

**PEER-EVALUATION REPORT
INSTITUTIONAL EFFECTIVENESS**

Central Oregon Community College
Bend, Oregon

April 8-10, 2020
Virtual

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Introduction

Central Oregon Community College (COCC) is an open-access, comprehensive, two-year institution of higher education serving Deschutes, Crook and Jefferson counties, the northern portions of Klamath and Lake counties, and southern Wasco county. COCC serves 4,212 full-time equivalent students from its campus in Bend, Oregon and three satellite locations. The College employs 129 full-time, 48 adjunct, and 200 part-time faculty; 109 administrators, and 133 classified staff. The College offers four (4) associate level transfer programs as well as professional and technical degree and certificate programs. Additionally, the institution offers pre-college English and mathematics courses, Adult Basic Skills, English Language Learning, and non-credit continuing education courses.

Central Oregon Community College embraced the opportunity to be evaluated under the new NWCCU 2020 Accreditation Standards. The Self-Evaluation Report was uploaded to Box in a timely manner about six weeks prior to the visit. In addition to the self-evaluation document, support materials were provided by the institution as required. The virtual visit was completed on April 8-10, 2020. This report summarizes the findings and conclusions of the virtual seven-year peer evaluation to determine evaluation of institutional effectiveness.

Assessment of the Self-Evaluation Report and Support Materials

The 137-page Self-Evaluation Report was comprehensive, well written, and provided a clear picture of the institutions work. The report included many examples of initiatives in which the institution is engaged. The report was lacking snapshots of data to provide sufficient detail prior to the visit. Overall, the resources (“ready links”) provided electronically were comprehensive. Tableau data provided via links were essential in preparing for the visit. Access to the Intranet during the visit was much appreciated, providing an electronic means to access a traditional exhibit room.

Recommendations from Past Reports

Central Oregon Community College has no outstanding recommendations.

Eligibility Requirements

Central Oregon Community College provided narrative and links to supporting documentation to demonstrate it meets Eligibility Requirements 1-24. Additional supporting information is contained throughout the report.

Standard One- Student Success and Institutional Mission and Effectiveness

Standard 1.A - Institutional Mission

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

Central Oregon Community College has a clearly defined mission statement that defines its broad educational purposes including community enrichment and lifelong educational opportunities. Focused on student success and quality accessible education, the mission statement demonstrates COCC’s commitment to student learning and achievement.

Standard 1.B - Improving Institutional Effectiveness

Central Oregon Community College has demonstrated a strong effort at building a continuous process to assess institutional effectiveness. Their stated focus is on Student Success and Community Enrichment. The former includes several areas with developed goals and metrics, and the latter is still in need of development. The areas of student achievement and support services are well-developed and include a transparent budget process to assign resources. Use of integrated learning outcomes assessment as a tool to inform Student Success at these higher levels is still in an emerging state.

The institution has established metrics that document institutional effectiveness and has built a process to support continuous improvement. The College Planning and Assessment Team (CPAT) has developed the mission fulfillment pyramid which helps to visualize this process and there is a five-year planning process in place with a table on page 18 of the self-evaluation report delineating timeframes. COCC’s strategy prioritizes only one or two initiatives per year to focus resources (time and money). Funding is partitioned into various pools to ensure both maintenance and innovation type activities are supported in parallel.

Student Success as a goal is instituted at three levels. Student Success is one of two mission elements for mission fulfillment. Additionally it is listed as one of two goals under the Student Success mission element and is also a goal in the strategic plan. This provides institutional alignment, however also requires greater specificity to provide clarity as to which of the three Student Success goals is referenced.

The Institutional Effectiveness Office supports web pages with numerous Tableau reports on the college’s determined strategic goal indicators. The filterable reports demonstrate achievement in meeting those goals of Student Success, Student Experience, Community Enrichment, and Institutional Efficiency, however, not all goals are met and some (Community

engagement and Institutional Efficiency) are in development. Student Success initiative 1 metrics 1-5 have been met however metrics 6-7 have not been assessed. Student Success initiative 2 metrics 1, 2, and 4 have been met or almost met while metric 3 has not yet been assessed. Student Success initiative 3 metrics have been developed but not yet implemented. Student Experience initiative 1 metrics have been met or almost met. Student Experience initiative 2 metric 1 has been met while metric 2 has not yet been assessed. Student Experience initiative 3 metrics have been developed but not yet assessed. Community Enrichment initiative 1 metrics 2-6 were met or almost met, metric 7 was not met while metrics 1 and 8 have not yet been assessed. Community Enrichment initiative 2 metric 1 has been met while metrics 2-4 remain to be implemented. Community Enrichment initiative 3 remains to be developed. Initiatives and metrics are still under development for the Institutional Efficiency Strategic Plan goal.

Academic Program Review (APR) and Administrative Unit Review (AUR) reports are part of the framework for an ongoing and systematic evaluation and planning process but the effort is still emerging. Not all areas have completed the five-year cycle reports and it is unclear from the report how integrated the process is across the institution. The CPAT, the President (including the Senior Leadership Team-SLT) and related college committees appear engaged in the process. Comments to the Evaluation Team from the college community reveal a desire for better integration across the college.

COCC has developed a budget strategy providing multiple avenues for funding of strategic plan initiatives. The Strategic Initiative Fund, established at \$100,000, is designed for activities tied to the Strategic Plan. Employees apply through an established process. Using a rubric, proposals are evaluated by Strategic Plan Goal Working Group leads (GWG). The highest scored proposals are funded. The President's Innovation Fund is unrestricted, allowing President Chesley flexibility to fund activities she deems appropriate to help COCC achieve strategic plan and mission fulfillment goals. The Finance Internal Advisory Team (FIAT) process is the final budgetary avenue. FIAT is the standing budget committee at Central Oregon Community College. COCC's three pronged budgetary approach appears to be a well-integrated plan.

The Evaluation Team noted a disconnect between the institutional evaluation and planning process and a fully-developed and integrated learning outcomes assessment effort that supports student learning. Student learning outcome assessment results at the course, program, and general education level have not yet been fully incorporated in to the overall institutional planning and budgetary process. Yet overall, the institution demonstrates a strong effort at building a continuous process with related evaluation and planning and with adequate resource support to realize a robust continuous improvement process.

Concern: *A fully-developed and integrated learning outcomes assessment effort that supports student learning at all levels – course, program, and general education – is still under development and implementation. It will remain unclear, until this process is fully implemented, if across the board results of student learning outcomes assessment will be fully integrated in to*

the institutional evaluation and planning process and directly tied to planning and resource allocation.

The institution has chosen to use three of the four Strategic Plan goals as its goals to define mission fulfillment. Institutional Efficiency has been left off the mission fulfillment goal list. Student Experience and Student Success have been grouped together under a broader Student Success category referred to as a 'main element' of the mission. Community Enrichment is listed as the other 'main element' of COCC's mission. The goals are meaningful and well-articulated. The broad Student Success element contains three objectives, each consisting of two indicators, for a total of six indicators leading to mission fulfillment. COCC is still in the process of determining indicators to support Community Enrichment.

Of the six Student Success indicators the two indicators under the objective Achieving Success and one of the indicators under the Staying Enrolled objective are referenced to regional and national peer institutions. Graduation rate, transfer rate, and fall-to-fall retention targets are based on national and Oregon community college data. The indicator of first-to second-term retention within the Staying Enrolled objective as well as both indicators within the Passing Gateway Courses objective (passing college level math and writing in the first year) are referenced to COCC data.

All Strategic Plan and mission fulfillment goals along with Student Success objectives and indicators are located on the COCC website under 'College Planning and Assessment.' Rational for the goals is included on the website and is clear and well-articulated. However, although preliminary objectives and indicators are discussed in the self-evaluation report for the Community Enrichment goal, COCC has not yet set objectives and indicators for mission fulfillment of Community Enrichment. The Community Enrichment goal working group, CPAT, and the Board of Directors are actively working to bring closure to the process. Conversations revealed the institution is anticipating objectives and indicators will be approved by the end of summer 2020.

Concern: *Three of six Student Success indicators are referenced to institution norms rather than in the context of and in comparison with regional or national peer institutions.*

Concern: *COCC has not set objectives and indicators for its mission fulfillment goal of Community Enrichment.*

COCC engages in ongoing, purposeful, systematic, and integrated planning. COCC's second strategic planning model resulted in the 2018-2023 Strategic Plan. Influenced through lessons learned from design and implementation of the college's first Strategic Plan (2013-2018) the current model integrates the budget process through "strategic investments made to attain mission fulfillment" as noted in the self-evaluation report and conversations with CPAT and SLT. COCC's plans are implemented and made available to the college via a process, including budget requests, that goes from departments to GWGs, CPAT, SLT and on to the president and

the Board of Directors. COCC's planning process is comprehensive, college-wide and offers opportunities for input by the appropriate constituents. The College Planning and Assessment Team is integral in ensuring planning related processes are inclusive and offer opportunities for comment, as well as lead to improvement of institutional effectiveness.

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations through many diverse mechanisms, however there is no systematic process linking mechanisms or collating and communicating data through the governance structure. Higher level leadership expressed COCC's desire to develop a systematic vertical mechanism to monitor environments, and in particular external environments. The institution uses environmental scan data 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 however there is no coordinated or aligned institutional systematic process. Use of environmental scan data is found at all levels of governance. The self-evaluation report provided a long list of examples, confirmed in meetings with COCC committees and employees. Institutional effectiveness reports, findings and recommendations are regularly discussed and addressed by college committees across the institution.

Concern: *Internal and external environmental monitoring is in an emerging state.*

Standard 1.C - Student Learning

Central Oregon Community College ensures that its programs have appropriate content and rigor consistent with its mission by an intentional oversight and approval process for types of credentials granted, new programs, and changes to existing programs. COCC's student learning outcomes are aligned with the approved outcomes and criteria set forth by accrediting agencies such as program level accrediting bodies, the State of Oregon's Higher Education Coordinating Commission, NWCCU and the Department of Education.

COCC faculty work through established processes with local universities, industry representatives and other external stakeholders to define learning outcomes, sequencing of courses, and determination of prerequisites that form the basis for credits, degrees, certificates or credentials awarded. The faculty are actively engaged in the task forces of the Oregon Higher Education Coordination Commission that are developing state wide transfer agreements for specific high enrollment majors.

COCC's degree and program outcomes are displayed in the course, program, and degree pages of the online catalog and are thus available to all students. The requirements for admission, completion and graduation are clearly stated on the college's website.

A college wide system of student learning is being established at COCC. The Learning Outcomes Assessment Committee (LOA) composed of faculty and the Director of Curriculum and

Assessment spearheads this process. Faculty lead the assessment process as members of the LOA. Pages 44-45 of the self-evaluation report states that “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.”

The self-evaluation report page 46 states that “Faculty members report the improvements made from course assessment on their Annual Report of Activities.” The only assessment related requirement in this document is to “Describe three things you did in your classroom or primary assignment to improve and/or assess student learning.” (COCC Self-Evaluation Report, Appendix U). The Annual Report of Activities is for full-time faculty only and placed in the faculty member’s human resources file, but it is not clear whether it has any other impact on the continuous improvement process.

Based on discussion with various committees and individuals during the visit, departments varied in how well they used their analysis of course level student learning assessment data for improvement of teaching and learning. The process is informal and not well documented. Formal assessment is focused at the program and degree level at COCC and is linked to academic program review conducted on a five-year schedule. The LOA committee provides leadership for this process, currently in the fourth year of the first cycle. As per the COCC website, the LOA committee has the following charge: “By drawing on current best practices, LOA provides guidance, coaching, and leadership for the development and assessment of course- and program-level student learning outcomes by assisting faculty efforts to compose, modify, and store student learning outcomes.”

There is a template for program assessment and the assessment plans created are reviewed by the chair, dean, and the faculty from the LOA committee using an evaluation rubric. Full-time faculty take the lead in the process with optional participation by adjunct and part time faculty. The LOA, Chair, and Dean provide oversight over the process both in plan development and analysis and closing the loop reports. The planning and implementation of these assessment projects are on a five year timeline and departments are at various stages of these processes based on their own choice of a start date. The evaluation committee could not find evidence of three of the charges for the LOA committee: mapping of the relationships among and between courses, programs, and degrees; reflection in order to improve the planning and design of courses and programs; and collection and storage of learning evidence.

As only full-time faculty are required to complete the assessment process, there may not be consistent assessment of students’ learning in all sections of a course. The involvement of adjunct and part time faculty in the assessment and analysis of data and subsequent discussion of curricular improvement varies from department to department.

COCC applies the system of assessment to assess both the program and degree level outcomes as well as the institutional learning outcomes and core competencies.

Compliment: *Designating an assessment day at the beginning of each academic year to provide faculty the opportunity to focus on assessment is an excellent step in establishing a strong assessment culture. Providing compensation for adjunct and part time faculty for attending assessment day highlights COCC's commitment to comprehensive assessment.*

Concern: *The uneven distribution of assessment combined with the five year timeline of the assessment process does not constitute an effective system of assessment to evaluate the quality of learning.*

Concern: *Student learning assessment at the course, program and degree levels is not consistent, pervasive or comprehensive.*

Concern: *Student learning assessment of institutional learning outcomes and core competencies is not consistent, pervasive or comprehensive.*

COCC uses two assessment tools to inform academic and learning support planning for continual quality improvement: Academic Program Review (APR) for academic units and departments, and Administrative Unit Review (AUR) for non-academic units and departments. Multiple examples demonstrated the effectiveness of the AUR process. The AUR process has resulted in enhanced programs in the library and the campus bookstore.

The APR is designed for self-study of effectiveness, assessment of curriculum, and identification of needed resources utilizing the results of student learning assessment efforts as described earlier. Examples provided of the Early Childhood Education program shows the effectiveness of the APR process to identify essential learning support resources. The examples given of the improvements made in the percentages of students meeting the General Education outcomes in Science and Humanities as well as the Career Technical Education program show that this process has the potential for impact. APR spreadsheets and reports show some programs are scheduled to rotate through assessment of student learning outcomes (SLO's) across the five year period. In this program model several SLO's are assessed each year such that across the five year cycle each SLO will have been assessed at least once. Other programs are scheduled to only assess SLO's during one year of the five year cycle. These programs plan to assess all student learning outcomes during that one year of the cycle. Overall, a robust APR system of effective and comprehensive learning outcomes assessment could truly inform learning support planning. Student learning outcomes assessment and use of that data must occur in all programs and degrees, both consistently and comprehensively, in order to lead to actions that comprehensively feed in to the institutional planning and resource allocation processes. Equitable distribution of resources across the campus based upon use of student learning outcomes assessment results and student learning data will not occur until the student learning outcomes assessment process is consistent, pervasive, and comprehensive.

The College has clear policies both for awarding transfer credit and credit for prior learning and these policies are easily accessible on the appropriate web pages.

Compliment: *The APR and AUR processes are well structured with the feedback from the APR response team.*

Compliment: *The engagement of the Administrative units in the planning of learning support and for allocation of resources is commendable.*

Concern: *The institution has not yet completed a full evaluation cycle of student learning outcomes and academic program review.*

Standard 1.D - Student Achievement

As an open-enrollment college, all students are accepted and there appears to be adequate on-boarding including orientation, placement, and advising. Catalog information on programs and entrance orientation to the college is provided in workshops and easily accessible on the website. All students are assigned advisors and tracked using advising software (GradTracks). The percentage rate of students participating in orientation is stated at 60-65% and the Student Services team is working to improve participation. Math and writing placement options for students include directed self-placement, Smarter Balance Assessment scores from high school, 'Adjust My Placement' options using ALEKS in a one-credit emporium style course, and the entire placement process is going online to serve students in remote parts of the service area.

In the Fall of 2019, the COCC Board of Directors adopted six institutional success indicators in a process that involved the campus community. COCC has done well to identify meaningful indicators. The six institutional success indicators are comparable to peer institutions, however COCC has only set targets for three of the indicators based on regional and national data. Indicators identified include Staying Enrolled (1st to 2nd term retention, Fall-to-Fall retention), Passing Gateway Courses (passing college level writing and math in the first year), and Achieving Success (Graduation and Transfer rates). Benchmarks for each indicator and timelines for reaching targets are set against COCC or national averages.

As stated in the Preamble to Standard 1, "The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators." The effort is supported with a robust and easy-to-navigate set of Tableau reports on the Institutional Success webpage that are disaggregated so as to be able to promote student achievement by closing achievement gaps.

Compliment: *COCC has done well in defining meaningful and measurable indicators of Student Success.*

Concern: *Three of six Student Success indicators are referenced to institution norms rather than in the context of and in comparison with regional or national peer institutions.*

COCC has done an effective job of presenting the indicators of student achievement on the website in their Tableau report format. However, COCC is still developing the process for using institutional success indicators to inform decision making, planning and resource allocation. The initial focus is on leading indicators such as retention efforts that will in time, have an effect on lagging indicators like graduation rates. While the focus has been on retention, given historical data collection, lagging indicators like graduation and transfer rate also need to be evaluated and acted upon. This area seems to be emerging.

From Evaluation Team interviews during the visit, it is clear that data literacy is not pervasive across the campus community with regard to understanding and using disaggregated data. Thus, continuous improvement efforts using disaggregated data will not be as effective to inform planning, decision making, and resource allocation as they would be if data literacy knowledge were widespread.

Concern: *Data literacy regarding the use of disaggregated data is not widespread across the campus community for the purpose of planning, decision making, and resource allocation to identify and close achievement gaps.*

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are on track, data reports are informative, transparent, and easily accessible on the Institutional Success and Institutional Effectiveness web pages. The college is working toward improving the data literacy of the campus community. The college's efforts at using data indicators to inform planning, build strategies and allocate resources to mitigate gaps in achievement and equity are maturing and not yet fully developed. It was stated in several meetings that coordination between various areas of the college could be improved with regard to using data to support planning and resource allocation. There appeared a strong desire to tie systems together using accurate data, and that executive support of data literacy and usage is needed to promote the effort. It was also clear that significant progress is being made.

Standard Two- Governance, Resources and Capacity

Standard 2.A - Governance

The Oregon State Legislature oversees community college districts in Oregon. Central Oregon Community College operates under Section 341 of the Oregon Revised Statutes which grants the seven-member elected Board of Directors its authority to govern the college at the policy

level. Members are elected from geographic zones that comprise the college's district. Board of Directors members have no contractual, employment, or financial interest in the institution.

COCC has an effective system of leadership. At the policy level are seven Board of Directors. Management of the college is conducted by several appropriately qualified administrators: the president; the vice president of instruction; the vice president of administration; chief financial officer; chief information officer, chief advancement officer, executive director of college relations, dean of student and enrollment services make up the Senior Leadership Team (SLT). Through their shared governance structure, these administrators work with the College Planning and Assessment Team to manage the college and assess its achievements and effectiveness.

COCC employs an appropriately qualified chief executive officer. Dr. Laurie Chesley came to COCC in July 2019 from Grand Rapids Community College where she served as provost and executive vice president for academic and student affairs. In numerous meetings during the visit, including the Board of Directors, strong support for President Chesley and the current direction of the institution was expressed.

The Board has a shared governance policy that identifies the open, inclusive, and transparent nature of its governance system. This shared governance model and decision-making process is both effective and widely understood. There are clearly defined roles and responsibilities. The views of faculty, staff, administrators, and students are considered on matters in which they have a direct and reasonable interest.

Standard 2.B - Academic Freedom

COCC adequately addresses academic freedom for faculty in Article 1.4 of the Faculty Collective Bargaining Agreement (CBA) in terms of protection from censorship and the pursuit of truth in teaching and research. Faculty and administrative meetings reiterated support of academic freedom at COCC.

The College's "Non-Harassment Policy" protects all members of the college community from harassment, "based on his/her age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, genetic information, veteran status or any other classes protected under Federal and State Statutes." Meetings with different constituent groups on campus confirmed that diversity and inclusion is supported on the campuses through a Diversity & Inclusion Department, diverse student clubs, training offered (such as Safe Zone), and multiple events open to the public.

Article 1.4 of the CBA affords faculty freedom in research and freedom in the classroom. A full array of student freedoms are ensured in G-33-3 "Student Rights and Responsibilities": freedom of participation in government, of access, of inquiry and expressions, of association, and in student publications. The College's Non-Harassment Policy ensures academic freedom

can be pursued without danger of harassment, and that environments will be maintained free of intimidation or hostility. In discussion forums students and employees confirmed practice aligns with policy.

Standard 2.C - Policies and Procedures

COCC's Transfer Policy is well documented in the College Catalog: Transfer Repeat Policy, Credit Articulation, from Noncollegiate and Nonaccredited Institutions, and Transferring Credits to a Four-year University. The Transfer Policy is also available on the website: Transfer Credits to COCC, and Credit for Prior Learning. COCC policies are a useful tool in providing course selection and program completion.

COCC's policies and procedures comprehensively address student rights and responsibility. From the COCC website, "The Student Life Office at Central Oregon Community College is charged with the task of reviewing, distributing and enforcing the Code of Student Rights and Responsibilities." These Rights and Responsibilities are documented on the website under "Student Policies" along with the "Principles of Community" and are available in the COCC Catalog. The "Guide for Students with Disabilities" on the website covers all aspects of providing help to students in need of accommodation.

COCC is an "open door" institution and requires placement assessments in writing and math prior to registration. They have a concurrent enrollment program documented on the website, and assessment information is documented in the registration section of the catalog. They have an explicit "Academic Warning" policy in place. G-33-7 "Student Concerns Process" includes the Grade Appeal Procedure and Student Petition policy.

G-30-9 FERPA, Confidentiality, Privacy, Non-disclosure is documented on the website. Ellucian Banner is their hosted solution with information stored in a secure environment with regular back-ups. From the website, "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."

Standard 2.D - Institutional Integrity

The COCC website is the main source of information for students, staff, faculty, and community. The website clearly represents the institution, is easily accessible for students, is intuitively laid out, and provides a wealth of information as well as an employee intranet. Students receive coursework and degree information through mandatory academic advising. DegreeWorks (GradTracks) allows students to monitor academic progress toward completion of a degree. Communication also occurs through a monthly e-newsletter and the COCC Magazine. The College has Rave Alert to notify the campus community through email, text and phone.

COCC's other two primary sources for communication and information dissemination are the online College Catalog which addresses academic intentions, programs, and services, and is maintained using CourseLeaf, and their Blackboard LMS. A new CRM, Fire Engine Red, is scheduled to be implemented by the Admissions & Records Department in May. Meetings with faculty, students and administration confirmed quality improvements in overall communication strategies. The publications received by the Evaluation Team were professional and upheld content integrity.

Compliment: *The Evaluation Team compliments COCC on their collaborative focus on communication in the timely implementation and improvement of the above-mentioned technological tools chosen to enable Student Success and Institutional Efficiency.*

G-28-0 Nondiscrimination, Sexual misconduct/sexual violence, Sexual harassment, Non-retaliation and Confidentiality Policies do not allow toleration of harassing behaviors. G-32-2 Equal Employment Opportunity/affirmative Action/non-discrimination Policies do not allow discriminatory and harassing behaviors. Other College policies and procedures define ethical standards in regard to procurement, gift constraints, and other budgetary dealings. Classified bargaining agreements are in place for classified staff, faculty, and adult basic skills as well as an Exempt and Confidential Supervisory Handbook. "Principles of Community" sets guidelines for academic integrity, respecting dignity, respecting rights and property, promoting empathy, promoting a healthy safe learning environment and living the principles set forth. Discussion forums supported high ethical standards at COCC including the complaint and grievance process.

The Board of Directors orientation for new board members provides an understanding and adherence to board policies which includes clear guidance in avoiding conflicts of interest. Confirmed in the virtual visit to the campus, and noted on the website, "The College has clearly defined policies that prohibit conflicts of interest" including the Board Member's Code of Conduct and the Conflict of Interest Policy.

Standard 2.E - Financial Resources

The institution undergoes an external financial audit by professionally qualified personnel in accordance with generally accepted accounting principles. Results from the audit, including any findings and management letter recommendations, are considered in a timely appropriate, and comprehensive manner by the administration and the governing board. Monthly financial reports are presented to the Board along with periodic financial forecast updates as information becomes available. The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services.

The institution clearly defines and follows its policies, guidelines, and processes for financial

planning and budget development that include appropriate opportunities for participation by faculty, staff and students. Financial planning reflects available funds, realistic development of financial resources, appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, annual audits, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, and debt management.

Standard 2.F - Human Resources

The self-evaluation report outlines conditions of employment in job postings and requirements. For various employee groups responsibilities are outlined in their respective Collective Bargaining agreements. Evaluation, retention, promotion and termination processes are well-documented for employee groups. Online on-boarding is required for all new employees. Policies are described in Collective Bargaining agreements and an Exempt and Confidential Supervisory Handbook.

Based on the self-evaluation report and conversations in the evaluation visit, there appear to be adequate opportunities for professional development for all employee groups. Funds are allocated for professional development and tuition waivers provided. Sabbaticals are available for employees with greater than five years continuous service. Some professional development covered in collective bargaining agreements and short-term opportunities are determined by the supervisor and employee and funded with department funds. The college allocates resources for professional development to the various employee groups, with stipulations for amounts set within the respective CBA. The classified staff association is allocated \$15,000 per year with each individual eligible for \$750/year. The amount for Faculty professional development is set out in the CBA.

Staffing at all levels appears to be adequate to carry out the mission of the college as described on page 104 of the self-evaluation report. Conversations with human resources indicated personnel files are maintained and up-to-date. This is an area that could not be verified with a virtual visit and should be addressed in a subsequent on-campus visit.

Compliment: *The Human Resources Department demonstrated a good example of teamwork in a challenging area and during challenging times*

COCC has an established performance evaluation system that is well-described starting on page 105 of the self-evaluation report and within several appendices that lay out process and include forms. Evaluation is regular and systematic for faculty and staff. However, the Evaluation Team finds that regular and consistent evaluation of employees based on clearly communicated criteria at the administrator level, particularly in the instructional and fiscal areas are not

routine. COCC has brought attention to this on page 105 of the self-evaluation report noting that for administrators, the process could be more systematic and routine.

Concern: *The regular and consistent evaluation of administration level employees, particularly in instructional and fiscal areas, based on clearly communicated criteria is not occurring in a routine and consistent manner.*

Standard 2.G - Student Support Resources

COCC has demonstrated through a number of programs and support services, as described on pages 109-112 of the self-evaluation report, that they have created and maintain effective learning environments to support student learning and success. There is a focus on underserved demographic groups, Native Americans and Latinx, along with identified gender equity gaps in four programs. Federal grants (Title III) are combined to address underserved geographic areas. Data can be disaggregated on the Tableau reports found on the college's Institutional Success and Effectiveness web pages.

The eLearning Department has a five-module tutorial for instructor training in Hybrid and Online Teaching (HOT) to ensure quality online instruction. A Strategic Plan has been developed for the eLearning Department that aligns with the institutions Strategic Plan. Members of the eLearning Department serve on the Student Experience Committee. In addition, they work closely with other departments to strengthen online placement testing and advising. The eLearning Department is using data effectively to monitor courses that may be appropriate for the online environment in an attempt to develop fully online programs. They have new office and video production space in the Barber Library and are enabling both credit and non-credit online courses.

Compliment: *The Evaluation Team applauds the quality and foresight of the work in the eLearning Department. This foresight enabled exemplary assistance to faculty in the time of COVID-19.*

COCC's annual College Catalog is the primary source for program, course, and policy information for students and stakeholders. The College Catalog and website confirm that COCC provides information to students in alignment with this standard. The academic calendar through summer 2020 is available on the website. The COCC Catalog documents accurate information on national/state requirements for licensure and other unique requirements for specific occupations and professions: teacher, practical nurse, commercial helicopter pilot.

The institution maintains an effective and accountable Financial Aid program. Information on Financial Aid is available in the COCC catalog and on the website. The Financial Aid advisor holds FAFSA (Free Application for Federal Student Aid and ORSAA (Oregon Student Aid Application) workshops for assistance in filling out the applications approximately every two weeks, rotating between the four campuses. The advisor also holds approximately seventeen Financial Aid Nights at the High Schools in the COCC district.

COCC complies with all federal student loan disclosure requirements. The website describes complete information on financial aid including application deadline, application procedures, types of financial aid available, financial aid eligibility, appeals procedures, and disbursement. Students receive information explaining their federal loans and borrower responsibilities before considering a loan, during the loan process and after accepting a loan. This information is prominently available on the Financial Aid website, and provided by the lender at loan inception and by the college via email during the week of disbursement.

The institution does not publicize the institution's loan default rate on its website. The evaluation team searched the COCC website using various verbiage and was unable to find the default rate published. The self-evaluation report noted, and through interviews it was shared, that the Official Cohort Default rates are available via a link from the Consumer Information page on the COCC website. This link takes the reader to the Federal Student Aid webpage on the Federal Department of Education's website. Once on this federal website a consumer needs to enter college identifying information (for example name, zip code, state, etc.) to search for the official rates.

Concern: *The institution does not publicize the institution's loan default rate on its website.*

COCC has a well-developed academic advising system, including faculty and staff at all levels of student progress, to achieve student success. The Academic Consulting Team (ACT) has developed an 'Advising Syllabus,' although the length and depth of information may be daunting to some students. The 'Getting Started' program and Academic Advising webpage support the efforts to get students on track and keep them on track to achieve academic goals. Use of the advising software, GradTracks and DegreeWorks Planner, are power tools to aid students and advisors in planning and degree progress tracking. COCC's development of an advising mission and learning outcomes is a strong indicator of commitment to assisting students. Strong evidence for an effective program of academic advisement is also found on pages 118-120 of the self-evaluation report.

To maintain an effective identity verification process for students enrolled in distance education courses and programs COCC uses Microsoft Active Directory secure login and password system and requires a password change every 6 months. The College uses the Blackboard LMS which allows for embedded textbooks and content tools.

Standard 2.H - Library and Information Resources

COCC's "Contact the Library" page introduces a full-time staff of four professional librarians and five classified employees as well as several professional and part-time staff members. A nice touch is the "ask me about" section for each employee. Faculty librarians work with faculty in targeted information literacy instruction focused on program, coursework and assignments. A well-thought-out Information Literacy (IL) Support page includes a digital request for IL

instruction. The library staff offer face-to-face and digital reference: book-a-librarian, 24/7 chat (Answerland), and a robust array of guides and tutorials.

The library materials budget is comprised of a dedicated Library Capital budget, \$105,000, and a budget from Outside Services, \$50,000. The Children's Literature & Equity Resource Center (CLERC) collection is funded by a \$12,000 Library Services and Technology Act Grant. The budget is noted to be baseline, but adequate.

Professionally maintained collections of 70,000 physical materials and a broad array of databases by subject, based on program curriculum, are available to students, staff and faculty. Print and media items in the Summit Catalog are available by delivery to the Redmond, Prineville, and Madras centers upon request. All resources are maintained in accordance with the Library's Collection Development Policy. In collaboration with the Orbis Cascade Alliance of 38 colleges and universities with a common URM, 27 million+ items are accessible to users. A collection of 150 resources and databases of articles and e-books are available 24/7 online via a single sign on (SSO). The Library is commended for the creation and implementation of bento box searching for ease of user discovery and for its support of diversity and inclusion through (CLERC) which is guided by the Oregon Equity Lens.

Meetings with seven library staff members as well as a meeting with the Director confirmed the above and revealed other important services and improvements. As a result of space planning and redesign two years ago, they now provide a quiet zone, relaxation space, open study spaces, and 15 group study rooms in the Barber Library. The Library regularly hosts art exhibits for the campus and larger community. The Library Director developed a comprehensive Strategic Plan that mirrors the College Plan and the instruction librarians provide a credit library instruction course, LIB100, which is required in specific disciplines and open to all students.

Compliment: *The Evaluation Team applauds the Barber Library for its collaboration with other institutional departments in the planning and implementation of a physical space for exemplary library services, in combination with other services, on the Redmond Campus. This supports the Library and College mission for Student Success and Institutional Efficiency.*

Standard 2.1 - Physical and Technological Infrastructure

This is an area that could not be verified with a virtual visit and should be addressed in a subsequent on-campus visit.

The institution has worked diligently to ensure the accessibility of its facilities by adding lifts and elevators where possible and creating pathways for the physically challenged. The institution adheres to policies and procedures regarding the safe use, storage and disposal of hazardous material and maintains SDS required information both in a homegrown online system and in paper form in each custodial closet in each building on all four campus sites. The

institution develops and implements a master plan for its physical development that is consistent with its mission and long-range educational and financial plans. Through the campus governance process and in partnership with the Bend Police Department the Board of Directors approved a pilot program in May of 2019 to create a new College Resource Officer position to serve at Central Oregon Community College from September 1, 2019 - June 30, 2021. In several discussion forums students and faculty noted an enhanced feeling of safety among students since the pilot began. Having this official City of Bend Police Department officer has created a quicker response time for incidents that fall beyond the Campus Public Safety officers' duties of providing safety training and a presence on campus, as well as an enhanced feeling of safety amongst students. Consistent with its mission, the institution has appropriate technology systems and infrastructure to support its management and operational functions, academic programs and support services, wherever offered and however delivered.

Compliment: *The institution is to be complimented on supporting students through a pilot partnership providing a Campus Resource Officer on the Bend campus.*

Summary

Central Oregon Community College is serving the higher education needs of students across a large region including urban and rural environments. The institution has a long history of financial stability and an active Board of Directors. Central Oregon Community College has focused on thoughtful, inclusive, transparent design of processes to align with the NWCCU 2020 accreditation standards. A collaborative and inclusive atmosphere has been created engaging institutional stakeholders across campuses in the planning and implementation of continuous improvement. Central Oregon Community College's mission, goals, indicators and Strategic Plan align, however indicators and objectives for the Community Enrichment mission fulfillment goal are still in the design phase. In addition, many of the metrics for the Community Enrichment Strategic Plan goal are still under development. Use of systematic environmental scans and disaggregated data are at the emerging state. The institution has not yet demonstrated a comprehensive system of student learning assessment. Central Oregon Community College has much work to do on indicators of mission fulfillment, systems of assessment, and use of assessment results towards specifically-targeted improvement.

As COCC moves into the future, it is well poised to create and engage systematic assessment processes leading to improvement. With new and enthusiastic institutional leadership in President Laurie Chesley and Vice President of Instruction Dr. Betsy Julian, the institution is well positioned for the future. The campus has trust in its administration and it is noteworthy the campus credited to new leadership an accelerated and positive shift steering the institution in a stable and strategic direction of continuous improvement to achieve institutional effectiveness.

The Evaluation Team is grateful to the ALO, Dr. Betsy Julian, for a well-coordinated virtual visit and the extensive collection of reference materials provided in advance of and during the visit.

Commendations and Recommendations

Commendations

- The Evaluation Team commends the board, faculty, staff, and administrators at Central Oregon Community College for creating an organizational climate that fosters optimism, collegiality, transparency, and inclusiveness.
- The Evaluation Team commends Central Oregon Community College for its strategic use of technology to enhance communications, transparency, institutional effectiveness, and student success.
- The Evaluation Team commends Central Oregon Community College students, faculty, staff and administration for their high level of engagement and graciousness during a pandemic.

Recommendations

- Recommendation 1 - The Evaluation Team recommends that the institution set and articulate meaningful objectives and indicators of its Community Enrichment goal to define mission fulfillment, and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. (1.B.2)
- Recommendation 2 - The Evaluation Team recommends that the institution refine its current practices to create an effective system of evaluation that systematically (integrated across all levels of course, program, and general education) assesses student learning outcomes to ensure currency and improvement of teaching, learning and student success. (1.B.1, 1.C.5, 1.C.6, 1.C.7)
- Recommendation 3 - The Evaluation Team recommends that the institution regularly and systematically evaluate administrators based on clearly communicated criteria. (2.F.4)
- Recommendation 4 – The Evaluation Team recommends that the institution publicize the institution’s loan default rate on its website. (2.G.5)