

Southwestern Oregon Community College



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Accreditation Self-Study: April 2002

EXECUTIVE SUMMARY

“Without continual growth and progress, such words as improvement, achievement and success have no meaning.” Benjamin Franklin

The College District

Southwestern Oregon Community College is a comprehensive, fully accredited, public community college that offers a full range of academic, professional, technical and ABE/GED/ ESL programs. The college’s primary service area is rural in nature and comprises 3648 square miles, which includes Coos, Curry and western Douglas counties in southwestern Oregon. For most residents of this economically challenged and isolated area, Southwestern represents the only accessible post-secondary education option. Because the college’s mission is to provide an open door enrollment policy, Southwestern has become a major source of support and development for the region’s thousands of displaced workers and under prepared citizens.

The poverty rate in Coos County is nearly 17 percent, with almost 24 percent of the area’s children living below the poverty level. The poverty rate in Curry County is nearly 14 percent, with almost 23 percent of the area’s children living below the poverty level. The statewide average poverty rate for Oregon is 12 percent. (1)

The local economic situation reflects a 20-year long shift from a production economy based upon wood products to a service economy. Family-wage jobs in the wood products industry have been replaced by low-wage service jobs. The loss of jobs continues in the fishing, timber and cranberry industries.

When one considers the wealth of natural beauty on Oregon’s South Coast, it is difficult to imagine that 39 percent of

children aged 17 and under within Coos and Curry Counties received emergency food assistance last year (2001), that nearly one fourth of the population is functionally illiterate, that Coos County ranked first in the state for the highest victim rate in child abuse and that Coos County ranks 23rd out of Oregon’s 36 counties in terms of mothers who have less than 12 years of education (22 percent). Children under five years of age have the highest poverty rate of all age groups, with one in five living in poverty in Coos County. Among households, those headed by single women have a poverty rate 39 percent higher than the overall poverty rate of nearly 12 percent. According to the Oregon Employment Department (2001), Coos County is ranked third (of 34) for the highest percentage of families with a female head-of-house-hold below the poverty level. (2)

Due to the major economic downturn in the wood products industry over the past 20 years, over 3600 jobs paying \$15-\$25 per hour have been lost. Due to these losses, the unemployment rate locally is typically one-third to two times higher than state and national percentages. It is only now in the midst of a national recession, with Oregon holding the highest jobless rate in the nation, that the state unemployment level has risen to match the unemployment level South Coast residents have endured for many years.

Despite this bleak economic picture, there are signs of hope. CyberRep, a call center for the high tech computer industry, located in the Airport Business Park in 1999 and now employs over 400 people. In 2000 the region formed the South Coast Development Council (SCDC) to attract

new business and industry to the region. The American Bridge Company has announced plans to construct its west coast headquarters and operations in Reedsport employing over 125 workers at family wages and benefits. A \$25,000,000 project to bring natural gas to the bay area will be completed within a year. With a deep-water port, rail transportation, highway transportation, the development of a broadband telecommunications infrastructure, great health-care facilities and this college, the necessary infrastructure for successful economic development is present on the south coast.

The College Since Accreditation in April 1992

Since the last accreditation visit by the Northwest Association of Schools and Colleges in April 1992, Southwestern has undergone profound change that has resulted in growth in enrollments, programs, facilities and the college district. These changes are the result of a number of factors that provided opportunities for the college to change from a reactionary model to being proactive – defining and creating – its own future. The following factors provided a framework for the college to be proactive and to create its own future:

- The recognition that the college had excess capacity in its instructional programs and facilities that would allow the college to grow its enrollments and programs within existing resources.
- A community college funding model that was adopted in 1995 by the state that is based upon the number of full-time equivalent (FTE) students served at the college.
- Recognition by the college that it is in control of its own destiny and willingness by the Board and the

administration to take acceptable risks in order to achieve college goals.

During the 1990s the college recognized that it faced some very special problems and issues due, in part, to its rural nature. The main challenge facing the college is how to remain fiscally healthy given a funding formula based upon the number of FTE students served by the college. The funding formula encourages enrollment growth, because the only way to increase financial resources from the state is to increase enrollments. However, the population within Coos County has declined in the last two decades while Curry County has grown slightly as seen in Table 1.

Table 1 College District Population

COUNTY	1980	2000
Coos County	64,047	62,779
Curry County	16,992	21,137
Western Douglas County	7,415	5,378
TOTALS	88,454	89,294

Initially, in the early 1990s the college increased its enrollments by increasing its service level to the college district, which at that time included Coos County and Western Douglas County. From 1990 to 1992 the college grew its enrollments from approximately 1750 FTE to over 2200 FTE. The college district also grew substantially when the voters in Curry County (population 21,137) decided in 1995 to be annexed to the Southwestern Oregon Community College District. However, it soon became apparent that to grow significantly beyond where the college found itself in the early to mid 1990s it would have to seek its enrollments from both inside and outside of the college district. College administration decided that it would grow by marketing the college and

recruiting students that live within and beyond the borders of the college district.

College Governance

In 1995, the Board of Education decided to implement “policy-based governance” at Southwestern. The policy-based governance model focused the Board’s attention on college constituencies and on college performance. The Board adopted a mission statement, vision statement and goals and objectives. The goals and objectives established by the Board are measured and results presented monthly to assure that the college is being successful in meeting Board goals and objectives. The Board’s mission, vision statements and goals and objectives are reviewed annually at a Board retreat. Through the policy based governance model, the Board does not involve itself in the day-to-day operations of the institution.

To date, the Board and administration feel that the policy based governance model has served the college well. This model has allowed the college to be creative, entrepreneurial and flexible.

College staff have a number of vehicles through which input is provided into college decisions. The faculty, classified staff and managers, administrators, specialists, supervisors and confidential employees (MASSC) all have ex-officio representation on the Board of Education. The president of the associated student government and the chair of the faculty senate also serve as ex-officio members on the Board. Both the faculty and classified staffs are unionized through the American Federation of Teachers. The MASSC staff meets formally to discuss pertinent issues and provide input to the Board and administration. Faculty have a senate that provides institutional oversight and direction across a broad range of issues. The faculty senate has the following standing committees: academic affairs, academic standards, arts and

lectures, budget and planning, financial aid, library and media services, staff development and student affairs. The college administration keeps the college staff informed about important issues through in-service workshops, periodic all-staff meetings, college publications and the college’s Intranet. As with most institutions of higher education, there is a concern among some of the faculty and staff about the opportunities for input into administrative decisions and the direction of the college.

Enrollment

Appendix 1 indicates the FTE growth at Southwestern over the past decade. FTE have doubled over this period of time. The growth occurred as a result of increasing the service level to the college district, the population of the college district growing by approximately one-third with the annexation of Curry County in 1995 and by recruiting students from outside of the college district. The college now has approximately 250 full-time students from outside of the college district attending Southwestern. It is fortuitous that the college is located in a physically beautiful region. It has a well-maintained and attractive campus and it always has had an excellent faculty and staff. To recruit students to the college developed and implemented a marketing and recruitment program in the early 1990s. This program increased intercollegiate athletic programs from four to nine and resulted in a need to construct student housing. Student housing can now accommodate 293 full-time students.

Details of the student body demographics are presented in Appendix 2 for the 99-00 academic year. Highlights of the demographic data are that eight percent of the student body is from outside of the college district; total unduplicated students served in the 99-00 academic year were

14,763 or 16.5 percent of district residents; 41 percent of the student body were male and 59 percent were female; and 5.3 percent of the student body were minorities (Native American, African American, Asian, or Hispanic). The average age of the entire student body was 36.4 and for full-time students the average age was 21.2. A major concern regarding FTE is the declining enrollments in the K-12 districts within the college district over the past few years. Although the college consistently enrolls a high percentage of the district's high school graduates, those attending Southwestern upon graduation from high school have fallen from 275 students in 1997 to 213 students in 2001. As in-district enrollments decline, the college seeks to maintain and grow its enrollments from students recruited from outside of the college's traditional market. This is an accepted practice in Oregon's community colleges. In the 1997 legislative session the legislature passed a statute enabling residents of Washington, Idaho, Nevada and California to attend Oregon's community colleges at in-district rates and count as FTE in the community college funding formula.

The college is extremely concerned about students on the South Coast having the monetary resources to attend college. As a result, the college waives the equivalent of one-fourth of its total annual tuition revenue – approximately \$450,000 – each year to students. Many students would not be able to continue educational endeavors without such assistance.

Programs

Over the past ten years the college has developed numerous innovative instructional and student service programs. Support for these new programs is derived from college resources, grants from the private sector and the federal/state government and innovative partnerships. In the past two years, the college has added

over twenty instructional programs to meet the demands of the community and to stay progressive in some of the technical programs. Some of these degrees include:

- AAS Business Management – Small Business Management Option.
- AAS -Turf and Landscape Technology.
- AAS –Environmental Technology.
- AAS - Criminal Justice/Corrections Officer Option and Law Enforcement Office Option.
- AAS - Medical Assistant.
- AAS - Culinary Arts Management Training.
- AAS - Network Design and Administration.
- Employment Skills Training Certificate

The majority of new programs in technology – 4 degrees and 10 certificates – were the direct result of the AACC/Microsoft grant awarded to the college in 2000. Nationally, only 63 community colleges have been awarded the AACC/Microsoft Working Connections grant during the past four years.

The college maintains close partnerships with K-12 school districts. Besides 2+2 programs, the college offers college-level classes for students attending the following high schools: North Bend, Coos Bay, Myrtle Point, Coquille, Powers and Brookings. The college allows residents to take distance education courses over the Internet offered by other community colleges within the state as a member of the Oregon Community College Distance Education Consortium (OCCDEC). Currently, between 100 and 200 students each quarter take college-level Internet courses offered through ten other community colleges including Chemeketa, Portland and Mt. Hood.

The college has established outreach centers in all of the major population centers in the college district and through a recent U.S. Department of Education (DOE) grant has established computer labs in Coquille, Brookings and Gold Beach and at the Confederated Tribes. The facility in Brookings is established as a small, but wholly functioning campus, similar to the main college campus in Coos Bay.

In 1999 the University Center was established at Southwestern. The University Center is a partnership between Southwestern and the Oregon University System through which upper division, baccalaureate and graduate courses and programs are offered to residents of the college district. The University Center offers over twenty programs in education, marine biology, information technology, liberal arts, nursing, business, fire services administration, criminology and dietetic management. During the 99-00 academic year 186 students enrolled in 1863 credits for a total of 47 FTE. During the 00-01 academic year, 241 students enrolled in 3189 credits for a total of 77 FTE. The University Center provides advising and counseling assistance to students who wish to continue their education at a four-year institution, whether public or private. Prior to the establishment of the University Center there were few four-year courses and programs offered on the South Coast.

The Newmark Center has been identified as one of the best one-stop-career centers by the U.S. Department of Labor (DOL) and serves as a national model. In 2000 the U.S. DOL and the American Association of Community Colleges (AACC) selected the Newmark Center as the premier one-stop career center in the nation. This award included a \$10,000 grant to be used in Newmark Center programs.

Southwestern has also been the recipient of the U.S. DOE Title III program

for nine of the past ten years. The college participates in two of the three TRIO programs: Student Support Services and Educational Talent Search. These grants serve college and high school disadvantaged students, respectively. Southwestern has the second highest service level in the state, with 16.2 percent of its district population (unduplicated headcount), having taken a class at Southwestern in the 00-01 academic year.

The college has been aggressive in developing partnerships within the community for economic development. The college is a member of the SCDC, of which the president is a Board member.

The college also partners with the Oregon International Port of Coos Bay in the development of the Business Enterprise Center – a business incubator – located near the Airport Business Park. The college provides management for the center and conducts courses for business and industry through an e-commerce lab in the center funded through the U.S. Department of Forestry and the U.S. Economic Development Administration. The college and the Oregon International Port of Coos Bay were instrumental in getting CyberRep to locate the new call center in North Bend. The college provided free training for over 400 employees of CyberRep for a period of one year upon relocation into the Airport Business Park. The college continues to provide training to CyberRep employees.

Issues that the college is trying to address are the continual escalation of costs of technology and the need for up-to-date laboratories for the science and technology courses and programs. The college has moved from a \$2.00 per credit technology fee to a \$5.00 per credit technology fee and questions whether these resources (approximately \$300,000 per year) will be sufficient for equipment replacement, maintenance of equipment and networks,

personnel costs and the acquisition of new technology in the future.

The college is also working diligently to market and recruit students into low enrollment programs. Southwestern is conducting a pilot program to market and recruit students into instrumental and vocal music, art, theatre, environmental science and fitness technology this academic year. If successful in these endeavors, the college will incorporate the targeted marketing and recruitment program into the annual operations of the college.

Facilities

Since 1995, the college has increased its facilities by 154,881 square feet as seen in Appendix 3. The following facilities have been added to the campus since 1995: Stensland Hall (14,041 sq. ft.); the Newmark Center (35,242 sq. ft.); the athletic field house (4,800 sq. ft.); the family center (5,778 sq. ft.); student housing (75,000 sq. ft.); Curry County campus (5,500 sq. ft.); and the performing arts center (21,000 sq. ft.).

The total cost for new construction since 1995 was \$17 million dollars. These facilities were constructed without additional tax levies to district residents. The college provided \$3.8 million of its own resources, raised \$1.5 million from the private sector and borrowed \$11.7 million. \$10.2 million of the debt is being repaid by revenue being generated through rents (the Newmark Center and student housing) and enterprise fund profits (the college bookstore). The college is financing \$2.2 million of debt from its general fund at \$175,000 per year or 1.2 percent of its general fund budget. At this time, student housing is making a modest profit for the college and the profit margin is expected to increase over time. The college's general fund contribution will decline as enterprise projects: student housing, conferencing and

the Oregon Coast Culinary Institute (OCCI) become more profitable.

The impact of these facilities upon the college and its services has been profound:

- Southwestern has become a national model for exemplary one-stop career centers with the Newmark Center.
- The college has increased instructional classroom space for regular and special programs.
- Southwestern has a permanent college facility in Curry County in the city of Brookings.
- The performing arts center will not only enrich the culture of the community and college, but will enhance the community ties to the college.
- Students living in student housing have created a new campus culture with a sense of "community" and "college life" on the campus.
- The college has an outstanding family and childcare center.

Although the college has added much in facilities, the college still needs for a science/technology center, to enlarge the athletic facilities, to construct a larger, modern campus in Brookings and to ensure adequate funds to maintain and acquire up-to-date technology infrastructure and equipment. It is easy to identify facility needs, but it has proven much more difficult to find funding to construct new facilities, especially for those facilities that do not generate revenues to support the construction costs and operations.

The college launched an effort to pass a bond levy in May 2000. A statistically significant poll of 500 registered district voters taken in December 1999 indicated that over 65 percent of the voters would support a \$12 million bond measure for the college. After a Herculean effort on the part

of college staff and community volunteers throughout the winter and early spring of 2000, only 35 percent of district voters supported the bond measure in the May 2000 election. The college is currently considering mounting an informational campaign over the next two and one-half years to establish facility needs and to gain support for the passage of a bond measure in November 2004.

College Finances

College finances have grown significantly over the past decade as shown by Appendix 4. The bar graph illustrates significant growth over the past decade in all budget categories of the college: general fund, special projects (grants), facilities, auxiliary fund and financial aid expenditures.

The college foundation assets have also grown significantly since the last accreditation visit. In 1992 the foundation's assets were valued at \$370,000 and today the assets are valued at \$1,257,300. More importantly, the foundation has helped the college in a number of areas in the past ten years. The foundation sponsors an art competition for district high school students once a year and also sponsors a "purchase award" competition for artists on the west coast once a year. The art acquired through these competitions is displayed throughout the college campus. The foundation has also assisted the college by purchasing the equipment in the fitness center/weight room, playground equipment for the family center, funded the acquisition of the college's 47-passenger bus and construction of the men's baseball field. The foundation also raised \$1.0 million from private sources for the performing arts center.

Over the past ten years, the college has tried to diversify its future revenue streams through entrepreneurial projects. Both the Newmark Center and student housing will ultimately generate large revenue streams

for the college. Current lease/rental income from both facilities is retiring the debt on both projects. When paid off, revenue from these two projects will be close to \$800,000 per year. It is the intent of college administration to build summer conference activity to generate \$200,000 to \$300,000 of revenue each summer. The latest entrepreneurial project is the Oregon Coast Culinary Institute. Research indicated that there were few culinary arts institutes with annual tuition between \$10,000 and \$12,000. Most culinary institutes have an annual tuition rate of \$20,000 or more per year. The college's intent is to have a high quality culinary arts institute within two to three years enrolling 100 to 150 students per year. Within the next five to 15 years, the college will be generating enterprise revenue streams of \$1,000,000 to \$2,000,000 from entrepreneurial projects that have been started over the past seven years. These sums will represent between five percent and 10 percent of the college's general fund.

As with all institutions of higher education in Oregon, Southwestern is currently facing budget reductions due to the recession. The latest budget cuts eliminated three percent of the state general fund budget. However, the story is still being written and hopefully cuts will not grow worse. Proposed budget reductions have been shared with all college staff through staff meetings, publications and the college's Intranet site.

The college has undergone a minor reorganization in order to effect savings. The college has eliminated one associate dean's position from the budget, realizing significant cost savings. For a number of employees that elected to retire early this year, those positions will not be replaced at this time. The budget reductions come at a most inopportune time, since the college has established that faculty are underpaid in comparison to peer community colleges: Clatsop, Linn-Benton, Rogue and Umpqua.

It is the president's intent to make significant progress and possibly resolve the pay issue for faculty over the next one to three years despite budget challenges.

Southwestern has been proactive in planning for the budget reduction and does not expect the budget cuts to require a reduction in staff at this time. However, if the economy in the Pacific Northwest does not improve and the college faces further budget cuts the college will have to implement program and personnel reductions.

College Staff

Full-time college staff has grown from 157 in 92-93 to 245 in 00-01. In the 00-01 academic year there were 83 full-time faculty including six adjunct (teaching a full-time workload but not responsible for committee work or advising), 74 MASSC staff and 89 classified staff. A significant part of the employment growth has been in special, grant funded projects. In 92-93 there were 23 full-time positions on soft money and in 00-01 there were 57 full-time positions on soft money as shown in Appendix 5.

Throughout the 1990s, the college introduced many programs to recognize and show appreciation to college employees. The budget for employee appreciation grew to \$30,000 annually, but this budget has been eliminated due to budget reductions, except for the Excellence in Action Program and Faculty Excellence Awards, funded by the foundation.

Some college staff perceive a number of personnel problems at this time. Due to budget reductions and the restructuring of the early retirement program staff morale may be a problem at this time. If the college continues to experience funding cuts it is expected that staff morale will decline.

Southwestern had an early retirement program that it could no longer afford to fund. The early retirement program was

changed in February 2002. The original early retirement program for employees hired prior to March 1997, provided the following benefits:

- An employee could retire with ten-years of full-time service at age 55.
- The college paid the employee one-half of the unused sick leave at current pay scale as a bonus.
- The college provided full medical (health, dental and vision available under current plans) to the employee and spouse until both reached age 65 and provided family coverage, if needed, for dependents.
- In addition, the employee and spouse received \$62.00 a month for Medicare supplemental insurance from age 65 to age 70.

The current early retirement program adopted in February 2002 allows a full-time employee to retire at age 58 with 20 years of service, or 55 with 30 years of service. Sick leave buyout for one-half of accumulated sick leave is 100 percent for 30 years of service, 75 percent for 25 years of service and 50 percent for 20 years of service. In addition, medical plan contributions have been capped at \$350/mo. for 30 years of service, \$300/mo. for 25 years of service and \$250/mo. for 20 years of service. The monthly medical support/ stipend is provided only for the retired college employee until age 65. Benefits can be continued for the spouse and family under Federal COBRA regulations if the retiree were to pass away. Retired employees and spouses continue to receive the Medicare supplemental benefit of \$62 a month until age 70. The college administration believes the current early retirement program remains as one of the best early retirement programs in the state for both public and private employees.

Faculty salaries are approximately five percent below the average for Clatsop, Linn-Benton, Rogue and Umpqua community colleges. The college took action to improve faculty salaries in 96-97, but that action did not completely ameliorate the situation. The college must resolve the problem of faculty salaries within the next one to three years. Poor salaries do impact morale. The college does have a policy that states that it is the goal of the Board to have faculty at the median salary level for faculty employed in Oregon community colleges. However, faculty salaries have not prevented the college from having adequate employment pools and excellent candidates for all open faculty positions and hiring the number one candidate from the candidate pool. Few faculty members in the past ten years have indicated they moved from Southwestern to another institution of higher education because of pay issues.

Institutional Accountability and Assessment

The college would be remiss in not speaking to accountability and assessment. The Board of Education has developed goals for the college. The president's annual goals flow directly from Board goals. The college has an institutional effectiveness committee, which has identified important measurements of student and college performance. The measurements are reported on at the Board's monthly meetings and the measurements are tied to Board goals.

Management reviews college operations continually. In addition, the college has the normal functioning oversight committees found in community colleges, such as the budget committee and program advisory councils. For those problem areas that are identified, courses of action are taken to improve and/or correct the problems.

The college does not have a written and formally adopted five or ten year strategic plan. The college actively identifies "targets of opportunity," which are discussed and prioritized and resources identified to implement a plan to prepare a successful recruitment campaign. As Southwestern moves through such programs there is a continual review and update about what does and what does not work with supporting data and necessary changes made to the plan/program in order to achieve success. Examples of this approach are student athletic programs, student housing, the Newmark and family centers, the Oregon Coast Culinary Institute, a plan to offset declining enrollments within the district and the marketing strategy to recruit students to low enrollment programs. Once operational, programs are continually monitored for performance.

Policy based governance has allowed the institution to be creative and flexible. Policy based governance has allowed management to respond rapidly to opportunities or to problems that the college needs to address. The college administration believes the system of planning works and the belief is supported by the positive growth that Southwestern has experienced in all areas of operation over the past decade.

Summary

The college has grown significantly in all aspects over the past ten years. It has become a vibrant institution meeting the needs of a diverse student body both on and off-campus. The growth that was experienced throughout the 1990s has stabilized at approximately 3500 FTE. The college is now in a period of consolidation. During this period Southwestern will continue to improve services and programs and develop the necessary infrastructure to insure that the college will remain a healthy,

vibrant institution. Over the past ten years change has been a friend to Southwestern.

One of the biggest issues that the college will face in the next year or two is maintaining its programs and services and improving faculty salaries in light of the budget cuts from the state of Oregon due to the current economic recession.

Southwestern administration is optimistic that the college will meet future opportunities and responsibilities for students, communities and staff. The college welcomes your visit, your assistance and your findings.

References

- 1 2000 Census
- 2 Statistics taken from South Coast Community Action
South Coast Workforce Investment Board
State of Literacy in America
Status of Oregon's Children County Data Book 2000

List of Appendices

- 1 FTE Growth at Southwestern
- 2 Student Demographics
- 3 Facilities Growth at Southwestern
- 4 College Financial Expenditures
- 5 College Staff Summary

STANDARD ONE

INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Purpose

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve academic and educational goals. Educational programs prepare people to be employable, to value life-long learning and to function as good citizens in a rapidly changing world.

To accomplish this mission, the college will perform the following:

- Maintain high standards of excellence in instructional programs and student services.
- Deliver real-world education and training essential for a highly skilled workforce.
- Encourage diversity, collegiality and professionalism.
- Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development.
- Promote technological competence to compete in a global community.
- Provide multiple avenues of access to educational opportunities for all students.
- Enhance the cultural awareness of students and the community at large.

A revised mission was adopted in 2000 by the Board of Education (the Board). During fall 1999, instructional administrators and managers reviewed the college

mission statement to determine if it adequately reflected the college's desire to serve community needs. The mission statement is reviewed by the Board at its annual retreat. During this process, the Board considers its goals and end statements in reviewing the college's mission and goals. **(Exhibit 1.1)**

Description

Mission and Goals

The mission statement provides direction that is consistent with Southwestern's role as a comprehensive community college in a rural area. The mission statement is formed in part by state statutes that authorize the college to offer associate degree programs; as well as responding to community needs, economic trends and fostering the unity of the statewide community college system.

The college mission and goals are the overarching reference for decision-making by the Board and other college constituencies. Decision-making at other levels of the college is compatible with the mission statement. For example, new courses brought to the office of instruction are examined and approved by instructional council. Instructional council examines courses and programs for fit with the institutional mission and goals.

When new programs are added to the college curriculum, a thorough process is involved which may include local community needs, labor market information, advisory council input and a DACUM (Developing A Curriculum). Instructional

council approves programs that meet specific criteria and that are then submitted to the Board. Once approved by the Board, programs are submitted for approval to the Oregon State Board of Education.

The president and/or the Board may also generate recommendations for additions to programs or changes in curriculum, especially as these impact financial planning for the college. The goals are divided into measurable objectives for the president and Board members on an annual basis. **(Exhibit 1.2)**

The mission statement is widely available through print and electronic media: the college catalog, the annual reports to the community, the schedule of classes published each term and the college Web site (<http://www.southwestern.cc.or.us>). The revised mission was disseminated via e-mail to all college constituencies. Copies of the mission and goals are included in the orientation materials given to new hires by the human resources staff. The college mission is displayed in each building on campus.

Southwestern's commitment to public service is expressed in its mission and goals statements. It is defined in the Board's Ends Statements as follows:

The student and community populations will have the following opportunities:

- To be involved in society's work.
- To value lifelong learning.
- To be linked with regional, national and global information systems.
- To be engaged in cultural enrichment.
- To have an employable adult population supported by a thriving economic and social environment.

Public service is consistent with the educational mission and goals of the institution. As the only public two-year college within Coos and Curry counties, the college is conscious of its responsibility to the service district. The institution provides services ranging from special retraining for displaced timber workers to use of facilities by various civic groups. Employees at all levels of the college are engaged in a wide range of public service activities and are encouraged and supported in these endeavors by the institution. **(Exhibit 1.3)** Various campus organizations perform public service during the course of an academic year. Several student organizations have as their charter a commitment to providing a public service. **(Exhibit 1.4)**

Southwestern notified the commission of a substantive change in fall 1997 when it offered its first distance learning course. Since that time, only a small number of such courses has been offered by Southwestern. The college has partnered with the other community colleges in Oregon to offer a wide range of courses through the statewide consortium agreement. **(Exhibit 1.5)**

Planning and Effectiveness

Changes in planning and evaluation processes were implemented during the 98-99 academic year. The president sponsored an administrative retreat to review planning strategies to ensure continued growth of the college. The president, managers and faculty defined a set of institutional priorities for the coming year. Shaped by the mission, the priorities represent specific actions the institution will commit to in response to community needs, opportunities, demographic changes and other factors that require an institutional response.

Planning strategically for continued growth of the college is ultimately the president's responsibility. But planning and

evaluation occur at many levels within the institution. The comprehensive planning process includes the following:

- A review of internal and external environments within which the college operates.
- Analysis of strengths, weaknesses, opportunities and threats (Strengths, Weaknesses, Opportunities and Threats [SWOT] analysis). **(Exhibit 1.6)**
- Articulation of the college vision.
- Establishment of a set of directions to guide the college's work.

The current mission and goals, grounded in the campus planning process, are visually detailed in the planning cycle. **(Exhibit 1.7)**

As this planning process takes place at all levels of the college, it is by nature participatory. The Board is involved through formal adoption of the mission and the end statement.

Several factors have influenced Southwestern's planning process.

- The Board's interest in reexamining the missions and goals of the college.
- The president's viewpoint that annual analysis of the college's planning process is crucial to the maintenance of transfer, professional technical and workforce development programs to meet current and future community needs.
- The college's need for research to pinpoint the needs of the communities it serves.
- The need for the college to reflect the changing nature of the students, specifically adult students, through a diverse student development program.
- The need to provide for basic articulation with the long-term planning

processes of the Oregon State Department of Education, the Oregon Educational Coordinating Commission and the Oregon University System.

- The need to respond to external accountability demands, particularly in Southwestern's role as a public institution.
- The unity pledge among the 17 Oregon community college presidents in determining needs and goals for the community college system.

Analysis and Appraisal

The mission and goals of Southwestern are consistent with its role as a public comprehensive community college. The college goals reflect the institutional mission statement and are guided by both the statutory mission of Oregon's community colleges and the particular characteristics of the college's service district. These goals are consistent with the human, physical and financial resources available to the college. Inherent in the goals is a commitment from the college to strive to improve and adjust to meet the changing needs of the district. The college must continue to move forward while remaining flexible enough to respond to changing conditions.

The college's mission and its statutory responsibility as a comprehensive community college define its open door admissions policy. Faculty selection processes are continually revised to seek candidates who understand and support the community college mission. Resource allocation procedures help to ensure that funding follows Southwestern's mission and goals. Planning processes are based on the understanding that the mission should direct the college in decision-making.

The mission is widely understood by the campus community. Though the mission may not explicitly play a role in day-

to-day decisions, every employee has an implicit understanding of her/his responsibility to the students and the community. Procedures for a campus-wide review of this goal process should be codified in order for employees to understand clearly how all segments of the college community may participate in Southwestern's mission and where specific responsibilities lie. This is increasingly important in times of reduced funding and limited resources.

In the late 1990's, the president met with members of the President's Council, counselors and members of the general faculty and staff who expressed interest in enrollment, retention and recruitment. College staff examined external and internal environments in order to determine the strengths and weaknesses of the college's operations and to develop measurable goals and objectives designed to improve student enrollment and retention. **(Exhibit 1.8)** This process served to renew campus-wide interest in participating in the planning process.

Since that time, the college has sought to identify – through its councils, faculty, staff and the Board – one or two current issues to be addressed each year. The college staff identify annual objectives that are achievable and measurable. This process has allowed the college to focus limited resources on specific goals.

To support the evaluation of processes of the college, the Institutional Effectiveness Committee (IEC) was created to develop and implement research components to aid in the decision-making process. In 1992 the IEC developed benchmarks to manage and foster positive relations with the community. Benchmarks were identified and data collected through surveys to measure institutional effectiveness. The benchmarks were designed to be general in nature, indicating

historical trends or changes; they do not pertain to the day-to-day operations of the college. Once benchmark data were determined, these served as the measures of institutional effectiveness (MIE's).

The college has defined systemic institutional research efforts, based on core indicators of the American Association of Community Colleges (AACC). **(Exhibit 1.9)** Responsibility for research is assigned to the director of informational technology. As a result institutional research, evaluation and planning are now integrated into one area. The IEC is composed of faculty, staff and administrative personnel. It thus represents a "cross-functional" team — a consortium of individuals from a variety of relevant sectors of the campus, which includes faculty, support staff, administrators and staff from special populations/projects grants. Through its involvement with institutional benchmarks, this committee inevitably contributes toward the overall planning process of the college.

The MIE's have been modified to reflect the changing population and mission of the college. **(Exhibit 1.10)** Currently the IEC has undertaken a complete review of the MIE's and will recommend changes to the Board during the 01-02 academic year.

In addition to the MIE's, Southwestern has implemented several methods of assessing effectiveness. The assessment methods are as follows:

- Student Opinion Survey: Provides a statewide measure of students' satisfaction levels with the quality of instruction, advising and auxiliary functions.
- Student Perception Survey: Provides annual information about student satisfaction with on-campus services.

- Student Tracking System: Provides data about former students who transfer to other institutions.
- Employer Follow-Up Survey: Provides to faculty information gathered about the effectiveness of graduates from professional technical programs.

The college has been less effective, however, in articulating the rationale for its specific goals campus-wide. Consequently the college has taken a number of steps to ensure a wider dissemination of information.

College publications, including Southwestern's student newspaper and its internal electronic newsletter, share information college-wide each month. The annual report to the community, published by the office of college advancement, include information on the state of the college. **(Exhibit 1.11)** The Intranet is used campus-wide to disseminate information. For example the dean of instructional and student services used this vehicle to share information gained from the college-wide meetings held on the reorganization effort. The president used this medium to chronicle the statewide budget reductions in an effort to keep the campus constituencies informed.

Southwestern uses the results of these surveys to evaluate its own programs and to make changes wherever necessary. Data from the college are included in reports produced by the office of Community College and Workforce Development (CCWD). These reports contain information on individual colleges as well as systemwide data and make it possible to examine Southwestern's performance relative to that of the state system overall. **(Exhibit 1.12)**

Progress toward goal attainment is documented in many ways, depending upon

individual programs. Departmental units include information in the monthly reports to the Board. Administrative units provide similar information in quarterly reports.

(Exhibit 1.13) This mechanism serves to expand communication campus-wide. Reports to the Board provide an opportunity for departments to elaborate on special projects occurring within their division and to keep the college campus informed of changes and projects as they occur on campus.

Southwestern's planning and evaluation processes are integrated. As departments within the college prepare budget documents, requests for funds are justified in terms of their relationship to departmental goals and priorities that reflect the college's mission. Evidence of need is also a justification. What is not yet fully developed is how the priorities are shared with the campus community.

To effectively plan for the future, Southwestern evaluates current campus policies and departmental processes and their effectiveness in achieving the goals of the institution. In general, the evaluation process gives Southwestern valuable information in determining where the college's strengths and weaknesses are and allows for prioritization of projects to improve programs to achieve the goals of the institution.

Evaluation of employability and adequate preparation for employment is assessed through the resources of the MIE's, via advisory committees and from the employer surveys. This attention to the professional and technical preparation of students and its consistency with other programs throughout the state is one of Southwestern's strengths.

Evaluation of student satisfaction is measured through voluntary responses in the offices of registration, counseling and financial aid. Faculty evaluations, which

include administrative, peer and student reviews, are specified under the faculty union contract. **(Exhibit 1.14)**

Results of the MIE's are reported to the Board on a regular basis. This information is archived in a permanent file in the library for use by interested parties.

In the context of the college, MIE's offer a mechanism for sharing basic information about Southwestern with the Board. However, administration, faculty and staff are all encouraged to utilize MIE's as reference points for examining broad institutional policy and direction. In effect, therefore, the MIE's serve as catalysts for discussions and decisions concerning the future endeavors of the college.

The revision of the mission statement and institutional goals has brought renewed focus on the assessment of outcomes. Historically, assessment activities have been uneven throughout the college. Some areas of the college are notable for the attention to assessment:

- Faculty for the assessment of student learning.
- Adult Learning Skills Program (ALSP) for classroom assessment.
- Student services for making evaluation part of its ongoing operations.
- Professional technical faculty for considerable work on the assessment of programmatic outcomes. **(Exhibit 1.12)**
- The nursing program for providing assessment through licensure that meets state requirements.
- The Newmark Center has developed a quarterly assessment that offers statistics on usage rates. **(Exhibit 1.15)**

During the present accreditation self-study, it became apparent that institutional measures are unevenly disseminated across

campus. Therefore, it has been determined that the division meetings should include regular reviews of the MIE's as presented to the Board. They are also included in the Southwestern after each Board meeting.

Recommendations

- Southwestern should expand its plan to communicate and disseminate information on goals and planning processes to the campus community.
- The college should continue its review of college policies and procedures on a regular schedule.
- The Board should adopt a regular schedule of review for the college mission. The review schedule, coupled with the college's planning calendar, will ensure that the mission and goals stay current with the planning process.
- The college should expand its use of research data as the basis for defining measures of institutional effectiveness.
- The college should conduct another community perception study.
- The college should conduct a needs analysis of the community to better serve the district.
- The college should develop an alumni newsletter as a way of informing that segment of the general public about the effectiveness of the college.
- The college should develop a campus-wide method of tracking and reporting classroom assessment to support programmatic change.
- Divisional meetings should be used for regular reviews of MIE's.

List of Appendices

- 1.1 Planning Cycle Graphic
- 1.2 Budget Calendar

List of Exhibits

- 1.1 College Mission and Goals
- 1.2 President's and Board Goals
- 1.3 Public Service Activities: Faculty, MASSC and Classified Staff
- 1.4 Student Organizations: Public Service Activities
- 1.5 Substantive Change
- 1.6 SWOT Analysis
- 1.7 Planning Cycle
- 1.8 Targeted Marketing Plan: Student Enrollment and Retention
- 1.9 AACC Core Indicators
- 1.10 Measures of Institutional Effectiveness Matrix
- 1.11 Southwestern's Annual Report
- 1.12 Oregon College Profiles
- 1.13 Quarterly Reports – Professional Technical Matrix
- 1.14 Faculty Evaluation Procedure
- 1.15 Newmark Center Evaluation

Peer Review Team:

Karen Helland, chair, director of outreach and professional development
Dottie Anacleto, adult learning faculty
Mike Detwiler, English faculty
James Fritz, art faculty
Sean Hutcherson, math faculty
Janet Pretti, Gold Beach coordinator
Diana Schab, computer science faculty
Mark Wilson, English faculty

Standard 1 Committees

Leadership Team:

Tom Bennett, internship coordinator
Lori Capps, BDC coordinator
Tim Dailey, SSS counselor
Kim Draper, financial aid clerk
Mike Emmett, point of entry office manager
Julie Johnson, mailroom clerk
Sheldon Meyer, dean of administrative services
Connie Nelson, ETS director
Brenda Rogers, bookstore clerk
John Speasl, athletic director
Mark Stueve, computer science faculty
Virginia Somes, math faculty
Stephanie Van Horn, English faculty
Susan Walker, nursing faculty
Avena Weddle, Web master

STANDARD TWO

EDUCATIONAL PROGRAMS

Purpose

Southwestern is committed to high principles of teaching and learning. The college meets the standards set by the Northwest Association of Schools and Colleges concerning the nature and effectiveness of educational programs. To demonstrate the scope and quality of instruction at Southwestern, this standard describes and analyzes the college's programs, resources, policies and academic principles.

Description

Southwestern has developed a comprehensive instructional program that is responsive to the changing needs of individuals, communities and the district. In adherence to the institutional mission established by the Board, the college offers instruction suited to students with academic, occupational, developmental and personal enrichment goals. More than 70 different degree and certificate programs are available to students, including two-year transfer programs, one- and two-year professional/technical programs, less than one year certificate programs, adult education, an adult high school diploma program and adult enrichment courses. Courses are offered by over 44 departments through three divisions and nine other organizational units (Figure 1).

The annual college academic catalog provides students with a detailed description of programs and the courses currently offered. The college offers courses throughout four quarters during the academic year (8-week summer term, 12-week fall term, 11-week winter term

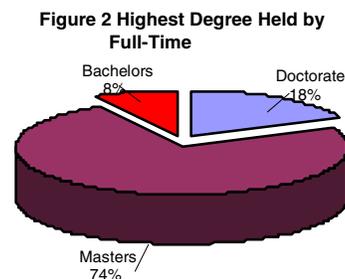
and 11-week spring term). Workforce development courses are offered throughout the year.

Resources Supporting Educational Programs

Human Resources

Faculty

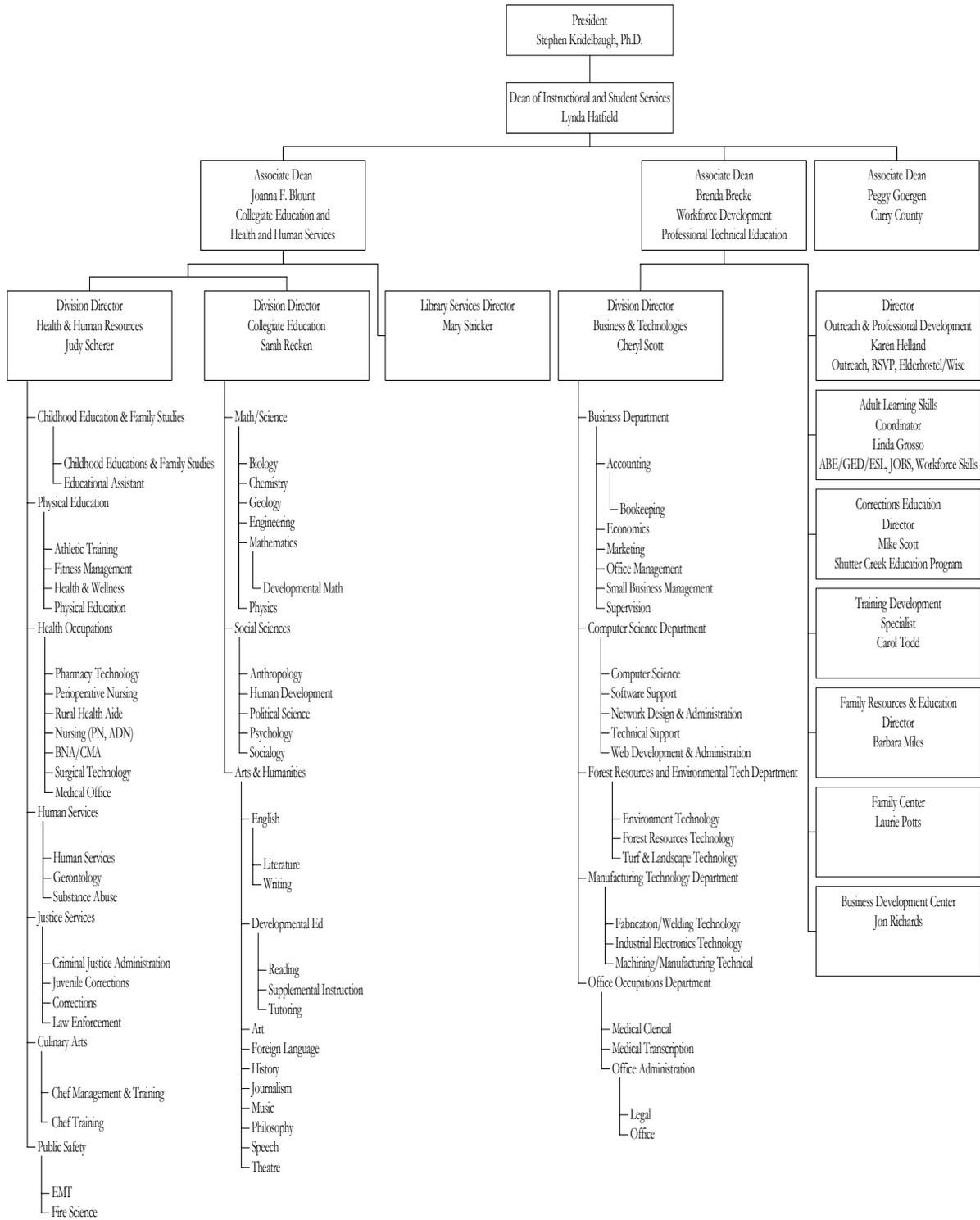
Southwestern consistently attracts a highly qualified, experienced and student-centered faculty. In 00-01, 83 full-time faculty, including six adjunct, and approximately 297 part-time faculty were employed. Figure 2 shows the percent of full-time faculty by highest degree held. Standard Four provides greater detail on faculty qualifications.



Administration

College administration has experienced significant changes in recent years. Since 1992, three division directors were added; these administrative positions have replaced division chairs, formerly faculty positions. In addition, two new positions have been created: the dean of marketing, recruiting and college advancement and the associate dean of collegiate education. One position, the

Figure 1 Organization of Academic Departments



associate dean of workforce development, was restructured to meet the changing needs of the institution. The associate dean of professional technical education position has been eliminated due to budget constraints. Another reason the administration has increased is due to the highly successful procurement of grants and contracts, in such areas as the family center and the Even Start grant. These have required hiring specialists in such areas as technology and early childhood and parenting.

The dean of instructional and student services is currently reorganizing that area to more effectively utilize limited resources, eliminate inconsistent procedures, assign more equitable areas of responsibility and develop more effective communication across campus.

Classified Staff

The number of classified staff has steadily increased to support the growth of grant-funded projects and to ensure that the high quality of programs is maintained.

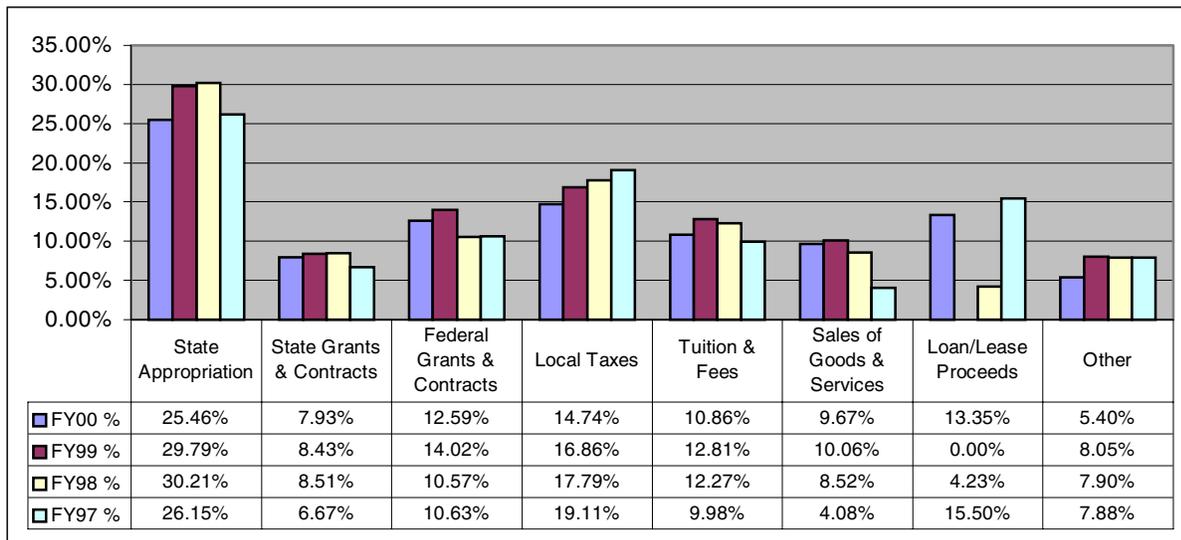
Physical Resources

Physical resources are configured to support the college's educational programs. The 153-acre main campus is adjacent to a lake and situated approximately three miles from the Pacific Ocean. Currently, the main campus has a total of 38 buildings. Off-campus facilities are located in Brookings, Oregon (Curry campus), as well as in various outreach areas within the college district. Southwestern offers outreach courses in appropriate community facilities that meet the objectives of the particular courses and Americans with Disabilities Act (ADA) standards. The college has been particularly successful at increasing its technology infrastructure.

Fiscal Resources

For fiscal year 00-01, total expenditures for instruction or direct instructional support were \$7,303,157 or 58 percent of the college's total budget of \$12,585,055. **(Exhibit 2.1)** Figure 3 illustrates the sources of income for the academic years 97-98 to 00-01.

Figure 3 Sources of Income by Percentage



Educational efforts in the transfer, professional technical and basic skills programs are funded by state reimbursement, tuition, local taxes and grants. Workforce training initiatives provide \$1,867,437 for instructional programs.

Technology Resources

The college has made tremendous progress in the acquisition and application of computer technology for students. There are 23 labs with over 400 machines available to students on the two main campuses and outreach sites. **(Exhibit 2.2)** All computers are fully Internet capable and the local area network allows Internet access in every classroom. All computer labs are ADA compliant.

The availability of the technology fee has allowed the turnover of student accessed computers to be on a four-year cycle. The technology plan serves as the model for institution-wide technology expenditures. **(Exhibit 2.3)**

Program Goals

Southwestern's mission and goals statement are the measure against which all educational program goals are evaluated. Quality educational standards, the integrity of the transfer program, employability, life-long learning and citizenship structure the provision and revision of curricular programs throughout the college's departments.

The college offers lower-division courses leading to five types of degrees/certificates:

Associate of Arts – Oregon Transfer (AAOT) Degree

This 90-credit degree provides an opportunity for students to focus on an academic area of special interest. This degree program meets the block transfer

requirements of the Oregon state four-year system and completion of this degree guarantees the recipient junior standing at four-year Oregon state system institutions. Students are encouraged to match the choice of courses in the Southwestern AAOT to the recommendations of the institution to which they might transfer. Students may transfer up to 108 community college credits to four-year Oregon university system institutions. AAOT completion requires students to fulfill requirements for general education, as well as sequence and distribution coursework in arts and letters, social sciences and science/mathematics. **(Exhibit 2.4)**

Associate of Science (AS) degree

Many universities, colleges and technical schools offer this 90-credit degree. This degree is designed for science majors who plan to transfer to a four-year college. AS degree completion requires students to fulfill requirements for general education, as well as sequence and exploratory coursework in humanities, social sciences and mathematics/science/computer science/engineering. **(Exhibit 2.5)**

Associate of Applied Science (AAS) Degree

Preparing students for employment upon completion of the degree, the AAS degree requires a minimum of 90 credits in technical courses and related instruction. This technical degree emphasizes career specialization and students are advised that specific employment-oriented coursework may not transfer to other colleges and universities. AAS degree completion requires students to fulfill requirements for general education, as well as exploratory introductory coursework in arts and humanities, social sciences and math and sciences – disciplines outside

the student's area of concentration for the degree. **(Exhibit 2.6)**

Southwestern has developed AAS articulation agreements with four-year colleges such as computer science with Oregon State University (OSU), fitness management with Southern Oregon University (SOU) and environmental science with Humboldt State. **(Exhibit 2.7)**

State of Oregon-approved Professional/Technical Certificates

A minimum of 45 credits, which includes nine to ten credits of related instruction – math, human relations and communications. These certificates focus on skills in specific technical areas. Many of these programs function as career ladders into degree programs. **(Exhibit 2.8)**

Southwestern Professional Certificates

Certificates of completion are awarded by Southwestern after completion of a specified curriculum and are now approved by the State Board of Education. Many of these certificates are short course sequences that lead to job readiness or serve as career ladders into degree programs. **(Exhibit 2.9)**

The college catalog and Web site describe each of the degrees, degree requirements and course descriptions. Instructional departments and Student Services provide students with additional information, including program outcomes, the annual schedule and professional/technical program sheets.

Program Design and Structure

Southwestern currently offers over 70 degree and certificate programs. The instructional program contains a mix of academic transfer, professional-technical and basic skill degree/certificate/training

options. Revisions and additions of instructional programs have reflected changes in work force needs, business and industry input, technological advances, articulation agreements with transfer schools, program reviews, advisory committee feedback, feedback from students and the judgment of content specialists. New programs and revisions in existing programs follow the degree standards as approved by the general faculty. Particular attention has been paid to developing new programs that can bridge into standing curricula, serve as career ladders into current educational programs, or provide a modular approach to program completion. The computer science self-study provides details on one such program. Instructional council has responsibility for approving any new programs or courses brought forward by departmental faculty. The programs undergo frequent revision based upon the needs of program reviews, articulation agreements, advisory committee feedback, students and employers.

AAS degree and certificate programs include related instruction requirements designed to help develop students' ability to think critically, reason, compute and communicate, as well as develop students' civic, economic, environmental and social responsibilities. Students entering professional/technical programs choose from certificate and degree options, depending on career goals and interests.

Students in academic transfer programs are strongly encouraged to complete the AAOT or the AS degree, both of which require a minimum of 90 credits.

The Southwestern academic catalog describes each type of degree and certificate program available to students. For each program, the catalog provides an overview of the degree requirements as

well as a recommended sequence for coursework. The information is intended to support effective and efficient registration for classes as well as progress toward degree completion. Program sheets are provided to students. **(Exhibit 2.10)** The counseling center provides material and academic counseling to students investigating different degree programs. Advisors and counselors provide students with “curriculum checklists” specific to each degree and certificate program, which are useful for planning student progression toward degree completion. **(Exhibit 2.11)**

Faculty are encouraged to maintain close contact with four-year schools to align two and four -year programs for transferability of coursework.

Abbreviated Programs

Southwestern has no abbreviated program offerings.

Credits, Program Length and Special Program Tuition

Southwestern’s practice of assigning credit to learning experiences meets the criteria established by the Department of Community College and Workforce Development (CCWD). For the majority of courses, one credit hour requires ten 50-minute classroom learning experiences (lecture, class discussion and small group activity). Academic administrators and faculty continually monitor the time required to complete degrees at Southwestern. Southwestern does offer programs, such as culinary arts, that require special tuition and/or fees.

Curriculum Design, Approval and Implementation

New course proposals and program changes begin at the faculty and program levels. Advisory committees are involved

in assisting faculty and division directors in developing, evaluating and revising curricula. Department faculty, with approval of division directors, are responsible for designing, revising and implementing curriculum. After revision by the curriculum coordinator, instructional council reviews and approves new courses and programs, as well as major program revisions. New programs are presented for approval to instructional council and then to Southwestern’s Board. New programs are then forwarded to the state office for State Board approval. Faculty, division directors, associate deans and the instructional dean bear the primary responsibility for ensuring the soundness and proper implementation of curricula. **(Exhibit 2.12)**

Use of Library

Library faculty work closely with teaching faculty to integrate a variety of information sources and services into the learning process. Most notable is the intensive and ongoing effort to involve faculty in withdrawing outdated materials and recommending new titles to purchase in the subject area.

Librarians conduct tours as requested. Instructors in writing, speech, study skills, business and some health classes use this service on a regular basis. All WR123 English Composition classes are introduced to library services and resources by instructors, then given instruction by a librarian on how to conduct research and use search tools, both print and electronic. In addition, LIB127, a self-directed one-credit library skills class, is offered all four terms. A more detailed discussion of the library’s resources is available in Standard Five.

The library continues to provide Internet-accessible computers and electronic search tools for student use.

The number of PCs for patron access has increased from seven to 17. Via the library's Web page, students can access an online catalog and two periodical databases, as well as a list of organized links to reviewed sources on the Internet. The library's Web page had over 10,600 visits, making it the most visited of the college's pages. **(Exhibit 2.13)**

Scheduling

The college publishes a quarterly schedule of classes for student planning and early registration. The annually published college catalog lists optimal curriculum course sequences for all programs offered. Classes are offered on a regular and predictable basis. The increasing number and diversity of the student population has highlighted the need for more flexible scheduling. Full-time students prefer to take classes during the most popular times, between 9 a.m. and 2 p.m., Monday, Wednesday and Friday. Southwestern has increased scheduling during non-prime time and through course offerings via distance learning courses online, video conferencing and telecourses.

Continuing Education and Special Learning Activities

Continuing education and special learning activities are housed in the division of workforce development. The goal of the division of workforce development is to provide quality lifelong learning opportunities to meet the needs of the community. To support this goal, programs have been designed to deliver basic academic and employability skills classes, customized training, services to business owners and managers, enrichment classes and classes/workshops for personal and professional growth. Both credit and non-credit classes are offered throughout the college district.

Workforce development is the umbrella for most of the college's efforts that are not part of a degree-seeking program, including outreach and professional development, adult learning skills program (ALSP), care connections, corrections education, business development center, customized training and the family center. Each of these programs has a director who serves on the workforce development team and reports to the associate dean of workforce development. During 00-01, 15,643 students were enrolled in courses from these programs, generating 857.8 FTE, of which Shutter Creek generated 235.4 FTE, which is non-reimbursable under the current funding formula.

The workforce development office is involved with partnerships across the campus and in the community to ensure that the college responds to community needs. Classes are taught on campus, at the business enterprise center, at local schools, in the workplace, in the Newmark Center and throughout the community. In response to business and industry closures, the college is part of the rapid response team. Since 1990, the college has offered two-year tuition waivers for dislocated workers or the workers' spouses.

Funding for programs is provided through college support, class fees, business and agency contracts and grants. Specific training needs are met through contractual agreements with school districts, business and industry, social services agencies and local non-profit organizations. Workforce development has used grant funds to purchase equipment, expand free class offerings to the underemployed and unemployed, provide support services to students, enhance services and training to businesses, provide program and student assessment, partner in the one-stop and

family centers and pilot new delivery methods. During 00-01, workforce development, continuing education and special programs generated \$1,867,437 in grants and contracts. **(Exhibit 2.14)**

Program credit and non-credit offerings are designed, approved, administered and evaluated using Southwestern's procedures. The granting of college credit for continuing education classes is consistent with college policy and procedures and is identical to regular programs. The fee schedule for credit classes is consistent with institutional policy. Full-time faculty from appropriate disciplines are involved in planning and evaluating of credit offerings delivered through workforce development programs. Non-credit courses have a modified course outline and are presented to instructional council as informational only. Full-time faculty are involved in this process where appropriate (such as basic skills classes). Fees for customized training and self-supporting classes are established for each class/workshop. ALSP and Shutter Creek Corrections currently have no fees.

Significant Changes

During the last accreditation, the office of extended learning was responsible for continuing education and special learning programs. In 1998 the position of associate dean of extended learning was eliminated and responsibilities were reassigned. In 1999 the college reorganized and workforce development was created as an instructional area directed by an associate dean of workforce development. The position of associate dean of professional technical programs was vacated in the summer of 2000, resulting in moving the family center, business development center, and business and technology division to workforce development. This

realignment has allowed more effective, coordinated plans and delivery of classes and workshops to the community.

In partnership with local and state government and non-profit social services agencies, the college built the Newmark center and an adjacent family center to provide an integrated one-stop career center. **(Exhibit 2.15)** Southwestern's continuing education programs located in these centers include ALSP, business development center, care connections and the family center. At the same time ALSP was formed as an integrated college program incorporating Workforce 2000 Skills Center, JOBS program, success center and adult basic education (ABE). The family center provides childcare services, a preschool program and the laboratory classroom for early childhood education. Care connections, which includes the childcare resource and referral, has evolved since the creation of the partnerships.

College High

In the college high program, high school students have the opportunity to earn college credit at the same time as earning high school credit. An articulation agreement between Southwestern and all local high schools allows students the opportunity to receive dual high school/college credit for specific courses. College high provides capable students the opportunity to take transfer level courses while remaining in the high school setting.

Distance Learning

Pursuant to Southwestern's mission of providing multiple avenues of access to educational opportunities, distance learning has become increasingly important. New technology has provided alternative learning methods to offer anytime, anywhere education.

Distance learning is within the purview of general instructional services. Two rooms in Tioga Hall were dedicated to offering telecourses through EDNET. Changes in technology have required that the system be replaced by Internet Protocol Teleconferencing Video (IPTV). Distance learning partnerships with Oregon Health Sciences University (OHSU), University of Oregon (UO) and Oregon State University (OSU) are well established. A distance education advisory council has been created to guide the college in creating curricula delivered through IPTV. This council has members representing K-12, business, the OUS system, faculty, staff and state agency partners.

Southwestern is part of a statewide consortium, the distance learning council (DLC), which offers courses delivered by other community colleges within the state. **(Exhibit 2.16)** The office of outreach and professional development selects the courses. The offices of media services and informational technology manage the technologies and provide services to instructors, administrators and students.

The Oregon distance learning council granted funds in 98-99 and 99-00 for new course development delivered through technology such as IPTV and Internet. Southwestern has had few faculty interested in delivering instruction in this manner. With the new infrastructure in place, Southwestern can become competitive in the area of distance learning.

Experiential Learning

Although the college does not offer prior learning assessment (PLA), credit by exam, the College Level Examination Program (CLEP) and Advanced Placement (AP) tests allow students to demonstrate knowledge and proficiency

and to acquire credit in selected academic areas. The criteria for acceptance of challenge exams, CLEP and professional development unit (PDU) credits are defined in the college catalog. Handouts for the CLEP program are available in the counseling and testing center.

Tech Prep

Tech prep is a national initiative articulating technical instruction in high schools and community colleges. Tech prep is also called the 2+2 program at Southwestern. Faculty have articulated agreements with individual high schools to ensure that students are successful in professional/technical areas of study. High school students may begin preparation for a profession while in high school and continue the program at Southwestern. They receive college credit for high school courses without losing credit or duplicating courses. In 00-01, agreements were in place between the college and ten area high schools covering 12 technical program areas. **(Exhibit 2.17)**

University Center

The University Center was established in 1999 as a collaborative effort between Southwestern and the Oregon University System (OUS) through which upper division, baccalaureate and graduate courses are offered to residents of the college district. The center offers more than twenty programs in education, biology, nursing, business, fire sciences and dietetic management. The center offers advising and counseling assistance to students who wish to complete a four-year degree. **(Exhibit 2.18)**

Program Changes

Faculty and division directors are responsible for conducting ongoing program reviews and course development. Some faculty work closely with advisory

committees, using labor market information, community needs and state requirements to effect program changes. Changes are then sent to instructional council for approval. Figure 5 shows the number of curriculum changes that have occurred over the past nine years as faculty have responded to socioeconomic, techno-logical and disciplinary shifts.

Course outlines are reviewed on a three-year cycle by department faculty. Faculty assess whether courses should be retained, revised, or inactivated. Program goals are assessed annually during catalog review, through an annual program outcome accountability process and through advisory committee oversight. Students are held to catalog requirements from the year that they declare a major or the current year. Instructional council recommends for approval, any new program or class to the instructional dean.

When program revisions are made that would affect the progress of students toward degree completion, equivalent course requirements in terms of content and credit are determined. Students are advised as how to meet the course equivalencies so as not to be adversely affected by major program revisions. Among the range of degree and certificate programs offered by Southwestern, the AAS automotive program and the AAS in aviation science have been eliminated since 1992. The former was due to decreased enrollments and community need and the latter due to the loss of the local provider for services. Other programs were restructured or grouped together as options under a more general program title. When courses and/or programs are dropped, eliminated, or

placed on inactive status, arrangements are made to “teach out” currently enrolled students through the areas of study.

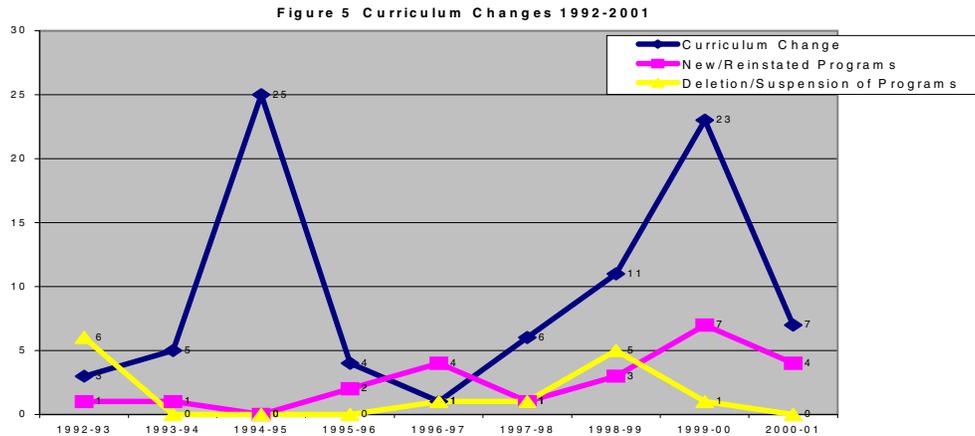
(Exhibit 2.12, 2.19)

Educational Program Planning and Assessment

Responding to recommendations from the 1992 accreditation visit, faculty identified discipline and program outcomes and goals. The program assessment tool allowed some departments to easily assess the program outcomes while other departments found the tool to be cumbersome and hard to implement. At this point it was recognized that one assessment tool did not meet each department needs. Results from the assessments have been used to structure course and program develop-ment over the past eight years. In 2000, Southwestern’s Board approved a new mission and goals statement for the college. Departments have used this opportunity as a time to review the program mission, goals, outcomes, program assessment techniques and use of assessment data in the curricular planning process.

Assessment is a continual process and any assessment plan, within this structure, must be flexible enough to accommodate the needs of individual departments. Each department is expected to develop and implement an assessment plan for each of its programs in accordance with the college’s mission and goals.

Each instructional department is responsible for implementing specific criteria to address outcomes assessment.



Outcome assessment plans (OAP) are tools used to integrate college/ program mission statements with program assessment techniques and curricular planning. As these plans are completed, they will be used to provide evidence that students achieve desired program outcomes. The academic departments are at different stages of implementing the outcome assessment plan; please refer to department notebooks for greater detail.

The various departmental self-studies document the significant changes made over the past few years. The procedures and criteria for course and program assessment vary considerably, reflecting each department's sense of its own desired outcomes, needs, intentions and capabilities.

This approach to program and course assessment is an improvement on the program assessment plan which was developed in 94-95 in response to the recommendation from the 1992 accreditation visit. The earlier process was used to evaluate whether programs and FTE-producing areas met state and federal accountability criteria and to make informed decisions in budget development. The process did not take into account other factors, such as what students can do, know and value. Due to retirements and changes in administration and philosophy, the assessment plan was enhanced in fall 2000 to include a greater emphasis on learning outcomes. The

professional/ technical programs continue to use the program assessment plan but have integrated it into the improved approach to assessment and have developed individual program information sheets for each program. Outcomes assessment program methods used across departments can be found in **Exhibit 2.20**.

Undergraduate Programs

General Education

Description

All degree programs require a general education or related instruction component, details of which are described in the catalog for each degree program. Southwestern's general education policy is reviewed and modified by the faculty senate's academic affairs committee, the faculty senate and general faculty. Table 3 provides a breakdown of the requirements for each degree. All of the AS degree programs meet these requirement criteria. Only the nursing program, which must also meet Oregon State Board of Nursing criteria, specifically designates which "other approved courses" students must take toward the requirement. State of Oregon approved professional technical certificates contain a recognizable body of instruction or embedded content in program-related areas of communication, computation and human relations. Professional certificates are approved by

the state and awarded by Southwestern after completion of the specified curriculum.

Acceptance and Transfer of Credits

Policies for acceptance of transfer credit are stated in the catalog. As part of the application procedure, if a student has earned college credit at another institution and wishes to have it count toward his/her degree or certificate, an official transcript from that institution is required. The transcript evaluator is assigned to review transcripts, evaluate and approve credit for similar courses taught at accredited institutions. The transcript evaluator consults with the transfer institution when questions arise about the acceptability of specific courses.

The criteria for acceptance of advanced placement and CLEP credits are also defined in the catalog. Faculty and administrators from Southwestern have established agreements with some of the four-year institutions for many of the AS degrees. These agreements are reviewed on a regular basis with the transfer institution.

The AAOT degree meets the lower division, general education requirements of the Oregon state four-year system and completion of this degree guarantees the student junior standing within the Oregon University System (OUS).

Advising

Southwestern provides its students with extensive opportunities to receive academic advising. The advising process is discussed more fully in Standards Three and Four. Each full-time faculty member is assigned by contract, up to 25 students to advise. The number of advisees varies greatly depending on the number of declared majors, the number of faculty advising in a particular field of study, and

faculty workload. Students who are registering for more than six credits per term, pursuing a degree or certificate program, or receiving financial aid is assigned a faculty advisor. Advisors track student academic progress from admission to graduation by an educational development plan (EDP), which is completed and updated with the help of an advisor and must be on file. During the term students must meet with the assigned advisors to be cleared on the computer prior to registering for the following term. If an EDP is developed, an advisor may clear a student to register for up to four terms without additional advising. EDPs are developed from curriculum sheets available online and in paper form for all degree and certificate programs.

The counseling and testing center staff play a vital role in coordinating academic advisement by providing the following services:

- Coordinate the campus-wide student advising program.
- Provide faculty with current information regarding admissions, transfer and course equivalencies with transfer schools.
- Train faculty in advising issues.
- Publish an online advising handbook updated as changes occur.
- Advise new students (the counseling faculty also carry up to 25 student advising assignment).
- Assign and manage advisor loads.
- Give and interpret COMPASS/ASSET placement tests.

Requirements	AAOT	AS	AAS
General education			
Writing	9	9	3
Math	4	4	4
Health education	3	3	3
Speech	3	3	3
Workplace issues			2
Sequence/distribution requirements			
Arts and letters	15		
Social sciences	15		
Sciences/math/computer science	18		
Specified area requirements			
Humanities		6	
Social science		6	
Math/science/computer science/engineering		6	
Specified area of choice		3	
Other approved courses from a list including arts and humanities, social sciences, math and sciences			❖ 9
Electives	23	50-72	
Technical area			66-81
Minimum Credits	90	90-112	90-105

- Convert ACT test scores received from prospective new students to COMPASS scores.
- Coordinate recruitment, testing and registration of in-district high school students.
- Coordinate new student orientation, which includes educating new students about the advising process.

The counseling and testing center provides a number of important services to students, including steps to starting school, career and aptitude testing, occupational counseling, transfer counseling, graduation reviews, petitions for financial aid and academic issues. Finally, the counseling faculty teach several sections each term of courses

designed to help students with college success and career planning: HD 100 College Success and Survival, HD 208 Career/Life Plan and HD 215 Transfer Success. These courses help over 200 students each year to make decisions about educational goal and academic success.

Remedial Coursework

Southwestern does not require developmental or remedial work for admission. However, the college does require placement testing in math, reading and writing and provides remedial resources in those areas for students who need them. Students are placed into appropriate writing and mathematics classes as determined by performance on

placement tests. **(Exhibit 2.21)** Faculty who teach transfer level courses also teach the developmental courses.

The writing center supports remedial as well as freshman and advanced composition courses. Open 40 hours a week, it is staffed by full-time, adjunct and part-time faculty, all of whom have at least a Master's degree. The writing center primarily offers tutoring to students. It also sponsors eight to ten workshops a term on topics relevant to that term's course offerings. **(Exhibit 2.22)**

The tutoring lab supports developmental reading and math courses as well as all other freshman and advanced courses offered on Southwestern's campus, with the exception of the writing courses. Open 64 hours a week, it is staffed by students who have completed the courses for which they are tutoring with a grade of "A" or "B" and have the written consent of a faculty member. **(Exhibit 2.23)**

Southwestern offers an additional tutoring opportunity to students who meet eligibility requirements for the Student Support Services (SSS) grant, one of the federally funded TRIO programs. These students have access to tutoring for remedial and higher level courses in the SSS study hall. Most of the tutors are members of SSS and all are selected, trained and supervised by the SSS retention specialist. SSS students serve as tutors and mentors, modeling academic success. The addition of PLATO, computerized supplemental instruction, has provided another means for students to improve skills in a range of subjects. At the end of each term, SSS students evaluate the services. **(Exhibit 2.24)** These evaluations are used to improve the delivery of services to students.

Adult basic education (ABE) and English as a second language (ESL) are

offered throughout the college district. These non-credit classes are offered free through outreach and professional development in Bandon, Coquille, Myrtle Point, Reedsport and Powers; in Port Orford, Brookings and Gold Beach through Curry Campus; and in the Newmark Center through the ALSP. Classes are designed to serve adults who have not completed high school or who want to upgrade academic skills in preparation for college, training, or job advancement. ASLP offers special assistance in reading, writing, math, vocabulary and computer basics. A state-of-the-art computer lab includes a PLATO lab (computer-assisted instruction) and specialized software for ESL and GED, as well as a complete suite of office software.

Analysis and Appraisal

Human Resources

Additional staff are hired to provide sufficient human resources in support of Southwestern's expanding educational programs and student population. A Master's degree is required to teach transfer courses and postsecondary remedial courses. The addition of adjunct faculty starting in 1994 has substantially reduced the reliance upon part-time faculty in writing and mathematics; such reliance was a concern in the previous accreditation. The college has been very successful in attracting highly qualified staff into these adjunct positions, but the designation "adjunct" needs to be altered: at most institutions the term refers to part-time faculty, but at Southwestern "adjunct" refers to faculty on annual contracts without committee assignments or advising responsibilities. There continues to be substantial reliance on part-time faculty in some programs; however, such reliance, especially in professional/technical programs, outreach

and the adult learning skills program (ALSP), has allowed the development of new programs and the enhancement of existing programs. In spite of the fact that some of the faculty are carrying maximum workloads, the administration and classified staff are increasing at a higher rate than faculty. In part this increase is due to faculty changing positions into administrative positions and additional positions funded by grants. The 99-00 "Adopted Budget, Personnel Staffing Summary Appendix C" lists total faculty, administrators and classified staff employed by the college. **(Exhibit 2.25)** Faculty dissatisfaction with staffing was evident in the 2000 faculty survey, administered early in the fall term, with 25 percent being satisfied or very satisfied with the number of full-time faculty the college employs. **(Exhibit 2.26)**

Full-time faculty have adequate resources to teach classes, although there is some concern that faculty have no secretarial support. Part-time faculty lack access to e-mail and dedicated workspace. The vast majority of Southwestern classes are small. For example, in 99-00 the faculty-student ratio averaged 1:16. **(Exhibit 2.27)**

The turnover rate for division directors seems high: the average length of service is just over two years. This position is demanding, but the remuneration and inadequate secretarial support make the job more difficult and retention more precarious. However, a number of staff in these positions have been promoted to higher positions either on-campus or with other higher education institutions. Additionally, two collegiate education faculty served as division heads for a one-year appointment and chose not to continue. There have been five directors of the nursing program in ten years, making development of the program difficult. This is a difficult

position to fill at competitive rates because of the national demand for trained and qualified nursing directors in both public and private sectors.

Physical Resources

The challenge to provide adequate physical resources to sufficiently support educational programs continues to increase because of inadequate funding and the expansion of programs and student population. At present, there are a number of facility needs: the existing Curry County facility consists of one building that is over 40 years old. The building, along with the use of other Curry County facilities, is almost adequate for existing educational programs but will not support growth. The recent appropriation of a million dollars by the state for capital improvements in Curry County should help solve the problem.

Another major concern is the need for a sufficient facility to house a technology center on the main campus. Some technology-related classes are presently being held in the renovated automotive building.

Students have requested more space for a student activity center that would better accommodate athletic, intramural and other activities.

Finally, the main campus science labs are over 30 years old, too few in number and in need of renovation or replacement.

In 2000, two local bond measures earmarked for new construction and repairs at the Brookings and main campuses were soundly defeated. Consequently, the college is exploring other means of addressing facility needs, including instituting a facility fee.

A number of new structures were built on the main campus in the 1990s. Stensland Hall, the family center, the

athletic field house and the Newmark Center provide some additional space for instructional activities. The addition of a performing arts center fills a critical instructional need as well as providing a fully functional conference center with which to produce revenue.

It is expected that funding to construct new classrooms and maintain existing buildings will be a continual problem, making prioritization a necessity. During an administrative and faculty retreat in January 2001, the following facility needs were identified and presented to the Board for consideration:

- A new gymnasium.
- A facility in Curry County.
- A science/technology center.
- Main campus infrastructure improvements.
- Faculty offices and storage space expansion.
- ADA compliance upgrades.

Faculty and student surveys present a mixed picture regarding satisfaction with facilities at Southwestern. The 2000 faculty opinion survey showed that less than half, 42 per cent, were satisfied or very satisfied “with the facilities provided for your job (classrooms, offices, etc).” In some instances, cramped office space and a lack of privacy may account for the lower level of satisfaction among faculty. Conversely, students appear to view campus facilities in a more favorable light. The American College Testing (ACT) student surveys for 1994, 1996 and 1998 rated “classroom facilities” as 2.26, 2.25 and 2.22 (mean) with 1= very satisfied, 3= neutral and 5= very dissatisfied. **(Exhibit 2.28)**

Fiscal Resources

As demonstrated in Figure 3 (p. 2.3), Southwestern has been successful in obtaining grants and contracts to conduct educational activities. Executive summaries for grants are contained in Standard Seven.

Faculty compensation is a continuing concern. Although efforts have been made to improve faculty salaries, the 2000 faculty survey indicates continued dissatisfaction with salaries. **(Exhibit 2.25)** This is discussed more fully in Standard Four.

Southwestern continuing education and special programs have been responsive and innovative in meeting the varied needs of the community. Strong partnerships with businesses, agencies, community groups and campus departments have enhanced the college’s ability to design, develop, implement and evaluate continuing education classes and training workshops. The entrepreneurial nature of program directors and staff has created a working environment that encourages exploration and collaboration.

With the integration of services and the creation of the Newmark and family centers, classroom and computer lab space were improved for continuing education programs. Office spaces for faculty and support staff for programs housed in the Newmark Center are no longer adequate. As the college explores the possibility of a third community building, it will address the need for office space. Through various grants the four computer labs in the Newmark Center have remained state-of-the art and a computer lab was added at the Business Enterprise Center.

Distance education has been enhanced by grant funding for IPTV equipment, faculty training and

development of online classes. Increased partnerships with area schools have provided the college with additional classroom and lab opportunities in the outlying communities. Continuing education and special programs are clearly represented in the college technology plan as a result of staff involvement on the technology committee.

With the creation of workforce development came the need for collaborative planning and marketing. The development of “Southwestern’s Community Pages” as a regular feature of the college’s schedule was a result of joint internal planning. While improvement has been made in coordinating efforts for the community, there still exists potential for overlapping of services. Discussions across college departments and programs will continue to establish guidelines for how community response will be handled internally.

The self-supporting nature of many of the workforce development programs creates a need for entrepreneurial enterprises. While programs have been extremely successful in the attempt to secure grants and contracts, the insecurity of the funding has an effect on staff morale in some areas. Southwestern’s commitment to workforce development programs was enhanced with the budgeting of general college support funds for the skills center in the 01-02 budgets.

Detailed program descriptions and analysis and appraisals are found in the program self-studies.

Analysis and Appraisal of Undergraduate Programs

The following synopses of departmental self-studies are designed to show the degree to which programs are achieving its mission and objectives.

Southwestern’s general degree structures need more frequent reviews. Although the process for reviewing degrees is sound, changes in employment and transfer needs require that degrees be reviewed every three years. The AAOT degree is a good example. The last substantive changes were made in the early 1990s. Since that time the state guidelines governing the AAOT have changed twice, but nothing was done to reassess the degree requirements. The general degree structure of the AAS degree was reviewed and changed in the spring of 2001 after remaining essentially unchanged for eight years. Additionally, in order to assure that the degrees are meeting student needs, more surveys of graduates should be done to determine program effectiveness.

Southwestern is doing well in designing new degree and certificate programs, specifically the AAS degrees. The degrees in computer science are being used as a model for the ramping of degrees.

Southwestern’s Title III grant supports the incorporation of educational learning communities into the curricula and teaching. This Title III grant provides support to faculty through release time to plan and implement new teaching methods. The application for this grant stemmed from a review of instruction that determined the need to explore or enhance learning by focusing on four areas:

- Applied academics.
- Skills across the curriculum.
- Comprehensive faculty development.
- Capstone projects/internships.

A large portion of the Title III funds are set aside for faculty release time to

develop activities and initiatives that will foster an interdisciplinary, collaborative curriculum. Each project must be accompanied by an assessment of the success in meeting stated goals using the following process:

- First conduct a careful review.
- Collectively decide on areas of concern.
- Develop approaches to address those concerns.
- Implement the changes.
- Assess the effectiveness of the changes made.

Student evaluations and faculty responses demonstrate significant success in a number of Title III learning communities and projects. **(Exhibit 2.29)**

Remedial Education

Although placement procedures and scores for writing and mathematics were thoroughly reviewed in 00-01, they had not been examined for eight years. Such reviews will now be done every three years. Mandatory placement into mathematics and writing classes has allowed for more effective instruction at both remedial and transfer levels. However, the college does not require a level of reading competency as a prerequisite to take any college course.

The writing and mathematics departments use a “unified faculty” approach in staffing classes. This means that the same faculty teach remedial and transfer classes. The college needs to measure the success of developmental programs by determining how well remedial students do in transfer courses.

ALSP has been successful in helping students assess and improve basic skills in math, reading, writing and computer competencies. Faculty are skilled in

addressing learner needs and learning styles and students are encouraged to participate in the design of learning by establishing educational plans. The ALSP is a supportive environment where learning is made relevant to students’ goals. Student follow-ups indicate that skills developed through ALSP increased the chance for success in college and at work. ALSP continues to be an effective resource for college students with severe remediation needs. However, ALSP needs to track the success of students as they enroll in credit classes.

The writing center is very successful in helping developmental writing students. The atmosphere is inviting and to encourage students to work in the center. Informal as well as formal voluntary evaluation indicates high satisfaction with the tutoring in the writing center. **(Exhibit 2.30)**

The tutoring center supports developmental reading and math courses as well as other freshmen level coursework. The center is staffed by students who have successfully completed the course they are tutoring and have the written support of a faculty member. Faculty often drop in and serve as volunteer tutors. The enormous growth in use of this lab, shown in Table 4, reflects extended hours, a move to a more central location, mandatory attendance for some students, and modification in the reporting method.

Table 4 Tutoring Usage and Enrollment

Tutoring Labs Enrollment			
Year	Students Served	Hours Tutored	FTE Totals
90-91	389	---	0
91-92	580	---	0
92-93	434	3144	6.17
93-94	629	4020	7.90
94-95	507	2726	5.35

95-96	1682	8434	16.54
96-97	2060	11460	22.47
97-98	3183	22496	44.11
98-99	4680	47226	92.60
99-00	2808	144220	282.78
00-01	3289	110215	216.10

In addition, the SSS study hall, which is available for only those meeting the criteria for the grant, is successful in creating an atmosphere of learning and mutual support. SSS students staff the room as tutors/mentors, showing appropriate modeling for academic success. The addition of PLATO (a computer-based instructional system) to the study hall has provided another means for SSS students to improve skills in a broad range of subjects, math in particular. At the end of each term, users of the tutoring services complete an evaluation form to provide the SSS program with feedback for improving the tutoring program. **(Exhibit 2.30)**

Recommendations

- Policies and procedures affecting educational programs must be formalized and disseminated throughout the college service area to ensure consistency.
- The college must expand its efforts to acquire additional funding for its educational programs.
- Review the requirements for the AAOT degree for inclusion of 12 credits of professional technical credits to meet elective requirements.
- Investigate the Associate of General Studies (AGS) degree as a way to help students transition effectively to four-year schools outside Oregon and to help increase Southwestern's graduation rate.

- Formalize the articulation and transfer agreement process.
- Provide articulation agreements and transfer information to students as part of the recruitment and marketing package.
- Administer an advising evaluation instrument as part of faculty evaluation process.
- Define a process to coordinate outreach and professional development into the overall functions of the college.
- Create an instructional resource library available to part-time faculty.

List of Appendices

- 2.1 AAOT Program Description
- 2.2 AS Program Description
- 2.3 AAS Program Description
- 2.4 New Degree Programs 1992-2001
- 2.5 List of Courses Considered Remedial
- 2.6 Faculty Student Ratio Report
- 2.7 Academic Programs Currently Articulated with Four-Year Schools
- 2.8 Graduation Statistics by Major 1992-2001
- 2.9 Primary Education Partners
- 2.10 List of Advisory Councils
- 2.11 00-01 Continuing Education Courses

List of Exhibits

- 2.1 00-01 Budget, Table 7B5
- 2.2 Technology Resources
- 2.3 Institution-Wide Technology Plan
- 2.4 Southwestern Catalog, pp. 32-35
- 2.5 Southwestern Catalog, pp. 44-45
- 2.6 Southwestern Catalog, pp. 32-35
- 2.7 List of Southwestern Articulation Agreements
- 2.8 Southwestern Catalog, pp. 80-99

2.9	Southwestern Catalog, pp. 90-102	Peggy Goergen, associate dean of Curry County
2.10	Sample Program Sheet	Linda Grosso, ALSP coordinator
2.11	Curriculum Checklists	Karen Helland, director of outreach and professional development
2.12	Degree Programs Implemented Since 1992	Sarah Recken, division director, collegiate education
2.13	Library Web Page Data	Judy Scherer, division director, health and human services
2.14	Summary of Grants Generated by Workforce Development	Cheryl Scott, division director, business and technology
2.15	Newmark Center - One Stop Shop	<i>Peer Review Team</i>
2.16	Overview of Distance Learning Courses	Sheldon Meyer, chair, associate dean of administrative services
2.17	Tech Prep Agreements	Lynn Barnes, ALSP faculty
2.18	University Center Statistics	Sharilyn Brown, marketing staff
2.19	Process for Teaching Out Programs of Study	Ray Daniels, welding faculty
2.20	Program Outcomes Assessment Summary	Willi Furrer, business faculty
2.21	List of Coursework Considered Remedial	Sharon Miller, reading faculty
2.22	00-01 Writing Center Program Offerings	Kathleen Mickelson, advisor
2.23	Criteria for Selection of Tutors	Janet Pretti, coordinator of outreach in Gold Beach and Port Orford
2.24	Evaluation of SSS Tutoring Services	Dan Neal, physical education faculty
2.25	Budget, Personnel Staffing, Appendix C	Christine Scholey, speech faculty
2.26	Faculty Survey, Fall 2000	Ray Shipman, computer faculty
2.27	Faculty Student Ratio Report	
2.28	ACT Student Survey	
2.29	Title III Projects	
2.30	Summary of Writing Survey	
2.31	Student Evaluations of SSS Tutoring	

[Go to Standard Two \(Cont'd.\)](#)
[Go Back to Table of Contents](#)

Standard 2 Committees

Leadership Team

Bob Bower, chair, associate dean of collegiate education
 Joanna Blount, associate dean of student services/registrar
 Brenda Brecke, associate dean of workforce development
 Keryn Frazzell, music faculty
 Judy Garrett-Newton, SSS project assistant

STANDARD THREE

STUDENTS

Purpose

At Southwestern, student programs and services directly support the institution's mission of maintaining high standards of excellence in instructional programs and student services.

The purpose of student services administration (SSA) is to provide quality student services essential to the personal and academic development of students in order to achieve academic goals. The area identifies and serves the diverse needs of the community college through the delivery of experiential education, as well as collaboration with businesses and industry to create partnerships that foster a supportive learning environment. SSA works to enhance the cultural awareness of students and to encourage diversity. The area also seeks to promote technological competence by using technology both to deliver services to distant students and also to effectively serve on-campus students. The student transition through the institutional experience is characterized by a concern for student access, progress and success.

Description

Organization

SSA consists of the following areas: academic advising; career/job placement services; counseling and testing; disabilities support services program; educational talent search (ETS); registration, records and admissions; retention strategies and student support services (SSS). These areas are supervised by the associate dean for student services, who answers to the dean of instructional and student services.

Services to students include the campus bookstore and the office of financial aid. The dean of administrative services supervises these components. Additional services to students include the international student program, student clubs and organizations, student recruitment, student activities and student housing. These service areas are supervised by the dean of college advancement. The athletic director answers directly to the president.

Services are provided to students by staff at the Newmark Center, a comprehensive one-stop shop serving the entire community. College programs located in the center include the adult learning skills program, business development center, career center and care connections. Services include basic skills instruction, career exploration, job search and placement, childcare resource and referral, workforce development and business counseling. These areas are supervised by the associate dean of workforce development who reports to the dean of instructional and student services.

Offices that provide services to students are spread throughout the campus. The traditional services (advising, bookstore, career, counseling, registration, financial assistance and housing) are located in Dellwood and Stensland Halls, which are directly across from each other. Athletic services are located in Prosper Hall, the college gymnasium.

The southern campus in Curry County provides limited student services. Staff at the Brookings campus register and enroll students, but financial assistance and billing are handled through the main campus. Other services provided include advising,

access to computer labs, tutoring and student clubs.

Staffing

Main Campus

Each staff member has the appropriate academic preparation and/or experience required in her/his position to professionally serve students. **(Exhibit 3.1)** The college has seen an increase of 7,000 students since fall of 1996, with no corresponding increase in student services staff. A number of these students are first-time freshmen and require a higher level of transition and adjustment counseling.

The student services staff consists of the following:

- One associate dean of student services who also serves as registrar.
- Three program directors who supervise the areas of athletics, housing and financial aid.
- One exempt employee who supervises registration and records staff.
- One exempt employee who supervises and manages the career center.
- Two full-time faculty counselors, one half-time faculty counselor, one full-time, 10-month counseling position for the SSS grant. Each counselor is a generalist who has an area of expertise (i.e., advising and athletics, housing, high school relations or support services).
- One .65 FTE coordinator for students with disabilities.
- Nine full-time and eight part-time classified support staff members, including three testing technicians, one career technician, one transcript evaluator and five registration clerks.

- One full-time and one half-time director for the Educational Talent Search (ETS) and Student Support Services (SSS) TRIO programs.
- One full-time housing director and one full-time residence life coordinator.
- Thirteen student employees, including six resident assistants, two transcript clerks, one veterans' clerk, two registration assistants and two receptionists/testing technicians.

Curry County Campus

- One associate dean.
- One full-time program assistant.
- One part-time advisor.
- One full-time coordinator for Gold Beach and Port Orford.
- One full-time office/registration assistant.
- One part-time registration clerk.
- One part-time instructional aide.

Student Services Policies and Procedures

Policies that pertain to students are found in Section 9 of the administrative policies manual, which is reviewed annually. **(Exhibit 3.2)** Care has been taken to distinguish between policy and procedure. "Policy" has been defined broadly, allowing for consistent interpretation, while "procedure" indicates the process by which the various departments accomplish a given action.

Suggested changes to the policies are referred to the associate dean of student services/registrar, who refers it to the appropriate campus group such as instructional council, academic affairs, student affairs or managers' council. Both student affairs and academic affairs

committees have student representatives serving on them.

Procedures are changed as the processes are modified. For the most part, these are handled internally by individual departments. Because of the integrated nature of the student information system and the campus community, care is taken to consult all parties that might be impacted by the change. This may be handled through the Colleague conversion committee or through consultation with the various departments.

SSA has condensed student policies and procedures into a student services manual. This was first developed in 1999 by the departments, with the approval and support of the dean of instructional and student services. This manual is designed to serve as a guide for SSA personnel (**Exhibit 3.3**) and is updated annually by various departments.

The student handbook and the college catalog are the primary student resources for policies and procedures. The handbook is revised annually by the dean of college advancement and includes the student code of conduct, student rights and responsibilities, student government bylaws, student right-to-know information and the student grievance procedure. The handbook and the catalog are available online at the college's Web site – www.southwestern.cc.or.us. College catalogs are available for purchase in the college bookstore.

Resource Allocation

Resource allocation is ultimately the responsibility of the president and the deans who meet regularly with managers' council to discuss key issues. The deans and associate deans are members of managers' council. Goals are determined by individuals within the departments, in conjunction with the associate dean, to determine the short-term direction of SSA.

Demographic data of the college's service area indicate that Southwestern serves an academically under-prepared, rural population across a long, narrow geographic district. Southwestern regularly assesses the student body demographic composition and utilizes the information collected from specific service areas and from a campus-wide perspective to enhance services provided to students. Programming is provided based on the data collected. SSA uses student evaluations of programming to develop and deliver additional services to students. For example, each year the new student orientation is evaluated by participants and modified the subsequent year, based on those evaluations.

Special programs provide services to specific populations based upon individualized surveys and information collected regarding the demographics of Southwestern students. Information is gathered by a variety of sources including the Carl Perkins Grant, Oregon Community College Unified Reporting System (OCCURS), Student Support Services (SSS), the ALSP another surveys conducted by Council of Student Services Administrators (CSSA), the Oregon University System (OUS) and the National Student Postsecondary Survey that allows the campus to assess the service needs of students.

General Responsibilities of Student Services

Admissions and Registration

The college has been an open door institution since its inception in 1961. Southwestern admits anyone, who has a high school diploma, has a GED or has reached 18 years of age, or who can demonstrate the ability to benefit from instruction. A student below that age who has successfully completed high school is also eligible for enrollment. Individuals under the age of 18 who have not graduated

from high school and are not attending high school may be admitted in certain circumstances. Underage students who are attending high school may be approved to take courses at the college. **(Exhibit 3.4)**

Admission requirements and procedures and academic standards and requirements for student athletes are governed by the college requirements and Northwest Athletic Association of Community Colleges (NWAACC) regulations. **(Exhibit 3.5)** Financial aid awards to athletes are also governed by NWAACC regulations. **(Exhibit 3.6)** NWAACC Article IV governs equitable treatment for men and women. **(Exhibit 3.7)** Student athletes are held to the same degree requirements as all other students and must present a graduation request to the associate dean of student services/registrar for approval of degree award, as do all other Southwestern students.

As an institution, Southwestern has a responsibility to admit into its program students who are capable of benefiting from college services. Admitted and non-degree-seeking students may register for any course that has no prerequisite and may declare any major other than those with competitive entry. Several programs--surgical technician, culinary arts, nursing, pharmacy technician, basic nursing assistant, certified medication aide and emergency medical technician (EMT) – require separate admissions processes. Entry requirements are published in departmental publications. **(Exhibit 3.8)**

Southwestern accepts transfer students with coursework completed at accredited institutions of higher education. Course credits are evaluated in terms of equivalency to Southwestern's courses and/or applicability to college programs. The admissions policy is reviewed annually with each publication of the college catalog.

Technology has had limited impact on admissions and records. Implementation of telephone registration (T-REG), an automated telephone system, serves a growing number of returning students. However, prerequisites eliminate new students from using the T-REG system. At this time, new registrations are still handled in person. The T-REG system has allowed community members to take advantage of enrolling from outreach sites. To accomplish this, students enter demographic information on the phone. It then needs to be re-keyed into the student information system to create the student record. While far from ideal, it does serve the community and a growing population of students better than previous registration requirements.

The college has partnered with OSU to offer a dual admission and dual enrollment program to students. For the price of one application fee, students apply to both the two-year and the four-year college. Students are accepted to OSU upon enrollment at Southwestern or they become eligible for admittance to OSU when they establish a college GPA of 2.25. This process allows students to seamlessly transfer by meeting the degree requirements of the OSU catalog in effect at the time students begin academic careers at Southwestern.

SSA is committed to using technology to better serve the students. A grading component is being added to the T-REG module now that the student information system has been upgraded. WebAdvisor is being explored as one option to provide students with access to online registration, as well as grades and transcript information. This component of the student information system will also allow faculty to do online grading, possibly cutting the grading process in half.

During the 2000 academic year, SSA participated in a statewide program called Online Advisor to provide students with

access and information regarding the college. This portal system is another way in which SSA is using technology to serve students. Its Web address is www.oregoncommcolleges.cc.or.us. **(Exhibit 3.9)**

Credit and Grades

The means by which the college awards and records credit are clearly stated in the college publications and on its transcripts. The transcript evaluator has these materials on hand and readily available. The catalog and quarterly class schedule indicates the type of credit and the total hours awarded per credit. Course outline information is reviewed by division directors, associate deans, the dean of instructional and student services and instructional council to ensure that the appropriate number of credits are assigned to each course. Changes in these policies are implemented at the beginning of the school year after acceptance and review by the appropriate college committees.

The college does not award credits for life experiences. Portfolio development courses are not available. The college policy on acceptance of nontraditional education is published in the college catalog. The college accepts credits for satisfactory performance on Advanced Placement (AP) and College Level Exam Proficiency (CLEP) examinations. **(Exhibit 3.10)** Military credits are accepted in accordance with the American Council on Education (ACE) guidelines. The college does allow students to earn credits for prior learning through the credit-by-examination policy. Credits may also be earned through challenge process and through 2+2 articulation agreements.

Ensuring accurate grade reporting is the responsibility of the registration and records office. Instructors are sent grade rosters, which are scanned manually when completed, then electronically to ensure accuracy. Grades are verified by the student information system. Faculty members are required by state law to keep records

regarding student grades for seven years. The registration and records office then keeps them one additional year, in case of dispute. **(Exhibit 3.12)**

Program and Degree Requirements

All degree and program requirements are published annually in the college catalog. Curriculum checklists are published and available to the students as a way of tracking progress through the degree. **(Exhibit 3.11)** Advising sessions are required for degree-seeking students to provide graduation expectations and requirements. The associate dean of student services/registrar is responsible for approving the awarding of the associate degrees, one-year certificates and short-term training opportunities.

Credit and grade requirements for the degrees are evaluated against specific criteria recommended by instructional council, approved by CCWD and within the guidelines of the accrediting body. The transcript evaluator, as the associate dean of student services/registrar's designee, approves credits and determines course equivalencies for all course work related to degrees designed for transfer.

Students requesting advanced placement opportunities within a program do so through the AP/Challenge Form. This form must be signed and approved by appropriate instructor and division director for the program. Students who request an exception to the program petition the academic standards committee, composed of faculty from all divisions, the transcript evaluator and the associate dean of student services/registrar. If successful, the substitution, waiver of coursework and catalog year become a part of the students' record.

Academic Performance

Academic standards are published in the college catalog and define both academic excellence and notification

guidelines. **(Exhibit 3.12)** The college has a number of strategies in place to help ensure student success. Three years ago, at the request of the academic affairs committee, the associate dean/registrar began to meet with each student who was suspended. Students on academic suspension may attend summer school without reinstatement, provided the student works with a counselor to develop a plan of action to ensure student success. Financial aid students must meet additional qualitative and quantitative requirements.

To attend during a “regular” term, suspended students must petition for reinstatement, develop a plan of action with the advisor and have the advisor’s support before being considered for reinstatement. **(Exhibit 3.13)** The plan for each suspended student typically includes a reduced course load, restrictions on class selection and follow-up meetings with the advisor and/or a counselor. It may also require a ‘blue book’ to track attendance. This approach has proven successful with academically at-risk students in terms of higher grade point averages (GPA’s), better course completion rates and improved retention.

Students may appeal the status through the academic standards committee, a subcommittee of faculty senate composed primarily of faculty members representing divisions throughout the institution. Student services staff also serve on the committee. Typically, those who appeal have extenuating circumstances that allow them to make a good case for reversal.

Another form of petition is reviewed by the financial aid committee. While the financial aid office administers a variety of local, institutional, state and federal aid programs including grants, scholarships and loans, a certain percentage of students lose aid due to academic performance. The petition process for reinstatement of financial aid parallels that of the academic

standards committee. The goal is to help the student develop a plan for success. Office staff provide information on both how to apply for aid and how to maintain good financial standing. Assistance is available in person, by phone and online; Free Application for Federal Student Aid (FAFSA) applications can be sent electronically; workshops and seminars are held on this throughout the year.

Staff in the SSS program contact students on notification and probation by letter. Peer mentors follow up with a telephone call to each such student to provide her/him with on-campus resources to help ensure student success. Such resources include tutoring lab, writing center, SSS program, career center and services for students with disabilities.

Advising

Advising is a multi-faceted process at Southwestern. Successful advising is a partnership between the student and the advisor; each must fulfill specific responsibilities. **(Exhibit 3.14)** Most advising is conducted through individual sessions, although counseling staff offer group advising during peak periods. A primary drawback with group advising for transfer students is the variety among the students – the differences in transfer destinations, academic performance and college majors. In a typical initial session, the student and advisor discuss the student’s interests, intended major, current commitments beyond school (family, work, athletics, resources available, tutoring, career planning, employment opportunities), progress in determining a class schedule and the educational degree plan (EDP).

Academic advising is a contractual responsibility of teaching faculty. Moreover, in 1995, counseling staff were moved to 12-month positions to augment the faculty advising system.

Teaching faculty each advise up to 25 students as part of the regular workload. If advising more than 26 students, a faculty member is offered release time. Every attempt is made to match students with instructors teaching in the students' areas of interest. In order to encourage a strong advising/advisee relationship, students must meet with an advisor to be cleared through the computerized registration system prior to attempting touch-tone-phone registration. Once an EDP has been developed, an advisor may clear a student for up to four terms. Most advisors, however, choose to clear a student for no more than one or two terms. This requires the student to "check in" with the advisor periodically, helps ensure that the student meets regularly with the advisor and ensures that the advisor is alerted early to any difficulty in the student's progress.

Each fall, counseling staff provide an advising in-service training opportunity for faculty advisors, advisors from the Curry campus and other interested personnel. Topics include changes to various degree programs, information regarding articulation and transfer requirements, specific counseling scenarios and discipline-specific questions, as well as more general information on teaching students with disabilities, career information and institutional policies and procedures.

The counseling department initially advises the majority of new and/or undecided students. However, research of current professional literature indicated that students are more successful the sooner they meet with a faculty advisor. As a result, counseling staff modified the way in which advisors were assigned. Now, academically prepared students are assigned a faculty advisor trained to advise in the student's area of interest. Students also receive information about campus resources such as career counseling, tutoring, time and money management and supplemental courses

offered that might meet specific needs or interests of students.

New faculty members are assigned a reduced advising load during the first term on campus. This first term is used to provide new faculty members with advising training. They attend a new faculty orientation during fall in-service; work with the lead advisor for specific, over-the-shoulder training and are assigned a faculty mentor from the discipline in which they advise. The new faculty member and her/his mentor work together through advising sessions with the mentor's advisees. When the second term begins, the new faculty member/advisor is assigned a few advisees and the mentor sits in during a few of the sessions. The mentor and the lead advisor/counselor encourage questions.

Assessment

Southwestern takes seriously its responsibility to provide and place students into courses in which they are prepared to succeed. Placement is mandatory for both writing and math and only a specific faculty member can allow a student into a different level from the one he/she tested into. The testing center is located in the counseling and testing office. Students have the option of taking the computerized COMPASS test or the paper and pencil ASSET test, published by American College Testing (ACT). This assessment instrument satisfies the ability to benefit (ATB) requirement for financial aid students. The assessment and placement program is integral to the college's retention strategy. It is also a critical component of the college's matriculation process.

In addition to developmental coursework, the college also provides a number of courses that enhance the possibility of student success. Based on students' answers to a number of background questions, the assessment instrument also indicates whether a student

would benefit from such a course. Courses include HD 100 and HD 112.

Students attending the ALSP are assessed through a battery of tests for placement in courses designed to build skills, to enhance learning opportunities, to determine the level at which students start training opportunities, as well as to determine basic skill assessment for work readiness. Since many of these students plan to transition to college-level transfer courses, this program works closely with on-campus constituencies. A transition specialist, funded by the Carl Perkins grant was recently added to provide intensive support to students as they transition to college-level courses. This has resulted in greater coordination with student support, financial aid and student services.

Bookstore

The bookstore is located on the campus near other student services and supports the mission of the college by providing all required and optional textbooks, reference materials and school supplies needed for instructional programs. The bookstore is a self-supporting, not-for-profit enterprise of the college. The Coos Bay campus bookstore serves the Curry campus by ordering texts and materials and shipping them to the Curry campus for sale and distribution.

The bookstore has used available technology to track the sale of textbooks and materials. The computer network has been upgraded to allow students receiving financial assistance to charge books and supplies against the financial aid grant before classes begin. The bookstore utilizes another computer system, Course Works® that enables the ordering of textbooks online through Pubnet®. The system includes a computerized book buy-back system that has been implemented in the bookstore to help to shorten the time students must stand in line.

The bookstore staff work closely with faculty and support staff to establish book and supply lists for each course offered. Bookstore staff also alert faculty about potential problems and provide alternative solutions whenever possible. The bookstore keeps extended hours during the first two weeks of each term and offers a book buy-back at the end of each quarter. The bookstore also remains open during term breaks.

The bookstore seeks the best possible products at the best prices and returns unused and unneeded merchandise to keep losses at a minimum. Pricing of merchandise is consistent with established practices in college bookstores. Special services include individual book and merchandise ordering and software selling at educational discounts. Floor space, however, restricts the amount of general reading material available.

The bookstore is represented in the National Association of College Stores (NACSCORP), which serves as a consortium of colleges that leverages purchasing power to reduce college supply prices.

Career Center

Since 1990 the career center has provided resources and career advising to current and prospective students. The activities of the career center contribute to Southwestern's overall mission by assisting students and community members at all stages of education and life to assess, determine and achieve educational goals. Until fall 2001, the center was staffed by 1.75 FTE positions. Due to budget constraints, however, only one full-time manager presently staffs the center. This position focuses on job placement and follow-up for graduating students and on the annual career expo.

Employment services have become increasingly vital to students. A significant

change occurred in 1997 when these services moved to the Newmark Center as part of the point-of-entry team. This one-stop point of entry provides universal access to the college and community and serves to provide core services as defined by the Workforce Investment Act. Partnerships include the Department of Labor, Vocational Rehabilitation and South Coast Business Employment Council. At the same time, the employment services classified position was moved to Stensland Hall to align services more closely with career counseling provided by counseling staff.

In 1999, the job placement specialist took the lead in developing a career expo, an on-campus career fair for students, community members and high school students. Though a similar event had occurred in prior years, attendance was low. In April 2000, the expo attracted 61 employers and 700 participants. **(Exhibit 3.15)** Increased interest in hiring graduates of professional technical programs has resulted in on-campus recruiting opportunities for employers. **(Exhibit 3.16)**

Resources available for students using the career center include career assessment inventories, college/career searching software, a career library, reference guides, Internet access and a library of college catalogs. **(Exhibit 3.17)** Career inventories available include Microskills®, Occupation Sort®, the personality profile “Please Understand Me,” as well as the computer program Career Information Systems. **(Exhibit 3.18)** A library of career resources is also available, as well as scholarship information in both print and electronic media. The center also acts as a conduit for the community to advertise part-time, full-time and temporary positions to students. **(Exhibit 3.19)**

The center is an integral part of the rapid response teams providing services to

local businesses and area communities that have undergone dramatic economic shifts.

Counseling and Testing

The counseling office is committed to providing high-quality, comprehensive services that empower students toward personal and academic success. The counseling and testing center provides a holistic approach to the delivery of counseling services that support student success, using qualified staff and up-to-date technology in an accessible and confidential environment.

The professional staff fills 3.5 counseling positions; each counselor serves as a generalist who has an area of expertise (i.e., advising and athletics, housing, high school relations or support services). The number of professional staff has remained constant despite on-campus growth. The counseling faculty act as liaisons to the residence halls, local high schools’ faculty advisors, non-traditional students and at-risk students. Each counselor’s area of specialization consumes 50 per cent of her/his time. Other duties include teaching, advising, troubleshooting, general counseling, recruiting, consultation and committee work. The counselors’ teaching workloads include college success, transfer success and career exploration courses. Recent budget constraints have decreased counseling staff by one full-time position. This is problematic with a growing student population.

The counseling center provides coordination of the in-district recruitment program with faculty advising and provides support resources for athletes and resident students. New students receive initial assessment and advising in the center. Counselors develop and conduct new student orientation and retention programs. They assist students with academic planning and provide referrals to both on-campus resources and outside counseling agencies.

They help students with goal setting, career assessment and value clarification. They train faculty advisors through in-service presentations and new faculty mentoring programs.

Disabilities Services Program

The disabilities support services (DSS) office was established in 1996. Until that time, the associate dean of student services/registrar and a counselor shared the duties. Today, a .65 FTE position is dedicated to assisting students with disabilities. The coordinator's chief responsibility is to provide accommodations and related services to students with disabilities. These services include the following:

- Academic counseling and educational planning.
- Faculty in-service training related to disability issues.
- Increasing awareness of special populations.
- Maintenance of a staff manual of accommodations and disabilities.
- Service as liaison for students to the faculty in the classroom.
- Crisis intervention.

Services are provided for students with physical, mental, emotional and learning disabilities. Students with disabilities are granted the role of self-advocacy as indicated in the introduction to the *Working with Students Who Have a Disability: Faculty and Staff Handbook*. **(Exhibit 3.20)** The coordinator assists students with academic advising, career planning and placement, academic counseling and mobility issues. Equipment available for student use through the DSS office includes tape recorders, image enlargers, Jaws computers and adapted computer equipment. **(Exhibit 3.21)** The number of students making use

of these services has grown steadily over the last 5 years to approximately 90 students in fall 2000 **(Exhibit 3.22)** as seen in Table 1.

Table 1 Student Usage of Disability Student Services

96-97	97-98	98-99	99-00	00-01
46	63	81	102	90

The coordinator serves as an advisor to regular students as well as students with disabilities. He is also active in working with youth transition programs from the high schools and has organized a number of workshops on topics such as gender equity and disability accommodations.

Financial Aid

The purpose of the financial aid office is to promote access and resources to students who might find the cost of attending college to be a barrier to higher education. The financial aid office works closely with other student services offices such as housing, registration, counseling and transcript evaluation. The institution plays a strong role in financial aid decision-making as demonstrated by the work of the financial aid committee. For the past several years, this group has made the decisions regarding academic progress. This committee is composed of faculty members, with financial aid officers serving as resource members.

The financial aid office publicizes the types of funding available and the eligibility requirements for receiving such funding. A list of publications is included. **(Exhibit 3.23)** Additionally, the financial aid Web page outlines all financial resources available at Southwestern in a user-friendly format. Scholarship information is gathered by the Foundation office, which sends it to the financial aid office where it is published as an annual packet **(Exhibit 3.24)** that includes information on available scholarships, eligibility requirements and

qualifications, award amounts and application deadlines. The packet also provides addresses of scholarship search Web sites.

Scholarship information is also stored in the career and transfer center, where it is available to students in both printed and electronic formats.

During the past five years, the financial aid office has experienced significant growth in the student population served. (Southwestern participates in all the federal programs except for Perkins Loans).

The financial aid office processes all money received by students from external and institutional scholarships, Title IV, state funds and institutional aid. Priority in awarding aid is given to less affluent students who cannot afford the cost of an education. **(Exhibit 3.26)**

Since institutional accountability for all financial aid awards is necessary to ensure compliance with various federal, state and institutional regulations and policies related to the awarding, disbursement and delivery of funds, an outside auditing firm performs a thorough annual audit.

Audits of the financial aid office have been consistently good. **(Exhibit 3.25)** One such example is the Alaska student loan audit that found no instances of non-compliance.

Before applying for a loan, students complete the FAFSA, which determines grant eligibility and consequently the loan need. In filing the FAFSA, students apply for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, State Opportunity Grant and also the Federal Family Educational Loan Program. Southwestern prepares an insert and a wrap-around for the FAFSA application, which is designed to answer frequently asked questions that go along with the application

process. **(Exhibit 3.27)** After receiving an official award letter, a student may request a loan packet. **(Exhibit 3.28)**

First-time borrowers at Southwestern are required to complete an entrance seminar, either in person or on line. **(Exhibit 3.29)** Returning borrowers may simply complete the necessary paperwork in the packet for a "prior borrower" **(Exhibit 3.30)** and submit it to the financial aid office for certification. Third-year borrowers meet with the loan coordinator to discuss loan indebtedness and its impact on the students' future educational goals. All student loan borrowers are required to complete an exit counseling session every year, online or in person.

At the exit counseling session, each student is reminded of her/his obligation to repay the loan, given a sample packet of the current deferment forms and informed of the deferment and forbearance options available. **(Exhibit 3.31)** The student is also given the name, address and phone number of her/his lender and service provider, as well as her/his current loan balance at Southwestern. **(Exhibit 3.32)**

The financial aid office publishes an award booklet titled An Award Information Booklet for financial aid recipients, which is mailed with each recipient's unofficial award letter. **(Exhibit 3.33)** In addition, financial aid information is provided in the college catalog and in the schedule of classes published each term.

The number of athletic grant awards made to student athletes is governed by NWAACC. **(Exhibit 3.34)** Southwestern Grants, available to students in all departments, are administered in a similar procedure. The actual awards, as well as institutional and federal aid, are processed through the financial aid department. The purpose of the Athletic Grant program at Southwestern Oregon is to ensure that all financial assistance to student athletes is in

accord with the regulations of the NWAACC and the primary educational goals and values of Southwestern. **(Exhibit 3.35)** NWAACC requires an annual report of the number of per-term talent awards granted. **(Exhibit 3.36)**

Since Southwestern is a small school, minimal differences in repayment had a major impact on the default rate. In 1993, the college redesigned its default debt management process to reduce Southwestern's default rate. As a result the default rate has been reduced from 13.5 in 1990 to 5.1 in 1999. **(Exhibit 3.38)**

High school counselors in the district are very knowledgeable about financial aid and scholarship information. SSA hosts an annual counselor's day on-campus to provide current, comprehensive information. The financial aid office participates in this activity by presenting information about the changes in the application process, discussing federal and institutional regulations and setting up individual appointments to visit each high school for a parent program. All schools are visited annually. During fall term, visits provide general information and winter and spring terms are used for testing and registration. **(Exhibit 3.37)**

Food Services

Food services are contracted to a third-party vendor on the main campus. Food service includes residence hall board, cash sales, campus-related catering and third-party catering. In fall 1999, an espresso cart was placed on the northeastern side of campus and has met with great success. Food service at the Curry campus and outreach sites is limited to vending machines selling snacks and beverages.

Health Care

Southwestern does not staff a health care center on-campus. However, avenues exist for students attending Southwestern to

receive and/or access health care services through either specific on-campus departments or health care providers in the community. On-campus departments that offer physiological and/or psychological services for students include athletics and counseling, while community health offerings include local profit and non-profit clinics, health departments and service organizations.

Counseling staff work closely with local clinics and hospitals to provide referrals to students. The focus of counseling is short-term solution-based treatment. The role of the counselor may include crisis stabilization and referral to the appropriate health care or community setting, based on identified student need. **(Exhibit 3.39)** Counselors refer students to a student assistance program with a local mental health care provider. The counseling department at Southwestern offers career and personal counseling for students.

The athletic department at Southwestern offered student athletes a new and unique opportunity for the first time during the 00-01 academic year: the athletic trainer coordinated a one-day clinic for student athletes to obtain physical examinations. Health professionals from the community – representing the fields of internal medicine orthopedics, nurse practitioner and physical therapy – conducted physicals for 51 athletes.

The athletic trainer also set up triage services for athletes every other Thursday in the athletic training pavilion. These services are provided by a physician's assistant and a physical therapist from the community who donate two hours bi-weekly. On the average they treat 11-14 students during these sessions.

Professional health care services in the community include private medical (and mental health) practices, profit and non-profit clinics, as well as county public health

services. Southwestern students have the opportunity to purchase student accident and illness insurance (providers vary) if enrolled in six credit hours or more.

(Exhibit 3.40) For students without the benefits of health insurance, there is a volunteer non-profit health clinic, Waterfall Health Clinic that provides access to quality primary health care services. **(Exhibit 3.41)**

Housing

The purpose of student housing is to provide an environment conducive to growth, development and successful transition for students. **(Exhibit 3.42)** In operation since 1997, student housing is staffed by three full-time employees – the director, an administrative assistant and the resident and student life coordinator, who lives on campus. The resident coordinator oversees six resident assistants (RA's). RA's receive a week of intensive training on college procedures, leadership and educational planning as well as ongoing training during the academic year. **(Exhibit 3.43)**

Out-of-district freshmen are required to live in student housing during the first term. Roommates are matched according to preferences and have the option of living in designated wellness apartments, which are dedicated to the development and maintenance of healthy lifestyles. The college offers fitness testing, intramural activities and social events to promote health and wellness. **(Exhibit 3.44)** Quiet hours for study are enforced throughout the week. Rooms are inspected monthly to ensure safe, sanitary conditions.

Safety of resident students is a priority. Procedures and practices include: a strict re-key policy and key control, access control and lock-up procedures, 24-hour public safety department enforcement of the rules and regulations necessary to maintain safety and security, safety checks, quarterly fire drills and health and safety inspections.

One part-time student worker assists in the housing mailroom. A Southwestern counselor serves as liaison to the housing facility and provides individual and group counseling as needed. This counselor also serves as arbitrator between or among roommates, offers personal counseling and offers workshops throughout each term, often in collaboration with the Theatre of the Oppressed, which provides several interactive plays on topics of timely interest. **(Exhibit 3.45)**

The college maintains a rigorous “no tolerance” policy for drugs and alcohol. Students who are cited for drug and alcohol offenses are referred to an educational seminar, “Choices for Life.” This program was developed in partnership with a local judge, who allows students who complete this course an opportunity to remove the offense from the permanent records.

In fall 1999, the number of housing applicants exceeded available housing slots. Rather than leave students to locate housing, an off-campus apartment complex was rented and staffed with an RA. By fall 2000, enough new on-campus housing units had been constructed to eliminate the need for these off-campus apartments. Additional laundry rooms, computer labs and common areas were part of the new construction.

Internship Program

A key goal of Southwestern is to provide a meaningful Internship experience for every student. A successful Internship combines classroom theory with practical experience in the workplace. Since the internship program became a focus of the Title III grant in 1998, participation has increased from 28 students in a single term to a high of 115 in winter term 2002.

The International Student Program

The international student program (ISP) focuses on the recruitment and

retention of students from around the globe. **(Exhibit 3.46)** The ISP provides support services for international students in the areas of immigration advising, academic advising, academic counseling and activities/events throughout the year. ISP also conducts an orientation for incoming international students each term. In addition to serving degree-seeking students, the ISP coordinator also manages a summer exchange program between the college and its sister school, Hye Jeon, in South Korea. This program also sponsors a daylong event to promote multicultural awareness. ISP students, working with local community members, sponsor a fair on campus with food booths, cultural dance, music and art. The event is well attended and appreciated by the community.

Student Orientation

New student orientation is a joint effort of the counseling and testing center and student housing. While orientations are also held winter and spring, the largest is the fall program. Students and parents are invited to four days of activities leading up to the first day of classes. **(Exhibit 3.47)** Orientation dates are publicized in several different ways. New students receive an invitation to attend the event. Orientation dates are also included in the catalog's academic calendar, the college reader board and local newspapers and are published quarterly in the schedule of classes. **(Exhibit 3.48)**

Student orientation provides new students with an opportunity to meet with student government officers, faculty members, administrators and student services personnel. Students who serve as facilitators for the workshops and tours during orientation are chosen from the honor society, Phi Theta Kappa; ASG; Older Wiser Learners (OWLS) and ambassadors from the SSS program. Students are asked to complete an evaluation form. The results of this survey

are used to help plan the event for the next year. **(Exhibit 3.49)**

As a result of comments during the 1999-2000 orientations, during fall 2001 orientation, students met with faculty and division directors in the major field of study to discuss curriculum, career opportunities and other educational opportunities.

Several departments hold orientations specific to the unique populations they serve. These include the nursing department, the disabilities support services office, the SSS grant, the adult high school program, ISP and ALSP. **(Exhibit 3.50)**

OWLS, a two-year old program, is part of the new student orientation and is designed to address the unique needs of the older learner. It brings together entering older students for a luncheon prior to the general orientation. Prospective OWLS meet with OWLs who are second- and third-year students to learn about resources available. The staff from the family center discusses childcare; South Coast Business Employment Corporation present information about the transportation system in the Bay Area and provides students with a bus schedules and a free ride pass. The childcare resource and referral presents information regarding childcare resources, selecting day care providers and time management tips.

An individual orientation is provided for students participating in the adult high school program and for underage students. The counseling faculty member who coordinates the programs presents the orientation.

Night students are invited to the daytime orientation. Students taking online courses are provided an orientation packet and an online orientation prepared by each individual instructor. The university center does not hold orientations; however, each university offering programs through the

university center provides new student orientations specific to each program. Dually enrolled students receive both Southwestern's and OSU's new-student orientations. Distance learning students, participants in the college high program and 2+2 students do not receive separate orientations.

The high school relations program is an extended orientation for high school students, counselors and parents. The process begins each year with a counselors' day program held during the fall term. The associate dean of student services/ registrar hosts all district high school counselors on campus to learn about new programs and to exchange information. The dean works with the high school counselors, the college division directors and faculty members to determine the program's content. Visitation, assessment and a registration schedule are created for each school. The timeline for this process begins with February visitations and ends in May with the registration of students at each individual high school.

Financial aid night is also held at the ten area high schools. Representatives from the financial aid office are present at nine of the ten local area high schools to meet with students and parents (including the ETS eligible students) and any other key stakeholders. A PowerPoint® presentation is given on these occasions. **(Exhibit 3.51)**

Safety and Security

Public safety is a primary concern of all employees of Southwestern. Members of the public safety department patrol campus 24 hours a day for the protection of students, staff and visitors and for other related services. All public safety officers have previous corrections/law enforcement experience and operate under the same authority as local police while on the college campus.

Campus crime statistics are reported in accordance with campus crime report statistics and are available to the public, staff and students who contact the office of public safety. Campus crime rates are also reported regularly in the *Southwester*, the student newspaper.

Campus crime rates have increased during the last four years with the addition of student housing. **(Exhibit 3.52)** The college is nevertheless considered a safe environment.

Student Publications

Southwestern has two student publications, the *Southwester* and the *Beacon*. Consistent with its mission to provide real-world education and training, both of Southwestern's student publications are written, produced and marketed by students. Faculty advisors serve as guides and mentors to student writers and editors. The publications board includes students, faculty and staff and supports a publication policy that protects the editorial autonomy of the student newspaper. **(Exhibit 3.53)**

The campus newspaper is the *Southwester*. In recent years it has expanded publication from nine to 15 issues per year. The *Southwester* serves as a laboratory to teach students the skills necessary to produce a newspaper. It has earned awards from Oregon's Newspaper Publishers Association in the best feature article, best photo and best sports section categories. **(Exhibit 3.54)** Students produce the newspaper as a requirement of the journalism course – J215 Print and Electronic Publishing Lab. The managing editor, in conjunction with the student editorial board, decides which stories will be put into each edition. The course instructor serves as advisor to the newspaper and its staff.

The *Beacon*, Southwestern's award-winning literary magazine, was established in 1968 and is published twice a year. In

1980, the magazine expanded in size to the current 60 pages per average issue. In the last 13 years, the *Beacon* has won first place in Associated Student Press Association Competition 11 times. The *Beacon's* editors gain experience in all aspects of magazine production: editing, layout, production, marketing and sales. The *Beacon's* student editors are picked from the best writers in Writing 241-243, Imaginative Writing. These students are invited to work on the *Beacon* for one term on a probationary status. At the end of the probation period, the work on the magazine is evaluated by the advisor and if found satisfactory, students are hired as *Beacon* editors.

Student Programs and Co-curricular Activities

Co-curricular activities and programs are offered to foster the intellectual and personal development of students, consistent with the institution's mission. A variety of co-curricular opportunities are available through clubs, athletic teams, intramurals, student government and residence programs. The institution adheres to the spirit and intent of equal opportunity for participation. It ensures that appropriate services and facilities are accessible to students in its programs. Co-curricular activities and programs include adaptation for traditionally under-represented students, such as those who are physically disabled, older, evening and/or part-time attendees, commuters and, where applicable, those at off-campus sites.

Student clubs and organizations exist to provide service learning opportunities to the college and the community, thus expanding educational experiences beyond the classroom setting. Student groups are encouraged to organize clubs or to participate in existing clubs. Student clubs and organizations differ each year with the interests of the students. **(Exhibit 3.55)**

ASG is operated under a constitution and covered under administrative policy #9.052 **(Exhibit 3.56)**. ASG operates to promote student activities to stimulate the social, cultural, physical, moral and intellectual well being of Southwestern's students.

Activities available to residential students range from educational programming to field trips. Some of these activities are scheduled and organized by the resident life coordinator. The activities are set up, developed into a student activity calendar and then posted online, in the cafeteria and in the *Southwester*. **(Exhibit 3.57)** Since student housing is a recent addition to the Southwestern campus, an evaluation of the effectiveness of co-curricular activities is available for the 00-01 academic school year. The resident life coordinator currently coordinates the evaluation of activities in student housing. **(Exhibit 3.58)**

Recreational opportunities are offered through student clubs, residence hall programs and ASG, as well as other organizations on-campus. **(Exhibit 3.59)** Recreational opportunities in the community include softball, volleyball, golf, basketball, swimming, bowling, racquetball, tennis, frisbee, gymnastics, dance, water sports, outdoor sports, etc. Facilities on campus include outdoor basketball and volleyball located at student housing, with tennis courts, a gymnasium and ball fields at various campus locations.

A student must be an athlete or enrolled in a weight training or super circuit class in order to use the gym's weight room or fitness center. However, students are able to utilize the gymnasium or tennis courts when not being used for class or intercollegiate practice or competition. The college provides officiating at the sites being used, in order to assure a safe environment.

The outdoor basketball and volleyball area at student housing is available at all hours and is lighted for evening use. Since Southwestern does not monitor or track the use of general student facilities, there are no data or statistics available in regard to the amount of general use of these facilities. **(Exhibit 3.60)**

Intramural activities offered (for no college credit) include three-on-three basketball, badminton, bowling, tennis and Frisbee golf. All except bowling are free of charge. Participation numbers average around 75 students annually. **(Exhibit 3.61)** Intramural activities are advertised in the *Southwester* and posted on campus bulletin boards and in student housing.

The arts and lectures committee, composed of faculty and staff, offers a variety of cultural and educational events and workshops, from brown-bag lectures to the Battle of the Bands event. These events are offered to the college community and the general public at a nominal cost or free. A recent focus of the committee has been to involve the college community in raising its own cultural awareness. **(Exhibit 3.62)**

SSS sponsors the OWLS program and offers participants field trips to four-year institutions, as well as trips for cultural enrichment. **(Exhibit 3.63)**

An interactive theatre group, Theatre of the Oppressed, was created when a need was perceived to provide programming for residential students. With the help of two community grants from the Women's Crisis Center and the local elementary school district, internships were provided for seven students. Implemented in spring 2000, the program provided these students with transferable credit and several other students were involved in training, rehearsing and performing. Performances were given for middle school students, a foster parent support group and student

housing residents. Topics on which the group performed included date rape, alcohol abuse and gender equity. This program continues to have success as new groups of students continue what the original grant began. The goals of the internships are to give students the opportunity to utilize theatre to serve and educate the community, as well as to create linkages between the college and student housing residents.

Intercollegiate Athletics

Southwestern's intercollegiate athletic program is an integral component of the college's comprehensive educational plan. The program is designed to provide a positive influence in developing the holistic student. The athletic program requirements meet or exceed the Northwest Athletic Association of Community Colleges (NWAACC). Students participating in athletic activities are required to be full-time students and to make satisfactory progress toward completion of a degree.

Southwestern has a strong commitment to providing athletic opportunities to both male and female students. Great care is taken in recruitment of and practice schedules, athletic grants, expenses, equipment and equitable treatment for all athletes. Current intercollegiate sports opportunities include men and women's basketball and soccer, men's baseball, women's softball, men's wrestling, men and women's track and women's volleyball.

The athletic director, coaches and a counselor are involved in regular review of policies and procedures concerning intercollegiate athletics. Eligibility rules, financial aid disbursements and regulations for recruitment are governed by NWAACC. Regular meetings are held on campus with staff and coaches to review the regulations; the counselor who serves as liaison to the athletic program is an appointed commissioner and attends the NWAACC

meetings. All coaches monitor academic progress for student athletes throughout the academic year.

NWAACC requires an annual review of rule and regulation changes in the athletic codebook.

Furthermore, the athletic department at Southwestern produces a coaches' handbook annually. **(Exhibit 3.64)** The handbook includes a listing of current athletic department staff, an organizational chart, coaches' responsibilities, class coverage, affiliation, talent grant regulations, recruiting procedures, explanation of rules, grievance process, scheduling, use of school vehicles, travel and equipment purchase, as well as necessary institutional forms. Each new coach and athletic department faculty member is supplied with a copy of the handbook. The athletic director, coaches and assistant coaches meet monthly to discuss policies and rules and to update this handbook. **(Exhibit 3.65)**

Southwestern does not have an official policy for scheduling intercollegiate practices and competitions. NWAACC sets the schedule for all conference competitions. Non-conference competitions are a joint effort of the various athletic sports and depend greatly on facility availability. The athletic department does have an unofficial system for working with practice schedules. Because of the limited facilities for practice, much of the schedule is based on availability. The coaching staff works hard to help athletes develop academic schedules, which balance academics and athletics.

The athletic director is responsible for the oversight of the coaching staff, assistant coaching staff, athletes, fitness center, work study, equipment case personnel and the athletic secretary as outlined in the organizational chart. **(Exhibit 3.66)** The athletic director reports directly to the president of the college and meets with him

every two weeks. The meetings are operational in nature and help assure the athletic department is meeting the standards of education for its athletes as outlined in the mission statement. Quarterly reports are made to the Board. **(Exhibit 3.67)**

The athletic department budget is developed through the college's systematic budget process. **(Exhibit 3.68)** In February of each academic year, the coach from each sports program presents an assessment of needs to the athletic director. The athletic director compiles a budget that is presented to the administration and Board for approval by March 1. All funds for the department are handled through the Southwestern business office. The budget for the athletic department is a part of the Auxiliary Fund. **(Exhibit 3.69)** Southwestern athletics does not have a separate booster or alumni club to help sponsor the teams. Consequently, any funds collected from gate receipts, fundraisers or activity fees are accounted for through the standard college budget process.

Students' Participation in Governance

Students are an integral part of the assessment process and the administration ensures that adequate representation of students is available in all areas of campus services. Students participate in ASG and are represented at Board meetings, faculty senate meetings and student affairs meetings. **(Exhibit 3.70)** In addition, students are asked to participate in various projects intended to provide or improve services to students. ASG, for example, has implemented a number of plans including the formation of a service center, increase of student fees and creation of several focus groups.

Student Support Services

SSS is a federally funded TRIO program for education. This program has been continually funded since 1993. The grant provides assistance for students who

are first generation, low income or disabled. To be eligible for services, students need to show academic need, be working toward a degree and be enrolled in six or more credits per term. Currently SSS offers tutoring; personal, career and academic advising and referrals; skills assessment; early alert program; assistance in transferring to and visiting four-year colleges or universities; peer support groups and mentoring programs; workshop offerings; cultural enrichment activities and the summer bridge program designed to help students' transition to college. Evaluation is an integral part of the grant funding process and is used for the continual refinement of activities and monitoring of progress toward achieving objectives. **(Exhibit 3.71)**

Student Records

Maintaining confidentiality is a priority for all student services staff. All registration staff are expected to read and sign a confidentiality statement before working with student records. **(Exhibit 3.72)** Students provide sensitive data regarding grades, income and special problems or concerns to various offices. The associate dean has made confidentiality of such data a priority among all staff.

Data integrity and security of student records are important goals for registration and records staff. Student records are managed in accordance with FERPA. **(Exhibit 3.73)** Only designated and authorized staff members have access to student files. Other faculty and staff members are given access to master computer records only if there is an identifiable need. Faculty advisors are given limited access to students' electronic records. Training is conducted as part of new faculty orientation and during the annual in-service for all faculty and as the need arises. **(Exhibit 3.74)**

These records are maintained in three media – microfilm, hard copy and computer.

- Microfilm records cover records from 1961 to fall 1981. The working copy of the microfilm is stored in the vault in Dellwood hall. The master copies are stored in three bank safety deposit boxes. Access to the safety deposit boxes is restricted to the associate dean of student services/registrar and the three full-time staff of the registration and records office.
- Hard copy records are kept in active files until they have been inactive for three years; at that time they are packaged for storage and moved to the registration and records office. The office is secured with a key lock system; entry to the office can be checked through a reporting system maintained by plant services.
- Electronic computer records are accessible only with a password. Access to these records is further controlled by security classifications maintained by the Southwestern's institutional technology (IT) personnel. Back-up tapes are made nightly by IT and stored on location in the registration and records office. In addition, the weekly and archival backups are stored in a bank safety deposit box.

A secured printer within the registration and records office is dedicated for the generation of official transcripts. No other campus office can generate official college transcripts. A secure FAX line is also available for transmission of transcripts to and from authorized colleges.

Tutoring and Labs

The tutoring lab provides free tutoring to all registered students, as well as a quiet area for study. The tutoring center is staffed by one full-time faculty member and by

students who have met rigorous standards to be certified as tutors. **(Exhibit 3.75)** They have also successfully completed a tutoring practicum, ED0593 and have the recommendation of the instructor of the course.

The writing center provides professional instruction for students engaged in any writing task for any discipline. The writing center provides both short workshops on specific writing problems and readings by college writers – both published works and works in progress.

Analysis and Appraisal

SSA is staffed by well-qualified and student-centered staff. However, increasing student numbers have stretched human resources to the limit: The student population has grown from 9,700 students in 95-96 to 16,000 in 99-00. However, student services staff have not increased to keep pace with the growth of headcount.

Housing has brought about a change in the average age of entering students, 40.4 to 36.2 for all students and 21.4 for full-time students. Many students are away from home for the first time and require assistance in adjusting to the college environment. Student services staffing levels are inadequate in some areas to meet the growing demands of the student population. First time freshmen living on campus are experiencing adjustment issues and have expectations that assistance will be available to them. While students are being served, the growing demand is more personal counseling is problematic for a small campus with only 3.5 counseling staff.

SSA is committed to increasing the use of technology to better serve students. The division intends to develop an electronic application process for admission to Southwestern and to encourage the use of it.

As the college has increased its recruiting efforts, both in the district and outside the state, the number of traditional age students has grown. A counselor oversees the high school relations program within the district. This impacts ten area high schools and over 200 students annually. In the last two years, the college has developed Southwestern Day. A similar event had been held at the high schools but was not well attended. Southwestern Day includes a trip for interested high school students to campus to attend college courses, a tour of the campus, the opportunity to talk with faculty and students about career paths and, of course, food. The college has also made it a priority for staff to visit each of the ten high schools at least three times during the academic year.

The college provides information to high school counselors about changes to the catalog, scholarship opportunities for high school students, changes in federal financial assistance and new programs offered by the college. In collaboration, the SSS and ETS grant staff provide an opportunity for parents with college-bound children to ask questions, hear about Southwestern's programs and be advised.

Advising

Upon registration, degree-seeking students are assigned a faculty advisor. Every attempt is made to match students with instructors from the areas of interest. Due to caps on advisee lists, this is not always possible; however, every effort is made to provide advisors with training specific to the areas that they are advising.

Decisions to assign advisors to students outside the primary instructional area are made based on previous academic preparation, Master's degrees or bachelor-level study and personal interests whenever appropriate and possible. Advisors are assigned 25 advisees unless otherwise specified in the faculty member's contract.

The faculty handbook is on line and is updated as needed. In addition, changes to the faculty handbook are communicated via e-mail and when appropriate through interoffice memoranda. However, there is a perception that accountability for advising is lacking. There is no assessment of faculty advising in faculty evaluation. During spring 2001, a pilot program was tested with new faculty advisors. Because faculty expressed concern at being evaluated on advising, a subcommittee was created to review the advising process and the assessment instrument was revised.

Advisors assist students to develop EDP's. **(Exhibit 3.76)** Curriculum checklists for each program have been developed and put online by the curriculum coordinator. In addition to showing the courses required for each degree, the terms the courses are offered are also included on the curriculum checklists. Every effort has been made to ensure that all advisors are informed of changes within programs.

When students are within four terms of graduation, they are encouraged to apply for graduation in order to receive official verification of the EDP. Graduation and specific degree requirements are listed in the catalog and online.

In fall 1998, SSA initiated a peer-mentoring program, similar to that made available by the SSS grant program. First time freshmen, students on probationary status and newly recruited students are called by peers to ensure they are settling into the campus life and to serve as a resource and contact for students new to the campus and to the college experience. Though the program is only two years old, initial data are encouraging.

A 1999 study of currently enrolled students indicated that 80 per cent were either *highly satisfied* or *satisfied* with advising at Southwestern. **(Exhibit 3.77)** This study also yielded a satisfactory index rating of

4.29 (on a 5-point scale with 5 being the highest rating).

All degree-seeking students, students taking six or more credits or anyone enrolling in math or writing classes must take placement tests. Under-prepared students are referred to the Newmark Center by phoning a liaison to set an appointment, usually immediately following the meeting with the counselor. Students may be under-prepared in a specific area and college-ready in others; these students are advised to make the integration of both programs work for her/him. All students scoring below transfer college level on a placement test are encouraged to develop appropriate level skills at the Newmark Center. Services offered through the Newmark Center are free to all students. Academically prepared students are assigned a faculty advisor and follow the advising plan outlined above.

Assessment

The college's mandatory assessment program has undergone a number of changes in recent years. As a result of more traditional age students being recruited to the campus, the college is now accepting ACT scores and converting them for placement purposes. Out-of-state students testing personnel work to determine comparable placement scores received from other colleges. **(Exhibit 3.78)** The college staff – faculty and test administrators – have worked closely with ACT to ensure that the appropriate scores are accepted. Recent research will also allow the college to convert and use SAT scores for placement as well.

The writing department reassessed the cutoff scores in fall 2000 and now students are allowed to enter WR 90 Paragraph Fundamentals, the second level of developmental writing, through the testing process. In the past, students could enter only the lowest-level writing class or the

college-level course- nothing between the two. In winter 2001, the math department made changes to the cutoff scores for the COMPASS test as a result of consultation with ACT.

Assessment provides extensive information on student demographics, which helps the college in decision-making, particularly in determining the course schedule for a given term. For example, an increased number of students who need WR 90 will result in more sections of that course being offered.

Retention

Mandatory assessment and placement has been a highly effective retention strategy. Another such strategy is the early alert system in which faculty notify SSS staff if a student is experiencing difficulty during a given term. "Difficulty" may include test-taking anxiety, lack of attendance or participation in the class and /or poor performance. SSS staff contact these students by letter to help put them in touch with resources available on campus. Peer mentors follow up with those students who receive Early Alert warnings. They also suggest appropriate strategies to students; these may include dropping or withdrawing from a course, talking with the instructor, acquiring a tutor and /or using the writing or math labs on campus. This program currently serves only those enrolled in developmental education; the program needs to be expanded to include all students in difficulty.

While the peer-mentoring program has been helpful for students at academic risk, it is staffed by students with one counselor serving as a resource. Budget constraints do not allow for hiring additional staff to support the program fully.

College Publications

Due to the increased number of staff and publications per year, the journalism

students developed and applied the current editorial board infrastructure to better manage publication of the *Southwester*. Funding for the paper has not increased since 1996 when it began publishing with *The World* newspaper in Coos Bay. The primary sources of funding for the *Southwester* come from the general fund budget (60%), student activities fees (approximately 17%) and advertising revenues generated by students (23%). **(Exhibit 3.79)**

Three years ago, the *Beacon* switched over to desktop publishing for production purposes. Desktop publishing is used in various publications and this change allows students to gain skills and experience relevant to the publishing industry. The *Beacon* is funded entirely through the college general fund and auxiliary fund budget allocations. **(Exhibit 3.80)** There is no revenue generated through advertisements. Student editors are responsible for marketing the *Beacon* in the community. Money generated through student sales is put back into the magazine. Community members also contribute donations to the magazine as well. **(Exhibit 3.81)** Present equipment needs upgrading; only two of the seven computers used in the laboratory meet current needs of desktop publishing.

Career Center

The focus of the career center has been to develop career opportunities for graduating students, to track those students and to report that information by program to the division directors, appropriate faculty and to the Board. Much progress has been made in this last year in this effort. Connections with faculty and various community organizations have helped to build the mechanisms for gathering and sharing information with students.

Separation of the two positions has allowed divergent goals to be met: providing computerized assessment for students as

part of career exploration and to provide universal access to employment at the Newmark Center. Due to budget constraints the technician position is no longer funded. The specialist position has relocated to Dellwood Hall to better serve graduating students with placement and employment opportunities.

The CIS component of career exploration is being used by the Newmark Center, the SSS program in Stensland Hall and the ETS grant with local area middle schools. Curry County also uses CIS at the Brookings and Gold Beach sites.

Career opportunities are expanded by the existence of the University Center, where students can complete selected baccalaureate and master's degrees from participating state universities. **(Exhibit 3.82)** Southwestern serves Shutter Creek correctional facility with career exploration and workforce development for the inmates. The human development department offers a class in career/life planning taught by counseling staff. ALSP offers classes in workforce readiness that includes career and life planning. Finally, the ETS grant assists students ages 11-17 in preparing for college and resultant careers. **(Exhibit 3.83)**

Disabilities Support Services

The office of disability support services was established in 1998. Until that time, the duties of this position were shared by the associate dean of student services/registrar and a counselor. The creation of this position has allowed development of positive relationships with students before they transition from local high schools. It has been beneficial in helping students and faculty understand accommodations in the classroom environment.

Intercollegiate Athletics

The athletic department is committed to academic success and makes academics a

priority. In some cases the instructors of classes will allow the athletic staff to administer tests when the team is away at competitions. In other cases, the instructors cannot accommodate, so the students are required to remain at school. The Athletic Department regularly excuses students from practice to accommodate athletes' classes and labs. The unofficial policy at Southwestern has worked in the past, but the college could benefit from an official policy. This may be difficult given the limited facilities for practice. Each sport is given only 2 hours of practice time per day; this includes warm-up and stretching.

NWAACC sets standards for number of Talent Awards granted. (NWAACC page 11). The 1999-2000 Athletic Department Budget reflects 51% of all Talent Grants were awarded to females and 48% were awarded to male athletes. General and administrative allocations accounted for 1 one percent of the grant-in-aid dollars considered.

The annual budget for 99-00 show that 33.5 percent of the total budget was allocated to female athletic and 31.5 percent was allocated to male athletics. The Southwestern athletic department submits an annual grant-in-aid audit to NWAACC. **(Exhibit 3.84)** The total athlete percentages including both NWAACC and Northwest Junior College Athletic Association (NJCAA) are 40% female and 60% male athletes.

Southwestern Oregon Community College, which once had a very strong intramural activity program now offers students a limited number of athletic opportunities outside of intercollegiate athletics. Prosper Hall, the gymnasium, is not totally accessible for students with disabilities. This is an issue that needs to be addressed to ensure inclusion. With the addition of student housing the need for intramural sports has grown. The college

has addressed the issue with an increased number of activities.

Student Records

Concerns include the accuracy of transcript GPA's and transfer credit records, since the recent conversion to Colleague R16. The registration and records office and the transcript evaluator are in the process of a record-by-record review to ensure the accuracy of the GPA's.

The vault, which stores student records, is an area of concern and a security issue. It is located across from the registration and records office and opens onto a public hallway. Storage space has also become a factor because state law requires maintaining records for five to seven years and there is limited storage available.

Recommendations

- Work with the dean, division directors and faculty to develop a comprehensive plan to integrate the advising evaluation into the faculty evaluation process.
- Develop a comprehensive and ongoing training process for advisors, including advising at the departmental level.
- Develop a plan to provide more self-help advising information available on the Web. Consider development of guidelines to help students who can self-advise successfully.
- Explore the possibility of replacing the counseling position that was lost due to budget constraints with an academic advising position.
- Explore the feasibility of expanding the use of the Early Alert program to include all at-risk students.
- Continue to develop and utilize partnerships on and off campus to provide services to students, including 2+2 program,

transition teams, the University Center, the ALSP program and the Newmark Center.

- Develop a process of counseling services to serve the Curry campus on a regular basis.
- Work with the web site designer to ensure that all web sites meet the federal standards of access, are accessible in text-only format and aid in the use of reader technology.
- Continue to upgrade and update adaptive equipment to meet the needs of students with disabilities.
- Develop an evening orientation for students taking night courses.
- Incorporate the vault into the registration and records office; purchase optical storage system for vault records and fund staff to complete the review and imaging of these records, both of which would require special funding which has not been available.
- Upgrade the student newspaper equipment to maintain quality of instruction.

List of Appendices

- 3.1 Southwestern's Grading Policy
- 3.2 FERPA Statement
- 3.3 Admissions Report (Table 1)
- 3.4 Student Characteristics
- 3.5 Retention (1996-1998 Cohorts)

List of Exhibits

- 3.1 Resumes of Student Services Staff & Faculty
- 3.2 Administrative Policies Manual, section 9
- 3.3 Student Services Policies and Procedures Manual
- 3.4 Underage Student Policy
- 3.5 NWACC Regulations
- 3.6 Financial Aid NWACC Awards
- 3.7 NWACC Article IV

3.8	Selection Criteria for Allied	3.49	SSS program evaluation form
3.9	Online Advisor	3.50	Department Orientations
3.10	Credit by Exam	3.51	High School Relations PowerPoint® Presentation
3.11	Curriculum Checklists	3.52	Campus Crime Rates
3.12	Academic Standards	3.53	Student Publication Policy (see Policy 9.060, paragraph 11)
3.13	Petition Process	3.54	Oregon's Newspaper Publishers Association Award
3.14	Developmental Advising	3.55	ASG Constitution
3.15	Career Expo	3.56	Student Clubs And Organizations
3.16	On Campus Recruiting	3.57	Student Activity Calendar
3.17	Career Resources	3.58	Student Housing Activities Evaluation
3.18	Career Information Systems	3.59	Recreational Opportunities
3.19	List of Full- and Part-time job Opportunities	3.60	Use of General Student Facilities
3.20	Working with Students Who Have a Disability Handbook	3.61	Intramural Activities
3.21	DDS Office Equipment	3.62	Arts and Lectures Committee
3.22	Student Use of Services	3.63	Field trips/Cultural enrichment
3.23	Financial Aid Funding publication	3.64	Coaches' Handbook
3.24	Scholarship Packet	3.65	Monthly Discussion Policies And Rules Update
3.25	Awarding Aid Priority	3.66	Athletic Organizational Chart
3.26	Audits of Financial Aid	3.67	Athletic Quarterly Reports to the Board
3.27	FAFSA Application	3.68	College's Systematic Budget Process – handbook, p.18
3.28	Student Loan packet	3.69	Auxiliary Fund (00-01 Southwestern Adopted Budget, p. 242)
3.29	Online Entrance Quiz	3.70	ASG Participation in Governance
3.30	Prior Borrower Packet	3.71	SSS Evaluation
3.31	Deferment and Forbearance Options	3.72	FERPA Brochure
3.32	Lender and Service Provider Information	3.73	Statement of Confidentiality
3.33	Satisfactory Academic Progress	3.74	List of Colleague Training for Faculty
3.34	Athletic Grants/NWAACC	3.75	Tutoring Center Report
3.35	Coaches Handbook 00-01, p. 8	3.76	Educational Development Plan (EDP)
3.36	Annual NWACC Report	3.77	MIE # 4
3.37	List of Visits to High Schools with Dates for 3 Years	3.78	COMPASS, ASSET and ACT scores
3.38	Default Debt Management	3.79	<i>Southwester</i> funding
3.39	Role of the Counselor	3.80	Auxiliary Fund Budget Policy 9.060
3.40	Student Accident and Illness Insurance	3.81	Community Member Donations
3.41	Waterfall Health Clinic	3.82	University Center Programs
3.42	Purpose of student housing	3.83	ETS Report
3.43	Resident Assistants (RA) training	3.84	Annual Grant-in-Aid Audit to NWAACC
3.44	Intramural Activities and Social Events		
3.45	Theatre of the Oppressed		
3.46	International Student Program (ISP)		
3.47	New Student Orientation		
3.48	Orientation Dates		

Standard 3 Committees

Leadership Team

Ann Fauss, chair, counselor & human development faculty
Jean Arnot, security officer
Joanna Blount, associate dean of student services/registrar
Hans Boettcher, manufacturing technology faculty
Sharilyn Brown, marketing clerk
Vicki Brummit, housing staff
Robin Bunnell, financial aid director
Ron Bell, counselor & human development faculty
George Elkins, math faculty
Patty Scott, counselor & human development faculty
Bob Fields, biology faculty
Raye Gieseke, career services coordinator
Max Gulias, philosophy faculty
Nancy Homan, international student coordinator
Barbara Johnson, SSS retention specialist
John Speasl, athletic director

Peer Review Team

Cheryl Scott, chair
Jeri Bennett-Stillmaker, nursing faculty
Jane Briggs, ALSP faculty
Sally Harrold, English faculty
Zita Ingham, English faculty
Deborah Lightcap, ALSP faculty
Carol Moore, office occupations faculty
Chris Williamson, computer science faculty

[Go to Standard Four](#)

[Go Back to Table of Contents](#)

STANDARD FOUR

FACULTY

Faculty Selection, Evaluation, Roles, Welfare and Development

Purpose

Faculty service focuses primarily on the delivery of a quality, student-centered education, with additional service focusing on institutional governance, community service and professional development. The full-time faculty are organized for collective bargaining as the Southwestern Federation of Teachers. The negotiated agreement between the college and the federation contains provisions concerning the faculty's rights and responsibilities to participate in salary and workload determination, faculty selection and evaluation procedures, student advising and shared governance through recognition of the faculty senate, its constitution and its committees.

Professional Qualifications

During the 00-01 academic year, Southwestern employed 83 full-time faculty, including six adjunct (full-time teaching load but with no advising or committee responsibilities) and approximately 150 part-time faculty. Of the full-time faculty, 7 percent were employed as adjunct faculty, 14 percent as visiting faculty and the remaining 79 percent were tenure-track or tenured faculty. In addition to teaching duties, some faculty are responsible for administrative duties with workload accommodations. Table 1 – Institutional Profile – summarizes data about full-time faculty regarding terminal degrees, years of service, teaching experience and salary. **Exhibit 4.1** lists the terminal

degrees held by Southwestern's full-time faculty, as well as the institutions that issued those degrees.

Table 1 Institutional Profile

Faculty	
Full-Time	83
Part-Time	150 (average per term)
Distribution of terminal degrees (Full-time faculty only)	
Doctorate	18% 15
Master's	74% 62
Bachelor's	8% 7
Salary: 10-month (00-01 academic year contract) (including adjuncts, excluding partial contracts)	
Minimum (adjunct)	\$ 26,710
Minimum (tenure track)	\$ 30,433
Median	\$ 44,630
Maximum	\$ 58,185
Average	\$ 39,048
Years of Experience at Southwestern	
Minimum	<1
Median	5
Maximum	32
Average	7
Total Years Teaching Experience	
Minimum	<1
Median	10
Maximum	35
Average	12

Description

Academic Planning

Faculty participate in academic planning at the departmental and divisional levels and through the faculty senate. Content and design of degrees, programs and courses are initiated at the departmental level, either by a member of the faculty, program coordinator, or division director. Extent of faculty input into this process is determined for the individual divisions by division directors and faculty. Following division approval, the proposal for new programs and course outlines is reviewed by the division director, the appropriate associate dean and instructional council. The council acts in an advisory capacity to the dean of instructional and student services, who is responsible for the final decision.

The state of Oregon has approved the following degrees to be offered by community colleges: Associate in Applied Science (AAS); Associate in Art (AA); Associate in Science (AS); and Associate in General Studies (AGS); Southwestern offers AAS, AA and AS degrees. Faculty senate presents approval of degree types, requirements and changes to the general faculty for vote. Results of such votes are then submitted to the Southwestern Board for approval and then to the Oregon Department of Community Colleges and Workforce Development (CCWD).

In the past there was limited faculty representation on instructional council. Division chairs, who also taught classes, sat on the council until 1996, when division chairs became division directors and changed from faculty status to administrative status. Thus, only one faculty member, the faculty senate chair, sat on the council during this period. Some faculty expressed concern about the lack of faculty representation. The dean of instructional and student services

wanted better faculty representation to accomplish this; she worked to implement a two-hour common meeting time for all faculty and has restructured instructional council to include seven faculty members. These meetings are open to all college faculty and staff, though only council members can vote when the dean of instructional and student services calls for a vote.

The representational makeup of instructional council was adjusted to increase faculty representation to seven members. Representatives from each of the divisions have been included on the council as of September 2001. Also, as programs and courses are presented to council for approval, the faculty responsible for developing said programs and/or courses are invited to attend the meetings for informational purposes.

Faculty members are involved in academic planning through faculty senate and its committees. **(Exhibit 4.2)** The senate comprises ten senators, with at least one representative from each instructional division. Faculty senate meets at least monthly during the academic year. General faculty members may attend senate meetings but cannot vote or propose motions. However, faculty input is encouraged on matters under consideration. Faculty are asked to provide agenda items and reports on ongoing committee assignments.

Faculty members who are not on the senate participate through its committee structure. After the first year of employment, all full-time faculty (excluding adjuncts) are assigned to a senate committee. Three of the committees focus upon academic planning. The academic affairs committee “reviews, evaluates and makes recommendations regarding subject matter, methods of instruction (i.e. lecture vs. lab) and program planning of the course offerings of the college” (faculty senate constitution). The academic standards committee implements

college policies regarding academic probation, suspension and graduation requirements; and the budget and planning committee advises on matters of fiscal policy and budget allocations for the college. There is some concern among faculty, however, that the role of the budget committee has not been integrated into the college's budget planning process. In varying degrees, faculty members are encouraged to participate in the budgetary process by submitting requests for instructional positions and equipment through division directors. Faculty have indicated they are unclear as to the role of the budget committee and how faculty input is integrated into the college's budget planning process.

Curriculum Development

The faculty senate constitution provides faculty with the right to act on educational policy pertaining to "fundamental matters of curriculum and methods of instruction, facilities and materials for instruction, standards for admission and retention of students and criteria for the granting of degrees." Faculty work with coordinators, division directors and advisory council members to generate course outlines for approval by the instructional council.

A modest staff development fund is available to defray full or partial costs for travel to meetings, seminars, conferences and other academic functions that expose faculty to new and innovative teaching methods and interaction with individuals in specific subject areas. All divisions allow faculty to attend at least one such meeting a year, pending budget availability. Some divisions, particularly business and technology, actively encourage faculty to use professional development dollars to remain current in rapidly changing fields. Grant funds are also available for travel that supports curriculum and faculty development. Participation in meetings and conferences is significant to Southwestern faculty because of the college's

isolation and because many departments consist of a single instructor.

Textbook selection process varies by department. For departments with a single faculty member, selection of course materials is handled solely by that individual. Departments that have multi-section courses taught by several faculty members approach textbook selection in different ways. For example, two departments (math and computer information systems) decide as a group what materials will be ordered, while faculty members in the English department individually choose texts for the classes. In all cases, course outlines prescribe the general content of a course. Specific delivery methods and specific course content are determined by instructors, though in multi-section courses instructors are expected to collaborate with one another.

Departments also determine selection criteria for students in programs that have a limited number of openings. Examples of this are the nursing and basic nursing assistant programs. Both institutional and departmental policies provide for the initiation and development of articulation agreements with four-year institutions.

Advising

All full-time tenure-track and visiting faculty (with the exception of those in the ALSP) participate in academic advising. The lead advisor/counselor, a teaching faculty member, heads advising services and coordinates counseling and testing center activities. The advising program is based on the tenets of developmental advising, which sets as its goal teaching the student to assume responsibility for her/his academic advising registration.

Advisor training for new and returning faculty is held during the first week of fall in-service. The lead advisor/counselor coordinates and provides follow-up as needed. New advisors receive special training

at in-service and are partnered with an experienced faculty mentor. During the first term, new faculty advisors receive at least two additional hours of training and sit through an advising session with the mentors. New faculty are not assigned advisees until the second term except in rare instances. In general, the advising load for new faculty is kept small during the second term to allow for development of advising skills and increased knowledge of Southwestern's programs.

Division directors work closely with the lead advisor/counselor to make advising workload and major assignment decisions. The advising faculty members, including counseling faculty, are assigned advising workloads of up to 25 students, as stipulated in the current faculty contract. The actual number of advisees fluctuates depending on the number of students enrolled, the number who have declared a specific major and advising assignments. Teaching workload may be adjusted according to the number of advisees assigned, but such adjustment requires agreement between the faculty member concerned and her/his division director. Overload advising assignments require approval of the dean of instructional and student services.

Advisors may be assigned students in degree/certificate program areas other than those of the major teaching field(s). This is particularly true for instructors in the general education fields. When this occurs, every effort is made to assign areas closely related to the advisor's experience. Such advisors are then partnered with another advisor experienced in the related area. As with new advisors, the lead advisor/counselor provides one-on-one training, as needed.

An early advising period, scheduled to coincide with the publication of the class schedule, is set aside prior to early registration each term for faculty to meet with advisees. Class schedule information is

available on-line to advisors several weeks prior to early advising week. In addition to early advising week, individual advisors meet with advisees, as needed, during posted office hours throughout the academic year, both by appointment and informally. Students are encouraged to develop a full-year schedule of coursework using the educational development plan (EDP).

Placement tests are mandatory for new students registering for more than six credits; pursuing a degree or a certificate, or taking a class that requires a score in math, writing, or reading. The counseling and testing center administers these tests (ASSET and/or COMPASS). A counselor then meets with each student tested and assesses her or his readiness for college, assists in scheduling and provides appropriate informational resources such as the handout, "Steps to Starting School." **(Exhibit 4.3)** Students then must be assigned a faculty advisor and instructed to meet with her or him before classes begin. **(Exhibit 4.4)**

Faculty advisors guide student academic progress from admission to graduation by means of an EDP, a contract between advisor and student. **(Exhibit 4.5)** The EDP was created in 1996 in response to a faculty survey concerning advising issues and was developed from and provides support for detailed curriculum checklists. **(Exhibit 4.6)**

Over the last ten years, numerous efforts have been made to enhance the advising experience for both advisee and advisor. Implementation of the EDP, for example, has helped to streamline the course planning process in several ways:

- By charting appropriate classes from the first term through graduation, the advisee receives a clear picture of the time that will be required to complete her/his selected program.
- Also, this allows each advisee to chart required classes taught only

one term per year, thereby ensuring that her/his program can be completed in a timely manner.

- Prior to registration each student should be cleared by her/his advisor, whose clearance indicates either completion of or substantial discussion about the student's EDP.
- While the EDP provides a substantial planning tool, its successful implementation relies on a significant investment of time by both advisee and advisor.
- Additionally, it is difficult to track the EDP via Southwestern's current paperwork process. The process might be streamlined, however, if advisees were able to complete an EDP online and refer to it while planning classes.

To further improve the advising process and assist students in academic planning, the college has developed a detailed annual schedule. Faculty and division directors can review schedules of upcoming terms and make appropriate changes.

The schedule is an electronic internal document on the management information system (Colleague) for staff and faculty use. The printed schedule of classes for each term is distributed to both students and residents of the college district.

Notwithstanding efforts in place to improve the advising process, further work needs to be done. In response to the 2000 faculty survey question, "Are you satisfied with your role as an advisor to Southwestern students?" only 42.9 percent of responding faculty answered with very satisfied or satisfied. (**Exhibit 4.7**) In contrast, when students were surveyed about the advising experience at Southwestern using an ACT Survey, 74.3 percent of respondents indicated very satisfied or satisfied (1994); 69.6 percent

of respondents were very satisfied or satisfied (1996); and 68 percent of respondents were very satisfied or satisfied (1998). (**Exhibit 4.8**) Additional actions to facilitate the advising process include the following:

- Implement and analyze a pilot process to evaluate levels of faculty and student participation in advising and analyze alternate delivery methods of advising. If such a process were in place, more advisors would view advising as another form of instruction and students might become equally attuned to the role as advisees.
- Creation of designated time and/or place for faculty to meet and be available for training. To address this, a common meeting time was implemented in fall 2001.

Governance

In the area of institutional governance, faculty members serve on a variety of campus-wide committees. A 2000 survey of faculty (**Exhibit 4.7**) showed that 87.8 percent of respondents were very satisfied or satisfied with the freedom in developing curriculum for courses. At the departmental level, 67.7 percent of faculty respondents were very satisfied or satisfied with the opportunities available to contribute to decision making with departmental matters. However, the survey indicated that only 18.5 percent of faculty respondents were very satisfied or satisfied with the opportunities for input into decisions pertaining to the college, while only 11.9 percent of respondents were very satisfied or satisfied with the administration's responsiveness to faculty concerns. This raises concerns that the college administration does not engage the faculty in higher-level planning and decisions affecting the college as a whole. For example, some faculty perceive that the college's initial efforts in the reorganization process occurred without substantive input

from faculty. **(Exhibit 4.9)** However, instructional administrators feel that efforts have been made to keep the campus informed on the reorganization process. In February 2001, the dean of instructional and student services held campus-wide meetings to obtain input, which was then tabulated and placed on a Website. Since that time the dean has requested the division directors to present a proposal for reorganization using the input obtained from the campus-wide meetings.

One outcome of the 2000 faculty survey may be to open additional lines of communication between faculty and administration: With 82.1 percent of faculty respondents either satisfied or very satisfied with the immediate supervisor, the college can develop this relationship as a foundation for improving communication and perception between faculty and administration.

It should be noted that this is the first survey of faculty opinion in over ten years; therefore, additional surveys and revision of wording for certain questions may be necessary to establish trends or patterns.

Workload

Currently, the contract workload for a full-time member of the faculty is 45 credit hours over the ten-month, three quarter academic year, striving for 15 credits per term. Actual workload is calculated in accordance to the following criteria:

- One weekly credit of lecture teaching for a term counts as one load credit.
- An hour of lecture/lab teaching counts as 0.75 load credit.
- An hour of lab teaching counts as 0.60 load credit.
- An hour of a counseling, learning resource assignment or study center assignment, counts as 0.43 load credit.

- Coaches are granted load credit release time in accordance with the union contract specifications.
- Faculty are assigned up to 25 advisees per quarter with no workload adjustment. Faculty advising 26 to 32 students per quarter receive one workload credit, 33 to 39 advisees per quarter equals two workload credits and 40 to 45 advisees per quarter equals three workload credits.

This workload was established on the premise that faculty would also receive workload release credits for non-teaching duties in excess of routine advising, committee work and general program maintenance. Release time may be granted for major program development, grant work, administrative tasks and other major service to the institution. During the 00-01 academic year, 33 of the 83 full-time faculty had release time for a total of 406.2 workload credits as seen in Table 2. This represents nine full-time teaching positions or 10.8% of the full-time teaching faculty.

Table 2 Release Time Activities

Activity	Workload Credits
Title III Activities	129.0
Dept. Coordination	116.9
Coaching/PE	28.0
Grants	65.1
Other (advising, curriculum development)	67.2
Total	406.2

Professional Development

Numerous avenues for professional growth are provided for faculty through the institution's professional development programs. Annual in-service workshops cover a variety of relevant topics. Moreover, professional development opportunities have been augmented by the Title III grant; its focus on program enhancement and

collaborative education has made a positive impact on the professional development of faculty across disciplines. Resources for faculty on an individual basis include the following:

- Financial Compensation.* For 00-01, more than \$29,000 was available for faculty professional development in the general college budget. Funds for professional development activities are disbursed to faculty through the staff development committee (which is composed of faculty), the office of college advancement, the foundation, and the office of instruction. Faculty apply for these funds through formal and informal structures, depending on the nature of the specific request. Individual departments may have additional funds, based on division allocation of funding. These department funds do not include the cost of motor pool or personal automobile expenses which is a separate fund.
- Grant Monies.* Currently, the college has been awarded several grants that provide in excess of \$300,000 for professional development as seen in Table 3. The criteria for distribution vary per grant and each grant manager administers these dollars based on individual requests. For example, the intent of the Carl Perkins grant is to support success of professional technical programs and non-traditional students. Any Carl Perkins grant monies spent on professional development for faculty must further the goals of the grant and assist these students specifically. The portion of the five-year Title III grant reflected here represents an annual allotment for faculty activities applied to the development of “learning communities” and related retention programs that include release time, training, visitations, stipends, travel costs

and the planning and teaching of pilot projects.

Table 3 Professional and Curriculum Development Funds

Program or Department	Grant
Staff Development Committee	\$11,750
Office of Instruction	\$ 8,795 \$ 3,581
Faculty Excellence Award (administered by Southwestern Foundation)	\$ 5,000
Total	\$29,126
Grant Funds	
Title III	\$ 300,000
Carl Perkins	\$ 20,000
AACC/Microsoft (March 00 - June 02)	\$ 36,000
Skills center	\$ 2,695
JOBS	\$ 1,000
Adult learning program improvement	\$6,000
Total	\$365,695
Grand Total	\$ 394,821

- Leave of absence.* There are both paid and unpaid leaves of absence available for faculty to facilitate study, research and travel. Faculty may apply for sabbatical leave following six years of continual service to the institution. The only recent sabbatical was taken by Hugh Malafry, who was awarded a Fulbright Fellowship for 00-01 academic year. In recent years, faculty also teach a term each year at the college’s sister school in South Korea.

- *Release time.* Workload assignments are adjusted for faculty on an individual basis by division directors and may include credit for professional development activities. The criteria for release time assignment are established at the discretion of the division directors, based on perceived value to the institution.
- *Tuition.* Credit hour tuition is waived for faculty and dependents enrolled in Southwestern courses. In addition, upon approval of the dean of instructional and student services, registration fees, class fees and textbooks may be provided for faculty enrolled in job-related courses. Tuition waivers have recently been extended to part-time faculty as well.
- *Bookstore.* Faculty enjoy a 15 percent discount at the campus bookstore for specified professional books and supplies.
- *Professional Dues.* Full or partial payment for faculty memberships in professional organizations is administered on an individual basis by division directors. The majority of faculty pay membership fees and dues as out-of-pocket expenses. There are currently no consistent practices or criteria for the disbursement of funds for this purpose.
- *Faculty Excellence Awards.* Each spring, the faculty senate's staff development Committee recommends awards of up to \$5,000 to faculty members who submit a proposal to enhance the programs or purchase equipment that would allow an expansion of the programs. Faculty have used the funds to purchase digital cameras, to prepare course supplementary materials and to travel to evaluate field trip sites as seen in Table 4.

Table 4 Faculty Excellence Awards

Recipient/ Year	Grant Amt.	Purpose
Melanie Schwartz 98-99	\$ 2250	Digital Camera equipment
Ron Steffens 98-99	\$ 800	Computer equipment
Linda Grosso 98-99	\$ 1955	Spanish program – Newmark Center
Josie Kuehn 99-00	\$ 5000	Training for faculty in interactive facilitative theater
Jesse Dizard 00-01	\$ 950	Field trip research
Bev Segner-Haller 00-01	\$ 2006	Mediation training
Terry Strange 00-01	\$2458	Aquaculture/hydroponics
Mark Stueve 00-01	\$2140	Robotics lab
Blake Bowers	\$1080	Athletic training bags

- *Research Grants.* The college offers no funds for research but will support faculty who officially present papers at academic conferences. No official procedure for these awards has been established and uncertainty regarding the process and amount of funds may limit faculty's participation. Perhaps the faculty senate, working with the administration and the college foundation, might develop a fund for faculty research. Faculty development and the college's exposure through publications and attendance at scholarly conferences would be obvious benefits. Industry and community partnerships might also be arranged to provide further funding.

- *Curriculum Development.* Specific funding for curriculum development and program expansion is available and is allotted by division directors. Grants have also provided opportunity for curriculum development, including support from Carl Perkins, AACC/Microsoft working connections, Title III and federal ABE and GED funds. The cooperative efforts and effect of the Title III grant, for instance, has resulted in a team-taught HD 100 career exploration seminar and an introductory learning community course combining SP 219 – small group discussion – and HD100 – college success and survival.
- *Ongoing In-Service Activities.* Southwestern provide workshops and seminars during annual in-service activities. Over the past three years most of these have focused on the increased usage of technology in the classrooms and in other aspects of faculty enhancement (advising, grade-book development, Web pages for faculty). The staff development committee has coordinated with the administration and computer science faculty to provide four or five such workshops each quarter.

Compensation and Benefits

Minimum, median and maximum full-time faculty salaries are shown in Table 1 – Institutional Profile. Policies on full-time faculty salaries and benefits are published in the collective bargaining agreement by and between the Board and the Southwestern Federation of Teachers Local 3190 AFT-Oregon. **(Exhibit 4.10)** This agreement is given to all new full-time faculty members by the office of human resources, which provides regular meetings on insurance and retirement benefits. This office also arranges meetings requested by individual faculty members with representatives from PERS.

Part-time faculty salaries are set by the Southwestern Board and published in the college’s administrative policy manual. Part-time faculty receive no medical benefits, though the college has recently begun to provide tuition waivers for part-time.

Evaluation of Faculty Performance

The faculty evaluation process was designed for the purpose of maintaining the delivery of high-quality educational services to students and the community. Faculty members at Southwestern are expected to support the mission of the college by maintaining high standards of excellence in instructional programs and student services. Faculty members are also expected to meet high standards of excellence in conduct, professional competence and work ethic. Since the faculty’s central responsibility is to provide quality educational services to the students and the community, the college’s policies, regulations and procedures provide for a standardized process to evaluate full- and part-time faculty.

Full-time tenured faculty and post-probationary visiting faculty are evaluated every three years. Probationary tenure-track and probationary visiting faculty are evaluated annually each fall term. All new instructors, including part-time instructors, are evaluated the first term of teaching.

It is the individual faculty member’s responsibility to demonstrate high-quality teaching and to complete other assignments professionally and competently. In order to demonstrate this, the faculty member is asked to prepare and present a portfolio of material that supports the evaluation process. The individually-prepared portfolio contains a statement of teaching philosophy or methodology; course outlines, exams, syllabi and other materials that support instruction; an identification of instructor-defined evaluation area and desired outcomes; a statement identifying the faculty member’s

involvement with program and/or course development, including work with faculty and/or advisory committees/groups; materials documenting the use of assigned release time, outlining goals and objectives, methods and assessment of results, if applicable; materials documenting the faculty member's professional relationship to subject matter, students, faculty and institutional involvement; and/or community activity. Faculty members are also asked to present a faculty development plan consisting of a statement on career goals, analysis of strengths and weaknesses and a three-year activity plan.

A peer evaluation process is in place to enhance the faculty evaluation. Each faculty member's division director, either by the nature of the teaching area or by assignment, is responsible for overseeing the peer evaluation process and selecting an evaluation committee chair. Each faculty member is free to select one tenured faculty member in her/his field and one other tenured faculty member of her/his choice to be on her/his peer team. The chosen members are then scheduled for meetings and in-class observations.

Upon the conclusion of the peer and administrative evaluations, a written summary of the procedures is prepared by the division director and shared with the faculty member and peer committee chair, with a copy forwarded to the associate dean and then to the dean of instructional and student services. This summary includes the teaching, duties and materials reviewed; membership of the evaluation committee; and the commendations and recommendations of the review committee. The final steps include a review and conference between the faculty member and her/his division director, the associate dean and the dean of instructional and student services. In this conference, the findings are discussed with the faculty member, who reviews and acknowledges the summary recommendation. The final report

is placed in the faculty member's personnel file. If remediation is deemed necessary at this time, the faculty member is asked to produce a faculty action plan in consultation with the dean or associate dean. This plan outlines steps to be taken, timelines and expected outcomes. This plan is filed in the faculty member's personnel file until it is completed.

Orderly Process for Recruitment and Appointment of Full-time Faculty

Teaching Credentials

Teaching credentials are not required for community college instructors in Oregon. Oregon Administrative Rule 581-43-015 states the evaluation of the qualifications of instructors. **(Exhibit 4.11)**

The college determines the teaching competencies and instructional content competencies needed by the instructional staff. Instructors are hired and the work evaluated on the basis of the performance and service to the institution.

Full-time Faculty

A master's degree in the instructional area of the teaching assignment is required of faculty teaching courses for transfer credit and post-secondary remedial credit (or at least two thirds of the graduate hours used for placement in the teaching field) and paired with a faculty who serves as instructor of record and has a master's degree in the subject matter and for faculty employed as librarians, counselors and developmental education instructors. In rare circumstances, an instructor of record with appropriate qualifications will supervise instructors who meet the two thirds of the graduate hours used for placement in the teaching field but lack the degree.

A relevant bachelor's degree and three years of significant work experience is required of faculty teaching professional/

technical courses. A master's degree is preferred.

Part-time Faculty

For courses with transfer credit, a master's degree in the instructional area of the teaching assignment is required (or at least two-thirds of the graduate hours used for placement in the teaching field and paired with a faculty member who is the instructor of record and who has a master's degree in the subject area).

Faculty teaching professional/technical and selected developmental courses must have demonstrated competencies through training and/or significant work experience. A relevant bachelor's degree is preferred. Faculty teaching adult basic education and GED courses must have earned a relevant Bachelor's degree. A relevant master's degree is preferred.

Faculty teaching other adult courses must have demonstrated competencies through training and/or significant work experience. A personnel file for each member of the faculty is maintained by the human resources office. It is the responsibility of faculty members to file a copy of the current transcripts or work experience documentation with the human resources office.

Recruitment Advertising

The process to prepare recruitment advertising is initiated by the human resources specialist, following the receipt of either an approved position authorization for a new position or a memorandum from the appropriate dean for continuing positions.

Recruitment advertising is written by the human resources specialist and reviewed by the supervisor/manager of the division and the affirmative action officer. Job description qualifications and information on a recruitment advertising form provided by the

hiring appropriate supervisor/manager is used to prepare and place the advertising. Recruitment advertising for administrator and faculty positions are then given to the president as an informational item and for expenditure approval. The human resources specialist solicits suggestions for the placement of advertising from the appropriate supervisor/manager or faculty. **(Exhibit 4.12)** The human resources specialist then prepares an estimate of the cost of advertising, which is shared with the hiring supervisor/manager and the dean of administrative services. When the cost of advertising for a position exceeds \$500, the expense must be approved by the hiring dean and reviewed by the dean of administrative services. The human resources specialist then places advertising in the appropriate publications.

Usually, the human resources specialist responds to inquiries about open positions. For some searches, the screening committee chair may respond to inquiries.

Hiring Procedures for Full-Time Faculty

The request for the position (position authorization form and job description), appropriate justification and a budget estimate is sent by the appropriate division director and/or manager to the dean of instructional and student services for approval.

Upon approval of the request by the dean, a recommendation for the position is forwarded to the college president. The college president authorizes the position.

The dean of instructional and student services receives a list of potential screening committee members from the instructional administrator and the division director and/or manager. The dean reviews the list and if there are no changes, sends the approved list to the human resources department. The screening committee is composed of a faculty

majority, with at least three faculty selected from the appropriate division. The dean, in consultation with the instructional administrators and/or the division director, selects the other members of the committee. When appropriate, at least one representative from the community/advisory committee will be recommended for the screening committee.

Recruitment, screening, interviewing and selection are performed in accordance with hiring procedure 2.284 (**Exhibit 4.13**) and the following criteria:

- The appropriate division director serves as the screening committee chair, or he/she may delegate the selection of the chair to the screening committee. A chair is selected by the committee that is screening for a student services or library position.
- Final selection is made by the president in consultation with the dean of instructional and student services.
- The president makes the hiring recommendation to the Board.

Hiring College Staff

It is the policy of the Board of Southwestern's district that the Board ratifies the employment of faculty on annual, visiting, or adjunct faculty contracts and administrators on continuing, annual, or temporary contracts.

Employment of classified staff and part-time faculty is authorized by the president or a designee and conforms to appropriate statutes, collective bargaining agreements and the college's Affirmative Action plan.

Academic Freedom for Faculty

Both the faculty senate constitution and the current contract between the Board and

the faculty union include language guaranteeing academic freedom within the confines of the responsible application of such freedom.

Article IV of the faculty federation contract provides specific support for statements from the American Association of University Professors (AAUP) and the American Library Association (ALA). By providing contractual support for such key tenets, the institution has established a significant commitment to academic freedom in the classroom, in the library and in the community. (**Exhibit 4.14**)

The faculty senate constitution emphasizes academic freedom in the introductory paragraph of its preamble, which states:

“The basic functions of a college are to preserve, augment, criticize, evaluate and transmit knowledge and to foster creative capacities. Since these functions are performed by a community of scholars who must be free to exercise independent judgment in the planning and execution of individual educational responsibilities, the government of an institution of higher education should be designed to allow these scholars to select and carry out the responsibilities with maximum effectiveness and integrity.”

Scholarship, Research and Artistic Creation

Faculty scholarship, research and artistic creation does not receive specific support or analysis from the college, outside of that support identified in previous sections of this standard and as detailed in individual department self-studies and in the faculty member's portfolio and report of yearly service.

The clearest support for scholarship, research and artistic creation is detailed in the approval and completion of educational increments. **(Exhibit 4.15)** Because these increments are more easily approved and tracked when tied to coursework, the incentive to maintain a program of independent scholarship, research, or artistic creation is lacking. There is a difference of opinion as to the need for research and publication at the community college level. The ‘publish or perish’ maxim does not meet the mission of the community college.

Notwithstanding the lack of college-wide tracking, there are significant individual accomplishments, particularly in supporting community and professional activities that are not tracked. **(Exhibit 4.16)**

Analysis and Appraisal

Many faculty have significant freedom when it comes to curriculum development, with some sense of limitation resulting from proscriptive requirements within the college and/or transfer course criteria. Faculty are in control of degree content and should maintain this control.

Some faculty believe that there is no outlet to make significant contributions to decisions that affect the direction of the college.

Of the 33 faculty members who were granted release time during the 00-01 academic year, ten were members of the health and human services division, 11 were members of the business and technology division, one from ALSP, 10 from arts and humanities and one from the math and science division. **(Exhibit 4.17)** However, the results of a recent survey of full-time faculty (67 of 83 responded) indicate that slight dissatisfaction with the release time granted for non-teaching activities. In view of this opinion, Southwestern administrators will continue to review the availability of

administrative release time and the equitable application of current practices to determine if changes are warranted.

The college has a commitment to faculty development and professional growth, evidenced by a budget of over \$29,000 for this purpose, though recent budget challenges have curtailed these monies for the 00-01 academic year except for faculty excellence awards funded by the foundation.

Faculty participate in professional organizations, though not always with departmental or college support for membership fees. This participation is documented in each faculty member’s yearly report of service. No policy exists to guide college support for professional memberships.

In-service training and development opportunities for faculty enrichment are routinely offered on campus.

Substantial opportunities for faculty development are provided by grant dollars. Procedures for obtaining financial support from the staff development committee and for the faculty excellence award are distributed to faculty each term.

Many faculty members are committed to professional development, but sometimes without specific guidance or administrative support. A unified information process on how to apply for professional development funds has expanded recently due to efforts by the staff development committee. However, other professional development opportunities, including the educational increment program, have proven to be confusing and frustrating for faculty and managers.

Rationale for distribution of release time, professional development, professional membership and travel budgets are not clearly outlined.

While there is no established commitment in the general fund for sabbatical leave, money is transferred from the general fund upon granting of sabbaticals.

Each full-time faculty has a computer on her/his desk. The staff development committee, computer science faculty, and informational technology staff facilitate technological training and support for faculty. Sometimes, instructional technology in the classroom frustrates faculty, as does unreliable equipment. Instructors are also frustrated by limited staff time for customized support and training.

Recent surveys of faculty salaries, compensation and benefits have identified Southwestern as an institution that falls at or near the lowest quartile for compensation and benefits when compared with other Oregon community colleges. **(Exhibit 4.18)** In the summer and fall of 2001, the president requested that the human resources office conducted an in-depth study of faculty salaries in comparison to four Oregon community colleges: Clatsop, Linn-Benton, Rogue and Umpqua. These four colleges are similar in size to Southwestern and rural in nature. The salary study was based on comparables for credentials, length of employment, starting salary and current salary. The results of this study placed Southwestern 10th among the community colleges in the state as opposed to the rank of 17th reported by the Oregon Education Association survey of June 2001. The analysis indicates that faculty salaries are approximately \$1900 below the average, base, starting salary. The difference in starting salary is carried through time unless a faculty member uses opportunities provided by the college. One such opportunity is the educational increment program which allows faculty to increase the base salary. The assessment and analysis of Southwestern's benefit package found that medical, vision, dental, and retirement packages are comparable, attractive and generous when

compared to the other community colleges in the state.

Administrators share this concern. Three years ago, in an attempt to make entry-level salaries more competitive, administrators implemented a three-step process to increase faculty salaries, according to tenure status at three-year reviews. **(Exhibit 4.19)** This plan, however, did not completely ameliorate the discrepancy. Ongoing contract management meetings between the college administration and the Southwestern Federation of Teachers are seeking ways to address this ongoing issue. A similar study of salary and benefits should be conducted for part-time faculty to evaluate wages, benefits and other issues relating to working conditions.

Southwestern has developed a faculty evaluation process that is structurally strong, systematic, comprehensive, public and flexible. The purpose and criteria of the evaluation are clearly defined for tenure-track faculty, visiting faculty, tenured faculty and part-time faculty. For all faculty, the evaluation emphasizes staff improvement and development, program improvement, renewal, revitalization and quality assurance. The process also assists in the decision-making regarding personnel as it provides a variety of evidence of the faculty member's strengths and weaknesses, instructional materials, student ratings and peer observations. There is an open dialogue with and direct feedback (written and oral) to the faculty member undergoing formal evaluation. While the process is thorough, with the objective of nurturing and acknowledging excellence, some inconsistencies in the process have been noted regarding the integration of faculty and administrative reviews. Some faculty feel the development plans are often underutilized once the evaluation process is concluded. The college administration considers all faculty as professionals and encourages faculty to use the development plan as a guide. Faculty development plans are made

meaningful as faculty and division directors use the plans as a way to link goals with staff development.

The lack of a clear policy defining and protecting intellectual property rights of faculty may contribute to Southwestern's limited expansion into distance education and other forms of instructional delivery. The state legislature has been grappling with a policy on intellectual property rights but has found no solution to date.

The college may wish to provide more concrete incentives and support for scholarship, research and artistic creation that support both the institutional mission and professional development of faculty. Nationally, undergraduate education is being bolstered by a variety of initiatives that support undergraduate student research. The college's Title III grant was designed in part to develop learning communities that actively engage faculty and students in current research projects. These initiatives will be more successful if the college's instructors maintain professional skills and are able to integrate the personal research portfolios into classroom activities.

Recommendations

- The general survey of faculty opinions tends to shed a rather negative light on the integration of faculty with the governance and administration of the institution. While these opinions must not be ignored, this tool must also be assessed in the context of the fact that a general opinion survey has not taken place within the past decade. One result of the accreditation self-study process should be to make surveys of this type a regular practice and to incorporate this and other forms of faculty input into the planning process. Further, faculty should be proactive and voice opinions to the faculty senate and via other venues, such as conducting a regular climate study,

thereby, engaging actively in the communications process.

- The college administration should engage the faculty senate and key senate committees (such as the budget committee) in the planning process.
- A review and analysis of the advising process might provide students with more focused feedback from the advisors, while allowing students greater autonomy and control of the planning processes.
- A clearinghouse for information on faculty professional development opportunities both in divisions and campus-wide should be established.
- Faculty research grants, as well as a budget for sabbatical leaves, should be established. Also, other incentives for faculty development should be explored. The staff development budget, which is controlled by faculty, is not always spent each year. Perhaps this is one way to help fund this suggestion.
- Educational increments need to be better explained, especially to the newer faculty. The criteria for awarding them needs to be applied with consistency and with open explanation to all faculty. The process for awarding educational increments does not acknowledge the breadth of work, outside of formal classroom study, through which a faculty member may improve her/his skills.
- Faculty senate should explore development of a standardized application process or other procedure for equitable sharing of staff development funds. For example, some community colleges provide annual professional development stipends for all full-time faculty; others have specific application procedures in place.

- Hiring an instructional technology specialist to assist faculty in updating the use of technology in the classroom and to aid the college in the development of distance learning possibilities and other cutting-edge applications such as IPTV should be considered.
- A faculty resource room was re-established, though it receives minimal use by instructors, as it is inconveniently located and often locked. To provide faculty access to new technologies for classroom development, this facility should be expanded and its use encouraged by faculty senate.
- At times insufficient tenured faculty are in each division to facilitate the review of non-tenured faculty; consequently, the college may wish to streamline aspects of the peer-review process.
- The fall term evaluation of first-year tenure-track faculty can be burdensome and may be less than effective at mentoring desired teaching strategies and at assessing an instructor's skills. The college may wish to consider a fall term mentoring process and a winter term evaluation of first-year faculty. This process is currently driven by the faculty contract.
- The student evaluation of faculty should be analyzed and reviewed. The form currently used for collecting student feedback may not adequately assess the quality of this feedback and may encourage the overvaluing of negative student responses and comments. A more effective student assessment and evaluation tool would support better integration of student feedback into the evaluation process, thereby supporting the continued improvement of an instructor's performance.
- In some cases, faculty development plans do not always receive the required

support for implementation. The college may wish to investigate a systemic, institution-wide approach to using faculty development plans to recognize common goals and objectives to provide support for implementation. Faculty development plans should be more closely integrated with staff development and other faculty incentive programs.

- Professional practices in evaluating advising should be developed and improved by analyzing and revising student, peer and administrative review guidelines.

List of Appendices

- 4.1 Course Outline Form
- 4.2 Advising Process
- 4.3 Request for Funding Guidelines for Staff Development
- 4.4 Educational Increments
- 4.5 Faculty Evaluation Process, Full- and Part-time
- 4.6 Article V, Faculty Federation Agreement

List of Exhibits

- 4.1 Faculty Degree Information
- 4.2 General Faculty and Faculty Senate Constitution
- 4.3 "Steps to Starting School"
- 4.4 Advising Process
- 4.5 Educational Development Plan (EDP)
- 4.6 Sample Curriculum Checklists
- 4.7 Faculty Opinion Survey
- 4.8 ACT Student Opinion Survey
- 4.9 Reorganization Strategy Sessions
- 4.10 Faculty Federation Collective Bargaining Agreement
- 4.11 Oregon Administrative Rule 581-43-015
- 4.12 Recruitment Advertising Form
- 4.13 Hiring Procedure 2.284

- 4.14 Faculty Federation Contract, Article IV, Academic Freedom and Responsibility
- 4.15 Educational Increment Summary
- 4.16 Faculty Accomplishments and Contributions
- 4.17 00-01 Faculty Release Time
- 4.18 Oregon Education Association Faculty Salary Survey
- 4.19 Faculty Federation Contract, Article V, Compensation

Standard 4 Committees

Leadership Team

Ron Steffens, chair, journalism faculty
 Fred Brick, history and political science faculty
 Cindy Dizard, assistant to the dean of instructional and student services
 Carole Howland, human resource specialist
 Bruce Locker, business faculty
 Dione Lutz, registration technician
 Ron Metzger, geology faculty
 Anny Mueller, adult learning faculty
 John Noland, writing faculty
 Paul Reynolds, fire science faculty
 Diana Schab, computer science faculty
 Mary Stricker, director of library services

Peer Review Team

Peggy Goergen, chair, associate dean of Curry County
 Hans Boettcher, manufacturing technology faculty
 Jesse Dizard, anthropology and sociology faculty
 Barbara Dodrill, accounting faculty
 George Elkins, math faculty
 Linda Kridelbaugh, computer science faculty
 Beverly Segner-Haller, human services faculty
 John Speasl, athletic director

STANDARD FIVE

LIBRARY AND INFORMATION RESOURCES

PART 1: LIBRARY

Purpose

The purpose of Southwestern's library is to assist in fulfilling the college's mission of providing quality education that helps students achieve goals. It primarily exists to aid students in meeting educational goals, faculty in the instructional and professional development goals and community members in life enrichment pursuits. To accomplish this, the library will do the following:

- Maintain a balanced and organized collection of high-quality materials and provide professional assistance to all its users.
- Provide access to information located elsewhere.
- Deliver education and training in developing information-gathering skills, including accessing, evaluating and using various information sources.
- Promote technological competence by providing access to information available in electronic formats, including CD-ROM databases and online resources via the Internet.
- Cooperate with other organizations for the advancement of scholarship and college goals.
- Support the cultural awareness of students and the community at large.

Resources and Services

To serve the college's mission of providing quality education, the library is

committed to providing information resources and services in quality, depth, diversity and currency to support the institution's curricular offerings. Every effort is made to strengthen the collection and maintain high standards of excellence in library services.

The library provides a core collection that is well balanced among traditional print, non-print and electronic forms. It consists of books, periodicals, online databases, compact disks, videocassettes, audiocassettes, maps, microfilm and microfiche. The library's holdings of more than 46,692 items as seen in Table 5.1 are significantly augmented by participation in a local consortium that shares an online catalog (COASTLINE) with eight Coos County public libraries and one school district (total holdings of almost 500,000 books and other materials). Periodical subscriptions are supplemented by several online full-text databases (EBSCOHost and Criminal Justice Periodicals Index). Efficient interlibrary loan services through the international network, OCLC Inc., provide materials not held in the county.

In an effort to better serve all patrons, on- and off-campus, the library continues to explore ways to improve resource sharing and access to library materials and services. To that end the Oregon Community College Library Association (OCCLA), an organization made up of directors from the 17 Oregon community college libraries, recently explored the feasibility of joining an existing consortium, creating its own, or continuing in the present situation.

(Exhibit 5.1) The study recommended that

the libraries consider joining an existing consortium, Orbis, which currently features a Web-based shared catalog of more than eight million volumes, patron-initiated borrowing and electronic resource licensing. At this time, the consortium consists of 20 baccalaureate-granting schools in Oregon and Washington. Southwestern library has been invited to join Orbis; however, the library's online catalog will have to be upgraded to Web-base before this is possible. The local consortium, Coos County Library Service District (CCLSD), has received a grant to significantly upgrade technological capabilities in all COASTLINE libraries. After the grant is implemented, the library will work to include the additional funds needed to join Orbis in the annual budgeting process.

The library staff energetically works to ensure that library resources and services reflect the college's educational programs. **(Exhibit 5.2)** The nature of the college's educational programs determines the content and focus of library orientations. Librarians collaborate with other faculty members to tailor orientations that address specific information needs.

Centrally located on the college campus, the library is where students, faculty and the local community come to do research, to find information and to use the Internet. The library is open 65 hours per week, including evenings and Sunday afternoons. Reference librarians are available during these hours. **(Exhibit 5.3)** The online catalog and several full-text reference databases can be accessed through the Internet on and off campus.

Library Resources

The core collection is selected, acquired, organized and maintained in a variety of formats including books, periodicals, audiovisual materials and electronic resources. **(Exhibit 5.4, 5.5)**

Table 5.1 Size of Library Collection: 00-01

Southwestern Oregon Community College Library				
Books (Vols.)	Periodicals (Current)	Videos	Other Items*	Total
40,376	312	1776	4228	46,692

*Other items include microforms, cartographic, graphic, audio and machine-readable materials.

Books

Assessment of the collection has been undertaken in response to the recommendations from the accreditation team in 1992 and 1997 regarding collection development. With the assistance of the faculty, the library has been engaged in the ongoing process of judicious weeding and updating of the collection. To date, nearly 10,000 items published in and before the 1980's have been withdrawn, while over 3000 items published in the last 10 years have been added to the collection.

(Exhibits 5.6)

Table 5.2 Publication Years for the Book Collection

Southwestern Oregon Community College Library					
Year	2000s	1990s	1980s	1970s	Pre1970s
1994	-	2683	7000	11,129	25,650
2001	582	6179	5737	8282	20,061

The current book collection of about 40,376 volumes falls below the minimum collection standard of 60,000 volumes recommended by the Association of College & Research Libraries (ACRL) Standards for Community, Junior and Technical College Learning Resource Programs for a single campus serving 3000-4000 FTE students. **(Exhibit 5.7)** Librarians and faculty, together, need to continue to evaluate and strengthen the collection in various subject areas as appropriate.

Periodicals

Periodical subscriptions are reviewed annually with input from the faculty. The library carries 312 current periodical titles,

which fall below the minimum standard of 500 titles recommended by the ACRL Standards. However, the printed periodical collection is supplemented by several online databases from EBSCOHost and Criminal Justice Periodicals Index. **(Exhibit 5.6)** The databases, also available via the library's Web page, provide additional access to more than 910,000 periodicals including over 5,400 full-text titles. A list of current subscriptions to periodicals is available through COASTLINE and the library's Web page for on or off campus access.

Electronic Resources

The library subscribes to various CD-ROM and online databases. **(Exhibit 5.6)** The CD-ROM databases are accessible only in the library. With the online databases, however, students and faculty can access Books in Print and full-text periodicals on or off campus, via the library's Web page. The librarians evaluate electronic resources on a regular basis, review spending priorities and reallocate funding for increased access to Web-based information sources as appropriate.

Videocassettes

Currently, the library carries 1776 videocassettes, which is above the ACRL Standards for Community, Junior and Technical College Learning Resource Programs for a maximum videocassette collection of 1300 videos. **(Exhibit 5.6)** For many years, it has been standard practice for media services to select and purchase videos upon recommendations from the faculty. The videocassettes are then cataloged and shelved in the library.

Equipment for Accessing Resources

Equipment to access library resources is upgraded or replaced, as funding is available, to keep current with emerging technologies. In the last two years, two VCR's and monitors, as well as a

microfilm/microfiche reader were purchased; **(Exhibit 5.6)** two new photocopiers were leased through Southwestern's print shop and a laser printer was purchased using campus technology fees. Meanwhile, the library is actively seeking outside funding to further upgrade existing equipment. The institution-wide technology plan integrates library technology needs in the planning process. **(Exhibit 5.8)**

Use of Library Resources

Circulation statistics for books, periodicals, course reserves and interlibrary loans show a gradual decline since 96-97. **(Exhibits 5.6)** One reason for this decline is that as the library began providing access to online, full-text databases and the Internet, it quickly became evident that the majority of students prefer to use online resources rather than traditional print library materials. Also, with a small print collection, students must turn to other sources. To address the students' changing pattern for seeking information, the library continues to explore the use of online resources, improve the computer facilities and expand access to the resources.

Library User Education

An array of services and materials are offered to assist students in maximizing the independent and effective use of the library resources. The librarians conduct library tours and orientations as requested by the faculty as seen in Table 3.

Table 5.3 Library Orientation Totals: 96-01

Southwestern Oregon Community College Library		
Year	Orientations	Patrons Served
96-97	36	450
97-98	48	720
98-99	30	400
99-00	42	756
00-01	40	674

Second, each term LIB127, Introduction to the Library, provides in-depth training on the use of library resources and development of research skills. It is a one-credit, self-paced independent study class. According to the course evaluation conducted every term, an average of 86% of the respondents from 1995 to 2000 agreed or somewhat agreed that the course has developed the ability to use the library resources in various formats. **(Exhibit 5.9)** In 1999, LIB127 became a required class for the AAS degree in human services and the AS degree in human development and family studies.

Additional assistance aimed at developing the ability of all library patrons to use library resources independently and effectively include individualized instruction in the use of library resources and equipment as well as a variety of printed library guides and point-of-use materials displayed prominently for easy access. **(Exhibits 5.3, 5.10)** The library also provides a copy of the table of contents from periodicals selected by faculty and staff to support current awareness. **(Exhibit 5.4, 5.11)**

Development of Resources and Services

Opportunities are provided for faculty, staff and students to participate in the planning and development of the Southwestern library information resources and services. The faculty, through the faculty senate and its committee structure and instructional council, provide input in the planning and development of the library. The library and media services committee acts in an advisory capacity in the development and review of policies.

Members of the faculty from all disciplines are encouraged to make recommendations for purchasing new items and discarding outdated materials in subject areas. Since 1994, almost half of the faculty

have participated in varying degrees in the collection's development. **(Exhibit 5.4)** Finally, feedback from students and staff on resources and services are gathered through surveys and informal communications with the library staff, as well as from LIB127 evaluations. **(Exhibits 5.7, 5.8)**

Management of Library Resources

A written collection development policy and an evaluation process modeled after the Pacific Northwest Conspectus, **(Exhibits 5.4, 5.8)** was developed in 1994 in response to the recommendation from the accreditation teams in 1992 and 1997. Last revised in 2000, the collection development policy articulates basic criteria for the selection and evaluation of materials in the library collection.

Policies referring to the development and management of library resources are documented in staff procedure manuals. **(Exhibits 5.4, 5.5)** Policies are reviewed and updated with input from the faculty senate library and media services committee. These policies are also documented and made available through signs, the library Web page, the college catalog and newsletters, memos to faculty and staff and library instruction to students.

Resources Beyond the Library

The library makes excellent use of computer services and networked connectivity to access resources outside the library. As a member of the local consortium (CCLSD), OCLC and Oregon Regional Union List of Serials (ORULS), the library participates in local, regional and international networks for cataloging and resource sharing. Through hold requests, interlibrary loans and courier services, the library extends its boundaries for obtaining information and data from other sources (Table 5.4 and 5.5). **(Exhibits 5.12)**

Table 5.4 Hold Request* Totals for All Material Types: 96-01

Southwestern Oregon Community College Library	
96-97	408
97-98	514
98-99	568
99-00	645
00-01	590

*A "Hold Request" reserves an item owned by a COASTLINE library.

Table 5.5 Interlibrary Loan* Totals for All Material Types: 91-01

Southwestern Oregon Community College Library	
91-92	787
92-93	862
93-94	895
94-95	913
95-96	1122
96-97	826
97-98	753
98-99	634
99-00	391
00-01	377

*An "interlibrary loan" reserves an item owned by a library out of Coos County.

The library provides five dedicated COASTLINE terminals and twelve others that also access library-held CD-ROM databases and online periodical databases as well as Internet resources. **(Exhibit 5.6)**

The library's Web page is one of the most visited on the college site; in 00-01, over 10,000 visits were made. **(Exhibit 5.6)** Through this avenue, visitors can access library hours and services, obtain a list of current periodical titles held by the library, search EBSCOHost, Criminal Justice Periodicals Index and Books in Print online databases and COASTLINE. Students can also retrieve information through a list of organized links, arranged by subject, for a wide range of reviewed resources on the Internet.

The library is a member of the Southern Oregon Libraries Information Cooperative (SOLIC), a network of libraries in southern Oregon that share resources. Whenever a reference question cannot be

answered locally, the library uses the services of SOLIC.

Facilities and Access

The library is housed on two floors of a poorly ventilated building as noted in the 1992 Self-Study Report for Accreditation. It has occupied the same amount of space (12,260 square feet) since the 1970's and facilities are crowded. There are no individual offices for professional staff. Library tours, LIB 127 classes and presentations are conducted next to the public access computers on the main floor and interfere with the concentration of other library users. There is seating for approximately 100 patrons throughout the library, but all chairs are old and worn and need to be re-upholstered. In spite of these conditions, several renovations and reconfigurations, along with the efforts of a creative staff, have greatly improved facilities and services.

In 1999, the main floor was renovated, collections shifted and major wiring installed to support present and future public access computers. The installation of a security system at that time has significantly reduced the theft rate of materials. In addition, two reoccurring complaints have been addressed and resulted in increased positive comments from patrons. First, in response to complaints about not enough patron access computers, additional ones were added. Second, the reconfiguration of the reference collection area and the installation of vertical blinds greatly reduced the high noise level by discouraging students from congregating in the library while waiting for friends to pass by.

In 1994, the upper floor was reconfigured because of the high theft rate of library materials. In the past, all materials were shelved in an unsecured area. Now periodical issues (current five years) and the

videocassette collection are shelved behind the circulation desk. Because these materials must now be retrieved by staff and checked out, the theft rate has dropped to near zero.

In addition to the reconfiguration of the upper floor, additional actions have increased access to the collection. Both the videocassette and phonograph record collections have been extensively evaluated in the last three years. Videos have been assigned Library of Congress Classification numbers allowing for more successful browsing by subject. The aging phonograph record collection's worn physical condition was noted in the 1992 Self-Study Report for Accreditation, along with the need to replace it with CD technology. Factors such as low usage, no additions in 10 years and the need for the physical space it occupied determined that the collection be moved to the college's music department archives. **(Exhibit 5.6)** About 300 spoken records were donated to the writing center where students may listen to them as desired. As funding is available, the library would like to replace the phonograph records with the newer CD technology.

The library is open 65 hours per week (Monday-Thursday: 8 a.m.-9 p.m.; Friday: 8 a.m.-5 p.m. and Sunday: 1-5 p.m.). Saturday open hours were discontinued in 1998 because of low usage, inadequate staffing and continual decrease in allocated student worker hours.

Cooperative Arrangements

The Southwestern library has cooperative agreements with many agencies for the purpose of resource sharing as seen in Table 6. These relationships are established to facilitate the use of collections and minimize duplication of effort. These agreements are supplemental in nature and do not take the place of local resources.

Table 5.6 Cooperative Arrangements with Other Agencies

Southwestern Oregon Community College Library	
OCLC	Bibliographic records and interlibrary loan
COASTLINE Consortium	Access to local collections including direct borrowing from members of the COASTLINE automated library system.
Southern Oregon Library Federation (SOLF)	SOLF libraries are lenders of first choice.
Southern Oregon Libraries Information Cooperative (SOLIC)	Reference questions that cannot be answered locally are forwarded to the SOLIC network.
Coos Bay Public Library and North Bend Public Library	Cooperative collection development

Coos County Library Service District (CCLSD)

The extended service office is where all of the services provided by the college for CCLSD originate. **(Exhibit 5.6)** It is located on the first floor of Tioga Hall, T-104. Its activities are funded from the library tax base, not by Southwestern funds. Space and administration is supplied by the college.

In 1990, the college library together with CCLSD created an integrated library catalog and circulation system, named COASTLINE, through which all member libraries share materials freely with residents of Coos County. The library has had formal resource-sharing agreements with these libraries since 1979. **(Exhibit 5.1)** The COASTLINE librarians meet monthly.

The CCLSD office provides a number of services for the Southwestern library including centralized interlibrary loan, courier service to all libraries in the district, administration of Orbis contract for courier service to libraries outside of the district, contract negotiations for vendors and negotiation and administration of

cooperative purchase agreements including OCLC, Innovative Interfaces, Ingram I-Page and EBSCOHost databases. The Southwestern library district also provides yearly in-service activities, workshops, videoconferences and training. The library receives selected technological support and equipment from CCLSD. **(Exhibit 5.1)**

Distance Education

The library provides services to the distance learning community. All students, whether on or off the main campus, have access to the online catalog and several full-text reference databases via the library’s Web page. On-campus students have access to CD-ROM reference databases available only in the main library. Interlibrary loan services are available at no charge to local students enrolled in an accredited institution of higher education.

Other library services such as reference assistance (via telephone, fax, or e-mail), access to course reserve materials and enrollment in LIB127 are also available. Additional services may be arranged, such as secured access to extra databases provided by Linfield College for its students through a dedicated terminal on the main floor of the Southwestern library. Finally, services to the distance learning community are expected to significantly increase in response to the library needs of the growing number of students pursuing degrees through the University Center located on Southwestern’s main campus.

Curry County

The library staff has worked intensely with staff at the Curry County site to integrate a variety of information sources and services into the learning process. Via the library’s Web page, Curry students can access the online catalog and a variety of periodical databases as well as a list of organized links to reviewed sources on the Internet.

Instructors in writing, speech, study skills, business, social science and health classes use these services on a regular basis. Instruction is provided on how to conduct research and use search tools, both print and electronic. In addition, the LIB 127 class is offered all four terms and accessible to Curry students with only one trip to the main campus and the remainder done over the Internet.

To further improve student access to resources, an agreement was struck with all public libraries in the county. Southwestern students have full access to all those libraries’ services and the libraries were provided access to the online databases at no cost for the patrons through funds in the Curry program budget.

Personnel and Management

The library is managed by a director with the assistance of professional librarians, library technician support staff and part-time student workers as seen in Table 5.7. **(Exhibit 5.2, 5.13)**

Table 5.7 Library Personnel: 00-01

Southwestern Oregon Community College Library					
	Dir.	Prof. Lib.*	Library Tech.	Student Asst.	Total
FTE	1	2	3.75	1.12	7.87

*10-month contract: summer contract, as funding is available.

The library staff is highly qualified, with specific competencies. All professional librarians have masters of library science (MLS) degrees from ALA accredited library schools and all are proficient in computer technology. The diverse backgrounds include experience in public, health sciences and academic libraries. **(Exhibits 5.2, 5.13)** One staff person is fluent in Chinese, another in Spanish. Some have lived abroad and all reflect the cultural diversity of the campus. All support staff have some college training: one has a bachelor’s degree and

two have associate degrees. All are well trained; the responsibilities are clearly defined in job descriptions that are regularly reviewed and updated.

Employment of federal work-study students helps to maintain quality services, freeing staff from routing duties to perform higher-level tasks. Work-study students are required to take the LIB127 class, which helps them acquire a broad range of library skills. In addition, student workers are intensively trained when hired and training continues throughout the length of employment.

The number of library staff serving the current total student FTE of 3453 falls below the ACRL Standards recommendation of minimum staffing for 3000-4999 FTE (one administrator, five professional librarians, nine technicians and other paid staff for a total of 15 full-time employees). A comparison of total library staff to that of other Oregon community colleges with similar total student FTE shows mixed results. Two colleges (Umpqua and Blue Mountain) had slightly fewer total staff while Central Oregon, which served only 520.96 more total FTE, had 11.97 more staff than the Southwestern Library. **(Exhibit 5.12)** Figures are for 99-00; more recent data were not available.

At present, the same number of library staff serves a total student FTE population that has more than doubled since 90-91 (3453.0 compared with 1612.5). Moreover, federal work-study student hours allowed the library have been steadily decreasing over the past 10 years (e.g., from 94 hours per week in 94-95 to 70 in 00-01). All staff assume many varied responsibilities in efforts to provide quality service, but the continual shortage adversely affects services in many ways such as LIB127 cannot be required for all degrees/programs. Patrons are not served adequately when staff is away at staff development functions scheduled

during open hours; no Saturday open hours; and professional staff often have to perform routine duties, allowing for less time to plan, research databases and perform administrative responsibilities.

Staff Development

In response to the recommendations made in the 1997 Interim Report for Accreditation, professional and support staff members are encouraged to participate in staff development activities both on- and off-campus. **(Exhibit 5.2)** Professional librarians with faculty status who complete approved courses or activities are eligible for educational increment credits. All library staff are eligible for tuition waivers when enrolled in Southwestern classes. Required textbooks for job-related classes are purchased through the library budget. At the discretion of the director, staff are allowed time off from work schedules to attend job-related classes. Class assignments are completed on personal time. The college provides training workshops in new technology, computer usage in the management information system. The library staff participates in annual library in-services hosted by the local consortium, CCLSD, which also offers various on-campus, library-related teleconferences during the academic year. Finally, staff attend out-of-town library-related conferences and meetings, sponsored by Oregon Library Association (OLA), OCLC, SOLF, etc., as time and funds permit.

Staff shortages and budget constraints prevent individuals from taking full advantage of staff development opportunities. The current annual library budget allocation for professional development and training is \$150. While requests to attend off-campus functions are granted in spite of this, it is generally felt that many requests are never made because staff are aware of limited funds and staffing shortages. Additional funds (e.g.,

scholarships and grants) have been sought from sources apart from the library budget. Travel expenses incurred by the director are paid for by administration. Personal travel and car usage is paid from different accounts. A professional development budget, funded by the general fund but administered by the staff development committee of the faculty senate, is available to professional librarians who have faculty status. There is no such funding for the classified staff.

Institutional Organization

The current organizational arrangement of the college does not reflect direct linkages between the library, media services, information technology and instructional computer labs. **(Exhibit 5.14)** These complementary resource bases, however, work closely in support of the college mission and goals. The departments above worked together to develop the institution-wide technology plan.

Curriculum Development and the Library

The director of library resources is a member of instructional council that meets weekly to discuss academic policy, review course and program initiatives and make recommendations to the dean of instructional and student services.

As previously stated in the 1992 Self-Study Report for Accreditation, additional funding for library materials does not accompany new course offerings. A line item for book and periodical purchases should accompany the approval of new course offerings. Through the concerted efforts of the director of library resources and the division directors, a questionnaire will soon be included with new course outlines and programs regarding the sufficiency of library materials. It is anticipated that the inclusion of this questionnaire as well as increased funding, will address the problem. Consistent effort

by the library staff, however, is made to ensure the materials in the collection and research tools available reflect the nature of the college's education programs. Some faculty volunteer time to withdraw outdated materials and recommend new titles for purchase for the respective disciplines.

Library Budget

Although increased funding for the library has been minimal over the last 10 years (total of \$38,608), the staff continues to be committed to providing quality service; print and electronic search tools; and relevant, timely materials that support the college's educational programs. The library's total annual budget for fiscal year 00-01 was \$330,644, including staff salaries. An additional \$12,000 is provided for updating reference materials from the local consortium, CCLSD, subject to approval on a year-by-year basis.

Library Table 5.8 Budget Comparisons: 91-01

Southwestern Oregon Community College Library					
Year	Library Budget ¹	Matl. Budget	% Matl. /Lib.	College Budget	% Lib. /Coll
91-92	299,092	39,240	13	8,639,259	3.5
92-93	295,324	39,540	13	9,390,006	3.1
93-94	288,110	41,609	14	10,012,386	2.9
94-95	301,741	43,039	14	10,564,351	2.9
95-96	302,465	43,039	14	12,530,122	2.4
96-97	306,045	42,329	14	12,145,469	2.5
97-98	317,090	42,929	14	11,946,447	2.7
98-99	289,850	43,469	15	12,465,579	2.3
99-00	303,552	45,319	15	12,826,346	2.4
00-01	330,644	45,319	14	14,423,055	2.3
01-02	337,825	46,320	14	14,410,192	2.3

¹Library budget refers to the total library budget, including materials defined as database services, books, references and periodicals. (Adopted Budget)

The library budget, as a percentage of the total institutional budget, reflects a continual decrease over the last 10 years as seen in Table 5.8. For 00-01, it is 2.3% of the institution's total General Fund budget. ACRL Standards recommend a minimum 6% for library educational and general expenditures. While the institutional budget

has increased by over 66.9% (mostly personnel costs) from 91-92 through 00-01, the library budget has increased only by a little more than 13.2% during the same period but has been partially supplemented by outside grants.

Exhibit 5.15 shows budget areas (materials, supplies and services) where expenditures have repeatedly exceeded budgeted amounts. Whenever this occurs, funds have to be shifted from another expense area to stay within budget from the general fund. The result is that some areas are necessarily under-spent to compensate.

Over the past three years, the library has been fortunate in securing additional funds beyond the adopted budget. Requests for equipment costing \$500 or more are submitted annually to the dean of instructional and student services for approval. The library has received equipment funds for purchase of a new microfilm/fiche reader printer, two new VCR's with monitors and four new public-access computers. (**Exhibit 5.16**) The administration has also approved one-time expenditures for electronic reference databases for the initial year of purchase (IAC in 1998), new carpeting, vertical blinds and installation of a security system for the main floor. These purchases have improved library services. On the other hand, rising costs to maintain the collection and provide electronic resources continue to be paid from existing budget allocations.

Noteworthy are recent changes in staffing (**Exhibit 5.10**) and concerted reassessments of the collection, which have kept the library within budget while also, allowing for major improvements. For example, the cancellation of unused standing orders (usually serial reference materials) has resulted in available funds to purchase numerous program-supportive monographs, additional reference updates

and an increased number of book requests from faculty.

Likewise, changes in management of the periodical collection are expected to result in the better utilization of monies spent in this area. Steady rises in costs for periodical subscriptions plus faculty requests for new titles increase competition of limited funds. In response, administration has approved additional funding for periodicals on several occasions.

Further efforts have been made to make the periodical collection more viable. For example, in 1994, the upper floor of the library was reconfigured and periodical issues for the current five years were moved to shelving behind the circulation desk. As a result, these heavily used periodical issues are checked out and circulation statistics are collected for in-depth analysis. Cancellation of titles that are either not being used or not supporting the curriculum free more monies for current requests from faculty.

Planning and Evaluation

The college planning process involves users, library personnel, faculty and administrators in the following ways:

- The director of library resources sits on instructional council (advisory to the dean of instructional and student services) and president's council.
- Library staff, faculty and students make suggestions regarding services and materials.
- A library professional is included on the institution-wide technology committee (IWTC) and library technology goals have been incorporated into the institution-wide plan.
- Librarians, teaching faculty and administrators serve on the library and media services committee.

In 1999, library personnel actively participated in the planning and implementation of major remodeling and installation of a security system on the main floor.

Planning between closely related departments of the college improved in 1998 when the administration restructured the organizational arrangement. **(Exhibit 5.5)** Under this new structure, the director of library resources reports to the associate dean of collegiate education who, in turn, reports to the dean of instructional and student services. The director of CCLSD reports to the director of library resources. **(Exhibit 5.5, 5.13)** A further reorganization aligning the library with Southwestern's media services, instructional computer labs and information technology would enhance the communication and coordination of services between these related departments.

Library User Surveys

Surveys have been conducted to measure the quality, adequacy and utilization of the library and its services. **(Exhibit 5.9, 5.14)** While results of these surveys indicate high satisfaction with the library, there is room for improvement and, the library uses survey results to make those improvements. For example, the collection is currently undergoing much needed change but takes time. In addition, the library staff meets each month to enhance communication, voice concerns and resolve problems. Results of surveys are shared at these staff meetings and ways to make improvements are explored.

As part of the self-study process, the library has become aware that regular user satisfaction surveys should be conducted, both at the main library and on the Brookings campus. In response, the library will continue surveying its users on a regular basis and make changes accordingly.

Recommendations

- The accreditation team recommended that the library develop “written long range goals and objectives as part of the planning process . . . with yearly assessment and revision.” This was done and while most of the 97-98 goals have been met, progress on others is continuing. Goals were not updated in 98-99 or in 99-00. The present self-study process revealed this oversight. In response, the library recently established written goals and objectives utilizing input from staff, administrators, faculty and students. **(Exhibit 5.9)** These goals and objectives address, in part, the additional recommendation to incorporate “equipment replacement and a plan of action for keeping abreast of new instructional material needs.” Goals and objectives will be assessed annually and revised accordingly.
- The library plans to request a budget increase for greater compliance with ACRL Standards. The following are specific budget areas that need to be addressed: 1) increase funding for additional staff; 2) increase funding for staff development; 3) increase funding for additional print/electronic materials and online databases; 4) establish funding for regular upgrade and maintenance of technology and equipment; 5) establish funding for a music compact disk collection.
- The library will work towards better communication and collaboration with faculty on collection development by: 1) exploring the feasibility of including “collaboration with the college library” as a duty in faculty job descriptions and as an area to be considered on faculty evaluations and 2) exploring the feasibility of having a representative from each division work with the

library. Faculty teaching in the same subject area could rotate as the representative.

- The library will develop a process for addressing the sufficiency and currency of materials and resources to support new and/or revised courses or programs when outlines are approved. This process should include 1) evaluating the appropriate section of the library's collection and 2) increasing the funding to purchase books and periodicals that support the coursework.
- The library will reevaluate the need for expanded library hours because of the increasing number of students living on campus in student housing and because of planned changes to curriculum scheduling.
- The library will develop strategies for higher retention rates in LIB127.
- The library will continue to explore the feasibility of combining the library and staff on one floor. Remodeling should include a dedicated classroom with state-of-the-art equipment, small group study/meeting rooms and private workspace for staff.

PART 2: MEDIA SERVICES

Purpose

The goal of Southwestern's media services is to provide adequate service for the varying requests and needs of the campus community, including access to new technologies and resources, thus aligning the department with the stated mission of the college. To accomplish this, media services will do the following:

- Provide support services for the integration of technologies in the instructional process, including basic

support such as equipment setup, audio and video services, multimedia equipment and services to the campus and campus community. In addition, media service handles most aspects of the video conferencing programs on campus.

- Provide training to instructors, students and staff in the use and implementation of multimedia equipment in the classroom. In addition, by partnering with four-year colleges and universities through videoconferencing offerings, the media services are providing distance education to the community.
- Support the student population and student government by providing equipment, as well as staffing and training for various on-campus activities. The department's student workers learn various technical skills and the importance of good work ethics while employed in media services.
- Assist community leaders and local non-profit organizations in informational presentations. Assistance provided includes the loan of equipment, technical support and training in the use of multimedia equipment.

Resources and Services

Media services has installed screens and overhead projectors in all classrooms on campus. There are also screens and overhead projectors in campus meeting rooms. Media services staff maintain these permanent fixtures and supplement the equipment as requested. Equipment is available for use, both for supplemental classroom equipment and for off-campus use. **(Exhibit 5.17)**

In-House Resources

In addition to the equipment listed in Media Services Exhibit 1, media services

have equipment housed and used in its office. This equipment includes a videotape duplication rack with five VCR's, a high-speed stereo cassette copier, four separate satellite systems and a photographic copy stand complete with lamps and camera that are used for slide production.

Three of the satellite systems are used to bring in KU, C band and PBS digital broadcasts for live teleconference events or to record programming for later use. The KU/C band dishes are steerable and can be programmed to move. The PBS dish is digital, is fixed in position and cannot be moved. These satellite systems are controlled with satellite receivers and other telecommunications equipment housed in a small room within media services.

The fourth system, Network II, was phased out in June 2001. IPTV is interactive teleconferencing using a T-1 line and an interactive videoconferencing system. IPTV allows for two-way interactive teleconferencing. Media services currently has a V-Tel system (one of the many brands of equipment used for this technology) on loan from the local ESD.

Media services also keeps a supply of audio and videotapes, replacement lamps for projectors, cables, cords and connectors, transparency film rolls for overhead projectors and other supplies.

Management of Resources

Media services staff provide preventative maintenance and minor repair of equipment. This includes cleaning; belt, lamp, gear replacement; and soldering. Equipment with major repair requirements is sent off campus to be repaired.

Media services attempts to keep a good supply of working equipment on hand. Unfortunately, the funding is not currently available to allow for back-up multimedia type equipment.

Facilities and Access

Media services is housed on the first floor of Tioga Hall. The main office is in room 101 that contains two smaller interior rooms: one of which houses the copy stand and provides storage and the other houses the control systems for the satellite dishes.

Media services has a couple of small storage areas in other areas on campus, Sitkum Hall and Stensland Hall. The back of teleconference room, Tioga 105, is also used for storage.

The main media services office is sizeable enough to allow for the assembly and repair of equipment; pick up and delivery of equipment, including large equipment carts as seen in Table 5.9; and the receipt of supplies and equipment. There are storage racks in the office and two distinct work areas for the employees.

Table 5.9 Media Services Equipment Use: 98-00

Southwestern Oregon Community College		
Type of Equipment	98-99	99-00
Computer on cart	341	510
TV/VCR	971	1428
Slide Projector	221	213
Total	1533	2151

The media services office is officially open from 7:30 a.m. until 5:00 p.m., Monday through Friday. Office staffing begins at 7:00 a.m. and can extend to 10:00 p.m. due to teleconferencing or other on-campus activities. The media services staff make every effort to be accessible to the campus community. The staffers make themselves available for call back to the college for special events, technical problems and weekend activities.

Media services also supports campus wide multimedia classrooms across the campus. **(Exhibit 5.18)** Due to the increased use of technology in the classroom, media services has retrofitted

numerous classrooms with permanent multimedia equipment.

Teleconference Rooms

The college has two teleconference rooms located across the hall from the media services office. Each room seats 30 participants. These rooms currently have network connections and satellite system connectivity. Tioga 103 is used to receive broadcasts from three of Southwestern’s satellite systems. The college has installed a V-Tel IPTV system in the room that also has ISDN line connectivity.

Curry County

Media services provide videotaping, ordering of supplies and related services. Curry County utilizes its own equipment for media delivery and that of the local school districts where classes are held. Minor repair of equipment is done on-site by qualified temporary help.

Personnel and Management

Media services is staffed with two full-time employees and one half-time student employee as seen in Table 5.10. **(Exhibits 5.19)** The supervisor of instructional media operations reports to the dean of instructional and student services.

Table 5.10 Media Services Personnel: 00-01

Southwestern Oregon Community College Media Services				
	Super.	Telecon. Tech.	Student Workers	Total
FTE	1	1	.5	2.5

Staff Development and Training

Much of what is done by media services involves implementing new technologies as developed. The media services staff attend workshops and conferences to keep abreast of new developments in educational technology.

Students employed by media services are trained on site by the staff. Students gain some technical knowledge involving audio and video equipment, as well as good work ethics.

Analysis and Appraisal

In preparing this document, a survey went out to the faculty regarding numerous departments and areas of the campus. Media services was included in this survey. The questions regarding media services included queries about sufficient staffing, quality of service, available equipment and hours of operation. The responses were very positive in all areas and media services rated very high.

The media services staff know the capabilities of the various classrooms and meeting rooms on campus. This knowledge allows the service to react quickly to requests for equipment and services. The staff seldom fail to set up equipment correctly and punctually.

Media services does a good job of maintaining the film and video budget for the faculty, as well as keeping the faculty aware of what funds are available to access films and videos.

The film budget has remained stagnant for several years. Some departments, most notably arts and humanities, have indicated the film budget should be increased. The budget currently stands at \$6,180, which is shared by all the divisions.

The department uses its limited budget frugally to provide resources for the instructional programs. **(Exhibit 5.20)** The media services budget represents less than one percent of the college budget as a whole. The only area receiving an increase in recent years is the supply budget, which went from \$5,305 to \$8,000 this year to allow for the purchase of video projector lamps for the multimedia classrooms and

checkout projectors. Projector lamps range in price from approximately \$350 to \$450 each.

Media services has developed an instructional training session and a base of vendors for equipment purchase, repair and information regarding new equipment that is helpful to users of multimedia equipment.

Planning and Evaluation

Challenges facing media services at this time include limited staffing and funding; logistics problems in retrofitting old buildings with new technologies; and the rapid, continual changes in technology. Currently, the department is converting from one type of teleconferencing technology to another. The department is moving from a compressed digital video system that is brought in over a satellite system to an Internet protocol. The new system will allow continued partnerships with higher education and help forge new ground with the local K-12 ESD and small business.

Due to limited staffing, it is difficult to meet the timelines for setting up classroom equipment between classes. Media services has begun coordinating instructor room assignments with the scheduler in the office of instruction in an effort to match rooms, equipment and instructors in a way that allows equipment to remain in place. The department is also retrofitting more classrooms of varying sizes with multimedia equipment that will allow more instructors access to the new technology.

Recommendations

- Continue to work with faculty and staff on the implementation of new technologies on campus.
- Continue to look for ways to improve service to the campus and campus community. In the last couple of years

the department has modified office hours to better serve the campus. The teleconference technician works varying hours dependent on the day's video-conferencing schedule. This allows for more flexibility in dealing with staffing campus activities outside of "normal" operating hours.

PART 3: INFORMATIONAL TECHNOLOGY

Overview

Information technology (IT) at Southwestern provides faculty, staff and students with access to and support for continually changing technology including:

- Computer equipment.
- Software applications.
- Network services.
- Telecommunication services.
- Internal databases.
- Internet and intranet services.
- E-mail services.
- Training services.
- Institutional research.
- Programming services.

There are approximately 800 computers at Southwestern's various labs, offices and outreach sites. IT serves the hardware and software needs of the full-time faculty, counseling and testing, student housing and the administrative staff on the main campus, as well as at remote district sites. The service also supports client servers for student labs, serving over 400 student-access computers in 23 major labs.

The recent addition of four labs in outreach sites was funded by a department

of education grant and are maintained by college staff.

IT provides information for faculty and staff for various uses, including grant proposals, management decision-making and institutional effectiveness evaluation.

Purpose

The role of IT is to provide up-to-date computer and network technology and support to the faculty, staff and students at Southwestern. The services provided by IT include:

- Installing and maintaining all computer hardware and software for faculty and staff.
- Installing and maintaining server hardware and software for instructional labs.
- Installing and maintaining computer hardware for student housing.
- Planning, designing, implementing and maintaining the local area network.
- Developing new technologies to make users' jobs more efficient.
- Installing, maintaining and administering application servers, e-mail servers, placement testing servers, Web servers, classroom lab servers and the firewall.
- Administering telecommunications hardware and software, including PBX; voice mail administration; and all telephone additions, changes and drops.
- Training of faculty and staff in administrative application software.
- Providing statistical information for measures of institutional effectiveness, state reporting and federal reporting.
- Programming of administrative application software to support faculty and staff, including reports, screens and export information.
- Ordering all computers and peripherals for faculty and staff.

IT has made many improvements for students, faculty and staff over the last ten years. These include building the network infrastructure and providing computer access for full-time faculty and staff. Some other achievements during the last ten years include:

- Designing and installing a fiber optics network throughout the Coos Bay campus.
- Designing and maintaining a college Website on the Internet and a college intranet Website.
- Upgrading and improving the college administrative software.
- Installing and maintaining a telephone registration system.
- Providing computers for all full-time faculty and most staff members.
- Providing measures of institutional effectiveness (MIE) for the college Board.

Resources and System Support

Faculty and Staff

The college supplies a computer, e-mail and voice mail for each full-time faculty member and for most staff members. At this time there is an inconsistency in the computer platforms across the college. With the implementation of the technology fee plan, the college will implement a minimal standard for the computing platform and begin to replace all computers in the college district during the new four-year cycle plan.

IT orders all computer equipment and peripherals for college faculty and staff. This maintains a consistency in computer hardware college-wide. All on-campus computer equipment is set up and installed by IT staff. If problems occur with this equipment, the IT staff repair it.

All IT staff members act as a technical resource for staff and faculty. IT staffers are available to answer technical questions and to provide technical planning and design to the college as a whole. For more formal training, IT holds administrative training classes for faculty and staff members.

College-wide Systems

IT is responsible for nearly all computer systems and applications, including e-mail, voice mail and the college's administrative application software. IT is also responsible for the college's 14 instructional, administrative and Web servers. The service supports and maintains many operating systems and database systems including HP-UX; Linux; Windows NT; Windows 2000; Unidata; Envision; and the Cisco, Novell and Bay networks.

IT staff provides all the support for the college network infrastructure and equipment, including all phases of network upgrades, from design to implementation. IT also performs all programming of the 13 switches and five routers.

Although the college Intranet is currently of limited utility, IT plans to use this tool in the future for information technology documentation. With the installation of the college administrative application Web software, students, faculty and staff will have the ability to easily interface with the college administrative database. This process will include student registration, faculty grading and business office functions. IT will plan, install, modify and support the new Web software.

IT performs all system administration for the college's telephone system. This includes the hardware, the voice mail system and the coordination of new line drops and the resolution of line problems with the telephone company, however the current refurbished telephone system will not be supported after this year. All parts needed for the system are because the parts are no longer manufactured. The telephone system will have to be replaced.

IT provides training for all college staff and faculty. Currently, IT provides only two classes: basic colleague uses and student system inquiry. The service is planning to provide the following additional classes: colleague financial inquiry, human resources inquiry, system inquiry tools, using and creating colleague rules and communications management. These classes are currently being developed and scheduled.

Institutional Research

IT currently provides information to help produce the MIE reports. IT also provides information and statistics for grant applications and management decision-making. The information requests include queries on retention, FTE, degree intent, financial aid eligibility, placement, GPA, the professional technical reports, graduation, student right-to-know and research for Carl Perkins grant for selected student or course populations.

Facilities and Access

Infrastructure

The local area network of the institution is based on fiber-optic cables that connect all the buildings on the main campus, except for the fire tower. The communications infrastructure is based on 10BaseTX, 100BaseTX and 1000BaseTX Ethernet for administrative and instructional computing. The telephone system is very old but meets the needs of

the institution at this time. New telephones that will integrate with a new telephone system are currently being phased in.

Administrative Computing

The college purchased Colleague, a large integrated administrative software application system in 1993. In September 2000, the IT programming staff upgraded this application to the current version. This system provides for all administrative and data collection needs. The IT programming staff complement this system by providing programming services for supplemental reporting needs, virtual field subroutines, forms processing and statistical reporting. These services support the users' efforts to fulfill the college's mission and goals. The IT programming staff also provides the programming to support state and federal reporting requirements. The application software runs on a Hewlett-Packard D390 server under the HPUX operating system.

Curry County

Curry County takes part in the planning process and the effort to have similar equipment and plans institution-wide. Most of Curry County's immediate needs (minor repair and installation) are taken care of on-site by qualified temporary help or as part of the job description of Curry's computer science instructor. Every effort is made to work with the IT staff in development and implementation of instructional computer labs.

Personnel and Management

Organizational Structure

The staff headcount in IT has not increased during the last few years. The structure of the service, however, has changed to meet the needs of the rapidly changing technology and the shift toward desktop computers and server technology. A chart of the IT department personnel with technical expertise needed and the

current level of expertise are found in **Exhibit 5.21.**

Staff Development

Staff development is needed more than ever because of the speed with which technology changes. The department is planning a training schedule to systematically increase the knowledge of the technical staff. IT technical staff must continue to upgrade the skills necessary to support many varied technologies, including databases, networks, operating systems, servers, network equipment and computer hardware.

Planning and Evaluation

IT has no formal steps for evaluation. IT uses feedback provided by field technicians, faculty, staff and students on a day-to-day basis to evaluate major problems and track response time. One outcome of this feedback has been the implementation of a job request and tracking system that allows the users to enter the requests directly into the administrative computer software system and the IT supervisors to review and schedule the requests on a daily basis. The jobs completed and jobs still pending are reported to the college Board in the departmental quarterly report. IT is continually improving the job request and tracking system.

Strengths

IT has dedicated and hardworking personnel. The department has acquired excellent outside technical support, have learned to perform a variety of jobs and work efficiently and independently.

The college has a state-of-the-art network with excellent inside and outside support as well as computer and network access for all full time faculty and most staff members. All the critical systems have industrial UPS support and are on a regularly scheduled backup plan.

The IWTC is now an integral part of the college's campus-wide planning process. It provides the ability to communicate technology needs and plans for the future. The technology plan has been used to write grant applications that match the stated needs of the plan as well as the college mission. **(Exhibit 5.7)**

Challenges

IT faces many challenges. The fast-changing world of information technology requires constant training and cross training. A continuing lack of expertise in some of the technical systems needs to be addressed. Written procedures and documentation remain incomplete. IT is a small department and cannot always provide services in a timely fashion.

Because of funding restraints, the college now faces the problems of aging computer equipment, a shortage of spare parts and an obsolete phone system.

Recommendations

- The college will continue to replace aging computer equipment, funding new acquisitions through the use of the technology fee. PC hardware and software purchases should be standardized to facilitate more efficient use of technical support.
- The technical staff should be trained on an on-going basis to keep abreast of fast-changing technologies. With better documentation and cross training, the technical staff will be better able to support the users.
- The college should start exploring the feasibility of hiring additional technology staff including a software programmer and an institutional researcher.
- The college will investigate the acquisition of a new telephone system. This process would include looking at

new technologies in order to find the system that best fits the needs of the college.

PART 4: INSTRUCTIONAL COMPUTER LABS

Purpose

The instructional computer labs (ICL) support the college mission statement by providing computer access and support for all students. The purpose of the instructional computer labs is to provide assistance to students via technical skills and software techniques, as well as by proctoring computer tests. The computer lab assistants also provide support to faculty by keeping computerized classrooms functioning and current software loaded. The assistants are kept updated by faculty on assignments given to the students so lab assistants can provide help to the students as needed. This support is given to all faculty and students at Southwestern.

Resources and Services

The resources provided in the instructional computer labs are computers and up-to-date software for classes, supplemental instruction and community lab areas. The institution provides facilities and access to the instructional computer labs to all students, faculty and staff. Students who need access to computers and software assistance in doing assignments use the community labs. The staff keep the skills up-to-date and work with the instructors to provide the assistance needed to both the faculty and students. Staff are encouraged to take classes at no cost to stay current in the field. The division director of business and technology and the dean of workforce development manage the instructional computer labs.

All instructional computer labs on campus have computer equipment adequate

to meet the needs of computer lab users. In the last three years, the college has been upgrading computers in the instructional labs. There are 23 labs on campus, six of which support any needed multimedia requirements with over 400 computers, supported by four network servers. Table 5.11 illustrates the equipment available to students in the learning hub. Six labs are dedicated to workforce development; four are housed in the Newmark Center and two in the business enterprise center.

Table 5.11 Student Use Lab Equipment

Number	Equipment	Lab
52	P – 4 1 gig	T403/408
26	P-3 500 MH	T405
26	P – 166	T401
58	P – 166, 233, 500 & 700	T409/410

In the near future a Web server will be added to support lab computers for students.

The network servers that support all instructional computer labs store all programs and tools used by students and faculty. Faculty have personal directories where lesson plans and instructional materials are stored.

Facilities and Access

The computer labs host a variety of students of all disciplines. The students who are served range from the recent high school graduate to the senior citizen returning to school to learn to use a computer. Computer classrooms are also provided for the business development center, contracted training and outreach and professional development as needed.

A variety of current software is installed on the computers. A recent upgrade of the software was made possible through a grant with AACC/Microsoft, which includes new Windows98 operating system and Microsoft

Office2000. Additional software includes WordPerfect2000, Publisher, Visual Studio, Plato, PC Logger, Autocad2000, Southwestern Skillbuilding and Keyboarding Pro.

The computer labs are open at varying hours to meet the needs of the students.

(Exhibit 5.23)

Since 1982, the computer labs have existed in several locations and were placed in various departments. According to the 1992 Southwestern accreditation document, administrative computing, academic computing and instructional computing were shared and the instructional program staff were comfortable with this. At that time, there were 12 computer majors on campus. As of fall of 2000, there were 102 computer majors. Other changes that have occurred since the last accreditation include the following:

- In the fall of 1993 the first multimedia instructional computer lab went online in Lampa Hall.
- In winter of 1995 the instructional computer labs moved to the fourth floor of Tioga Hall to make accessibility to all the labs at that time more convenient.

All instructional computer labs are fully ADA compliant. The special needs of any student can be supported with the current equipment. The growing needs of all lab users and increasing levels of sophistication have placed larger demands on the network servers and the network. The network is in the process of being upgraded segment by segment as funds allow, increasing the speed and reliability for all users.

Throughout the campus the instructional computer labs have over 400 machines in 23 computer labs and 9 multimedia classrooms. **(Exhibit 5.24)** Instructional computer labs handle the initial hardware and software setup for all

student use desktop stations on campus; provide upgrade, repair, inventory and relocation services; and phase out the computers at the end of usefulness to the college. Instructional computer labs in conjunction with media services provide support to the classrooms on campus through maintaining computers on mobile carts and in stationery positions in the classrooms. Faculty and staff may request to use this equipment by contacting media services. Many classrooms now have dedicated computers available to faculty and staff to use.

Curry County

Curry County has an instructional computer lab in the Gold Beach Center and both an instructional computer lab and an open computer lab at the Brookings Center. One computer dedicated to distance learning is available at the Port Orford Library and time is available on computers at the north Curry one stop center.

Personnel and Management

Currently, five computer staff are on campus with two computer staff at the Newmark Center as seen in Table 5.12. **(Exhibit 5.25)**

Table 5.12 ICL Personnel: 00-01

Southwestern Oregon Community College Instructional Computer Labs		
Title	12-month position	10-month position
Tech. Asst. II	2	
Tech. Asst.	2	2
Teacher's Asst.		1

A technical assistant is in the labs at all times; labs are open to provide support and help students and faculty and to help with equipment. The technical assistants are responsible for repair and maintenance of the computer equipment, peripherals and software in the computer labs and

classrooms. Teacher's assistants work with faculty by proctoring tests and collecting homework in addition to assisting students. In addition, federal work-study student assistants are hired to help assist students and the instructional computer labs' technical assistants. These students keep the paper in printers filled, clean the computer screens, ensure that students log in and log out of the labs and are each employed for approximately nine hours a week.

The Newmark Center has employed federal work-study students in the past and plans to employ them again in the future.

Analysis and Appraisal

According to a student opinion survey administered by the American College Testing Service (ACT) in April 2000 to students exiting Southwestern, satisfaction with the instructional computer labs is high. **(Exhibit 5.26)**

The stability of the AC power system in Tioga Hall needs to be tested under load to identify problem areas where too much computer equipment or other equipment has exceeded the level at which the power can be delivered in a stable manner. In the past, power outages have occurred due to excessive power demands. The stability of the power largely determines how long a piece of electronic equipment will function correctly. Unstable power effectively shortens the time in which electronic equipment can operate without failure. Some failures of electronic equipment force the replacement of the equipment damaged by such instabilities. These failures can have a large effect on all users of the labs, especially if the networking equipment has been damaged.

As more departments begin to incorporate technology into the coursework, the demand for computer labs and services will increase. Demand for lab space is high during peak instructional hours, as academic

departments other than computer information systems have begun to utilize computer labs. Examples of classes currently held in the computer labs are writing, biology, journalism and art. The faculty members of these courses state that the use of the computers enhances the learning for the students. While the college is currently serving students adequately, there is little room for the growing number of users expected in the near future.

Instructional computer labs are funded from the general fund and the technology fee. The AACC/Microsoft Working Connections Grant has helped fund software; however, the majority of the computer equipment in the Newmark Center, outreach and the business enterprise center computer labs has been secured with grant funding. The college budget currently does not meet the goals. An increase in the technology fee has helped with replacement of equipment and computer upgrades but is inadequate for additional personnel and staff training. Training would include certification for staffers and would enhance the overall staff performance (i.e., current hardware and software techniques).

However, computers need to be upgraded regularly. A variety of computers from various vendors are in the lab. Many are only 166-megahertz. To run efficiently with today's software, computers need to be upgraded to at least 500-megahertz machines and need to be put on the replacement schedule of the technology plan. **(Exhibit 5.7)**

Some labs need additional network wiring (and equipment to support those connections) to increase the number of computers in a given area. The power stability discussed above must also be taken into consideration to safely accommodate the additional equipment.

Planning and Evaluation

The associate dean of workforce development and the division director of business and technology governs the planning for the instructional computer labs. The division director meets as appropriate with the instructors, lab staff and others to ensure that both the students and the faculty are being supported.

The associate dean of workforce development supervises the labs at the Newmark Center with the assistance of a lead faculty member. The lead faculty member meets with lab staff to ensure that both the students and faculty are being supported.

Recommendations

- Staff will maintain the equipment at state-of-the-art level, through the use of the technology fee and implemented by the Southwestern institution-wide technology plan.
- Staff will continue to take classes to stay current in both software and hardware courses.
- Staff will continue to work on customer service skills that enable them to relate well to students, staff and faculty.

List of Exhibits

Part 1 Library

- 5.1 Formal Agreements with Other Libraries
- 5.2 Data Regarding Number and Assignments of Library Staff
- 5.3 Hours and Services of Learning Resources Facilities
- 5.4 Policies, Regulations and Procedures for Management
- 5.5 Organizational Arrangements for Managing Libraries and Information Resources
- 5.6 Statistics on Library Collection and Learning Resources
- 5.7 Adequacy of Holdings, Information Resources and Services
- 5.8 Institution-wide Technology Plan
- 5.9 Evaluation of Library and Information Resources
- 5.10 Computer Usage Statistics for Accessing Library Services
- 5.11 Library User Education
- 5.12 Adequacy of Facilities
- 5.13 Vitae of Professional Library Staff
- 5.14 Statistics on Use of Library And Learning Resources
- 5.15 Comprehensive Budget(s) for Library and Information Resources
- 5.16 User Services Provided by the Computing Facility

Part 2 Media Services

- 5.17 Inventory of Equipment.
- 5.18 Inventory of Multimedia Rooms and Equipment.
- 5.19 Assignments of Media Services Staff

- 5.20 Comprehensive Budget(s) for Media Services.

Part 3 Informational Technology

- 5.21 Assignments of Information Technology Staff

Part 4 Instructional Computer Labs

- 5.23 ICL Rules and Policies
- 5.24 Inventory of Computers Used in the ICL and Classrooms
- 5.25 Assignments of Instructional Computer Lab Staff
- 5.26 Student Opinion Polls and Measure of Institutional Effectiveness
- 5.27 Minutes of Standard Five Committee

Standard 5 Committees

Leadership Team

Blake Bowers, fitness management and athletic training faculty
Kat Flores, IT director
Garrett Gregor, math faculty
Kathy Laird, nursing faculty
Eleanor Niesen, English faculty
Ray Shipman, computer science faculty
Mark Stueve, computer science faculty
Bill Yates, computer science faculty

Peer Review Team

Sharon Tashjian, chair, library faculty
Phil Barker, IT staff
Evan Davis, English faculty
Laura Devine, media services coordinator
Steve Erickson, psychology faculty
Mary Jane Fisher, CCLS staff
Sally Harrold, English faculty
Dawn Jones, library staff
Celso Ledesma, library staff
Suzy Piatt, library staff

Pauline Smith, library faculty
Laura Taylor, computer lab staff

STANDARD SIX

GOVERNANCE AND ADMINISTRATION

Governance System

On December 18, 1995 Southwestern's Board adopted a policy-based governance system. The Board is actively involved in the governance of the college. The Board governs in a style that accentuates an outward vision or focus. Members of the Board encourage diversity of viewpoints, strategic leadership and collective or consensus decision-making; they are future oriented and proactive rather than reactive. The Board may vote to change its governance policies at any time.

The role of the Board is to direct, oversee and encourage the college through the expression of policies. Board policies are statements of values and of approaches that address statutory requirements and boundaries of prudence and ethics to be observed by both the Board and the college. As a representative of the public trust, members of the Board evaluate presidential performance. Board members' duties, responsibilities and length of term are defined in the Board job description. **(Exhibits 6.1, 6.2)**

The college president is the chief executive officer of the college and is the Board's single official link to the institution's operations. The college president is accountable to the entire Board and all Board authority delegated to the staff is delegated through the president.

The Board considers new or revised policies for approval after the process of campus open hearings, scheduled between the first and second readings of the Managers' council, are held. Comments received at the open hearings will be forwarded to the Board with

recommendation for approval. Upon a majority vote of the Board, the policy will be incorporated into the administrative policies. The Board may choose not to act on a specific policy change, pending additional information or research. **(Exhibits 6.1, 6.2)**

Governing Board

The Board provides strong and constructive leadership to the college. It is involved in the development and direction of the institution, such as approval of the budget and expenditures of the college; degree, certificate and diploma programs; and major substantive changes in the institutional mission and policies. All full-time faculty and administrative hires at the college, including the president, must be approved by the Board. Board members are encouraged to attend in-service programs and other college functions to become more familiar with college events.

The Board is composed of seven members nominated and elected at large to serve four-year terms. To be elected, a Board member must be both a resident of and a qualified voter in the college district. No employee of the college is eligible to serve as a member of the Board. **(Exhibits 6.1, 6.3)**

When a vacancy occurs on the Board, the remaining members meet and elect a person to fill it by the following procedure: Southwestern's Board publishes a notice of vacancy in district newspapers, soliciting interested candidates. **(Exhibit 6.3)** Candidates are scheduled to interview with the Board during its next monthly business meeting. After all interviews are concluded, the remaining Board members elect a

person to fill the vacancy until the next regular district election, at which time a successor is elected by district voters to serve for the remainder of the term.

(Exhibit 6.3)

In accordance with ORS 341.283 (6), members of the Board shall receive no compensation for their services but will be allowed the actual and necessary expenses incurred by them in the performance of their duties, such as travel per diem, liability insurance and worker’s compensation insurance. **(Exhibits 6.1, 6.2, 6.3)**

The Board meets as frequently as the proper and efficient discharge of its duties requires. During its annual organizational meeting, the Board designates a regular monthly meeting time and day; currently, meetings are scheduled on the fourth Monday of the month, with the exception of August when the Board does not normally meet. **(Exhibits 6.1, 6.2)**

Under Oregon law, all meetings of the governing board, subcommittees of the board and advisory committees of the board are subject to the provisions of the Public Meetings Law, which specifies that all meetings shall be conducted in public unless specifically exempted (executive session) and that no quorum of a governing body may meet in private to decide or deliberate toward a decision on any matters except those exempted. **(Exhibit 6.3)**

The Board reviews the college’s mission, the Board goals and the institution’s philosophy annually at a working retreat. Minutes of retreats and Board meetings are published for public information and in several formats, including printed media (located in the college library) and the college’s internal computer network available to all college employees with computer access. **(Exhibits 6.2, 6.3, 6.4)**

Table 6.1 Members of the Board of Education

Name	Position	City	Term	Occupation
Nancy Brouhard	1	North Bend, OR	6/30/03	Registered Nurse
Marcia Jensen	2	North Bend, OR	6/30/05	Accountant
Charlie Vincent	3	Coquille, OR	6/30/03	Retired Educator
David Bridgham	4	North Bend, OR	6/30/05	Dental Technician
Carol Oelkey	5	North Bend, OR	6/30/05	Homemaker
Dan Smith	6	North Bend, OR	6/30/03	Sr. VP and Chief Operating Officer
Mike Murray	7	Gold Beach, OR	6/30/05	Insurance Agent
Joanna Blount	Ex Officio	MASSC	Annual	Assoc. Dean Collegiate Education
Iosha Reed	Ex Officio	Assoc. Student Government	Annual	Student
Ron Metzger	Ex Officio	Faculty Senate	Annual	Faculty
Ron Steffens	Ex Officio	Faculty Federation	Annual	Faculty
Carl Gerisch	Ex Officio	Classified Federation	Annual	Classified Staff

To strengthen ties with key players, the Board visits with the K-12 district board annually and has regularly invited the business community, K-12 representatives, the Oregon university system, and with state representatives of the department of community college and workforce development (CCWD). Each member attends regularly scheduled K-12 board meetings.

Leadership and Management

College President

The college president has the authority and responsibility for the administration of the college, subject to the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the Rules and Regulations of the Oregon Board of Education and the policies of the college district. **(Exhibits 6.1, 6.2, 6.3)**

It is the policy of the Board to appoint the president of the college as the Board of Education clerk, college budget officer and custodian of funds. **(Exhibits 6.2, 6.3)**

The president assists the Board in the following ways:

- Directing the overall operation and administration of the college, in accordance with the purpose and objectives of the college and in conformation with the Board's policies and procedures.
- Formulating and recommending to the Board new or revised policies and procedures affecting the college.
- Reviewing the educational program of the college on a continuing basis and recommending appropriate modifications.

- Preparing and administering the annual budget.
- Participating as an active member of the Southwestern Foundation.
- Serving in cooperation with the Board and staff as chief public relations officer representing the college to the public, community organizations, other schools and colleges, business, industry and state government.

Administrators

The principal administrators of the college are well qualified, competent and respected by the campus community. The duties, responsibilities and ethical conduct requirements of administrators are defined and published in the college code of conduct. **(Exhibit 6.5)** All college administrators have current job descriptions on file in the accreditation resource room.

Yearly goals are developed for each administrator by the college president and the individual administrator. Annual evaluations reflect the agreed-upon goals and job duties. Administrators' annual goals and job duties reflect the institution's mission and goals.

Administrators and staff present institutional research findings as measures of institutional effectiveness (MIE) reports at monthly Board meetings. MIE's were developed to gauge how the college is performing overall.

Administrators are responsible for ensuring that each instructional program and service evaluates its own effectiveness. College instructional programs and related departments also evaluate their programs and services for effectiveness. Employer follow-up surveys, program evaluation and assessment (Perkins) and course evaluations help each administrator determine instructional service areas that are strong and those areas that need remediation.

Programs or services in need of remediation are reviewed and a remediation plan is developed.

Criteria for administrative, faculty and staff appointments and evaluations are evaluated and revised on an annual basis. Administrative and classified staff are evaluated annually, based on their job functions; at this time annual goals are developed for the following year.

Evaluation criteria for faculty are printed in the faculty handbook and the faculty union contract. **(Exhibits 6.6, 6.7)** Non-tenured and visiting faculty are evaluated every year until tenure is received. Adjunct faculty are evaluated every year. Tenured faculty are evaluated every three years. Faculty who are not being evaluated during a given year must turn in a yearly service report that details their activities, accomplishments and goals for the following year. Part-time faculty are evaluated once a year, with an administrative review every three years.

Administrators adhere to established timelines for hiring faculty and staff, compiling course schedules, budgeting, performing institutional assessment, and evaluating full and part-time faculty and other activities that support college functions. Administrators and staff who are involved in the hiring process follow the standard college procedure and process set forth by the human resources department; hiring process is detailed in Standard Four. Members of the community may be asked to serve on the hiring committees.

Salaries and benefits are adequate to hire and retain administrative staff. Most

staff positions are filled on the first hiring round; rare exceptions include the director of nursing position, which is presently affected by a national shortage of qualified staff and economic incentives. Retention of principle administrative staff has not been a problem in the past. However, administrative staff have been replaced in the last three years due to retirements and the college expects more retirements in the near future. Furthermore, it has been noted that division director position turnover is more frequent than that of other administrators. The position is more fluid due to staff taking higher positions in the institution or retiring, rather than leaving Southwestern to work elsewhere.

To deal effectively with issues, concerns and daily operations of the college, each administrator works directly with specific committees in her/his area of responsibility such as the administrative working committees and faculty senate committees.

The four chief administrators of the college are listed below:

- Stephen J. Kridelbaugh, President
- Lynda Hatfield, Dean of Instructional and Student Services
- Sheldon Meyer, Dean of Administrative Services
- Mike Gaudette, Dean of Marketing, Recruiting and College Advancement

Full resumes for each are located in **Exhibit 6.8**. Summary resumes of these administrators are below:

Stephen J. Kridelbaugh, Ph.D.
President

Education	BS	1967	Geology/political science, Wayne State University
	Ph.D.	1971	Geology/chemistry, University of Colorado
Professional Experience		1990-present	President, Southwestern Oregon Community College
		1985-1990	President, Olney Central College Executive Director, Olney Central College Foundation
		1974-1985	Associate Dean for Research, Planning, Development Personnel, Lower Columbia College Executive Director, Lower Columbia College Associate Dean of Instruction, Lower Columbia College
			Assistant to the President, Lower Columbia College
			Instructor, Lower Columbia College
		1972-1974	Postdoctoral Research Associate, University of Oregon
		1971-1972	Assistant Professor of Geology, Eastern Washington State University

Lynda Hatfield
Dean of Instructional and Student Services

Education	AA	1974	Early Childhood Education, Lane Community College
	BA	1979	Home Economics Education, Oregon State University
	MEd	1981	Education, Oregon State University
Professional Experience		2000-present	Dean of Instructional and Student Services, Southwestern Oregon Community College
		1998-2000	Division Director for Business and Technology, Southwestern Oregon Community College
		1988-1998	Dean for Professional Technical Education, Clatsop Community College
		1979-1988	Early Childhood Education Instructor/Childcare Center Manager, Clatsop Community College

Sheldon Meyer, Ph.D.
Dean of Administrative Services

Education	AAS	1967	Associate of Arts, Southwestern Oregon Community College
	BS	1969	Geology/environmental biology, University of Utah
	MEd	1972	Counseling, Oregon State University
	PhD	1978	Counseling, adult education, gerontology, Oregon State University
Professional Experience		1995-present	Dean of Administrative Services, Southwestern Oregon Community College
		1993-1995	Director of Human Resources, Southwestern Oregon Community College

1990-1993	Director of Human Resources Central Region, Group Health Cooperative
1983-1990	Assistant Administrator, Bay Area Hospital

Mike Gaudette
Dean of Marketing, Recruiting and College Advancement

Education	BS	1976	Chemistry, University of Portland
	MBA	1991	Business administration, City University
Professional Experience	1999-present		Dean of Marketing, Recruiting and College Advancement Southwestern Oregon Community College
	1991-1999		Director of College Advancement, Southwestern Oregon Community College
	1986-1991		Information Specialist, Centralia College
	1981-1991		Math and Chemistry Instructor, Centralia College

Faculty Role in Governance

General Faculty

The faculty recognizes that the support and control of the college lies with the citizens of Southwestern’s district. Further, the members of the Board are elected representatives of the citizens of the college district. The president of the college exercises leadership and control by putting into practice the general policies set forth by the Board. The general faculty has the power to act upon matters of educational policy within the limits prescribed by federal and state law, regulated by the State Board of Higher Education and the faculty collective bargaining agreement. Thus, Southwestern is the joint responsibility of the college Board, the president and the faculty.

“General faculty” includes all the following: president of Southwestern, all full-time faculty, all adjunct faculty, the dean of instructional and student services, the associate dean of professional technical education (vacant), the associate dean of

workforce development, the associate dean of collegiate education, the associate dean of student services/registrar, the associate dean of the Curry County program, the director of outreach and professional development and division directors (business and technology, health and human services and collegiate education). **(Exhibit 6.9, 6.10)**

The faculty participate in the governance of the college through the faculty senate and the subcommittees and instructional council. The general faculty review, then approve or reject the actions of the faculty senate. The president of the college may suspend or overrule action taken by the faculty and ask for the reconsideration of such action. If the president and the faculty senate, after appropriate efforts, fail to reach agreement on a question, the president or the general faculty may appeal the question to the Board.

Faculty Senate

The faculty senate consists of ten representatives elected from the membership of the general faculty. There shall be at least one representative from

each instructional division. The remaining seats shall be elected at large. Faculty senate positions are elected by the general faculty for two-year terms. A representative of the Associated Student Government is a non-voting ex officio member of the faculty senate.

The responsibilities and authority of the faculty senate are to act upon matters of educational policy within the limits prescribed by federal and state law and by the regulation of the State Board of Higher Education, Oregon Community College District. The faculty senate holds regular meetings during the academic year. However, special meetings may be called by the president of the college, by the dean of instructional and student services, or by written request of one-fourth of the faculty senate or one-tenth of the general faculty.

The faculty senate chair serves as a non-voting ex officio member on the Board. Because decisions made by administrative staff often relate to academic procedures, the faculty senate chair serves as a line of communication between the Board and the faculty.

Faculty Senate Committees

The college president, with recommendation of the faculty senate, makes committee appointments as described below. Student representation on committees is encouraged, except on the academic standards and the financial aid committees because of confidentiality issues. Student representatives are considered voting members of each committee.

- Academic affairs committee (dean of instructional and student services serves as an ex-officio member of the committee). Student representatives are prohibited from attending when confidential matters are discussed. It is the responsibility of this committee to

review, evaluate and make recommendations regarding subject matter, methods of instruction and program planning of the course offerings of the college. It recommends policy relating to academic probation, suspension and graduation requirements.

- Academic standards committee (associate dean of student services/registrar serves as an ex-officio member of the committee). It is the responsibility of this committee to implement college policies regarding academic probation, suspension and graduation requirements. It adjudicates student petitions on suspensions, reinstatements, graduation requirements and exemptions to policy and credit loads.
- Arts and lectures committee (associate dean of collegiate education serves as an ex-officio member of the committee). It is the responsibility of this committee to develop policy related to the preparation, promotion, or arrangement of lectures, exhibits, or other events that complement the educational mission and goals of the college.
- Budget and planning committee (college president and dean of administrative services serve as ex-officio members of the committee). It is the responsibility of this committee to advise the president on matters of fiscal policy and budget allocations for the college. The committee assists in the development and review of institutional and facilities plans.
- Financial aid committee (dean of administrative services and the financial aid director serve as ex-officio members of the committee). It is the responsibility of this committee to allocate scholarships and talent awards

and to review financial aid satisfactory academic progress petitions. It acts as an advisory body to the financial aid office and recommends general financial aid policy revisions to the faculty senate.

- Library and media services committee (director of library resources and the media services supervisor serve as ex-officio members of the committee). It is the responsibility of this committee to advise the library and media services on the development and review of library and media services policies.
- Staff development committee (dean of instructional and student services serves as an ex-officio member of the committee). It is the responsibility of this committee to monitor the funding of activities that improve instruction and promote professional growth of the faculty. The committee informs all faculty about staff development procedures, screens requests for funding and recommends funding to the dean of instructional and student services. The committee informs all faculty about the faculty excellence awards, ranks submissions and submits recommendations to the college foundation.
- Student affairs committee (associate dean of student services/registrar and the residence life coordinator/ASG serve as ex-officio members of the committee). It is the responsibility of this committee to advise the faculty senate on the development and review of policies and procedures that affect the rights, responsibilities and actions of individual students and student organizations. **(Exhibits 6.11)**

Administrative Working Committees

A number of committees, discussed below, have been developed over the years

to create a more effective and efficient organization by discussing and resolving issues as they arise.

Administrative Support Services Council

The support services council is comprised of supervisors and department heads from non-instructional, support areas of the college. The council meets weekly or as needed for the purpose of sharing information and problem solving in and between the support service functions of the college. The meetings are attended by the dean of administrative services and his administrative assistant, the business manager, the financial aid director, the bookstore manager, the registration and records supervisor, the public safety supervisor, the plant services supervisor, the human resources specialists, the director of housing, the director of conference services, representative(s) from the office of college advancement, the director of informational technology and the supervisor of print and mail services.

College Advancement Management Team

The college advancement management team meets regularly to plan and coordinate the marketing, public relations, resource development and enterprise activities of the college. The office of college advancement has an institutional strategic plan that includes student recruitment, as well as outside funding sources such as grants, alumni and private sector donations. **(Exhibit 6.12)** Members of the team are the dean of marketing, recruiting and college advancement; the director of recruiting; the director of student housing; the resource development specialist; the public relations and graphic design specialist; the Web content and design specialist; the international student coordinator; the director of conference services; the internship coordinator; and the resident and student life coordinator. The team develops,

coordinates and monitors a comprehensive annual marketing and communications plan, budget and timeline. Team members report monthly on quantitative performance measures. Additionally, the team originates and investigates new ideas for marketing, recruiting, public relations, publications, Web-based communications, private fundraising, grants and entrepreneurial endeavors.

Instructional Administrators

The instructional administrators are comprised of the dean of instructional and student services and the associate deans of collegiate education, workforce development, student services/registrar and Curry County. This committee discusses all issues that deal with instruction. The committee members work together with the dean of instructional and student services to develop and recommend the instructional budget to the president. This committee has major input into distribution of equipment purchasing. A variety of instructional issues are discussed.

Instructional Council

The instructional council serves as an advisory body to the dean of instructional and student services in instructional matters such as course and program development, college-wide planning and goal setting as they pertain to instruction and the mission of the college and budgetary allocations based on the planning process. Instructional council is a communications link between administration and members of the faculty in matters of instructional policy. In the past the associate deans and division directors conveyed faculty recommendations pertaining to course offerings, schedules and curricula to the instructional council. The division directors also communicated matters of instructional policy to their respective faculty and staff.

However, during academic year 00-01 the dean of instructional and student services worked with the associate deans and the faculty to change the structure of instructional council to include faculty participation. Effective fall 2001, the change in the composition of instructional council reflects a greater number of faculty serving as advisors to the dean of instructional and student services. The new membership consists of the dean of instructional and student services, the associate deans, the division directors, the directors of outreach and professional development and the adult learning skills program (ALSP) and seven faculty chosen by their divisions, which include ALSP, counseling and the faculty senate chair. The instructional council roster and minutes are on file in the office of instruction and on the Intranet. **(Exhibit 6.13)**

Managers' Council

The president has appointed the following to serve on the managers' council: dean of instructional and student services; dean of administrative services; dean of marketing, recruiting and college advancement; associate dean of workforce development; associate dean of collegiate education; associate dean of Curry County; associate dean of student services/registrar; associate dean for professional technical education (vacant). This committee deals with specific operational issues that impact the college as a whole. Issues are discussed and solutions to problems are developed. Such issues include the institution-wide technology plan, personnel and staffing issues, budget concerns, and reexamining placement scores in English and math. **(Exhibit 6.14)**

Professional Technical Advisory Committees

The president appoints members to advisory committees, which include faculty

from respective areas as ex-officio participants. Advisory committee members give input in the development and approval of curricula and programs that reflect their areas of expertise. The value of these committees has a tremendous impact on instructional programs. Committee makeup represents employers and employees in various areas of expertise who assist faculty in developing cutting-edge programs that respond to community needs. Often advisory committee members serve on hiring screening committees. Professional technical faculty are required to meet twice a year with their advisory committees.

(Exhibit 6.15) Advisory committee rosters and minutes are on file in the accreditation resource room.

President's Council

Representation on the president's council includes Board ex-officio members (faculty senate chair, faculty federation president, administrative representative, ASG president and classified federation president), division directors, managers and administrators. The council meets once a term to share issues and concerns that affect their areas. The president uses this time to update the council on issues relating to the college's budget, facilities and general operations. **(Exhibit 6.16)**

Institutional Organization for Students', Faculty's, Administrators' and Board Members' Involvement

All groups within the college community are invited to recommend policy for Board approval. Of vital concern to the Board is the opportunity for the college community to present its views during open hearings before any policy recommendation is brought before the Board for consideration. Policy recommendations originating outside of the college community must be presented to the

president and the Board chair for approval of inclusion on the Board agenda. The Board asks that recommendations for policy consideration include a statement of rationale that supports the reasons for a revision to present policy or the adoption of a new policy, as well as procedures for implementation and summarization of all input from the community received during an open hearing process. It is a recommendation of the Board that members of the Board not take action on an adoption, revision or deletion of a policy prior to the review of such matters at managers' council and the completion of the open hearing process. The information gathered in this review and hearing process allows the Board to reflect on how the matter will impact the college as a whole. The Board encourages community attendance during Board meetings. A public meeting notice and/or agenda is mailed to newspapers, radio and television services throughout the district. Visitors attending Board meetings may make statements with respect to Board agenda items and may request additions to the official agenda.

Student Role in Governance

ASG is composed of twelve students and a full-time advisor. The ASG constitution is composed of articles and by-laws. Students recommend changes to the constitution, which are sent to the Board for a vote of approval. Students may change the by-laws with a majority vote of the student body. ASG provides students with the opportunity to expand their leadership skills, provides experience in governance and develops transferable skills that will benefit them in their future endeavors. Students are given opportunities to serve on faculty senate subcommittees when appropriate. The president of the ASG sits

on the college Board as an ex-officio member. **(Exhibit 6.17)**

Policy on Affirmative Action and Nondiscrimination

It is the policy of the Board that no one shall be excluded from participation, denied benefits, or be subjected to discrimination or harassment in any activity of the college community because of race, religion, gender, national origin, political affiliation, marital status, parental status, veteran status, disability, age, or sexual orientation. Any complaints concerning equal opportunities in either education or employment shall be processed according to procedures outlined in the college's Affirmative Action Plan. **(Exhibit 6.2)**

Policy on Collective Bargaining

The college has collective bargaining agreements in place with two units: the Federation of Teachers Local 3190 representing the faculty and the Classified Federation Local 3972, AFT, AFL-CIO representing the classified employees. **(Exhibits 6.7, 6.19)** Following the collective bargaining agreement promotes a united environment at Southwestern because it encourages the employer and the employees to work within a set of guidelines. Nothing in either of the agreements has impeded full participation in the self-study process by bargaining unit members. Each of the nine standards, except for Standard Two – Educational Program – had cross-functional representation of classified staff, faculty and MASSC staff in the research and development of the standards.

Analysis and Appraisal

Committee structure within the college allows input into the governance of the college by all employee groups. Throughout the institution, committees, such as the

faculty senate and their subcommittees and the administrative working committees (that include management and classified staff) all play a role in governing the college.

The Board adopted a policy-based governance system in 1995. This system has allowed the college the ability to make decisions in a timely manner. The system has allowed the Board to focus and lead the college in a more global perspective.

Challenges

Prior to annexation of Curry County to the college district Southwestern's main focus in Curry County was community education. After annexation the campus became multi-focused to include college level and college transfer courses. Communications between the two campuses in systems management and processes have fostered some inconsistencies over a period of time.

Brookings campus (Curry County) is approximately 110 miles from Coos Bay campus. Consequently, the physical distance between Southwestern's Coos Bay and Brookings locations requires particular effort to coordinate many of the systems and processes in place. Imperfect communication between the two campuses have fostered some confusion and inconsistencies. Travel time and driving conditions involved in the 220-mile round trip between campuses make it difficult and impractical for staff members to meet together in either location.

Previously instructional council membership was limited to administrative staff and directors of instructional programs with one faculty on the council. This did not give faculty a fair representation in making decisions/input in curricular programs or activities.

College governance is based on committee input, but with so many

committees it was difficult to find a common meeting time for faculty to meet and discuss issues. Therefore, committees did not meet regularly or had to meet without all the committee members; this led to communication issues between faculty groups and, at times, administrative groups.

Significant Changes

- Fall 2001 a system was put into place that has all course outlines on the college Intranet as “read only” for up-to-date course content. This allows outlying areas to have the current version of the outlines.
- The faculty handbook has also been updated and is available on the college Intranet for all faculty in all of the college’s outlying areas.
- Internet Protocol Television and Voice (IPTV) system was purchased late spring term 2001. The college staff are testing the use of this system to shorten the distance between Southwestern’s two campuses and to allow Curry County staff to participate more fully in main campus meetings.
- During fall 2001 the membership of instructional council was changed to include seven faculty chosen from instructional areas. The areas are math and science, arts and humanities, business and technology, health and human services, counseling, ALSP and the faculty senate president. This new make-up needs to be monitored for its effectiveness on curricular decisions.
- During the fall term 2001 a common meeting time was developed during which time classes are not offered. From 3:00 to 5:00 pm on Wednesdays, faculty senate and its subcommittee meetings, general faculty meetings, division meetings and staff trainings can

now take place. This new strategy needs to be monitored for use and effectiveness.

List of Appendices

- 6.1 Organizational Charts
- 6.2 Policy Based Governance Manual
- 6.3 Administrative Policy and Procedure 2.020
- 6.4 Affirmative Action and Nondiscrimination Policy

List of Exhibits

- 6.1 Policy Based Governance Manual
- 6.2 Administrative Policies
- 6.3 Oregon Revised Statutes ORS 341.2756.4
- 6.4 Board of Education Minutes
- 6.5 College Code of Conduct
- 6.6 Faculty Handbook
- 6.7 Federation of Teachers Collective Bargaining Agreement
- 6.8 Resumes and Job Descriptions for Administrators
- 6.9 Constitution of the Southwestern General Faculty and Faculty Senate
- 6.10 General Faculty Minutes
- 6.11 Faculty Senate Minutes
- 6.12 College Advancement Strategic Plan
- 6.13 Instructional Council Minutes
- 6.14 Managers’ Council Minutes
- 6.15 Advisory Committee Minutes
- 6.16 President’s Council Minutes
- 6.17 Associated Student
- 6.18 Government Constitution and Bylaws
- 6.19 Classified Federation Collective Bargaining Agreement

Standard 6 Committees

Leadership Team

Lynda Hatfield, chair, dean of instructional and student services
 Bob Andrews, CCLS Courier/Clerk
 Michael Detwiler, English faculty
 James Fritz, art faculty

Dana Hopkins, switchboard operator
Kristi Kohn, curriculum coordinator
Jacqueline McNeill, ESL faculty
Carol Moore, office occupations faculty
Debra Nicholls, administrative assistant to
the president
Laurie Potts, director of child care center
Jon Richards, business development center
director
Chris Rosman, music faculty
Christine Scholey, speech faculty

Peer Review Team

Bob Bower, coordinator, associate dean
of collegiate education
Fred Brick, history and political science
faculty
Steve Erickson, psychology faculty
Bruce Locker, business faculty
Aleta Mankameyer, adult learning faculty
Pat Parker, adult learning faculty
Jeff Samuels, computer science faculty
Randy Sloper, physics and astronomy
faculty
Ann Sylvia, chemistry faculty

STANDARD SEVEN

FINANCE

Financial Planning

Purpose

The state of Oregon gives the institution appropriate autonomy in budgeting and financial planning within the overall mandates set forth in Oregon Revised Statutes (ORS) 341.290 and 305.

(Exhibit 7.1) The Board gives direction to the college president through the Board's mission, vision and ends Statements.

(Exhibit 7.2) In these statements, the Board gives direction to the president about outcomes (ends) and priorities it wants accomplished. In turn, the budget at Southwestern is developed to allow the institution to achieve the ends and vision of the Board. Southwestern's annual budget provides the financial environment for the college to operate in a prudent manner and in fiscal compliance with the laws of the state of Oregon. Financial planning for a three-year future timeframe is incorporated into and is influenced by the annual budget process. The Board, in its statement of executive limitations, has stipulated restrictions on the incidence of debt: it can be incurred only if it is to be retired, by certain, otherwise unencumbered revenues, within 60 days or from accounts previously established by the Board for that purpose.

(Exhibit 7.3)

Description

Southwestern uses a policy-based style of governance. The Board gives the president broad mandates and directives that allow him latitude and flexibility to accomplish the outcomes sought by the Board. At its annual retreat each January, the Board sets goals for the upcoming year.

(Exhibit 7.2) Funding priorities in the next year's budget reflect the college's goals.

Divisions of the college have considerable discretion in their use of funds to provide academic programs and support services consistent with the college's mission.

Individual departments initiate and justify financial planning and budgeting as part of their strategic planning process. At each level, plans and requests are prioritized and justified. However, this has been problematic in years of funding constraints and rollover budgets.

Financial planning is incorporated into the annual budget process. A revenue summary and projection is prepared. All categories of income are analyzed. Four years of historical data, the current year's budget, the current year-end estimate and three years of future projections are included. **(Exhibit 7.4)**

The state allocation, Southwestern's single largest income source, comes from the Oregon Department of Community Colleges and Workforce Development (CCWD). **(Exhibit 7.5)**

Local property taxes, Southwestern's second largest income source, are a stable and slowly growing item. However, ballot Measures 5 and 47 have limited the growth of property taxes in Oregon. **(Exhibit 7.6)** Existing assessed values may grow only three percent per year for inflation. On the other hand, new construction in the district may add to existing assessed values.

Southwestern's rate per \$1,000 of assessed valuation has been set by the above-mentioned ballot measures at \$.7017.

Assessed values have averaged at least a three percent rate of growth during the 1990s. **(Exhibit 7.7)**

The last major category of income is tuition. Enrollments are expected to grow two percent per year according to the CCWD. This is well within the college's experience during the 1990s. **(Exhibit 7.8)** Southwestern's tuition rate per credit hour is competitive with the other community colleges in Oregon and very competitive for out-of-state residents. **(Exhibit 7.9)** This tuition rate is part of Southwestern's recruiting strategy to attract out-of-state students.

An expense summary and projection is prepared as part of the annual budget process. All categories of expenses, not just the major ones, are analyzed. Four years of historical data, the current year's budget, the current year-end estimate and three years of future projections are included. **(Exhibit 7.10)**

Personnel services, Southwestern's largest expense, are broken down by classes of employees – faculty, classified and MASSC. On a more macro level, Southwestern attempts to keep the general fund payroll/benefits percentage of total fund expenses to around 70 percent. **(Exhibit 7.11)** It is felt that this gives the college more flexibility in adjusting to changing needs without disrupting staff levels.

The second largest expense category is materials and services. It is also analyzed by its major components organized in groupings of similar items. In 01-02, Southwestern increased its technology fee from \$2 to \$5 per credit hour. This increase provides for a four-year rotation of computer equipment and infrastructure in student labs and also for systematic computer department staff training. **(Exhibit 7.12)** Known changes and trends are considered. Transfers between funds are driven by program or community needs, so are subject to annual revision.

Short-range capital budgets are based upon the college's rolling three-year maintenance and remodeling plan. **(Exhibit 7.13)** Part of that three-year plan is incorporated into the annual budget along with the current year's major capital additions. **(Exhibit 7.14)**

Long-range capital budgets are not included in the general fund. Southwestern has had a difficult time persuading the local voters and the state legislature to fund capital improvements. Two local bond measures dedicated to capital construction were soundly defeated. Thus the college has limited itself to enterprise fund construction that pays for itself through user fees. Examples include the Newmark and Family Centers, the bookstore and student housing. Their bond sales included long-range financial forecasts for the enterprise funds only.

As a municipal entity, Southwestern's budget process is governed in large part by ORS 341.305-309 and 294.305-565. **(Exhibits 7.15, 7.16)** It is also impacted by faculty and classified staffs collective bargaining agreements. **(Exhibits 7.17, 7.18)** The budget process is outlined in **Exhibits 7.19 – 7.21**. Debt service requirements are reviewed at least annually during the budget process. **(Exhibit 7.22)** The annual budget is now part of the financial planning process, looking three years into the future

Significant Changes

Under the policy-based style of governance, adopted in 1995, the Board has directed that the college's budget shall be balanced and realistic and that spending shall be within budget limits. Also, the budget must clearly present the college's sources of income and expenditures, comply with Oregon Budget Law and contain sufficient reserves. For the college to produce these outcomes sought by the

Board, it had to increase its FTE to maintain its funding base. It also needed to find ways to develop revenue independent from the state and the local taxpayers. Projects undertaken to achieve these goals were the building of the Newmark Center and student housing, as well as an increase in athletic programs. Both building projects were self-funded and all three of these projects helped to increase the college's FTE.

Southwestern's budget process changed little during the 1990s. Oregon Budget Law, ORS 294 (**Exhibits 7.15, 7.16**) changes very slowly over time and governs much of the process. Purchase of the administrative software, Colleague, in the mid-1990s has enabled the budget process to be fully automated and integrated with the college's accounting, payroll and enrollment systems. There is now a wide array of summary and detail reports available to managers at all levels of the organization to monitor budgets and expenditures. One challenge for the college is training supervisors and managers to use the Colleague software and to understand the budget process in general.

During the 1990s Southwestern has tended to take on only debt that could be repaid from grants or self-funded projects. One example is the Energy Loan project, a lighting retrofit program, which is generating utility savings sufficient to repay the debt service on that loan. Other such projects include the Newmark Center and student housing. These projects generate rental income sufficient to pay most operations/maintenance costs and debt service. As a result of these endeavors, debt service, excluding self-funded activities, has been small at Southwestern.

The college's general fund has supported some small debt projects, such as vehicle purchases, which have placed only a minor burden on the Fund. In fact, the only significant debt burden placed upon the

general fund during the 1990s has been partial support for the Performing Arts Center (PAC). Successful fundraising for this project provided approximately \$1,500,000, leaving \$1,200,000 remaining to borrow. Annual debt service for this is \$91,000, still less than one percent of the general fund budget for FY01. This debt was absorbed into current and future revenue projections.

Analysis and Appraisal

The self-funded building of the Newmark Center and student housing and the increase in athletic programs have had a tremendous impact on the campus and the college district, creating both opportunities and challenges. When the debt is paid on the abovementioned two building projects, the income they generate will provide a substantial revenue stream for the college, beginning in 2010.

Altogether, these three projects have allowed the college to increase its FTE at a time when funding for education has shifted away from the local taxpayers to the state, which has elected to fund community colleges based on the FTE generated by each institution. Southwestern has been able to realize growth in headcount despite a change in local demographics in the last ten years that favors an increase in retirees to the area and a decrease in the 18- to 22-year-old students.

Long-range financial planning is conducted using the revenue and expense summaries/projections. These tools allow Southwestern to view alternate scenarios or contingencies and better prepare the college to handle fluctuations in the major revenue and expense items. Connected to the annual budget process, this also allows the college to see if the current year's budget will start them down a wrong path.

This planning process is macro in view and involves both assumptions and

decisions. One challenge for the college is to make sure these decisions are realistic and generally communicated to managers around campus.

Within this framework Southwestern's mission is accomplished. There is participation at the department and division levels in discussion and planning for new programs or directions. The administrators' annual retreat produces good input that is incorporated into the planning process. Reallocation can be difficult, however, since consensus is sometimes elusive and fixed costs can limit options. In general, though, Southwestern has good input at all levels in the planning process.

Long-range capital budgeting will become a higher priority in the near future, as some of Southwestern's buildings are approaching the end of their economic lives. To meet this challenge, Southwestern is exploring new financing options, such as a per-credit facilities fee to be deposited into a fund for major building projects and to maintain safety and usefulness in its buildings.

Overall, the budget system at Southwestern provides the necessary information and controls for the college, as well as meeting all legal requirements. Opportunities for staff and public input are provided throughout the budget development process. The budget system is managed by an integrated computer package and in-house programmers can modify it to suit changing needs. The budget process feeds the financial planning process, ensuring that short-term goals do not adversely affect long-term ones. Through the administrative software, managers now have the reports necessary to monitor their cost centers monthly.

Furthermore, the budget supports the missions and goals of the college. However, it is not tied explicitly to those goals or missions. They can be found implicitly,

embedded in various sections of the budget. Consequently, another challenge for the college will be to find a way to more clearly portray its goals and missions through its budget document.

Adequacy Of Financial Resources

Purpose

Southwestern seeks and utilizes different sources of funds adequate to support its programs and services. Southwestern's debt level is within the legal debt limitations as provided in ORS 341.675, **(Exhibit 7.23)** and this is attested to by the college's annual audit report. **(Exhibit 7.24)** Beyond these minimum standards, Southwestern receives adequate resources annually to meet its debt service requirements. Southwestern's Board has general procedures and policies that specifically address financial stability. They state that a budget will not risk fiscal jeopardy or be unrealistic in projections of income and expenses. The president will not approve or authorize the expenditure of more funds than are conservatively projected to be available during the fiscal year. The president must be mindful of the college's ongoing health and not cause or allow the development of fiscal jeopardy. **(Exhibit 7.3)**

Southwestern's policies also address interfund transfers and borrowings. The policies state that the president will not authorize fund transfers in violation of Oregon Budget Law. **(Exhibit 7.3)**

Southwestern seeks to provide specialized occupational, technical and professional programs that will enable students to become gainfully employed and/or pursue a degree at a four-year institution. The college provides these programs with adequate financial resources, using its annual budget process,

collaborative processes and grants and contracts. Financial aid services at Southwestern make every effort to ensure that students with financial difficulties have access to educational opportunities. Southwestern is not dependent on auxiliary enterprise income to balance educational and general operations.

Description

The funding source table (**Exhibit 7.25**) shows the various sources of funds for the college for the last four years. The state appropriation is based upon an FTE formula. Local property taxes are determined by assessed values and a current rate of \$.7017 per \$1,000 of assessed values. Tuition and fees are set by the college's Board, with input from staff. Sales of goods and services are primarily student housing and meal plan revenues. Loan/lease proceeds come from the enterprise fund, which contains self-supported activities.

Southwestern's mission statement says, "Our programs prepare people to be employable, value life-long learning and function as good citizens in a rapidly changing world." (**Exhibit 7.26**) These three goals can be translated into professional technical education, collegiate or lower division transfer education, workforce development, and developmental education. The Commitment of Resources table, (**Exhibit 7.27**) shows the allocation of funds toward these goals. This allocation has been consistent and will continue into the future, based upon the college's mission. If the effect of plant additions is removed from the commitment of resources table, instruction and student/community support amounts to approximately 80% of total resources.

Principal and interest payments on indebtedness have always been met when due. The college borrows only for capital needs. The debt service for the PAC and the

energy loan conservation project is funded through the general fund. This represents only three-quarters of one percent of the general fund budget for 01-02. (**Exhibits 7.22, 7.28**)

All other debt service is funded through the enterprise fund. This fund is a set of self-supporting cost centers. Each cost center generates sufficient revenues to pay its own operating, maintenance and debt service expenses except where shorter amortization requires supplementary funds from the general fund. A three-year history and five-year future projection of debt repayments is presented in **Exhibit 7.29**.

The college is subject to Oregon Budget Law. (**Exhibit 7.16**) This law establishes standard procedures relating to the preparation, adoption and execution of the annual budget. The budget must be constructed so that the total resources equal the total requirements for each fund. (**Exhibit 7.30**) After the budget is adopted, the college must stay within the appropriations set for the fiscal year (ORS 294.435[4]). (**Exhibit 7.31**) Deficit fund balances are a violation of Oregon Budget Law, repayable personally by the Board. Contingency funds are budgeted to buffer unanticipated expenses or revenue shortfalls (**Exhibit 7.32**) These funds are under control of the president and must be approved by the Board before they can be spent. In addition, fund balances exist in the special projects fund to provide for revenue fluctuations or unanticipated expenses. The president receives monthly financial updates to stay abreast of the college's financial situation. Therefore, because of the budget and fiscal structure that Southwestern operates under, deficit fund balances are unlikely.

Oregon budget law also governs interfund transfers. The resolution authorizing appropriations for each fund sets the level at which transfers cannot

legally exceed appropriations. **(Exhibit 7.33)** Consequently, Southwestern’s budget document lists all budgeted transfers and states their purposes. **(Exhibit 7.34)**

Oregon Budget Law also controls interfund loans. These must be authorized by the Board through an official resolution or ordinance and repaid no later than the following fiscal year. The college maintains merged bank accounts and investments for its funds in a central pool located in the general fund. At month end, resources of individual funds are recorded as “due to/due from” other funds.

The business manager prepares and maintains the budget for all programs through an on-going process involving various college personnel: At the onset of the annual budget process, the business manager distributes budget worksheets to all departmental managers. Managers, having solicited input from faculty and staff, meet to prioritize budget expenditures. The president and deans finally solidify the college’s programs for the new fiscal year. All college staff members are provided access to reports that allow them to monitor the status of their departmental budgets. The business manager and division directors independently review each cost center monthly. If there are problems, the business manager meets with the appropriate dean.

Southwestern uses a wide variety of sources to fund student financial aid. There are federal programs, the major ones being the Pell grant, SEOG and FWS. **(Exhibit 7.35)** Also, there are state-funded programs; the primary one is the State Need Grants. **(Exhibit 7.35)** Private sources include Southwestern’s Foundation, a nonprofit organization independent of the college, and outside agencies or employers. **(Exhibit 7.36)** There is unfunded institutional financial aid. **(Exhibit 7.37)** Finally, there are federal and state loan programs **(Exhibit 7.38)** as well as college emergency

tuition loans. The financial aid department, financial aid committee and the foundation all work together to allocate student aid, both need-based and merit-based.

The college’s auxiliary enterprises are the bookstore, the Newmark Center, student housing, food service, the Oregon coast culinary institute and conferencing. These cost centers are included in the enterprise fund, which has a budget separate from the general fund, per Oregon budget law, and operates under the full accrual method of accounting.

Significant Changes

The state appropriation has grown as percentage of total funds during the 1990s, so that it is now the largest source of revenue to the college. This happened as a result of the statewide community college response to Ballot Measures 5 and 47. The CCWD response, in effect, shifted local tax funds to other community colleges in the early and mid-1990s. These measures also limited local property taxes and shifted the funding burden of education to the state. During this time, local property taxes fell as a percentage of total funds. As the comparison table **(Exhibit 7.39)** shows, in 89-90 local property tax revenues were approximately twice the amount of the state appropriation; in 00-01 the situation is reversed.

Tuition and fees are evaluated annually by college staff and adjusted for inflation and/or other factors, per Board policy. **(Exhibits 7.40, 7.41)** The college has steadily increased tuition over the years to respond to inflation, as **Exhibit 7.42** shows. When the primary funding source for community colleges began shifting to state support that was FTE based, Southwestern embarked upon a program to increase its FTE. A key component of that strategy was the addition of student housing to be able to attract more students from out of district.

Southwestern has turned to enterprise fund-supported capital projects, primarily due to economic reasons. The most recent capital bond election was in November 2000. While the college sought monies to construct several badly needed buildings, the voters rejected the idea soundly.

Southwestern has a history of financial stability over the past ten years. Enrollment, represented by FTE's, steadily increased throughout the 1990s. **(Exhibit 7.8)** Moreover, the college has seen increased net assets over the last three years and has not reported an accumulated deficit in the general fund or any other fund. **(Exhibit 7.43)** New enterprise fund cost centers typically lose money the first two or three years, then begin to make money. The profits of more established cost centers have supported the losses of the startups. The enterprise fund as a whole, however, has not had an accumulated deficit.

From 95-96 to 00-01, unduplicated student headcount has increased 36 percent at Southwestern. **(Exhibit 7.8)** The addition of student housing, aggressive recruiting and underutilized classroom buildings have contributed to this increase. During this time, most sources of financial aid have increased at a higher rate than the growth of the student population. Among those substantially increasing are the PELL and State Need Grants, foundation aid and unfunded institutional aid.

However, Southwestern discontinued the Perkins Loan Program in 1995. Volume of Perkins loans outstanding at June 30, 1995 was \$526,600 and continues to be paid off by students as time goes on, reaching \$77,247 outstanding at June 30, 2001. Stafford and other loans have increased over that time to make up the difference. **(Exhibit 7.38)** Southwestern has been very aggressive in the use of unfunded financial aid to increase enrollments. From 95-96 to 00-01 unfunded aid has increased

proportionate to FTE's. **(Exhibit 7.37)** New programs included the dislocated worker and GED tuition waivers and athletic work-study. Unfunded tuition programs have averaged 20 percent of total tuition. **(Exhibit 7.44)**

The bookstore cost center was established early in the 1990s. The other auxiliary enterprises were established in the mid-1990s. Startup monies were advanced for all from the general fund. The results of this can be seen in the Revenue and Expense Statement for June 30, 2001. **(Exhibit 7.45)** The bookstore earned net income of \$81,827 for the year and has accumulated positive retained earnings of \$183,679. The Newmark Center, created much more recently, is just beginning to earn a profit; therefore there are some negative retained earnings from the first few years to pay back. Conferencing, the most recent addition, is still losing money and consequently has the largest negative retained earnings. Services are being expanded this year, so the fund is expected to break even. Overall it can be seen that the enterprise fund had a minor loss of only \$24,619 for 00-01, basically attributable to startup costs for the culinary arts program. Thus this loss was not a significant burden to the general fund in 00-01.

Analysis and Appraisal

The shift from local funding (property taxes) to state funding has been a difficult adjustment for the college. The state uses an FTE-based formula to distribute monies to community colleges. While FTE's have grown dramatically at most of the community colleges in Oregon, the state has not increased the total community college appropriation to reflect this growth; in fact, community colleges have been funded at only 20-40 percent of growth. As a result, colleges are competing with each other for the same dollars. Thus, a challenge for the community college system is to unite over

an equitable funding formula. Southwestern has participated in this effort by signing a unity pledge agreement with the other 16 community colleges in Oregon. **(Exhibit 7.46)**

Local property taxes will be a reliable, stable part of the college's funding mix for the foreseeable future. Assessed values have averaged at least a three percent growth rate per year. **(Exhibit 7.7)** New construction should push this rate closer to four percent per year. Thus property tax increases are expected to match inflation.

Tuition and fees are the one funding source that the college has the most control over, though the college must remain competitive and affordable. As the primary funding source for the college shifted from local property taxes to state appropriations during the 1990s, Southwestern became more aggressive in its tuition increases. The large jump of \$6 per credit hour in 93-94 was directly related to the impact of Ballot Measures 5 and 47. The combination of these statewide ballot measures and the recently defeated local bond measures have sent the message that "users should pay". Southwestern has heard this message and implemented in 01-02 a combination of a tuition decrease and a fee increase that will result in a net \$4 per credit hour increase. **(Exhibit 7.12)**

Southwestern has also been very aggressive in pursuing state and federal grants and contracts and will continue to do so. The college is pursuing various profit-making enterprises, such as a culinary arts program, which could supply additional independent income streams.

Educational programs are not adversely affected by Southwestern's debt service requirements, which are low. The general fund has room to absorb some debt service in the future, should the need arise. However, a few of Southwestern's buildings

are nearing the end of their economic lives and will need remodeling or replacing.

The enterprise fund debt service represents an opportunity to meet this challenge: In approximately ten years the first of these projects (bookstore) will be paid off. Eventually, over \$800,000 per year will be available to the college to help fund debt service on instructional facilities. In the meantime, the college must find ways to help fund instructional building projects.

The mandates of Oregon Budget Law combined with Southwestern's internal reporting mechanisms and policies lead to financial stability and a lack of deficits. Transfers and interfund borrowings are done legally and are guided by clearly stated law and policies.

During the 1990s Southwestern has had three different business managers. This has resulted in varying schedules for making the budgeted transfers, which has, in turn, led to some confusion among departmental managers as to the availability of resources. For 00-01 the business manager has attempted to make budgeted transfers as soon as possible, or as soon as funds are available, to facilitate decision-making. This approach has been communicated to appropriate managers and will continue in future years.

From an overall perspective, the college has adequate resources for the support of its offerings, including specialized occupational, technical and professional programs. Professional technical education, in fact, has averaged approximately ten percent of total college expenditures from 95-96 through 00-01, **(Exhibit 7.27)** amounting to more than \$2,000,000 per year. One challenge for the college is to balance the resources allocated to lower division transfer, professional technical, workforce development and developmental areas. Some operational areas are concerned about their actual resource level compared

to their perceived needs. The college does have areas, such as computer-related programs, that continue to need funds in order to meet expectations for quality programs. Another challenge will be to maintain college-wide equipment, software, computers and training in the face of rapidly changing technologies. One partial solution to these challenges is the increase of the student technology fee from \$2 per credit hour to \$5 per credit hour.

In meeting its mission, Southwestern attempts to remain flexible and receptive to the needs of its students. There is no official desired ratio of unfunded financial aid to total tuition. However, Southwestern likes to utilize a high unfunded percentage as part of its overall plan to increase enrollments. The state predicts enrollments to increase two to three percent per year for the near term. Federal Pell grants and State Need grants, the two largest government grant programs, have been increasing their per-student allowance at or above the increase in FTE's. The reliability of these two programs, while unknown, is expected to remain high. Also, the foundation is growing in both total contributions and endowments, so it is expected to be an increasing factor in the college's financial aid picture. Unfunded aid could then decrease.

Over the next few years, as net profits increase in the enterprise fund, the negative retained earnings will turn to positive and eventually this fund will be able to pay back startup monies and support the general fund, as some enterprise funds are now doing.

Financial Management

Purpose

Southwestern's financial organization and management, as well its system of fiscal reporting, ensure the integrity of institutional finances, create appropriate control mechanisms and provide a basis for

sound financial decision-making. It is Southwestern's policy to present a report of receipts and expenditures to the Board for information and discussion at each regular meeting. **(Exhibit 7.47)** All income and expenditures, along with the administration of scholarships, grants in aid and student employment, are fully controlled by the institution and are included in its regular planning, budgeting, accounting and auditing procedures.

The college has policies on cash management and investing. **(Exhibit 7.48)** These supplement State of Oregon laws, ORS 295.015 and ORS 294.035.046. **(Exhibits 7.49, 7.50)** that govern financial activities of municipal corporations.

The institution's accounting system conforms to generally accepted accounting principles (GAAP) as applied to government entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body. All funds for financial aid and other specific programs not subject to government audit are audited annually by an independent CPA who includes a management letter with the audit's findings. Southwestern demonstrates a well-organized program of internal controls that complements the accounting system and the external audit.

Description

A public meeting of the Board is held monthly. The president reports on receipts and expenditures, with special emphasis on the general fund. **(Exhibits 7.51, 7.52)** The business manager comments on each major revenue and expense category in the general fund, giving statuses and trends and comparing actual to budget. Questions and comments are invited. The Board is also involved as budget committee members in the annual budget process, which includes considerable discussion regarding the

adequacy and stability of the college's finances.

Financial and administrative functions at Southwestern are centralized under the dean of administrative services, who reports directly to the president. **(Exhibit 7.53)** The present dean has served in college business managerial positions for eight years and has been a dean for six years. **(Exhibit 7.54)** Reporting directly to him is the business manager, responsible for accounts payable, accounts receivable, budgets, cashiering, grant and contract accounting, general accounting and financial aid disbursement. Also reporting directly to him is the financial aid director, responsible for federal, state and local scholarships and loan awards. Both of these officers are highly trained and experienced and hold appropriate academic and professional credentials. **(Exhibits 7.55, 7.56)**

The control of income and expenditures at Southwestern is accomplished through compliance with Oregon Budget Law, ORS 294. **(Exhibit 7.16)** Budgeting is a continual process, taking 12 months to complete a cycle. The budget is prepared, approved, adopted, executed and reviewed by audit. The budget must be constructed in such a manner that the total resources in a fund equal the total expenditures for that fund, as mandated by Oregon Administrative Rules (OAR) 150-294.352. **(Exhibit 7.57)** Scholarships, grants in aid, student employment and loans are included in this process.

The administrative software system captures and organizes budget and actual revenues and expenditures by fund. This facilitates financial management throughout the year and enables the college's external auditors to verify compliance with Oregon Budget Law.

A "compensated balances" type of agreement, with an overnight sweep feature, funds Southwestern's main checking

account. For larger sums, the college utilizes both time certificates of deposit and the Local Government Investment Pool (LGIP). Other minor college banking accounts have been chosen mainly on the basis of convenience and accounting controls.

Southwestern's accounts are organized and operated on the basis of funds and account groups. **(Exhibit 7.58)** The Colleague software handles these funds and account groups, including budget and actual revenues/expenditures, in an integrated manner.

Community colleges in Oregon are required by ORS 341.709 to have an annual audit performed by an authorized municipal accountant. **(Exhibit 7.59)** Southwestern's administrative policies also stipulate that this shall be done. **(Exhibit 7.60)** Southwestern selects its external auditing firm via a Request for Proposals (RFP) process. **(Exhibit 7.61)** The college is currently audited by the firm of Moss Adams LLP, in accordance with generally accepted auditing standards. Part of Moss Adams' engagement includes an examination and reporting of expenditures of federal awards (financial aid) as required by the Office of Management and Budget (OMB) Circular A-133, the Single Audit Act. **(Exhibit 7.62)** All other financial aid programs not subject to the A-133 audit are included within the unlimited scope of review granted to Moss Adams when performing the financial audit.

As part of the college's external audit process, the auditors report on the internal control structure and compliance therewith. The college's purchasing system is an example of a major system impacted by comprehensive internal controls. **(Exhibit 7.63)**

Southwestern's auditors are required under the RFP section "Scope of the Audit" to supply a management letter to the college, if applicable. **(Exhibit 7.64)** This

letter is delivered to the Board along with the audit report. The management letter contains comments and recommendations relating to the college's accounting, financial and administrative policies and procedures. These comments are intended to assist the college in developing policies and procedures and to strengthen the internal control structure.

Southwestern is a political subdivision of the State of Oregon and a quasi-municipal corporation. **(Exhibit 7.65)** As such, any person has the right to inspect any public record, except as expressly provided in ORS 192.501 to 192.505. **(Exhibit 7.66)** Federal, state, external and internal audits are available for inspection at the business office and the Southwestern library or will be sent to any government agency, media organization, or citizen upon request.

Significant Changes

Presidential reporting to the Board has been done at Southwestern throughout the 1990s.

A number of changes, detailed in **Exhibit 7.67**, have occurred in the business office during the 1990s to increase efficiency, customer service and internal controls. Southwestern uses the services of Umpqua Bank for its main checking account, based upon the outcomes of the RFP processes. This has led to a close working relationship with the bank and has secured some free services for the college.

Southwestern purchased and installed the Colleague financial software in 93-94. Prior to that time the financial accounting system was a grouping of automated manual processes. There was much duplication of effort and the system did not produce all the necessary financial or managerial reports. The budget was not used as a control over expenditures. Implementation of Colleague, however, has resulted in a relatively seamless flow of financial

information. A wide variety of reports is available to meet management's needs. Information once entered can flow to all the places it needs to go without re-keying.

Southwestern has had "clean" audits all throughout the 1990s. Southwestern's internal control structure changed very little during that decade. One main addition was access control and segregation of duties for the Colleague computer software.

Another significant change was the separation of financial aid duties between the financial aid office and the business office. The former office now awards the aid and the latter reports and maintains the system.

A final enhancement was the addition of a budgeting tool to monitor compliance with spending categories according to Oregon Budget Law. In the winter of 00-01 the college's external auditors conducted a special internal controls investigation at the college's request because of concerns about cash-handling problems at a similar institution. The auditors found only minor potential problems, confirming Southwestern's strong internal controls. **(Exhibit 7.68)**

During the 1990s Southwestern received management letters for the following fiscal years: 92-93, 93-94, 95-96, 96-97 and 98-99. **(Exhibits 7.69 – 7.73)** Some findings were of a one-time nature and were dealt with by the college. Other findings were repeated, indicating additional work needing to be done. A synopsis of those findings and their resolution is located in **Exhibit 7.74**.

Analysis and Appraisal

Typically Board members have few comments about the monthly financial reports. The challenge for the president and college staff is to bring items before the Board that are noteworthy, whether good or

bad. By adequately informing and educating the Board, the best decisions can be made.

The dean of administrative services has a wide range of areas under his leadership. His strengths are in the human resources, administrative and plant services areas of the college. As a result, he has hired an experienced, well-qualified business manager and financial aid director. These two officers report to him weekly on current situations, as well as on short-term and long-term trends. This allows him to report to the president and have everything he needs for decision-making purposes.

Transferring the duties mentioned earlier from the financial aid office to the business office has allowed financial aid to devote more energy to its core missions. Employees are able to focus on policies, procedures and continuing education. This change has allowed them to make every possible effort to ensure that students with financial difficulties have access to educational opportunities.

The business office has sufficient personnel to accomplish its ongoing departmental work and to take on a few small short-term projects. The average length of service of its employees is over six years, so the staff have a good depth of knowledge and experience. Time constraints and the tightness of staffing have not allowed for all of the cross training and backup that is necessary, however. The business office has greatly benefited from the change to Colleague software, whereby purchasing transactions, whether requisitions, purchase orders, or payments are reflected daily in the college's budget and financial reports. Student registrations, financial aid awards and cash payments are also reflected daily on the individual student accounts. Both systems flow daily to the general ledger.

The budget system at Southwestern provides the necessary information and

controls for the college, as well as meeting all legal requirements. The budget system is managed by an integrated computer package. The budget process feeds the financial planning process, ensuring that short-term goals do not adversely affect longer-term ones. Managers now have through Colleague all the reports they need to monitor their areas on a monthly basis.

Challenges for the college, however, include training supervisors and managers to use Colleague software and increasing awareness of budget process in general. One possible solution is a business office Web page, presently in the development stage, to disseminate basic reference information to the campus community.

Another issue of concern to some managers is that complete data for a given month are not available until almost the end of the next month, hindering decision-making. The business office is presently seeking ways to speed up financial reporting.

The college's annual audit states that its policies and the law have been followed in cash management and investing. **(Exhibit 7.75)** Use of the RFP process for the main bank account has resulted in the college receiving its required services at the lowest possible cost. One opportunity for Southwestern lies in the development of a more detailed investment policy to take advantage of allowable investments earning more than the LGIP.

Southwestern's accounting system conforms to generally accepted principles of accounting, as attested by the college's annual audit report. **(Exhibit 7.76)** An opportunity exists for Southwestern to prepare part of the audit work papers, saving the auditors time in routine work and saving the college money. In fact, this was implemented for the 00-01 audit, saving approximately \$2,000.

While the business office finally has the time and energy to properly devote to the fixed assets area, one problem still remains: cooperation of campus personnel is only mediocre. Many faculty and staff do not see the importance of giving attention to acquisition, relocation of fixed assets to new areas and disposal detail. Currently, the business office is exploring ways to elicit this cooperation.

The college's external auditors have consistently reported that Southwestern's internal controls are good and they have found no material weaknesses. **(Exhibit 7.77)** The challenge for the college is to incorporate good internal controls into new developments, such as the proposed student one-stop center or Web-based registration and payments.

College Fundraising Activities

Minor fundraising activities are carried out by student clubs, organizations and athletic teams. The Southwestern Oregon Community College Clubs and Organizations Manual, published by the ASG, **(Exhibit 7.78)** guides these activities. However, the majority of organized development programs that seek financial support from outside sources are managed by the foundation.

The foundation is an Oregon nonprofit corporation exempt from income tax under Section 501 (c)(3) of the Internal Revenue Code. The purpose of this corporation is to provide funding to support the mission of the college by promoting the educational, cultural and recreational needs of the citizens of Southwestern's district. Specific goals are to provide additional student financial assistance and to provide funds for development and improvement of Southwestern programs. Monies coming to the college are gifts and except for donor

restrictions, there are no strings attached by the Foundation.

Description

The foundation was formed in 1962 as an independent corporation, separate from the college. It follows the administrative or instructional procedures and programs of Southwestern. It acts to supplement programs and projects that have been prioritized by the Southwestern Board. Bylaws govern the operation of the foundation. **(Exhibit 7.79)** The foundation currently has 18 members who make up its Board of Trustees. Included on its board are the college president, the dean of administrative services, one faculty member and one classified staff member. These serve in a non-voting ex officio capacity. Also included are two Board members from the college. The Foundation's executive director, who is the college's dean of college advancement, administers endowments, life income funds and investments.

As a separate entity, the foundation maintains its own record keeping and reporting, which comply with all legal requirements and professional standards. Accounting standards conform to generally accepted accounting practices; fiscal records undergo an independent annual audit; and the foundation complies with standards to satisfy Title III reporting requirements. Scholarship funds, endowed and otherwise, are administered in accordance with the contractual agreements between the foundation and the individual donors or donor organizations. Distributions from endowed funds are made in accordance either with the terms of the original endowments or with current foundation policy. The foundation raises funds through an annual campaign, direct solicitation for specific items, scholarship and endowment campaigns and grant applications. All fundraising activities are conducted in accordance with the Association of

Fundraising Professionals' Statement of Ethical Practices and Standards of Professional Practice and the Donor Bill of Rights. **(Exhibit 7.80)** Cultivation of donors is done through quarterly reports, newsletters sent to allied professionals, newspaper ads, cards to donors, breakfasts with the president, personal visits and special events.

Significant Changes

The foundation grew very little from its inception in 1962 through 1990. In 1991 it hired an executive director who was in charge of fundraising. Two significant projects undertaken were to revise the investment policy and formalize endowment policies. In 1995, the foundation began a planned giving program. As a result of these changes, total assets, total income and endowments grew dramatically. **(Exhibit 7.81)** During the 1990s the foundation generated a large increase in scholarships to Southwestern's students. **(Exhibit 7.36)** During the 1990s the foundation also supported the college by loaning monies toward the purchase of a new computer system for training and development, a new baseball field and a Southwestern 47-passenger bus. The foundation began a program of faculty excellence awards, which are grants to faculty to implement specific activities. Most recently the foundation has raised \$1.5 million for construction of the PAC at Southwestern. It also is conducting a "seat campaign" for the PAC, with approximately 120 seats sponsored to date. Finally, the foundation has provided significant support for the college's Oregon Coast Culinary Institute (OCCI). This is intended to become an income-generating project for the college.

Analysis and Appraisal

The foundation was successful during the 1990s. The hiring of an executive director provided impetus for this period of

growth and accomplishment. A key strength of the foundation is its close ties with the college. The executive director is also the college's dean of college advancement and several college employees and Board members attend foundation board meetings in various capacities. This close association allows for an informal coordination of goals and objectives. The confidence the college places in this relationship is reflected in Administrative Policy # 3.008 **(Exhibit 7.82)**, which specifies certain gifts and donations that must flow through the foundation.

One constraint upon the foundation's continued growth is the amount of time that the executive director can allocate to its work. Currently he spends approximately 15 percent of his time on foundation duties and 85 percent on college duties. If more time were available for foundation activities, its rate of growth could be accelerated. Cognizant of this and recognizing that the Foundation's assets have grown to a size where professional management would be of benefit, an RFP will be issued in the near future for an investment manager to assume these duties.

Currently the foundation's board of directors is only half filled. Every effort will be made to increase Board membership, specifically with community members who have a vision for both giving and the college.

The foundation recently implemented the community connections program. It involves monthly breakfasts with the president in his office for both donors and prospective donors. Another new program is a systematic strategy to develop relationships with allied professionals and enlist their support for the foundation's planned giving efforts. These individuals will include lawyers, accountants, financial planners, stockbrokers and trust officers. Foundation marketing materials have been

placed with these key individuals for distribution to their clients.

The college needs to develop a comprehensive gift acceptance policy that details guidelines for giving and acceptance of gifts to the foundation. This resource should be beneficial to donors, financial advisors and foundation staff to assure that gifts will optimally benefit the college.

Recommendations

- Offer training to managers and faculty in how to read and use budget and general ledger information effectively.
- Increase the speed of the financial reporting process.
- Develop a detailed investments policy to take advantage of allowable investments earning more than the LGPI.
- Explore the implications of raising the technology fee.
- Ensure that all fund-raising are coordinated to support the mission and goals of the institution.
- Develop additional funding sources for capital budget needs.

List of Appendices

- 7.1 Current Grants
- 7.2 Table 1 Current Funds and Revenues
- 7.3 Table 2 Current Funds Expenditures and Transfers
- 7.4 Table 4 Sources of Financial Aid
- 7.5 Table 10 Capital Investments

List of Exhibits

- 7.1 Oregon Revised Statutes (ORS) 341.290 and 305
- 7.2 Board Ends Statements
- 7.3 Statement of Executive Limitations

- 7.4 Revenue Summary and Projection
- 7.5 Community College Total Resources Summary
- 7.6 ORS 310.140.146 Property Tax Limitations
- 7.7 Assessed Value Trends
- 7.8 Southwestern Annual FTE Comparison
- 7.9 Oregon Community Colleges Annual Tuition Comparison
- 7.10 Expense Summary and Projection
- 7.11 Expense Summary Comparison
- 7.12 Institution-wide Technology Plan
- 7.13 Three-year Facilities Maintenance Plan and Remodeling Projects
- 7.14 Planned Public Improvement Summary
- 7.15 ORS 341.305-.308 Budget Authority
- 7.16 ORS 294.305-.565 Local Budget Law
- 7.17 Faculty Federation Collective Bargaining Agreement
- 7.18 Classified Federation Collective Bargaining Agreement
- 7.19 Outline of the Annual Budget Process
- 7.20 Annual Budget Calendar
- 7.21 Annual Budget Message
- 7.22 Summary of Debt Service Payments
- 7.23 ORS 341.675 Legal Debt Limitations
- 7.24 Debt Limitation of the Annual Audit Report
- 7.25 Southwestern Funding Source Table
- 7.26 Southwestern Mission Statement
- 7.27 Southwestern Commitment of Resources

7.28	General Fund Budget Summary from Annual Budget Document	7.50	ORS 294.135.046 Investments for Community Colleges
7.29	Debt Repayment History and Projection	7.51	Monthly Revenues and Expenditures for the Board
7.30	ORS Local Budget Law	7.52	Board Minutes Verifying Monthly Revenues and Expenditures Report
7.31	ORS 294.435[4] Local Budget Law	7.53	Financial Functions Organized Under One Dean: Organizational Chart
7.32	Contingency Fund from Annual Budget Document	7.54	Resume of Dean of Administrative Services
7.33	Annual Board Resolution Adopting the Budget	7.55	Resume of Financial Aid Director
7.34	Transfers Section from annual Budget Document	7.56	Resume of Business Manager
7.35	Major Federal and State Grant Sources	7.57	Oregon Administrative Rules 150.294.352 College Budgets
7.36	Scholarships Administered Through the Foundation	7.58	Funds and Cost Center Budget Listing
7.37	Unfunded Institutional Financial Aid by Type	7.59	Oregon Revised Statutes 341.709 Annual Audit for Community Colleges
7.38	Financial Aid Loans	7.60	Board Policy on Annual Audits
7.39	State Appropriations Funding vs. Local Property Taxes	7.61	Request for Proposals (RFP) for Audit Services
7.40	Board Policy on Tuition	7.62	Federal Financial Awards Report of Expenditures from Audit Report
7.41	Board Policy on Fees	7.63	Internal Controls in the Purchasing Process
7.42	Tuition History	7.64	Audit Agreement Requiring a Management Letter, if Applicable
7.43	General Fund Budgets and Ending Fund Balances	7.65	Southwestern's Organizational Status
7.44	Waivers as a Percentage of Tuition	7.66	ORS 192.501-192.505 Inspection of Records for Public Agencies
7.45	Enterprise Fund Revenues and Expenditures from Annual Audit Report	7.67	Significant Changes in the Business Office
7.46	Community College Unity Pledge	7.68	Internal Controls Investigation Performed by External Auditors
7.47	Board Policy on Reporting of Revenues and Expenditures	7.69	FY99 Management Letter
7.48	Board Policy on Banking and Investment Services	7.70	FY97 Management Letter
7.49	ORS 295.015 Securities for Community Colleges		

7.71	FY96 Management Letter	Frances Karroll, financial aid accounting technician
7.72	FY 94 Management Letter	Sheldon Meyer, dean of administrative services
7.73	FY 93 Management Letter	
7.74	Management Letter Findings and Resolutions	Ron Olson, special projects accountant Kim Phelps, business office accounting technician
7.75	Annual Audit Report – Cash Management and Investing Audit	Melanie Schwartz, art faculty Jeffery Samuels, computer science faculty
7.76	Annual Audit Report Basis of Accounting and Measurement Focus	Rachele Summerville, human resources specialist - recruitment Bill Yates, computer science faculty
7.77	Annual Audit Report Pertaining to Internal Controls	<i>Peer Review Team</i>
7.78	Southwestern Oregon Community College Clubs and Organizations Manual	Judy Scherer, coordinator, division director of health and human services Candace Favilla, English faculty Max Guillas, philosophy faculty
7.79	Bylaws of Southwestern Oregon Community College Foundation	Jacqueline McNeill, adult learning faculty Joy Parker, writing faculty Melanie Schwartz, art faculty
7.80	Association of Fundraising Professionals Statement of Ethical Practices and Standards and the Donor Bill of Rights	Jean Noland, Spanish instructor Pauline Smith, library faculty
7.81	Foundation’s History of Income, Endowments and Assets	
7.82	Board Policy 3.008 on Gifts, Donations and Solicitation of Funds	

Standard 7 Committees

Leadership Team

Joe Colo, chair, business office manager
Julie Brown, accounts receivable bookkeeper
Roselyn Cohen, accounts payable bookkeeper
Dennis Hanhi, manufacturing technology faculty
Cindy Heathcock, cashier/bookkeeper
Kay Heikkila, director of conference services
Cindy Henry, testing technician
Zita Ingham, writing faculty

STANDARD EIGHT

PHYSICAL RESOURCES

Purpose

The purpose of the physical plant is to provide adequate facilities and equipment to ensure that students can achieve educational goals while staying within the boundaries of the operating budget. An integral part of this mission is to provide safe, clean, comfortable and adequately maintained physical facilities and up-to-date, properly working equipment ranging from high-tech computer equipment for instruction to shovels and rakes for grounds maintenance.

Description

Instructional and Support Facilities

Overall, Southwestern's physical resources are sufficient to meet the institution's mission and goals. The college continues to update facilities as the budget allows. However, many of the buildings are 20 to 30 years old and are in need of major repairs and renovations.

The college's funding has become more and more dependent upon state support that funds only enrollment growth. Yet Southwestern's enrollment growth has created a need for larger and more advanced facilities to handle the increased student population. In May and November of 2000, Southwestern took to the voters in its district a bond measure to fund a new science and technology facility on the main campus and a new all-purpose facility at the Brookings campus. The bond also included funding for needed renovations on several campus buildings. Although the community expressed a positive attitude toward the college, the bond was defeated on both attempts.

Southwestern has continued to grow over the past ten years. The college has added 14 student housing units that house 293 resident students, as well as adding athletic fields and other facilities such as: Stensland Hall, which houses student services, the bookstore and classrooms; the family center; the Newmark Center, which houses a 35,000-square-foot one-stop center; and a 501-seat performing arts center (PAC). **(Exhibit 8.1)**

While the college continues to struggle to find funding for new classroom facilities, innovative funding sources have provided the means to build the Newmark Center, the family center, the PAC, student housing and Stensland Hall.

The Newmark Center is a two-story building. The first floor and part of the second floor are leased to state and local service agencies, generating sufficient income to pay for the entire building. The rest of the second floor is used for Southwestern's adult learning skills program center and care connections. Student housing is an income-generating enterprise that currently pays for itself. Revenues from the college's bookstore are funding the payments on Stensland Hall. As these debts are retired, these facilities will generate income to supplement other college programs.

In 1990 the voters of Oregon passed a ballot measure that capped property tax revenues. Until that time, Southwestern's main funding source had been property taxes. This measure (Ballot Measure 5) severely hampered the college's ability to budget for necessary improvements and additional space. The voters of Oregon have made it clear that they do not want higher

taxes. This has meant that the college must rely on increased FTE, tuition and fees and property taxes for funding. The state's current funding model for community colleges has not been generous to the smaller, rural colleges. As a result, the college has had to be resourceful in funding facilities to meet the enrollment growth, as referred to above.

The college has also increased marketing and recruiting efforts outside its local area in an effort to generate FTE. However, with increased FTE there is a need for additional or larger facilities. Moreover, these efforts do not address the need for funds for facility improvements and repairs.

All new construction at Southwestern is designed with both short-term needs and long-term usage options and maintenance taken into consideration. Alternative or multiple uses for facilities are considered in the planning. For example, while the PAC's main purpose is to enhance the cultural awareness of students and the community, it will also be used for the college's drama and music programs, camps and conferences and other income-generating ventures.

The buildings on the main campus were built in phases, with the first buildings constructed between 1964 and 1969. These older buildings have been well maintained, but the heating and ventilation systems in all of them are obsolete and parts for these systems are not available. Repairs are not cost effective because the equipment is no longer efficient, nor are repairs possible in many cases. Budget constraints make immediate replacement of these systems impossible, so temporary solutions are used to make the buildings as comfortable as possible, but a permanent solution to this difficulty must be implemented within the next year or two.

The second major phase of building on the main campus occurred between 1980

and 1982 when the cafeteria and the laboratory and shop buildings were constructed. These buildings have all recently experienced the need for roofing repairs and are beginning to manifest a need for repairs to the heating systems.

The college maintains a three-year facilities maintenance plan, **(Exhibit 8.2)** which takes into consideration current and future needs, as well as budget. The three-year plan is an evolving document with new items being added as needed and prioritization being reviewed each year and shared with the Board.

Every year's budget designates funding for necessary Americans with Disabilities Act (ADA) accommodations. There is only a certain amount of money to devote to maintenance, so prioritization is important. Safety is the first consideration. Recently, a wheelchair accessibility study was conducted on campus to ensure compliance in ADA standards. **(Exhibit 8.3)** The areas of concern addressed in this study have been assessed and included in the three-year facilities maintenance plan under ADA accommodations.

In addition to physical alterations to improve handicap accessibility, Southwestern has addressed safety issues that affect the college's disabled population. Evacutrak equipment has been purchased and is available where stairs are required for emergency evacuation of buildings. Students requiring the use of the Evacutrak who register with the office of disability services will be trained in its use. The purpose of training the potential users of this equipment is two-fold:

- Training in the proper use of the equipment should add to the confidence of individuals having to be evacuated via the apparatus
- Should no one trained to operate the apparatus be available during an

emergency, the disabled user can assist with the instructions for use at that time.

The safety of all students and staff has always been important at Southwestern, but with the addition of student housing in 1997 the need for round-the-clock public safety officers has been realized. The college has built an excellent public safety department and currently has a staff of five unarmed officers: a full-time working supervisor, three full-time officers and one part-time officer.

The grounds maintenance staff has improved campus safety while simultaneously improving the aesthetics of the campus: brush has been cleared to open up walkways. Dead trees have been removed to prevent damage and hazards caused by wind and decay.

In addition to the condition of the facilities, consideration must be given to the availability of classroom space. Traditionally, the peak time for use of classrooms is between 9 a.m. and 2 p.m. on Monday, Wednesday and Friday. Classes sometimes must be moved to a different time because there are no classrooms available during these peak times. However, past attempts to hold classes during these non-peak times have resulted in low enrollments.

One of Southwestern's most positive attributes is small class size. Yet as enrollment continues to grow, class size increases. The college is limited by the number of classrooms that will hold more than 30 students, so new efforts must be made to utilize the available facilities at non-peak times. **(Exhibit 8.4)**

The classroom facilities off the main campus include the Curry campus in Brookings and outreach areas within the college district, including those in Gold Beach and Port Orford in Curry County and

in Bandon, Reedsport, Coquille, Powers and Myrtle Point in Coos County.

Southwestern owns the 5000-square-foot facility in Brookings. The need for a facility in the Brookings area was realized when Curry County was annexed into the college district in 1995. The current facility was designed to be a temporary situation until a new facility could be built. However, setbacks in funding and the availability of land on which to build a new facility have resulted in the continued use of the current building. While the building is old it is adequate to meet current needs. With the added use of other facilities in the area, such as local area high schools, space is sufficient to meet the course offerings.

With the exceptions of the Curry County, Coquille and Reedsport sites, the outreach programs do not have space dedicated for use by the college. This creates issues of space for storage and availability, as well as limitations of what programs can be offered.

The facilities in the outreach areas are appropriate to meet the objectives of the particular courses offered. The vast majority of classes offered by outreach are held in schools or facilities appropriate for the courses, such as a municipal swimming pool for swimnastics, a flower shop for flower arranging, a yoga studio for yoga classes. Classes are also offered in community centers and senior centers. If adequate facilities are not available, however, a given course cannot be offered.

Equipment and Materials

The furniture in Southwestern's classrooms is appropriate to the type of class: lecture classrooms contain a fairly even split between chair/desks and tables and chairs. The auditorium-style classroom has swing-up writing surfaces on each chair. Computer labs are equipped with computer

tables and stenotype chairs. The metals labs have stools designed for metal work.

The chairs/desks are fairly old. The condition is monitored regularly and are removed or replaced if found to be broken, this equipment is in need of upgrading. New, larger chair/desks have been added to each classroom to accommodate larger students; the remaining original chair/desks are too small and need to eventually be replaced with tables and chairs.

Several of the classrooms have inadequate, noisy heating and ventilation systems. At this time, of particular concern is the ventilation system for the chemistry lab. The draperies in the older classrooms are in poor condition.

The library is furnished with study carrels and tables with community-access computers available and the quiet study room contains study-friendly upholstered chairs. Some of the chairs are old and therefore not ergonomic.

Faculty and staff offices are adequately furnished to allow for work, study and research. However, many of the offices are small. Some lack privacy and some have no windows. Only full-time faculty have designated office space. Faculty working in the Newmark Center share office space designed by staff into the building plan when the facility was developed in 96-97 and which is no longer large enough.

All offices are equipped with desks, chairs, bookcases, file cabinets and computers. When new furniture is purchased, ergonomic design is taken into consideration, as well as comfort and safety.

Internet access is available to all employees and students in offices and the library and to students in the rooms in student housing.

A print shop located on campus provides quick access to a variety of printing

services for instructional support and photocopiers are strategically located in high-use office areas.

Outreach classes are offered in facilities that have adequate basic equipment such as seating, writing surfaces, chalkboards or white boards, etc. If additional equipment is needed and not available at the site, equipment from the main campus can be transported to the outreach site. Computer labs in Reedsport, Bandon, Coquille, Brookings, and Gold Beach provide additional classroom space.

Six years ago, the college was networked. The computer labs, learning hub and electronic classrooms are all networked, as are the faculty and staff offices. In addition, Southwestern plans to network the various outreach sites also; the Curry County facility in Brookings is already networked with the main campus.

There are approximately 800 computers on campus, 400 of which are dedicated for student use in labs, classrooms, Newmark Center and the library.

The institutional- wide technology committee (IWTC) coordinates the purchase and equipment requests and maintenance utilizing the technology fee. This committee has designed a college-wide technology plan that has been approved by the president and is currently in use to maximize limited resources. **(Exhibit 8.5)** The IWTC advanced the need for a per-credit technology fee to help fund campus technology needs. Consequently, the college implemented such a fee in fall 2001. The fee is dedicated to replacing computers; building new labs; and/or building or replacing computer infrastructure including the servers, mainframe computer, printers and software over a four-year replacement rotation cycle.

In addition to computer equipment, a full-service media service department carries an inventory ranging from computer carts to television/VCR setups, video cameras, laptops, portable public address (PA) systems, tape recorders and other equipment. **(Exhibit 8.6)** This equipment ranges in age and condition, with every effort being made to maintain all of it in good working order. However, some of the equipment is nearing obsolescence.

Minor repairs are made in-house. Local repair services are utilized when possible for equipment repair and when necessary, equipment is returned to the manufacturer for repair.

Each classroom is equipped with an overhead projector and screen. Several older classrooms have been modified and some newer classrooms built to support multimedia instruction. Teleconferencing is available in two classrooms at this time. Until recently, teleconferencing was done via Oregon EdNet. This program has become obsolete and is no longer available. The college has installed Internet Protocol Television (IPTV) and is now capable of offering full teleconferencing services.

The college's family center was added to the campus in 1996 at the same time as the Newmark Center. The family center utilizes a great deal of equipment that must meet standards and requirements for day care use. Much of the equipment has been purchased with grant funding and the local Rotary Club has donated playground equipment and fenced an area to create additional playground space.

The plant operations department maintains, for the most part, non-instructional equipment such as ground maintenance equipment, tools and motor pool, consisting of 25 vehicles, including vans, pickup trucks, cars and a 47-passenger bus. **(Exhibit 8.7)** An adequately equipped

woodworking shop is maintained on campus for carpentry jobs and projects.

The campus is set on a beautiful 153 acres on the edge of a lake, within two or three air miles of the Pacific Ocean. The landscape has been well maintained and designed around local, native plants. While the beauty of the setting adds greatly to the campus atmosphere, it requires additional upkeep on such equipment as tree pruners, tractors and rototillers. Also, the salt air and heavy rainfall and winds add additional stress to the buildings and vegetation. The campus has baseball, soccer and softball athletic fields that all require considerable care and upkeep. Considerable storage space is required to house grounds maintenance equipment, which must be kept indoors to prevent rust and deterioration.

The use, storage and disposal of hazardous materials follow prescribed state and campus procedures. Occupational Safety and Health Administration (OSHA) and Department of Environmental Quality (DEQ) regulations are part of Southwestern's health and safety programs; hazardous materials management and personal protection training are part of academic programs where applicable.

Storage space is at a premium on campus. Because of the cool, damp climate of this region, it is vital that most storage space be indoors and heated. Because much of the storage space has been reallocated for other, more pressing uses, storage continues to be a concern.

Physical Resources Planning and Future Direction

Physical resources planning is an ongoing process for the college. With the addition of Curry County to the district in 1995, there has been much planning for a campus in Brookings; however, Coos and Curry residents voted down two bond levies that would have supported the new facility.

In the interim between Curry County coming into the district and the college creating a campus, a facility has been purchased to house most of the southern Curry County programs.

The planning process for the college has included the abovementioned two attempts for bond elections to build the campus in Curry County, as well as to build a technology center and science lab complex on the Coos Bay campus. Since both of these measures have been defeated, other avenues of funding are under consideration.

The ASG has taken the initiative to propose student fees to fund improvements to and enlargement of the gymnasium building, as well as to incorporate a student union-type space into the upgraded facility. The college is now in the process of visualizing the needs and developing plans for this construction. However, because this project depends solely on monies generated by student fees, it will take a couple of years to accomplish.

The campus master plan is presently under review and a three-year facilities maintenance plan is developed each year for Board approval as a part of the college's budgeting process.

Since the last accreditation review, numerous improvements and additions have been made to the campus. Technology advancement and the need for continued enrollment growth to offset the current state funding model have required the college to be innovative and creative in its vision for the future. Legislative changes create new opportunities and challenges that must be met without compromising the mission and goals of the institution.

Recommendations

- The college will continue to evaluate facilities usage and plan for changes.

- The college should continue to provide training on evacuation procedures and the use of the Evacutrak equipment.
- Working with the ADA coordinator, the dean of administrative services should review access issues across the district on a three-year rotating cycle.
- The college should implement a plan for replacing equipment used with hazardous materials such as the chemistry lab.
- A more complete analysis of current facilities use needs to be completed, including both instructional and non-instructional use.

List of Appendices

- 8.1 Campus Maps
- 8.2 Campus Facilities Master Plan
- 8.3 Building Inventory

List of Exhibits

- 8.1 Southwestern Building Inventory
- 8.2 Campus Facilities Master Plan: Past Six Years' of Three-Year Plans
- 8.3 ADA Accessibility Report: Wheelchair Access.
- 8.4 Classroom Size Chart
- 8.5 Institution-wide Technology Plan.
- 8.6 Instructional Equipment
 - a. Informational Technology
 - b. Media Services
- 8.7 Motor Pool List

Standard 8 Committees

Leadership Team

Barb Robson, chair, assistant to the dean of administrative services
Nancy Anderson, office assistant
Sandi Arbuckle, systems administrator
David Augustine, plant services
Kathy Blake, ETS specialist
Tina Cahill, athletic secretary

Floyd Chase, lead instructional computer aide
Jill Christiana, bookstore manager
Andy Duncan, director of the university center
Lisa Fletcher-Gordon, scheduler
Terry Jensen, custodian
Dan Kiewert, plant services
Robert King, custodian
Elwin Lovie, plant services
Jennifer Mahan, physical education instructor
David McKiney, plant services supervisor
Vijay Mukhram, custodian
Cliff Neves, public safety officer
Monty O'Dell, custodian
Amy Pean, plant services secretary
Merle Rada, custodian
Larry Schafer, public safety officer
Jesse Standard, custodial supervisor
Brian Strowbridge, groundskeeper
Sam Terzo, custodian
Stan Wilkes, plant services
Chris Williamson, computer science faculty
William Winfield, public safety supervisor
Don Wright, groundskeeper

Peer Review Team

Sarah Recken, chair, division director of collegiate education
Barbara Davey, nursing coordinator
Dennis Hanhi, manufacturing technology faculty
Janet McClellan, criminal justice faculty
Anny Mueller, adult learning faculty
Joel Perkins, physical education faculty
Virginia Somes, mathematics faculty
Stephanie Van Horn, English faculty

STANDARD NINE

INSTITUTIONAL INTEGRITY

Introduction

As a public institution, Southwestern strives to serve a diverse constituency. Southwestern's mission to "provide quality education that helps students achieve their goals" and to "prepare people to . . . function as good citizens in a rapidly changing world" necessitates a high level of institutional integrity and ethical standards. **(Exhibit 9.1)** The college's policies and procedures provide a rubric for its representations to its constituencies and the public; its teaching, scholarship and service; its treatment of students, faculty and staff; and its relationships with regulatory and accrediting agencies. The college, including governing Board members, administrators, faculty and staff, subscribes to and advocates high ethical standards in its management and operations and in all of its dealings with students, the public organizations and external agencies.

The college regularly evaluates and revises its policies, procedures and publications to ensure continuing integrity throughout the institution. **(Exhibit 9.2)** The college is represented accurately and consistently to its constituencies, the public and prospective students through its catalog, publications and official statements. Its policies define and prohibit conflicts of interest on the part of governing board members, administrators, faculty and staff. The college demonstrates, through its policies and practices, a commitment to the free pursuit and dissemination of knowledge consistent with its mission and goals.

Purpose

Southwestern recognizes its responsibility as a public institution of higher

education to provide an atmosphere and campus culture in which all persons examine, challenge and communicate ideas. The college also acknowledges its responsibility to protect students, faculty and staff from harassment and to ensure the rights of persons to privacy in their personal lives. Ethical standards are exemplified by the Board. The Board's adopted governance process requires members to

"operate in a manner that is mindful of civic trust representing the interests of the entire college district: a) be accountable for competent, conscientious and effective service to the community as members of the Southwestern Board of Education; b) not allow any officer, individual or committee of the Board to hinder or usurp the Board's commitment to its civic trust." **(Exhibit 9.3)**

The Board's adopted Code of Conduct specifies that

"Southwestern Oregon Community College Board of Education expects ethical conduct of itself and its members. This includes proper use of authority, appropriate decorum in a group and appropriate individual behavior when acting as members of the Board of Education." **(Exhibit 9.4)**

As components of the Board's adopted code of conduct, members are required to

"...maintain unconflicting loyalty to the interests of the college district...avoid any conflict of interest...not attempt to exercise individual authority...represent the

college district as a whole...not represent their individual opinions as the consensus of the entire board ...[and] maintain confidentiality..."

The college's personnel procedures, adopted by the Board, include college standards of conduct and employee responsibilities that detail ethical and appropriate workplace behavior. **(Exhibit 9.5)** Faculty, administrative staff and some classified staff belong to professional associations and subscribe to the code of ethics or standards of practice promulgated by their related associations. **(Exhibit 9.6)** These include counselors, fundraisers, librarians, instructors, business office staff and instructional administrators. Throughout the college, high ethical standards are expected and practiced in its dealings with students, the public organizations and external agencies.

As a locally controlled public entity, Southwestern and the actions of its employees are governed by State of Oregon regulations pertaining to all public entities, public employees and community colleges. These include the Oregon Revised Statutes for community colleges, public contracting laws, conduct of elections and political activity. **(Exhibits 9.7 – 9.10)** The college adheres to applicable federal laws and adopts appropriate policies and procedures to ensure institutional integrity.

The college complies with the Family Educational Rights and Privacy Act (FERPA) guaranteeing the confidentiality of student records and information. Student, employee and prospective student and employee "right to know" procedures comply with recent changes made during reauthorization of the federal Higher Education Act. These regulations detail the collection and reporting of information about campus security policies and crime statistics, completion and graduation rates, academic programs, accreditation and licensure, availability of

financial assistance and participation in athletic programs. This information is published annually in the student handbook and made available in electronic and print formats. **(Exhibit 9.11)**

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, the college has policies and procedures to discourage and prevent the unlawful possession, use or distribution of illicit drugs or alcohol by students and employees. These include the employee alcohol policy, college standards of conduct and employee responsibilities and student rights, student code of conduct, student grievance procedure and the faculty handbook. **(Exhibits 9.5, 9.12, 9.13, 9.14)**

Additional policies and procedures that help ensure fairness include equal education and employment opportunities philosophy and policy statements, equal education opportunity, Equal Employment Opportunity (EEO), compliance with the Americans with Disabilities Act (ADA), equal employment for persons with disabilities, equal employment for veterans and the harassment policy. **(Exhibits 9.15 – 9.20)**

In the area of purchasing goods and services the college has developed specific policies and rules to ensure integrity and stewardship of the public trust. These include Board review of purchases in excess of \$2500, approval of purchases in excess of \$15,000, adoption of the State of Oregon attorney general's Model Public Contract Rules and the college standards of conduct and employee responsibilities. **(Exhibits 9.5, 9.21, 9.22)**

Policies regarding student rights, student conduct and the student grievance process are detailed in policy 9.070, Student Rights, Student Code of Conduct and Student Grievance Procedure. **(Exhibit 9.13)** This policy is published annually in the student handbook and is available on the college Web site. To assure the integrity of academic

records and fairness in the evaluation of student performance, students have the right to grieve the conduct of an employee, a failure to follow processes, differential treatment or other inequities in the grading or instructional process.

Policies and procedures are in place to allow employees of the college to contest unfair treatment. Both classified and faculty contracts provide a detailed process for assessing and resolving grievances. **(Exhibits 9.23, 9.24)** The administrative staff and other employees not represented in the two bargaining units (part-time faculty, temporary employees and student employees) are protected by applicable state and federal laws regarding employment discrimination.

Description

Policies, Procedures and Publications

The college regularly evaluates and revises policies, procedures and publications to ensure continuing integrity throughout the institution. **(Exhibit 9.2)** The college adopted standards of conduct and employee responsibility after the last accreditation visit and these were revised in winter 2001. The college administration regularly brings revisions of such policies and procedures to the Board to assure consistency of policy with practice. The college annually revises and updates numerous electronic and print publications – the annual catalog, four quarterly schedules, a comprehensive Web site and major marketing pieces – to assure integrity in its communications.

Administrative policies are updated as needed. The process requires a review of any new policy by the managers' council, a public hearing with oral and written comments accepted, revisions to the draft policy (if needed), a second review by managers' council and presentation to the Board as an information item. Board policies (which are

limited because of policy-based governance) are proposed, reviewed and adopted by the Board.

Catalogs, Publications and Official Statements

Southwestern represents itself accurately and consistently to its constituencies, the public and prospective students through its catalogs, publications and official statements. The college develops numerous communications for its audiences each year. All print and electronic communications are reviewed for accuracy of content during the development process to assure integrity in their representations to the public; such publications include news releases, advertising, the college's official Web site, the annual catalog, other print and electronic publications and all marketing materials. Additionally, to the extent possible, accurate information is provided via other communications such as public presentations, interviews and college fairs.

The college catalog is revised annually. The office of instruction solicits changes and updates from each campus constituency to ensure that the catalog has the most recent information. Each program and course description is reviewed by division faculty, division directors, instructional council and office of instruction for approval prior to inclusion in the catalog.

The schedule of classes is mailed to every household in the college district each quarter. A separate schedule is prepared for and mailed to every household in Curry County. Class information is prepared by the office of instruction and includes on-campus, outreach, distance learning and University Center offerings. Updates are distributed to faculty advisors via both e-mail and print and are available on the Web site.

Program sheets are updated by faculty, division directors and office of instruction to ensure that all information is current and

accurate. These data include job market information, wages, working conditions, required licensures and certifications, prerequisites and course work needed to complete the degree or certificate.

The office of college advancement reviews and publishes all publicly disseminated electronic and print communications. The office of instruction is responsible for accuracy of content in all academic publications including the catalog, course schedules and program sheets. Similarly, other offices provide content for publications while the office of college advancement edits and publish them.

Conflict of Interest Prohibited

The college's institutional policies define and prohibit conflicts of interest on the part of governing board members, administrators, faculty and staff. The Board code of conduct for Board members clearly defines conflicts of interest and prohibits them: "a) There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to information; b) Board members must not use their positions to obtain employment at the college for themselves, family members or close associates; c) Board members must comply with the Oregon Government Standards and Practices laws for public officials (potential and actual conflicts of interest)."

The college's current standards of conduct and employee responsibilities does not include a prohibition against conflicts of interest. This is an area of concern and the policy is under revision.

The college also has a detailed policy regarding employment of family members, in order to avoid potential conflicts of interest. **(Exhibit 9.25)** This policy defines which

types of reporting relationships are and are not permissible between family members.

Free Pursuit and Dissemination of Knowledge/Academic Freedom

Southwestern demonstrates, through its policies and practices, its commitment to the free pursuit and dissemination of knowledge, consistent with the college's mission and goals. The college has a well-defined and long-standing commitment to academic freedom; in the faculty contract the college and faculty subscribe to a statement of academic freedom from the American Association of University Professors (AAUP). **(Exhibit 9.24)**

The contract states that higher education is "conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

"Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in freedom of learning."

A faculty survey conducted in fall 2000 as part of the accreditation process included questions related to faculty perceptions of academic freedom. **(Exhibit 9.26)** On a scale of 1 (very unsatisfied) to 5 (very satisfied), faculty gave an average of 4.0 to the question "Are you satisfied with the freedom you have in developing curriculum for your classes?" Responses averaged 3.6 (on 5-point scale) to the question "Are you satisfied with the academic freedom you have at Southwestern?"

College Climate

While the college administration regularly listens and responds to employee concerns, a college climate study has not been conducted on a campus-wide basis. A formal assessment of employee satisfaction, by constituency, will allow the college administration to identify important quality of work issues.

Analysis and Appraisal

The college has many policies and procedures in place to assure fairness, integrity and stewardship of the public trust in its dealing with internal and external constituencies. The recently revised college standards of conduct and employee responsibility provide a comprehensive summary of appropriate behavior for employees. However, the college does not have a formal process to regularly educate current staff or orient new staff to the college's expectations of high ethical conduct.

The college has introduced publications and procedures to help assure accuracy in representations to the public. Recently completed program sheets for professional technical programs provide relevant employment information and the academic requirements of each program. The catalog development and review process has been improved over the past four years and is now well established. Additionally, the college has put processes in place to ensure that information in official print and electronic publications is current and accurate. However, the publishing software available on personal computers and the great increase of Web pages continue to challenge the college's ability to assure accuracy in all of its representations to the public. This is an area currently under review to improve both the integrity and consistency of college communications.

Recommendations

- Communicate expectations for integrity and ethical conduct to all employees in a formalized and consistent manner.
- Develop additional procedures and standards to ensure accuracy and consistency in updating of Web communications.
- Conduct a college climate study with results available by constituency.
- Develop policy, guidelines and process for ensuring consistency of publication material across campus.
- Revise the college standards of conduct to include a clause regarding conflict of interest.

List of Appendices

- 9.1 Statement of Academic Freedom
- 9.2 Standards of Conduct Personnel Procedure 1.010
- 9.3 Board of Education Code of Conduct

List of Exhibits

- 9.1 Mission and Goals
- 9.2 Policy, Procedures and Publications
- 9.3 Board Adopted Governance Process
- 9.4 Board Adopted Code of Conduct
- 9.5 College Standards of Conduct and Employee Responsibilities and Student Rights
- 9.6 Professional Associations Standards of Ethics and Conduct
- 9.7 Oregon Revised Statutes for Community Colleges
- 9.8 Oregon Revised Statutes for Public Contracting Laws
- 9.9 Oregon Revised Statutes for Conduct of Election
- 9.10 Oregon Revised Statutes for Policy Activity
- 9.11 Southwestern's Student Handbook
- 9.12 College Employee Alcohol Policy
- 9.13 Southwestern's Student Code of Conduct

- | | | |
|------|---|--|
| 9.14 | Southwestern's Faculty Handbook | Dennis Hanhi, manufacturing technology faculty |
| 9.15 | College Equal Education and Employment Opportunities Philosophy and Policy Statements | Gerri Hutson, Curry staff
Janet McClellan, criminal justice faculty |
| 9.16 | College Equal Education Opportunity | Anny Mueller, adult learning faculty
Joel Perkins, physical education faculty |
| 9.17 | College Equal Employment Opportunity | Virginia Somes, math faculty
Stephanie van Horn, English faculty |
| 9.18 | Americans with Disabilities Act Compliance | |
| 9.19 | Equal Employment For Persons With Disabilities | |
| 9.20 | Equal Employment For Veterans and Harassment Policies | |
| 9.21 | Board Review of Purchases | |
| 9.22 | State of Oregon Attorney General's Model Public Contract Rules | |
| 9.23 | Classified Federation Collective Bargaining Agreement | |
| 9.24 | Faculty Federation Collective Bargaining Agreement | |
| 9.25 | Detailed Policy Regarding Employment of Family Members | |
| 9.26 | Faculty Survey (Academic Freedom) | |

Standard 9 Committees

Leadership Team

Mike Gaudette, chair, dean of college advancement
 John Berman, tech prep coordinator
 Blake Bowers, physical education faculty
 Candace Favilla, English faculty
 Will Furrer, business faculty
 Catherine Hockman, human development faculty
 Janet McClellan, criminal justice faculty
 Randy Sloper, physics faculty
 Ann Sylvia, chemistry faculty
 Jennie Tobiska, print shop clerk

Peer Review Team

Sharon Tashjian, chair, library faculty
 Barbara Davey, nursing coordinator

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA

Information and data provided in the institutional self-study are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide the Commission and the members of the evaluation committee with current data for the year of the visit.

After the self-study report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-study distributed to Commissioners, the Commission office, and members of the visiting committee.

To enable consistency of reporting, please refer to the glossary in the 1999 Accreditation Handbook for definitions of terms.

Institution:

Name: Southwestern Oregon Community College
 Address: 1988 Newmark Ave.
 Address: _____
 City: Coos Bay State: OR ZIP: 97420

If part of a multi-institution system:

Name of System: _____
 Address: _____
 Address: _____
 City: _____ State: _____ ZIP: _____

Highest Degree Offered: Doctorate ___ Masters ___ Baccalaureate ___ Associate X
 Other (specify) ___

Type of Institution: Comprehensive X
 Specialized: ___
 Health-related ___ Religious-based ___ Tribal ___ Other (specify) ___

Institutional control: Public X
 City ___ County ___ State ___ Federal ___ Other (specify) ___
 Private/Independent ___
 Non-profit ___ For Profit ___

Institutional calendar: Quarter X Semester ___ Trimester ___ Continuous term ___ Other (specify) ___

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the Council for Higher Education Accreditation (CHEA). (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Surgical Technology	Associate	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	June 2001

Full-Time Equivalent (FTE) Enrollment. State the formula used by the institution to compute FTE:
 The number of students multiplied by the number of contact hours divided by 510 = FTE

Official Fall Term Enrollments

Classification	Current Year Dates: FA 01	One Year Prior Dates: FA 00	Two Years Prior Dates: FA 99
Undergraduate	1039.26	1104.60	1201.35
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1039.26	1104.60	1201.35

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

Official Fall Term Enrollments

Classification	Current Year Dates: FA 01	One Year Prior Dates: FA 00	Two Years Prior Dates: FA 99
Undergraduate	1033	1069	1103
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1033	1069	1103

Numbers of Full-Time and Part-Time Instructional Faculty & Staff and Numbers of Full-Time (only) Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number

Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time		Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	24					1	17		6
Associate Professor	10						7		3
Assistant Professor	15						15		
Instructor	16				1	1	13		1
Visiting Faculty	10					2	6		2
Adjunct Faculty	7						7		
Undesignated Rank	113	150							

Number of instructional staff added for current year: 8

Number of instructional staff who were employed previous year but not reemployed: 5

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$39,048	7*
Undesignated Rank		

* Salary is not based on rank.

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: ____2000____

Reporting of income: Cash Basis ____ Accrual Basis X (Modified Accrual)

Reporting of expenses Cash Basis ____ Accrual Basis X (Modified Accrual)

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: FY 00	One Year Prior to Last Completed FY Dates: FY 99	Two Years Prior to Last Completed FY Dates: FY 98
CURRENT FUNDS			
Unrestricted			
Cash	1,889,079	2,042,539	1,315,872
Investments	0	0	0
Accounts receivable gross	1,853,617	1,697,595	1,868,668
Less allowance for bad debts	0	0	0
Inventories	178,171	161,215	157,479
Prepaid expenses and deferred charges	139,594	49,217	0
Other (identify)	0	0	0
Due from	0	0	0
Total Unrestricted	4,060,461	3,950,566	3,342,019
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	4,597,022	1,909,881	2,863,139
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	4,597,022	1,909,881	2,863,139
Investment in Plant			
Land	739,115	739,115	737,064
Land improvements	0	0	0
Buildings	16,926,454	17,123,504	16,310,375
Equipment	5,074,686	5,054,425	4,763,275
Library resources	0	0	0
Other (identify): Construction in progress	1,116,059	0	132,491
Total investments in plant	23,856,314	22,917,044	21,943,205
Due from	0	0	0
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	28,453,336	24,826,925	24,806,344
OTHER ASSETS (IDENTIFY)	3,900,619	462,030	1,405,669
Amount to be provided			
TOTAL OTHER ASSETS	3,900,619	462,030	1,405,669
TOTAL ASSETS	36,414,416	29,239,521	29,554,032

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: FY 00	One Year Prior to Last Completed FY Dates: FY 99	Two Years Prior to Last Completed FY Dates: FY 98
CURRENT FUNDS			
Unrestricted			
Accounts payable	397,966	488,710	324,823
Accrued liabilities	766,644	691,835	745,168
Students' deposits	0	0	0
Deferred credits	1,300,606	1,139,663	1,299,314
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	2,602,063	2,720,975	2,138,343
Total Unrestricted	5,067,279	5,041,183	4,507,648
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	543,875	0	137,752
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	4,053,147	1,909,881	2,725,387
Total unexpended	4,597,022	1,909,881	2,863,139
Investment in Plant			
Notes payable	113,584	76,812	179,414
Bonds payable	10,890,000	7,695,309	7,898,301
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	11,003,584	7,772,121	8,077,715
OTHER LIABILITIES (IDENTIFY):	15,746,531	14,516,336	14,105,530
Fixed Assets			
TOTAL OTHER LIABILITIES	36,414,416	29,239,521	29,554,032
FUND BALANCE	0	0	0

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: FY 00	One Year Prior to Last Completed FY Dates: FY 99	Two Years Prior to Last Completed FY Dates: FY 98
Tuition and fees	2,935,172	2,88,668	2,572,428
Federal appropriations	0	0	0
State appropriations	6,500,027	6,309,612	5,992,587
Local appropriations	3,731,461	3,571,124	3,529,241
Grants and contracts	5,280,111	4,856,944	4,056,612
Endowment income	0	0	0
Auxiliary enterprises	2,066,363	1,329,437	1,047,788
Other (identify): Sales & Services	4,750,955	2,133,857	1,398,762
Borrowing Independent Operations			
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	6,848,837	6,133,477	5,529,894
Research	0	0	0
Public services	2,051,901	1,996,867	1,479,756
Academic support	2,314,128	2,329,052	1,680,810
Student services	2,049,123	1,823,166	1,731,815
Institutional support	3,158,620	2,662,770	2,658,661
Operation and maintenance of plant	995,234	1,255,410	1,036,914
Scholarships and fellowships	1,956,271	2,086,708	1,709,810
Other (identify): Independent Operations	211,125	176,778	336,459
Mandatory transfers for:			
Principle and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	354,321	739,411
Total Educational and General	19,595,239	18,818,549	16,903,530
Auxiliary Enterprises			
Expenditures	1,923,123	1,701,619	1,631,374
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	1,923,123	1,701,619	1,631,374
TOTAL EXPENDITURE & MANDATORY TRANSFERS	21,518,362	20,520,168	18,534,904
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	1,721,373	798,437	348,360
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balance)]	2,024,354	<233,963>	<285,846>

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: FY 00	One Year Prior to Last Completed FY Dates: FY 99	Two Years Prior to Last Completed FY Dates: FY 98
For Capital Outlay	11,003,584	7,772,121	8,077,715
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

- Degree Programs** – list the names of degree programs that can be completed at the site.
- Degrees Awarded** – report the number of degrees (by program) awarded at the location last year.
- Academic Credit Courses** – report the total number of academic credit courses offered at the site.
- Student Headcount** – report the total number (headcount) of students currently enrolled in programs at the site.
- Faculty Headcount** – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Degree Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
Southwestern Oregon Community College Curry Campus 420 Elder Ave. Brookings, OR	AAOT AS Bus. Admin. Human Services AAS Apprenticeship Bus. Mgt, Office Mgt. Computer Science, Software Human Services Certificates Accounting Bookkeeping Medical Clerical RuralHealth Aide Networking Fundamentals Networking Certification BasicNursing Asst. Medication Aide	2 0 1 4	220	1042 students, 47enrolled full- time	2 full-time 50 part-time

Programs and Academic Courses Offered at Sites Outside the United States: Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

Degree Programs – list the names of degree programs that can be completed at the site.

Degrees Awarded – report the number of degrees (by program) awarded at the location last year.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Degree Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
None					