

## Executive Summary

---

In 1999, Central Oregon Community College, the longest-standing community college in Oregon, celebrated its 50<sup>th</sup> anniversary. The College and the region recognized the event with the theme of “Honoring our Roots, Celebrating our Growth.”

The past decade has been one of growth and change not only for COCC, but for Central Oregon as well. The region grew by more than 40 percent in the 10-year period, from a 1990 population of barely 100,000 to more than 150,000 by the beginning of the millennium. Also during the decade, the last of the major lumber mills in the region closed, forcing the area into a more diversified economy. Services (including health care), retail trade, tourism and computer software now lead the list of primary industries, with lumber, wood products and manufacturing following. Lumber and wood products were the only sectors to decline during the 90s. This 20 percent contraction – and a loss of 1,200 jobs – was due to limits to logging on public land, weak markets and competition from other states and foreign suppliers.

For the past decade, Deschutes County (which comprises 75 percent of the COCC District population) led the state in high technology growth – with an increase of more than 270 percent. While many of the firms moving into the area are small, they appear to be innovative, producing niche-market products from semiconductors to software, medical instruments to recreational equipment.

At COCC, the number of students enrolled in credit classes grew from 5,288 in 1990-91 to 7,152 in 2000-01, an increase of 35 percent. However, this decade began with the passage of Measure 5, a voter-approved tax limitation that resulted in the College implementing large tuition increases while cutting student services. Therefore, the College saw slight decreases in annual enrollment for the first three years, followed by seven years of steady increases – averaging better than six percent per year.

In addition to Measure 5, passed in 1990, Oregon voters also approved two other tax limitation initiatives in the decade, affecting overall funding and shifting control of that funding from a local tax base to the state legislature. Tuition for part-time students increased from \$26 per credit to \$43 — a 65 percent increase, while full-time students saw an annual tuition increase from \$780 to \$1,935 — an increase of 150 percent.

Another significant funding change that resulted from these tax initiatives was a switch from Oregon community colleges being locally funded to primarily state funded. Prior to Measure 5, COCC’s funding came approximately 60 percent from the local property tax base, 25 percent from the state and 15 percent from tuition. Now, those numbers are nearly reversed with more than half of the funding controlled by the state. As a result of the loss of local control, COCC transitioned from being one of the highest-funded (per FTE) community colleges in the state to one of the lowest.

COCC continues to offer two-year associate degrees, with about 70 percent of credit students taking part in transfer courses and the remaining 30 percent in professional technical degree and certificate programs. In response to the community growth and the diversification of the economy, COCC implemented nearly 20 new certificate and degree programs: Allied Health (Medical and Dental Assisting, Emergency Medical Services, Dietary Manager and Massage Therapy), resource-oriented areas (Water/Waste Water, Golf, Landscape and Turfgrass Management, and Recreation Management), Criminal Justice, Early Childhood Education, Geographic Information Systems, Culinary, Addiction Studies and a number of options in the Automotive program.

The College continues to offer a wide variety of noncredit programs, including developmental courses, community education classes, industry-specific training and business management assistance.

Central Oregon has been the largest population area in the United States without a four-year, degree-granting institution within 100 miles. In response, COCC has hosted – for more than 20 years – a variety of baccalaureate and master’s degree programs from colleges and universities throughout Oregon. COCC board, staff and supporters have provided leadership and legislative advocacy for expanded programs throughout this time. This fall, the Oregon University System established the first branch campus of a four-year institution in Oregon, Oregon State University-Cascades Campus, on the COCC campus. OSU describes this as “a 21<sup>st</sup> century university,” where each program is interdependent with every other, and where “knowledge is the product – not of individuals working in isolation – but of collaboration among

scholars, students and citizens working together for the common good.” OSU is working with COCC on integration of administration, curriculum and student services.

The Central Oregon Community College District covers a 10,000-square-mile area, making it larger than eight U.S. states. It 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’s main campus is located on the western edge of Bend, a city known for its natural beauty and its proximity to diverse recreational opportunities. Situated on Awbrey Butte, the location affords spectacular views of the mountains from nearly every point on the 193-acre main campus. The campus contains 19 separate buildings and a total of 360,000 square feet. This includes a 78,000-square-foot library, completed in 1998 following voter approval of a \$13.6 million bond issue four years earlier. A 20th building, Cascades Hall, is currently under construction and will be used primarily to house the expanded OSU-Cascades Campus programs.

A satellite campus, located 16 miles north on 25 acres near the Redmond Municipal Airport, houses three buildings, including the new 27,000-square-foot Manufacturing and Applied Technology Center. In addition, College Centers serve residents of Sisters, La Pine, Madras, Warm Springs, Prineville and North Lake County.

## Eligibility Requirements

Central Oregon Community College continues to meet each of the 25 eligibility requirements of the Commission on Colleges. COCC has complied with and met all recommendations of the 1992 and 1997 NWASC Reviews.

## Self-Study Committee

### Steering Committee

Dr. Bill Buck, co-chair	Faculty, Associate Professor of English
Dr. Stacey Donohue, co-chair	Faculty, Associate Professor of English
James Jones	Vice President and Chief Financial Officer
Matthew McCoy	Vice President for Institutional Advancement
Dr. Bart Queary	Vice President for Instruction

## Advisory Committee

Dr. Cora Agatucci	Faculty, Professor of English
Dr. Robert Barber	President
David Bilyeu	Director of Library Services
Dr. Celeste Brody	Instructional Dean
Jack McCown	Faculty, Professor of Mathematics
Leslie Minor-Evans	Faculty, Associate Professor of Psychology and Education
Ronald Paradis	Director of College Relations
Lee Rayburn	Chief Information Officer
Richard Thompson	Dean of Students and Enrollment Services
Alicia Vik-Moore	Director of Admissions and Records
Mary Wagner	Publications Coordinator
Dr. Kathy Walsh	Instructional Dean
Gene Zinkgraf	Director of Campus Services

## Responses to Recommendations from the 1992 and 1997 Reviews

### 1. Recommendation 1 (Standard IV):

*To bring the Library and Media Services to a level of strength sufficient to support current instructional programs, as set forth in Standard IV, COCC must reinforce efforts to increase base computerized bibliographic resources. Furthermore, as seems apparent to all on campus, in view of the current crisis in library space, the College must act with dispatch to provide a new library or a significant expansion and renovation of the present building.*

The College District approved a \$13.6 million bond levy to construct a new library and remodel the existing library into classrooms and offices. The new library, completed in 1998, is the centerpiece of COCC. The budget has been increased and staffing is now adequate.

### 2. Recommendation 2 (Standard V):

*Several professional and technical programs do not meet Standard V and Policy Statement 15 regarding the related instruction requirement for a recognizable body of human relation content. The College must address this issue promptly.*

Human relations courses have been added to the course of study in each of the programs identified in the 1992 Self-Study. Students choose one of the following courses: Business Human Relations, Interpersonal Communication or Applied Psychology.

### 3. Recommendation 3 (Standard V):

*As noted in the self-study, the College is moving toward a systematic measurement of outcomes. The Evaluation Committee recommends establishment of an institution-wide assessment program to meet the requirements of Standard V and Policy Statement 25.*

Progress has been made since 1992. The Board regularly reviews its goals and gathers data to assess each goal. Individual departments have developed outcomes and benchmarks for many of their activities and courses, and several departments are currently assessing those outcomes. Each vocational program has an active advisory committee that keeps the department apprised of new technology, changing methodology and new professional outcomes for each respective field.

### 4. Recommendation 4:

*While the College has engaged in a variety of planning efforts, the institution's Long-Range Plan and departmental five-year plans must be updated and integrated, paying particular attention to institutional priorities.*

The College has adopted an integrated planning cycle that directly links board strategic planning with collegewide operational plans. College mission, vision, goals, policies, procedures, and committee and departmental plans and policies have been updated and combined into one area on the College Web site (<http://www.cocc.edu/general/plans.htm>).

#### Other Recommendations

- *Publish the Mission, Vision, and Goals for the College where it attracts the attention of the students, faculty, staff, and community.*

The mission, vision and goals are printed in the catalog, course schedules and on the College Web site. The mission is printed on all business cards and in most College literature.

- *Gather all of the long range plans into a single document and stated in a simple, easy to read style.*

The long-range plans have been collected into one binder and are available on our College Web site (<http://www.cocc.edu/general/plans.htm>). A listing of those plans is included in this document on page 13.

- *Continue to work on assessment of outcomes, and continue to develop a plan that can be carried out so that college programs can be continually improved, and the quality of the educational programs outcomes made known to all who are concerned.*

All academic areas have department five-year plans on file and are in the process of completing course outcomes for all courses. Well over half of the courses have been converted to outcome-based structures. Individual departments are also in the process of creating benchmarks to measure the degree to which students meet the outcomes. Each department/program posts course outcomes and benchmarks on the FirstClass Client e-mail conferencing system (see conferencing folders COCC Community Only/ College Committees/Chairmoot/subfolders - Competencies and Benchmarks & Assessments).

Progress varies from department to department. Nursing, for instance, has completed all class conversion to outcomes and has published benchmarks. Students in nursing do not progress in the program unless they have passed the outcomes and met the benchmarks. Nursing, however, is a specialized department with five full-time faculty and 72 program students. Larger departments, such as math and writing, have identified outcomes in all their courses but have, as of now, benchmarked only the core courses taken by many students.

Writing, for instance, gives a departmentwide essay final to all WR 121 students, about 700 students annually. All finals are graded under a common standard by an instructor other than the course instructor. Students who do not demonstrate the competencies must either retest or retake the class. The record tracking becomes the basis for further planning in outcomes and assessment. In addition, outcomes are published for students, often integrated within the course syllabi, showing students how the course content is related to skills, as well as how it is measured.

See departmental responses for specific details for each department. See the Academic Plan (Exhibit 1.3 or <http://www.cocc.edu/general/plans.htm>) for the discussion of linking individual course competencies to the overall accountability measures of the College.

