CENTRAL OREGON
community college

YEAR ONE SELF-EVALUATION REPORT

Northwest Commission on Colleges and Universities

Submitted: February 2013

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Central Oregon Community College
Year One Report

Institutional Overview

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

COCC educates students on four campuses in Central Oregon. The 200-acre main campus in Bend includes 26 buildings with a total of 570,000 square feet under roof. Several new buildings have changed the face of the campus in recent months including the Jungers Culinary Center, opened in the fall of 2011; the Health Careers Center; and the Science Center, both completed and opened fall term 2012. These buildings comprise 95,000 square feet of the campus total. The Bend campus also enjoys a close partnership with OSU-Cascades, which is located at COCC. In partnership with COCC, OSU-Cascades offers upper division courses in several baccalaureate and graduate degree programs, and COCC students have an option to dually enroll at both institutions.

On the 25-acre Redmond Campus, three buildings house College administration and student support services, classrooms, a computer lab, and the Manufacturing and Applied Technology Center. Construction on the new Technology Education Center is scheduled to begin in 2013. The Redmond Campus also includes a partnership with the Redmond Workforce Connection, supporting unemployed and underemployed residents needing education and training opportunities. The College has recently opened campuses in Madras and Prineville, communities located approximately 40 miles from Bend and 20 miles from Redmond.

Across the four campuses, COCC employs 117 full-time faculty members, 50 adjunct faculty, and approximately 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. All COCC faculty are required to have at least a master's degree or equivalent training with a strong emphasis on practical workplace skills. About 40 percent of the full-time faculty members have doctorates in their disciplines or a terminal degree/licensure in their fields, a very high percentage for a community college. The institution encourages and supports continuing professional improvement by all faculty, administrators, and support staff.

During the past six years, the College has experienced unprecedented growth; enrollment has more than doubled in full-time equivalent students during this time period. The downturn in the nation's economy has been a clear driver of enrollment growth. While this growth has served the College well

financially, expansion has challenged faculty and staff, who serve students at increasingly higher levels each year.

According to annual enrollment reports, 6,633 full-time equivalent students (FTE) enrolled in credit classes at COCC during the 2011-12 academic year. The headcount comprising this FTE included 2,478 full-time students plus 8,856 part-time students (those who enrolled in fewer than 36 credits annually) for a total of 11,334 credit students. Also in 2011-12, an additional 7,005 individuals enrolled in a wide variety of noncredit courses.

As noted earlier, students come to COCC from a broad geographic region within Central Oregon, and the Board Directors are elected from regions across the COCC District. Therefore, they represent the interests of their communities in the process of reviewing and renewing the COCC mission, vision, goals, and priorities, a process that is conducted biennially.

In 2011, the College formed the Accreditation Coordination Team (ACT) charged with aligning the external Board-led community interests with internal operations. Formed in response to the changes to the NWCCU Standards for Accreditation, ACT members include representatives from Instruction, Student Services, Institutional Effectiveness, and administration. ACT has four primary objectives: (1) help disseminate the Board-approved core themes to the College, (2) identify appropriate objectives and indicators for each core theme, (3) guide various stakeholders in developing and implementing appropriate means of assessing campus-wide articulation to the core themes, and (4) guide and support the writing of accreditation reports.

Based upon the recommendation of the ACT, the COCC Board of Directors approved the core themes of transfer and articulation, workforce development, basic skills, and lifelong learning on December 9, 2009. The Board found these themes to be consistent with the comprehensive community college mission and with the Board's mission, vision, goals, and priorities. Since that time, the ACT has worked to disseminate the themes throughout the College and to encourage College-wide engagement with the core themes. Representatives of ACT have presented the core themes to ChairMoot (the committee comprised of all academic department chairs, the vice president for instruction, and instructional deans), the deans and directors, the Student Services Division, and the full campus community at the fall 2010 College retreat. This process has also helped to disseminate the new accreditation standards and to provide a means for feedback from across the College.

Feedback from within the College as well as the wider Central Oregon community helps shape College plans for the future. In the fall of 2011, the Board endorsed the College undertaking an 18-month strategic planning effort overlapping with the spring 2012 accreditation self-study visit. COCC's Strategic Planning Process consists of four phases resulting in recommendations to the Board and President for updating the College's strategic plan for implementation beginning 2013-14.[1] Phase one of the strategic planning process took place fall 2011 and winter 2012 and consisted of analyzing COCC's internal and external environment. Feedback was gathered from more than 1,400 College stakeholders through surveys, focus groups, and independent interviews. Phase two of the process took place spring through early fall 2012 and consisted of using the information gathered in phase one to review and revise the

current mission, vision, core themes, and priorities. Revisions proposed to this point were brought back to the Board in fall 2012. As a result, a revised mission statement was adopted by the Board in November 2012, and a revised vision statement was adopted December 2012. Additional proposed revisions include merging the existing Board goals with the College's four core themes. Existing Board priorities are proposed for merging into a fifth thematic area, similar to a core theme, titled Institutional Sustainability, or, where appropriate, into operational objectives. Both of these proposed revisions have been supported by the Board and are on track for formal approval in spring 2013.

Phase three of the strategic planning process was initiated fall 2012 and will continue into winter 2013 and consists of developing strategic objectives under each of the Core Themes and Institutional Sustainability. In partnership with the Accreditation Coordination Team (ACT), the Strategic Planning Committee supported the formation of four Core Theme Teams (CTT). Each CTT includes between nine and twelve faculty and staff representing a cross-section of College functions related to the specific core theme. A kick-off summit held in September 2012 clarified the purpose of the CTTs, the work required of them in both the short- and long-term, and the connection between core theme planning and strategic planning (Appendix A: Invitation). The short-term goal was for each CTT to review and update the explanatory statements describing each theme; review, revise, or create strategic objectives for each core theme; and propose indicators to be used to measure progress toward reaching the proposed objectives. The results of their work are included in this chapter and, more importantly, over the next few months will be reviewed for inclusion in the College's overall strategic plan set for Board adoption in June 2013. This integration of strategic planning and the accreditation process has resulted in a comprehensive revision of the Chapter One elements in our recent Self Study. Details of achievement benchmarks according to a red, yellow, green ranking system will be integrated into Chapter Three when it is submitted in the future. This color-coding system is briefly described later in this chapter.

The College is moving toward a strategic plan with strong alignment between the Board-directed COCC mission, vision, and core themes, and a clear strategic direction that is cleanly operationalized and accurately assessed.

Preface

COCC has followed NWCCU guidelines and schedules in preparing and submitting self-evaluations and reports to the NWCCU. In July 2012 the College's accreditation was reaffirmed on the basis of the spring 2012 Comprehensive Evaluation which was expanded to address Recommendation 1 of the spring 2011 Year One peer evaluation report.

In reaffirming COCC's accreditation, the Commission requested that the spring 2013 Year One report include an addendum to address Recommendations 1, 2, and 3 of the spring 2012 Comprehensive Peer-Evaluation Report. The three recommendations are as follows:

Recommendations

- 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).

- 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)

- 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)

In making the request for an addendum response, the Commission finds that the Recommendations noted above are areas where Central Oregon Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement. Please refer to Appendix B to review the action steps currently underway in response to each recommendation.

Since the spring 2012 comprehensive evaluation, COCC enrollment has begun to stabilize. Prior to this, and in a four-year period, COCC had more than doubled in size without a corresponding growth in staff. This surge in enrollment created significant capacity challenges for faculty and staff and the effort to meet capacity left little time for planning. In fall 2011, College leadership refocused efforts on planning and capacity building. New academic programs that meet the needs of the regional workforce are in development or have recently enrolled students for the first time. These include the veterinary technician and non-destructive testing and inspection (material science) programs. Faculty continue to work together to refine teaching and learning strategies that strengthen outcomes, improve fiscal efficiency, and/or link disciplines through initiatives like learning communities.

The College also formed a "Viability Task Force," and this committee has been working to identify College systems (procedures, processes, and documentation) that require clarification, improvement, and development. These potential corrections and improvements to College systems are indicative of a College that has rapidly transitioned from a small-sized to a mid-sized institution.

COCC was also pleased that efforts were recognized by the spring 2012 evaluation team with the inclusion of the following commendations and compliments:

1. Commends the Board of Directors for its high degree of engagement and support of the College, its mission, and the communities served by the institution;
2. Commends the dedication of the faculty and staff to the mission and their commitment to student success;
3. Commends the College for its recognition and development of extensive community partnerships as they contribute to and further the College mission;
4. Applauds the College for its on-going commitment to the development, management, and protection of financial resources;
5. Commends the College for having a facilities project development process which recognizes the role that facilities play in mission fulfillment and that is inclusive of the campus and the community;
6. Commends the College for the breadth, depth, and currency of the library's information resources and commitment to keeping up-to-date information technologies available to users, and its work in addressing the general education of "technology and information literacy";
7. Finds noteworthy the planning and implementation of instructional programs, facilities, and institutional processes that are responsive to regional workforce development needs.

The recent spring 2012 comprehensive evaluation experience has been helpful in focusing efforts on addressing the issues identified by the NWCCU, while continuing to enhance the good work of the College as highlighted by NWCCU commendations. The College recently began reflecting on ways to improve methods for assessing COCC's institutional effectiveness. As the College aligns these assessment activities with our core themes, it is also refining its outcomes and indicators in relation to those core themes and using a much more inclusive process than the recent accelerated time line permitted. The College is confident that the emerging holistic orientation of measures is leading to a significant and meaningful analysis that will increase our effectiveness over time.

This Year One report was prepared by the members of the Accreditation Coordination Team (listed below) and with the assistance of the four COCC Core Theme Teams. (For a list of CTT members, see Appendix C.)

<u>Accreditation Coordination Team</u>
President: Dr. James Middleton
Vice President for Instruction: Dr. Karin Hilgersom
Assistant Professor II, Humanities: Dr. Annemarie Hamlin, Year-One Report editor
Director of Institutional Effectiveness: Brynn Pierce
Dean of Student & Enrollment Services: Alicia Moore
Vice President for Administration: Matt McCoy
Extended Learning Dean: Dr. Shirley Metcalf
Director of College Relations: Ron Paradis
Chief Financial Officer: Kevin Kimball
Associate Professor, Human Biology: Dr. Julie Hood Gonzalves

Chapter One:
Mission, Core Themes, and Expectations

Eligibility Requirements 2 and 3

Central Oregon Community College is fully compliant with Eligibility Requirements 2: authority, and 3: mission and core themes. The College was formally established as independent of the K-12 school system on January 20, 1962, "by a vote of the people." It was chartered by the State of Oregon's Board of Education on September 28, 1965. Its mission has evolved over five decades, and after a process of information gathering and much discussion, the COCC Board of Directors approved the current COCC mission statement on November 14, 2012, and the current vision statement on December 12, 2012. The COCC core themes were approved by the Board on December 9, 2009. In December 2011, the COCC Board of Directors revised the Board goals to clarify the alignment between these goals and the four core themes: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

As mentioned in the Overview on page three, the current Board goals will later be further merged into the College's four core themes, and the Board priorities will be merged into a thematic area similar to a core theme—Institutional Sustainability. For the purposes of this report, however, Board goals and Board priorities continue to exist and provide guidance to the College.

Standard 1A: Mission

At the time of this report, COCC organizes its purpose into a mission, a vision, Board goals/core themes, and Board priorities. The vision statement and core themes partner with the mission statement to further define the overall direction of the College. COCC's core themes–transfer and articulation, workforce development, basic skills, and lifelong learning–are a reflection of what were previously written into Board goals. COCC's previous statement of mission, vision, goals, and priorities for 2010-13 are available on the College's web site (2010-13 Strategic Plan) and are printed in the COCC Catalog (4-5).[2] The updated mission and vision statements that the Board approved in fall 2012 are included below, along with the Board goals as they exist in the 2010-13 Strategic Plan.

Mission (approved November 2012)

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

Vision (approved December 2012)

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.

Goals (from the 2010-13 Strategic Plan)

Central Oregon Community College students will…

- have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level (Core Theme 1: Transfer and Articulation);
- have the workforce knowledge and skills necessary for their careers (Core Theme 2: Workforce, Development);
- have academic achievements and basic learning skills necessary to successfully pursue education at the community college level (Core Theme 3: Basic Skills);
- have access to and participate in wide-ranging lifelong learning opportunities that enhance wellness, quality of life, and cultural appreciation (Core Theme 4: Lifelong Learning).

COCC as an institution will support the values of

- working collaboratively to achieve shared purposes
- supporting diversity and interacting effectively with state, regional, national and global communities

The mission, vision, and goals establish the nature and structure of the College's work. Every two years, the Board establishes priorities that guide and shape the ways the College works toward its established goals. These priorities are based on current needs and conditions in Central Oregon. The five priorities approved for 2011-13 provide the means by which the College achieves its goals for this two-year period.[3] These priorities are (1) to strengthen access to learning opportunities, (2) to support and promote student success, (3) to build partnerships with local educational organizations and employers, (4) to promote continual improvement of our programs and services, and (5) to maintain institutional viability in the face of changing environments.

Of significant note is that COCC has the largest district of all the community colleges in Oregon, and this district is geographically, economically, and culturally diverse. This district includes Deschutes, Crook, and Jefferson counties, and portions of Wasco, Lake, and Klamath counties. In order to maintain our ability to meet the needs of our broad geographic district, and in alignment with the Board priority areas of access and institutional viability, COCC must provide opportunities that engage with these diverse populations in ways that are accessible to the most remote areas of our district. Indicators of our ability to provide these opportunities are evident through an analysis of our online course offerings and participation rates that correlate with population density. The construction of campuses in Madras and Prineville and the expansion of the Redmond campus provide further indicators of the College's effort to meet the needs of our widely dispersed community.

Core themes for this Year One report are the central thread expressed in the College goals, and one or more Board priorities weave through each of the core themes. For each core theme, the College has developed specific objectives and indicators. The ACT is reviewing benchmarks included in COCC's recent Year Seven report, and this analysis will assist in the revision of specific benchmarks useful to the College in cycle two of the new NWCCU accreditation model. Thus, specific benchmarks are not included in this Year One report.

Definition and Extent of Mission Fulfillment

COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes. To know whether we have fulfilled our mission, the College must assess our systems and programs and make appropriate adjustments. Three general benchmarks have been established to provide a shared language for assessing mission fulfillment. Although we are still in the process of establishing specific benchmarks for the objectives and indicators contained in this chapter, the method for measuring our success is as follows: Referred to as red, yellow, and green, each general benchmark will be captured by a color-coded rating relative to our goals. Red signifies achievement that has not yet met the minimum benchmark threshold, yellow signifies achievement at an acceptable level, and green signifies that aspirational achievement has been reached. COCC defines mission fulfillment as achieving at least acceptable—yellow—status in 70% of the achievement indicators in each of the four core theme areas.

Quantitative data thresholds will be set with numerical benchmarks. Qualitative data thresholds will include summaries of comments or data points contained in relevant documents. Such summaries can be used to illustrate thematic patterns that demonstrate whether acceptable benchmarks for mission fulfillment have been achieved.

COCC's system for assessing mission fulfillment requires the following kinds of analysis and goals:

1. Quantitative mission fulfillment analysis by achieving at least 70% "acceptable" level for the indicators listed for each of the core themes.
2. Quantitative and qualitative fulfillment analysis through analysis of Institutional Effectiveness Reports and community input relative to Board goals.

Institutional Effectiveness Reports provided throughout the year to the Board communicate the College's progress in the established Board priority areas. (Links to these reports are available on the Board Priorities web page.[4]) The reports provide specific indicators, baseline and longitudinal data, lists of current initiatives, and statements regarding achievement in specific areas. The Institutional Effectiveness Reports include two future-focused components: a statement of "What Needs to Be Done" and "Factors Affecting Results/Progress." These components outline potential future actions related to achieving the goal or improving the assessment tool used for the item under review. They also list internal and external environmental factors that influence mission fulfillment, may shape future strategies, or may justify modification of the priorities themselves. The current strategic planning process will improve alignment between College planning and operations, which will better inform the Institutional Effectiveness Reports.

In addition to Institutional Effectiveness Reports, COCC relies on community feedback to inform planning and assessment. Community is defined broadly and includes Central Oregon residents, leaders of both private and public sectors who have a stake in higher education attainment for citizens, and the COCC college community, faculty, staff, and students. Seeking feedback from community stakeholders allows COCC to assess achievement in segments of the five Board priority areas. Gleaning such feedback regularly and systematically, however, is a work in progress. A few examples of available tools include

COCC's annual Graduate Survey, the Community College Survey of Student Engagement (CCSSE), and COCC's periodic Campus Climate survey.[5] (CCSSE is administered every three years, and the Campus Climate Survey is scheduled for administration in spring 2013.) COCC is continually looking to strengthen and expand the collection of community feedback in order to better understand the community we support and serve.

The College is also exploring how it can continually improve upon how we measure and define mission fulfillment. As COCC completes revisions to its Strategic Plan, the College will develop an assessment plan and explore the potential for an Institutional Scorecard.

The Institutional Scorecard will be especially helpful in keeping established indicators in the forefront of planning and will allow us to establish thresholds of achievement. As is true with most assessment efforts, no precise number can adequately provide meaning toward establishing mission fulfillment. Trend line data is and will be the key consideration in current planning and assessment processes. Once thresholds are established and achieved, the College can and will aspire to improve.

The processes described above demonstrate COCC's ongoing commitment to mission fulfillment. Each of the clarifying documents provided with this report expands on key characteristics and expectations essential for mission fulfillment and provides the College community with guidelines on meeting the essential elements of our mission.

Standard 1B: Core Themes

The Board adopted four core themes in December 2009 and reaffirmed its commitment to those core themes in fall 2010. As stated previously, the themes manifest the essential elements of COCC's mission as articulated in the Board goals and priorities. The core themes are (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning.

For COCC, a solid foundation in general education is central to successful transfer (Core Theme 1) and workforce preparatory certificates and degrees (Core Theme 2). In concert with these themes, COCC established nine general education outcomes in the following areas: aesthetic engagement, communication, critical thinking, cultural awareness, health choices, quantitative reasoning, scientific reasoning, technology and information literacy, and values and ethics. However, and in serious consideration of the recent NWCCU recommendation, the College has realized that measuring student attainment of all nine college-wide outcomes is difficult and costly to do accurately. The College is thus exploring moving these outcomes to the degree and program level.

In addition to focusing on student success in the areas of transfer and workforce education, the College provides opportunities for learners needing basic skills through such courses as Adult Basic Education, GED Preparation, English Language Learning, developmental math and developmental writing (Core Theme 3). We also provide learning and cultural enrichment opportunities to our diverse population (Core Theme 4). The following sections describe the four core themes and the College's objectives in relation to these themes.

Core Theme 1: Transfer and Articulation

The transfer and articulation core theme directly addresses the Board goal that the College prepares students with academic achievements and skills needed to successfully transfer beyond the community college level. In 2011-12, forty six percent of certificate and degree-seeking students declared a transfer major. The Associate of Arts Oregon Transfer (AAOT) degree is the primary transfer degree offered in Oregon and at COCC. Students may also transfer under the Associate of Science (AS) degree or the Oregon Transfer Module (OTM), but students with the goal of transferring are advised toward earning the AAOT because it is more comprehensive. Degree requirements for the AAOT, AS, and OTM are published in the College catalog and are available on the COCC website.

Even as COCC moves from a Board goal focus to embedding these goals within core themes and institutional sustainability, a strong planning link exists between these elements. The articulation aspect of this theme also draws on the Board priority area that emphasizes strategic partnerships. The College's work on this theme manifests itself in a variety of settings including, but not limited to, a partnership with Oregon State University-Cascades campus, participation in the statewide Joint Boards Articulation Committee's development of statewide AAOT outcomes, and participation in College Now. Expanding transfer opportunities in Central Oregon is also a key COCC activity associated with this theme. COCC participates in regional initiatives to increase opportunities for baccalaureate degree options in Central Oregon or via online/hybrid programs. Thus, articulation for COCC includes specific agreements that define a student's program of study and general partnerships that streamline transfer preparation.

Theme Objectives and Indicators

Objective 1.1: Maximize entry, support, and exit services to promote access and success for students intending to transfer.

Providing students with a strong academic experience in preparation for transfer begins with support services and operations that allow students to focus on their learning goals. Efficient and helpful processes relating to admissions, financial aid, advising, tutoring and testing, student leadership, and student life are necessary to the Board priorities of access and success. Table 1.1 describes the means by which the College monitors its progress in relation to entry, support, and exit services for transfer students with a focus on elements of student success.

Table 1.1: Indicators, Benchmarks, and Sources for Objective 1.1, Core Theme 1: Transfer and Articulation

	Original Indicator	Source
1.1.a	Student satisfaction with support services	CCSSE and SENSE COCC Graduate Survey
1.1.b	First-time, certificate or degree seeking student retention to second term	COCC Student Tracking
1.1.c	First-time, certificate or degree seeking student transfer credential completion rate within six years	COCC Student Tracking
1.1.d	Number of students earning a transfer credential (OTM, AS, AAOT, ASOT)	COCC Completions Report
1.1.e	Transfer students' successful progression in their identified area of study	COCC Student Tracking
1.1.f	Transfer student success at Oregon University System (OUS) institutions	Statewide Data Match

Rationale: CCSSE and SENSE national surveys allow community colleges to assess institutional practices and student behaviors that are highly correlated with student learning and retention. Survey questions gauge students' perceptions of support for learners and help the College assess its entry and institutional support practices. COCC's Graduate Survey—a College-generated survey—assesses satisfaction with entry and support services for students earning a credential. The COCC Institutional Effectiveness office tracks persistence from first to second term as well as completions. With assistance from the National Student Clearinghouse, university partners, and the Department of Community Colleges and Workforce Development (CCWD), we can count the number of successful transfers. Success is defined, in part, by GPA after transfer. By also tracking transfer students who do not complete a credential prior to transfer, the College can better understand student behavior and plan accordingly. GPA comparisons after transfer demonstrate that COCC students are prepared to complete baccalaureate courses. This data leads to improved understanding of student and College success in meeting this objective.

Objective 1.2: Maintain and strengthen student opportunities to make reasonable progress toward degree completion and/or transfer.

During the five-year period between academic years 2007-08 and 2012-13, COCC's enrollment growth required that the College pay close attention to a student's ability to access courses and course sequences necessary for timely completion and transfer as emphasized by the Board priority area related to access. COCC expanded the number of offerings in general, but also worked to expand offerings by geographic location and online. Additionally, changes in course periods, sequences, and increased weekend offerings have facilitated greater access.

COCC believes that the transfer experience should be structured so that students can move efficiently through a degree or an identified program of study. The College maintains high school articulations and

has also developed agreements with university and four-year college programs that provide students with a clear course of study and allow them to count some lower division credits toward upper division requirements. (As an example, Linfield College currently articulates with our nursing department to offer students a four-year nursing degree.) These efforts streamline students' transfers to four-year institutions. In addition to the articulation programs in place for traditional transfer majors, COCC is exploring partnership strategies to provide bachelor's degree options for students in COCC's Career and Technical Education (CTE) programs. Table 1.2 lists the indicators for Objective 1.2 and the data sources with which the College measures its progress.

Table 1.2: Indicators, Benchmarks, and Sources for Objective 1.2, Core Theme 1: Transfer and Articulation

	Indicator	Source
1.2.a	Student satisfaction with course sequencing	CCSSE COCC Graduate Survey
1.2.b	Student satisfaction with course offering formats (times, days, locations, modalities)	COCC Graduate Survey
1.2.c	Number of credit classes offered by non-traditional methods (times, days, locations, modalities)	COCC Institutional Reporting
1.2.d	College Now (approved college level courses taught in HS by HS faculty) student participation	COCC Student Tracking
1.2.e	COCC dual credit or concurrent students who matriculated to any post-secondary institution	COCC Student Tracking
1.2.f	Transfer students (completers and non-completers) transferring to a four-year institution the year following COCC attendance	COCC Student Tracking Statewide Data Match

Rationale: Responses to the CCSSE questions and the COCC Graduate Survey provide student perspective on course sequencing and progress toward completion and transfer. COCC's institutional reporting tracks progress on access to flexible modes of instruction. Institutional reporting allows COCC to check progress on College Now articulations with high school partners.

Objective 1.3: Provide students with a rigorous, high-quality general education experience.

COCC has developed a strong culture of ongoing and systematic assessment of student learning outcomes, as well as support for high quality educational experiences that align with the Board priority area of continual improvement. Currently, there are nine general education outcomes intended to encompass the general education experience at COCC. By the time students complete their degrees, they are expected to meet all nine outcomes. They have been linked and implemented at the course level through the Curriculum Committee review process. Samplings of general education outcomes

assessment results have been collected in a comprehensive General Education Outcomes Data Exchange (GEODE) that was developed and piloted winter 2011 and used to verify outcomes achievement.

However, measuring whether every degree completer has met all nine outcomes has been problematic. The faculty department chairs proposed in September of 2012 to "move" the general education learning outcomes from college-level to program/degree level; this change enables valid measurement of outcome achievement specific to a student's degree. The COCC Academic Affairs committee, acting upon a request from chairs, has begun to align the nine general education outcomes with degree and program level learning outcomes.

COCC also supports professional growth and development for faculty engaged in teaching core general education requirements. This support is crucial for maintaining a high quality general education experience for students. Faculty members continually develop their content expertise, their assessment strategies, and their use of technology, and these actions support both academic rigor and student success. New and remodeled classroom spaces have also led to improved teaching and learning (general education and CTE courses) by providing access to new technologies. New spaces for the sciences (a core area of general education) were specifically designed to facilitate teaching and learning success and promote a high quality general education experience.

Table 1.3: Indicators, Benchmarks, and Sources for Objective 1.3, Core Theme 1: Transfer and Articulation

	Indicator	Source
1.3.a	Student perspective of College contribution to a broad general education	CCSSE
1.3.b	Student perspective of academic challenge	CCSSE
1.3.c	Qualitative analysis of student achievement on nationally-normed exams	Department Tracking
1.3.d	Percent of full-time faculty submitting course assessment results	GEODE
1.3.e	Qualitative analysis of course improvements based on general education outcome assessment	GEODE
1.3.f	Student satisfaction with College infrastructure, physical resources and facilities	COCC Graduate Survey

Rationale: CCSSE questions assess the students' perspectives of their overall general education, learning skills, and connections to the College community. Additionally, CCSSE assesses student perspective on academic rigor and the opportunities for active learning and engagement with their faculty. General Education Outcomes Data Exchange (GEODE) verifies that faculty assess whether or not students are meeting general education outcomes at the course level and exemplifies student assessment results on particular assignments and projects.

Core Theme 2: Workforce Development

The workforce development core theme directly addresses the Board goal to achieve a student population with workforce knowledge and skills necessary for their careers. COCC offers Associate of Applied Science degrees (AAS), certificates of completion, and short-term certificates in 75 programs. In 2011-12, forty three percent of certificate and degree seeking students declared a career and technical education (CTE) major. All degree programs and certificates of one year or more include related instruction in communication, math, and human relations. Each CTE program defines student learning outcomes specific to the skills and knowledge necessary for professional practice in the field. In addition to preparing students with workplace-ready skills, COCC plays an essential role in Central Oregon's economic development. This includes earned credit workforce development programs as well as noncredit offerings that are designed to foster small business development and forge industry partnerships that strengthen the region's economy and enhance its diversity.

Theme Objectives and Indicators

Objective 2.1: Services for CTE students will maximize entry, support, and exit services to promote successful completion of CTE programs.

Students intending to complete a CTE program will receive comprehensive advising in financial aid, career opportunities, course load expectations, time commitment expectations, program specific academic requirements, and the economic stability of their career choices. Preparing students to succeed within a CTE program and transition into the workforce addresses the Board priority area of success. CTE programs require post-secondary skill levels in reading, writing, and math, and such skills need to be attained prior to entry into a program in order to ensure student persistence and completion. Unfortunately, some students begin a CTE program inadequately prepared. Several CTE programs, including but not limited to, Automotive Technology and Manufacturing Technology, have recently begun to seek strategies to improve student readiness in such programs.

Table 2.1: Indicators, Benchmarks, and Sources for Objective 2.1, Core Theme 2: Workforce Development

	Indicator	Source
2.1.a	CTE program of study students who by the end of their first term, attend new student advising, meet with their program specific advisor	Advising and program records
2.1.b	CTE students underprepared in readiness competencies (i.e. math) will receive supplemental college success services	COCC Student Tracking
2.1.c	CTE student persistence in chosen program	COCC Student Tracking

Rationale: Each CTE student is assigned to an advisor who can review records through the COCC degree audit system and refer the student to appropriate services. COCC student tracking can identify readiness with placement test scores and/or grades in math, writing, and CTE-specific foundational courses.

Objective 2.2: COCC will deliver CTE curricula that align with current industry standards.

This objective recognizes the importance of keeping the College's CTE programs current and comprehensive and the need to support faculty professional development in order to maintain a responsive, strong program. As emphasized in the Board priority area of continual improvement, each CTE program has specific program-level student learning outcomes based on current industry needs. Students must achieve these outcomes when earning a credential. Assessment of program-level outcomes takes place within the individual programs.

The College recognizes that developing and supporting quality faculty is integral to maintaining curricula that is current and aligned with industry standards. COCC maintains an organizational culture that encourages teaching excellence, supports professional development, and provides opportunities for innovation. CTE program directors and faculty are expected and supported to stay current in industry standards in order to train CTE graduates who are employable and exceptional. As emphasized in the Board priority area of strategic partnerships and response to regional needs, CTE program directors work closely with industry advisors to continually update and refine program outcomes. CTE Program Advisory Boards provide regular feedback including industry-specific recommendations that are integrated into the curricula in a timely manner. Regular reviews of field-specific licensure and examination of success rates guide planning and program improvements. Many of COCC's CTE programs are accredited by external industry-specific accrediting agencies.

Table 2.2: Indicators, Benchmarks, and Sources for Objective 2.2, Core Theme 2: Workforce Development

	Indicator	Source
2.2.a	CTE programs that have active Advisory Boards	Advisory Board Minutes
2.2.b	CTE programs receiving accreditation	VPI Office
2.2.c	Faculty who are members of their professional organizations	HR Records/VPI Office
2.2.d	Faculty who continuously improve their discipline-specific expertise	VPI Office/HR Records
2.2.e	Faculty who have a current Professional Improvement Plan	HR Records/VPI Office

Rationale: COCC program directors record and maintain advisory board minutes, and these minutes detail recommendations that often lead to curriculum revision. Additionally, CTE program accreditations document the high quality of the COCC CTE programs. Recommendations from these external accrediting agencies help to define for COCC work that needs to be done to maintain both quality and program relevance. COCC student pass rates are compared to licensure pass rates of Oregon's CTE students (Oregon Key Performance Measure). The Annual Report of Activities (ARA) required of CTE

faculty also documents linkages to industry and the importance of keeping current with specific skill sets. Moreover, the thorough and rigorous tenure, promotions, and review processes apply to all faculty members (including CTE) and further demonstrate a strong faculty culture of continuous improvement. The Human Resources office in coordination with the office of the Vice President for Instruction maintains detailed files on each faculty member's professional improvement activities.

Objective 2.3: Students actively participating in CTE programs will achieve the sought after program credential.

This objective recognizes that the majority of CTE students have an immediate goal of successfully completing the CTE program of study. COCC faculty and staff continue to emphasize retention of students and achievement of academic goals as emphasized in the Board priority area of success. COCC plans to establish an average time to completion of the CTE certificate or degree and is committed to improving upon this baseline so that students complete their CTE goal within a reasonable time.

Table 2.3: Indicators, Benchmarks, and Sources for Objective 2.3, Core Theme 2: Workforce Development

	Indicator	Source
2.3.a	CTE completions during a four-year period	COCC Institutional Reporting
2.3.b	Students declaring a CTE major who receive a certificate or degree within four years	COCC Student Tracking

Rationale: The annual Completions Report indicates the number of CTE completions allowing COCC to establish a four-year "rolling" benchmark. The College will also continue to improve its ability to track CTE students to completion and establish a benchmark completion rate against which to measure our progress.

Objective 2.4: COCC will prepare students for employment through the acquisition of knowledge, discipline-specific skills, and employability skills necessary to meet current industry needs.

This objective recognizes that the primary aim of CTE students is to find or improve employment after completing a CTE degree or certificate. As described in Objective 2.2, CTE programs continue to be comprehensive and relevant. COCC graduates are well prepared to work with industry partners, and these partners should be satisfied with the knowledge and skills graduates demonstrate upon employment. To assess progress toward this objective, the College uses several indicators, presented in Table 2.4.

Table 2.4: Indicators, Benchmarks, and Sources for Objective 2.4, Core Theme 2: Workforce Development

	Indicator	Source
2.4.a	CTE students who utilize career services training to include resume writing, interviewing skills and job search skills	CAP Center records
2.4.b	Cooperative Work Experience (CWE) employer evaluations rating students as having necessary skills	CTE Program Director records
2.4.c	CTE students who receive passing grades in all certificate or degree associated courses	COCC Student Tracking
2.4.d	Licensure pass rates for CTE programs	COCC Institutional Reporting
2.4.e	CTE program students who receive employment opportunities	COCC Student Tracking Possible State level data matches
2.4.f	CTE completers currently employed who indicate the job is related to their COCC field of study	COCC possible Post-Graduate Survey

Rationale: The Career Services, Academic Advising, and Personal Counseling (CAP) Center records can verify that CTE students are preparing to be competitive job seekers. Program Directors collect data from employers that verify students are effectively applying CTE skills and competencies learned during their programs. COCC student tracking and institutional reporting provides an accurate snapshot of student persistence and licensure success. The Curriculum and Workforce Data Coordinator is responsible for developing a workforce data system that will track completers to career placement—a primary goal of CTE programs. Data matches from state level databases are helpful in this effort. Post-graduate surveys allow COCC to assess direct linkages between CTE training and employment results.

Objective 2.5: COCC will cultivate current and future industry partnerships and assist industry partners in regional economic development.

Partnerships have become crucial as the nation attempts to return to the economic prosperity of the pre-2007-08 U.S. economic decline. The role of higher education can no longer be understated in efforts to bring innovations to the marketplace (including the commercialization of technologies and products originating from research universities). Higher education can also increase the success of new markets through a well prepared workforce. The Board priority area of strategic partnerships and response to regional needs effectively directs administration, faculty, and staff to partner with regional employers to "define and evaluate potential new or modified programs/services."[6] The College is a primary collaborator with economic development partners and agencies (e.g. Economic Development for Central Oregon, the area Chambers of Commerce, OSU-Cascades) in credit and noncredit workforce development offerings. The Community Learning office is home to the Small Business Development Center (SBDC), which offers free business advising and workshops for both CTE students and citizens needing assistance with business start-up and expansion. Table 2.5 lists the indicators by which the College assesses its achievement of Objective 2.5.

Table 2.5: Indicators, Benchmarks, and Sources for Objective 2.5, Core Theme 2: Workforce Development

	Indicator	Source
2.5.a	COCC participation in planning involving regional community and economic development constituents	Extended Learning Office/ Small Business Development Center
2.5.b	Jobs created or retained by businesses through work with the Small Business Development Center (SBDC)	Small Business Development Center
2.5.c	CTE students accessing entrepreneurial information through the SBDC	Small Business Development Center
2.5.d	SBDC business clients starting new and expanding established businesses on an annual basis	Small Business Development Center
2.5.e	CTE programs that increase industry partnerships	Advisory Board Minutes

Rationale: The rich collaboration between CTE faculty, staff, and industry is difficult to quantify; however, documents related to COCC partnerships with Economic Development for Central Oregon (EDCO) and other economic development groups verify COCC participation in regional economic development efforts. The COCC Small Business Development Center (SBDC) has collected client data for years, and much of the success of the SBDC is clearly outlined in a relatively recent review conducted by the Oregon Small Business Development Center. Client success rates are carefully tracked; thus, a baseline has been established.

Core Theme 3: Basic Skills

The core theme of basic skills represents the College's goal of achieving a student population with the academic and learning basic skills necessary to successfully pursue education at the community college level.

As an open-door institution in a diverse community, the College cannot ignore the many students who seek higher education but are lacking in one or more of the vital skills that will allow them to succeed. Means for addressing this theme include providing classes in many basic skills areas, including English Language Learning (ELL); Adult Basic Education (ABE); Adult High School Diploma Program (AHSD); General Education Development (GED) Test Preparation; pre-college coursework in reading, writing, math, and computer skills; and student success/human development courses such as Test Taking, Introduction to College Life, and Time Management. In the last few years, the College has sought to bring these programs, courses, and services into greater alignment. In addition, to improve accessibility, the various offerings and services are now presented in one place in our catalog and other publications, referred to as Transitional Studies. Faculty and staff associated with and interested in these programs met in 2009-10 to determine program-wide student learning outcomes and indicators of progress and to

analyze preliminary data. Faculty from each credit course area (developmental writing, math, and human development/study skills), staff from ABE/GED, and Student Services worked with instructional administration in this yearlong project. From this initial project in 2009-10, a Transitional Studies Taskforce was created to align the learning outcomes of the ABE/GED and ELL courses to the credit developmental writing, math, human development, and computer information system courses in order to create a seamless transition for students from the Adult Basic Skills program to credit post-secondary courses.

Theme Objectives and Indicators

Objective 3.1: Students who complete English Language Learner (ELL) courses will have the skills to succeed in Adult Basic Education/Adult Secondary Education (ABE/ASE) courses.

The Board priority areas of access and success are particularly relevant here. Students who are not yet ready to succeed at a college level tend to have limited resources (including financial) and may not know how and where to access learning opportunities. Fostering the success of these students presents numerous challenges. Many of these Central Oregonians may need to begin by learning English (English Language Learners) in order to progress to the ABE/ASE courses that lead to the achievement of basic literacy, reading, and writing skills. The College is directed by the Board to seek strategies that improve persistence of these students and to design and implement ways to track and strengthen student retention and academic goal achievement. Indicators of achievement for this objective and the relevant data sources are provided in Table 3.1.

Table 3.1: Indicators, Benchmarks, and Sources for Objective 3.1, Core Theme 3: Basic Skills

	Indicator	**Source**
3.1.a	Students who complete ELL courses	COCC Student Tracking Title II TOPS Data
3.1.b	ELL completers who place into Adult Basic Education (ABE) courses	COCC Student Tracking Title II TOPS Data
3.1.c	Students who complete ELL courses and place into Adult Secondary Education courses	COCC Student Tracking Title II TOPS Data

Rationale: COCC will track students progressing through milestones including completion of ELL courses and placement into ABE courses. Title II Tracking of Programs and Students (TOPS) data captures improved competencies/skills of students progressing through ELL and ABS. Analysis of this data will allow COCC to identify completed milestones as well as areas that appear to be delays in progression or stopping points for these students.

Objective 3.2: Students who complete Adult Secondary Education (ASE) level courses will have the skills necessary to obtain a GED.

Three hundred eighty one of Central Oregon's citizens prepared for the GED exam via COCC and 360 successfully obtained the GED between January and December of 2013. Each year, similar numbers of

citizens are working toward the goal of obtaining a GED. The College is directed by the Board to seek strategies that improve persistence of these students and to design and implement ways to track and strengthen student retention and academic goal achievement. Indicators of achievement for this objective and the relevant data sources are provided in Table 3.2.

Table 3.2: Indicators, Benchmarks, and Sources for Objective 3.2, Core Theme 3: Basic Skills

	Indicator	Source
3.2.a	Students completing ASE level courses who have the necessary skills to obtain the GED	COCC Student Tracking Title II TOPS data State TOPS data
3.2.b	Students completing ASE level courses who obtain the GED	COCC Student Tracking Title II TOPS data

Rationale: COCC will track students progressing through milestones including completion of ASE courses. Title II TOPS Data captures improved competencies or skills of students progressing through ASE and tracks GED completions. Analysis of this data will allow COCC to identify completed milestones as well as areas that appear to be delays in progression or stopping points for these students.

Objective 3.3: Adult Secondary Education (ASE) completers will have the skills to succeed in credit writing and math courses.

As a result of successful persistence, students will emerge from Adult Secondary Education coursework with the foundation necessary to succeed at developmental levels in writing and mathematics. This will demonstrate alignment with the Board priority area of success. Students will be prepared to enter into CTE pathways and earn certificates and degrees, or they can select transfer coursework and degree options.

Table 3.3: Indicators, Benchmarks, and Sources for Objective 3.3, Core Theme 3: Basic Skills

	Indicator	Source
3.3.a	ASE completers who succeed in a credit writing course	COCC Student Tracking
3.3.b	ASE completers who succeed in a credit math course	COCC Student Tracking

Rationale: COCC will track students progressing through milestones such as completion of credit writing and math courses. Analysis of this data will allow COCC to identify completed milestones as well as areas that appear to be delays in progression or stopping points for these students.

Objective 3.4: Students who successfully complete developmental writing and/or math courses will succeed in higher-level credit writing and math courses appropriate to their certificate or degree programs.

As a result of successful persistence, students will emerge from developmental math and writing courses with the foundation necessary to succeed at progressively higher levels of math and writing. This will demonstrate alignment with the Board priority area of success. Students will be prepared to enter into CTE pathways and earn certificates and degrees, or they can select transfer coursework and degree options.

Table 3.4: Indicators, Benchmarks, and Sources for Objective 3.4, Core Theme 3: Basic Skills

	Indicator	**Source**
3.4.a	Students who successfully complete developmental math courses (10, 20, 60,65) and progress to higher-level developmental math courses (20, 60, 65,95)	COCC Student Tracking
3.4.b	Students who successfully complete math 65 or 95 who succeed in 100+ level math courses	COCC Student Tracking
3.4.c	Students who successfully complete developmental writing courses (60, 65) and progress to higher-level writing courses (65, 95)	COCC Student Tracking
3.4.d	Students who successfully complete Writing 65 or Writing 95 and succeed in Writing 121 and above	COCC Student Tracking

Rationale: COCC will track student progression through milestones including completion of developmental level writing and math courses. This source will also track progression to successful completion of college-level writing and math necessary to complete a degrees and/or certificates. Analysis of this data will allow COCC to identify completed milestones as well as areas that appear to be delays in progression or stopping points for these students.

Core Theme 4: Lifelong Learning

The core theme of lifelong learning addresses the Board goal of promoting access to and participation in wide-ranging opportunities to enhance lifelong, wellness, quality of life, and cultural appreciation. Lifelong Learning at COCC is thus designed to provide accessible, noncredit learning opportunities to our community (College employees and residents in the region) in the areas of enrichment, professional development, technology, and wellness. The College also supports ongoing learning and experiences for College employees by providing technology and other workshops and through funding for conference attendance, research, and pedagogical innovation.

Theme Objectives and Indicators

Objective 4.1: Broaden learning opportunities based on assessed campus, community, and industry needs

The Community Learning Department continuously works to strengthen lifelong learning opportunities, including program offerings and events. In this spirit, the College offers a wide spectrum of noncredit workshops and events too numerous to mention here. The College identifies and includes in its offerings emerging topics relevant to workforce development and personal enrichment targeting a wide range of ages. The COCC College Bound program and annual summer youth camps offer means of increasing post-secondary aspirations of local youth. The College is also committed to providing opportunities for seniors, and we continue to expand our program offerings in this area.

Table 4.1: Indicators, Benchmarks, and Sources for Objective 4.1, Core Theme 4: Lifelong Learning

	Indicator	Source
4.1.a	Trainings offered by Community Learning	COCC institutional reporting LERN data
4.1.b	Work skills and professional development courses offered by Community Learning	COCC institutional reporting LERN data
4.1.c	Other learning opportunities (enrichment, classes for seniors, Youth College) offered by Community Learning	COCC institutional reporting LERN data

Rationale: Expanding new offerings results from strategic planning efforts occurring in the Community Learning department. When new offerings support themselves with healthy enrollments, the College demonstrates that it is providing good opportunities for lifelong learning for the Central Oregon community. These goals are tracked on an ongoing basis and compared to industry-wide benchmarks published by Learning Network Resources (LERN), a national continuing education organization that provides guidance to colleges on program development, fiscal formulas, marketing, and student repeat rate.[7]

Objective 4.2: Increase overall, lifelong learning participation

COCC works to increase participation by targeting existing students who can continue to take noncredit classes (community learning "regulars") and by attracting new students to noncredit lifelong learning options offered.

Table 4.2: Indicators, Benchmarks, and Sources for Objective 4.2, Core Theme 4: Lifelong Learning

	Indicator	**Source**
4.2.a	Activities offered by academic departments, COCC Foundation, Multicultural Activities, Student Life and other campus departments	Department Tracking
4.2b	Enrollment in Community Learning and Workforce training and professional development	COCC Institutional Reporting LERN Data
4.2.c	Student repeat rate in Community Learning classes	COCC Student Tracking LERN Data

Rationale: Participation rates are tracked with the use of sign-in sheets at college events, presentations, and workshops where formal registration is not required. Community Learning personnel can also analyze formal registrations. By submitting registration data to LERN annually for analysis, the repeat rate for our students can be compared to industry averages in order to evaluate customer satisfaction. The annual LERN analysis also provides suggestions for future course offerings on a per student basis helping us to effectively plan our courses.

Objective 4.3: Increase accessibility, instructional delivery, and registration options in Community Learning

Noncredit courses are offered over a wide spectrum of formats, times, and locations to meet the varied needs of our geographically widespread service area. Ease of registration also improves participation and access, and COCC is continually improving systems in this area.

Table 4.3: Indicators, Benchmarks, and Sources for Objective 4.3, Core Theme 4: Lifelong Learning

	Indicator	**Source**
4.3.a	Non-credit online and hybrid classes	COCC Institutional Reporting LERN Data
4.3.b	Non-credit courses offered across the College district	COCC Institutional Reporting LERN Data
4.3.c	Successful non-credit online registrations	COCC Institutional Reporting LERN Data

Rationale: COCC will track course offerings and enrollment data to analyze demand for courses based upon increased access, delivery, and/or format. As COCC improves ease of registration, we can increase access for non-credit students.

Objective 4.4: Improve marketing effectiveness

Effective marketing is also a key to increasing participation in lifelong learning. The College has embarked on a strategic marketing campaign and results of the work will be monitored.

Table 4.4: Indicators, Benchmarks, and Sources for Objective 4.4, Core Theme 4: Lifelong Learning

	Indicator	Source
4.4.a	Hits on Community Learning website	Community Learning Office
4.4.b	Community Learning conversion ratio	Community Learning Office LERN Data
4.4.c	Use of social media in Community Learning	Community Learning Office

Rationale: The number of visits to the Community Learning website can be analyzed and correlated to program effectiveness. Conversion rate is calculated as the number of enrollments divided by the total number of printed class schedules mailed. Social Media can be used to obtain narrative data, opinions about the program, and data about client demographics.

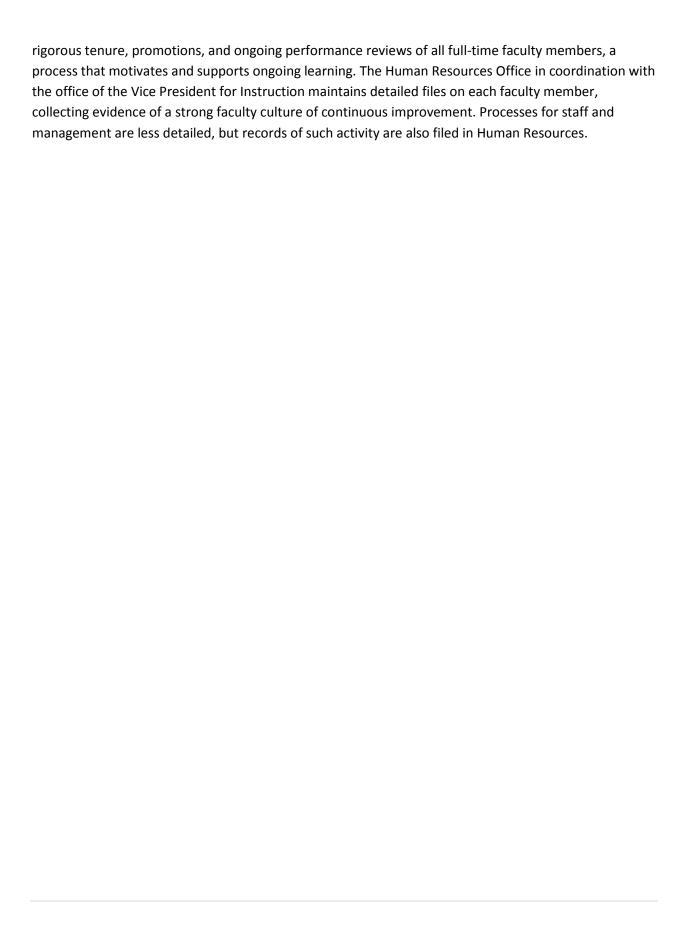*Objective 4.5: Design and advance learning opportunities for faculty and staff*

COCC has developed a strong culture of ongoing and systematic support and assessment of faculty professional development in alignment with the Board priority area of continual improvement. The College recognizes that developing and supporting quality faculty and staff is integral to creating a successful learning environment for students. COCC maintains an organizational culture that encourages teaching excellence, provides financial support for professional development, and offers opportunities for innovation. This organizational culture and support fosters student completion and success.

Learning opportunities for classified staff and management are less systematically organized, but efforts are underway. Workshops developed for staff do occur, but frequency of opportunity for professional development for staff can be improved.

Table 4.5: Indicators, Benchmarks, and Sources for Objective 4.5, Core Theme 4: Lifelong Learning

	Indicator	Source
4.5.a	Faculty engaged in College-sponsored professional development	Human Resources/VPI Office, Annual Reports of Activities
4.5.b	Percent of faculty with final approved Professional Improvement Plan report on file	Human Resources/VPI Office
4.5.c	Staff who attend professional development conferences, workshops, and seminars	Human Resources

Rationale: The amount of ongoing professional development among faculty and staff demonstrates that lifelong learning permeates the College culture for all constituents. COCC employs thorough and

rigorous tenure, promotions, and ongoing performance reviews of all full-time faculty members, a process that motivates and supports ongoing learning. The Human Resources Office in coordination with the office of the Vice President for Instruction maintains detailed files on each faculty member, collecting evidence of a strong faculty culture of continuous improvement. Processes for staff and management are less detailed, but records of such activity are also filed in Human Resources.

Conclusion

Chapter One of the COCC Year One Self-Evaluation Report describes the College's institutional purpose by reaffirming its mission and identifying its core themes, objectives, and associated indicators. Together these elements clearly articulate COCC's broad commitment to the educational and workforce development needs of the Central Oregon community.

The information provided in this report includes a framework for the systematic assessment of institutional effectiveness. The development of systematic and authentic assessment has been an ongoing commitment for more than a decade and is evident in the commendations from previous accreditation evaluation reports. The new accreditation standards for the NWCCU provide further guidance in connecting the many meaningful planning and assessment activities in progress across the institution and encourage the College to work toward a more cohesive approach. As a result of the new standards and COCC's recent strategic planning efforts, the Board adopted new mission and vision statements and reaffirmed the four core themes—(1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning. All of these guide the institution's decision making and provide an effective environment to meet its stated mission.

Appendix A: Core Theme Team Summit Invitation and Charge

Colleagues,

Thank you for agreeing to serve on a Core Theme Team (CTT). A CTT kick-off summit meeting is scheduled for **Monday, September 17, 2012 from Noon to 1:30 in Willie Hall.** Lunch will be provided and you are welcome to lunch at 11:45 (buffet style taco bar).

In order to prepare for this CTT summit, this invitation also includes background information, two web links to information, and one attachment that we hope you will find useful. The proposed committee charge is also introduced here and will be reviewed at the summit. A detailed agenda for the summit is forthcoming.

BACKGROUND

Introduction of Core Themes

The concept of core themes was introduced by the Northwest Commission on Colleges and Universities (NWCCU) in their new accreditation standards (revised 2010). The idea behind them is that an institution articulates its purpose in a mission statement and then identifies core themes that comprise the essential elements of that mission further guiding the activities of the College. In December of 2009, the COCC Board of Directors approved the four core themes of transfer and articulation, workforce development, basic skills, and lifelong learning. These themes describe the four primary functions of what COCC provides to our students and to the greater Central Oregon Community.

Core Themes & Strategic Planning

In the spirit of providing clearer connection and meaning to College efforts, the College initiated an 18-month strategic planning effort fall 2011. As part of this process, in spring 2012, the mission, vision, values and core themes were reviewed and preliminary updates drafted. The College did not propose revisions to the established four core themes but did propose a more streamlined approach to how they reside within the College's strategic plan and help guide the activities of the College. Fall 2012 the proposed updates will be circulated to the College community for comment and provided to the COCC Board for review and approval.

The work of establishing strategic objectives under each core theme will begin fall 2012 and will allow the College to operationalize the established strategic direction.

COCC's updated Strategic Plan – mission, vision, values, core themes, strategic objectives – will be implemented beginning 2013-14.

Core Themes & Assessment

Once the College has an updated strategic plan, the College will establish a comprehensive assessment plan to evaluate the successful achievement of objectives related to each core theme. The plan will include establishing meaningful, assessable and verifiable indicators of achievement for each strategic objective and developing a reporting mechanism in order for the College community to monitor successful progress.

Core Themes & Accreditation

Where the Colleges strategic plan will guide the College, the evaluation report required for accreditation will verify our work in the four primary areas of educational service that COCC provides (four core themes). In accordance with NWCCU requirements, 2012-13 are COCC's first year of the new seven year accreditation cycle. **A project/task accreditation calendar based upon the 7 year cycle is also attached.** Chapter one of the Evaluation Report (formerly known as the Self-Study) is due to the NWCCU in early March 2013. This is the third version of COCC's chapter one under the new model, but the first version where the cycle for COCC is not accelerated.

The NWCCU model requires that the College verify mission fulfillment, ideally with an inclusive and collaborative method. Moreover, the COCC definition of mission fulfillment is ideally a product of a clear strategic plan.

PROPOSED CHARGE

The charge of the Core Theme Teams is to assist the College in planning, implementing, and assessing College efforts toward fulfilling the College's expectations around each core theme. The proposed charge will be discussed and reviewed at the upcoming Core Theme Team Summit.

I. Immediate Task - Chapter One, Objectives and Indicators, Due November 19, 2012

A. Understand exactly what a strategic objective is and how best to go about developing them – *assistance provided by the Strategic Planning Committee ambassadors* (September 17 Summit).
B. Review College plans, reports and background material related to previous planning and assessment activities:
    1. March 2012 Comprehensive Self-Evaluation Report (specifically Chapter One) http://www.cocc.edu/uploadedFiles/Departments_/Accreditation/2-Chapter-1.pdf
    2. Strategic Planning Phase One Progress Report http://www.cocc.edu/College-Planning/Setting-Strategic-Direction---Phase-I-Progress-Report/
    Please review the links prior to the summit if possible. Also the 7 year accreditation project/task calendar is attached.
C. Recommend strategic objectives for each core theme that aligns with College needs and expectations as determined from reviewing the documents listed in A. Each team may delete, revise, or propose new objectives (Due October).
D. Working with the Institutional Effectiveness office, identify meaningful, assessable and verifiable indicators for all objectives deemed worthy of the review process (Due October).
E. The proposed strategic objectives and indicators will be discussed in joint meetings with the Strategic Planning Committee and the Accreditation Coordination Team and adopted by the group. The work product will be used in the College's updated Strategic Plan and in the chapter one evaluation report (November).

II. **Long Term Focus**
   A. Assist the College in setting the long-term direction related to each core theme. This will require working toward a common understanding of our strengths, weaknesses, opportunities, and any threats related to each core theme. This will also require ongoing dialogue with internal and external stakeholders and a willingness to hone in and recommend clear ongoing strategic planning processes for COCC.
   B. Work with the College to develop the assessment plan related to each core theme area
   C. Monitor progress toward achievement of each strategic objective related to each core theme. Assist the Institutional Effectiveness office and Accreditation Coordination Team communicate the results.

The Summit will provide additional context, guidance, and direction for the Core Theme Teams. We look forward to sharing in this important work with you and thanks so much for your willingness to serve.

Regards,

Karin Hilgersom, VP for Instruction and Accreditation Liaison Officer (ALO)
Matt McCoy, VP for Administration and Strategic Planning Co-Chair
Brynn Pierce, Director of Institutional Effectiveness and Strategic Planning Co-Chair

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).**

COCC will conduct a detailed review for all transfer and applied courses, programs, and degrees and ensure that learning outcomes have been identified and updated for all. The review (with proposed revisions) will be conducted by the end of academic year 2013. Currently, the framework and content are in place for most career technical programs, which outline learning outcomes. These will be examined and revised as appropriate and similar models applied to the AS and transfer programs.

In the year 2013-14, the College will develop a systematic program review process that includes reviewing course, program, and degree-level learning outcomes, establishing verifiable methods of assessing whether students are meeting those outcomes. Departments can be assessed on a three-year cycle and results of the review will be used to improve student learning. The College will determine whether this process is best housed within the COCC curriculum committee or as a separate program review process. COCC is in the process of discussing the most effective venue for this work.

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)**

Over the past 18 months (overlapping with the April 2012 NWCCU review and continuing into the 2012-13 academic year), COCC has worked to update the College's strategic plan with the intent of creating a guiding document from which the College can clarify what is important for COCC as well as respond to external demands (accreditation, state achievement compacts, etc.). This guiding document will integrate the Strategic Plan, accreditation reporting, Board Planning, State of Oregon mandated achievement compacts, and other related planning and outcome assessment. (Achievement compacts are Oregon state partnership agreements for monitoring and assessing student progress at all levels of education in order to achieve the state's goals for educating its citizens.) As part of this guiding document, a new section–Institutional Sustainability—has been added to the Strategic Plan. This section is at the same "level" as Core Themes and provides a specific framework for fiscal, facility, student services, and other areas of the College to document initiatives and outcomes that contribute to core theme achievement and that support elements of institutional sustainability. This added section of the Strategic Plan was reviewed and supported by the Board of Directors with formal approval planned for June 2013. We believe that this structure will document institutional achievement across a broader perspective; help the College units to consider, define, document, assess, and improve their contributions to core themes and overall institutional sustainability; and assist in linking budget allocation and outcomes attainment.

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)

The College has begun discussing realistic and practical methods that can improve upon how we assess core theme fulfillment to improve and supplement the indicators put in place in preparation for the comprehensive year seven report and site visit. Measurements that include nationally normed tests, feedback from institutions and employers, and other survey methods are helpful, but can be costly (funding and time constraints). Discussing such methodological options, however, has generated good discussion and analysis of the nine general education college-wide outcomes and our ability to effectively measure whether or not each graduate has successfully achieved these outcomes. The faculty department Chairs proposed in September of 2012 to discuss "moving" the general education outcomes from a college-level to a program/degree level. This change enables valid measurement of outcome achieve specific to a student's degree.

Measurement at the degree and program level is actually plausible for us considering current resources. Measurement at the college level (of each graduate) is not feasible. In fall 2012, chairs held discussions with departments and received a favorable response to change. Since that time, the COCC Academic Affairs committee, and upon a request from academic Chairs, has begun work to aligning the nine general education outcomes with degree and program level outcomes as appropriate. Eventually, general education outcomes at the college level may be eliminated, but these outcomes will effectively reside at the course, program, and degree levels. Valid measurement will become possible and will improve the validity of what we say we do in regards to student completion and success.

As a second response to this recommendation, COCC moved forward with the creation of a new position, Curriculum and Workforce Data Coordinator, and after a successful recruitment, the Coordinator joined COCC in November 2012. This specialist assists faculty as they revise and develop curriculum, and the specialist also monitors curriculum as it moves through a relatively complex internal and external state process. Special attention is afforded to monitoring outcomes and assessments. The specialist is a primary conduit between COCC and our transfer partners when it comes to repairing or mitigating curriculum trouble-spots that hinder smooth transfer. This added capacity for accurate curriculum work will ensure that curriculum and core theme fulfillment is in alignment. Finally, this specialist has been tasked with developing better methods and mechanisms for tracking CTE completers from graduation to career placement and success. This work will yield tools that solicit feedback from employers and former students. The ultimate goal of these initial efforts is a comprehensive methodology for assessing core theme fulfillment.

Finally, COCC will continue with current indirect supplemental assessments currently in place such as the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), Oregon University System (OUS) data on GPA by transfers in the receiving universities, and results of national tests in selected career programs. COCC will also monitor state Achievement Compact initiatives currently under development at the state level with the goal of developing a uniform outcome analysis of employment success and employer satisfaction.

Appendix C: Core Theme Team Membership

Core Theme Teams

	Transfer	Workforce	Basic Skills	Life Long Learning
Instructional Deans (CTT Leads)	Leslie Minor	Michael Fisher	Jenni Newby	Shirley Metcalf
Faculty Rep	Cora Agatucci, Humanities	Steve Bidlake, Humanities	Doug Nelson, Mathematics	Deb Davies, Dental Assisting
Faculty Rep	Mark Eberle, Science	Ron Boldenow, Forest Technology	Stephanie Andre, Humanities	
Faculty Rep	Joshua Evans, World Languages and Cultures Matt Novak, Social Sciences	Michele Decker, Nursing	Blair Brawley, Adult Basic Skills	
Faculty or appropriate Rep	Owen Murphy, Health and Human Performance	Beth Wickham, Small Business Development Center	Debbie Hagan, Adult Basic Skills	Nancy Jumper, Community Learning Glenda Lantis, Community Learning Stephanie Manriquez, Massage Therapy
Strategic Planning Liaison	David Dona, Fiscal Services	Nancy Butler, Admissions and Records	Patty Hammer, Mathematics Cody Yeager, Deer Ridge Correctional Facility	Jerry Schulz, Community Learning Jennifer Peters, Office of VP for Administration
Institutional Effectiveness (& research)	Brynn Pierce, Institutional Effectiveness	Chris Egertson, Institutional Effectiveness	Brynn Pierce, Institutional Effectiveness	Chris Egertson, Institutional Effectiveness
Student Service Staff	Kevin Multop, Financial Aid	Courtney Ford, Admissions and Records Tracy Dula, CAP Center	Keri Podell, CAP Center	Karen Roth, Multicultural Activities
Members from appropriate units including fiscal, HR, IT, campus services, media, etc.	David Dona, Fiscal Services	Dianne Capozzola, Human Resources Aimee Metcalf, College Relations	Kevin Kimball, Office of the Chief Financial Officer	Julie Mosier, Office of the Chief Financial Officer

Endnotes

[1] Setting Strategic Direction for 2013: http://www.cocc.edu/College-Planning/Setting-Strategic-Direction-for-2013/

[2] Setting Strategic Direction for 2013: http://www.cocc.edu/College-Planning/Setting-Strategic-Direction-for-2013/ and COCC Catalog: http://www.cocc.edu/uploadedFiles/Departments_/Admissions/Catalog/2012-13_Introduction_pg4-8.pdf

[3] Board Priorities: http://www.cocc.edu/About/Board-of-Directors/Board-Priorities/

[4] Board Priorities: http://www.cocc.edu/About/Board-of-Directors/Board-Priorities/

[5] COCC Graduate Survey: http://www.cocc.edu/Institutional-Effectiveness/Surveys/Graduate-Survey-Results/ ; CCSSE 2011 Results: http://www.cocc.edu/Institutional-Effectiveness/Surveys/CCSSE-2011-Results/ ; Campus Climate Survey: http://www.cocc.edu/Institutional-Effectiveness/Surveys/Campus-Climate-Survey/

[6] COCC Board of Directors, Priorities for 2011-13: http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx

[7] Learning Network Resources (LERN): http://www.lern.org/