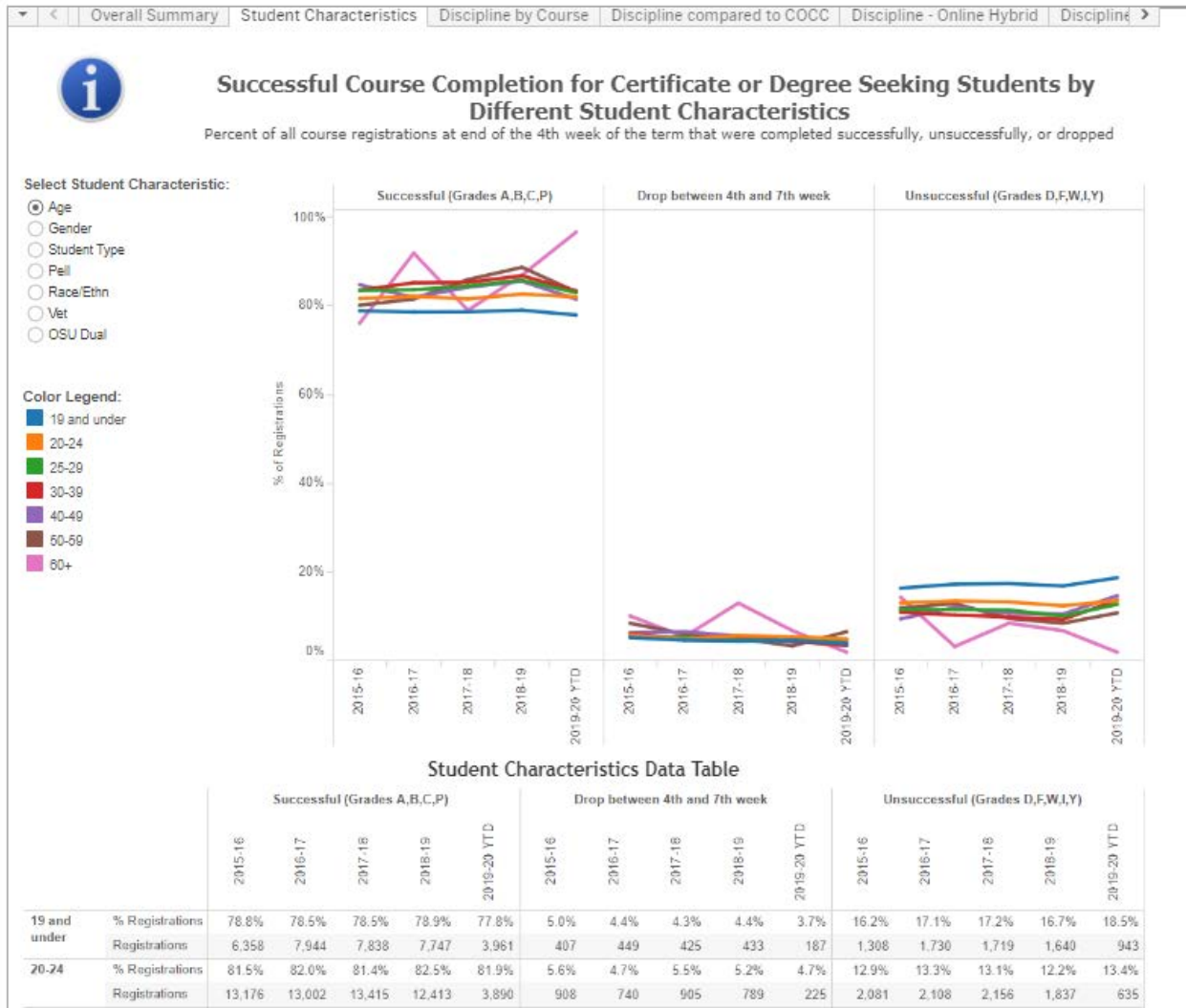
employees, create a Data Standards Manual (DSM), and develop and promote Data Management Training videos; in 2019, the group introduced Data Governance Guiding Principles. All of this work has been done in the spirit of training the College to be mindful in its data collection and stewardship practices. These intentional activities fostered the College's ability to build a strong, valid data set to power the analytics necessary to better understand our students and our own operations supporting students. This data stewardship work is ongoing.

Over this same window of time, distributing timely data to decision-makers throughout the College was also made a priority. The Office of Institutional Effectiveness (IE) built a series of filterable Tableau dashboards providing all employees "real-time" access to the most frequently needed data, including enrollment, course success, retention, and award completions disaggregated by age, ethnicity, and gender for the previous five years.

This data has been used by programs in several ways to mitigate achievement gaps. For example, using this data as well as state high school completion data, the College recognized a need to create better supports for area Native American students. As a result, the College applied for and received several grants to support a college preparation program for Native American students. The program is relatively new, but early results indicate that students participating in this program graduate from high school and matriculate at higher education institutions at rates far greater than their peers. For example, the high school graduation rate for Native American students throughout the state of Oregon was 62% in 2019, while students in this program had a 100% graduation rate. Due to the success of this pilot, the College will continue to seek funding in support of this work. Additional examples of using disaggregated demographic data to identify and mitigate equity gaps can be found in Standard 2.G.1.

Further, program and discipline-level dashboards were built three years ago to support the Academic Program Review19 (APR) process, which was initiated in 2016–17. The Office of Institutional Effectiveness compiles data for each discipline undergoing program review and creates a user-friendly dashboard for each discipline (shown below), ensuring that all disciplines have easy access to the information and that all disciplines are using the same data. The data in the dashboards includes enrollments, successful course completions, and awarded degrees and certificates; it is disaggregated as described above.

SUCCESSFUL COURSE COMPLETIONS

Successful Course Completion for Certificate or Degree Seeking Students by Different Student Characteristics

Percent of all course registrations at end of the 4th week of the term that were completed successfully, unsuccessfully, or dropped

Select Student Characteristic:
- ◉ Age
- ○ Gender
- ○ Student Type
- ○ Pell
- ○ Race/Ethn
- ○ Vet
- ○ OSU Dual

Color Legend:
- 19 and under
- 20-24
- 25-29
- 30-39
- 40-49
- 50-59
- 60+

Student Characteristics Data Table

		Successful (Grades A,B,C,P)					Drop between 4th and 7th week					Unsuccessful (Grades D,F,W,I,Y)				
		2015-16	2016-17	2017-18	2018-19	2019-20 YTD	2015-16	2016-17	2017-18	2018-19	2019-20 YTD	2015-16	2016-17	2017-18	2018-19	2019-20 YTD
19 and under	% Registrations	78.8%	78.5%	78.5%	78.9%	77.8%	5.0%	4.4%	4.3%	4.4%	3.7%	16.2%	17.1%	17.2%	16.7%	18.5%
	Registrations	6,358	7,944	7,838	7,747	3,961	407	449	425	433	187	1,308	1,730	1,719	1,640	943
20-24	% Registrations	81.5%	82.0%	81.4%	82.5%	81.9%	5.6%	4.7%	5.5%	5.2%	4.7%	12.9%	13.3%	13.1%	12.2%	13.4%
	Registrations	13,176	13,002	13,415	12,413	3,890	908	740	905	789	225	2,081	2,108	2,156	1,837	635

[Example](#)[20] of student success data dashboard used in Academic Program Review

DEGREE AND CERTIFICATE COMPLETIONS

Awards by Discipline | Students who Completed

COCC Degrees and Certificates Awarded Report
Unduplicated Headcount of Student Who Earned an Award

Select Completion Type: [All] Select Term: [All]
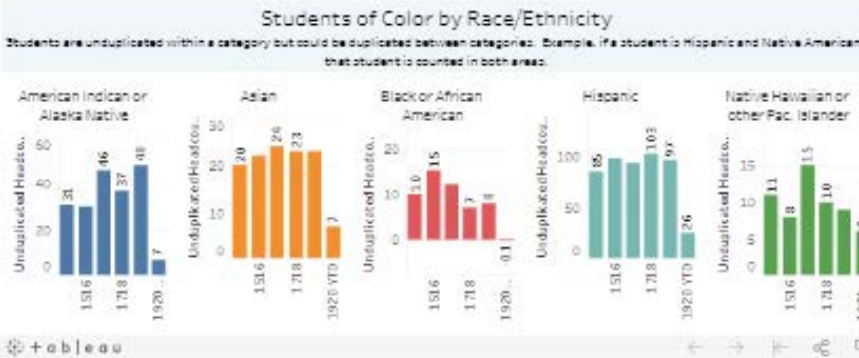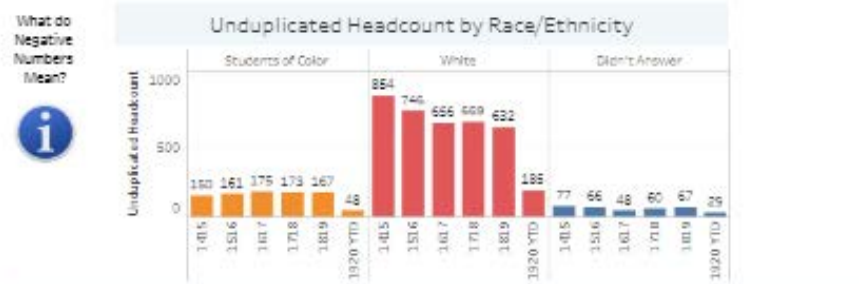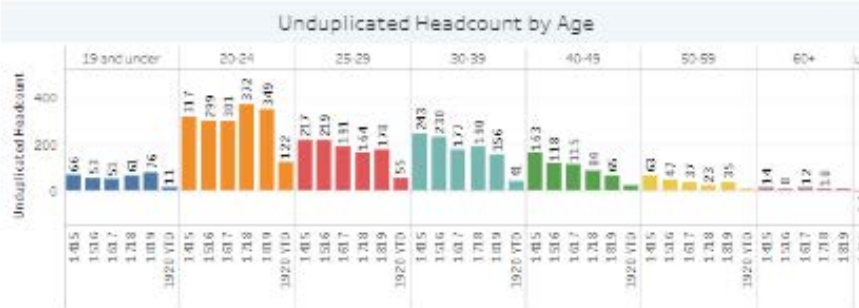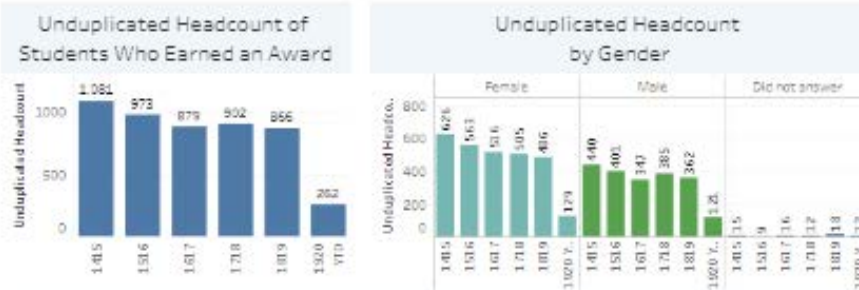
Example[21] of student completion dashboard used in Academic Program Review

Through the APR process, this data is reviewed and incorporated into discipline feedback and reflection on a cyclical basis, providing for year-to-year comparisons. More importantly, the data informs program plans for improvement in many areas—curricular, instructional, student achievement, and budgetary—and is beginning to inform institutional budget, assessment, strategic planning, and accreditation processes. APR provides a systematic structure for using data to regularly reflect on the effectiveness of academic programs and setting goals to continually improve. This ensures COCC will continue to offer high-quality programs, degrees, and certificates to best serve its students and the community.

The College's six institutional success indicators, discussed in several earlier standards, reflect the overall effectiveness of the College in achieving the student success element of its mission. The College will continue to invest resources towards the collection, analysis, and development of additional data related to student employment after leaving COCC, and may create an additional institutional success indicator based on this data. These indicators will be analyzed and monitored on a regular basis; the College is working toward developing the culture needed to utilize this information systematically and routinely in decision-making.

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[1] Getting Started: https://www.cocc.edu/departments/admissions/getting-started/default.aspx

[2] Bobcat Welcome: https://www.cocc.edu/departments/admissions/getting-started/first-time/ftcs-welcome.aspx

[3] Taking the Placement Assessment: https://www.cocc.edu/departments/cap/testing/taking-the-placement-test.aspx

[4] Bobcat Advising and Registration: https://www.cocc.edu/departments/cap/advising/bar.aspx

[5] Bobcat Orientation: https://www.cocc.edu/departments/admissions/future-students/bobcat-orientation.aspx

[6] Tutoring: https://www.cocc.edu/departments/tutoring-and-testing/tutoring/default.aspx

[7] Writing Center: https://www.cocc.edu/departments/tutoring-and-testing/writing-center/default.aspx

[8] Online Tutoring: https://www.cocc.edu/departments/tutoring-and-testing/tutoring/online-tutoring.aspx

[9] Service for Students with Disabilities: https://www.cocc.edu/departments/disability-services/default.aspx

[10] Multicultural Center: https://www.cocc.edu/departments/multicultural/multicultural-center.aspx

[11] Latinx Student Program: https://www.cocc.edu/departments/multicultural/latino/default.aspx

[12] Native American Student Program: https://www.cocc.edu/departments/multicultural/native-american/default.aspx

[13] STEP Program: https://www.cocc.edu/departments/step/default.aspx

[14] PTO Program: https://www.cocc.edu/departments/step/pto.aspx

[15] Institutional Success Indicators: https://www.cocc.edu/departments/college-planning/institutional-success.aspx

[16] Institutional Success Indicators: https://www.cocc.edu/departments/college-planning/institutional-success.aspx

[17] National Student Clearinghouse Retention Data: https://nscresearchcenter.org/snapshotreport35-first-year-persistence-and-retention/

[18] Data Stewardship Advisory Committee: https://www.cocc.edu/committees/data-stewardship/

[19] Academic Program Review: https://www.cocc.edu/departments/instruction/academic-program-review/

[20] Successful Course Completions dashboard: https://www.cocc.edu/departments/institutional-effectiveness/completions/successful-course-completions.aspx

[21] Degree and Certificate Completion dashboard: https://www.cocc.edu/departments/institutional-effectiveness/completions/default.aspx

Standard 1 Conclusion

This has been an exciting time to go through the accreditation process. Watching the new standards evolve and mature as the College was in the early stages of writing its seven-year report created a sense of connection with the ideals of the new standards. Because the standards were not yet fully established, COCC was faced with a difficult choice—to remain with the old standards, which had guided institutional efforts in recent years, or shift to the new ones, which would encourage the College to look forward to where it should be focusing its efforts in the future. The options were discussed by the President's Advisory Team, the College Planning and Assessment Team, and the Accreditation Coordinating Team; in the end, COCC decided to look toward the future rather than the past.

As an institution of higher education, COCC is focused on student learning, which includes teaching our students how to reflect on their performance and continuously improve. The process of writing this accreditation report to a new set of standards required similar reflection within the institution. During the process, some highly developed areas of strength were highlighted, other areas showed significant improvement and maturation during the past accreditation cycle, and yet other areas were identified where COCC is still in the initial or emerging stage and has opportunities for growth.

Founded in 1949, COCC is the oldest two-year college in Oregon and has a long-established tradition of excellence in its liberal arts and other transfer programs. COCC's career and technical education programs, which provide the region with well-trained graduates prepared to meet workforce needs, are another source of pride for the College. These programs—combined with other educational and cultural offerings—have generated strong support within the community. This is evidenced by the $1.7 million in scholarship funding available through the COCC Foundation for the current academic year, the highest of any community college in the state. The College is also proud of the stability of its budget, which has allowed it to continue providing a high level of support to students during a time of declining enrollment and state support.

Building on its history of highly developed instructional programs and community support, COCC is committed to continuously improving its service to students and the community. Since its last accreditation visit in 2012, the College has focused on all areas emphasized as best practices and recommended by NWCCU in its 2012 response: developing a systematic approach to assessment and establishing a more transparent, integrated approach to planning and resource allocation. Over the past

several years, assessment efforts have been focused on the program level. Program-level outcomes are assessed using a three-stage process: Plan, Analyze, and Close the Loop. The Learning Outcomes and Assessment Committee, made up mostly of faculty, was created to support other faculty in their efforts to create and assess meaningful program-level outcomes. In addition, all disciplines now go through an Academic Program Review process every five years where faculty review their curriculum and facilities, analyze student success rates, reflect on their assessment tools, and set goals for the next five years. Non-instructional areas of the College utilize an Administrative Unit Review process to ensure alignment of their unit with the College mission, promote improvement of administrative departments, and collect information that will contribute to institutional planning, assessment, and improvement.

This work on building a strong system of assessment at the program and unit level has been accompanied by institutional efforts to develop a new Strategic Plan that would effectively focus the College's efforts on areas of greatest impact, and also to integrate that Strategic Plan with an improved resource allocation process. The 2018–23 Strategic Plan is an operationally useful guide to help determine which projects and activities should be prioritized at an institutional level; a Strategic Initiative Fund was created to provide funding for projects directly tied to the Strategic Plan. In addition, the overall resource allocation process has been overhauled to make it more transparent and collaborative. Several committees with cross-campus representation were created to review budget requests (Finance Internal Advisory Team), new project requests (New Project Evaluation Team), and facility requests (Facilities Advisory Committee). Each of these groups evaluates requests based on a number of factors, including connection to the College mission and the Strategic Plan.

While COCC has been making great strides in the areas of planning, assessment, and resource allocation as emphasized in the previous standards, reflecting on the new standards highlights where there are opportunities for growth. Many of the College's assessment efforts have been at the program and department level. Faculty and staff have grown comfortable with making changes based on data collected at those levels; extending this culture of assessment to the institutional level is an ongoing process. Assessment plans are in place for several cross-department and institutional endeavors, including the Title III grant, the Strategic Plan goals, and organizational area plans (e.g., the Academic Master Plan); however, the effort to fully utilize the institutional success indicators, particularly in disaggregated form, to guide decision-making is still in the emerging phase.

In 2019, COCC's annual Fall Kickoff event featured a session where all College employees participated in an activity related to institutional success indicators; the session was highly successful, with employees

from across the College engaged in substantive discussions about how to measure and improve student success and community enrichment. This is a strong foundation for future efforts to incorporate these measures in College planning and self-assessment. As the College looks for ways to more systematically incorporate data into high-level decision making and goal setting, efforts are also in place to personalize these abstract ideas. The employee performance evaluation process has been overhauled to make it more meaningful, but also to encourage individual employees to link their personal goals to the College's mission and Strategic Plan, thus aligning employee goals, department/program goals, and institutional goals in order to best support the College's mission.

The College eagerly anticipates the continued growth and maturation of its efforts to systematize and integrate authentic assessment across all of its levels and areas, knowing that its work over the past several years—as outlined throughout this report—has created a solid framework to build upon. The inclusive and collaborative nature of so much of this work has enabled employees across the College to develop a deeper understanding of the College's mission and of their own part in fostering student success and community enrichment. Since an institution truly is the sum of its people, this understanding has put Central Oregon Community College on a fruitful path.

STANDARD TWO

**GOVERNANCE
RESOURCES
CAPACITY**

CENTRAL OREGON COMMUNITY COLLEGE
Comprehensive Self-Evaluation Report
Northwest Commission on Colleges and Universities
February 2020

Standard 2A: Governance

2.A.1 Governance Structure

> *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities.*

The Central Oregon Community College Board of Directors is composed of seven members, elected from geographic zones within the COCC District. The Board operates under a proactive, strategic, and collective governance style that is described in the Board Policies: Governing Style.[1]

The members of the Board are elected in May of odd-numbered years for four-year terms (three in one cycle and four in the other). There are no term limits. Each year, the Board elects a chair and a vice chair to serve for the upcoming academic/fiscal year. The Board is active, typically meeting at least once a month and holding a one- or two-day annual review and planning retreat in the summer or fall.

The Board Members' Code of Conduct[2] establishes clear separation of personal interest from Board roles. Specifically, it mandates that Board members must "represent unconflicted loyalty to the interests of the stakeholders and constituents" of COCC. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups or membership on other boards. It also supersedes the personal interest of any Board member acting as an individual consumer of COCC's services.

The Code also dictates that there must be no self-dealing or any conduct of private business or personal services between any Board member and the College except as procedurally controlled to assure openness, competitive opportunity, and equal access to information. Board members are not permitted to use their positions to obtain employment in the organization for themselves, family members, or close associates. Should a Board member be considered for employment, they must temporarily withdraw from Board deliberation, voting, and access to applicable Board information. In addition, Board members may not attempt to exercise individual authority over the College except as explicitly set forth in Board policies.

The Policy on Board-President Relationship[3] clearly specifies that no individual Board member, officer, or committee has authority over the president. Board members may make no judgments of the

president's or staff's performance except as that performance is assessed against explicit Board policies by the official process. Board members' interactions with the public, media, or other entities must recognize the same limitation and the similar inability of any Board member or members to speak for the Board.

Policies BEP 2 through BEP 5[4] define specific parameters and limitations for administrative budgeting and control systems (see 2.E.3 for details). At each monthly meeting, the Board receives a financial report which monitors fiscal operations and year-to-date annual budget results.

The Board appoints members to committees as needed. Current Board committees are President's Evaluation, Board Self-Evaluation, Keyes Trust, Real Estate, Audit and Finance, Student Success, and Naming. Committees meet as needed in order to gather information and then to recommend direction to the entire Board. No committee has the authority to make decisions on behalf of the Board.

Additionally, there is a 14-member COCC Budget Committee that is composed of the seven members of the Board plus one additional community member from each of the district zones represented by Board members. The Budget Committee evaluates and approves the proposed annual budget. Once the budget is approved by the Budget Committee, it is considered for adoption by the Board. The Board can make only limited changes to the budget that was approved by the Budget Committee.

2.A.2 Effective System of Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The executive officers at COCC are the president, vice president for instruction, and vice president for administration. They—along with the chief financial officer, executive director of college relations, dean of student and enrollment services, chief advancement officer, and chief information officer—form the President's Advisory Team (PAT), which meets on a weekly basis and serves as the College's leadership team. The table below identifies the current members of the PAT. Further information on the backgrounds of the president and her team can be found in Appendices V and W.

PRESIDENT'S ADVISORY TEAM (2019-20)			
NAME	TITLE	TERMINAL CREDENTIALS	APPOINTMENT DATE
Dr. Laurie Chesley	President	Ph.D. (English) University of Notre Dame	July 2019
Dr. Betsy Julian	Vice President for Instruction	Ph.D. (Geology) Rice University	July 2016
Matthew J. McCoy, J.D.	Vice President for Administration	J.D. (College of Law) University of Arizona	May 1998
Daniel Cecchini	Chief Information Officer	M.B.A. (Operations Management) Regis University	July 2015 (2006 in previous role)
Zak Boone	Chief Advancement Officer	M.P.A. Portland State University	January 2020 (2015 in previous role)
David Dona	Chief Financial Officer	M.B.A. (Finance/Accounting) Southern Oregon University C.P.A. State of Oregon	March 2016 (2007 in previous role)
Dr. Alicia Moore	Dean of Student and Enrollment Services	Ph.D. (Education) Oregon State University	August 2007 (1997 in previous role)
Ron Paradis	Executive Director of College Relations	M.B.A. Plymouth State College	November 1991

Reporting to PAT members are four additional deans and twenty-two department directors, who have authority over the major operational and instructional areas of the College. COCC's organizational chart[5] indicates how leadership positions are layered. Senior leaders meet regularly with the teams in their area to provide overall direction for the College. The department directors have responsibility for the budget, operations, and effectiveness of their assigned areas. The department directors and other midlevel managers and administrators meet quarterly to review and discuss short-term and long-term institutional plans, goals, and direction.

2.A.3 Chief Executive Officer

> *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s), but may not serve as its chair.*

Dr. Laurie Chesley serves as full-time president of Central Oregon Community College and reports directly to the COCC Board of Directors under clearly delegated responsibilities. As president, Dr.

Chesley serves as staff to the Board but not as a member.

Dr. Chesley earned her Ph.D. in English from the University of Notre Dame. She has spent her entire career in higher education, beginning as an English professor specializing in 18th-century British literature. For the past 18 years, she has held a series of administrative posts with increasing levels of leadership and responsibility at both two- and four-year colleges. Most recently, she served as the provost and executive vice president for academic and student affairs at Grand Rapids Community College.

A recipient of the National Institute for Staff and Organizational Development Faculty Excellence Award and a past winner of the Michigan Chapter of the American Council of Education Network's Distinguished Woman in Higher Education Leadership Award, Dr. Chesley is a strong advocate for mentoring future leaders.

2.A.4 Decision-Making Structures and Processes

> *The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

Through its policy statement[6] on College Committee Structure, COCC embraces a commitment to shared governance, defined as that which "entails full and active participation by faculty, administrators, staff, and students, who share responsibility as equal stakeholders for the mission, vision, goals, academic integrity, and institutional sustainability of the College. This mutual responsibility requires that stakeholders engage in free and open discussion, join in collaborative decision-making, and mutually inform one another of resolutions." This commitment is reflected in each committee's membership, with the primary governance committees (Academic Affairs, College Affairs, and Student Affairs) including representation from all employee groups as well as from students. Most other committees share this membership structure, though some are more narrowly tailored to meet their designated charge. For example, the Celebration of Academic Excellence Committee includes only faculty, as this committee's primary purpose is coordinating an annual event in which faculty celebrate high-achieving students.

COCC's past seven-year accreditation visitors acknowledged that the College has a significant number of committees. This was also recognized by College employees during COCC's recent strategic planning

process. "Evaluate and improve the College's committee structure" has been determined as a prioritized activity (see Appendix F) for the 2019–20 academic year by the current Strategic Plan's Institutional Efficiency goal area, with a work group tasked with this charge. In the meantime, the College has already disbanded several committees in response to the prior concern, without sacrificing the principles of shared governance.

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[1] Board Policies, Governing Style (BP 2): https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Governing%20Style

[2] Board Policies, Board Members' Code of Conduct (GP 8): https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Board%20Members%20Code%20of%20Conduct

[3] Board Policies, Board-President Relationship (BPR 1 through 7): https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Delegation%20to%20the%20President

[4] Board Policies, Board Expectations of the President (BEP 2 through 5): https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Budgeting

[5] COCC Organizational Chart: https://www.cocc.edu/about/organizational-chart.aspx

[6] General Policy Manual, Committee Structure (G-6-0): https://www.cocc.edu/policies/general-policy-manual/general/committee-structure/committee-structure.aspx

Standard 2B: Academic Freedom

2.B.1 Principles of Academic Freedom

> *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Academic freedom is addressed in the [Faculty Collective Bargaining Agreement](#)[1] (Article 1.4), in which "[t]he College and Forum agree that academic freedom is essential to the fulfillment of the purposes of education, and they acknowledge the fundamental need to protect employees from censorship or restraint which might interfere with their obligations to pursue truth in the performance of their teaching and research functions." The College addresses such protections on a broad level in its [Non-Harassment Policy](#)[2], which states that "[t]he College's goal is to provide an atmosphere that encourages individuals to reach their potential."

2.B.2 Promotion of Freedom and Independent Thought

> *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

As indicated in Article 1.4 of the [Faculty Collective Bargaining Agreement](#) (CBA)[3], faculty members are "entitled to full freedom in research and in the publication of the results" and also "entitled to freedom in the classroom in discussing the subject(s) they are assigned." Support for academic freedom is maintained within the CBA and is embedded within the College's system of shared governance. The College has clear policies and processes regarding harassment and discrimination and a deep respect for individual views, beliefs, and opinions. Respect for diverse opinions is one of the key items in student evaluations of instructors.

In addition, COCC's Student Rights and Responsibilities[4] policy indicates that COCC "recognizes the rights of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or publish freely on any subject, in accordance with the guarantees of Federal or State constitutions." The Associated Students of COCC (ASCOCC) serves as an advocacy group for students.

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[1] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[2] General Policy Manual, Non-Harassment Policy (G-32-2.3): https://www.cocc.edu/policies/general-policy-manual/human-resources/non-harassment-policy.aspx

[3] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[4] General Policy Manual, Student Rights and Responsibilities (G-33-3): https://www.cocc.edu/policies/general-policy-manual/student/student-rights-and-responsibilities.aspx

Standard 2C: Policies and Procedures

> *The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.*

COCC publishes its policies and procedures on its website in two primary ways: the General Policies and Procedures Manual[1], which covers most operational aspects of the institution, and an online Catalog[2], which provides information on academic matters.

2.C.1 Transfer of Credit

> *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

COCC publishes its transfer policies in the catalog under Academic Policies & Standards[3] and on its website under Transfer Credits to COCC.[4] The policy statements address both transfer-in and transfer-out guidelines and are reviewed periodically by the Office of Admissions and Records to ensure that program integrity and student mobility are maintained.

When reviewing transcripts of students wishing to transfer to COCC, trained COCC transcript and degree evaluators articulate transfer courses as they align with the equivalent course at COCC, consulting with faculty in the discipline on courses where the articulation is unclear. Additionally, these evaluators routinely articulate courses based on COCC's Credit for Prior Learning[5] policy as it relates to credits earned in the military or scores on the College-Level Examination Program (CLEP), Advanced Placement (AP), or International Baccalaureate (IB) exams, based on standards created in collaboration with faculty in the discipline. Limits on transfer-in credits are discussed in Standard 1.C.8. All transfer-in credits are posted to the student's transcript. The student can then use the College's online degree audit system, DegreeWorks (branded GradTracks at COCC), to determine how credits apply to certificate or degree requirements. All transfer-in credit and credit for prior learning is evaluated prior to the student's first advising session.

For students wishing to transfer to another Oregon institution, COCC follows the state of Oregon's degree requirements for the Associate of Arts Oregon Transfer, Associate of Science Oregon Transfer – Business, and Associate of Science Oregon Transfer – Computer Science, all of which are statewide transfer agreements between Oregon's community colleges and its public universities. Additionally, COCC faculty regularly work with OSU-Cascades, COCC's primary transfer institution and dual admission partner, to develop and maintain transfer advising guides[6] that ensure seamless transfer of credits for COCC students transferring to OSU-Cascades.

2.C.2 Student Rights and Responsibilities

> *The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

The Office of Student Life maintains and administers the College's policies and procedures regarding students' rights and responsibilities. The full Code of Student Rights and Responsibilities—as well as information about the policies and procedures dealing with academic honesty, student conduct, grievances, and appeals—can be found on the COCC Student Policies[7] web page.

The Rights and Responsibilities policy includes a preamble reiterating the College's commitment to nondiscrimination as well as COCC's Principles of Community[8], a set of six principles designed to promote equity, inclusion, and respect within the context of a higher education environment. These principles guide staff interactions with students and help promote the College's dedication to administering policies in an equitable manner. Additionally, COCC has a clearly defined process for implementing each of the policies mentioned in this standard, with lead staff assigned to each to ensure that the policy is followed and that it adheres to COCC's commitment to equitable treatment of all students.

An abbreviated version of the Student Rights and Responsibilities policy is published in the General Procedures Manual[9] and the COCC catalog.[10] The Office of Student Life administers all student conduct cases using the College's judicial hearing process (defined in the Student Rights and Responsibilities policy) and tracks and reports student complaints and concerns using Maxient, an online reporting and tracking tool. The Office of Student Life also acts as the student's primary advocate when a student brings an issue or concern against the College or a member of the staff or faculty.

COCC maintains an Office of Services for Students with Disabilities and abides by all appropriate laws and regulations for students with disabilities. The office has a [web page](#)[11] that includes contact information and a link to grievance procedures. Also linked to on this web page is a [Guide for Students with Disabilities](#)[12], which includes instructions on how to prepare for an appointment, documentation guidelines, examples of accommodations, and more. In addition, each student qualifying for an accommodation receives a cover letter, in both paper and electronic formats, that explains the process for implementing accommodations in their classes.

The Office of Services for Students with Disabilities collaborates with the eLearning and Academic Technology Department to provide closed captions on essential instructional video materials. In addition, the office and the department promote the Universal Design for Learning (UDL) concept and proactive ways to remove barriers to learning and develop instructions to meet the diverse needs of all learners. The eLearning and Academic Technology Department has a web page that provides information on UDL, and the department provides training to faculty in designing their course materials in Blackboard, COCC's learning management system.

2.C.3 Admission and Placement Policies

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

COCC is an "open door" institution: to qualify for admission, a student must be 18 years of age or older or possess a high school diploma or GED. In addition, under COCC's [Concurrent Enrollment](#)[13] program, high school students 15 years and older may register for up to 19 credits per term, and those under 15 may take up to two classes per term after completing a [Special Admission](#)[14] form.

Students are required to complete placement assessments in writing and math prior to registration. Admissions and placement assessment information is available in the [Registration](#)[15] section of the Catalog, on College web pages, and through a variety of student communications. Students can find current policy information and advice about placement on the COCC web page [Taking the Placement](#)

Assessment.[16] As part of a Title III grant, COCC recently redesigned its placement process to shift away from using AccuPlacer as its sole placement tool. Directed Self-Placement (DSP) is now the initial assessment COCC uses to determine student placement. This survey-based tool asks students for information about their academic history, including high school GPA and last courses completed in math and writing. The DSP survey places the student in a specific math and/or writing course or directs the student to take a skills-based test. COCC currently uses ALEKS for skills-based math assessments and AccuPlacer for skills-based writing assessments. Students may also communicate with writing and math faculty about placement via the dedicated email addresses writingplacement@cocc.edu and mathplacement@cocc.edu. All placement tools are designed to guide students into appropriate levels of writing and math courses and support their long-term success in their programs of study.

COCC enforces an Academic Warning Policy[17] to ensure that students who are not in good academic standing with the institution receive the resources they need to be successful. The Academic Warning Policy, including academic suspension and reinstatement, is also described in the Policies[18] section of the Catalog. Information about continuation in and termination from specific academic programs is available in the program description[19] pages of the COCC Catalog and in program handbooks.

2.C.4 Student Records

> *The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

COCC follows State of Oregon requirements and the recommendations of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for the retention of student records. In the case of a discrepancy between these two guidelines, the College defaults to the guideline with a longer retention period. Most student records are now electronic and reside within COCC's student information system, Ellucian Banner. Banner is a hosted solution, so the College is assured that records are stored in a secure environment and that appropriate backup systems are in place. Older, paper records are stored in a secure vault, with electronic back-up copies stored in a separate, secure campus location. COCC follows established policies for confidentiality and the release of student records; these policies are found under College Policies and Notices[20] in the COCC Catalog, on the College website[21], and in the General Policy Manual.[22] Information regarding confidentiality and the release of student records is also shared as part of the College's advising process for new students.

[1] General Policies and Procedures Manual: https://www.cocc.edu/policies/default.aspx

[2] College Catalog: https://catalog.cocc.edu/

[3] College Catalog, Academic Policies and Standards: https://catalog.cocc.edu/policies/

[4] Transfer Credits to COCC: https://www.cocc.edu/departments/admissions/grades-and-student-records/transfer-credits-to-cocc.aspx

[5] Credit for Prior Learning: https://www.cocc.edu/departments/admissions/grades-and-student-records/credit-for-prior-learning.aspx

[6] COCC Transfer Guides: https://osucascades.edu/admissions/cocc-transfer-guides

[7] Student Policies: https://www.cocc.edu/departments/student-life/student-policies.aspx

[8] Principles of Community: https://www.cocc.edu/departments/multicultural/creating-community.aspx

[9] General Procedures Manual, Student Rights and Responsibilities (S-1-0): https://www.cocc.edu/policies/general-procedures-manual/student/student-rights-and-responsibilities.aspx

[10] COCC Catalog, College Policies and Notices: https://catalog.cocc.edu/policies/#standardsandcollegepoliciesandnoticestext

[11] Services for Students with Disabilities: https://www.cocc.edu/departments/disability-services/

[12] Guide for Students with Disabilities: https://www.cocc.edu/departments/disability-services/student-guide/default.aspx

[13] Concurrent Enrollment: https://www.cocc.edu/departments/admissions/getting-started/high-school/concurrent-enrollment.aspx

[14] Special Admission for Students Under the Age of 15 form: https://www.cocc.edu/departments/admissions/files/special-admissions-under-2015_fillable.pdf

[15] COCC Catalog, Registration: https://catalog.cocc.edu/student-resources/registration/

[16] Taking the Placement Assessment: https://www.cocc.edu/departments/cap/testing/taking-the-placement-test.aspx

[17] Academic Warning: https://www.cocc.edu/departments/admissions/grades-and-student-records/academic-warning.aspx

[18] COCC Catalog, Academic Policies and Standards: https://catalog.cocc.edu/policies/

[19] COCC Catalog, Programs: https://catalog.cocc.edu/programs/

[20] COCC Catalog, College Policies and Notices: https://catalog.cocc.edu/policies/#standardsandcollegepoliciesandnoticestext

[21] Confidentiality and FERPA: https://www.cocc.edu/departments/disability-services/confidentiality-and-ferpa.aspx

Standard 2D: Institutional Integrity

2.D.1 Integrity of Communications Policies

> *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

COCC communicates with its students, faculty, staff, and the public through a variety of channels. Most printed, electronic, and other official College communications are created or reviewed by College Relations personnel who monitor for clarity, consistency, accuracy, and adherence to the College's mission. Other internal and external communications are monitored and reviewed regularly by College Relations staff.

The main source of College information for all constituents is the public COCC website.[1] While specific webpages are maintained by individual departments, the College Relations staff oversees the main pages and assists faculty and staff with department pages throughout the year.

Students receive important College and degree information through mandatory academic advising (see 2.G.6). More degree information is available through COCC's online degree evaluation/tracking tool GradTracks (DegreeWorks), which allows each student to continually monitor progress toward completion of their degree program. Prospective students who request information on specific programs receive a COCC viewbook containing general information about the College as well as a brochure providing high-level program information.

In addition, COCC consistently and regularly shares information with students using several supplemental communication channels. COCC sends a monthly e-newsletter to all students and when information needs to be shared quickly, email "blasts" are sent to student email accounts. The College also sends an annual notification email with links to all required student disclosure information.[2] The COCC Facebook and Instagram accounts are used to promote College activities and events and share non-critical information. The newly established COCC Magazine[3] shares information about the College, its history, students, programs, and more with the public. COCC uses Rave Alert (email, text, and phone)

to notify students, staff, faculty, and interested members of the public of college delays, closures, or emergency situations. Internal communication for employees is shared via Outlook folders, specifically COCC Headlines and Bobcat Community. These communication channels are all overseen by the College Relations Department.

Aside from its website, COCC's primary method of communication about its academic intentions, programs, and services is the COCC Catalog[4], produced annually by the Curriculum Office in cooperation with the registrar and representatives from instructional administration and the College Relations Department. The content of the Catalog is discussed in detail in 2.G.2.

The focus of the Catalog is credit curriculum. A description of the types of programs available and the intention and purpose of each is provided in the Degree and Certificate Overview[5] section. For example, the Career and Technical Education (CTE) page[6] describes the CTE category of offerings and then lists all award options within the category. Each option includes a description of the award's purpose, characteristics, and requirements. The illustration below shows the CTE award list with details of the Associate of Applied Science option expanded.
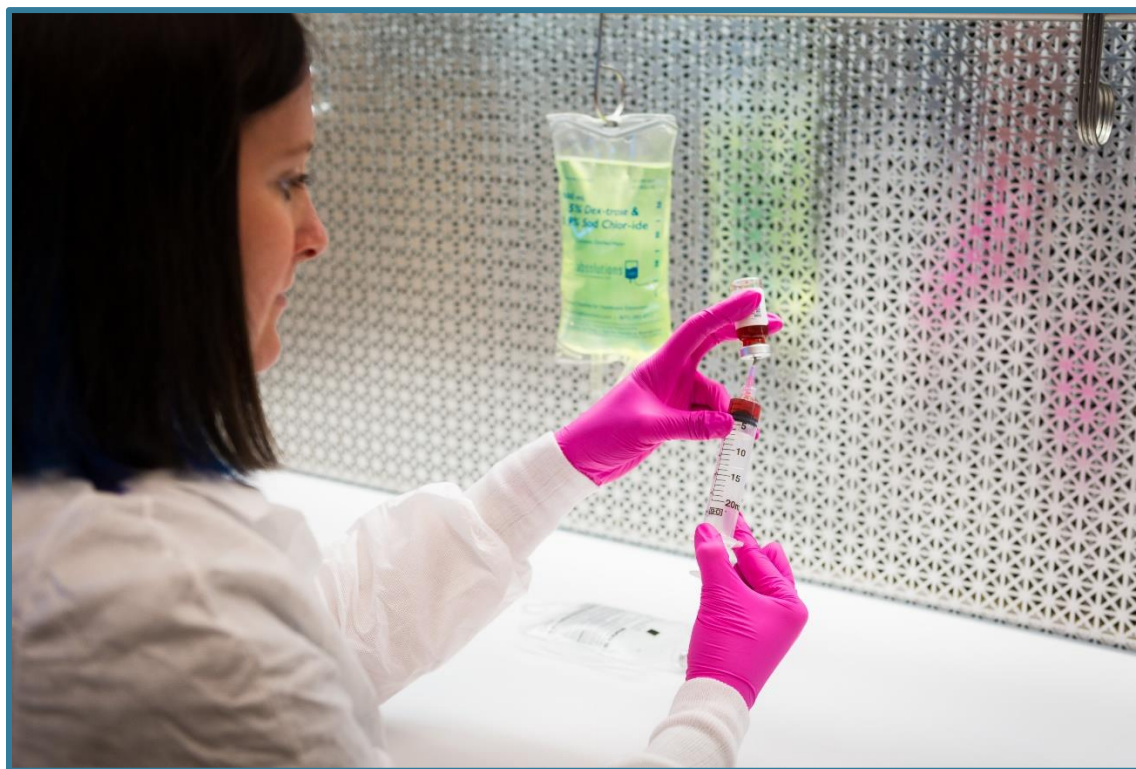
CAREER AND TECHNICAL EDUCATION

COCC's Career and Technical Education (CTE) programs prepare students to enter the workforce in a specific field. CTE programs provide hands-on training in a variety of technical areas with the goal of giving students the skills needed for various technical jobs (examples include dental assisting, welding technician and licensed massage therapist.) Refer to individual program listings for specific requirements.

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)	+

ASSOCIATE OF APPLIED SCIENCE OPTION DEGREE (AASO)	−

The Associate of Applied Science degree option prepares graduates for direct entry into the workforce with the option reflecting a specialization in the field (at least 70% of the credits are shared with the base AAS degree). The AAS option includes courses that build technical career skills and proficiency.

Requirements

Required courses:

- 90-108 credits (at least 70% of the credits are shared with the base degree)
- Core courses which build technical career skills and proficiency
- May include prerequisite, support, and other required courses
- Included in these categories is related instruction courses in the areas of communication, computation, and human relations.

Performance standards:

- Students must have a minimum cumulative GPA of 2.0.
- All prerequisite and core courses must be completed with a C grade or higher. Individual programs may set higher standards.

TWO YEAR CERTIFICATE OF COMPLETION (CC2)	+

ONE YEAR CERTIFICATE OF COMPLETION (CC1)	+

CAREER PATHWAY CERTIFICATE OF COMPLETION (CPCC)	+

Career and Technical Education description from the Degree and Overview chapter of the Catalog with Associate of Applied Science option expanded

Individual program information is listed in the Programs[7] section of the Catalog. This information includes a sample plan, which shows a full-time term-by-term schedule that considers course sequencing, demonstrating that the program can be completed in a timely fashion (see Nursing Assistant example below). Plans are reviewed for accuracy by the Curriculum Office, the department chair associated with the program, and the program specialist who designs plans in GradTracks. The sample plan can be used as the basis for individualized GradTracks academic plans.

NURSING ASSISTANT - ONE YEAR CERTIFICATE OF COMPLETION (CC1)

OVERVIEW   ENTRANCE REQUIREMENTS   PROGRAM REQUIREMENTS   SAMPLE PLAN

SAMPLE PLAN

First Year		
FALL		**CREDITS**
HD 100CS	College Success	3
HHP 248 or HHP 210	Health Psychology Intro to Health Care System	3-4
MTH 020 or MTH 058 or higher		4
WR 065 or WR 121 or higher		4
	Credits	**14-15**
WINTER		
CIS 120	Computer Concepts	0-4
NUR 103	Nursing Assistant	7
PSY 215	Developmental Psychology	4
	Credits	**11-15**

An excerpt of a sample plan in the Nursing Assistant program description in the Catalog

The Catalog production process is connected to the curriculum approval process, which ensures oversight and accuracy. COCC uses CourseLeaf curriculum management and catalog software modules to store, edit, and publish credit course and program information. This allows the College to maintain consistency between the Catalog, schedule of classes, student information system, degree audit system, and the state database system (Webforms).

The Catalog production process includes a review of all program content by Admissions and Records staff who use the draft Catalog content to scribe the next year's degree audits. The curriculum revision and Catalog production process are aligned in order to have all revisions completed and reflected accurately in the Catalog. The revisions are effective in the academic year beginning in Fall term, but the Catalog is produced and published online in late May or early June to ensure that students registering for Fall term have accurate information.

2.D.2 Ethical Standards

> *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

The College has established several policies and procedures to ensure COCC and its employees meet high ethical standards, including the following:

- Nondiscrimination, Sexual Misconduct/Sexual Violence, Sexual Harassment, Non-Retaliation and Confidentiality Policies[8]
- Equal Employment Opportunity/Affirmative Action/Nondiscrimination Policies[9]
- Employee Concerns Policy[10]

There are also several College policies and procedures that specifically define ethical standards related to procurement, gift constraints, and other budgetary dealings, including:

- Fiscal Services Policies and Procedures
    - Beverage and Food Policy[11]
    - Clothing and Logo-Ware[12]
    - Budget Changes[13]
    - Listed Property Policy[14]
    - Computer Acquisitions Policy[15]
    - Accounting Procedures for Employee Gifts and Gift Cards (see Appendix L)
    - Accounting Procedures for Transportation and Mileage Expense (see Appendix M)
    - Mileage Flowchart (see Appendix N)
- Fiscal Complaints/Concerns Procedure[16]
- Procurement Principles and Ethics[17]

Treatment of employees is also addressed in bargaining agreements and handbooks, namely: Classified CBA[18], Faculty CBA[19], Exempt and Confidential Supervisory Handbook[20], and Adult Basic Skills CBA.[21] Additionally, the COCC Board of Directors has endorsed the College's mission and vision, as well as a set of Values.[22] COCC also embraces and publishes Principles of Community[23], designed to foster a climate of respect among students and employees.

The Office of Student Life, Office of Diversity and Inclusion, Latinx Student Program, and Native American Student Program act as student advocates when students bring forward issues or concerns about the College or its staff or faculty. To ensure equity in managing these processes, the College maintains the following policies:

- Non-Discrimination Policy[24]
- Students Rights and Responsibilities[25]
- Title IX[26]
- Student Concerns[27]

Each of these is linked in a variety of places within the College's website and included in course syllabi, as well as found in the Catalog and other publications. Additionally, the Office of Student Life reviews each student concern to ensure that the appropriate individual responds to the concern, coaches the person reviewing the concern on process and timelines, and supports the student throughout the process. The dean of student and enrollment services is authorized to act in this capacity should the complaint be against a staff member in the Office of Student Life.

2.D.3 Conflict of Interest

> *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

The College has clearly defined policies that prohibit conflicts of interest. The Board Member's Code of Conduct[28] provides clear guidance for Board member actions and responsibilities related to avoiding conflicts of interest. The Conflict of Interest Policy[29] in the General Policy Manual lays out guidelines for all College employees to follow in order to avoid conflicts of interest. The General Policy Manual also provides restrictions to minimize a conflict of interest risk related to the hiring of a prior College auditor into a senior financial position at the College (College Auditors – Conflict of Interest).[30]

In addition, the state of Oregon has established conflict of interest regulations in the Oregon Revised Statutes (ORS 244.120) and charged the Oregon Government Ethics Commission (OGEC) with enforcing government ethics laws.

[1] COCC Website: https://www.cocc.edu/

[2] Consumer Information: https://www.cocc.edu/departments/admissions/grades-and-student-records/consumer-information.aspx

[3] COCC Magazine: https://www.cocc.edu/news/cocc-magazine-sp19.aspx

[4] COCC Catalog: https://catalog.cocc.edu/

[5] COCC Catalog, Degree and Certificate Overview: https://catalog.cocc.edu/degree-certificate-overview/

[6] COCC Catalog, Career and Technical Education: https://catalog.cocc.edu/degree-certificate-overview/career-technical-education/

[7] COCC Catalog, Programs: https://catalog.cocc.edu/programs/

[8] General Policy Manual; Nondiscrimination, Sexual Misconduct/Sexual Violence, Sexual Harassment, Non-Retaliation and Confidentiality Policies (G-28-0): https://www.cocc.edu/policies/general-policy-manual/general/nondiscrimination--sexual-misconduct-sexual-violence--sexual-harassment--non-retaliation-and-confidentiality-policies.aspx

[9] General Policy Manual, Equal Employment Opportunity/Affirmative Action/Non-Discrimination Policies (G-32-2): https://www.cocc.edu/policies/general-policy-manual/human-resources/equal-employment-opportunity-affirmative-action-non-discrimination-policies.aspx

[10] General Policy Manual, Employee Concerns (HR-18-0): https://www.cocc.edu/policies/general-procedures-manual/human-resources/employee-concerns.aspx

[11] General Policy Manual, COCC Beverage and Food Policy (G-2-1): https://www.cocc.edu/policies/general-policy-manual/general/cocc-beverage-and-food-policy.aspx

[12] General Policy Manual, Clothing and Logo-Ware (G-5-1): https://www.cocc.edu/policies/general-policy-manual/general/clothing-and-logo-ware.aspx

[13] General Policy Manual, Budget Changes (G-31-8.1): https://www.cocc.edu/policies/general-policy-manual/business/budget-changes.aspx

[14] General Policy Manual, Listed Property Policy (G-31-9.1.1): https://www.cocc.edu/policies/general-policy-manual/business/listed-property-policy.aspx

[15] General Policy Manual, Computer Acquisitions Policy (G-31-9.1.2): https://www.cocc.edu/policies/general-policy-manual/business/computer-acquisitions-policy.aspx

[16] General Procedures Manual, Fiscal Complaints/Concerns Procedure (B-1-0): https://www.cocc.edu/policies/general-procedures-manual/business/fiscal-complaints-concerns-procedure.aspx

[17] Procurement Principles and Ethics: https://www.cocc.edu/departments/cfo/procurement/default.aspx

[18] Classified CBA: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf

[19] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[20] Exempt and Confidential Supervisory Handbook: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cocc_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf

[21] ABS CBA: https://www.cocc.edu/departments/human-resources/employment/files/abe_2019-2020_cba.pdf

[22] Values and Future Directions: https://www.cocc.edu/departments/college-planning/values-and-future-directions.aspx

[23] Principles of Community: https://www.cocc.edu/departments/multicultural/creating-community.aspx

[24] General Policy Manual, Nondiscrimination Policy (G-28-1): https://www.cocc.edu/policies/general-policy-manual/general/nondiscrimination-policy.aspx

[25] General Procedures Manual, Student Rights and Responsibilities (S-1-0): https://www.cocc.edu/policies/general-procedures-manual/student/student-rights-and-responsibilities.aspx

[26] Title IX Information: https://www.cocc.edu/departments/human-resources/employment/equal-opportunity/title-ix-information.aspx

[27] General Procedures Manual, Student Concerns (S-3-0): https://www.cocc.edu/policies/general-procedures-manual/student/student-concerns.aspx

[28] Board Policies, Board Members' Code of Conduct (GP 8): https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Board%20Members%20Code%20of%20Conduct

[29] General Policy Manual, Conflict of Interest Policy (G-32-9.2): https://www.cocc.edu/policies/general-policy-manual/human-resources/conflict-of-interest.aspx

[30] General Policy Manual, College Auditors – Conflict of Interest (G-31-3.2): https://www.cocc.edu/policies/general-policy-manual/business/college-auditors-conflict-of-interest.aspx

Standard 2E: Financial Resources

2.E.1 Financial Stability

> *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

The College utilizes dynamic financial modeling to forecast the current year's financial outcomes as well as to project five years into the future. COCC's Banner Enterprise Resource Planning (ERP) budgeting system provides real-time information and strong internal controls to ensure effective budgetary management. Monthly financial and budgetary reports are provided to the Board. This allows adequate cash reserves and budget contingencies to be maintained, eliminating the need for short-term borrowing. The College has maintained the Board's mandated 10% general fund reserve requirement (noted in Board Policy BEP 2[1]) for the past two decades.

Unrestricted, designated, and restricted resources and associated expenditures are discretely managed within ten budgetary fund types according to the nature of the grant, contract, agreement or obligation. These fund types are detailed in COCC's Budget Document.[2]

The College has a clearly established accounting structure and defined relationships between general fund operations, auxiliary services (food service, café, vending, and market), enterprises (bookstore and residence hall), and internal services (copy center, mail services, and copier fleet). Auxiliary services operate on a self-balancing basis, enterprises operate to produce enough profit to ensure long-term sustainability, and internal services operate on a cost recovery basis.

The Board's Audit and Finance Committee, described in 2.E.3, meets twice annually with the College's external auditors. A July meeting identifies audit strategies and scope of work with the auditors. The auditors' scope of work changes each year to focus on different functional areas of the College. This approach ensures that the College maintains strong internal controls, follows best fiscal practices, and remains in full compliance with all state and federal laws. COCC produces annual financial statements[3] in accordance with governmental accounting standards and federal and state regulations. At the Audit and Finance Committee's January meeting, the external auditors provide a detailed presentation of the audited financial statements and audit findings. The external auditors and Audit and Finance Committee

chair present these statements and findings to the Board of Directors at the Board's January meeting. COCC has received unmodified (highest) financial audit opinions from its external auditors for the past two decades. In addition, the College's strong fiscal management and financial position has resulted in an AA underlying credit rating from its credit rating agency, Standard & Poor's.

2.E.2 Financial Planning

> *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

COCC has a long history of conservative budgeting and resource management. Each year, the president and her advisory team monitor and take appropriate action to ensure that established budget development goals—realizing a balanced operating position, staying within approved spending limits, and maintaining the Board's mandated 10% general fund reserve requirement—are met.

The College's strategic and operating plans (e.g., Strategic Plan, Facilities Master Plan, Technology Plan, and Academic Master Plan) guide budget development and resource allocation priorities. All scheduled payments for long-term debt service, facility repairs and maintenance, technology lifecycle replacement, and capital equipment are integrated into annual budget development and long-range financial forecasting. COCC's decentralized budget development approach allows broad participation by all areas of the College. The budget development process includes the vetting of annual budget requests through the Finance Internal Advisory Team (FIAT), composed of equal numbers of faculty, administrators, and classified staff. FIAT ranks requests according to a rubric and provides that report to the president.

The Office of the CFO and Risk Management Department evaluate the levels and types of financial and external risks. The financial risks (investments, collections, procurements, cash flow, etc.) are identified and managed by the CFO's office. The Risk Management Department ensures that the College has sufficient insurance coverage to provide adequate protection from cybercrimes, property losses, and liability claims.

2.E.3 Financial Resources Policies

> *Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.*

The College has codified several [Board Policies][4] that provide strong oversight for budgeting (BEP 2), financial condition (BEP 3), asset protection (BEP 4), and debt limitations (BEP 7). The Board develops annual goals and priorities at its planning retreat, which occurs each year in the summer or fall. Board controls include approval of financial commitments over $100,000 and all long-term debt obligations. The Board receives monthly financial reports and periodic financial forecast updates as key operating revenue and cost information becomes available.

The College's Audit and Finance Committee consists of three Board members and two Budget Committee members. In addition, the College's president and CFO serve as ex officio members. Its role is to meet with external auditors, review budget and financial matters, and provide fiscal guidance to the full Board. Material real estate activities are reviewed and discussed by the Real Estate Committee, which is composed of three Board members. Recommendations from the Real Estate Committee are brought to the full board for consideration.

A detailed annual budget calendar guides all mandatory steps and notifications as required by Oregon's Local Budget Law (ORS 294). All audit reports, budget documents, and Board meeting materials are available on COCC's [Budget and Audit Information][5] web page. External auditors examine and test the College's accounting information and internal controls annually to ensure full compliance with all state and federal laws.

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[1] Board Policies, BEP 2: https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Budgeting

[2] Budget Document: Fiscal Year 2019–2020: https://www.cocc.edu/departments/cfo/budget/files/cocc-budget-2019-2020-v2.pdf

[3] Financial Statements: Year Ended June 30, 2019: https://www.cocc.edu/departments/cfo/budget/files/cocc-audit-2019-v2.pdf

[4] Board Policies: https://www.cocc.edu/about/board-of-directors/board-policies.aspx

[5] Budget and Audit Information: https://www.cocc.edu/departments/cfo/budget/

Standard 2F: Human Resources

2.F.1 Employment Information

> *Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Most employment information for each bargaining unit or other group is covered in a collective bargaining agreement (CBA) or other handbook, namely:

- Classified CBA[1]
- Faculty CBA[2]
- Exempt and Confidential Supervisory Handbook[3]
- Adult Basic Skills CBA[4]

Conditions of employment are listed in the job posting and job description for each position, as shown in the example below:

Job Summary/Purpose:	layout/design, and production of COCC's student-run online news source. Teach J215: Journalism Lab, J216: News Reporting and Writing1 and J217: News Reporting and Writing2. Advise, train, provide fiscal oversight, and payroll coordination for The Broadside student staff. Note: Depending on hiring date, the Advisor may be asked to work on an irregular schedule on an hourly basis during the startup period; regular hours to begin in September. Additionally, it is important to note that this is a two-year temporary position. Near the end of the two years, the president will re-evaluate the progress of The Broadside to determine whether it should continue. Terms of Employment: • This is a 10-month, .5 FTE, exempt position at pay level 21 in the Administrative salary schedule. • Requires flexible work schedule, which may include evenings and/or weekends as well as travel throughout the district. • Requires the provision of official transcripts upon hire. • Upon hire, must pass criminal and/or driving history; only information relevant to the position will be considered.

Job posting for Advisor for Student Media

Responsibilities of faculty are also detailed in the General Policy Manual, including responsibilities of all instructors[5], full-time faculty responsibilities[6], and additional responsibilities for tenure-track faculty.[7]

All new employees complete an online onboarding process that introduces them to their rights and responsibilities and conveys basic information about COCC processes and policies. For example, some of the steps for administrator onboarding are listed below:

STANDARD Administrator Orientation EDIT

01.	⊘	2-REMINDER: Return Signed Contract to HR	EDIT	⊗
02.	▣	3-Complete Vehicle Registration Form	EDIT	⊗
03.	▣	3-Access your Bobcat Account & Learn about WebTime Entry	EDIT	⊗
04.	▣	3-Learn About Payroll Resources *	EDIT	⊗
05.	▣	4-Learn about your Benefits Package	EDIT	⊗
06.	▣	4-Complete Benefits Enrollment - OEBB Guide & Enroll Site	EDIT	⊗
07.	▣	4-Complete PERS Beneficiary Form	EDIT	⊗
08.	▣	4-Option to Enroll in Flex spending account (FSA)	EDIT	⊗
09.	▣	4-Option to Enroll in Health Savings Account (HSA)	EDIT	⊗
10.	▣	4-Option to Enroll in Medical Leave Assistance Program	EDIT	⊗
11.	▣	6-Acknowledge General Procedures Manual *	EDIT	⊗
12.	▣	6-Acknowledge Exempt Handbook	EDIT	⊗
13.	▣	6-Acknowledge Consensual Relationship Policy	EDIT	⊗
14.	▣	6-Acknowledge Information Confidentiality Statement *	EDIT	⊗
15.	▣	6-Acknowledge FERPA Policy & Procedure *	EDIT	⊗
16.	▣	6-Acknowledge Mandatory Reporting Requirements *	EDIT	⊗
17.	▣	6-Acknowledge Drug Free Campus Policies	EDIT	⊗

Partial table of contents for the Standard Administrator Orientation

The evaluation and promotion processes and criteria for faculty are discussed in detail in standard 2.F.4. Expectations are communicated through the General Procedures Manual, the department chairs, the year-long new faculty orientation, the College website[8], the peer team system, the department chairs, the Promotions Committee, and the Professional Improvement Resource Team[9] (PIRT). There is no formalized promotion process for classified or administrative employees, as the College conducts external searches for the majority of its openings. Qualified internal applicants are encouraged to apply

for openings, and classified staff who meet a position's minimum criteria are automatically granted interviews.

The criteria, processes, and forms used for evaluation of classified employees and administrators are found in the Human Resources area of COCC's intranet, and are also discussed in detail in 2.F.4.

Termination is addressed in Articles 24 and 25 in the Classified CBA[10], Articles 10 and 11 in the Faculty CBA[11], and section 19 in the Exempt and Confidential Supervisory Handbook.[12]

2.F.2 Professional Development

> *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

All COCC faculty, staff, and administrators have access to several categories of professional development opportunities, including tuition waivers for all COCC credit and non-credit courses for benefitted employees.

Additional categories of professional development available for classified employees are enumerated in Article 21 of the Classified Collective Bargaining Agreement (CBA).[13] With supervisor approval, these employees may take job-related COCC courses for no cost (including that of fees and textbooks) during work hours without being required to make up class and travel time. The College also maintains a classified staff professional development fund, from which employees may apply for funding to attend workshops, trainings, and other short-term programs not required by their position. Other short-term professional development opportunities are individually determined between the supervisor and employee.

Administrators and other exempt employees have several avenues for professional development, defined in Section 8 of the Exempt and Confidential Supervisory Handbook[14], some of which are funded by the College through the Exempt Professional Development Account. Employees with five or more years of service are eligible for paid sabbatical leave of up to nine months as well as long-term professional development funding and support. All exempt employees may apply for short-term funding for workshops, courses, and trainings of ten days or fewer. Additional professional development

opportunities are individually determined between the supervisor and employee.

Articles 9 and 14 in the Faculty CBA[15] describe professional development opportunities for credit faculty. Paid sabbaticals of one to three terms are available to faculty with over five years of consecutive service. In addition, each probationary and tenured faculty member is required to submit a Professional Improvement Plan (PIP) on a four-year cycle; activities related to this plan are funded at $2,400 per cycle with the option of applying for additional funding. Full-time temporary and adjunct instructors are also eligible to apply for professional development funds, and all full-time faculty have access to additional funds for activities not included in the PIP, up to $482 per year. In addition, part-time faculty receive stipends for attending workshops such as COCC's Teaching Academies.[16]

Professional improvement funds are also available for Adult Basic Skills (ABS) faculty, as defined in their CBA.[17] They may be used for educational activities related to the employee's position, including pursuing a Master's degree in the primary assignment. In addition, funds from the ABS Professional Development Plan may be used for workshops, conferences, and other short-term programs, contingent on the availability of federal grant money.

2.F.3 Qualified Personnel

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The College currently has 133 classified employees in operational support roles. These employees serve in a variety of clerical, maintenance, landscape, custodial, and technical support roles at the main campus and all three centers. The College also employs 109 administrative and professional/non-managerial staff. These positions include senior leadership, department directors, supervisors, technical specialists, program managers, and coordinators, among other titles.

The College employs a total of over 400 credit faculty members: 129 full-time, 48 adjunct, and over 200 part-time. In non-credit instruction, COCC has six full-time Adult Basic Skills (GED and ELL) instructors and approximately 150 Continuing Education instructors.

In addition, COCC currently employs over 400 irregular wage employees and over 100 work study students, including tutors, lab attendants, instructional assistants, office clerks, and many other titles.

For all positions, the College develops and maintains accurate job descriptions that include essential functions, reporting relationships, and necessary knowledge, skills, and abilities. The position descriptions also include minimum and preferred educational and experience requirements. Minimum faculty qualifications are stated in the General Policy Manual.[18] The selection procedure used in recruitments is available to the public on the College website.[19] Hiring committees always include multiple employees from various College departments, and the Board instills checks and balances on hiring via its role in approving new positions and authorizing the refill of vacant positions. The College's organizational chart[20] can be found on its website.

The Academic Affairs Committee[21] oversees academic policies. The committee has broad representation with membership made up of faculty from both CTE and transfer disciplines, the vice president for instruction, the director of curriculum and assessment, the director of admissions and registrar, an IT representative, and a classified staff representative.

Each academic department is tasked with determining whether faculty composition and qualifications are sufficient to achieve its educational objectives and ensure the integrity and continuity of its programs through Academic Program Review.[22] When a vacancy opens in the faculty ranks, the department chair submits a proposal (see Appendix O) for hiring a new tenure track faculty member in one of their disciplines to the dean and vice president for instruction. This proposal document includes both quantitative (three-year enrollment trends, full-time/part-time teaching ratios, class size, fill rates, etc.) and qualitative (anticipated demand, availability of part-time faculty, plans for growth, unique requirements, etc.) data.

Parallel to this process is Administrative Unit Review[23], which enables administrative departments to address area challenges and opportunities, including staffing needs. When a vacancy arises, the request to fill the position is analyzed by the President's Advisory Team (PAT) to ensure that the job description, qualifications, contract length, FTE, and compensation are appropriate and that the position is still a high priority for the institution.

Requests for new positions must go through the regular budget process and be reviewed by the Finance Internal Advisory Team (FIAT).

2.F.4 Employee Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The College has established and maintains evaluation processes for all classified, administrative, professional/non-managerial, and faculty employees.

Guidelines for evaluating classified employees and communicating employee performance standards can be found in Appendices P, Q, and R, along with the Classified Evaluation Form (these are all available to employees on COCC's intranet). These tools are used to maintain consistency and equitability in the evaluation process. Evaluations are required at least annually and can be used at any time to address performance-related issues. The bases for evaluation are the individual's position description and the essential job functions contained therein, noting that the Classified Evaluation process includes a
"behavioral factors" section to provide feedback on areas such as initiative, customer service, and interaction with others. Supervisors are required to provide feedback that focuses on achievements as well as areas for growth and a collaborative development of goals to work towards.

Administrator evaluations (see Appendix S) incorporate an employee self-reflection (see Appendix T) and have a provision for a 360-degree evaluation every third year of employment. These forms are also posted for employees on COCC's intranet. The College is working on making this process more systematic and routine.

Faculty evaluation at COCC is systematic, peer-based, and formative. All faculty, including part-time and adjunct, are evaluated in their performance of the primary assignment of teaching (and in some cases with added duties) through a combination of several resources. Student evaluations are conducted

every term, in every class with more than four students, for all faculty. Classroom observations are completed by faculty peers and the designated evaluator (typically the department chair), following the guidelines in the Faculty Peer Evaluation Handbook.[24]

Full-time temporary faculty undergo annual evaluation of performance in the primary assignment as described above. Part-time and adjunct faculty are evaluated per the schedule[25] in the General Procedures Manual.

For tenure-track faculty, analysis of the reports produced from student evaluations, classroom observations, and Annual Reports of Activities (ARAs) is conducted annually by the designated evaluator. The ARA template (see Appendix U) ensures that all faculty understand the criteria upon which they will be evaluated. The components, categories, and timeline for faculty evaluation are described in Faculty Evaluation Official Practices[26] and its associated Frequently Asked Questions[27] page.

Tenure-track faculty members have three added categories for evaluation: professional improvement, service to the College, and service to the community. These faculty undergo full team evaluation of performance in all categories in the first year (a formative evaluation), the second year (a summative evaluation), and then every fifth year after tenure. Various reports such as student evaluation summaries, the faculty member's ARAs, required Professional Improvement Plans (PIPs), and funding requests continue to expand the file. The complete file is then reviewed by the Tenure Committee or the Promotions Committee when the faculty member becomes eligible for such review. The files are regularly available to the department chair, instructional deans, and vice president for instruction. The categories for evaluation are weighted differently as the faculty member moves through the academic ranks, and the criteria articulated for each category makes clear the increasing level of expectation. The General Policy Manual discusses these criteria[28] in detail.

The systems of rank and tenure are the primary means by which faculty growth and development are encouraged and monitored. The Promotion and Tenure Committees are predominantly staffed by faculty elected to these positions, with administrative participation as well.

The evaluation process is designed to be formative throughout, with areas for growth noted at periodic reviews. The Faculty Peer Evaluation Handbook[29] specifically highlights on pages 11 and 12 that the

most helpful evaluations are "Affirming and Balanced: … acknowledg[ing] what is good at the same time that attention is drawn to what needs work". Annual review by the department chair generally involves goal setting, and the promotion criteria provide an analysis of areas for continued growth and improvement.

[1] Classified CBA: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf

[2] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[3] Exempt and Confidential Supervisory Handbook: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cocc_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf

[4] ABS CBA: https://www.cocc.edu/departments/human-resources/employment/files/abe_2019-2020_cba.pdf

[5] General Policy Manual, General Responsibilities of All Instructors (G-34-4): https://www.cocc.edu/policies/general-policy-manual/faculty/general-responsibilities-of-all-instructors.aspx

[6] General Policy Manual, Full Time Faculty Responsibilities (G-34-4.1): https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-temporary-faculty-responsibilities.aspx

[7] General Policy Manual, Full Time Tenure Track Faculty Additional Responsibilities (G-34-4.2): https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-tenure-track-faculty-responsibilities.aspx

[8] A Self-Help Guide to the Promotion Process at COCC: https://www.cocc.edu/committees/faculty-promotions-committee/files/promotions-self-help-guide-to-getting-promoted.pdf

[9] PIRT: https://www.cocc.edu/committees/professional-improvement-resource-team/

[10] Classified CBA: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf

[11] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[12] Exempt and Confidential Supervisory Handbook: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cocc_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf

[13] Classified CBA: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf

[14] Exempt and Confidential Supervisory Handbook: https://www.cocc.edu/departments/human-resources/employment/contracts/files/cocc_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf

[15] Faculty CBA: https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf

[16] Teaching Academy: https://www.cocc.edu/teaching-commons/events/

[17] Adult Basic Skills CBA: https://www.cocc.edu/departments/human-resources/employment/contracts/files/abe_cba_2017-2020_final_signed.pdf

[18] General Policy Manual, Minimum Qualifications for Instructors (G-34-1.5): https://www.cocc.edu/policies/general-policy-manual/faculty/minimum-standards-for-instructors.aspx

[19] Selection Process: https://www.cocc.edu/departments/human-resources/employment/selection-process.aspx

[20] COCC Organizational Chart: https://www.cocc.edu/about/organizational-chart.aspx

[21] Academic Affairs Committee: https://www.cocc.edu/committees/academic-affairs/default.aspx

[22] Academic Program Review: https://www.cocc.edu/departments/instruction/academic-program-review/

[23] Administrative Unit Review: https://www.cocc.edu/departments/college-planning/assessment/administrative-areas/default.aspx

[24] Faculty Peer Evaluation Handbook: https://www.cocc.edu/departments/instruction/faculty-resources/files/faculty-peer-evaluation-handbook.pdf

[25] General Policy Manual, Evaluation of Part-Time and Adjunct Faculty (G-34-3.3.1): https://www.cocc.edu/policies/general-policy-manual/faculty/evaluation-of-part-time-and-adjunct-faculty.aspx

[26] Faculty Evaluation Official Practices: https://www.cocc.edu/departments/instruction/faculty-resources/faculty-evaluation-standards/default.aspx

[27] Faculty Evaluation Standards – Frequently Asked Questions: https://www.cocc.edu/departments/instruction/faculty-resources/faculty-evaluation-standards/faculty-evaluation-standards-frequently-asked-questions.aspx

[28] General Policy Manual; Criteria for Promotion, Tenure and Evaluation of Performance (G-34-3): https://www.cocc.edu/policies/general-policy-manual/faculty/criteria-for-promotion--tenure-and-evaluation-of-performance.aspx

[29] Faculty Peer Evaluation Handbook: https://www.cocc.edu/departments/instruction/faculty-resources/files/faculty-peer-evaluation-handbook.pdf

Standard 2G: Student Support Resources

2.G.1 Effective Learning Environments

> *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

Consistent with its mission, COCC creates effective learning environments and provides a comprehensive range of programs and services to support student learning.

The College provides a variety of physical learning spaces to address various student learning styles. These include traditional lecture classrooms, learning spaces with movable tables and chairs or shared screens (to more easily accommodate group work), mobile laptop carts, and lab classrooms. There are also several unique spaces designed for the requirements of specific programs, such as Massage Therapy, Nursing, Dental Assisting, Medical Assisting, Culinary, Paramedic, Forestry, and Automotive. Several programs (including Early Childhood Education, Addiction Studies, and Criminal Justice) have used the Academic Program Review[1] process to request and receive dedicated classrooms adapted for their specific needs. COCC's main campus and three centers all have study areas, lounges, and computer labs for student work and collaboration as well.

Many programs, such as Forestry and Exercise Science, significantly utilize the Bend campus's outdoor spaces. The Outdoor Leadership program is conducted primarily in COCC's undeveloped outdoor areas. Several programs use off-site locations: health careers students participate in clinical experiences at local hospitals, activity classes like skiing and kayaking are held on the local Mount Bachelor and Deschutes River, and aviation courses are taught at Bend Municipal Airport. The Veterinary Technician program has a hands-on training facility, including a surgical suite, adjacent to Brightside Animal Center, a local animal shelter with whom they have a partnership. It is also worthy to note COCC's programs at Deer Ridge Correctional Institution, where the Oregon Department of Corrections contracts with COCC to provide educational services for inmates. In 2018–19, Deer Ridge had the third highest number of GED graduates of any correctional institution in the state, and as of January 8, 2020, it has the highest number of GED graduates for 2019–20.

Additionally, COCC offers some courses and programs in a virtual environment. The Blackboard Learning Management System (LMS) provides an effective platform for online and hybrid courses. Faculty are required to complete the eLearning and Academic Technology Department's Hybrid and Online Teaching training before teaching online, ensuring a level of consistency in structure for courses. The College is also developing a more robust support structure for online and hybrid courses, including collecting resources and best practices and creating a video production lab that is staffed by an eLearning specialist.

COCC provides many services to enhance the student learning experience by ensuring that students are supported from the time they apply until they graduate, in and out of the classroom. These support services include:

- Bobcat Orientation[2], an in-person orientation for new students offered shortly before each term and focused on the strategies needed to be successful during the first three weeks of the term. Workshops include an overview of student technology accounts, what to expect during the first three weeks and associated supports, and growth mindset.
- Barber Library[3], discussed in detail in standard 2.H.
- Tutoring and Testing Center[4], providing free tutoring to all currently enrolled students.
- Career, Academic, and Personal Counseling[5] (CAP) Services, providing academic advising, career counseling, and personal counseling to all currently enrolled students (advising is further discussed in 2.G.6).
- Disability Services[6], providing appropriate assistance to students with disabilities, both within the classroom environment and with out-of-class academic needs (see standard 2.C.2 for details).
- COCC Campus Bookstore[7], providing traditional bookstore services.
- Pathways College and Career Success Coach, a staff member who assists students having difficulties in meeting their basic needs by connecting them to community resources.

The College also provides a variety of other services so that students may easily navigate toward their academic goals and have support throughout the process. These include the Native American Student Program[8], Latinx Student Program[9], Multicultural Center[10], Wickiup Residence Hall[11], student government[12], club and intramural sports[13], and student clubs.[14] Additionally, COCC's Diversity Committee[15] and the Office of Diversity and Inclusion developed the COCC Principles of Community[16], a

document used by many faculty in their syllabi and in the classroom to address interpersonal skills and expectations of students as part of the COCC community.

The College works to ensure that key support services—including Barber Library services and tutoring/testing—are available during a variety of days (including weekends) and times (including evenings) to meet the needs of working students, as well as at various locations to meet the needs of students at all COCC centers.

In addition to this work, the College sponsors two key programs in area high schools that are focused on increasing the high school graduation and post-secondary attendance rates for Latinx and Native American youth. Avanza[17], the college preparation program focused on Latinx youth, is a long-standing program for COCC and in recent years, enjoys a 96–100% high school graduation rate, with the same average attending a post-secondary institution. A parallel program for Native American youth, The Good Road, is new to the College's portfolio and early indicators are promising, although more time is needed to fully evaluate the program's impact. These programs focus on populations historically underserved by higher education and are a key element to addressing the achievement gap in Central Oregon.

A key aspect of COCC's current Title III grant is a focus on serving underserved geographic areas. For COCC's service district, this coincides with high schools with large number of Latinx and Native American youth. For example, the College agreed to require lower enrollment numbers to fund College Success (HD 100CS) courses at the Madras and Prineville centers and is developing a section of HD 100CS to be taught at the Redmond or Madras center. In addition, various departments offer streaming courses, where a course is taught in a classroom on the Bend campus but livestreamed to classrooms in one or more centers, each staffed with a technology assistant. Students at those centers use the streaming technology to communicate verbally with the instructor in real time and share documents. As with online instruction, COCC is currently working to better support these streaming courses through technology and training.

The College's internal reporting system allows individuals and departments to disaggregate data based on a variety of factors, including race/ethnicity, age, gender, geographic location, Pell eligibility and other factors often attributed to underrepresented populations. Such information is regularly used by the Office of Diversity and Inclusion to monitor the progress of underrepresented students, support

scholarship programs focused on specific populations, and tailor support services. The Title III First Year Experience team also used this data to inform development of new student onboarding processes. And as discussed further in 2.G.4, COCC Foundation Scholarships and other scholarships are intentionally opened to undocumented students.

This data has also been used within the College's academic programs. Four programs have been identified as having a gender equity gap: Automotive, Early Childhood Education, Manufacturing, and Structural Fire. A COCC team with representatives from these areas participated in several state meetings with the National Alliance for Partnerships in Equity (NAPE) to identify equity gaps and root causes, analyze actions to take, set goals, and identify research-based strategies to meet those goals. They then took a training through the National Institute for Women in Trades, Technology, and Science (IWITTS) where they used the Automotive program as an initial project: gathering data, setting goals and benchmarks, implementing strategies to improve retention and completion and reduce the gender gap, and then collecting and measuring the data again. These strategies have already made progress in closing the gap, in addition to improving retention and completion overall. Changes to address equity barriers and improve micro-messaging have been implemented in the other three programs, and a recruitment/retention program is in process in Structural Fire.

In addition, the Early Childhood Education program has meaningfully addressed barriers related to language by offering classes in Spanish and by providing English language support. Through the weaving of two grant programs, Partners in Practice and Workforce Innovation and Opportunity Act Integrated Education and Training (WIOA IET), COCC created an approach to increasing Latinx student success through interdepartmental collaboration, which has led to institutional-level change. This approach affords broader access to students who identify Spanish as their first and preferred language. A number of education courses are taught in Spanish, and English language support is provided within several core courses, including sociology, psychology, and health classes. Working in a cohort format that fosters a community of learners, emerging bilingual students have grown in their language skills, academic confidence, and collegial relationships.

2.G.2 Current and Accurate Information in Catalog

> *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

The College produces an annual Catalog (primarily in an online format but available in printed form if requested) which serves as the primary source of program, course, and policy information for students and other stakeholders. Specific sections of the Catalog are referenced below, with descriptions of the content and links to the online Catalog.

AREA	DESCRIPTION AND CATALOG LINKS
institutional mission	The mission, vision, and core themes are listed on the Mission and Vision page[18] under About COCC.[19]
admission requirements and procedures	Institutional admission requirements are located under Admissions.[20] Each program has a description of specific academic and other entrance requirements. See the following examples: • Transfer degree focus area: Anthropology Associate of Arts Oregon Transfer[21] • CTE program with special admission: Veterinary Technician Associate of Applied Science[22] • CTE program with recommended preparation: Business Administration Associate of Applied Science[23]
grading policy	Policies related to grades are located in the Academic Policies and Standards section[24]; this includes COCC's Grading Policy.[25]
information on academic programs and courses	Academic programs are listed alphabetically on the Academic Program[26] page, and by discipline family on each Area of Study[27] page.
degree and program completion requirements	Student graduation requirements are listed in the Academic Policies and Standards section[28] under Graduation Requirements.[29] Each program and focus area lists required courses and other program completion requirements in its Program Requirements tab; examples include:

	• Transfer degree focus area: Public Health Associate of Arts Oregon Transfer[30] • CTE program: Baking and Pastry Arts AAS[31]
expected learning outcomes	Student learning outcomes are included on each program and focus area page, in the Overview tab. Examples include: • Transfer degree focus area: Public Health Associate of Arts Oregon Transfer[32] • CTE program: Pharmacy Technician One Year Certificate of Completion[33]
required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings	Each program and focus area lists required courses in the Program Requirements tab (see "degree and program completion requirements" above). Sequencing is also communicated through sample plans, which are provided in every academic program (see 2.D.1). Examples include: • Transfer degree focus area: Biological Sciences Associate of Arts Oregon Transfer[34] • CTE program: Medical Assistant One Year Certificate of Completion[35]
names, titles, degrees held, and conferring institutions for administrators and full-time faculty	In the spirit of inclusivity, the Catalog employee list[36] includes full-time and adjunct faculty, administrators, staff, and emeritus awardees. The titles, degrees held, and conferring institutions are included for faculty and administrators.
rules and regulations for conduct, rights, and responsibilities	The College Policies and Notices[37] page includes the Student Rights and Responsibilities policy.
tuition, fees, and other program costs	The Payment and Financial Aid pages[38] include a tab for general tuition and fees. In addition, each program includes information about any additional fees a student should expect that are unique to that program. This information is listed on the Entrance Requirements tab for each program. See the CTE program Dental Assisting One Year Certificate of Completion[39] for an example.
refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid	Refund policies are explained in the Tuition Refunds for Credit Courses section of the Tuition & Fees tab under Payment and Financial Aid[40], and opportunities and requirements for financial aid are explained on the Financial Aid tab.
academic calendar	The academic calendar[41] is published in the Catalog. A more detailed list of dates (which includes dates such as orientation and drop deadlines) is located on the COCC public web page Academic Calendar-Important Dates by Term.[42]

The Catalog production process, described in 2.D.1, ensures that published information is current and accurate.

2.G.3 Publications Describing Educational Programs

> *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

The COCC Catalog[43] provides accurate information on national and/or state requirements for licensure as well as unique requirements for employment and advancement in specific occupations or professions. COCC prepares students for some professions in which it is necessary to pass an industry exam at the end of the program in order to obtain licensure or certification. The College shares this information with students via the Catalog as well as during academic advising sessions and in specific program courses. Examples of how this information is shared in the Catalog include:

1. Teacher (Education focus area, Associate of Arts Oregon Transfer)

ADVISING NOTES

- In Oregon, students may achieve an initial license to teach through a bachelor's program, a post-baccalaureate program or a master's-level program. Students prepare to teach at different grade levels of authorization, depending on their background, interests and the requirements of specific programs of study. It is important to work closely with an advisor to ensure that the degree contains the necessary prerequisite coursework for the desired licensure program.

The Education focus area, Associate of Arts Oregon Transfer program uses advising notes to help students understand licensing requirements.

2. Practical nurse (Practical Nursing Two Year Certificate of Completion)

PRACTICAL NURSING - TWO YEAR CERTIFICATE OF COMPLETION (CC2)

OVERVIEW   ENTRANCE REQUIREMENTS   PROGRAM REQUIREMENTS   SAMPLE PLAN

DESCRIPTION

Students admitted to the nursing program can exit after the first year with preparation to be a practical nurse (PN) or after the second year with preparation to be a registered nurse (RN). The Practical Nursing Two Year Certificate qualifies students to take the NCLEX-PN national licensure examination and apply for licensure as a practical nurse (PN) from a state board of nursing. Students who successfully complete the first year of nursing courses may continue into the RN sequence of courses without additional application requirements.

The Practical Nursing Two Year Certificate of Completion uses the program description to make students aware of licensing exams.

3. Commercial helicopter pilot (Aviation - Professional Pilot Helicopter Associate of Applied Science)

AVIATION - PROFESSIONAL PILOT HELICOPTER-ASSOCIATE OF APPLIED SCIENCE (AAS)

OVERVIEW   ENTRANCE REQUIREMENTS   PROGRAM REQUIREMENTS   SAMPLE PLAN

ENTRANCE REQUIREMENTS
Academic Entrance Requirements

- There are no formal academic entrance requirements for the Aviation - Professional Pilot Helicopter AAS.

Other Entrance Requirements

- Required:
  - Students who enroll in this course of study must have a valid FAA Medical Certificate and a student pilot certificate. A doctor designated by the FAA as an Aviation Medical Examiner must conduct the medical exam.
- Recommended:
  - Incoming students in the professional pilot program are encouraged to obtain at least a second-class medical certificate prior to entry into the program to ensure that they can eventually pursue a career in commercial aviation.

The Aviation Helicopter Associate of Applied Science notes in the "Entrance Requirements" section of its Catalog page that a minimum second-class medical certificate is required for most commercial aviation careers.

2.G.4 Financial Aid

> *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The College's Financial Aid Office provides information to students on options for financing their education through the Financial Aid web page.[44] The College is approved to provide Title IV financial aid to its certificate and degree seeking students. It also administers state funding and awards from the COCC Foundation. The primary application for all of these programs is the Free Application for Federal Student Aid (FAFSA) or the Oregon Student Aid Application (ORSAA, the application for students not eligible to complete the FAFSA). Students are encouraged via individual letters, postcards, emails, website, posters, banners, e-newsletters, and promotional brochures to apply for the FAFSA. Additionally, information is provided on the Getting Started[45] web pages for new students and in various workshops offered throughout the College district. When a student has been awarded aid, the awards are posted to the student's secure online account, where they can accept or decline the awards electronically.

2.G.5 Repayment Obligations

> *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

All students receiving financial aid at COCC are sent a link to an electronic copy of the Repayment Policy[46], which is also posted to the College website. When a student's circumstances require a return of Title IV funds, the Financial Aid Office promptly notifies the student of the aid adjustment. The Financial Aid Office follows federal guidelines in providing entrance and exit loan counseling when required and contacts students who have been identified as being at risk of default. Letters are sent to delinquent borrowers each month encouraging them to contact their loan servicer to receive assistance in determining an appropriate repayment plan; this may include deferment, an income-based plan, or forbearance.

COCC publishes its three-year cohort default rates on its Consumer Information[47] page (see the Official Cohort Default Rates[48] link). The current rate is 20.1% (FY 2015), a dramatic improvement from the previous rate of 27.7% (FY 2012). Both the aforementioned outreach to at-risk students and partnerships with student loan default management providers for additional student support have contributed to this improvement in default rates.

In recent years, the Financial Aid Office has directed departmental funds to provide additional borrower services to COCC's student loan recipients through contracted default management providers. The goal of this work is to partner with outside agency experts to further reduce student loan default rates.

2.G.6 Academic Advising

> *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

At COCC, academic advising is provided by both professional advisors in the CAP Services (career services, academic advising, and personal counseling) Department and full-time faculty, using a developmental advising model. New faculty advisors attend a half-day training to learn the advising process, curriculum, and advising tools and are paired with experienced advisors for initial advising sessions and mentoring. All faculty and professional advisors participate in an annual half-day advisor workshop prior to the start of Fall term, which provides all advisors with key updates on curriculum and policy changes and includes professional development activities focused on advising. In addition, a CAP Services advisor sits on the Curriculum Committee as a non-voting member.

New certificate and degree seeking students attend a small-group advising session as part of their Getting Started[49] process and are then assigned an academic advisor based on their declared major. Students are required to meet with that advisor prior to registration for their second term, and then at least once per year after that (frequency is determined by the advisor based on student need and progress).

Advisors and students have access to GradTracks (DegreeWorks), a degree audit system to track progress toward completion requirements. This tool empowers advisors and students to compare degree options and focus on strategies for progress and completion. COCC is currently implementing an additional feature in GradTracks called DegreeWorks Planner. This feature allows an advisor and student to create an electronic academic plan that interfaces with the degree audit system and notifies the student and advisor if the academic plan does not align with certificate or degree requirements.

In fall 2019, COCC implemented an [advising syllabus](#)[50] to clarify, define, and communicate its advising outcomes and policies. The College distributes this document to all new students in either a group or individual advising session and attaches an electronic copy to the notification of advisor assignment.

COCC notifies students of their new student advising requirements as part of admitted student communications. Information about ongoing advising requirements is presented in academic advising sessions and also via the College Catalog, advising materials, the [Academic Advising webpage](#)[51], and individually in every student's online COCC account. In addition, CAP Services' staff engages in a variety of activities every term in order to make students aware of upcoming advising and registration events, including emails, postings in the COCC student e-newsletter, dining table signs, banners, and flyer distribution.

COCC recently formed an Advising Consulting Team (ACT) that includes the director of CAP Services, an instructional dean, CTE and transfer faculty, and a CAP professional advisor. ACT's purpose is to evaluate COCC advising and collaborate on contemporary advising topics and issues. In 2018–19, the team developed the following mission statement and outcomes, and in 2019–20 they plan to work towards a formal assessment procedure.

COCC's Advising Mission Statement
Academic advising is a valuable component of the educational experience at COCC. Advisors empower and guide students to explore, develop and implement educational plans aligned with their individual values, goals and career interests.

Academic Advising Learning Outcomes

- Develop, implement and maintain an informed academic plan that fits your career and life goals.
- Critically reflect on your academic skills and take responsibility for making decisions regarding your academic success.
- Be aware of, and empowered to utilize, support services and resources to assist you in achieving your academic and personal goals.
- Be knowledgeable of and abide by COCC's policies, procedures and requirements including but not limited to how to drop/withdrawal from a class, deadlines for registration and tuition payment and the first week attendance policy.

2.G.7 Distance Learning Identity Verification

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

COCC utilizes a secure login and password system that requires a password change every six months for all College network and system logins. When a student is accepted at COCC, personally identifiable information is collected from their application as the basis for identity verification. A student who is unable to activate their own password may be asked by Information Technology Services to provide multiple pieces of information for comparison with data on file. Third party vendors, such as online textbooks and content tools, are generally embedded into Blackboard, the College's Learning Management System (LMS), and do not require an additional login for any student, including those enrolled in distance education courses.

Many online courses require paper-and-pencil exams to be taken with COCC's Testing Services, which requires testers to show proof of identification. Other courses use password-protected online testing through the College's LMS.

There are no student charges associated with the identity verification process.

[1] Academic Program Review: https://www.cocc.edu/departments/instruction/academic-program-review/

[2] Bobcat Orientation: https://www.cocc.edu/departments/admissions/future-students/bobcat-orientation.aspx

[3] Barber Library: https://www.cocc.edu/departments/library/default.aspx

[4] Tutoring and Testing: https://www.cocc.edu/departments/tutoring-and-testing/

[5] CAP Services: https://www.cocc.edu/departments/cap/

[6] Service for Students with Disabilities: https://www.cocc.edu/departments/disability-services/

[7] COCC Campus Bookstore: http://bookstore.cocc.edu/home.aspx

[8] Native American Student Program: https://www.cocc.edu/departments/multicultural/native-american/default.aspx

[9] Latinx Student Program: https://www.cocc.edu/departments/multicultural/latino/default.aspx

[10] Multicultural Center: https://www.cocc.edu/departments/multicultural/multicultural-center.aspx

[11] Housing and Residence Life: https://www.cocc.edu/departments/residence-life/

[12] Associated Students of Central Oregon Community College: https://www.cocc.edu/departments/student-life/ascocc/default.aspx

[13] Athletics: https://www.cocc.edu/departments/sports/

[14] Clubs: https://www.cocc.edu/departments/student-life/ascocc/clubs-and-programs/default.aspx

[15] Diversity Committee: https://www.cocc.edu/committees/diversity-committee/default.aspx

[16] Principles of Community: https://www.cocc.edu/departments/multicultural/creating-community.aspx

[17] Avanza: https://www.cocc.edu/departments/multicultural/lantinx-college-prep/avanza/default.aspx

[18] COCC Catalog, Mission and Vision: https://catalog.cocc.edu/about/mission/

[19] COCC Catalog, About COCC: https://catalog.cocc.edu/about/

[20] COCC Catalog, Admissions: https://catalog.cocc.edu/student-resources/admissions/

[21] COCC Catalog, Anthropology AAOT Entrance Requirements:

https://catalog.cocc.edu/programs/anthropology/anthropology-aaot/index.html#entrancerequirementstext

[22] COCC Catalog, Veterinary Technician AAS Entrance Requirements:

https://catalog.cocc.edu/programs/veterinary-technician/veterinary-technician-aas/#entrancerequirementstext

[23] COCC Catalog, Business Administration AAS Entrance Requirement:

https://catalog.cocc.edu/programs/business-administration/business-administration-aas/#entrancetext

[24] COCC Catalog, Academic Policies and Standards: https://catalog.cocc.edu/policies/

[25] COCC Catalog, Grading Policy: https://catalog.cocc.edu/policies/#academicpoliciestext-otp1

[26] COCC Catalog, Programs: https://catalog.cocc.edu/programs/

[27] COCC Catalog, Areas of Study: https://catalog.cocc.edu/areas-study/

[28] COCC Catalog, Academic Policies and Standards: https://catalog.cocc.edu/policies/

[29] COCC Catalog, Graduation: https://catalog.cocc.edu/policies/#academicpoliciestext-otp1

[30] COCC Catalog, Public Health AAOT Overview: https://catalog.cocc.edu/programs/public-health/public-health-aaot/index.html

[31] COCC Catalog, Baking and Pastry Arts AAS Course Requirements: https://catalog.cocc.edu/programs/cascade-culinary-institute/baking-arts-aas/index.html#programrequirementstext

[32] COCC Catalog, Public Health AAOT Overview: https://catalog.cocc.edu/programs/public-health/public-health-aaot/index.html

[33] COCC Catalog, Pharmacy Technician One Year Certificate of Completion: https://catalog.cocc.edu/programs/pharmacy-technician/pharmacy-technician-cc1/

[34] COCC Catalog, Biological Sciences AAOT Sample Plan: https://catalog.cocc.edu/programs/biology/biological-sciences-aaot/index.html#sampleplantext

[35] COCC Catalog, Medical Assistant One Year Certificate of Completion Sample Plan: https://catalog.cocc.edu/programs/medical-assistant/medical-assistant-cc1/index.html#sampleplantext

[36] COCC Catalog; Faculty, Administration, and Staff: https://catalog.cocc.edu/about/faculty-administration-staff/

[37] COCC Catalog, Academic Policies and Standards: https://catalog.cocc.edu/policies/

[38] COCC Catalog, Payment and Financial Aid: https://catalog.cocc.edu/student-resources/payment-financial-aid/

[39] COCC Catalog, Dental Assisting One Year Certificate of Completion Entrance Requirements: https://catalog.cocc.edu/programs/dental-assisting/dental-assisting-cc1/index.html#entrancerequirementstext

[40] COCC Catalog, Payment and Financial Aid: https://catalog.cocc.edu/student-resources/payment-financial-aid/

[41] COCC Catalog, Academic Calendar: https://catalog.cocc.edu/student-resources/academic-calendar/

[42] Academic Calendar – Important Dates by Term: https://www.cocc.edu/departments/admissions/degrees-and-classes/academic-calendar-important-dates-by-term.aspx

[43] COCC Catalog: https://catalog.cocc.edu/

[44] Financial Aid: https://www.cocc.edu/departments/financial-aid/default.aspx

[45] Getting Started: https://www.cocc.edu/departments/admissions/getting-started/default.aspx

[46] Repayment Policy: https://www.cocc.edu/departments/financial-aid/policies/repayment-policy.aspx

[47] Consumer Information: https://www.cocc.edu/departments/admissions/grades-and-student-records/consumer-information.aspx

[48] Official Cohort Default Rates: https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html

[49] Getting Started at COCC: https://www.cocc.edu/departments/admissions/getting-started/

[50] Advising Syllabus: https://www.cocc.edu/departments/cap/advising/files/advising-syllabus-2019-20.pdf

[51] Academic Advising: https://www.cocc.edu/departments/cap/advising/default.aspx

Standard 2H: Library and Information Resources

2.H.1 Library and Information Resources

> *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

Print Resources and e-Books: Barber Library[1] has a local collection of about 70,000 print and audiovisual (AV) materials. Its dedicated budget, Library Capital ($105,000 for 2018–19), is used for books, periodicals, continuations, AV materials, and electronic resources. An additional $50,000 from Outside Services is also used for database subscriptions. The College's Collection Development Policy[2] addresses the scope of the library's present collections as well as the selection criteria and process used for purchasing.

Library capital funds for books are distributed among 86 subject allocations to ensure that orders support COCC's wide range of CTE and transfer programs. The library's general print collection is subject to review and weeding on a regular basis, with certain subject areas reviewed according to the specific accreditation requirements of their associated disciplines. When COCC introduces a new program or course, the Library reviews it for needed information resources, including databases, journal subscriptions, and print or electronic book purchases.

The library provides access to more than 27 million items, including e-books, via the Orbis Cascades Alliance. This is a nonprofit cooperative of 38 major colleges and universities in Oregon, Washington, and Idaho, with member libraries sharing a common Integrated Library System (ILS) and their combined collections. Summit Catalog, one of the main products of this network, has been an essential tool for COCC students and faculty, who may search and request items for delivery to COCC's centers. Library staff from all member institutions, including COCC, join and evaluate pilot programs (such as the cooperative collection development program and the patron-driven acquisitions program) on a regular basis. Consortium-level programs like these extend the joint purchasing powers of the libraries by eliminating unnecessary duplication in purchasing the print volumes needed to keep collections rich, current, and relevant.

The library delivers print and media items from its collections and Summit to COCC's Redmond, Prineville, and Madras centers by request. Interlibrary Loan (ILL) services and electronic document delivery are available for items not held at COCC or by the Alliance. Through ILL, Barber Library staff route requests to other libraries owning items COCC students want, and then borrow them for free. Articles are scanned by library lending partners and delivered via email.

Electronic Resources: Hundreds of thousands of full text research articles from 150 scholarly electronic resources and databases on a large variety of subject areas are accessible via remote login 24/7 to all enrolled students. This support can be particularly important for students taking courses at the COCC centers in Redmond, Prineville, and Madras. Database holdings also include thousands of art images, automotive repair data, CTE exams and practice exams, online audio recordings to support COCC music courses, and streaming video subscriptions.

The library acquires electronic resources though statewide licensing programs, library consortia negotiated pricing, or directly from vendors or producers. Every year, the decision to renew each database takes into consideration continuing relevance to COCC programs and curriculum, price increases, platform and content alterations, and use statistics. New electronic resources such as subscription databases and e-book collections are researched, reviewed, trialed, and discussed with faculty and staff before purchase. Evaluation factors for electronic resources include cost, professional reviews, relevance to the curriculum, potential use for student research assignments in a variety of disciplines, adequacy of the search interface, and quality and coverage of the materials in the database. When the library purchases an electronic resource, it is tracked for use levels, quality, and continued relevance to COCC curriculum.

CLERC: During FY 2018–19, Barber Library received a State Library of Oregon Library Services and Technology Act (LSTA) grant for the expansion of its Children Literature & Equity Resource Center (CLERC) collection on themes of equity, diversity, and inclusion. The mission of the CLERC collection, guided by the [Oregon Equity Lens](#)[3], is to offer a dynamic collection of equity focused, resilience building, and culturally responsive children's literature reflecting the rich diversity of world experiences and cultures. CLERC was established in fall 2017 as a collaborative product by Barber Library, the Early Childhood Education (ECE) program, and the COCC Office of Diversity and Inclusion. The LSTA grant provided $12,000 for collection expansion, which translated to an addition of more than 900 new titles;

upon this addition, more than 2,000 children's books are now housed in CLERC. This unique children's literature collection is a valuable resource for COCC's ECE program, other COCC departments, and educators within the broader community.

Additional Services: The library responds to on- and off-campus patron inquiries via its reference and research assistance services. Within the last academic year, the library received 6,029 face-to-face requests for help (including directional/technical, printing, reference, and research), 200 requests for assistance via live chat or email, and 16 individualized Book-a-Librarian research consultations. Barber Library is a member of the statewide online reference system, Answerland, established by the State Library of Oregon, which provides patrons easy access to 24/7 chat assistance. The Book-a-Librarian program supports students at the main campus and the three centers by offering face-to-face, in-depth research appointments. Links to "Help" services are available on the [main Barber Library web page](#).[4]

Barber Library allows COCC students to check out library-owned devices such as laptops, iPads, Kindles, or other digital equipment at the main campus and provides graphing calculators for check-out at the three centers. By providing these technologies, the library helps students improve their technology skills, engage more actively in their learning, and stay current in the use of technology.

The library also contains a variety of open study spaces as well as 15 group study rooms designed for student collaboration.

Instructional Support: Librarians work closely with faculty to ensure active and appropriate use of library resources to foster student learning. Library representatives attend faculty orientation sessions and departmental meetings to inform new and returning faculty about library resources, including opportunities to consult with a librarian on research assignment design and schedule librarian-led classroom visits. Faculty members use a locally developed online [request form](#)[5] for information literacy (IL) sessions and embedded librarian visits. In an IL session, the librarian delivers instruction tailored to a specific research assignment for 60 to 90 minutes. The embedded sessions require additional planning with faculty and consist of a minimum of three classroom visits as well as a Blackboard discussion board monitored by the librarian. The library has access to a lab classroom in the building for delivery of these sessions.

Faculty requests for IL instruction come from all areas of the curriculum. The library taught 78 sessions in FY 2017–18 and 87 sessions in FY 2018–19. This method of instruction complements the library's one-credit Introduction to Finding Information (LIB 100) course, which supports students' development of information literacy proficiency. Total enrollment in LIB 100 increased by 20% from FY 2017–18 to FY 2018–19.

Cultural Enrichment: The Library Rotunda Art Gallery hosts many shows and exhibits. Library staff work with the COCC Art Department for faculty and student shows and connect with artists and art organizations in the community for additional shows. The library puts on an average of four to five art shows every year, including the annual COCC Student Art Exhibition.

Barber Library annually organizes and hosts several book discussions in collaboration with COCC's Diversity and Inclusion Office and the COCC Foundation's Nancy R. Chandler Visiting Scholar Program. Poetry Month celebrations every April include a variety of activities with an emphasis on diversity, ranging from poetry readings by well-known regional poets to poetry workshops and a poetry open mic.

Staffing: Four professional librarians and five classified employees comprise the library's full-time staff. The library director, collections and acquisitions librarian, instruction and outreach librarian, and integrated library systems and discovery librarian all participate in the delivery of the library's research services and instructional programs in addition to their own responsibilities. These librarians all hold MLIS or Ph.D. degrees. The classified staff include three library specialists (in public services, collections and acquisitions, and periodicals) as well as an interlibrary loan services coordinator and a circulation services coordinator.

In addition, the library annually employs two or three part-time librarians supporting the library's research and instructional services and about 10 part-time work-study students or irregular wage staff supporting circulation and interlibrary loan services.

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[1] Barber Library: https://www.cocc.edu/departments/library/

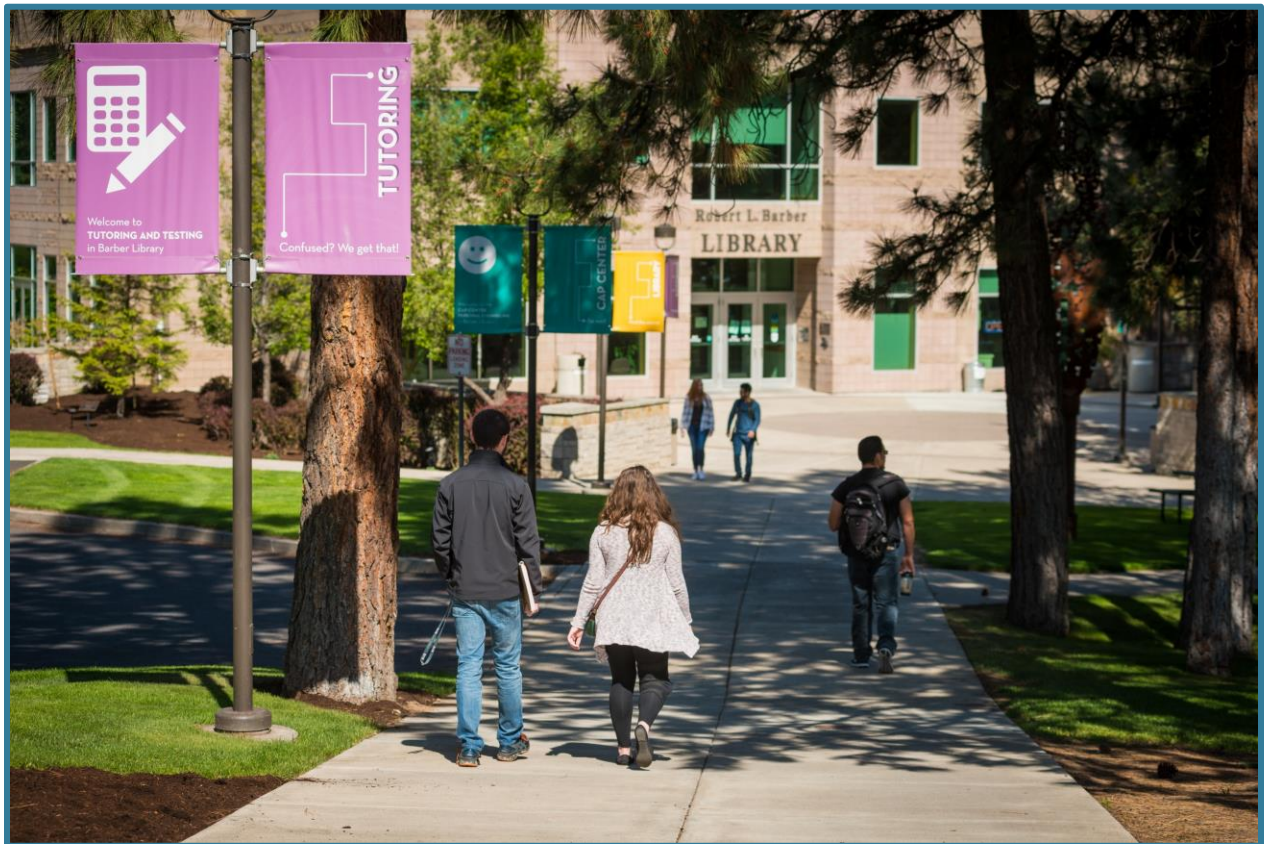[2] Collection Development Policy: https://www.cocc.edu/departments/library/services/collections/collection-development-policy.aspx

[3] Oregon Equity Lens: https://www.oregon.gov/ode/students-and-family/equity/equityinitiatives/Documents/OregonEquityLens.pdf

[4] Barber Library: https://www.cocc.edu/departments/library/

[5] Information Literacy Instruction Request: https://barber.cocc.edu/information-literacy/

Standard 2I: Physical and Technology Infrastructure

2.I.1 Physical Facilities

> *Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

COCC's physical infrastructure exists to support the mission, vision and goals of the College, as represented in the programs and services it offers. The COCC Board of Directors highlights the importance of this infrastructure through its budget dedicated to construction, maintenance, repair, and capital. The College continues to add new buildings to its inventory while maintaining existing facilities to a standard that ensures an accessible, safe, and secure learning and working environment for students, staff, and visitors. The Campus Services Department offers an online help desk that allows any employee to request service or maintenance, which is also a key factor in keeping the facilities safe and well-maintained.

COCC has a main campus in Bend and three centers. The main campus totals more than 200 acres with only about 65 currently developed. There are 26 buildings with approximately 671,000 square feet under roof. Since Its last accreditation report, COCC opened the Science Center, the Heath Careers Center, and Wickiup Residence Hall, and remodeled Cascades Hall. Construction of the residence hall was made possible through full faith and credit bonds, while the other new construction and remodeling projects were funded by a combination of a 2009 voter-approved construction bond, College resources, and state matching funds.

The largest center is in Redmond, 16 miles to the north of the Bend campus. Four buildings totaling 98,500 square feet are located at Redmond's 29-acre center, with a 10,000-square-foot veterinary technician lab located in the vicinity. In 2014, the Technology Education Center was built at the Redmond center. This 34,000-square-foot Earth Advantage Platinum building is the flagship of the center, housing the technology-focused Hybrid-Electric Automotive program. Funding for this project came from the 2009 bond and from state matching funds. With an award of $8 million in matching funds from the 2019 Oregon Legislature, COCC anticipates adding a 30,000-square-foot multipurpose

classroom building to the center in the next few years.

In Prineville, the COCC Crook County Open Campus is a collaborative partnership between COCC and Crook County, the co-owners of the building. Others offering programs and services in the facility include Oregon State University Extension Services, Oregon University System Open Campus, Crook County, and Economic Development for Central Oregon–Prineville. The building is approximately 12,000 square feet, includes seven flexible meeting rooms and classrooms, and offers 65 wired and wireless public computer stations. COCC provides approximately 90% of the programming in the building and manages the facilities for the College-county partnership.

In Madras, COCC has constructed a 10,000-square-foot building on 15 acres of donated land. Plans call for two similar land donations and construction of additional facilities in Madras.

In total, COCC has nearly 250 acres of land, 32 buildings, and more than 700,000 square feet under roof.

Accessibility for people with disabilities has been a significant concern on the Bend campus. Due to its location on a butte, an extinct volcano, the campus layout presents challenges for the mobility impaired. In addition, like many buildings of their era, the older buildings were constructed without consideration of the needs of disabled people. COCC has worked with a local advocacy group to institute accessible design: restroom remodels have ensured that all buildings have fully ADA compliant restrooms and elevators and lifts have been added to the Grandview, Pence, Pioneer, and Mazama buildings. In addition, most Bend campus buildings are connected via ADA compliant routes, with the remaining few being independently accessible from ADA parking spaces (aside from Juniper Hall, which is no longer in use). The more recently built facilities embrace accessible design throughout, regardless of topographical hurdles.

The [2018–28 Facilities Master Plan](1) was developed over two years with broad employee participation. This collective vision of the future guides the College and informs facilities investment, providing a strategy for planned academic growth and facility improvements. In June 2018, the COCC Board of Directors approved this iteration of the Facilities Master Plan.

APPENDICES

CENTRAL OREGON COMMUNITY COLLEGE
Comprehensive Self-Evaluation Report
Northwest Commission on Colleges and Universities
February 2020

APPENDICES

Standard 2 Evidence Checklist

Purpose:

The items listed in the table below are required evidence to be submitted for the review of compliance associated with Standard 2. The institution may choose to include additional documentation or evidence.

ELEMENT	SPECIFIC ASSOCIATED STANDARD	REQUIRED ITEM (If present, note in check box.)	LINKS OR NOTES, PAGES, COMMENTS, OR CONCERNS
Governance	2.A.1 Board	❑ Institutional governance policies & procedures	https://www.cocc.edu/about/board-of-directors/board-policies.aspx
		❑ System governance policies/procedures (if applicable)	N/A
		❑ Multiple board governing policies/procedures (if applicable)	N/A
		❑ Board's calendar for reviewing institutional and board policies/procedures	https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Annual%20Board%20Planning%20Cycle https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Board%20Monitoring/Evaluations
		❑ By-laws and Articles of Incorporation referencing governance structure	https://www.cocc.edu/about/board-of-directors/board-policies.aspx
	2.A.2 Leadership	❑ Leadership organizational chart	https://www.cocc.edu/about/organizational-chart.aspx
		❑ Curriculum vitae of executive leadership	See Appendix V
	2.A.3	❑ Curriculum vitae of President/CEO	See Appendix W

Appendix A - Standard 2 Checklist

	CEO / President		
	2.A.4 Decision-making	❑ Institutional governance policies & procedures (see 2.A.1)	https://www.cocc.edu/about/board-of-directors/board-policies.aspx
Academic Freedom	2.B.1 and 2.B.2 Academic freedom	❑ Academic freedom policies and procedures	https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf (Article 1.4)
Policies and Procedures	2.C.1 Transfer of credit	❑ Transfer of credit policies / procedures	https://catalog.cocc.edu/policies/#academicpoliciestext-otp1 under Transfer Credit Articulation
	2.C.2 Students' rights, responsibilities	Documentation of student rights and responsibilities policies and procedures, which include: ❑ Academic honesty ❑ Appeals, grievances ❑ Accommodations for persons with disabilities (Student handbook or catalog; links to webpages – please note specific pages or areas)	https://www.cocc.edu/policies/general-procedures-manual/student/student-rights-and-responsibilities.aspx https://www.cocc.edu/departments/disability-services/student-guide/default.aspx
	2.C.3 Admissions; placement; academic standing	❑ Policies and procedures for recruiting, admitting, and placing students (If Catalog, please note specific pages.)	https://www.cocc.edu/policies/general-policy-manual/academic/admission.aspx https://www.cocc.edu/departments/cap/testing/taking-the-placement-test.aspx
		❑ Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures	https://catalog.cocc.edu/policies/#academicpoliciestext-otp1 under Graduation https://www.cocc.edu/policies/general-policy-manual/academic/academic-warning.aspx https://catalog.cocc.edu/policies/#a

			(If Catalog, please note specific pages.)	cademicpoliciestext-otp1 under Academic Warning Policy https://www.cocc.edu/departments/admissions/grades-and-student-records/petitions.aspx for petitions policy
	2.C.4 Student records	❑	Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies	https://www.cocc.edu/departments/disability-services/confidentiality-and-ferpa.aspx for confidentiality and release https://www.cocc.edu/departments/cio/infosec/cocc-standards/records-retention-schedule.aspx
Institutional Integrity	2.D.1 Truthful representation	❑	Policies/procedures / for reviewing published materials (print or websites) that assures institutional integrity	https://www.cocc.edu/departments/college-relations/
	2.D.2 Ethics and complaints	❑	Policies/procedures for reviewing internal and external complaints and grievances	https://www.cocc.edu/policies/general-procedures-manual/human-resources/employee-concerns.aspx https://www.cocc.edu/policies/general-procedures-manual/student/student-concerns.aspx
	2.D.3 Conflicts of interest	❑	Policies/procedures prohibiting conflict of interests among employees and board members	https://www.cocc.edu/policies/general-policy-manual/human-resources/conflict-of-interest.aspx https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Board%20Members%20Code%20of%20Conduct
Financial Resources	2.E.1 Audits, oversight	❑	Policies/procedures that articulate the oversight and management of financial resources	https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Budgeting
		❑	Latest external financial audit	https://www.cocc.edu/departments/cfo/budget/default.aspx under COCC Audit 2018

Appendix A - Standard 2 Checklist

		including management letter	
		❑ Cash flow balance sheets	Monthly Cash and Investments Reports are located in Board materials. See Example: https://www.cocc.edu/about/board-of-directors/files/coccbrdmtgpkt-jan8-2020.pdf (Exhibit 8.a)
	2.E.2 Planning	❑ Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	Strategic Plan, Academic Master Plan, Facilities Master Plan at https://www.cocc.edu/departments/college-planning/cocc-planning-index.aspx https://www.cocc.edu/departments/cfo/budget/ under COCC Budget 2019-20
	2.E.3 Management	❑ Description of internal financial controls	https://www.cocc.edu/about/board-of-directors/board-policies.aspx#Financial%20Condition BEP 3
		❑ Board approved financial policies, state financial policies, or system financial policies	https://www.gasb.org/jsp/GASB/Page/GASBLandingPage&cid=1176160042327 (Government Accounting Standards) https://www.oregonlegislature.gov/bills_laws/ors/ors294.html
Human Resources	2.F.1 Employee information	❑ Human resource policies / procedures	https://www.cocc.edu/policies/general-policy-manual/human-resources/ https://www.cocc.edu/policies/general-procedures-manual/human-resources/
		❑ Policies/procedures related to teaching, scholarship, service, and artistic creation	https://www.cocc.edu/policies/general-policy-manual/faculty/faculty-policies.aspx
		❑ Policies/procedures for apprising employees of	https://www.cocc.edu/policies/general-policy-manual/faculty/general-responsibilities-of-all-instructors.aspx

		working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-temporary-faculty-responsibilities.aspx https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-tenure-track-faculty-responsibilities.aspx https://intranet.ad.cocc.edu/departments/human-resources/hr-forms/files/classified_evaluation_guidelines.pdf https://intranet.ad.cocc.edu/departments/human-resources/hr-forms/files/performance_level_guidelines-rating1-5_levels_classified.pdf https://intranet.ad.cocc.edu/departments/human-resources/hr-forms/files/current-administrative-perf-evaluation-document.pdf https://www.cocc.edu/departments/instruction/faculty-resources/files/faculty-peer-evaluation-handbook.pdf https://www.cocc.edu/policies/general-policy-manual/faculty/criteria-for-promotion--tenure-and-evaluation-of-performance.aspx https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf https://www.cocc.edu/departments/human-resources/employment/contracts/files/c

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			occ_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf
	2.F.2 Professional development	❑ Employee professional development policies/procedures	https://www.cocc.edu/departments/human-resources/employment/contracts/files/cacocc_cocc-final-2017-contract_cleaned.pdf (Article 21) https://www.cocc.edu/departments/human-resources/employment/files/2019-23-faculty_cba_web.pdf (Articles 9 and 14) https://www.cocc.edu/departments/human-resources/employment/contracts/files/cocc_exempt_and_confidential_supervisory_handbook_nov_2018_ready.pdf (Section 8)
	2.F.3 Sufficiency	❑ Documentation about engagement and responsibilities specified for faculty and staff, as appropriate	https://www.cocc.edu/policies/general-policy-manual/faculty/general-responsibilities-of-all-instructors.aspx https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-temporary-faculty-responsibilities.aspx https://www.cocc.edu/policies/general-policy-manual/faculty/full-time-tenure-track-faculty-responsibilities.aspx
		❑ Personnel hiring policy/procedures	https://www.cocc.edu/policies/general-policy-manual/faculty/faculty-positions.aspx for faculty https://www.cocc.edu/departments/human-resources/employment/selection-process.aspx
		❑ Academic organizational chart	https://www.cocc.edu/departments/instruction/instruction-organizational-chart.aspx
	2.F.4 Evaluation	❑ Administrator/staff/faculty evaluation policies/procedures	https://www.cocc.edu/policies/general-policy-manual/human-resources/employee-evaluation-policy.aspx

Appendix A - Standard 2 Checklist

Student Support Resources	2.G.1 Effective learning and student support environment	❑ Listing of programs and services supporting student learning needs	https://www.cocc.edu/departments/disability-services/support-resources.aspx https://www.cocc.edu/departments/elearning/blackboard/learner-support.aspx#technical https://www.cocc.edu/departments/cap/default.aspx https://catalog.cocc.edu/student-resources/student-services/
	2.G.2 Publication of information	Catalog (and/or other publications) that provides information regarding: ❑ Institutional mission ❑ Admission requirements and procedures ❑ Grading policy ❑ Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion ❑ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	**Institutional mission:** The mission and vision are listed on the Mission and Vision page under About COCC. **Admission requirements and procedures:** Institutional admission requirements are located under Admissions. Each program has a description of specific academic and other entrance requirements; for example, Veterinary Technician Associate of Applied Science. **Grading policy:** Policies related to grades are located in the Academic Policies and Standards section this includes COCC's Grading Policy. **Information on academic programs and courses:** Academic programs are listed alphabetically on the Academic Program page, and by discipline family on each Area of Study page. **Degree and program completion requirements:** Student graduation requirements are listed in the Academic Policies and Standards section under Graduation Requirements. Each program and focus area lists required courses and other program completion requirements in its Program Requirements tab. **Expected learning outcomes:** Student learning outcomes are included on each

Appendix A - Standard 2 Checklist

| | | ❑ Rules and regulations for conduct, rights, and responsibilities;
❑ Tuition, fees, and other program costs
❑ Refund policies and procedures for students who withdraw from enrollment
❑ Opportunities and requirements for financial aid
❑ The academic calendar
(See 2.C.2)
(Student handbook or catalog; links to webpages – please note specific pages or areas) | program and focus area page, in the Overview tab.

Required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings: Each program and focus area lists required courses in the Program Requirements tab (see "degree and program completion requirements" above). Sequencing is also communicated through sample plans, which are provided in every academic program.

Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Catalog employee list

Rules and regulations for conduct, rights, and responsibilities: The College Policies and Notices page includes the Student Rights and Responsibilities policy.

Tuition, fees, and other program costs: The Payment and Financial Aid pages include a tab for general tuition and fees. In addition, each program includes information about any additional fees a student should expect that are unique to that program. This information is listed on the Entrance Requirements tab for each program.

Refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid: Refund policies are explained in the Tuition Refunds for Credit Courses section of the Tuition & Fees tab under Payment and Financial Aid, and opportunities and requirements for financial aid are explained on the Financial Aid tab. |

Appendix A - Standard 2 Checklist

			Academic calendar: [Academic calendar](#)
	2.G.3 Licensure; employment requirements	Samples of publications and other written materials that describe: ❑ Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. ❑ Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.	Pharmacy Technician criminal convictions notice: https://www.cocc.edu/programs/pharmacy-tech/pharmacy-technician-criminal-charges-or-convictions.aspx Medical Assisting immunizations, drug and criminal history notice: https://www.cocc.edu/programs/medical-assistant/additional-requirements.aspx Aviation eligibility requirements: https://www.cocc.edu/programs/aviation/aviation-certifications-and-ratings.aspx Special requirements for aviation employment: https://www.cocc.edu/programs/aviation/aviation-medical-requirements.aspx
	2.G.4 Financial Aid	❑ Published financial aid policies/procedures including information about categories of financial assistance (Student handbook or catalog; links to webpages – please note specific pages or areas)	https://www.cocc.edu/departments/financial-aid/policies/
		❑ Information to students regarding repayment obligations	https://www.cocc.edu/departments/financial-aid/policies/repayment-policy.aspx

Appendix A - Standard 2 Checklist

		❑ Policies / procedures for monitoring student loan programs	See Appendix X
	2.G.6 Advising	❑ Description of advising program, staffing, and advising publications (Student handbook or catalog; links to webpages – please note specific pages or areas) ❑ Systematic evaluation of advising ❑ Professional development policies / procedures for advisors	https://www.cocc.edu/departments/cap/advising/default.aspx https://www.cocc.edu/departments/cap/advising/files/advising-syllabus-2019-20.pdf https://www.cocc.edu/departments/college-planning/assessment/administrative-areas/ https://www.cocc.edu/departments/human-resources/employment/files/cocc_exempt_and_confidential_supervisory_handbook_rev_82919.pdf (pages 5-9)
	2.G.7 Identity verification (distance ed.)	❑ Policies/procedures for assuring identity verification for students enrolling in distance education courses	https://www.cocc.edu/departments/its/computer-labs/student-technology-accounts.aspx https://www.cocc.edu/departments/elearning/student-online-resources/online-student-checklist.aspx
Library and Information Resources	2.H.1 Library and information resources	❑ Procedures for assessing adequacy of library collections	https://www.cocc.edu/departments/library/services/collections/collection-development-policy.aspx
		❑ Library planning committee and procedures for planning and collection development	https://www.cocc.edu/departments/library/about/mission.aspx under Barber Library's 2019–23 Strategic Plan
		❑ Library instruction plan; Policies/procedures related to the use of library and information resources	https://www.cocc.edu/departments/library/about/mission.aspx under Barber Library's 2019–23 Strategic Plan https://www.cocc.edu/departments/library/instruction/default.aspx
		❑ Library staffing information;	https://www.cocc.edu/departments/library/instruction/default.aspx

Appendix A - Standard 2 Checklist

		Policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	https://www.cocc.edu/departments/library/instruction/program.aspx
Physical and Technology Infrastructure	2.I.1	Facilities master plan, including ❑ Equipment replacement policies/procedures ❑ Procedures for assessing sufficiency of physical facilities	https://www.cocc.edu/departments/college-planning/facilities-master-plan/files/cocc_master_plan-final_approved_06.13.18.pdf
		❑ Policies and procedures for ensuring accessible, safe, and secure facilities	See Appendix Y
		❑ Policies/procedures for the use, storage, and disposal of hazardous waste	See Appendix Z
		❑ Technology master plan and planning processes	https://www.cocc.edu/departments/its/cocc-its-master-plan.aspx
		❑ Technology / equipment update and replacement plan	See Appendix AA

Appendix B1 – Institutional Data Form

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Central Oregon Community College

2600 NW College Way

Bend, OR 97703

541-383-7700

Chief Executive Officer	**Accreditation Liaison Officer**	**Chief Financial Officer**
Dr. Laurie Chesley	Dr. Betsy Julian	Mr. David Dona
President	Vice president for instruction	Chief financial officer
541-383-7202	541-383-7205	541-383-7209
lchesley@cocc.edu	bjulian@cocc.edu	ddona@cocc.edu

Appendix B1 – Institutional Data Form

Institutional Demographics

Institutional Type (choose all that apply)

■ Comprehensive　　　　　　　　　　☐ Religious-based

☐ Specialized　　　　　　　　　　　☐ Native/tribal

☐ Health-centered　　　　　　　　　☐ Other (specify):

Degree Levels (choose all that apply)

■ Associate　　　　　　　　　　　　☐ Doctorate

☐ Baccalaureate　　　　　　　　　　☐ If part of a multi-institution system, name
　　　　　　　　　　　　　　　　　of system _____

☐ Master

Calendar Plan (choose one that applies)

☐ Semester　　　　　　　　　　　　☐ Trimester

■ Quarter　　　　　　　　　　　　　☐ Other (specify) _____

☐ 4 – 1 - 4

Institutional Control (choose all that apply)

☐ City　　　■ County　　　☐ State　　　☐ Federal　　　☐ Tribal

⬤ Public　　　　　　or　　　　　◯ Private/Independent

⬤ Non-Profit　　　　or　　　　　◯ For-Profit

Appendix B1 – Institutional Data Form

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall 2019 FTE Student Enrollments

Classification	Current Year: Fall 2019	One Year Prior: Fall 2018	Two Years Prior: Fall 2017
Undergraduate	1388	1446	1521
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1388	1446	1521

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2019 FTE Student Enrollments

Classification	Current Year: Fall 2019	One Year Prior: Fall 2018	Two Years Prior: Fall 2017
Undergraduate	5066	5284	5546
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	5066	5284	5546

Appendix B1 – Institutional Data Form

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full-Time Faculty and Staff by Highest Degree Earned (Fall 2019)

Rank	Full-Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	39	0	0	1	1	22	0	15
Associate	30	0	0	0	0	26	0	4
Assistant	53	0	0	4	12	25	0	12
Instructor	6	0	3	1	0	1	0	1
Lecturer	0	0	0	0	0	0	0	0
Research Staff	0	0	0	0	0	0	0	0
Undesignated	0	162	-	-	-	-	-	-

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff (Fall 2019).

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	85,105	19
Associate	69,320	9
Assistant	58,858	3
Instructor	53,749	1
Lecturer	-	-
Research Staff	-	-
Undesignated	-	-

Appendix B1 – Institutional Data Form

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

 Please attach the following as separate documents submitted with the Basic Institutional Data Form

Statement of Cash Flows

- Balance Sheet – collapsed to show main accounts only; no details (Appendix B3 and B4)
- Operating Budget (Appendix B5)
- Capital Budget (Appendix B6)
- Projections of Non-Tuition Revenue (Appendix B7)

Appendix B1 – Institutional Data Form

New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018-2019 approved by the institution's governing body. If NONE, so indicate.

* This listing does not substitute for a formal substantive change submission to NWCCU

Substantive Change	Certificate / Degree Level	Program Name	Discipline or Program Area
Minor (add related)	AAS	Welding	Manufacturing Technology
Minor (add related)	Certificate	Welding	
Minor (add related)	AAS	Auto Technician in Elect. And Diagnostics	Automotive Technology

Appendix B1 – Institutional Data Form

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites <u>within the United States</u> where degree programs and academic credit coursework is offered.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- Degree Programs - list the names of degree programs that can be completed at the site.
- Academic Credit Courses – report the total number of academic credit courses offered at the site.
- Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
- Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip Coad	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Redmond	2030 SE College Loop	Redmond, OR 97756	See below	310	1057	79
Prineville	510 SE Lynn Blvd	Prineville, OR 97754	See below	53	155	27
Madras	1170 E Ashwood Rd	Madras, OR 97741	See below	67	194	28
Deer Ridge Correctional Institution	3920 East Ashwood Rd	Madras, OR 97741	See below	25	20	3
Prineville	510 SE Lynn Blvd.	Prineville OR 97754	Business Administration (AAS)	15		
Prineville	511 SE Lynn Blvd.	Prineville OR 97755	Business Administration-Accounting Clerk (CC1)	11		
Prineville	512 SE Lynn Blvd.	Prineville OR 97756	Business Administration - Entrepreneurship (CC1)	7		
Prineville	513 SE Lynn Blvd.	Prineville OR 97757	Business Administration-Office Assistant (CC1)	8		
Prineville	514 SE Lynn Blvd.	Prineville OR 97758	Business Administration - Retail Management (CC1)	10		

Appendix B1 – Institutional Data Form

Name of Site	Physical Address	City, State, Zip Coad	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Prineville	515 SE Lynn Blvd.	Prineville OR 97759	Business Administration - Management (AASO)	15		
Prineville	514 SE Lynn Blvd.	Prineville OR 97758	Business Administration - Marketing Communications (CC1)	7		
Prineville	515 SE Lynn Blvd.	Prineville OR 97759	Computer and Information Systems (AAS)	10		
Prineville	514 SE Lynn Blvd.	Prineville OR 97758	Criminal Justice (AAS)	11		
Prineville	515 SE Lynn Blvd.	Prineville OR 97759	Nursing Assistant (CC1)	6		
Redmond	2030 SE College Loop	Redmond, OR 97756	Business Administration (AAS)	12		
Redmond	2030 SE College Loop	Redmond, OR 97756	Business Administration- Office Assistant (CC1)	6		
Redmond	2030 SE College Loop	Redmond, OR 97756	Business Administration - Retail Management (CC1)	7		
Redmond	2030 SE College Loop	Redmond, OR 97756	Criminal Justice (AAS)	14		
Redmond	2030 SE College Loop	Redmond, OR 97756	Early Childhood Education (AAS)	17		
Redmond	2030 SE College Loop	Redmond, OR 97756	Emergency Medical Technician (CC1)	13		
Redmond	2030 SE College Loop	Redmond, OR 97756	Equity in Education (CC1)	8		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology (AAS)	24		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology - CNC Machining (CC2)	18		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology - Industrial Maintenance (CC2)	20		

Appendix B1 – Institutional Data Form

Name of Site	Physical Address	City, State, Zip Coad	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology - Manual Machining (CC2)	17		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology - (CC1)	22		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology (CC2)	23		
Redmond	2030 SE College Loop	Redmond, OR 97756	Manufacturing Technology - Quality Assurance (CC2)	19		
Redmond	2030 SE College Loop	Redmond, OR 97756	Nursing Assistant (CC1)	7		
Redmond	2030 SE College Loop	Redmond, OR 97756	Structural Fire Science (AAS)	19		
Redmond	2030 SE College Loop	Redmond, OR 97756	Veterinary Technician (AAS)	27		
Redmond	2030 SE College Loop	Redmond, OR 97756	Welding (CC1)	17		
Madras	1170 E Ashwood Rd	Madras, OR 97741	Business Administration - Retail Management (CC1)	7		
Madras	1170 E Ashwood Rd	Madras, OR 97741	Criminal Justice (AAS)	10		
Madras	1170 E Ashwood Rd	Madras, OR 97741	Early Childhood Education (AAS)	14		
Madras	1170 E Ashwood Rd	Madras, OR 97741	Equity in Education (CC1)	5		
Deer Ridge Correctional Institution	3920 East Ashwood Rd	Madras, OR 97741	Manufacturing Technology (CC1)	8		
Deer Ridge Correctional Institution	3920 East Ashwood Rd	Madras, OR 97741	Manufacturing Technology - (CC2)	9		
Deer Ridge Correctional Institution	3920 East Ashwood Rd	Madras, OR 97741	Manufacturing Technology - Quality Assurance (CC2)	8		
Deer Ridge Correctional Institution	3920 East Ashwood Rd	Madras, OR 97741	Welding (CC1)	12		

Appendix B1 – Institutional Data Form

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

* This listing does not substitute for a formal substantive change submission to NWCCU

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated headcount)	Onsite Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
online		Associate of Applied Science	Business Administration			
online		Associate of Applied Science (option)	Business Administration - Accounting			
online		Certificate	Business Administration – Accounting Clerk			
online		Certificate	Business Administration - Entrepreneurship			
online		Certificate	Business Administration- Office Assistant			
online		Associate of Applied Science (option)	Business Administration- Management			
online		Certificate	Business Administration- Marketing Communications			
online		Certificate	Business Administration- Retail Management			
online		Associate of Applied Science (option)	Business Administration- Small Business/ Entrepreneurship			

Appendix B1 – Institutional Data Form

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment	Onsite Staff	Co-Sponsoring Organization
online		Associate of Applied Science	Computer & Information Systems			
online		Certificate	Computer & Information Systems			
online		Associate of Applied Science (option)	Computer & Information Systems - CAD			
online		Associate of Applied Science (option)	Computer and Information Systems - Networking			
online		Associate of Applied Science (option)	Computer and Information Systems - Web Development			
online		Associate of Applied Science	Criminal Justice			
online		Associate of Applied Science	Early Childhood Education			
online		Certificate	Equity in Education			
online		Certificate	Health Information Technology - Medical Office Specialist			
online		Certificate	Pharmacy Technician			
online		Associate of Arts Oregon Transfer				
online		Associate of Science				
online		Associate of General Studies				

Appendix B1 – Institutional Data Form
Programs and Academic Courses Offered at Sites Outside the United States

Report information for off-campus sites <u>outside the United States</u> where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- Degree Programs - list the names of degree programs that can be completed at the site.
- Academic Credit Courses – report the total number of academic credit courses offered at the site.
- Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
- Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at sites outside the United States

Name of Site	Physical Address	City, State, Zip Coad	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Barcelona, Spain		Barcelona, Spain	Study Abroad	3	14	1
Silkeborg, Denmark		Silkeborg, Denmark	Study Abroad	1	3	1

CENTRAL OREGON COMMUNITY COLLEGE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2016

	College
CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash received from customers	$ 25,980,765
Cash payments for goods and services	(29,593,817)
Cash payments to employees	(44,684,466)
Net cash used by operating activities	(48,297,518)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:	
Cash received from federal appropriation	9,793,413
Cash received from state appropriation	13,319,838
Cash received from property taxes	17,541,398
Change in beneficial interest in perpetual trust	100,802
Change in pension obligation	13,287,151
Change in other post employment benefits payable	120,035
Principal paid on long-term debt	(316,166)
Interest paid on long-term debt	(690,376)
Net cash provided by noncapital financing activities	53,156,095
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:	
Acquisition of buildings, improvements and equipment	(2,004,647)
Principal paid on capital-related long-term debt	(1,655,787)
Interest paid on capital- related long-term debt	(2,615,961)
Net cash used by capital financing activities	(6,276,395)
CASH FLOWS FROM INVESTING ACTIVITIES:	
Investment income	44,521
Net cash provided by investing activities	44,521
Net decrease in cash and pooled investments	(1,373,297)
Cash and pooled investments - beginning of year	31,997,335
Cash and pooled investments - end of year	$ 30,624,038
Reconciliation of operating loss to net cash	
provided (used) by operating activities:	
Operating loss	$ (50,004,097)
Adjustments to reconcile operating loss to net cash provided	
by (used) by operating activities:	
Depreciation	4,008,097
(Increase) decrease in:	
Receivables	139,867
Prepaid expenses	(809)
Inventory	131,228
Increase (decrease) in:	
Accounts payable	(1,997,128)
Accrued expenses	(7,876)
Unearned revenue	(566,800)
Net cash used by operating activities	$ (48,297,518)

The accompanying notes are an integral part
of these financial statements

CENTRAL OREGON COMMUNITY COLLEGE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2017

	College
CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash received from customers	$ 25,537,730
Cash payments for goods and services	(28,109,152)
Cash payments to employees	(36,386,109)
Net cash used by operating activities	(38,957,531)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:	
Cash received from federal appropriation	9,112,793
Cash received from state appropriation	10,906,818
Cash received from property taxes	18,505,184
Change in beneficial interest in perpetual trust	(66,499)
Change in pension obligation	4,451,850
Change in other post employment benefits payable	332,350
Principal paid on long-term debt	(315,936)
Interest paid on long-term debt	(740,606)
Net cash provided by noncapital financing activities	42,185,954
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:	
Acquisition of buildings, improvements and equipment	(670,919)
Principal paid on capital-related long-term debt	(1,803,242)
Interest paid on capital- related long-term debt	(2,557,768)
Net cash used by capital financing activities	(5,031,929)
CASH FLOWS FROM INVESTING ACTIVITIES:	
Investment income	345,754
Net cash provided by investing activities	345,754
Net decrease in cash and pooled investments	(1,457,752)
Cash and pooled investments - beginning of year	30,624,038
Cash and pooled investments - end of year	$ 29,166,286
Reconciliation of operating loss to net cash	
provided (used) by operating activities:	
Operating loss	$ (43,684,167)
Adjustments to reconcile operating loss to net cash provided	
by (used) by operating activities:	
Depreciation	4,148,400
(Increase) decrease in:	
Receivables	(174,997)
Prepaid expenses	809
Inventory	118,919
Increase (decrease) in:	
Accounts payable	1,111,738
Accrued expenses	(53,191)
Unearned revenue	(425,042)
Net cash used by operating activities	$ (38,957,531)

The accompanying notes are an integral part
of these financial statements

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Appendix B3 - Statement of Cash Flows

CENTRAL OREGON COMMUNITY COLLEGE

STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2018

	College
CASH FLOWS FROM OPERATING ACTIVITIES:	
Cash received from customers	$ 24,206,425
Cash payments for goods and services	(18,955,985)
Cash payments to employees	(41,846,189)
Net cash used by operating activities	(36,595,749)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:	
Cash received from federal appropriation	8,763,328
Cash received from state appropriation	15,226,230
Cash received from property taxes	19,598,021
Change in beneficial interest in perpetual trust	(12,045)
Principal paid on long-term debt	(315,884)
Interest paid on long-term debt	(795,658)
Net cash provided by noncapital financing activities	42,463,992
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:	
Acquisition of buildings, improvements and equipment	(1,350,598)
Principal paid on capital-related long-term debt	(1,919,976)
Interest paid on capital- related long-term debt	(2,490,539)
Net cash used by capital financing activities	(5,761,113)
CASH FLOWS FROM INVESTING ACTIVITIES:	
Investment income	496,325
Net cash provided by investing activities	496,325
Net decrease in cash and pooled investments	603,455
Cash and pooled investments - beginning of year	29,166,286
Cash and pooled investments - end of year	$ 29,769,741
Reconciliation of operating loss to net cash flows from operating activities:	
Operating loss	$ (41,328,354)
Adjustments to reconcile operating loss to net cash provided by (used) by operating activities:	
Depreciation	4,242,864
(Increase) decrease in:	
Receivables	1,142,605
Prepaid expenses	
Inventory	134,826
Increase (decrease) in:	
Accounts payable	710,622
Accrued expenses	65,094
Unearned revenue	(2,277,674)
Beneficial interest in perpetual trust	622,150
Pension obligation	92,118
Net Cash Used By Operating Activities	$ (36,595,749)

See notes to the basic financial statements

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CENTRAL OREGON COMMUNITY COLLEGE

STATEMENT OF NET POSITION

JUNE 30, 2016

	College	Foundation (Component Unit)
ASSETS		
Current Assets		
Pooled cash and investments	$ 30,624,038	$ 18,236,644
Cash with county treasurers	110,682	
Property taxes receivable	560,166	
Accounts receivable	5,102,624	418,464
Allowance for uncollectible accounts	(343,559)	
Prepaids and advances	1,409	
Student loans receivable	949	
Inventory	551,375	
Total current assets	36,607,684	18,655,108
Noncurrent Assets		
Beneficial interest in perpetual trust	1,226,391	1,017,832
Pension prepayment	8,325,015	
Capital assets - net of accumulated depreciation	112,025,458	2,547
Total noncurrent assets	121,576,864	1,020,379
Total assets	$ 158,184,548	$ 19,675,487
LIABILITIES		
Current Liabilities		
Accounts payable	$ 2,655,074	$ 188,774
Interest payable	211,540	
Accrued expenses	650,357	
Unearned revenue	2,947,516	
Current portion of bonds and notes payable	2,119,178	
Total current liabilities	8,583,665	188,774
Noncurrent Liabilities		
Other post employment benefits payable	1,105,657	
Net pension liability	14,167,747	
Bonds and notes payable - net of current portion	65,788,422	
Total noncurrent liabilities	81,061,826	
Total liabilities	89,645,491	188,774
DEFERRED INFLOWS OF RESOURCES		
Net pension related deferred inflows	1,258,282	
Total liabilities and deferred inflows	90,903,773	188,774
NET POSITION		
Net Investment in capital assets - unrestricted	52,442,873	2,547
Restricted for:		
Capital projects	7,496,979	
Permanent non-expendable endowment	1,549,733	7,504,531
Donor intent		9,921,159
Debt service	129,996	
Unrestricted	5,661,194	2,058,476
Total net position	67,280,775	19,486,713
Total liabilities and net position	$ 158,184,548	$ 19,675,487

The accompanying notes are an integral part
of these financial statements

Appendix B4 – Statement of Net Position

CENTRAL OREGON COMMUNITY COLLEGE

STATEMENT OF NET POSITION

JUNE 30, 2017

	College	Foundation (Component Unit)
ASSETS		
Current Assets		
Pooled cash and investments	$ 29,166,286	$ 20,902,320
Cash with county treasurers	107,481	
Property taxes receivable	580,457	
Accounts receivable	5,265,701	298,965
Allowance for uncollectible accounts	(330,690)	
Prepaids and advances	600	
Inventory	432,456	
Total current assets	35,222,291	21,201,285
Noncurrent Assets		
Beneficial interest in perpetual trust	1,292,890	1,094,993
Pension prepayment	8,009,079	
Capital assets - net of accumulated depreciation	108,547,977	1,517
Total noncurrent assets	117,849,946	1,096,510
Deferred Outflows of Resources		
Deferred pension outflows of resources	17,175,444	
Total assets	$ 170,247,681	$ 22,297,795
LIABILITIES		
Current Liabilities		
Accounts payable	$ 3,766,812	$ 167,898
Interest payable	206,346	
Accrued expenses	597,166	
Unearned revenue	2,522,474	
Current portion of bonds and notes payable	2,210,884	
Total current liabilities	9,303,682	167,898
Noncurrent Liabilities		
Other post employment benefits payable	1,438,007	
Net pension liability	36,737,387	
Bonds and notes payable - net of current portion	63,320,983	
Total noncurrent liabilities	101,496,377	
Total liabilities	110,800,059	167,898
NET POSITION		
Net Investment in capital assets - unrestricted	51,025,189	1,517
Restricted for:		
Capital projects	6,940,689	
Permanent non-expendable endowment	1,549,733	8,808,136
Donor intent		11,344,177
Debt service	191,217	
Unrestricted	(259,206)	1,976,067
Total net position	59,447,622	22,129,897
Total liabilities and net position	$ 170,247,681	$ 22,297,795

The accompanying notes are an integral part
of these financial statements

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Appendix B4 – Statement of Net Position
CENTRAL OREGON COMMUNITY COLLEGE

STATEMENT OF NET POSITION
JUNE 30, 2018

	College	Foundation
ASSETS		
Current Assets		
Pooled cash and investments	$ 29,769,741	$ 22,327,741
Cash with county treasurers	103,580	
Property taxes receivable	568,303	
Accounts receivable	4,123,096	168,438
Allowance for uncollectible accounts	(327,465)	
Prepaids and advances	600	
Inventory	297,630	
Total current assets	34,535,485	22,496,179
Noncurrent Assets		
Beneficial interest in perpetual trust	1,304,935	1,128,502
Noncurrent receivable		131,940
Pension prepayment	7,693,195	
Land	3,327,690	
Construction work in process	49,785	
Other non-depreciable assets	611,207	
Capital assets - net of accumulated depreciation	101,970,976	650
Total noncurrent assets	114,957,788	1,261,092
Deferred Outflows of Resources		
Deferred pension outflows of resources	12,734,622	
TOTAL ASSETS AND DEFERRED OUTFLOWS	$ 162,227,895	$ 23,757,271
LIABILITIES		
Current Liabilities		
Accounts payable	$ 4,477,434	$ 170,656
Interest payable	137,140	
Accrued expenses	662,260	
Unearned revenue	244,800	
Current portion of bonds and notes payable	2,395,692	
Total current liabilities	7,917,326	170,656
Noncurrent Liabilities		
Other post employment benefits payable	1,530,125	
Net pension liability	31,355,843	
Bonds and notes payable - net of current portion	60,738,084	
Total noncurrent liabilities	93,624,052	
Deferred Inflows of Resources		
Deferred pension inflows of resources	1,246,988	
TOTAL LIABILITIES AND DEFERRED INFLOWS	102,788,366	170,656
NET POSITION		
Net Investments in Capital Assets	50,588,427	650
Restricted		
Capital projects	5,516,956	
Permanent non-expendable endowment	1,675,888	9,113,602
Student scholarships		12,070,111
Debt service	272,776	
Unrestricted	1,385,482	2,402,252
TOTAL NET POSITION	59,439,529	23,586,615
TOTAL LIABILITIES, DEFERRED INFLOWS AND NET POSITION	$ 162,227,895	$ 23,757,271

See notes to the basic financial statements

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Appendix B5 – Operating Budget

Central Oregon Community College
2015-16 Operating Budget

	Fiscal Year 2012-13 ACTUAL Amounts	Fiscal Year 2013-14 ACTUAL Amounts	Fiscal Year 2014-15 CURRENT Budget	Fiscal Year 2015-16 PROPOSED Budget	Fiscal Year 2015-16 APPROVED Budget	Fiscal Year 2015-16 ADOPTED Budget
RESOURCES						
Property Taxes						
Current Year	$ 11,698,547	$ 12,397,523	$ 13,022,000	$ 14,109,000	$ 14,180,000	$ 14,180,000
Prior Year	762,591	517,173	773,000	747,000	623,000	623,000
Tuition and Fees	19,234,728	19,036,433	16,980,000	16,608,000	16,679,000	16,679,000
State and Federal Sources						
State Aid for Operations	4,818,740	6,739,794	7,783,000	9,110,000	9,110,000	9,110,000
Federal Operating Grants	50,338	68,749				
Other Sources						
Interest Income	1,612	2,452	5,000	5,000	5,000	5,000
Miscellaneous Income	53,566	7,726	70,000	75,000	65,000	65,000
Transfers from Other Funds						
Interfund Transfers- In	753,200	305,000	2,104,000	1,875,000	1,874,500	1,874,500
Total	$ 37,373,322	$ 39,074,850	$ 40,737,000	$ 42,529,000	$ 42,536,500	$ 42,536,500
Beginning Fund Balance	$ 5,469,581	$ 5,446,096	$ 5,500,000	$ 5,516,000	$ 5,634,000	$ 5,634,000
Total Resources	$ 42,842,903	$ 44,520,946	$ 46,237,000	$ 48,045,000	$ 48,170,500	$ 48,170,500
REQUIREMENTS						
Instruction	$ 17,767,515	$ 18,691,561	$ 19,075,835	$ 20,215,941	$ 20,176,328	$ 20,176,328
Instructional Support	2,898,464	2,731,346	3,146,131	3,289,212	3,338,473	3,338,473
Student Services	3,925,496	4,095,738	4,623,155	4,844,820	4,844,745	4,844,745
College Support Services	4,532,237	4,770,438	5,139,591	5,424,977	5,431,003	5,431,003
Campus Services	4,423,829	4,564,188	5,158,489	5,224,411	5,230,144	5,230,144
Information Technology	3,588,345	3,881,241	4,509,606	4,620,261	4,624,239	4,624,239
Financial Aid	260,921	275,631	280,079	280,079	280,079	280,079
Contingency			800,000	800,000	800,000	800,000
Total	$ 37,396,807	$ 39,010,143	$ 42,732,886	$ 44,699,701	$ 44,725,011	$ 44,725,011
Ending Fund Balance	$ 5,446,096	$ 5,510,803	$ 3,504,114	$ 3,345,299	$ 3,445,489	$ 3,445,489
Total Requirements	$ 42,842,903	$ 44,520,946	$ 46,237,000	$ 48,045,000	$ 48,170,500	$ 48,170,500

Appendix B5 – Operating Budget

Central Oregon Community College
2016-17 Operating Budget

	Fiscal Year 2013-14 ACTUAL Amounts	Fiscal Year 2014-15 ACTUAL Amounts	Fiscal Year 2015-16 CURRENT Budget	Fiscal Year 2016-17 PROPOSED Budget	Fiscal Year 2016-17 APPROVED Budget	Fiscal Year 2016-17 ADOPTED Budget
RESOURCES						
Property Taxes						
Current Year	$ 12,397,523	$ 13,381,371	$ 14,180,000	$ 15,052,000	$ 15,052,000	$ 15,052,000
Prior Year	517,173	486,980	623,000	577,000	577,000	577,000
Tuition and Fees	19,036,433	17,215,599	16,679,000	16,468,000	16,603,000	16,603,000
State and Federal Sources						
State Aid for Operations	6,739,794	7,576,945	9,110,000	9,439,000	9,439,000	9,439,000
Other State Grants		5,000				
Federal Operating Grants	68,749					
Other Sources						
Interest Income	2,452	1,603	5,000	5,000	5,000	5,000
Miscellaneous Income	7,726	2,136	65,000	110,000	110,000	110,000
Program Income				137,000	137,000	137,000
Transfers from Other Funds						
Interfund Transfers- In	305,000	1,213,775	1,874,500	2,299,300	2,299,300	2,299,300
Total	$ 39,074,850	$ 39,883,409	$ 42,536,500	$ 44,087,300	$ 44,222,300	$ 44,222,300
Beginning Fund Balance	$ 5,446,096	$ 5,510,803	$ 5,634,000	$ 5,728,000	$ 5,728,000	$ 5,728,000
Total Resources	$ 44,520,946	$ 45,394,212	$ 48,170,500	$ 49,815,300	$ 49,950,300	$ 49,950,300
REQUIREMENTS						
Instruction	$ 18,691,561	$ 18,512,215	$ 20,176,328	$ 21,686,439	$ 21,826,257	$ 21,826,257
Instructional Support	2,731,346	3,137,005	3,338,473	3,473,782	3,473,782	3,473,782
Student Services	4,095,738	4,257,990	4,844,745	4,730,650	4,755,048	4,755,048
College Support Services	4,770,438	4,803,004	5,431,003	5,766,219	5,766,219	5,766,219
Campus Services	4,564,188	4,586,779	5,230,144	4,997,887	4,997,887	4,997,887
Information Technology	3,881,241	4,219,537	4,624,239	4,860,505	4,860,505	4,860,505
Financial Aid	275,631	288,663	280,079	270,079	270,079	270,079
Contingency			800,000	800,000	800,000	800,000
Total	$ 39,010,143	$ 39,805,193	$ 44,725,011	$ 46,585,561	$ 46,749,777	$ 46,749,777
Ending Fund Balance	$ 5,510,803	$ 5,589,019	$ 3,445,489	$ 3,229,739	$ 3,200,523	$ 3,200,523
Total Requirements	$ 44,520,946	$ 45,394,212	$ 48,170,500	$ 49,815,300	$ 49,950,300	$ 49,950,300

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Appendix B5 – Operating Budget

Central Oregon Community College
2017-18 Operating Budget

	Fiscal Year 2014-15 ACTUAL Amounts	Fiscal Year 2015-16 ACTUAL Amounts	Fiscal Year 2016-17 CURRENT Budget	Fiscal Year 2017-18 PROPOSED Budget	Fiscal Year 2017-18 APPROVED Budget	Fiscal Year 2017-18 ADOPTED Budget
RESOURCES						
Property Taxes						
Current Year	$ 13,381,371	$ 14,221,397	$ 15,052,000	$ 15,573,000	$ 15,573,000	$ 15,573,000
Prior Year	486,980	458,355	577,000	536,000	536,000	536,000
Tuition and Fees	17,215,599	16,767,287	16,603,000	17,469,000	17,316,000	17,316,000
State and Federal Sources						
State Aid for Operations	7,576,945	9,410,805	9,439,000	8,792,000	8,792,000	8,792,000
Other State Grants	5,000					
Other Sources						
Interest Income	1,603	4,785	5,000	5,000	5,000	5,000
Miscellaneous Income	2,136	1,758	110,000	110,000	110,000	110,000
Program Income			137,000	90,640	87,000	87,000
Transfers from Other Funds						
Interfund Transfers- In	1,213,775		2,299,300	2,280,000	2,280,000	2,280,000
Total	$ 39,883,409	$ 40,864,387	$ 44,222,300	$ 44,855,640	$ 44,699,000	$ 44,699,000
Beginning Fund Balance	$ 5,510,803	$ 5,589,019	$ 5,728,000	$ 5,896,000	$ 5,896,000	$ 5,896,000
Total Resources	$ 45,394,212	$ 46,453,406	$ 49,950,300	$ 50,751,640	$ 50,595,000	$ 50,595,000
REQUIREMENTS						
Instruction	$ 18,512,215	$ 19,008,865	$ 21,793,957	$ 22,310,301	$ 22,256,302	$ 22,256,302
Instructional Support	3,137,005	3,320,445	3,486,082	3,598,982	3,598,982	3,598,982
Student Services	4,257,990	4,072,265	4,755,048	4,784,751	4,784,751	4,784,751
College Support Services	4,803,004	4,972,198	5,766,219	5,660,444	5,675,326	5,675,326
Campus Services	4,586,779	4,559,871	4,997,887	4,967,635	4,847,635	4,847,635
Information Technology	4,219,537	4,342,020	4,860,505	5,107,985	5,107,985	5,107,985
Financial Aid	288,663	295,180	290,079	270,079	295,079	295,079
Contingency			800,000	800,000	800,000	800,000
Total	$ 39,805,193	$ 40,570,844	$ 46,749,777	$ 47,500,177	$ 47,366,060	$ 47,366,060
Ending Fund Balance	$ 5,589,019	$ 5,882,562	$ 3,200,523	$ 3,251,463	$ 3,228,940	$ 3,228,940
Total Requirements	$ 45,394,212	$ 46,453,406	$ 49,950,300	$ 50,751,640	$ 50,595,000	$ 50,595,000

Appendix B6 – Capital Projects

Central Oregon Community College
2015-16 Budget

Capital Projects Fund - Resources and Requirements

	Fiscal Year 2012-13 ACTUAL Amounts	Fiscal Year 2013-14 ACTUAL Amounts	Fiscal Year 2014-15 CURRENT Budget	Fiscal Year 2015-16 PROPOSED Budget	Fiscal Year 2015-16 APPROVED Budget	Fiscal Year 2015-16 ADOPTED Budget
Resources						
Beginning Fund Balance	$ 18,001,297	$ 14,956,803	$ 28,587,000	$ 8,562,000	$ 8,562,000	$ 8,562,000
Grants and Contracts	935,790	2,313,073	8,266,000			
Other Income	279,544	279,594	5,539,200			
Donations	95,788	26,300				
Bond Sale Proceeds		21,419,656				
Interest Income	64,206	41,416	174,593	12,347	12,347	12,347
Transfers In	2,727,392	2,522,023	1,850,051	2,025,051	2,025,051	2,025,051
Total Resources	$ 22,104,017	$ 41,558,865	$ 44,416,844	$ 10,599,398	$ 10,599,398	$ 10,599,398
Requirements						
Personnel Services	$ 418,487	$ 380,074	$ 340,606	$	$	$
Materials and Services	668,999	1,810,152	9,284,000	1,600,000	1,600,000	1,600,000
Capital Outlay	5,822,011	13,653,610	22,890,413	4,965,300	4,965,300	4,965,300
Transfers Out	237,717	888,577	6,168,400	650,000	650,000	650,000
Ending Fund Balance	14,956,803	24,826,452	5,733,425	3,384,098	3,384,098	3,384,098
Total Requirements	$ 22,104,017	$ 41,558,865	$ 44,416,844	$ 10,599,398	$ 10,599,398	$ 10,599,398

Appendix B6 – Capital Projects

Capital Projects Fund - Resources and Requirements by Project

	FTE	G.O. Bond Projects	Campus Center Building	Bookstore Construction	New Construction & Renovation	Repair and Replacement	Residence Hall Construction	Culinary Building
Resources								
Beginning Fund Balance		$ 700,000	$ 240,000	$ 908,000	$ 2,373,000	$ 486,000	$ 2,000,000	$ 38,000
Interest Income			300	2,988	4,232	872		63
Transfers In				575,000	240,090	325,830		
Total Resources		$ 700,000	$ 240,300	$ 1,485,988	$ 2,617,322	$ 812,702	$ 2,000,000	$ 38,063
Requirements								
Materials and Services		$	$	$	$ 500,000	$ 600,000	$ 500,000	$
Capital Outlay		700,000	240,300	100,000	1,100,000		1,500,000	25,000
Transfers Out								
Ending Fund Balance				1,385,988	1,017,322	212,702		13,063
Total Requirements	0.00	$ 700,000	$ 240,300	$ 1,485,988	$ 2,617,322	$ 812,702	$ 2,000,000	$ 38,063

Capital Projects Fund - Resources and Requirements by Project

	Life Cycle Technology Replacement	Capital Equipment Fund	IT Server/ Infrastructure	Redmond Campus	Chandler Lab	Fiscal Year 2015-16 ADOPTED Budget
Resources						
Beginning Fund Balance	$ 287,000	$ 127,000	$ 753,000	$ 250,000	$ 400,000	$ 8,562,000
Interest Income	647	255	2,990			12,347
Transfers In	344,030	350,000	190,101			2,025,051
Total Resources	$ 631,677	$ 477,255	$ 946,091	$ 250,000	$ 400,000	$ 10,599,398
Requirements						
Materials and Services	$	$	$	$	$	$ 1,600,000
Capital Outlay	400,000	400,000	500,000			4,965,300
Transfers Out				250,000	400,000	650,000
Ending Fund Balance	231,677	77,255	446,091			3,384,098
Total Requirements	$ 631,677	$ 477,255	$ 946,091	$ 250,000	$ 400,000	$ 10,599,398

Capital Projects Fund - Resources and Requirements

	Fiscal Year 2013-14 ACTUAL Amounts	Fiscal Year 2014-15 ACTUAL Amounts	Fiscal Year 2015-16 CURRENT Budget	Fiscal Year 2016-17 PROPOSED Budget	Fiscal Year 2016-17 APPROVED Budget	Fiscal Year 2016-17 ADOPTED Budget
Resources						
Beginning Fund Balance	$ 14,956,803	$ 24,826,452	$ 8,562,000	$ 6,553,000	$ 6,553,000	$ 6,553,000
Grants and Contracts	2,313,073	8,907,343				
Other Income	279,594	408,413				
Donations	26,300	9,050				
Bond Sale Proceeds	21,419,656					
Interest Income	41,416	63,109	12,347	10,704	10,704	10,704
Transfers In	2,522,023	2,923,114	2,025,051	1,249,051	1,249,051	1,249,051
Total Resources	$ 41,558,865	$ 37,137,481	$ 10,599,398	$ 7,812,755	$ 7,812,755	$ 7,812,755
Requirements						
Personnel Services	$ 380,074	$ 169,090	$	$	$	$
Materials and Services	1,810,152	2,020,796	1,600,000	1,803,000	1,803,000	1,803,000
Capital Outlay	13,653,610	19,246,925	4,965,300	3,678,000	3,678,000	3,678,000
Transfers Out	888,577	6,751,101	650,000	380,000	380,000	380,000
Ending Fund Balance	24,826,452	8,949,569	3,384,098	1,951,755	1,951,755	1,951,755
Total Requirements	$ 41,558,865	$ 37,137,481	$ 10,599,398	$ 7,812,755	$ 7,812,755	$ 7,812,755

Appendix B6 – Capital Projects

Capital Projects Fund - Resources and Requirements by Project

	FTE	Campus Center Building	Bookstore Construction	New Construction & Renovation	Repair and Replacement	Cascades Hall
Resources						
Beginning Fund Balance		$ 425,000	$ 908,000	$ 1,500,000	$ 200,000	$ 1,556,000
Interest Income		562	1,795	2,115	251	1,944
Transfers In				192,090	325,830	
Total Resources		$ 425,562	$ 909,795	$ 1,694,205	$ 526,081	$ 1,557,944
Requirements						
Materials and Services		$	$	$ 500,000	$ 525,000	$ 778,000
Capital Outlay		400,000	300,000	1,000,000		778,000
Transfers Out			80,000			
Ending Fund Balance		25,562	529,795	194,205	1,081	1,944
Total Requirements	0.00	$ 425,562	$ 909,795	$ 1,694,205	$ 526,081	$ 1,557,944

Capital Projects Fund - Resources and Requirements by Project

	Residence Hall	Life Cycle Technology Replacement	Capital Equipment Fund	IT Server/ Infrastructure	Fiscal Year 2016-17 ADOPTED Budget
Resources					
Beginning Fund Balance	$ 700,000	$ 364,000	$ 100,000	$ 800,000	$ 6,553,000
Interest Income	1,375	887	187	1,588	10,704
Transfers In		310,030	250,000	171,101	1,249,051
Total Resources	$ 701,375	$ 674,917	$ 350,187	$ 972,689	$ 7,812,755
Requirements					
Materials and Services	$	$	$	$	$ 1,803,000
Capital Outlay		400,000	300,000	500,000	3,678,000
Transfers Out	300,000				380,000
Ending Fund Balance	401,375	274,917	50,187	472,689	1,951,755
Total Requirements	$ 701,375	$ 674,917	$ 350,187	$ 972,689	$ 7,812,755

Appendix B6 – Capital Projects

Central Oregon Community College
2017-18 Budget

Capital Projects Fund - Resources and Requirements

	Fiscal Year 2014-15 ACTUAL Amounts	Fiscal Year 2015-16 ACTUAL Amounts	Fiscal Year 2016-17 CURRENT Budget	Fiscal Year 2017-18 PROPOSED Budget	Fiscal Year 2017-18 APPROVED Budget	Fiscal Year 2017-18 ADOPTED Budget
Resources						
Beginning Fund Balance	$ 24,826,452	$ 8,949,569	$ 6,553,000	$ 5,979,000	$ 5,979,000	$ 5,979,000
Grants and Contracts	8,907,343					
Other Income	408,413					
Donations	9,050					
Interest Income	63,109	15,111	10,704	27,540	27,540	27,540
Transfers In	2,923,114	2,544,338	1,249,051	1,350,051	1,350,051	1,350,051
Total Resources	$ 37,137,481	$ 11,509,018	$ 7,812,755	$ 7,356,591	$ 7,356,591	$ 7,356,591
Requirements						
Personnel Services	$ 169,090	$	$	$ 85,416	$ 85,416	$ 85,416
Materials and Services	2,020,796	836,656	1,803,000	1,967,122	1,967,122	1,967,122
Capital Outlay	19,246,925	2,091,510	3,678,000	3,532,292	3,412,292	3,412,292
Transfers Out	6,751,101	1,083,873	380,000	540,090	660,090	660,090
Ending Fund Balance	8,949,569	7,496,979	1,951,755	1,231,671	1,231,671	1,231,671
Total Requirements	$ 37,137,481	$ 11,509,018	$ 7,812,755	$ 7,356,591	$ 7,356,591	$ 7,356,591

Appendix B6 – Capital Projects

Capital Projects Fund - Resources and Requirements by Project

	FTE	Campus Center Building	Bookstore Construction	New Construction & Renovation	Repair and Replacement	Cascades Hall
Resources						
Beginning Fund Balance		$ 443,000	$ 800,000	$ 1,500,000	$ 169,000	$ 1,400,000
Interest Income		2,430	5,300	8,625	845	
Transfers In				240,090	325,830	
Total Resources		$ 445,430	$ 805,300	$ 1,748,715	$ 495,675	$ 1,400,000
Requirements						
Personnel Services	1.0	$	$	$	$	$ 85,416
Materials and Services				515,000	494,830	657,292
Capital Outlay		400,000	180,000	1,000,000		657,292
Transfers Out			360,090			
Ending Fund Balance		45,430	265,210	233,715	845	
Total Requirements	1.0	$ 445,430	$ 805,300	$ 1,748,715	$ 495,675	$ 1,400,000

Capital Projects Fund - Resources and Requirements by Project

	Residence Hall	Life Cycle Technology Replacement	Capital Equipment Fund	IT Server/ Infrastructure	Higher Ed Building Maintenance & Repair	Fiscal Year 2017-18 ADOPTED Budget
Resources						
Beginning Fund Balance	$ 449,000	$ 115,000	$ 70,000	$ 758,000	$ 275,000	$ 5,979,000
Interest Income	2,990	870	450	6,030		27,540
Transfers In		344,030	250,000	190,101		1,350,051
Total Resources	$ 451,990	$ 459,900	$ 320,450	$ 954,131	$ 275,000	$ 7,356,591
Requirements						
Personnel Services	$	$	$	$	$	$ 85,416
Materials and Services			300,000			1,967,122
Capital Outlay		400,000		500,000	275,000	3,412,292
Transfers Out	300,000					660,090
Ending Fund Balance	151,990	59,900	20,450	454,131		1,231,671
Total Requirements	$ 451,990	$ 459,900	$ 320,450	$ 954,131	$ 275,000	$ 7,356,591

Appendix B7 – Revenue Forecast

	Central Oregon Community College									REF: F.1
	General Fund Revenue/Expenditure Projection									FY 2017-18
	Fiscal Years 2018-2023									3/6/2018

In Thousands (000's)	2013/15 BIENNIUM		2015/17 BIENNIUM		2017/19 BIENNIUM		2019/21 BIENNIUM		2021/23 BIENNIUM	
	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
	2013/14	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**	**2021/22**	**2022/23**
Revenue and Support:										
1. State Aid:	$ 6,740	$ 7,577	$ 9,411	$ 9,321	$ 9,159	$ 8,337	$ 8,585	$ 8,280	$ 8,766	$ 8,433
Property Taxes										
2. Current Year Taxes	12,398	13,381	14,221	15,010	15,724	16,589	17,418	18,289	19,112	19,972
3. Prior Year Taxes	517	487	458	386	495	509	525	540	557	573
4. Total Public Resources (1,2,3)	19,655	21,445	24,090	24,717	25,378	25,435	26,528	27,110	28,435	28,979
5. Tuition	16,958	15,477	14,986	15,228	14,994	15,259	15,654	16,354	17,396	18,473
6. Fees	2,075	1,736	1,778	2,045	2,028	2,373	2,728	2,728	2,783	2,838
Other Revenue & Transfers-in										
7. Interest / Program / Miscellaneous	83	11	10	213	194	205	207	209	211	214
8. Transfers-in	305	1,214	0	232	2,280	2,241	2,000	2,000	2,000	2,000
9. Subtotal	$ 39,076	$ 39,883	$ 40,864	$ 42,435	$ 44,873	$ 45,513	$ 47,117	$ 48,402	$ 50,825	$ 52,504
Expenditures:										
10. Salaries	$ 20,201	$ 20,738	$ 21,091	$ 21,790	$ 22,574	$ 23,309	$ 24,008	$ 24,728	$ 25,470	$ 26,234
11. Payroll Assessments	10,642	11,106	11,540	12,040	13,155	13,070	14,267	14,835	16,097	16,733
12. Materials & Services	5,259	5,364	5,152	5,662	6,603	6,833	6,999	7,170	7,346	7,528
13. Capital Outlay	224	242	186	212	203	185	185	185	185	185
14. Transfers-out: Operating	2,685	2,355	2,602	2,659	2,145	2,644	2,825	2,939	3,055	3,174
15. Subtotal	$ 39,011	$ 39,805	$ 40,571	$ 42,363	$ 44,679	$ 46,041	$ 48,284	$ 49,857	$ 52,153	$ 53,854
16. Underutilization						(651)	(682)	(704)	(736)	(760)
17. Operating Surplus (Deficit)	$ 65	$ 78	$ 293	$ 72	$ 195	$ 123	$ (485)	$ (751)	$ (592)	$ (590)
18. Transfers-out: Supplemental										
19. Surplus (Deficit)	$ 65	$ 78	$ 293	$ 72	$ 195	$ 123	$ (485)	$ (751)	$ (592)	$ (590)
20. Ending Balance 06/30					$ 6,140	$ 6,263	$ 5,778	$ 5,026	$ 4,435	$ 3,845
21. Reserve Requirement (10%)					$ 4,468	$ 4,604	$ 4,828	$ 4,986	$ 5,215	$ 5,385

Appendix C - 1.B.1 FIAT Rubric

General Fund Requests Scoring Information

Requests are ranked based on the following: Impact score, benefit period, cost, and service level.

Criterion	Very High Impact	High Impact	Medium Impact	Low Impact
Aligns with Strategic Plan (SP) Objectives	• Direct alignment • Request clearly states connection to identified SP objectives	• Clear, poss. Indirect alignment • Clearly stated	• Arguably aligned with objectives	• Indirect/unclear alignment to SP objectives
Population Impact	• Affects large population (>100) • Benefits students • Meaningful/life changing • Aligns with other college wide efforts for additional impact (e.g. Underrepresented groups, Northern campuses, etc.)	• Affects moderate population (40-99) • Benefits students or staff/operations	• Affects modest population (10-40) of students or staff/ operations	• Affects small population • Indirect effect on students • Superficial or isolated impact
Resources Impact	• Low Cost • Increases efficiency or reduces workload • Aligns with other College efforts for added efficiency • Reduces costs in another area • Operating costs negligible/limited	• Moderate cost • Increases efficiency or reduces workload • Aligns with other College efforts for added efficiency • Reduces costs in another area • Operating costs negligible/limited	• High cost • Does not produce savings in other areas • No effect on workload • Ongoing costs	• Very high cost • Adds to workload • Isolated project • Does not produce savings in other areas • Ongoing costs high or poorly defined
Benefit Period	Score in this category is determined by the length of time the requested item would benefit the College if it were funded. The longer the benefit period, the higher the score. Be as specific as possible in the request, i.e. how long will the requested item last, if funded?			
Cost	Score in this category is determined by the total cost of the item requested.			
Current Service Level (CSL)	Request should indicate "CSL" if it is needed to continue with current services or provides compliance with regulatory or legal requirements. Compliance may be required due to licensing, insurance, accreditation, or new legislation.			

May 21, 2018 version

2018-23 Strategic Plan Implementation
RESPONSIBILITIES

RESPONSIBLE PARTIES:

Activity Leads: Individuals tasked with leading the implementation of a strategic activity.

College Planning and Assessment Team (CPAT): College advisory committee

Goal Work Groups (GWG): Content experts and key stakeholders assigned to aid SP implementation

President/President's Advisory Team (P/PAT): President and College leadership team

Goal Leads (GL): Chair and Vice Chair tasked with leading the implementation in assigned goal area

College: College employees

Task	Activity Leads (AL)	Goal Work Groups (GWG)	Goal Leads (GL)	College Planning and Assessment Team (CPAT)	President/President's Advisory Team (P/PAT)	College
Key Responsibility	*Implementers*	*Developers/Implementers*	*Facilitators/Aligners*	*Advisors/Oversight/ Facilitators*	*PAT Advises/President Takes Action*	
Establish/Maintain Goal Leads (GL)					President reviews and endorses Goal Leads and Goal Lead's Charge as needed.	
Establish/Maintain Goal Work Groups (GWG)			Review Goal Work Group (GWG) charge and membership as needed. Organize and facilitate GWG meetings		President invites recommended faculty/staff to GWGs as needed	
Prioritize 13 strategic initiatives		Prioritize initiatives within assigned goal area annually	Review prioritized initiatives for each goal and propose an overall prioritized list of initiatives annually Collect feedback from CPAT and to P/PAT for approval	Review prioritized initiatives and provide feedback to Goal Leads	Approve prioritized list of initiatives annually	
Initiative-Level Assessment Plans/Metrics		Develop/monitor assessment plan, including metrics, for each initiative. Review all with Office of Institutional Effectiveness (IE)	Lead development and monitoring of initiative-level assessment plans/metrics Share results/progress with CPAT and P/PAT annually	Review initiative-level assessment plans/metrics and provide feedback to Goal Leads	Review initiative-level assessment plans/metrics and provide feedback to Goal Leads	
Identify and Prioritize Activities related to each strategic initiative		Work with content experts to develop a list of prioritized activities (w/timelines) for each initiative in goal area	Review prioritized lists of activities for all goal areas Collect feedback from CPAT and to P/PAT for approval	Review prioritize list of activities and provide feedback to Goal Leads	Review/approve list of prioritized activities	

Appendix D – 1.B.3 SP Implementation Responsibilities Matrix - 2019-20

Task	Activity Leads (AL)	Goal Work Groups (GWG)	Goal Leads (GL)	College Planning and Assessment Team (CPAT)	President/President's Advisory Team (P/PAT)	College
Key Responsibility	*Implementers*	*Developers/Implementers*	*Facilitators/Aligners*	*Advisors/Oversight/ Facilitators*	*PAT Advises/President Takes Action*	
Establishing Activity-Level Assessment Plans/Metrics	Develop an assessment plan to monitor successful achievement of activity annually	Monitor assessment plan for each activity annually.	Assist Activity Leads with assessment plan, as needed.			
Resourcing strategic activities	Develop activity resource request in consultation with GWG Submit necessary request forms (FIAT, NPET, FAC)	Work with activity leads. Goal Leads and PAT members to develop resource requests	Prioritize all SP-related resource requests and approve funding	Review approved funding requests	Consider prioritized initiatives and activities when allocating resources Work with direct reports to ensure adequate resources are available	Include established strategic plan priorities in decision making
Implementing strategic activities	Complete activity	Work with activity leads and assist as needed	Check-in w/ activity leads on a regular basis to assess progress Keep activity leads informed of major deadlines	Receive annual progress updates on implementation of activities and provide feedback to Goal Leads	Work with direct reports to ensure strategic activities are a priority in operational planning. Hold direct reports accountable for getting work accomplished	Actively engage in strategic plan projects as needed
Strategic Planning GOAL Presentations	Develop an activity level report, once a year, to inform goal level reports	Develop a goal level presentation/report, once a year, for each goal	Establish a reporting calendar and ensure reports are completed when due Gather feedback from CPAT and share with P/PAT, Board and college community	Provide feedback to Goal Leads on goal reports	Review initiative reports	
Communication	Provide timely updates and key information to GWG	Establish timely talking points related to initiatives/activities	Communicate formally to CPAT and P/PAT, Board and College community	Ensure regular strategic plan communications take place.	Assist goal leads in communicating formally to CPAT and P/PAT, Board and College community.	Engage in strategic plan updates and remain knowledgeable about progress
Strategic Planning Implementation Calendar	Make progress on activities in accordance with the set calendar	Ensure progress is being made to meet calendar deadlines	Establish and maintain calendar deadlines and ensure progress is being made to meet deadlines	Work with Goal Leads to establish, maintain and meet planning and assessment calendar deadlines	Ensure progress is being made to meet the planning calendar deadlines	

Appendix E – 1.B.3 SP Goal Work Group Membership

2018-23 Strategic Plan Implementation
Strategic Plan Goal Work Groups

2019-20 Membership:

	Student Success	Student Experience	Community Enrichment	Institutional Efficiency
Goal Leads	**Betsy Julian**, Chair **Tyler Hayes**, Vice Chair	**Matt McCoy**, Chair **Michael Murphy**, Vice Chair	**Julie Downing**, Chair **Glenda Lantis**, Vice Chair	**Alicia Moore**, Chair **Brynn Pierce**, Vice Chair
Administrator	**Gordon Price** (Student Life) **Diana Kalanquin** (CAP Services / Branch Campus)	**Jeremy Green** (Branch Campus) **Tina Redd** (Branch Campus) **Keri Podell** (CAP Services/Branch Campus) **Evelia Sandoval** (Multicultural/Bend/ Redmond)	**Suzie Kristensen** (Branch Campus) **Ron Paradis** (College Relations) **Deena Cook** (Student Services)	**JJ Shew** (CFO/HR) **Aimee Metcalf** (College Relations) **Darren McCrea** (IT) **Seana Barry** (HR)
Classified	**Sue Pierce** (Financial Aid)	**Yasuko Jackson** (Online)	**Austin Rieger** (Instruction) **Raquel Meyers** (Instruction)	**Erika Carman** (Instruction)
Faculty	**Michel Waller** (Transfer) **Ralph Phillips** (CTE) **Julie Keener** (Dev Ed/Title III)	**Kristin Dorsey** (Online/Branch Campus) **Kirsten Hostetler** (Instruction/Library)	**Michael Gesme** (Instruction)	**Lew Cousineau** (Instruction)

As of 10.21.19

Appendix F - 1.B.3 & 2.A.4 2019-20 Strategic Plan Prioritized Initiatives and Activities

STUDENT SUCCESS (SS) Initiative 1: Enhance development of course and program offerings and delivery methods iciently complete their academic goal.	
Activity:	
SS - 1a	Develop Directed Self Placement tool and process that places students at the highest level of math and writing in which they can be successful
SS - 1b	Increase support for Universal Design for Learning (UDL)
SS - 1c	Provide training for PT faculty to help them improve their delivery methods.

STUDENT SUCCESS (SS) Initiative 2: Enhance and promote the resources and tools available to help students efficiently complete their academic goal.	
Activity:	
SS - 2a	Continue to add programs areas to GradTracks Plans
SS - 2b	Increase supplies/tools available for STEM students (GEOL, Micro, math)
SS - 2c	Increase support specifically aimed at veterans

STUDENT EXPERIENCE (SE) Initiative 1: Develop and implement a comprehensive approach to academic offerings and student support services on all campuses and online.	
Activity:	
SE - 1a	RFP for Learning Management System (LMS) Trial
SE - 1b*	Support for online course development
SE - 1b*	Remote test proctoring
SE - 1b*	e-Learning Teaching Center

COMMUNITY ENRICHMENT (CE) Initiative 2: Advance positive regional economic development by assisting with educational and training needs of business, industry and workforce.	
Activity:	
CE - 2a	Needs Assessment *(Activity suggested from the 2017 Summit - not yet a formalized proposal)*
CE - 2b	Business/Industry Education/Training Certifications *(Activity suggested from the 2017 Summit - not yet a formalized proposal but may include the badge proposal)*
CE - 2c	Community Awareness/Relationship Building *(Activity suggested from the 2017 Summit - not yet a formalized proposal)*
CE - 2d	Phlebotomy Course

INSTITUTIONAL EFFICIENCY (IE) Initiative 1: Improve practices and structure related to providing a healthy and productive workplace.	
Activity:	
IE - 1a	Implement employee Campus Climate survey via "Great Colleges to Work For." Serves as a means to establish baseline data regarding employee perception of a "healthy and productive workplace."
IE - 1b	Continue work on the administrator compensation study, a study to review the salaries and titles of COCC administrative positions.
IE - 1c	Develop and begin tracking employee-related metrics (e.g., turnover rates, demographics) to assist with trend analysis, resource planning, and related activities, as well as provide baseline data for achievement of the "healthy and productive workplace" initiative.
IE - 1d	Evaluate and refine/redesign the employee recruitment and hiring process and system to be more efficient, effective, and to promote diversity. Develop employee training regarding redesigned process/system.
IE - 1e	Evaluate and improve the College's committee structure.

Appendix G – 1.B.3 SP Activity Ranking Rubric

Strategic Plan Activity Ranking
The purpose of this rubric is to provide one of the tools for strategic goal team members to rank each individual strategic plan activity within their respective goal group. The criteria and scoring are provided below. After all scored rubrics have been compiled and ranked, the rubrics are to be collapsed into one collective scored rubric per activity per team.
Strategic Plan Goal
Strategic Plan Initiative
Strategic Plan Activity
Date

CRITERIA	4 (high)	3	2	1 (low)
Impact to initiative (move the needle?)	significant impact to initiative outcomes			no or minimal impact to initiative outcomes
External Requirements/ Mandates	High probability of an audit or penalty; short timeframe for compliance; significant impact to initiative outcomes			Low or no probability of an audit or penalty; no or long-term timeframe for compliance; no or minimal impact to initiative outcomes
Health/Life/Safety/ Wellness	Significant impact on target audience			Low impact on target audience; significant impact to initiative outcomes
Institutional Readiness	Current activity, resources (time, personnel, dollars) already invested; college support is evident			Little college discussion/exposure to activity; new activity; no resources (time, personnel, dollars) yet invested

Appendix G – 1.B.3 SP Activity Ranking Rubric

Policy or Procedure Impact	Minimal impact to existing policy or process			Significant redesign of existing process or policy required; policy or process change will require significant change across the College
Time to Impact	Impact to initiative realized within one to two years			Five or more years needed to realize positive impact on activity or initiative
Capacity to Do the Work	Resources are available and/or already assigned (time, staff, expertise, budget)			Resources are not available (time, staff, expertise, budget)
One-time or recurring commitment needed	?			?
Category Subtotals:	0	0	0	0
Total:	0			

Appendix H – 1.B.3 SP Funding Request

2019-20 Strategic Plan Funding Request

INTRODUCTION

The College allocated $100,000 to support implementation of strategic plan activities and ultimately, achievement of strategic plan goals. This is a one-time allocation, although the funds may be allocated in future years if the need and resources exist. The following information outlines the process for accessing these funds.

SUBMITTING A PROPOSAL

Departments or areas with responsibility for implementing and maintaining a Strategic Plan prioritized activity 2019-20 Strategic Plan Activities may submit a proposal for funds to begin work towards or implement the activity. The proposal can be for any amount, noting the following:

- The College has allocated $100,000 towards implementation of strategic plan activities.
- Funds are one-time funds only, meaning that while the funds may be used across multiple years of the strategic plan, they are not a permanent addition to a department's general fund.

Departments or areas submit draft proposals to the appropriate Goal Work Group via the College Planning email address (collegeplanning@cocc.edu) for review. If the Goal Work Group agrees that the proposal(s) align with a prioritized activity and helps achieve goal area initiatives, the Goal Work Group will prioritize the proposal(s) for review by the Goal Leads.

The Strategic Plan Goal Leads will solicit proposals approximately three times per year, noting that limited funding may limit the ability to do so for rounds two and three. The first funding cycle deadline will be **NOVEMBER 15, 2019**.

To submit a proposal, please complete the following request form.

AWARD NOTIFICATION

Proposers will be notified of the award as soon as possible after review.

AWARD FOLLOW UP

Proposers will be required to submit a brief summary of activity implementation at key milestones during implementation (if any) as well as a final report after the activity is implemented. The final report should include:

- Summary of activity
- Major achievements
- Assessment of activity

CENTRAL OREGON community college

2019-20 Strategic Plan Funding Request

Project Name:	Date:

Requestor Name(s):

Requestor Department(s):

Name of Activity:

Check the goal area and initiative that align with the proposed activity.

☐ Student Success Initiative 1: Enhance development of course and program offerings and delivery methods to help students efficiently complete their academic goal.

☐ Student Success Initiative 2: Enhance and promote the resources and tools available to help students efficiently complete their academic goal.

☐ Student Experience Initiative 1: Develop and implement a comprehensive approach to academic offerings and student support services on all campuses and online.

☐ Community Enrichment Initiative 2: Advance positive regional economic development by assisting with educational and training needs of business, industry and workforce.

☐ Institutional Efficiency Initiative 1: Improve practices and structure related to providing a healthy and productive workplace.

Provide a short narrative of how the proposal connects to the initiative and the activity.

List key stakeholders on the table provided below. *(Stakeholders are individuals, departments or others who would be impacted by this request, and those who would be involved with implementation of the request. Lead stakeholders for the area(s) impacted sign acknowledging they have read the proposal and will also include the opportunity for leads to comment.*)

Do all stakeholders support this request? If not, why?

Description of the work to be done, in detail, and how it is in support of the prioritized activity.

Please provide an itemized budget and indicate if this is a one-time request for funding. If on-going expenses will be incurred, how will you sustain the activity?

Appendix H – 1.B.3 SP Funding Request

Are there any personnel implications – existing personnel assuming new responsibilities, or will the proposal require hiring new employees?

What is the desired timeline for the request and what would be the milestones?

Please provide an assessment plan and metrics/benchmarks.

<u>NOTE:</u>
Proposers recognize that these are one-time funds and not a permanent addition to a department budget. Therefore, if on-going expenses are not supported through the College's general fund budgeting process, proposers acknowledge that the activity may need to cease.

Required Signatures: Please have requestors and all listed stakeholders sign and date to ensure they were part of this process.

Name:	Signature:	Date:

Appendix I - 1.B.3 Strategic Plan Activities Funding Request Rubric

Benefits	4 (high)	3	2	1 (low)
Impact to initiative (move the needle?)	Significant impact to initiative outcomes			No or minimal impact to initiative outcomes
Institutional readiness	College support is evident with defined champions (due to external mandate, task force recommendation, strong survey responses, etc.)			Little college discussion/exposure to activity; no clear champions for activity
Time to impact	Impact to initiative realized within one to two years			Five or more years needed to realize positive impact on activity or initiative
Capacity to do the work	Resources are available and/or already assigned (time, staff, expertise, budget)			Resources are not available (time, staff, expertise, budget)
Category Subtotals:	0	0	0	0
Total:	0			

Appendix I - 1.B.3 Strategic Plan Activities Funding Request Rubric

Costs	4 (high)	3	2	1 (low)
Facilities modifications equipment, software, or other one-time capital purchase	Over $50,000 needed for new, or to adapt existing, facilities, equipment/software	$20,000 - $50,000	$5,000 - $20,000	Less than $5000 needed for new, or to adapt existing, facilities, equipment/ software
Time commitment	Affects more than 100 people AND will require more than 20 people-days of work to achieve the goal			Affects fewer than 10 people AND will require fewer than 5 people-days of work to achieve the goal
Staffing impact	Will require no reallocation of staffing			Will require major reallocation of staffing
Category Subtotals:	0	0	0	0
Total:	0			

GRAND TOTAL	0

Other factors

Policy/practice impact	Will require change to GP manual and major change of practice	Significant change in practice	Minor change in practice	No change in practice

Will there be any ongoing costs? If so, where will the funding come from?

Appendix J - 1.C.2 Related Instruction Outcomes

Related Instruction Purpose, Outcomes and Criteria
(Approved Academic Affairs Nov. 18, 2019)

The purpose of related instruction is to ensure minimum, essential skills in the areas of communication, computation, and human relations which align with and support program goals or outcomes . COCC includes related instruction requirements in every career and technical education program that is at least a year in length (36 credits or greater). Related instruction courses are embedded in the course list under program requirements. All courses used for related instruction have been approved as meeting the College's communication, computation, or human relations outcomes at the time of approval.

 Courses approved for related instruction should be substantially dedicated to achievement of the outcomes associated with the RI category and must clearly serve CTE students.

Computation

Upon successful completion of the course, the student will be able to:

1. Solve basic problems using mathematical principles and be prepared to apply them to workplace scenarios.
2. Evaluate and interpret data in order to make informed decisions in the workplace.

In order to meet the related instruction computation component of a CTE program, a course must:

1. Meet all computation outcomes;
2. Include at least 30 hours of focused instruction directly related to the outcomes;
3. Be college level;
4. Be taught or monitored by a qualified instructor.

Communication

Upon successful completion of the course, the student will be able to:

1. Communicate clearly, accurately, and professionally in a variety of situations including workplace scenarios.
2. Communicate in written format confidently and effectively with a variety of audiences and be prepared to apply these skills in the workplace.

In order to meet the related instruction communication component of a CTE program, a course must:

1. Meet all communication outcomes;

2. Include at least 30 hours of focused instruction directly related to the outcomes;
3. Be college level;
4. Be taught or monitored by a qualified instructor.

Human Relations

Upon successful completion of this course, the student will be able to:

1. Identify and model behaviors that demonstrate respect for diverse perspectives and experiences and be prepared to apply them in the workplace.
2. Collaborate and dialogue with empathy and respect.

In order to meet the related instruction human relations component of a CTE program, a course must:

1. Meet all human relations outcomes;
2. Include at least 30 hours of focused instruction directly related to the outcomes;
3. Be college level;
4. Be taught or monitored by a qualified instructor.

Appendix K - 1.C.7 Excerpt from Bookstore AUR Report

Administrative Department Review *Report*

Due: _____

6b. Procedure, Measurement Tool and Timeline
Worked with Missouri Book Services to activate Student Financial Aid as a tender type in Insite, which is the program the bookstore uses for our website, starting Winter 2018 term. Insite has reporting tools that allow us to track all orders using bookstore credit on a term-by-term basis.

7. Data

	08/28/17-11/27/17	12/04/17 - 03/04/18	03/05/18-06/04/18	06/05/18 - 08/25/18	08/26/18-11/26/18	12/03/18-03/03/19	03/04/19 - 04/24/19
Online Financial Aid Sales Totals		$2,367.00	$5,000.89	$3,893.16	$14,675.78	$12,800.00	$10,335.79
Total Online Financial Aid Transactions	Not Available	Q-15	Q-47	Q-41	Q-102	Q-95	Q-72
FTE Student Enrollment	1667	1567	1384	1321	1589	1423	N/A

8. Summary and Analysis: Continuous Improvement (Report-to be completed annually when data are available)
Adding Student Financial Aid as a purchase option on the website has been very successful. This option allows students to pre-order and pick up their course materials ahead of time. Students can also request that their order be sent to the Redmond bookstore for pick up. At the beginning of Fall 2018, we implemented another shipping option to have orders sent to the Madras campus. This option allows students in Madras, or Warm Springs to pick up their orders without having to drive to Bend or Redmond, and this option has been popular with students. Having Student Financial Aid as a tender option has also been very helpful for students taking online classes. These students can use their bookstore credit to make their purchases and have them shipped directly without visiting the campus.
Continued promotion of this feature will insure its use, and even if enrollment continues to decline, the percentage of students using online ordering will continue.

Report submitted a**nnually**.
Data and analysis from three annual **Reports** will inform a new **Plan.**

Appendix L – 2.D.2 Accounting Procedures for Employee Gifts and Gift Cards

Fiscal Services Department

Accounting Procedures (employee gifts and gift cards) March 2019

Employee Gifts and Events:
The College provides awards and gifts to employees in the following forms; 1) *employee achievement awards* (qualifying recipients determined through HR Dept.); 2) *length of service awards* (qualifying recipients determined through HR Dept.); and 3) *full-time employee retirement gifts* (qualifying recipients determined through employee's Department.) These awards/gifts cannot exceed $100 and must be in the form of tangible property (e.g., plaques, pen-sets, coffee mugs, clothing, etc.) and *not cash, cash equivalents* **(e.g., gift cards)** *or other non-excludable awards (all considered taxable income by the IRS).* Staff or departments may want to recognize employees for outstanding achievement, or length of service with a reception, party or lunch. It is inappropriate to expend college funds for these purposes. The Department may however, seek approval to use some or all of the $100 available for a retirement gift at an open, on-campus retirement event.

Gift Cards:
Departments may want to provide gift cards/certificates to individuals (e.g., volunteers, speakers, etc.) to acknowledge their contributions to the college. Gift cards issued using college funds must comply with the following guidelines:

- ❖ Must be for small amounts (e.g., $5.00 - $25.00)
- ❖ Must provide justification (college purpose) for gift cards issued
- ❖ Can't be used in lieu of pay
- ❖ Departments must maintain detailed log for gift cards including:
  - The number of cards purchased and denominations
  - Cards issued (to whom and for what purpose)
  - Cards issued to **employees** must now be reported to the Fiscal Services Department (2010 IRS regulations now treat all gift cards received by employees as compensation and taxable)

Appendix M – 2.D.2 Accounting Procedures for Transportation and Mileage Expense

Travel, Transportation, and Mileage Reimbursements Procedures

If an employee receives a travel advance, allowance or reimbursement for ordinary and necessary employee business expenses, the IRS (Internal Revenue Service) rules on how you report this amount depends on whether the reimbursements are paid through an "Accountable Plan" or a "Non-Accountable Plan". Each plan is outlined below:

Accountable Plan: (reimbursements are considered business expenses and not included in W-2 earnings)
- There must be a business purpose and the expense must be reasonable
- There must be reasonable accounting for the expenses
- All excess reimbursements must be repaid in a reasonable time

Per Diem and mileage reimbursements using current federal rates satisfies the adequate accounting requirements. Hotel, taxi, airfare or other travel related expenses must be reasonable and substantiated with detailed receipts.

Non-Accountable Plan: (reimbursements are considered employee W-2 earnings)
- Fails to meet one or more of the three rules under accountable plans
- Excess reimbursements not returned to employer
- Reimbursement of nondeductible expenses

- ✓ *Commuting expenses no matter how far from your regular place of work are considered personal expenses.*

Examples:
1) Full time faculty member teaching at the Bend campus (regular place of work) is required to teach a class at the Madras campus. Transportation cost (*mileage reimbursement*) is considered a business expense and not included in employees W-2 earnings.
2) Full time administrative assistant working at the Redmond campus (regular place of work) is required to work two half days at the Bend campus. Transportation cost (*mileage reimbursement*) is considered a business expense and not included in employees W-2 earnings.
3) Part time faculty member is paid mileage to teach a class in Warm Springs. Transportation costs (*mileage allowance*) is considered commuting to regular job and included in employees W-2 earnings.
4) Full time faculty member teaching at the Bend campus is permanently transferred to the Redmond campus. The Redmond campus is now the regular place of work.
5) Full time faculty member or adjunct teaching off-contract on a notice of appointment (NOA) is now classified as part-time faculty for purposes of transportation costs (*mileage allowance*).
6) Grounds maintenance employee's permanent schedule is Mondays-Wednesdays-Fridays at the Bend campus and Tuesdays-Thursdays at the Redmond campus. Both locations are considered employee's regular place of work and travel costs are considered commuting.

The expenditure accounts used for *mileage reimbursements* and *mileage allowances* are listed below:

- ➢ Mileage Reimbursements: Administrative Travel - Account 64100
- ➢ Mileage Allowances: Taxable Mileage Allowance - Account 51102

Appendix N – 2.D.2 Mileage Flowchart

Reference: Mileage Flowchart   **2/21/2018**

EMPLOYEE TYPE	QUALIFYING HOME-CAMPUS	DESTINATION	MILEAGE CLASSIFICTION	MILEAGE ELIGIBILITY TYPE
Full-Time Faculty	Yes	Is travel to home-campus?	NO → Considered work related travel	Mileage Reimbursement
			YES → Considered commuting	N/A
Adjunct Faculty	No		Considered commuting	Mileage Allowance
Part-Time Faculty	No		Considered commuting	Mileage Allowance
Administrative	Yes	Is travel to home-campus?	No → Considered work related travel	Mileage Reimbursement
			Yes → Considered commuting	N/A
Classified	Yes	Is travel to home-campus?	No → Considered work related travel	Mileage Reimbursement
			Yes → Considered commuting	N/A
Irregular Wage	No		Considered commuting	Mileage Allowance

Terms & Definitions

a) *Qualifying Home-campus: location employee spends majority (51% or more) of regular work time*

b) *Commuting: personal expense related to traveling to work place*

c) *Work related travel: employees traveling away from their regular place of work for the benefit of the College.*

d) *Mileage reimbursement: mileage reimbursement for work related travel (account 64100)*

e) *Mileage allowance: taxable mileage paid [must meet eligibility requirements] for commuting to regular place of work (account 51102)*

f) *In-town mileage: not eligible for reimbursement*

g) *Summer NOA: Faculty teaching off-contract on NOA are now contractually part-time faculty.*

h) *Part-time and Adjunct faculty mileage allowance subject to 30 mile round trip minimum.*

Appendix O - New FT Faculty Position Request Form

New FT Faculty Position Request Form   Discipline:

(excluding summer)

	2016-17	**2017-18**	**2018-19**
Total # FT faculty			
Total # ADJ faculty			
Total # PT faculty			
Total Instructional load (# sections)			
FT Instructional load (# sections & %)			
Adj Instructional load (# sections & %)			
PT Instructional load (# sections & %)			
Total non-instructional load			
Total student FTES			
Discipline growth trend (FTE)			
Average class size			
Class % fill rate			

Data from
https://public.tableau.com/views/FacultyPositionRequestData/FacultyNumbers?:embed=y&:display_count=yes&:showVizHome=no

Appendix O - New FT Faculty Position Request Form

New Position Request Form   Discipline:

Discipline trends and anticipated future demands on discipline.

Need for full-time instructors relative to the sequence of the discipline curriculum.

Availability of qualified PT faculty to teach in the discipline.

History of faculty changes in the discipline.

Closed Class Count, waitlist amounts, other important information about class size or demand

Plans for discipline growth

Impact on Redmond, Madras, Prineville or other areas

Unique non-instructional faculty demands

Recommendations and demands of the community (e.g. advisory boards, accreditation).

Recommendations from APR

Other factors

Appendix P - 2.F.4 Classified Evaluation Guide

CLASSIFIED EVALUATION GUIDE

The following resources and forms have been developed in order to assist employees and supervisors in the process of mutually assessing job performance in support of ongoing quality improvement and individual growth. The intent is to develop tools that fit within the Central Oregon Community College work culture, are interactive, and promote communications both during the process of evaluation and during continuing discussions of work in the department. These processes satisfy related contractual obligations to evaluate performance for classified employees, but above all, are intended to help provide a focus and vehicle for development of individuals, processes and organizational units.

- The **COCC Classified Performance Evaluation and Goal Setting Form** provides a template to identify primary functions, behavioral competencies, and goals. Supervisors evaluate the primary functions and behavioral competencies based on demonstrated performance and observable and/or verified quality of work and productivity.
- The **Employee Annual Performance Self-Evaluation** form has also been developed for use in the evaluation process and provides a vehicle for employees to discuss specific aspects of their work performance over the past evaluation period. It is highly recommended that you have the employee complete the self-evaluation BEFORE the evaluation meeting.
- The **Communicating and Documenting Performance Standards to Employees** document provides guidance for communicating employee performance, quality of work and areas of improvement on the performance evaluation form.

The performance **evaluation period** is based on the CALENDAR YEAR, not the fiscal year or any other bargaining unit date. For example, while evaluations are due by March 15th under the union agreement, the review period should be from Jan-Dec of the year prior and not Jan-March of the new year.

INTRODUCTION: WHY EVALUATE PERFORMANCE?

At COCC, we believe that our employees are our most important resource. Our ability to educate students and to serve our district wide community is directly related to the quality of our workforce and its contributions. Recognizing this, the College is committed to working in partnership with employees toward achieving excellence in their individual roles. Review of work performance and previous year goals as well as setting new goals on a regular and planned basis is an important tool in that process. To be effective, this review must be fair, consistent, and uphold the College mission, vision, and values (click to visit webpage).

The purpose of the evaluation is to evaluate and discuss the employee's performance and to jointly identify any training or professional development goals. The review should be comprehensive, as it will cover up to a full-year period. Remember, the evaluation meeting is not a time for "surprises". Issues with performance or behavior that have occurred during the previous year should have already been discussed with the employee.

Appendix P - 2.F.4 Classified Evaluation Guide

CONDUCTING THE PERFORMANCE EVALUATION

The following suggestions, adapted from Gardenswartz and Rowe (Managing Diversity). Pfieffer and Co, 1993) can help to make this process successful for both the Supervisor and the employee whose performance is being appraised:

PRE-PLANNING FOR PRODUCTIVE PERFORMANCE EVALUATIONS FOR SUPERVISORS

1. ***Explain how the employee will be evaluated.*** Review both the COCC Classified Performance Evaluation and Goal Setting Form and the Communicating and Documenting Employee Performance Standards document with your employee.

2. ***Provide the Employee Annual Performance Self-Evaluation form:*** Using this form is at the employee's option; however, such documents can be helpful to guide the employee's reflection on his/her performance throughout the year and to provide input to the supervisor. It can be useful to identify training and development needs or goals that the employee may think are relevant. Do not debate or questions the employee's self-assessment. You will have the opportunity to identify areas of agreement as well as any problems or areas of concern during your evaluation of the employee's performance.

3. ***Draft an outline of your evaluation.*** Gather performance input from others, as appropriate, review the Employee Self Evaluation Form, and consult your notes and examples of issues, both positive and critical, that you have accumulated over the past year[1]. Using all these materials, draft your evaluation outline and goals.

   [1]*There is a tendency for evaluations to reflect the few months just prior to the evaluation rather than the annual period covered by the evaluation. Making notes throughout the year will provide you with ample information to write a complete, representative review.*

4. ***Review your evaluation with your supervisor (Director/PAT member).*** Prior to completing the performance evaluation with the employee, review what you plan to present with your supervisor to assure concurrence and to gain additional input.

CONDUCTING THE PERFORMANCE EVAUATION SESSION

1. ***Set the time and place for the review session.*** Give both yourself and the employee enough time to prepare the evaluation forms. Also, set aside enough time at the evaluation meeting for discussion. Reserve a private location in which to meet. The evaluation meeting is important and warrants your full attention and time.

2. ***Present your evaluation.*** Begin with good news. Cite specific examples of positive productive performance as well as areas needing improvement.

3. ***If necessary, jointly identity problems and any obstacles to achieving expected employee performance.***

   - What seem to be the problem areas?
   - What task seems to be the most difficult?
   - Where does performance slip?
   - What is getting in the way?

4. ***If necessary, jointly create a plan for improving performance.***
    - How can the obstacle be overcome?
    - What does the employee need to do differently?
    - How can you help him/her in that process?
    - What are the employee's goals for growth?
    - How can these be worked on?
    - What are the planned intervals for reassessment?

5. ***Review previous year goals and jointly create goals for next year.*** Look back at the goals set for last year and determine if they were met (the progress of these goals should be checked throughout the year). If not met, determine if they are still relevant and should carry forward. Both the supervisor and the employee should discuss and mutually set goals with a clear understanding that they be realistic and achievable. The goals can be related to enhanced performance, including increased job knowledge and skills or professional development or other areas. Make sure to identify steps/resources needed to achieve goals.

6. ***Agree to the evaluation and commit to a plan of action.*** Ideally, both the employee and the supervisor can come to agreement about the evaluation and determine the next steps. Any unsatisfactory areas of performance should be documented in the evaluation and HR contacted to initiate a performance improvement plan.

7. ***End on a positive note.*** Summarize the evaluation and the next steps. Obtain the necessary signatures and forward to the Office of Human Resources.

AFTER THE EVALUATION

1. How did it go? Is there anything you would want to change the next time you do a review?

2. Plan scheduled checkups with the employee periodically to assess performance improvements and progress toward goals. Make adjustments as needed.

3. If there were any areas of unsatisfactory performance, contact Human Resources to work on a performance improvement plan.

TIPS TO COMPLETING THE COCC CLASSIFIED PERFORMANCE EVALUATION AND GOAL SETTING FORM

PRIMARY FUNCTIONS

Use the position description[1] and/or the position description questionnaire to categorize tasks/duties into no more than four primary functions or duty areas. Provide narrative comments and give specific examples to support the evaluation of the performance. Where possible, relate employee performance to the College mission and/or the COCC Strategic Plan. Utilize the *"Communicating Performance Standards to Employees"* guide for help in crafting feedback in the evaluation form. [1]*Update with Human Resources if necessary.*

BEHAVIORAL COMPETENCIES

Use the position description and/or the position description questionnaire to identify a few necessary behavioral competencies, e.g. interpersonal skills, communication, proactive, etc. Provide narrative comments and give specific examples to support the evaluation of the

competencies. Where possible, relate employee performance to the College mission and/or the COCC Strategic Plan. Utilize the *"Communicating Performance Standards to Employees"* guide for help in crafting feedback in the evaluation form.

GOAL SETTING

This section should be completed with the employee during the evaluation meeting. Refer to Step 5 in the 'Conducting the Performance Evaluation Session' section of this document.

EXAMPLE OF A PERFORMANCE RELATED GOAL

The **goal** established is to have an operational knowledge of Microsoft Excel.

The **steps/resources needed** are taking classes and/or trainings offered on campus or in the community.

EXAMPLE OF A BEHAVIORAL RELATED GOAL

The **goal** for the coming year is that the employee's behavior towards customers and co-workers be appropriate, courteous and professional.

The **steps/resources needed** include the EAP, critical feedback, supervisory counseling and training in areas such as customer service.

SUPERVISOR SUMMARY

Provide a brief summary of evaluation and mark appropriate statement.

EMPLOYEE COMMENTS

The employee has the option of completing the comment section and you should encourage them to provide comments about the evaluation.

Appendix P - 2.F.4 Classified Evaluation Guide

PERFORMANCE EVALUATION CHECKLIST

HR OFFICE:

- Notifies supervisor of upcoming evaluations one month before evaluation date.

- Provides forms on HR Forms website.

- Offers guidance and training for evaluation process.

- Maintains official file for classified employee which includes past evaluations.

SUPERVISOR:

- Forwards updated position description to HR for review, if necessary.

- Reviews prior year's evaluation form.

- Reviews the Communicating and Documenting Employee Performance Standards document.

- Provides employee with Employee Annual Performance Self-Evaluation form and requests return of evaluation form by a given date.

- Reviews Employee Annual Performance Self-Evaluation form —if received—before evaluation meeting.

- Completes the COCC Classified Performance Evaluation and Goal Setting Form and uses current (or updated) position description for identification of primary job functions and behavioral competencies.

- Review evaluation with your supervisor for concurrence and comment.

- Meets with employee to review and discuss the COCC Classified Performance Evaluation and Goal Setting Form.

- Keeps a copy and sends to HR office for personnel file.

- Sets regular check-in meetings with employee.

EMPLOYEE:

- Reviews job description, revises (with supervisor) if needed.

- Reviews prior year's evaluation form.

- Reviews the Communicating and Documenting Employee Performance Standards document.

- Completes Employee Annual Performance Self-Evaluation Form.

- Meets with supervisor for performance evaluation.

- Keeps copy of performance evaluation.

- Meets regularly with supervisor for check-ins.

Appendix Q - 2.F.4 Communicating and Documenting Employee Performance Standards

 COMMUNICATING AND DOCUMENTING EMPLOYEE PERFORMANCE STANDARDS

The following definitions are provided as a guideline to help supervisors and employees communicate and document employee performance standards during annual evaluations. These guidelines and terminology are to be used in conjunction with completing the COCC Classified Performance Evaluation and Goal Setting document.

If an employee .. (exceeds requirements, meets expectations, or requires immediate improvement) their performance looks like one of the following:

Exceeds Requirements - Performance consistently exceeds requirements of the job function Actions demonstrate exceptional initiative and creativity in furthering the mission of the College. Examples of actions that significantly exceed expectations include, but are not limited to:

- Identification of new approaches that improve efficiency without compromising service
- Information sharing that contributes to fully informed decision-making
- Willingness to mentor others, providing feedback that builds confidence and competence
- Ability to positively influence others to think beyond the details of the job and work toward overall goals of the division/department, and the College
- Demonstrations of initiative to seek information or clarification of policies, procedures, or objectives. Flexibility in responding to changing conditions
- Ability to handle change and integrate new approaches into work assignments
- Extraordinary demonstrations of initiative that have contributed to a collaborative work climate
- Performing assigned responsibilities in a manner that often exceeds communicated standards

Meets Expectations (Satisfactory): Performance consistently meets requirements of the job. Actions demonstrate satisfactory skills and behaviors in meeting assigned responsibilities. Examples of actions that meet expectations include, but are not limited to:

- Performs assigned responsibilities consistently well
- Demonstrates good work habits, following established work schedule and completing projects and tasks thoroughly
- Anticipates problems and suggests action, or where appropriate, independently takes action
- Meets deadlines and produces consistently acceptable levels of productivity
- Provides reliable input and recommendations
- Keeps supervisor and team informed of progress, problems, strengths, and challenges, and solicits solutions from the team, where appropriate
- Is a solid member of the division/department team, learning from mistakes and contributing in a positive way to the overall work climate in the division/department
- Demonstrates interest in developing knowledge and skills
- Makes progress toward identified goals in previous performance review
- Sets goals and achieves them

Appendix Q - 2.F.4 Communicating and Documenting Employee Performance Standards

PERFORMANCE LEVEL GUIDELINES FOR COCC CLASSIFIED STAFF Continued

<u>Requires Immediate Improvement</u> - Performance and/or behaviors are routinely unsatisfactory to meet the requirements of the job. Actions and work product are inconsistent in meeting assigned responsibilities; knowledge and skills are evident, but not demonstrated; work ethic, attitude, or confidence may prevent full use of the knowledge and skills. Examples of actions that require improvement and are considered unsatisfactory, include, but are not limited to:

- Has potential for high levels of productivity, but is inconsistent in performance of assigned responsibilities
- Inability to utilize avenues of support, or unwillingness to ask for help
- Inconsistency in communicating essential information to employees involved in projects/tasks
- May be present and punctual and demonstrate good interpersonal skills, but technical abilities are inconsistent
- Need for improvement and development has been communicated between employee and supervisor, a plan of action has been put in place to correct deficiencies, and the employee is not pursuing corrective action
- Complains often about responsibilities or other people
- Specific, repeated actions that do not meet expectations have been communicated to the employee by the supervisor (verbally or in writing)
- Quality of work, productivity, and/or behaviors need to improve substantially
  NOTE: If an employee receives this rating for one or more job function, the supervisor needs to address the performance and work with the employee on a performance improvement plan. Contact HR for assistance. See below for overall rating implications.

The overall performance evaluation written and communicated to the employee should reflect the supervisor's inclusive assessment of the employee's performance and behaviors as they relate to the job description and the work expectations for the rating period (January – December). If the overall rating is expected to be **Unsatisfactory** or below, contact Human Resources immediately for guidance on setting a performance improvement plan and for information on the potential salary impact on the employee should the employee fail to raise performance to a satisfactory level by June 30th of the fiscal year. Also refer to Article 26, Sections 9 and 10 of the Classified Bargaining Agreement for details.

Appendix R 2.F.4 Classified Performance Evaluation and Goal Setting Form

COCC CLASSIFIED PERFORMANCE EVALUATION AND GOAL SETTING FORM

<u>PERFORMANCE EVALUATION</u>

Date: Employee Name: Position Title:

Department: Supervisor Name: Review Type: ( ) Annual   ( ) Probation

Evaluation Period:

PRIMARY FUNCTIONS (Identify up to 4 primary functions/duties)	PERFORMANCE & QUALITY OF WORK (provide comments)	AREAS OF IMPROVEMENT (provide comments)
Function 1:		
Function 2:		
Function 3:		
Function 4:		

Behavioral Competencies (Identify behavioral characteristics - ex: interpersonal skills, communication)	PERFORMANCE (provide comments)	AREAS OF IMPROVEMENT (provide comments)

Evaluation help documents located on the <u>HR website</u> → see Communicating Performance Standards to Employees

Appendix R 2.F.4 Classified Performance Evaluation and Goal Setting Form

COCC PERFORMANCE EVALUATION AND GOAL SETTING

<u>GOAL SETTING</u>

Employee Name:	STEPS/RESOURCES NEEDED TO ACHIEVE GOALS	COMPLETION DATE/COMMENTS
Prior Year Goal Progress		
Current Year Employee Goals		

Appendix R 2.F.4 Classified Performance Evaluation and Goal Setting Form

COCC PERFORMANCE EVALUATION AND GOAL SETTING

<u>SUMMARY</u>

Employee Name:

Supervisor Summary (note areas of exceptional performance and areas requiring immediate improvement):

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Summary Rating – for the purpose of meeting CACOCC contract requirements, please rate the employee using the following options:

( )   PROBATION REVIEW – MEETS STANDARDS/SATISFACTORY PERFORMANCE. Performance is what is expected within the first six months of employment. Employee is eligible for contracted probationary increase.

( )   ANNUAL REVIEW – MEETS STANDARDS/SATISFACTORY PERFORMANCE. Performance is what is expected of a fully qualified and experienced person in the position. Employee is eligible for contracted annual increase.

( )   *ANNUAL OR PROBATION – DOES NOT MEET STANDARDS/UNSATISFACTORY PERFORMANCE. Not satisfactorily performing the requirements of the job. Needs a high degree of supervision and direction. Needs to be aware of performance deficiencies and work immediately to correct. See CACOCC Contract Article 26 sections 9 and 10 for guidance as employee may not be eligible for contracted increase. Complete box below.

* If the employee is not satisfactorily meeting the performance standards of the position, please outline below the specific actions the employee must take to improve their performance and dates for completion. Contact Human Resources to initiate a performance improvement plan.
Employee may not be eligible for contracted wage increase if not meeting standards.

COCC PERFORMANCE EVALUATION AND GOAL SETTING

<u>SIGNATURES</u>

_____   _____
Employee Signature *   Date

* Employee signature does not imply that employee agrees with any or all of the evaluation remarks, only that employee has been given an opportunity to participate in the process and has seen this review.

_____   _____
Supervisor Signature   Date

EMPLOYEE COMMENTS:

ADMINISTRATOR EVALUATION
INSTRUCTIONS

Purpose: The administrator evaluation is to create an ongoing systematic process for administrator evaluation and professional growth, incorporating peer review, and providing an official cumulative record of each administrator's performance. Salary increases for administrative staff are tied to satisfactory evaluation.

Administrator evaluations will be conducted on a one to three year and/or extraordinary basis, as follows:

Every Year:

- Administrator prepares annual self-evaluation and report of activities.
- Administrator and supervisor meet to review prior year and set short- and long-term goals.
- Supervisor writes evaluation summary, adds to administrator's self-evaluation and activities report, and sends to Human Resources by the end of January each year.
- Administrator has the option of adding comments in response to the evaluation summary.
- Human Resources will withhold the fiscal year salary increase until evaluation materials are received with signatures of supervisor and administrator.

Every Third Year :

- Administrator and supervisor meet to decide methods for gathering additional information from staff, clients, and peers.
- Groups consulted may include internal/external clients, as well as staff reporting to administrator.
- Consultations may include written questionnaires, individual interviews, and/or meetings with focus groups.
- Administrator and supervisor work together to select two administrator-level reviewers.
- Supervisor has final authority to appoint review team members.
- Supervisor participates as third member of review team.
- Review team meets with administrator to plan evaluation process and goals
- Review team evaluates administrator's performance:
  reviews annual evaluation files and consultation results;
  discusses performance with administrator in a group setting;
  suggests changes, new goals, areas for development;
- Review team meets with administrator to discuss results of evaluation.
- Supervisor writes summary report for administrator's personnel file, signed by both the supervisor and the administrator.

Extraordinary Evaluation:

- The three-year cycle does not preclude an extraordinary evaluation. Either the supervisor or the administrator may call for the third-year process on an extraordinary basis, in any year.

Appendix S - 2.F.4 Administrator Evaluation Instructions

NAME _____

POSITION _____

SUPERVISOR _____

EVALUATION PERIOD AND TYPE: (Check One)

☐ One Year, Self Evaluation: for the period: _____

☐ Three Year, Administrator and Supervisor Evaluation (including review team) for the period _____

☐ Extraordinary Evaluation: for the period _____
Reason for Extraordinary Evaluation

_____

_____

_____

The following required information should be attached to this form:

a. Achievements/accomplishments/areas of excellent performance during evaluation period.
b. List of areas of growth, change, improvement during evaluation period.
c. Report of activities (use appropriate form).
d. Supervisor's Evaluation Summary.
e. Goals to work toward during the next one to three years.
f. Administrator's comments/response (optional).

To be completed by Supervisor :

☐ Evaluation is Satisfactory   ☐ Evaluation is Unsatisfactory

/signed/_____, Administrator

/signed/_____, Supervisor

Appendix S - 2.F.4 Administrator Evaluation Instructions

CENTRAL OREGON COMMUNITY COLLEGE
SUPERVISOR'S EVALUATION SUMMARY

NAME_____**DATE** _____

Please include the following information:

1. Achievements/accomplishments/areas of excellent performance during evaluation period.
2. Areas of growth, change, improvement.
3. Goals to work toward during the next one to three years.

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/signed/_____, Administrator   Date:_____

Attach this form to the Annual Report of Activities.

ADMINISTRATOR'S ANNUAL REPORT OF ACTIVITIES

Annual Report is due by January 31 of each year.

NAME_____**DATE** _____

1. JOB TITLE _____

2. **ACTIVITIES** (to be completed by administrator)
a. Primary Assignment - based on job description.

_____
_____
_____

b. Professional Improvement

_____
_____
_____

c. Service to College

_____
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_____

d. Service to the Community

_____
_____
_____

3. SUPERVISOR'S COMMENTS

_____
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_____   _____
Administrator   Date

_____   _____
Supervisor   Date

_____   _____
Appropriate Dean/Vice President   Date

Appendix S - 2.F.4 Administrator Evaluation Instructions

ADMINISTRATOR'S COMMENTS AND RESPONSE TO SUPERVISOR'S EVALUATION (optional)

Annual Report is due by January 31 of each year.

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/signed/_____, Supervisor   Date _____

/signed/_____, Administrator   Date _____

Appendix S - 2.F.4 Administrator Evaluation Instructions

REVIEW TEAM EVALUATION

Report is due by January 31 of the third year.

NAME_____FISCAL YEAR _____

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/signed/_____,Review Team Chair   /Date/_____

Appendix T - 2.F.4 Annual Performance Appraisal Self Evaluation

ANNUAL PERFORMANCE APPRAISAL SELF EVALUATION

COMPLETION OF THIS SELF-EVALUATION IS *OPTIONAL* AND WILL BE USED AS A DISCUSSION TOOL ONLY. IT WILL NOT BECOME PART OF YOUR FINAL, WRITTEN PERFORMANCE APPRAISAL SUBMITTED TO HUMAN RESOURCES UNLESS YOU REQUEST THAT IT BE ATTACHED.

EMPLOYEE NAME: _____   **EVALUATION PERIOD**: _____

IF YOU CHOOSE TO COMPLETE THESE QUESTIONS, PLEASE RETURN IT TO YOUR SUPERVISOR <u>BEFORE</u> YOUR SCHEDULED REVIEW MEETING OR BY THE DATE REQUESTED BY YOUR SUPERVISOR

What do you consider your greatest accomplishment(s) over the past year?

Do you think your job description accurately reflects your job functions?

What knowledge, skills and abilities do you have that could be better utilized in your job functions or department?

What additional training do you need to improve your effectiveness on the job?

Appendix T - 2.F.4 Annual Performance Appraisal Self Evaluation

What professional development areas would you like to improve?

List some contributions you have made to your department.

If you could make constructive changes in your department, what would they be?

What are your goals for next year and what action will you take to accomplish these goals?

Due to DE*	Due to Dean	Due to HR	File Closes#
10/15	11/15	12/22	1/15

*Late ARA's will not receive DE comments. Exceptions must be approved by Dean
#This date is relevant for those going up for tenure or promotion.

Annual Report of Activity (ARA) for 20xx-xx
Faculty member's name

	Date Received	**Signature**
DE		
Dean		
HR		

❖ **When the Human Resources Department receives this ARA with all dates recorded and signatures in place, copies of this page should be sent by a representative of HR to the faculty member and the DE before the ARA is filed.**

Central Oregon Community College

Faculty Annual Report of Activities

Name: Academic Year:

1. Job Title and Job Description

2. Activities (to be completed by faculty member)
   a. Primary Assignment—Include teaching load by term, total load units for contract year, any course or curriculum development, administrative duties, advising or activities pertinent to job description. Include comments about student evaluations or Peer Team when appropriate.

   b. Describe three things you did in your classroom or primary assignment to improve and/or assess student learning.

   c. Professional Improvement—Include professional improvement activities along with current status toward completion of specific goals of your Professional Improvement Plan.

   d. Service to the College

   e. Service to the Community

3. Designated Evaluator Comments: **Tenure, Next Promotion or Periodic Performance review to be done in**
   _____
   a. Primary Assignment—Include comments about Student Evaluations and Peer Team when appropriate.

   b. Professional Improvement (Growth?)—Include goals met or need to meet.

   c. Service to the College

   d. Service to the Community

   e. Summary Statement: DE comments on progress toward next Promotion and/or tenure, (or for those at their final rank, for maintaining standards at current rank).

   ☐ Faculty member needs improvement in the following area(s)

_____   _____

Faculty Member   Date

Appendix V - Executive leadership curriculum vitae

President's Advisory Team

Frances (Betsy) Julian has been the Vice President for Instruction at Central Oregon Community College since July 2016. In this role, she oversees all credit instruction, Continuing Education, Adult Basic Education, the Small Business Development Center, Library, eLearning, Disability Services, Curriculum and Assessment, Testing and Tutoring, the College's Title III program and the offerings at the Deer Ridge Correctional Institute.

She has earned a bachelor's degree in geology and history from Rice University, a master's degree in geology from the University of Michigan and a PhD in geology from Rice University. She has more than 20 years of teaching experience, as assistant professor of structural geology at the University of Texas El Paso, and then professor of earth science at Lake Tahoe Community College and Yuba Community College (both in California). She was then dean of math and sciences at Solano College (California) and dean of science and technology at Portland Community College.

Matthew McCoy has served as a vice president at Central Oregon Community College since 1998. As the Vice President for Administration, his current responsibilities include oversight of the Redmond, Madras and Prineville campuses, plus facilities management, campus land development, institutional research, institutional administrative assessment, strategic planning, legislative initiatives, legal issues and business and community development.

McCoy earned his bachelor's degree from the University of Arizona and his Juris Doctor from the University of Arizona College of Law. He served as a private practice associate attorney and then as counsel to the United State Senate Judiciary Committee, working on the Patents, Copyrights and Trademarks Subcommittee and then the Juvenile Justice Subcommittee. He also coordinated the Committee's Supreme Court Nominations Task Force. After that, he was general counsel for the Council of Institutional Investors and vice president for the Consumer Electronics Association, both in Washington, DC, and chief executive officer for Pacific Accent Product Group in Bend.

Alicia K. V. Moore is the Dean of Student and Enrollment Services at Central Oregon Community College. In this role, she oversees Admissions and Records, CAP (Career, Academic and Personal) Services, Financial Aid, Student and Campus Life, Diversity and Inclusion, First-Year Experience and Student Support Technologies.

Appendix V - Executive leadership curriculum vitae

Moore was originally hired at COCC in 1997 and worked in student housing and admissions before being hired into her current role in 2007. Prior to coming to COCC, she worked in advertising and public relations. Moore earned her bachelor degree in arts, communications and Spanish from Willamette University; a master of science degree in student affairs in higher education from Colorado State University; and a PhD in adult education from Oregon State University.

She serves as a senior consultant with AACRAO (American Association of Collegiate Registrars and Admissions Officer), is a frequent contributor to academic journals and teaches in OSU's master's in adult education program. Additionally, she has served as an NWCCU evaluator for the past 10 years.

Zachary Boone is the Chief Advancement Officer at Central Oregon Community College and Executive Director of the COCC Foundation. He has been the Executive Director of the Foundation since June 2015 and added the new title and responsibility in January 2020.

As Chief Advancement Officer, Boone oversees the COCC Foundation and the College Relations function, including external relations, community engagement, philanthropy, marketing and communications efforts.

Boone earned his bachelor's degree in international affair from Lewis & Clark College and his master's degree in public administration from Portland State University. Prior to coming to COCC, he was the executive director of Ronald McDonald House Charities of Central Oregon and associate director of Deschutes Land Trust.

Daniel N. Cecchini, Jr. is the Chief Information Officer at Central Oregon Community College, a position he has held since 2006. In this role, he is responsible for college-wide Information Technology, including coordinating policies and procedures; providing support for all College instructional and administrative computer systems (software and hardware), networks and phone systems; information security; and other technology projects and topics.

Prior to coming to COCC, he served as vice president and chief information officer of Colorado Springs Health Partners; director of IT for Colorado Health Networks; manager of technical support services for Oracle Corp.; manager of application development at Trident Data Systems; senior engineer for Ford Aerospace; and software design engineer at Texas Instruments. Cecchini earned bachelor's degrees in biology and computer science from Wayne State University, a master's degree in science from the University of Colorado and an MBA from Regis University. He is certified in the governance of enterprise IT (CGEIT)—ISACA, ITIL Foundation Certification and COBIT 5 Foundation certification.

Appendix V - Executive leadership curriculum vitae

David Dona was appointed as Central Oregon Community College's Chief Financial Officer in March 2016. In this position, he is directly responsible for the College's finance, accounting, budgetary and treasury functions. Management responsibilities include Fiscal Services, Auxiliary Services, Campus Public Safety and Risk Management. Dona previously held adjunct and tenured faculty positions in the College's business department, and served at the Associate CFO.

Prior to joining COCC, Dona held positions including vice president for finance and operations at the High Desert Museum, accounting director at Reed College, and senior audit/tax staff at PricewaterhouseCoopers. He earned a bachelor's of science degree in finance/accounting and an MBA in financial management from Southern Oregon State University. Dona has held his CPA license with the State of Oregon since 1989.

Ronald S. Paradis is the executive director of college relations at Central Oregon Community College. He has been in this position since 1991. In this role, he oversees the implementation of comprehensive communications strategies and management of media relations, advertising and other communications activities, including a crisis communication program. He also advises leadership and other employees on strategic internal and external communications, media relations and crisis communications.

Prior to coming to COCC, Paradis was director of College Relations at Keene (NH) State College, assistant director of public relations/sports information director at Creighton University and assistant sports information director at the University of Oregon. He earned his bachelor's degree in journalism from the University of Oregon and his MBA from Plymouth (NH) State College.

Appendix W - President's curriculum vitae

Curriculum Vitae for

Laurie Chesley, Ph.D.

Contact Information

Office: Central Oregon Community College   Home: 2251 NW High Lakes Loop
        2600 NW College Way   Bend, OR 97703
        Bend, OR 97703   Phone: 541-508-7357
        Phone: 541-383-7201   Cell: 616-238-1341
        lchesley@cocc.edu   lachesley@gmail.com

Professional Summary

- Eighteen years of experience in progressively more responsible administrative leadership positions
- Fourteen years of experience teaching to widely varying student populations, including eight years as a full-time classroom faculty member
- Demonstrated leadership of student success initiatives
- Demonstrated commitment to college-wide shared governance
- Demonstrated commitment to equity and inclusion
- Experience in collective bargaining environments, including negotiation of contracts
- Demonstrated ability to address and balance the needs of all interests in a comprehensive community college offering both transfer and workforce programs
- Demonstrated ability to foster and grow strong K-12 and community partnerships
- Demonstrated ability to be proactive in enrollment and budget management
- Demonstrated ability to lead complex tasks and cultural change
- Excellent analytical, interpersonal, and communication skills

Education

University of Notre Dame	Ph.D	English	May 1994
University of Notre Dame	M.A.	English	May 1987
Alma College	B.A.	English/French	Dec. 1984

Appendix W - President's curriculum vitae

Additional Training

Harvard Seminar for Presidential Leadership, November 9-12, 2019

University of Maryland Online, Certificate of Completion for Online Adjunct Teaching (COAT Certification), June 2011

American Association of Community Colleges (AACC) Future Leaders Institute, 2008

Michigan Academy for Leadership Training and Development (a year-long practicum for Michigan community college leaders facilitated by the Chair Academy), 1999-2000

Professional Experience – Administration

President
Central Oregon Community College – Bend, OR
July 2019 – ongoing

Responsibilities: Report to seven-member elected Board of Directors. Serve as the College's CEO. Provide leadership for all areas of the College. Direct reports include Vice President of Instruction, Vice President of Administration, Dean of Student and Enrollment Services, Chief Financial Officer, Chief Information Officer, Chief Advancement Officer, Executive Director of College Relations (retiring June 2020), and Director of Human Resources.

Provost and Executive Vice-President for Academic and Student Affairs
Grand Rapids Community College – Grand Rapids, MI
January 2015 – June 2019

Responsibilities: Report to the President. Provide leadership for the following units: School of Arts and Sciences, School of Workforce Development, Student Success and Retention (includes counseling and advising, library, tutoring, developmental education, and equity and inclusion), Student Affairs (includes enrollment management, student records, student life, athletics, and student conduct), Academic Outreach (includes dual and concurrent enrollment, early/middle college, and all off-campus locations), Instructional Support (includes curriculum and assessment, transfer and articulation, experiential learning, and faculty professional development), Institutional Research and Planning, and Distance Learning and Instructional Technologies. Lead the Academic Governing Council and the Deans' Council.

Accomplishments:

- Led the academic aspects of the faculty contract renegotiation with a focus on improving student access and success

- With Vice President for Finance and Administration, created and led college-wide Risk Management Oversight Team
- With Vice President for Finance and Administration, led several college-wide teams to improve budget review and oversight processes
- Serve as member of legislatively-mandated State of Michigan committee to improve transfer from community colleges to four-year institutions
- Oversee implementation of Guided Pathways Initiative – on target for Winter 2018 rollout

Dean, School of Arts and Sciences
Grand Rapids Community College – Grand Rapids, MI
June 2010 – December 2014

Responsibilities: Reported to the Provost. Provide leadership for the following units: Biological Sciences, Child Development/Education (including the Laboratory Preschool), English, Exercise Science, Language and Thought, Mathematics, Music, Physical Sciences, Psychology, Social Sciences, Theater (including Spectrum Theater), and Visual Arts. Served on many committees, including the President's Cabinet, Strategic Leadership Team (SLT), Academic Governing Council (AGC), Deans' Council, and Street to Completion Steering Committee. Lead Transfer Team and Ad Hoc Budget Committee.

Accomplishments:
- Led the School through a realignment of associate dean duties around responsibilities rather than disciplinary clusters, as well as a transitional period that included two new associate deans, and six of twelve new department heads
- Championed the AQIP and College Action Project, "Improving the Adjunct Experience" which was focused on improving processes related to recruitment, hiring, orientation, support, and evaluation of adjunct faculty – the team completed all targeted activities in the planned three-year period
- Actively contributed to the College's successful HLC Quality Check-Up visit and other accreditation efforts
- Participated in collective bargaining efforts to create a new, merit-based faculty evaluation system, as well as an adjunct faculty evaluation system
- Participated in the implementation of the new evaluation systems

Associate Dean, School of Arts and Sciences
Grand Rapids Community College – Grand Rapids, MI
September 2005 – June 2010

Responsibilities: Reported to the Dean of Arts and Sciences. Provided leadership for the following areas: English, English as a Second Language, Reading, Spanish, French, German, American Sign Language, Chinese, Arabic, Humanities, Journalism, Communication Studies,

Appendix W - President's curriculum vitae

Philosophy, Music, Theater, and Dance. Served on many committees, including the College Planning Council, Quality Leadership Team, Academic Governing Council, and Deans' Council.

Accomplishments:
- Championed and led the creation and approval of AGC policies on prerequisite enforcement and mandatory assessment and placement for developmental courses
- Led the Prerequisite Implementation Team to establish and enforce prerequisites across the College
- Led the Curriculum Leadership Team (CLT), a leadership group of department heads and program directors from the Schools of Arts and Sciences and Workforce Development

Dean of Humanities
Montgomery County Community College - Blue Bell, PA
July 2004 - September 2005

Responsibilities: Reported to the Vice President for Academic Affairs and Provost (Chief Academic Officer). Provided leadership for the following academic areas: Art, Communications, English, English as a Second Language, Foreign Languages, Music, Philosophy, Reading, Speech, and the Orientation to College Program. Served on the President's Cabinet, Deans' Council, and the College's Assessment Committee.

Accomplishments:
- Wrote three major grant proposals (one funded) to promote diversity initiatives, new curricular programming and infrastructure, and technology training, respectively
- Member of the Advanced Technology Center Steering Committee, the oversight group for construction of the College's newest building, primarily housing digital media technologies programming
- Member of Foundations of Excellence in the First College Year Core Committee, the team that wrote the successful application to be an inaugural member of this project, run by John Gardner, for community colleges

Assistant Vice President for Academic Affairs &
Interim Director of the Center for Teaching, Learning, and Faculty Development
Ferris State University – Big Rapids, MI
July 2001 – June 2004

As Assistant Vice President for Academic Affairs:

Responsibilities: Reported to the Vice President for Academic Affairs (Chief Academic Officer). Provided leadership for the following initiatives: program review, assessment of student learning at all levels, general education, faculty development, academic planning, and grants acquisition. Served as the Academic Affairs Office representative to university technology committees and provided leadership on instructional technology issues, such as the

implementation of Campus Pipeline and the use of WebCT. Chaired the University's Strategic Planning for Distance Education Task Force. Served as the Academic Affairs Office liaison on intellectual property issues, assessment of prior learning, and human subjects research. Acted as program coordinator for the Bachelor of Integrative Studies degree. Served as chief student complaint officer on instructional/academic issues rising to the level of the Vice President's and President's Office. Participated in faculty collective bargaining contract maintenance meetings. Wrote Academic Affairs publications and communications. Served on Deans' Council.

Accomplishments:
- Assisted in positioning the learning paradigm and assessment of student learning at the forefront of administrative discussions and faculty development programming
- Forged stronger alliances between administration and faculty in program review efforts
- Improved communication on general education issues
- Increased student interest and participation in the Bachelor of Integrative Studies degree

As Interim Director of the Center for Teaching, Learning, and Faculty Development:

Responsibilities: (This position had traditionally reported to the Assistant Vice President for Academic Affairs, but was vacant upon my arrival at Ferris and remained so.) Planned all faculty development programs related to teaching and learning (including technology training) and disbursed faculty development funds. Supervised three full-time staff, including one faculty trainer, one instructional technologist, and one administrative professional.

Accomplishments:
- Hosted the Lilly North Conference on College and University Teaching in Fall 2001 and 2002
- Created the FSU Spring Learning Institute featuring nationally recognized teaching and learning experts, as well as Ferris faculty
- Established many new programs, including "Humor in the Classroom," "Plagiarism Workshop," *The Courage to Teach* book discussion series, and "Featuring Ferris Faculty" (faculty presentations of classroom-based research)
- Led the creation of a more secure technical environment for WebCT and the migration of the University from WebCT Standard Edition to WebCT Campus Edition
- Established collaborative relationships with many other University units, including Information Services and Telecommunications, and Media Production

Interim Dean for Learning
Northwestern Michigan College – Traverse City, MI
May 2000 – June 2001

Responsibilities: Reported to Vice President for Educational Services (Chief Academic Officer). Assisted CAO in supervision of academic chairs, schedule planning, and budgeting. Provided

administrative oversight of the Center for Instructional Excellence, the Center for Learning, OPEN (open-entry, open-exit) program, BRIDGE (an adult returning student program), the Honors Program, student publications, service learning, and the Cadillac branch campus. Served on academic chairs' team, College-Wide Assessment Team, and Michigan Liberal Arts Deans (MLAD) Council. Chaired Instructional Communication Team. Co-Chaired Flexible Learning Options Advisory Team and Developmental Education Task Force.

Accomplishments:
- Participated in Educational Services restructuring
- Established Developmental Education Task Force
- Led adjunct and new faculty orientation planning

Professional Experience – Teaching

Community College Leadership Instructor (Adjunct)
Ferris State University, Doctorate in Community College Leadership Program – Big Rapids, MI
Winter 2012-ongoing
Responsibilities: Taught IDSL 880, Leadership for Teaching and Learning

College Learning Studies Instructor (Adjunct)
Grand Rapids Community College – Grand Rapids, MI
Fall 2008 and Fall 2009
Responsibilities: Taught CLS 100, Introduction to College

English Instructor (Adjunct)
Ferris State University – Big Rapids, MI
Fall 2003
Responsibilities: Taught English 250, Research Writing and Argumentation

English Faculty Member (Full-time, permanent)
Northwestern Michigan College – Traverse City, MI
August 1995 – May 2000

Responsibilities: Taught English composition at all levels (from developmental to honors) in traditional formats and some sections via interactive television. Also, taught Introduction to Literature, Classical Literature, and Mythology. Participated in departmental activities and supported college mission.

Accomplishments related to student learning, support, and curriculum:
- Co-led NMC's first College-Wide Assessment Team (1998-2000)
  - Helped NMC come up to date in student outcomes assessment efforts
  - Facilitated widespread understanding of student outcomes assessment among faculty

- o Facilitated development of assessment of learning plans at classroom, program, and general education level.
- o Improved documentation of assessment of student learning
- o Helped to oversee non-instructional services assessment, institutional effectiveness measurements, and the relationship of these to the college strategic plan
- Developed new course in Classical Literature
- Center for Instructional Excellence (CIE) Advisory Board Member
- Curriculum Integration Team Member (a group of faculty who integrated key concepts from Communications, Drafting and Design, Psychology, and Business into their respective curricula)

Accomplishments related to Leadership and Governance:
- Faculty Council Chair, 1998-99 (Secretary 1997-98)
- Member, Planning Budget Council
- Member, President's Cabinet
- Member, Educational Services Advisory Team

English Instructor (Adjunct)
Davenport University, Adult Accelerated Career Education (AACE) Program – Grand Rapids, MI
1994 – 1996
Responsibilities: Taught Writing about Literature in accelerated traditional and accelerated online formats
Accomplishments: Served on AACE Online Course Design Team

English Instructor (Adjunct)
Alma College – Alma, MI
January 1994 – May 1995
Responsibilities: Taught English Composition

Visiting Instructor of English (Full-time, three-year appointment)
Grand Valley State University – Allendale, MI
August 1990 – May 1993

Responsibilities: Taught English Composition, Life Journey, Mythology, Classical Literature, Modern World Masterpieces, and British Writers; also supported the departmental mission.

Accomplishments:
- One of the first instructors to use first computer classrooms for composition
- Member of the English Department Colloquium Committee
- Participated on the Student Writing Placement Committee

Adjunct Instructor of English (Adjunct)

Appendix W - President's curriculum vitae

Grand Valley State University – Allendale, MI
August 1989 – May 1990
Responsibilities: Taught English Composition

Graduate Teaching Assistant / Instructor of Record
University of Notre Dame - Notre Dame, IN
August 1986 – May 1989
Responsibilities: Taught Freshman Composition and Literature courses
Accomplishments in ND Graduate Program: one of two students to earn a First-Year Fellowship; worked on editorial board for *Religion and Literature* (1987-88); served on planning committee for Midwestern-American Society for Eighteenth-Century Studies Conference (1987-88)

Honors and Awards

Michigan Chapter, American Council of Education (MI-ACE) Network Distinguished Woman in Higher Education Leadership Award, 2013

National Chair Academy Regional Teaching and Learning Leadership Award Winner, 1998 (Award to Center for Instructional Excellence Advisory Board at Northwestern Michigan College on which I was a member)

National Institute for Staff and Organizational Development (NISOD) Faculty Excellence Award Winner, 1997

Northwestern Michigan College's Imogene Wise Faculty Excellence Award Nominee, 1995-96, 1996-97, 1998-99 (three of five years I was eligible)

Davenport University AACE Pioneer Award Winner for leadership in online course development, 1996

Professional Affiliations / Memberships

Higher Learning Commission of the North Central Association – Academic Quality Improvement Program (AQIP) Peer Reviewer – 2008 – 2019

American Association of Community Colleges (AACC) – 2008 – ongoing

Michigan Chapter – American Council on Education Women's Network, 2009 – 2019

Selected Presentations and Publications

Appendix W - President's curriculum vitae

"Education and Regional Economic Development: A View from American Community Colleges," Community Colleges Australia Annual Conference, Melbourne, Australia, July 26, 2017 (co-presenter with Roberta C. Teahen)

"Budgeting for Possibilities: From Annual Deficits to Long-Range Surpluses," American Association of Community College Annual Convention, Chicago, IL, April 11, 2016 (co-presenter with Steven C. Ender and Lisa Freiburger)

"When Opportunity Knocks: Realigning Academic Affairs to Respond to Change," Continuous Quality Improvement Network (CQIN) Summer Institute, Atlanta, GA, July 31, 2012 (co-presenter with Gilda Gely, Donna Kragt, and Fiona Hert)

"When Opportunity Knocks: Realigning Academic Affairs to Respond to Change," Higher Learning Commission (HLC) Annual Conference, Chicago, IL, April 1, 2012 (co-presenter with Gilda Gely, Donna Kragt, and Fiona Hert)

"Why Major in English?" Panel Presenter, Who Cares? Why Bother? Real Writing for Real People, Grand Rapids Community College, October 24, 2012

"Women Behaving Badly: An Examination of Conduct Literature from Daniel Defoe to Dr. Laura," GRCC Symposium on the History of Gender and Sexuality," October 12, 2009

"GRCC Faculty Exchange Program with the Colegio Nacional de Educación Profesional Técnica (CONALEP)," International Consortium of Educational and Economic Development (ICEED) Conference," Fredericton, New Brunswick, Canada, September 29, 2006

"Property, Persistence, and Payoff: The Successful Struggle to Establish a Center for the Support of Teaching and Learning," League for Innovation in the Community College "Innovations" Conference, Atlanta, GA, March 3, 2001 (co-presenter with Karen Howie)

"Curriculum Integration," Panel Presenter, TRENDS in Occupational Studies Conference, East Lansing, MI, October 27, 2000

Formal Respondent to Mackinac Center for Public Policy Study on "The Costs of Developmental Education," Forum on State Developmental Education Policy, Traverse City, MI, September 18, 2000

"Assessment on the Edge of Chaos: Communicating a Cogent Assessment Message to Faculty," International Chair Academy Conference, Dallas, TX, April 1, 2000

"What Do Pizza, Parker Palmer, and Policies Have in Common?" International Chair Academy Conference, Dallas, TX, March 30, 2000 (co-presenter on faculty professional development with Laura Schmidt)

Appendix W - President's curriculum vitae

"The Adult Learner," Davenport College In-Service, Traverse City, MI, September 25, 1999

"Happiness Across the Cultures: British and American Literature," Northwestern Michigan College Focus on Faculty Series, March 17, 1999

"What Are Learning Outcomes?" Faculty Showcase, NMC, August 24, 1998

"Engaging Ishiguro," Panel Respondent, Midwest Modern Language Association Conference, Chicago, IL, November 7, 1997

"The Women Behind the Throne: Classical Heroines, Contemporary Helpmates," an Interactive Presentation in "Me, We, & Thee: A Faculty Multi-Arts Concert," NMC, November 21, 1997

Facilitator for "Using the Web Critically," Midwest Popular/American Culture Association Conference, Traverse City, October 1997

Panelist for Interactive Television session, "To Infinity and Beyond," Faculty Seminar, NMC, February 7, 1997

Participant in Robert Burns Colloquium, Horizon Books, Traverse City, MI, September 12, 1996

"'How PC Do We Have To Be?' Feminism in Higher Education," Michigan Women's Studies Association (MWSA) Conference, University of Michigan-Dearborn, March 30, 1996

Facilitator for Discussion of Harold Bloom's *The Western Canon: The Books and School of the Ages*, Davenport University, April 20, 1995

"Literary Representations of Enterprising Women," Panel Moderator, Michigan Women's Studies Association Conference, Michigan State University, April 8, 1995

"The Place of 'Mrs. Veal' in Defoe's Fictions about Women," *Essays in Literature,* Volume 22, Number 1 (Spring 1995): 3-16

"Careers in Higher Education," Career Exploration '94, Alma College, October 7, 1994

"Daniel Defoe's 'Good Bad' Women," Women Scholars: Faculty Forum, Grand Valley State University, March 19, 1992

"The Female Body in the Works of Various Eighteenth-Century Authors," Colloquium on Images of the Female Body in Literature, GVSU, October 25, 1991

"'Wife-Jobbers' and 'Good Bad Wives': Sexual and Domestic Politics in Defoe's *Review*," East-Central American Society for Eighteenth-Century Studies Conference, Millersville University, October 25, 1991

Cover and excerpt from the Financial Aid Office's Policy Manual (entire document available upon request)

Review By:	
☐ Catherine	11.15.19
☐ Deborah	11.22.19
☐ Julie	12.3.19
☐ Sue	12.6.19
☐ Libby	12.13.19
☐ Malissa	12.20.19
☐ Layla	1.10.19ish
☐ Breana	

COCC Financial Aid Office

POLICIES & PROCEDURES MANUAL

2019-20

3.1.2.10   Cohort Default Rates

Policies

The institution's federal loan cohort default rates must not exceed the thresholds defined by ED. If the institution participates in a default reduction plan (which it currently does not), outline the policies of that plan (whether imposed by the institution or by ED).	668.16(m)

Last updated: February 22, 2018

Procedures

The most recent 3-year official cohort default rate for Central Oregon Community College is 16.6% for the 2016 year.	Elec. Ann., 9/21/11

Last updated: January 24, 2020

Appendix Y - Campus Public Safety Operations Manual

Table of Contents from Campus Public Safety General Operations Manual (entire document available upon request)

OPERATIONS MANUAL
General Orders

Campus Public Safety
Central Oregon Community College

INDEX

Appendix Z - Chemical Hygiene Plan

Cover and excerpt from the Chemical Hygiene Plan (entire document available upon request)

CENTRAL OREGON COMMUNITY COLLEGE: CHEMICAL HYGIENE PLAN

This chemical hygiene plan (CHP) is intended to provide a structural framework to guide improvement in chemical hygiene at Central Oregon Community College. The CHP is a core component of a functioning lab safety plan, and is a requirement of 29CFR1910.1450, commonly called the OSHA Laboratory Standard.
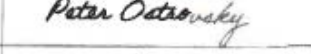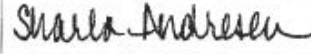
This CHP attempts to align College practices with all pertinent regulations directed at laboratories, including but not limited to the OSHA Laboratory Standard. We recognize the College is subject to regulations related to chemical procurement, handling, labeling, and disposal. Such standards are overseen principally by the regulatory agencies OSHA, EPA, and DOT. Examples include HAZWOPER, TSCA, and RCRA. Local regulations also apply to hazardous material storage and handling, and every effort will be made to maintain awareness and compliance with such regulations as well.

This CHP applies to any laboratory that works with hazardous chemicals at a laboratory scale, as defined by OSHA in the Laboratory Standard. On the COCC Bend campus this currently includes all Chemistry and Biology laboratories, stockrooms that work with hazardous chemicals, and Satellite Accumulation Areas for chemical wastes. The Redmond campus laboratory and stockroom areas are also considered subject to this CHP. Other laboratory spaces anywhere at the College are presumed to also be covered by the terms of this document, as soon as they meet the OSHA definitions that make the Laboratory Standard applicable.

Current, signed copies of the CHP will be held by Risk Management and will be made publicly available upon request. The Science Department Safety committee will be engage in review and update the Plan on, at a minimum, an annual basis.

A Chemical Hygiene Officer will be appointed by the Departmental Science Safety committee on an annual basis, maintaining a CHO throughout the year. This individual will be suited for the job by training and/or experience with the handling of hazardous chemicals, and will be an employee who works in the laboratory environment.

Approved on this FIRST day of FEBRUARY, 2019.

Title	Name (print)	Signature
College President	Shirley Metcalf, President	
Chemical Hygiene Officer	Carol Higginbotham, Professor of Chemistry	
Campus Public Safety	Peter Ostrovsky, Director Campus Public Safety	
Office of Risk Management	Sharla Andresen, Risk Management	

1 | P a g e

10. Hazardous Wastes

a. Regulatory Considerations
Wastes are an inevitable part of working with hazardous chemicals, but methods to minimize wastes exist. Waste handling and disposal will be carried out in accordance with EPA Hazardous Materials handling regulations, specifically applicable portions of 40CFR (RCRA) and amendments, and the OSHA Standard 1910.120 "Hazardous Waste Operations and Emergency Response" (HAZWOPER).

State and local regulations also apply to the disposal of substances, particularly in regard to landfilling or by disposal via sewer (a Publicly Owned Treatment Works, POTW).

Suitable training will be provided to any employee asked to handle hazardous wastes, as described by law (see regulations referenced above).

b. Waste tracking and minimization
Any and all hazardous chemicals must be handled appropriately. Evaporation to the atmosphere is not an acceptable method for disposal. Questions about the suitability of disposal via sewer or landfill should be brought to the Chemical Hygiene Officer before using such options for disposal.

It should be noted that while waste minimization is strongly encouraged, the law limits the treatment of wastes for disposal by sewer or landfill. Such treatments are generally limited to the neutralization of water-soluble mineral acids and bases, or single-step processes which occur in the laboratory as a final step of a laboratory procedure.

Wastes should be kept near the work area in the laboratory until removal to a satellite accumulation area. Label wastes clearly with their contents as well as the generation date and identification of a responsible party. Wastes which are mixtures should be labeled with all contents that may be considered hazardous. Use suitable containers and do not overfill waste containers.

c. Satellite Accumulation Area
Waste transportation to Satellite Accumulation Areas (SAA) should be carried out by trained personnel and with secondary containment devices. Waste materials should be moved from one level of the building to another via elevator, but people and hazardous chemicals should not be confined in an elevator together.

Materials added to the inventory in the SAA must be recorded carefully, with a record that includes the approximate quantity of waste, a complete description of the chemical contents of the wastes, and responsible parties identified.

d. Disposal Events
As a Conditionally Exempt Small Quantity Generator (CESQG) of hazardous waste, COCC Science Department is not required to remove hazardous wastes on a strict

schedule. However the waste must be removed so that the quantity of waste stored on site does not exceed 1000 Kg.

Classification as a CESQG requires adherence to other limits on waste generation and handling, providing additional incentive to minimize waste quantity, particularly in regard to acutely hazardous wastes.

In accordance with the law, COCC retains liability for any hazardous wastes that pass through the institution, even after pickup and transport to a Hazardous Waste Facility. As a consequence the best practice is to never generate such materials if there are other choices that can be made.

References/Additional Resources

Occupational exposure to hazardous chemicals in laboratories. 29CFR1910.1450 (1990).

National Research Council. *Prudent Practices in the Laboratory: Handling and Management of Chemical Hazards, Updated Version*. Washington, DC: The National Academies Press, 2011.

Forms (attached)
Appendix A Hazard Evaluation Form
Appendix B Prior Approval Request FormAppendix C Employee Acknowledgement Form

COCC Technology Equipment Replacement Plan

The college recognizes the importance and value of a regular technology replacement schedule. COCC ITS has a multi-year plan for replacing the technology systems and infrastructure into which the college has invested over the years. Such a replacement schedule is important for a number of reasons, including maintaining an environment for students to succeed, for college faculty and staff to have the tools and data they need to support student success, to protect the data held in custody by the college, and for long-term cost savings.

Below is a summary of some critical reasons for the planned, regular replacement of IT technology, with the supporting information based on industry recognized best-practice standards.

Technology Environment for Success / Performance

- Every year, the dramatic advances in operating systems and software applications creates an ever-increasing demand on the underlying hardware technology with regards to processor speed, energy efficiency, memory size, etc.. Currently, the lifespan of a high-volume server is about 3-4 years — but as time goes on, this window will only shorten.
- What happens if technology is not refreshed on a regular basis:
    - Performance degradation, as apps take advantage of modern tech architecture
    - Energy inefficiencies from outdated equipment
    - Replacing systems "as-needed" makes sense only for the very smallest organizations where a high tolerance for downtime exists.
    - Manufacturer support becomes limited or discontinued, leaving systems vulnerable.

Cost Savings

- Less than 20% of the cost of ownership of a PC is the initial purchase price of the computer.
- After four years of age, PC repair costs will come close to, or even exceed, the costs of purchasing a new machine.
- In an environment where there is no planned replacement lifecycle, costs of lost productivity average 42 hours per year, per computer while staff wait for IT systems to be repaired or replaced.
- The cost for operating PCs on an unmanaged or poorly managed network is 70% more than on a well-managed system.

Data and System Protection

- The risk of Cybersecurity attacks dramatically increases with obsolete technology which is kept in use beyond manufacturer-recommended or industry-recognized best practices.
- Obsolete technology equipment is not supported by the manufacturer and, as a result, no longer receives security patches or updates and becomes highly vulnerable to attack, often resulting in a data breach, loss of productivity and/or loss of revenue.
- The Department of Education has made clear that Title IV schools must comply with cybersecurity regulations — including those found in the Graham-Leach Bliley Act (GLBA). Where Title IV schools suffer cybersecurity breaches, or are found to be deficient in cybersecurity protections, the Department of Education has made clear that such schools may face restrictions on Title IV funding, including a complete loss of eligibility.

The critical components in the COCC ITS Technology Equipment Replacement Plan are primarily broken into two major areas: Data Center equipment and ITS Infrastructure / Communication Systems. Below is our equipment replacement plan for the next four years. This matrix summarizes our equipment replacement plans

Appendix AA - COCC Technology Equipment Replacement Plan

over the next four years. ITS has very detailed documentation that includes a more comprehensive list of components not detailed in this higher-level replacement plan..

Data Center Equipment

Equipment	Lifecycle	2020	2021	2022	2023	4-Year Total Units
Domain Controller Server	5 Years	1				1
iscsi disk arrays	5 Years	2				2
UPS replacement (BEC & MET)	10 Years		2			2
Imaging Site Servers (Madras & Prineville	5 Years		2			2
ENG & EUS Mgmt Servers	5 Years		2			2
Server OS upgrades to 2019	7 Years		1			1
SAN Data System	5 Years		1			1
Power Strips for DataCenter	9 Years		25	25		50
VmWare Utility Server	5 Years			1		1
VmWare 6.5 Cluster Host01, Host02, Host	5 Years			4		4
UPS Batteries (RTEC)	5 Years			4		4
Email Spam & Malware Gateway	3 Years			1		1
Commvault Disk Array and Servers	5 Years			1		1
Campus File Server	5 Years				1	1
Unitrends Disk Array & Back-up Server	5 Years				1	1
Pioneer A/C Units	15 Years				2	2
BEC A/C Units	12 Years				2	2

IT Infrastructure and PCs

Equipment	Lifecycle	2020	2021	2022	2023
PC - Tower	4 years	90 units	95 units	170 units	40 units
PC - Micro	5 years	260 units	90 units	250 units	450 units
PC - Small Form Factor	4 years	90 units	35 units	20 units	10 units
PC - Laptop	5 years	10 units	10 units	15 units	300 units
Printers	12 years	0	2 units	4 units	25 units
Projectors	10-20k hrs	10 units	10 units	10 units	10 units
Crestron Tech Mgmt	8 years	10 units	10 units	10 units	10 units
Net Equip	8 years	$ 300,000	$ 80,000	$ 80,000	$ 80,000
Telephone	10 years	-	-	$ 154,694	-
Wi-Fi Access Points	8 years	-	$ 135,000	-	-