

SOUTHWESTERN OREGON COMMUNITY COLLEGE

FIFTH YEAR INTERIM REPORT FOR REAFFIRMATION OF ACCREDITATION BY NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

APRIL 1997

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PART A

ACTIONS TAKEN IN RESPONSE TO GENERAL RECOMMENDATIONS MADE IN APRIL 1992

1. It is critical for the college, as a priority, to organize staff and resources to design and implement a multifaceted dynamic system for assessing institutional and educational effectiveness. (Standard I & V) The system to include, but not to be limited to information on:
 - a. Student tracking and follow-up
 - b. Community perceptions and levels of satisfaction
 - c. Institutional members' commitment to mission, goals and objectives
 - d. The level of congruence between program expectations and Student outcomes
 - e. The interface between data collected and decision making At all levels of the institution
 - f. The process by which the institution will make educational Decisions and prevent system failure

Southwestern Oregon Community College responded to this recommendation in the visit paid by Northwestern in April 1994. This report will be available on site to the visitor(s). The results of the visit in 1994 regarding this recommendation were very positive. The comprehensive plan was well received and Northwest visitors were very pleased with the cross-functional Institutional Effectiveness Committee in operation that continues to meet monthly except for summer months to review survey instruments and Benchmark reports made to the Board of Education monthly beginning in January of each year. The one area that was asked to be strengthened in 1994 was in regards to dissemination of survey and Benchmark reports to those who can best use the information other than the Board. The Office of College Advancement is now publishing the results of these instruments in our on-campus Bulletin. Faculty, staff and administrators on the Committee are also in a position to disseminate information as is appropriate to their groups.

There has been a major change and addition to the initial assessment activities listed in the Four-Year Plan for Implementation of Institutional Effectiveness and Assessment. The Board of Education has over the past three years been in the process of changing its governance model to the Carver Method of Governance. They have established End Statements and over the last two years an attempt has been made to match Institutional Effectiveness measures (Benchmarks) assessed over the past four years to these End Statements, the new matrix will be available to the visitor(s).

In 1994 the Discipline areas began working on developing outcomes. Over two academic years faculty wrote and rewrote outcome statements so as to make them measurable and meaningful. The outcomes are one to two sentences in length (**Exhibit A1**). Because of a large number of faculty changes in the Discipline areas it was decided not to implement the assessment techniques until new faculty have a chance to review the outcomes. This review will be done this June and the outcomes will then be presented to the Board. Assessment will begin in the Fall of 1997. The Internet will be timely for this project as

there is much information available on educational assessment techniques that will be of assistance to the faculty.

The Professional Technical Programs have developed outcomes that are specific to their programs and are measured annually. Some of them are in the report given in April 1994 but there have also been changes in this area. The current outcomes are: 1) Number of completers (graduates + early leavers) who are employed in jobs or further training related to major at Southwestern; 2) Student's attainment of appropriate job skills as measured through an employer satisfaction survey; 3) Pass rate on certification and licensure examinations as appropriate. Aside from the Discipline outcomes mentioned above the other outcomes related to students who complete any of our degree programs with intent to transfer are listed in the April 1994 report. Survey instruments and results will be available to visitor(s).

For the past two years Southwestern has conducted a Student Opinion Survey along with all community colleges in the state. The instrument used is one developed by ACT and reviewed by the Council of Instructional Administrators, the Council of Student Services and the Council of institutional Researchers. Results for Southwestern have been positive. The instrument and results will be available for review. Southwestern also piloted the ACT Student Satisfaction survey with other colleges in the state. The pilot was conducted under the direction of the Council of Institutional Researchers with overview by the Council of Instructional Administrators. Results of the pilot showed that 1) the instrument took too much time to complete and 2) some of the items were felt not to be appropriate for our colleges and 3) some items may need to be deleted and others added. The Council of Instructional Administrators has requested that the institutional researchers develop a survey for Oregon using a consultant. The first draft of that survey is out for review. Southwestern has put in place a .5FTE position in institutional research that will allow us to build a contiguous student tracking system from point of inquiry through admissions assessments, in-program assessments, exit assessments and follow-up. A new main frame to be installed Spring 1997 and the networking of instructional and administrative computing will also assist in this endeavor.

A community perception study has not been done since 1991. As part of the development of a comprehensive Marketing Plan for the college it will be necessary for us to survey community members to determine how they view the college and the services we offer. A couple of factors that lead us to believe the community perceives our services positively is the high percentage of new high school graduates who enroll each year (25-30%) and the fact that approximately 25% of citizens in our district take courses through Southwestern.

Information gathered through all of the Institutional Assessment and Effectiveness measures and benchmarks are used to make decisions at all levels. Enrollment information has been used to determine what our recruitment efforts should be and has led to the establishment of college faculty, counselor and staff teams to do high school

visitations annually, to meet with employers and employees of businesses that close or downsize and to develop a position for an individual to focus on recruitment and retention activities. Program outcome information has been used to develop plans for program improvement in areas where outcomes are not being met. Business and industry have been a vital part of program improvement through their advisory capacity and involvement in a process called DACUM (Developing a Curriculum) that is used extensively to determine what is currently expected of our students on the job. The State Office of Community College Services researchers have developed a positive working relationship with researchers at Oregon State System of Higher Education and as a result we are beginning to receive information on the performance of our graduates by cohort but not by individual record. The information received so far shows that Southwestern students do as well and in some cases better than generic Oregon State System students and we are in the top 50% when compared to other community colleges in Oregon. Data will be available for visitor(s) to review. There is still work to be done to get this information by discipline and/or degree area. We do send faculty and/or counselors to the Oregon State System Colleges to talk with graduates from our college. This is done on an annual basis upon invitation of each college. This information is then shared with Instructional Council and with individual faculty as appropriate.

Student intentions are gathered from the Application for Admissions and the Registration form. The application asks for the degree or certificate program the student plans to pursue. One difficulty in gathering information in this manner is that the application is not required prior to enrollment, making it difficult to compare original intent and subsequent changes.

The registration form, completed each term, asks for educational objectives and the main reason the student is enrolling that term. Currently, the information is gathered for the Oregon Community College Uniform Reporting System (OCCURS). OCCURS is the statewide program that will allow Southwestern to follow students into employment or continuing education.

A computer program has been written to determine the percentage of students who are returning the following term. Recent modifications to the program allow Southwestern to track returning students in three ways:

- 1) credit students
- 2) programs students
- 3) students assigned advisors

A limited survey of employers was completed. Information was gathered from three different directions. The instrument was mailed to 109 businesses and agencies who have participated in the Cooperative Work Experience. Thirty-nine employers returned the survey. Employers who did not return the survey participated in a phone survey. Ten business and agencies were selected for a personal interview. Results of the survey, as well as a copy of the instrument, are available in the Fales Report (**Exhibit A2**).

Exhibit A3 shows that of the Fall 95 cohort, 44% indicated they were attending Southwestern to take classes to transfer to a four-year college, 32% indicated their main reason for attending was skill-related:

- 16% - learn skills to get a job

- 15% - improve job skills

- 2% - improve reading, writing, or math skills

Creating a report that compares each category of educational objectives will allow Southwestern to review trends in the population and their reasons for being at Southwestern over time. Ideally, being able to capture the initial intent at the time of applying to the college and comparing to the goal completed would provide valuable information for long term strategies planning, program review and evaluation of services. These are ambitious projects made more difficult by a computer system unable to stay abreast of the current demands.

Special attention has been given to tracking the effectiveness of services and activities through a number of evaluations. A Report Card is available to students at all times to assess the delivery of services provided by Registration & Records, Admissions & the Transcript Evaluator. These forms are readily available at the counter and students are encouraged to complete one. This form is dropped in a locked box and is emptied by the Associate Dean of Student Services. This information is compiled and shared with the department. Counseling staff has developed a similar form that measures the effectiveness of the counseling session. Again, these forms are available to students as they leave the counseling session. Also available in each building is the newly created evaluation form that is sent directly to the President's Office. It covers services to students and attempts to separate the person from the process. These are forwarded from the President's Office to the appropriate supervisor. An evaluation form is given to students who attend New Student Orientation (**Exhibit A4**).

In an attempt to capture the effectiveness of services delivered to the internal customer an evaluation form was created for the New Faculty Advising Workshop, the Advisor's In-Service and the High School Counselors Day (**Exhibit A5**). As part of an ongoing effort to improve delivery of services to students, the Associate Dean of Student Services intends to share the information with each counselor on an individual basis and as a general overview for the counseling department. Increasing awareness of student perceptions can help alleviate potential problems. Also, anticipated is a review of the evaluations of training and orientation to form the basis for strategic planning for service delivery and long term goals within the Student Services Department.

An attempt is being made to ask for student intentions at the time they take the placement test, since this is normally completed early in the students academic career. Then a comparison could be made of the original intent and the completed goal.

2. **As a priority the college should review issues related to faculty effectiveness (Standard VII) to include:**
 - a. **Assessing practices in place related to the use of part time faculty who have workloads approaching full-time on a regular and continual basis.**

During the 92-93 academic year the college worked at addressing issues related to part-time faculty and their loads. The body primarily responsible for this work was the Instructional Council. The Council looked at those positions where faculty taught between 80% to 100% of a full load. With the help of the personnel office they attempted to identify those positions that had been in existence the longest. They also considered issues such as program need, numbers of students served by the programs, staffing in the program, future potential for the program. As a result of this process two positions were identified for inclusion as regular full-time faculty in the fall of 1993. These positions were included in the 93-94 budget. As revenue projections became more accurate, the administration was able to identify approximately \$115,000 that could be used to create additional full-time positions. The Instructional Council tentatively identified five additional positions that could be made full-time. However, there were 13 part-time positions at that time with loads between 80% and 100%. Further, the president had decided that beginning with fall term, 1993, we would eliminate all positions where people paid on the part-time pay scale taught more than 50% of a load. The division chairs then looked at the situation again deciding that what we needed to do was create a category of annually contracted faculty who were paid for teaching at a rate comparable with the full-time faculty and with such benefits as are accorded to the annually contracted faculty under the contract negotiated between the Faculty Federation and the Board of Education.

The following is the definition of an adjunct faculty member as worked out by the division chairs to be included in a letter of agreement with the Board of Education of Southwestern Oregon Community College District and the Southwestern Oregon Community College Federation of Teachers.

ADJUNCT FACULTY:

- (1) Teach 12-15 credits, or the equivalent, per term to be balanced to 45 credits for regular academic year and maintain office hours daily;
- (2) Are not responsible for advising, curriculum development, committee assignments, other duties as assigned (changed through negotiation);
- (3) Are contracted annually;

- (4) Are selected according to the procedures worked out by the Faculty Senate and the Instructional Council for year one; persons presently filling the positions as 80 - 100% part-time faculty may, with the agreement of the appropriate divisions, be hired to fill the positions for the first year of this agreement ;
- (5) Are not tenure track positions; the persons hired for these positions will generally be granted no more than three annual contracts with a possibility of a fourth if agreed upon by the Dean of Instructional Services and the appropriate division;
- (6) Are evaluated annually;
- (7) Are fully qualified for the positions in which they teach in accordance with the stipulations of the contract between the Board of Education and the Federation of Teachers;
- (8) Would receive full benefits;
- (9) Are paid 75% of a full-time faculty salary. The maximum initial salary base for adjunct faculty will be step 9 on the faculty salary scale, or the maximum beginning salary for new faculty (e.g. 75% of step 9 is currently \$21,384 plus 43% for benefits for a total of \$30,580);
- (10) Adjunct faculty will constitute no more than 25% of the full-time faculty.

In order to enter the guidelines developed by the division chairs into negotiation, the Administration proposed the creation of annually contracted adjunct faculty and the Faculty Federation and Administration negotiated a letter of agreement which is presently appended to the Faculty Federation/Board of Education agreement (**Exhibit A6**). For the 93-94 academic year the Instructional Council and the Dean of Instruction have identified 12 positions to be brought into the category of Adjunct Faculty.

In October of 1993 the Board of Education adopted a policy that defines a full time teaching load for part-time faculty as 20 work load credits. In accordance with the mandate of the College President, part-time faculty are hired for no more than 10 workload credits. Workload for part-time faculty is calculated on a formula based on the full-time faculty work load calculation.

In the fall of 1995 the contracts for the adjunct faculty hired in 1993 were beginning their third year. At this point the differential between the salary of adjunct faculty, who had received the salary adjustments negotiated by the Faculty Federation for three years, and the beginning salary for full-time tenure track faculty was at its minimum. At this time the Dean of Instruction and Instructional Council identified six positions on the basis of historical need to be moved to tenure track. These positions were in the following areas: English (3), reading/tutoring (1), ABE/ESL (1), health/PE (1). One adjunct position in ABE

was eliminated and another adjunct position which was previously split between ESL/foreign language was redefined as ESL/ABE. Further, upon the retirement in December of 1996 of a faculty member whose assignment is split between ABE and philosophy, that position will be full time ABE. Finally, the reorganization of the workforce development, life skills, ABE, and ESL programs into a single Adult Learning Skills Program which will be housed in the new Newmark Center will allow for more effective and efficient use of staff.

For the 1996-97 year there are no faculty paid on the part-time faculty salary schedule who are working more than half time (10 work load credits) and we have three faculty working in adjunct positions as defined by the Letter of Agreement. One position is in speech which has been held over for a fourth year because of the death of the senior faculty member in the program. It is our intent that this becomes a tenure track position for 1997-98. The two other adjunct positions are in English and Math. It is probable that we will maintain these positions into the future. Our vision is to use these as opportunities for young teachers to gain experience, and in these two areas we have a number of senior full-time faculty who can mentor and direct new teachers.

b. Planning and implementing a process which ties staff development to a planned organized, and coordinated system or professional growth.

There are two sources of funding for faculty staff development budgeted annually:

1. For those needs identified by the institution through the deliberations of the Instructional Administrators and Division Directors identifying needs for new programs and/or for the modification and updating of existing programs, funds are budgeted in cost center 10-1701, Miscellaneous Instruction, program/staff development. In 1996-97 there is \$6,795 budgeted for this purpose. These funds have been used to send faculty for information and training in such areas as TQM, the use of technology for instructional enhancement, open-entry open-exit instruction, and the development of instructional modules.
2. For those needs identified by individual faculty members there is a Faculty Staff Development Committee of the Faculty Senate. The funds for the activities approved and recommended by this group is budgeted in cost center 10-2107, Instructional Staff Development, program/staff development. In 1996-97 there was \$13,750 budgeted in this account. Requests from the faculty are sent directly to this committee and are judged on the following definitions and criteria developed by the committee:

STAFF DEVELOPMENT COMMITTEE

The purpose of faculty staff development is to support and encourage the teaching staff in activities that improve instruction and promote professional growth. Staff development includes obtaining new information, skill training, and general knowledge that are

necessary to maintain currency and effectiveness. It also includes activities which promote more general professional interest, provided their activities are clearly related to the area of the instructor's teaching assignment.

Staff development funds should not be used to support operational travel. That is travel which is required by a curriculum or program. Examples of operational travel are field trips and travel needed for maintenance of curriculum in a department. (Operational travel funds are included in departmental/area budgets.)

Staff development funds should not be used to support personal or professional development that is unrelated to the instructor's present and anticipated responsibilities at Southwestern. It is also not intended for expenses incurred in obtaining credit which is used for advancement on the salary scale.

GUIDELINE FOR APPROVAL OF REQUESTS

1. Requests must meet the definition of staff development as stated in the description of committee operations. Requests that seem operational will be referred back to the division. A request for funds involving a project initiated by the college administration will be referred elsewhere.
2. All part-time and full-time members are eligible for staff development funds.
3. The merit of the request will be based upon the criteria of professional goals, program goals, and institutional goals. At least one of these criteria must be addressed. Priority will be given to requests that support two or more of the criteria.
4. Frequency of awards will be considered. Large awards may not be made to the same person more often than once every three years unless there is clear and compelling reasons to do so.
5. Amounts requested will be examined to see that they are reasonable. In some cases, partial funding may be approved.
6. Books, software, tools, etc. that are to be used only or mostly by the faculty member will not be funded.
7. Fees or tuition for work from which credit will be obtained will not be funded.
8. Membership fees will not be funded unless these fees are an inseparable part of registration fees at meetings or workshops.

Faculty members identify their professional goals as a part of the administrative evaluation process and can reference and/or submit the Faculty Development Plan in support of their

requests. Institutional goals are addressed regularly (every two to three years) by the Presidents Council, and program goals based on the institutional goals, are developed by each program and division during the annual December in-service week (**Exhibit A7**).

3. Professional development is also encouraged through the Educational Increment program. Faculty members who complete 12 credits or the equivalent of approved work are given a 4% raise to their base salary. The criteria for course work and for course work equivalencies is published in the Faculty Handbook. Requests must be approved prior to the undertaking of the courses or equivalencies. The requests are submitted to a committee consisting of the four Division Directors who discuss the merits of proposal and make suggestions to the faculty member for improvements and modifications if necessary. When the proposal is ready for submission it is signed and approved or disapproved by the appropriate Division Director and forwarded to the Dean of Instructional and Student Services for approval. Each proposal must include the following: 1) description of course work, activity, or project; 2) the number of credits applied for; 3) a list of measurable objectives or course objectives; 4) methods of evaluating the completion of the objectives; 5) an explicit statement of applicability to the assignment at Southwestern; 6) a plan for sharing new information with faculty. When the activities are completed, the faculty member submits the proof of completion and an updated plan for sharing information to the Division Director who evaluates the materials, approves or disapproves the completion, and forwards the documents to the Dean of Instructional and Student Services. If approved, the Dean signs off and forwards the material to the Office of Human Resources for granting of the increment.

Southwestern has also been fortunate in the acquisition of grants that allow for staff development activities. Currently, the Student Support Grant, soon to end Title III Grant, and Carl Perkins Grants have added to monies available for faculty to attend state and national conferences and meetings in their specialty areas. Faculty can also apply for professional development monies through our college foundation that allocates up to \$1,000 for faculty to become involved in an intensive development activity in their professional area. Faculty in Sociology, English, Journalism, Chemistry, Sign Language are among those who have utilized this resource.

c. Encourage faculty to develop innovative teaching strategies.

The faculty has been encouraged to develop innovative teaching strategies through support from staff development funds, release time for special projects, faculty mini-grants from Southwestern's Foundation, and grants acquisitions.

In order to position ourselves to more effectively deliver services, avoid duplication, and access state and federal funding we have integrated our Workforce 2000 Skills Center,

Adult Basic Education and ESL Programs, and Lifeskills Program into an Adult Learning Skills Program. This delivers instructional and support services to a widely varied client base. It provides a combination of technology supported instruction and personalized services that enables them to meet the individual needs of their clients with a very high degree of success. The staff have developed a number of individualized modules that can be used in a wide variety of combinations to give short term remedial and developmental instruction for clients attempting to reenter the workforce or continue on to further education.

Through state and regional workforce development grants and cooperative working relationships with local service providers we have put together an innovative One Stop Center that integrates the offerings of our Adult Learning Skills Program with the services of other agencies.

Faculty are encouraged to develop innovative teaching strategies through the Faculty Mini-grants funded through the Southwestern Oregon Community College Foundation. These grants, for a maximum of \$1,000 each, are administered by the Faculty Staff Development Committee. They require the verification of the Dean of Instruction as to the applicability of the project to the curriculum. Faculty projects that have been selected for funding have included:

- ◆ \$1,000 for a project to develop curriculum for a new philosophy course - Past and Future Utopias.
- ◆ \$1,000 for a project to videotape selected archeological sites around Oregon to be used in archeology courses.
- ◆ \$1,000 for the design of new biology laboratory procedures that encourage creative thinking and problem solving.
- ◆ \$1,000 for the development of course materials for a career planning course.
- ◆ \$1,000 for the development of curriculum and materials to be used in sign language courses.
- ◆ \$600 for the production of videotapes of forestry practices in France.
- ◆ \$2,000 for the purchase and development of a temperate salt water aquarium containing common invertebrates and fishes from the Oregon coast. The aquarium is used as a component of both biology and chemistry classes.
- ◆ \$2,000 to develop a "Focus on Women" curriculum. The event was held March 9, 1996 and included a variety of events such as poetry, music, lectures, and discussions focusing on the historic contributions of women in the arts, science, and professional fields. The event is planned to be presented biannually.
- ◆ \$2,000 to research, propose, and teach an electronic publishing class.
- ◆ \$1,600 for research, curriculum development, and implementation of ecotourism based writing courses.
- ◆ \$2,600 for the purchase of equipment that will allow integration of new activities related to library use, research, and the use of technology into the curriculum.

The college has been the recipient of a Title III Grant which is in part targeted to the enhancement of instruction through the application of technology. With the grant we have done extensive staff development in a wide range of computer usage from basic introductions to Windows to more advanced applications of Tool Book for the creation of software to enhance learning. All of the English faculty, most of the math faculty, and members of the psychology, art, and other discipline areas have been involved in projects in relation to the grant.

In order to institutionalize the results of the Title III Grant pilot projects, integrate our efforts at instructional enhancement, and encourage faculty to peruse innovative teaching strategies, the Title III - Activity I steering Committee was asked to act as an Instructional Computing Coordinating Committee. The committee solicits requests for instructional and student performance projects both directly and indirectly related to the grant before funding, release time, or other resources are committed. The committee provides recommendations to the Office of Instruction based on its review. The attached information outlines the process, objectives, criteria relative to the committees activities **(Exhibit A8)**.

The college has built and provided "state of the art" technology for two multimedia classrooms. We have equipped a networked electronic classroom with 26 Hewlett Packard Pentium computers with CD-ROMs which is used primarily by writing and history classes. In our open access Learning Hub, we have 29 networked computer stations served by a file server which has materials selected and created by faculty to supplement instruction. In the Reading Lab we have 20 networked computers. All of these computer stations are on the same network and can be served all of the software on the file server. The faculty have been heavily involved in recreating the curriculum of courses to make use of this technology. Writing classes are held in the writing classroom once a week to make use of technology for group editing and production of papers. Most faculty have Learning Hub material in their syllabi, either as assigned work or as supplementary learning activities.

Faculty have been given release time to create open entry courses in CS 101: Computers in Society, second year Welding class, and Keyboarding classes. Plans are to develop more of these courses in the professional technical departments so as to afford offering courses on a flex-time basis for employers and employees. The accounting instructors have introduced Quick Books software for use in class along with multimedia equipment, and marketing faculty have done a DACUM to research and restructure the entire marketing option in the Business Program area.

3. The college should develop and implement a mechanism for systematic ongoing program review (Standard V).

In April 1994 Southwestern submitted to NWASC the comprehensive program review process used for Professional/Technical programs. This is an annual process done during Winter and Spring quarters based on process and content outcomes. Southwestern volunteered to be one of two research pilot sites for the development of this statewide Program Quality Assurance evaluation system. This process was developed by a statewide team of community college faculty, administrators and institutional researchers and has been in effect for five years. Documentation and results of this process will be available for review. One of the unique features of this process is the fact that it is linked with the evaluation process in district high schools in the Certificate of Mastery endorsement areas that relate to broad occupational categories.

Since 1994 Southwestern has begun an annual systematic review of all program and discipline areas using the following criteria: low number of program completers, current enrollment in program has fewer than 10 students taking 6 or more program approved credits, program graduated fewer than 10 students in previous year, program had a significant drop in FTE, and faculty in program had a low FTE/workload credit factor current Fall quarter. Programs that occur in more than one area are looked at more seriously for remediation activities. Results of this process and sample plans for improvement will be available for review. Several programs were placed on notice because of weaknesses in several of the above named areas. In February, the Board of Education will make a decision regarding the closing of the Automotive Program and the elimination of one position in Welding based on the above process.

4. The college should develop formal evaluation policies and procedures for all full-time and part-time employees including administration, faculty, and staff at all levels. Particular attention should be given to policy statement 26 - Faculty Evaluation (Standard VII)

FACULTY EVALUATION PROCESSES AND PROCEDURES

The faculty evaluation process has been designed for the purpose of maintaining the delivery of high quality educational services to our students and our community. It has as its focus the development of faculty, the improvement of programs, and the collection of substantive information upon which to base personnel decisions.

I. EVALUATION OF FULL-TIME FACULTY

Full-time tenured faculty are evaluated every three years on a rotational schedule. Probationary (tenure-track) faculty are evaluated annually each fall term. If problems are noted in a faculty members performance, all faculty can be evaluated at any time. There are two aspects to full-time faculty evaluation process: 1) the administrative evaluation, and 2) the peer evaluation process; and four sources for the materials that inform the evaluation process: 1) a portfolio of information created by the faculty member, 2) student evaluations, 3) classroom visitations, and 4) consultation with clients/patrons and colleagues who work in the area.

1) The administrative evaluation

The administrative evaluation is the responsibility of the Dean of Instructional and Student Services. The Dean generally delegates the responsibility to conduct the evaluation to the appropriate Division Director, depending upon teaching or service area of the faculty member.

At the beginning of the term in which a faculty member is to be evaluated, a meeting is held with the Dean of Instruction, the Associate Deans, the Division Directors, and the faculty members to be evaluated. During that meeting the processes, procedures, and time lines are reviewed. The content of the evaluation is tailored to the assignment of the individual faculty member, but in general consists of:

1. Teaching
2. Other assigned activities
3. Instructor defined evaluation area
4. Assigned release time activities
5. Administrative aspects of instruction
6. Collegiality/Professional demeanor
7. Student evaluations

The faculty member is asked to prepare and present a portfolio of material that supports the evaluation process. This 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 an assessment of results, if applicable; and materials documenting the faculty member's professional relationship to subject matter, students, faculty and institutional involvement, and/or community activity.

Each term that a faculty member is being evaluated, student evaluations of that faculty members are collected from all of the faculty member's courses. The faculty member is notified of the date and asked to arrange time at the end of the class for the evaluation form to be completed. The faculty member appoints one person to monitor the process and leaves the room. The student passes out the forms, collects the completed forms, places them in a sealed envelope, and delivers them immediately to the Switchboard or to the Office of Instruction. The questionnaires are anonymous and handled with strict confidentiality. The contents are summarized by class in the Office of Instruction and summaries are shared only with the Dean of Instruction and Student Services and the appropriate Division Director. The results of the summaries, which do not include names or specific details which might identify the student are shared with the faculty member by the Division Director. This occurs before the end of the term only when it is necessary to do so in order to complete the evaluation process. Student evaluations can be requested by the faculty member, Division Director, or Dean of Instruction and Student Services at any time it is felt to be necessary. (Student Evaluation Form and instructions will be available for review.)

The Division Director may also consult with colleagues, patrons, students, or supervisors to assess the effectiveness of non-teaching services for which the faculty member is responsible. This particularly important for librarians, counselors, and in Adult Learning Skills. The procedure is developed in consultation with the faculty member.

In addition each faculty member is asked to present a Faculty Staff Development plan. The aim is to involve the faculty in a process of conscious goal setting. The plan is not a commitment, but a device for involving the faculty in assessment and goal setting. The plan consists of:

1. CAREER GOALS - a simple statement which reflects the faculty member's current thinking about future career directions.

2. ANALYSIS OF STRENGTHS AND WEAKNESSES - a brief statement of perceived strengths the faculty member would like to build upon, and weaknesses he/she would like to remediate.

3. ACTIVITIES PLAN - a three-year plan of development activities with outcomes related to the above.

The ACTIVITIES PLANS are kept in the Office of Instruction and are available to faculty members who wish to forward them to the Faculty Senate Staff Development Committee in support of requests.

2) The peer evaluation

The peer evaluation is outlined in the contract between the Board of Education and the Faculty Federation (Article IX - Evaluation). The Division Director of the division to which the faculty member belongs, either by the nature of the teaching area or by assignment, shall be responsible for overseeing the peer evaluation process. The Division Director chooses the chair of the peer evaluation committee from among the tenured faculty, preferably from the division and the remainder of the committee are chosen in accordance with the procedures set forth in the contract. A written report of the evaluation procedures, methods and materials used, conclusions, and recommendations is forwarded by the committee to the Division Director. The chair of the peer evaluation and the Division Director meet with the faculty member to discuss the peer evaluation and a copy of the written report is provided to the faculty member. The Division Director submits the written report of the evaluation to the Dean of Instruction and Student Services via the appropriate Associate Dean if applicable. Provision is made in the contract for due process if the evaluation of a tenured faculty member is negative, or if the committee fails to recommend tenure for a probationary faculty member.

By agreement of the Division Directors in the Instructional Council meeting of 21 January, 1993, the peer-evaluation process will use as a basis the portfolio created for the Administrative Evaluation process. For librarians, counselors, and Adult Learning Skills instructors the process also includes consultation with colleagues, students, patrons, and supervisors as appropriate. This assures that the same basic materials and activities are being evaluated through each process.

3) Review and conference

The Division Director writes a summary of the findings of the administrative evaluation process outlining the procedures and materials reviewed, a summary of the classroom visitation, an evaluation of non classroom activities, an evaluation of release time activities if any, a list of commendations (if appropriate), a list of areas

for improvement (if appropriate), and a summary recommendation. The Dean of Instruction and Student Services, appropriate Associate Dean, and Division Director will then meet to discuss the findings in each process. Finally the Dean of Instruction and Student Services, Associate Dean if appropriate, Division Director, and the faculty member meet to review the summary report. The faculty member is asked to sign that he/she has seen the report and is allowed to add comments relevant to the process or findings. This 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 Division Director. This plan outlines steps to be taken, time lines, and expected outcomes. This will be filed in the faculty member's personnel file until such time as it is completed.

4) Annual Review

Each year that full-time faculty members are not undergoing a full faculty evaluation they are asked to submit a REPORT OF YEARLY SERVICE. This report asks the faculty to report in the following areas:

1. Contributions made to the college during the past year (may include committee work, special assignments, or other work that the faculty member feels has enriched the general campus community).
2. Activities undertaken to enhance, strengthen, improve, update or expand subject area knowledge (may include classes taken, research, seminars, lectures, planned reading, work experience).
3. Activities undertaken to enhance, strengthen, or improve instructional delivery or learning opportunities for students (may include classes taken, research, seminars, workshops, or planned activities that enhance or update instructional delivery, counseling and advising, or instructional and student support).
4. Activities undertaken to enhance the use of computer technology for the purposes of advising, student record keeping, or instruction (include classes, research, planned activity, workshop, creation of software, formal or informal work related to the Learning Hub and the Title III grant)
5. Two to five professional goals for the next year and a plan for achieving them (include plans to strengthen subject area knowledge, expand the capacity to use technology in advising and instruction, or strengthen and improve curriculum).

5) Professional Increment

Upon the successful completion of the three year evaluation cycle, tenured faculty are granted a Professional Increment (3.5% to the salary base for the current three year contract period). Visiting faculty are granted the Professional Increment after three successful annual evaluations. Faculty who are asked to submit a FACULTY ACTION PLAN will be granted the increment when the Dean of Instructional and Student Services verifies that the plan has been successfully completed. Probationary faculty are granted the increment upon the granting of tenure, usually after three years with a maximum of four years. Adjunct faculty are not eligible for the Professional Increment since their maximum residency is four years.

II. EVALUATION OF ADJUNCT FACULTY

Adjunct Faculty are hired to teach for a period not to exceed four years. The conditions under which Adjunct Faculty work are covered under the Letter of Agreement Between Southwestern Oregon Community College and Southwestern Oregon Community College Federation of Teachers.

a. Adjunct Faculty are evaluated by peers as follows:

The Division Director and two (2) tenured faculty members of the division as an Adjunct Faculty review committee confer with the Adjunct Faculty member for the purpose of establishing evaluation procedures. This meeting must be held by November 1 in the academic year.

b. Normally, each year prior to March 1, all Adjunct Faculty will be evaluated by their Adjunct Faculty review committees. The evaluation will:

(1). Assess the effectiveness of the Adjunct Faculty member as an instructor in his/her division.

(2). Assess the Adjunct Faculty member in the performance of his/her duties for the purpose of determining whether or not the Adjunct Faculty member should be, if eligible, offered an Adjunct Faculty contract for the next academic year.

(3). Recommendations of the Adjunct Faculty Review committee regarding whether the Adjunct Faculty member should be offered an Adjunct Faculty Contract for the next academic year will be forwarded to the appropriate manager. The manager will then forward this information along with his/her recommendation to the President of the College. The decision of the President will be forwarded to the Board for action.

The Office of Instruction will conduct student evaluations of Adjunct Faculty each fall term. The results of the student evaluations will be shared with the appropriate Division Director to be included in the peer evaluation process.

If the Dean of Instruction and Student Services or appropriate Associate Dean has reason to question the performance of an Adjunct Faculty as a result of student evaluation, peer evaluation, request of the Division Director, or other information, the Dean or Associate Dean may perform a classroom evaluation of the Adjunct Faculty member. The result of this evaluation will be discussed with the faculty member and the appropriate Division Director.

III. EVALUATION OF PART-TIME FACULTY

1. Goals

All new part-time instructors should be evaluated the first term they teach. Additionally, if an instructor who has been teaching is given a substantially new assignment, he or she should be evaluated the first term of the new assignment. Part-time faculty should be evaluated at least once every three years, or more frequently as deemed necessary by the appropriate department, Division Director, or Dean. Whenever possible, the evaluation of faculty should be conducted by full-time faculty who have expertise in the appropriate area.

A written summary of evaluations of faculty should be forwarded to the Division Director and the Office of Instruction. The Office of Instruction will forward a copy of the evaluation to Human Resources for inclusion in the Personnel file. Division Directors can obtain copies of previous evaluations from Human Resources. No increase in a salary step for the instructor should be granted unless that instructor has received a positive evaluation during the most recent evaluation cycle.

2. Evaluation Process

Adopted by Instructional Council 02/04/93

At the beginning of each term the Division Directors will forward to the Office of Instruction the names of the part-time faculty to be evaluated in their divisions. The Division Director will appoint the evaluator and make such special arrangements with the Dean of Instruction and Student Services as are necessary.

Before an evaluation of an instructor commences, the evaluator will meet with the instructor and inform the instructor of the goals and procedures of the coming

evaluation. The evaluator should also meet with the Division Director and discuss any areas of concern that either have.

All evaluations of faculty should include self, peer, and student evaluations. The self-evaluation should be part of a file compiled by the instructor which will include a copy of all syllabi, student evaluations, any available peer evaluations, and other material deemed necessary by the appropriate department. Some departments may also want the file to include statement of teaching methods, examples of graded student work and, when possible, sample examinations.

The Office of Instruction should conduct student evaluations of all classes taught by the instructor during each term that the instructor is teaching. A summary of these evaluations should be sent to the instructor being evaluated, the evaluator and the Division Director in a timely manner.

When the evaluator deems it necessary, the faculty member will provide the evaluator with student work that has been graded. If the evaluator or Division Director deem it necessary, a review of final grades will be conducted. A final summary of the evaluation process will be forwarded to the Dean of Instruction and Student Services by the Division Director.

If the instructor being evaluated believes that he or she is not being evaluated fairly, he or she may present his or her objections to the Division Director within 15 working days of receipt of the written summary of the evaluation. If the instructor believes that the Division Director has not properly or adequately dealt with his or her objections to the evaluation being conducted, he or she may present any objections to the Dean of Instruction and Student Services within 30 working days of receipt of the written summary of the evaluation.

If the faculty member requests the Dean of Instruction and Student Services to review the process, the Division Director will submit to the Dean all materials used in the evaluation process.

All faculty being evaluated are required to send a copy of all course syllabi to their Division Director by the second week of classes.

ADMINISTRATIVE AND CLASSIFIED EVALUATION PROCESS: The annual administrative appraisal process has been reviewed and improved. The process is now utilizing the same procedures as established for the Classified Staff Performance Evaluations. Annually, each administrative evaluation is triggered by a memorandum from Human Resources to the Supervisors of the administrative staff. Concurrently, there is a general announcement which goes out to the entire college staff that the administrative staff are being evaluated, and should any staff member wish to participate, forms are available from either the Human Resources office or a copy can

be sent out if there is a phone call to Human Resources. Staff members have the option of signing or not signing these additional evaluations. Signed forms are copied and sent to the employee and the supervisor; unsigned forms are sent to the employee only. Forms used for these evaluation processes will be available for review.

5. With the passage of Ballot Measure 5, the college should develop a financial plan that would serve the college during a time of decreased income, and still be able to provide the community with a comprehensive educational program for its citizens (Standard II).

In the self-study report for accreditation April 1992, the college financial analysis was centered around discussion of Ballot Measure 5. At that time, much was unknown about the total effects of Ballot Measure 5's limitations on the college's ability to increase property tax revenues; however, a large question at the time was what effect the measure would have on state funding. The changes from Measure 5 began in 1991-92 and were fully implemented by 1995-96.

If we compare the 1990-91 budget, before Ballot Measure 5, to the 1996-97 budget, we find a major shift in the college funding. The local support revenues (property taxes) have decreased from 56% to 32%; and, the state support has increased from 27% to 44% of the college total resources. In addition, tuition and fees have increased from 12% to 15%. These numbers confirm what has occurred over the last few years. As the local property tax revenues decreased, the state revenues increased (**Exhibit A 9**).

The college finds it is in the same position it was five years ago. The college is in a solid financial position, and is concerned about another ballot measure, namely Ballot Measure 47, that would reduce and limit future local property tax resources. Despite the limitations of Ballot Measure 5 over the last few years, the college has continued to operate effectively and provide improved computer resources, built a new student services building, One-Stop-Shop, baseball field and is starting to build student housing as well as a Family Center.

In March of 1995, Curry County voted to become part of the college district. As part of the district, college services were expanded beyond the limited COD (contract out of district) funding that was available. Curry County property tax revenues have funded the increased services and the remodeled facilities in Brookings and Gold Beach. In addition, a \$1,000,000 reserve fund has been established during the first two years to provide the required funds to construct a SWOCC building in Curry County. Funding for Curry County college services for the first two years is from property taxes. After the first two years, Curry County funding will be based on FTE state resources and limited local property tax resources.

Southwestern Oregon Community College recognizes the change in funding that has occurred and is aware that some of these changes will continue to occur. State funding

resources will continue to increase and local property tax resources will decrease. The distribution of state resources will be distributed in accordance with a state "funding formula" that is based on FTE production. Consequently, the college has focused its attention and resources towards those activities that produce and enhance FTE. The expanded Curry County college services and a new facility should result in significant increases in Curry County FTE.

In November of 1996 the voters approved ballot measure 47 that places a cap on property tax revenues and rolls back the property taxes to the 1995-96 level. It also places limits on the what bonds can be used for and requires a vote of the people to increase any fee or tax . The college is currently just beginning its budget process and the information presented to the Board of Education in November 1996 by the President will be available for review and any other pertinent information related to this issue and our budget process will also be available.

- 6. The college is urged to strengthen its efforts to provide equal opportunity and access, beginning with the completion of a comprehensive affirmative action plan, the implementation of a hiring process reflecting that plan, and the development of policies for defining and accommodating persons with disabilities and special needs (Standards III, VII, VIII, IX, and Policy Statement 9).**

The college has completed the development of and annually reviews its affirmative action plan to ensure equal access and opportunities. The college continues to advertise for faculty and administrative positions in the Chronicle of Higher Education and selected regional publications. There have been efforts made at recruiting fairs to expand the opportunity for equal opportunity and access.

The college annually reviews and revises, as needed, its Three-Year Facilities Maintenance Plan to further ensure that equal access and opportunities are not limited due to any facility physical restraints. Each year there are ADA accommodations listed as top priority items on this Three-Year Facilities Maintenance Plan. ADA accessible restrooms, as well as building access by providing ADA accessible doors, have been priority needs met in 1995-96. In 1996-97 an ADA accessible ramp was completed for Tioga Hall which houses the college library and the Learning Hub.

7. Scholarship and research are an important part of a community college mission. Because of the lack of a response to Standard X in the self study report, the college should develop a process to identify appropriate scholarship and institutional research activities and their place in the overall program of the college.

Teaching effectiveness is evident through a variety of faculty activities designed to improve learning. Examples of these projects are integration of writing into math classes, the integration of computer and graphing calculator technology into specific courses, the development of a problem solving based biology lab manual, the development of interactive computer software for students, the use of the electronic classrooms to integrate multimedia into the daily instruction routine and the continued offerings of regionally renowned field trips especially in geology.

Some of the information under Part A2c relates to research activities faculty have done to improve curriculum and instruction. Appropriate scholarship and research have an important place in Southwesterns programs and services. Faculty are involved in the creation of software, CD-ROMs, videos, instructional modules for open-entry-exit, and presentations at National Conferences, i.e., Work Now and in the Future, American Association of Community Colleges and League for Innovation in Community Colleges. All of these activities are based on research activities that relate to student development, curriculum improvement and outcome measures.

Multimedia materials for courses in English, art and history have also been developed. Research is an important part of all degree programs and can be shown by the new library orientation course developed by one of the librarians using Toolbook software and a new professional technical report writing course taught by one of the English faculty. Also, faculty in Human Services have added a research class taught by the psychology faculty.

Faculty are involved in research activities through membership on the Institutional Effectiveness Committee, Board of Education ad hoc positions and one-on-one with institutional researcher to develop surveys as was done for a follow-up of foreign language students. A Mathematics/Engineering instructor will be conducting post-doctoral research this summer. The research will focus on the dynamics and control of structures subjected to moderate-to-large earthquakes. The information gathered will be used with Engineering and Mathematics students and lead to case studies that will be presented to students. A Mathematics instructor has been offered a technical position involving statistical analysis and research, data collection, mathematical modeling and in-house research publication for the Research Division of Yellowstone National Park. The information he gathers will again be utilized in his higher level mathematics classes.

Currently no written policies or statements are available in college publications regarding research. This is most likely due to the fact that community colleges traditionally have not

been focused heavily or formally in research but rather in curriculum and instruction. This does not assume that research has not or is not being done within the institution. It simply has not been formalized as in four year colleges and universities that offer Masters and PhD programs.

The most significant research projects have to do with assessing student retention which has in turn led to the addition of intention and goals to our registrations form, and the surveying new incoming students to develop, assess and evaluate "risk factors" that may lead to attrition and providing them with courses, seminars, and one-on-one counseling. This latter project was grant funded and has had very positive results in increasing retention of that specific population.

Most research done by faculty is done in their offices with computer access. Internet access and networking beginning in the Spring of 1997 will greatly assist these endeavors. The new .5 FTE research staff person and our instructional media/technology specialist are major players in assisting college faculty and staff to conduct research.

The counseling staff are currently conducting research in the following areas:

- the impact of a career counseling class on student success and retention
- the correlation between a college success class and grade point average and goal completion
- effectiveness of a mentor program on student retention

PART B

QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

1. What changes, if any, have been made in the mission and objectives of the institution since the last full-scale evaluation, and why have they been made? How have these changes been reflected in the program of the institution?

The Board of Education began discussing ways to improve governance at Southwestern in November, 1994. Members of the Board reviewed material written by John Carver and worked with two Board of Education members from Central Oregon Community College on the development of Ends Statements, a board mission, vision and policy-based governance style. Members of the Board began the process by developing Ends Statements, which are written statements defining the value or perspective of the educational process at Southwestern. Ends Statements, allow the Board to have an outward and global focus. The Ends Statements are really the mission of the college and drive board development, and board agenda and ultimately, define the college's long range strategic plan.

The decision to adopt a policy-based governance style at Southwestern has resulted in the Board establishing job descriptions for Board Members, board evaluations, codes of conduct, and committee principles and structures. Through the development of policy statements, the Board has clearly defined the working relationship between the Board of Education and the College President. Executive limitations allow the Board to control by limiting, not prescribing. Through its policies the Board has explicitly designed its own product and process and, as expressed in the policies on the relationship between the Board and the President, forged a meaningful link with management, defining and delegating, rather than reacting and ratifying. Members of the Board measure the effectiveness of the college's programs and services by reviewing internal monitors and benchmark reports.

Members of the Board developed and reviewed policy-based governance statements and policies in open meetings, inviting the college community to participate. The Board of Education Chair attended a fall campus in-service explaining why the Board moved to policy-based governance, the vision of the Board of Education expressed by the ends statements, and the need for the Board to link with the community. During the past year, the Board held a meeting in Curry County initiating a frank and open dialogue with the residents of Curry County on the development of programs and services. The Board met with Chancellor Cox, Oregon State System of Higher Education, to discuss ways to work together to expand higher educational offerings for the people living on the south coast. The Board will invite K-12 board members to a meeting this spring to discuss ways to strengthen and support seamless educational offerings, and has planned a joint meeting with the College Foundation. Meetings with business and industry leaders, college staff, and other educational leaders provides open communication and stimulates creative partnerships and collaborations. Several Economic Development groups met in June 1996 to develop A Ten Year Economic Development Vision for Oregon's Bay Area: Vision 2006. Southwestern was an integral part of this plan in the areas of workforce development and business development. This document along with Southwestern's Board of Education General Procedures - Policy Based Governance will be available for review.

2. What changes, if any, have been made in the general requirements for graduation, and why?

Several changes were made in the AAOT (Associate in Arts-Oregon Transfer) requirements in the Spring of 1996. Refer to **Exhibit B1** that shows the new and old requirements from the college catalogue. It now allows more flexibility for the student's individual course of study.

There have been no other changes made in the requirements for graduation. Criterion for graduation are located on page 22 of the 96-97 catalog for the AAS degree; page 33 for AA degree; pages 46-54 for certificate programs. The total number of graduates for 1994/95 and 1995/96 can be found as **Exhibit B2**.

3. What new majors and minors have been added? What majors and minors have been discontinued? What significant changes have been made in the existing majors?

Majors that have been added include:

- 95-96 - AAS - Early Childhood & Family Studies
- 95-96 - Certificate - Early Childhood & Family Studies
- 96-97 - AS - Manufacturing Technology

Majors that have been discontinued include:

- 95-96 - Certificate - Emergency 911 Dispatcher Communications

Programs with significant changes include:

- AAS - Business Management

The program now offers a first year core with second year specializations. This degree also includes the Office Management option which replaces the AAS in Office Administration. The Office Occupations certificate now has a two-term core and offers options in Bookkeeping/Clerical, Legal Secretary and Office Occupations specializations.

The Manufacturing Technology program now offers a first year core; then offers specializations within electronics, machine and welding.

4. What changes have been made in undergraduate admissions, grading, student non-academic programs, and student personnel services? Why? Compare the current enrollment figures with those reported in the last institutional self-study.

Southwestern Oregon Community College has an open door policy of admissions. This has not changed. Students may apply for admissions at any time during their academic career. Some programs, such as nursing, have a separate selection process for admitting students.

Changes in the grading policy include the addition of the 'R' grade and the requirement for the student's signature for an 'Incomplete Grade.' The intent of the 'R' grade was to give students who grasped the concept of the class, but could not yet apply that knowledge, additional time. This need was most noticeable in students for whom English was not the first language. The class is to be repeated within a year or the grade changes to 'F'. The use of the 'R' grade has expanded to include general transfer academic courses as well as developmental courses. This policy is currently under review by the faculty. To insure that the student has been notified of the requirements that must be met for a grade to be issued, the student's signature has been added to the Incomplete Form.

Changes in the registration process have been made in an effort to facilitate timely delivery of services to students. A number system has been added to avoid lines that block the entrance. An appointment schedule has been developed in an effort to keep the wait to a minimum. While this has been effective, it is still not an ideal situation. Remodeling the physical facility and alternative methods of registration is currently being explored.

Also, new to the registration process is the enforcement of prerequisites. Students are not allowed to register without the appropriate class or the instructor's signature. This procedure was added to help ensure student success and enhance retention efforts. It appears to be an effective method though a number of students do request the instructor's signature when they do not have the appropriate level course.

Another change is the *Wait List Card*. This card is now signed by the students, indicating they have been notified of the policy regarding the wait list. This was done to help increase awareness that students are automatically moved into the class, are responsible for the tuition and for class attendance (**Exhibit B3**). A form has been created that now allows students to change their major. Students complete the *Change of Major* form and return it to the Counseling & Testing Center, so they can be assigned an advisor appropriate for the new degree. This has resulted in a more timely system of advising and increased student responsibility.

The Career Services Center has been divided into the Career Placement Center and Career & Transfer Center. This was done to allow more emphasis to be placed on job development and placement of completers and graduates. Relocating this facility to the One Stop Shop will provide stronger linkages to business and community for the development of internships and paid employment opportunities.

The Career & Transfer Center has been relocated to Stensland Hall which also houses counseling and testing services. This move provides a direct link from the career counseling component to career exploration and, ultimately, to job placement. An effort is being made to focus on developing transfer and scholarship information for students who plan to begin their academic career at Southwestern.

Additional changes have occurred within the assessment and placement of students. Currently, a computerized instrument, COMPASS published by ACT, is being used for appropriate level placement. Also, available on request and for group administration is the ASSET, a pencil and paper instrument. COMPASS is an untimed, seamless instrument in that it allows students to progress through more than one level of testing. Being untimed, it has been useful in working with students for whom English is the second language. COMPASS is housed in the new Testing Center in Stensland Hall. It seats 23 students and is available on a walk-in basis. This allows testing on a drop-in basis rather than the set start times that are required with pencil and paper instruments. Cut off scores were determined with the help of English and Math Faculty and representatives from ACT. Scores were cross-referenced to ASSET which was a proved method of accurate placement.

A comparison of current enrollment figures over the last five years is shown in the chart below. Figures are reported in the new FTE formula.

Year	92-93	93-94	94-95	95-96	96-97
Annual FTE	2742.6	2557.6	2500.8	2594.6	Not Available

Below is a comparison of fall terms from 1992 to present.

Term	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96
FTE	926.3	867.0	828.6	867.5	864.4

5. What significant changes have been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported.

Since the last accreditation the number of faculty has increased by 17. There were 51 regular full time faculty in 1992 and there are 59 currently; 6 full time visiting faculty in 1992 and 11 currently; and no full time adjunct in 1992 and 4 currently. As defined elsewhere in this document, adjuncts are full time faculty members whose jobs are teaching only. They do not serve on committees, advise, or perform other assignments. They are contracted annually and are compensated at 75% of the rate for their step on the faculty salary schedule, with a maximum placement at step 10.

Since the 1992 visit, 6 positions that were identified as full time (80% of a workload or more) working on the part time faculty salary scale have been moved into the regular tenure track faculty. Our present policy states that part time faculty can work no more than 50% of a full time load (10 work load credits), a full time teaching load being defined as 20 work load credits for a part time faculty member.

In 1992 we had 8 faculty prepared at the Ph.D. level (16%), 39 at the master's level (76%), 2 at the B.A. level (4%), and 2 at less than the bachelor level (4%). The present faculty includes 12 Ph.D.s (20%), 46 masters (77%), 2 B.A.s (3%), and none at less than the bachelor level.

Faculty rank is not tied to salary or promotion. The Faculty Senate recommends the granting of rank in accordance with specified criteria. The Senate reviews faculty requests for promotion and forwards recommendations to the President for action by the Board of Education. In 1992 there were 29 Professors (29%), 8 Associate Professors (8%), and 14 Assistant Professors (14%). Currently we have 25 Professors (42%), 9 Associate Professors (15%), 9 Assistant Professors (15%), and 15 Instructors (25%). **(Exhibit B4)**

Faculty salaries have increased 3% each year since the 1992-93 academic year. In 1995-96 an insurance rebate was added to the base salary for each faculty member. In the three year contract that begins with the 1996-97 academic year the faculty entered into a three year agreement which has a 3% cost of living increase for each year of the contract. In addition a professional increment of 3.5% was negotiated to be given to each faculty member receiving a satisfactory evaluation. The professional increment is given to tenured faculty in the next contract after completion of the three year evaluation rotation. For tenure-track faculty the increment is given upon the granting of tenure, usually with the granting of the 4th contract, and for visiting faculty it is also granted with the next contract after three years of successful evaluation. The incremental adjustment was suggested by the administration in an attempt to keep faculty salaries competitive with other community colleges in the state and also to tie salary to performance evaluation.

6. What changes have been made in the physical plant (new buildings, demolition, or remodeling of old ones)?

Since the Commission's visit in 1992 there has been a significant amount of remodeling and new construction at Southwestern in order to facilitate technology instruction, assist with economic development in the community through facilitating resource access for the citizen's of our district, and to provide student service and instructional facilities that better serve our students well into the 21st Century.

In the Summer of 1994 a complete remodeling of the Nursing Lab was done to facilitate its use by a number of different Health Occupations Programs. The changes have created a more "real world" environment for the students to learn and practice their skills. Faculty office space, locker space and an area for computer workstations was also added.

Stenslend Hall, the first building to be named after a faculty member, is a two story facility opened in 1995 that expanded space available to student services by adding offices for counselors, open waiting areas for students, area for classified support staff and a computer lab for COMPASS testing and computerized admission survey of new students. To the first floor a 1700 sq ft bookstore was also built and now utilizes a point-of-sale inventory management/cashier computer system. The second floor of the building includes three classrooms and two multimedia classrooms that have increased in use significantly since they have become available with more and more faculty finding ways to deliver parts of their courses with this technology.

In Winter Quarter of 1996, the fourth floor of Tioga was completely remodeled to accomodate a Learning Hub that has 30 multi-media computers attached to a Windows NT network. Faculty have placed into the Learning Hub various software, cd-rom, and laser disk materials which are used by the students for class assignments and personal learning. The Learning Hub is also open for use by outside patrons who are not college students. Five other labs are also located on fourth floor and include: Electronic classroom where English, art, science, and history courses are taught with each student accessing a computer, CIS lab for the instruction in computer courses offered as part of the Computer Science Program, Office Occupations Lab for the teaching of word process, keyboarding and electronic drafting, Reading Lab and Open Lab where students can work on class assignments.

The College has recently completed construction of a 35,000 square foot Newmark Center. The college has moved proactively to integrate service delivery, state and local government, and non-profit social service agencies to share services, personnel, and office space in order to help more South Coast residents gain family wage jobs and become independent.

The specially designed building provides a common assessment area, Rotary Club resource room, career center, classrooms, and a technical center with 80 computers. It

also contains offices, conference rooms, and work space for approximately 100 employees including administrators, program and case managers, counselors, instructors, and support services personnel.

The Center serves dislocated workers, under-employed persons who want to train for new careers, displaced homemakers, recipients of Transitional Assistance to Needy Families, and other adults who are prime candidates for continuing adult education, self sufficiency planning, and basic needs. As a result, unemployed and underemployed persons receive workforce preparation training, job placement, financial assistance, and support services in one location. Employers work closely with agencies to help design workforce development programs that assure a pool of job candidates who are truly workplace ready.

Employer services and information are provided at the One-Stop Center through Southwestern's Small Business Development Program, Contract Training and Development Program, and Career Center. Workforce preparation and support services are provided by Adult and Family Services; Southwestern Oregon Community Action; Ambit alcohol and drug counseling program; Southwestern Oregon Community College's Workforce 2000, Adult Basic Education program, and Business Development Center; Consumer Credit Counseling Services; the Department of Human Resources Volunteer program; Women's Crisis Service; JOBS which is operated by South Coast Business Employment Corporation; Rotary Club, Vocational Rehabilitation Division; the Employment Department; and the South Coast Regional workforce Quality Committee.

The Newmark Center is more than simple co-location of service providers at a single geographic site. The vision is for a seamless integration of assessment, screening, intake, service delivery, and evaluation using a common database and shared human resources. The staff will be cross-trained to assist every client in developing a self improvement plan using all the resources of the Center to move toward self sufficiency.

The College is nearing ground-breaking on a 7,000 square foot Family Center adjacent to the One-Stop Career Center. The Family Center will house the Early Childhood and Parent Education program, campus preschool, student child care, drop-in child care for the One-Stop, and child care for adults participating in the JOBS self-sufficiency program.

The College has begun construction of its first student housing units. This initial phase will provide housing for 127 students and resident assistants, a lounge, study room, laundromat, management offices, and maintenance and storage facilities. The project consists of thirty-one four bedroom, two bath units and three one bedroom units. Each unit provides a private bedroom for each resident, full kitchens, inside storage, and a patio or balcony. All units are secured with a cardlock system for external doors and separately keyed bedrooms. Students will have telephone, cable TV, and computer network access in each bedroom. All units are fully furnished. The project plans include future construction that will eventually house 500 students.

Softball (1994) and baseball (1996) fields were developed as well as an athletic field house(1996) built to provide indoor space for athletic practices. This 60 x 80 building significantly increases the College's capacity to support quality athletic programs.

The north end of Lampa Hall was renovated in 1993 to provide a temporary home for the Learning Hub prior to the remodeling of the fourth floor of Tioga Hall. This space has now been converted to faculty offices.

The second floor of Empire Hall was renovated in 1995 to create a student lounge and quiet study space.

The first floor of Tioga Hall was renovated in 1996 to create two distance learning classrooms. These teleconference classrooms are equipped for two way audio and video and are served by two Ku-band satellite dishes and one EdNet 2 dish.

7. How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

Major changes in all of these areas has been addressed in **Part C** of this report that encompasses responses to individual department recommendations made by the Commission in 1992.

8. What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Refer to Part A #5 and Exhibit A9. The budget process for 1997-98 is currently underway. The President has presented his recommendations to the Board of Education regarding the anticipated short fall of \$400,000 - \$600,000 due to Ballot Measure 47. Materials presented to the Board of Education will be available for review. We will not know the true consequences of this ballot measure until sometime early to late summer. Because contracted personnel are involved in the reductions it is necessary to give early notification should these cuts be necessary.

9. What significant changes have been made in the administrative structure and personnel? Explain.

The significant changes in the administrative structure have to do mostly with the college mission and vision related to advancing technology, developing our student population and improving our financial base by addressing space needs through partnerships with other agencies. The Director of Health and Human Services position was combined with the

Associate Dean of Professional Technical Education and the Dean of Administrative Services position was combined with the Director of Human Resources. A .5 FTE was created in Institutional Research and combined with a .5 FTE position for Institutional Computer Technology that was part of a Title III grant. A position in College Advancement was changed to allow for the hiring of a person in charge of Marketing and Publications and the Coordinator of Associated Student Government position was changed to encompass college recruitment.

In 1995 four new administrative positions were developed in cooperation with faculty that replaced the Division Chair structure. Division Chairs were faculty positions and were granted release time for the Chair functions. The weakness in this structure had to do with accountability for what was perceived by faculty as administrative rather than chair duties. Because of the increase in the number of faculty and the need to implement more administrative processes related to full and part time evaluation, program accountability, program remediation, new program development, etc. it was agreed that the Division Chairs should be administrative positions. In collaboration with the Faculty Federation job descriptions were developed for four Division Directors and they were advertised internally. All four Division Directors came from the current faculty. Division Directors are allowed to teach up to 18 work load credits a year.

10. What old plans for the future have been realized, and what new ones have been formulated?

Our current President came aboard in September of 1990. He immediately got all faculty, staff and administrators together off campus in a working group to assist in defining our direction for the following two years. After many hours of discussion around past trends and future projections retention came out on top as the number one priority of the institution. A complete change in student services followed with emphasis on a one-stop shop registration and admissions process that allowed for fewer lines and more prompt service to our students. Also counseling was increased through the acquisition of a Student Support Services Grant that works with at risk students and has been very successful in retaining students. A new Student Services Building was completed along with a new bookstore. Tutoring and Supplemental Instruction was also increased as well as the building of the Learning Hub, a computerized lab that has as its goal the augmenting of instruction in the classroom for students who need other ways of learning classroom materials. We were also successful in acquiring a Talent Grant that allows for introducing students in the early grades, who are from noncollege educated families, to the college environment.

With the passage of Ballot Measure 5 and a need to reach out beyond our college district to increase our FTE and thus resources for continued improvement of services for students partnerships were formed with public and private agencies to put together a one-stop service center for the community which is now called the Newmark Center. This center is paid out of the lease monies paid by the agencies and programs. This allowed for the a

way to bring potential students to our campus that might not have otherwise found their way here. The facility houses such programs as Adult and Family Services, AMBIT (drug/alcohol rehab), Consumer Counseling Credit Services, Employment, Business Development Center, WF 2000 Skills Center, Dislocated and Single Parent Programs. Bids for a Family Development Center were just approved by the Board of Education and that building will be next to the Newmark Center and will provide Early Childhood Education and dropin care for students on campus and the Newmark Center clients. It will also be used by students in our Early Childhood Education/Family Studies Program and will serve as the laboratory site for our Parent Enhancement Program that has as a focus teaching parents how to parent.

As a way to attract full time students and thus to increase student directed activities on the college campus several new sports have been added to our curriculum. These include baseball, softball, and soccer with tennis and golf planned for Fall 1997. Research indicates that student retention and graduation rates increase in proportion to the number of hours students spend on campus. Along with the above additions we are currently clearing land that will be used for construction of student housing. There will be 8 quads and a commons building to open Fall 1997.

The future will always be ours but how we plan for it and what we do with internal and external partnerships are the crux of a successful one. In light of tight fiscal constraints Southwestern's Board of Education with leadership from the President, Administration, Faculty and staff have taken a forward thinking integrated approach to assuring that the citizens in our district will be able to access high quality education using a variety of instructional methodologies. We recognize that students will come to us and stay if they find a supportive environment, high quality programs, active campus life, and systems that are simple and flexible.

Note: Standard I - Institutional Mission and Objectives, Standard V- Educational Programs and Its Effectiveness and Policy Statement 25- Educational Assessment have been addressed in parts A and C of this report and in the April 1994 report to the Commission.

PART C

RESPONSES TO AREA RECOMMENDATIONS MADE BY NWASC IN APRIL 1992

I. INSTITUTIONAL MISSION AND OBJECTIVES

- 1. It is recommended that the college actively share its mission, objectives and goals with the community it serves.**

See **Part B1** for how this process is currently being done. This is only the beginning of the change in direction for the college and will be more widely distributed when all the Ends Statements have been reviewed in open public sessions of the Board and become part of other college printed publications.

- 2. It is recommended that the college regularly assess the fulfillment of its mission, objectives, and goals by undertaking studies of its impact on students and graduates. SWOCC should describe explicit achievements and expectations of its students and adopt reliable procedures for assessing these achievements.**

See **Part A1, A3, and A7** for responses to this recommendation.

II. FINANCE

- 1. The college should develop future plans in case of an income shortfall, by reviewing its spending patterns, methods of educational delivery, reviewing program priorities, and other methods of reducing its high student cost.**

Southwestern will continue to analyze and evaluate its services to ensure that we operate effective and efficient programs. Programs are regularly evaluated and a process has been established to closely monitor low performing programs. When necessary, program funding will be altered or redistributed to ensure that the college does indeed operate in an effective and efficient manner.

Management, faculty and staff will continue to plan an active role in discussions regarding state funding at all levels. Southwestern will position itself to maintain, increase and maximize state revenues. In addition, the college will continue to explore opportunities for alternative resources such as borrowing to allow the construction of buildings that will generate revenues through lease agreements to pay off the indebtedness in as short a period as possible with subsequent revenues being available for other college financial needs.

- 2. It is recommended that SWOCC increase its effort in developing endowments to aid in the funding of student financial aid. With increased funding in financial aid, through an endowment, the college can decrease its large number of student tuition waivers, thus increasing its income.**

The college has increased its efforts in the development of endowment dollars to assist in student financial aid. All endowment resources are processed through Southwestern's Foundation. The college actively encourages and supports the Foundation in all of its programs.

- 3. It is recommended that Oregon Community College more closely relate its efforts of goal setting to planning and budgeting.**

Utilizing the Board of Education Ends Statements, the college faculty and staff develop goals annually that are part of the budget document (on file for review). The college budget has been improved each year to provide a document that meets all the needs of the college. For the past three years, Southwestern's budget document has received the Government Finance Offices Associations (GFOA) certificate as a "Distinguished Budget Presentation Award". In order to receive the award, the college publishes a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan and as a communications device. Southwestern's budget has improved significantly over the last few years and the college has made great efforts to closely relate its efforts of goal setting to planning and budgeting. Most of the college units have identified goals in the budget document which attempt to relate the direction of the specific units to the budgeted funds per area and the college and Board of Education goals.

III. PHYSICAL PLANT

- 1. It is recommended that a Master Plan for campus development be prepared and kept current.**

A comprehensive Facilities Master Plan was first done in 1993 with an annual follow-up (document and input from faculty and staff available for review).

- 2. It is recommended that a room utilization study be prepared and kept current for assessing future building needs.**

Room utilization studies have been done that resulted in the building of a building that houses a new bookstore, student counseling and testing and five classrooms. The building of the Newmark Center (One-Stop-Shop) also increased our classroom space by five that will house WF 2000, ABE/GED, some contracted training and a Computer lab. New computer labs for Computer Science, Business, Reading, Writing, Math and a Learning Hub were installed in a remodeled fourth floor of Tioga. (Utilization studies will be available for review.)

3. It is recommended that SWOCC study the accessibility of rest rooms for handicapped persons and students, especially in Tioga Hall.

The college annually prepares a Three-Year Facilities Maintenance Plan to prioritize the projects which need to be accomplished for the college. Each year there are ADA Compliance areas addressed. The rest room accessibility issue is one which continues to be dealt with. The rest rooms in Empire Hall were made ADA compliant in 1995-95 as were the rest rooms in Sitkum Hall.

IV. LEARNING RESOURCES CENTER

- 1. A written collection policy statement that incorporates weeding, selection, and inventory control should be put into effect and a major weeding should be conducted so that the collection is vital, growing, and meeting needs of students and faculty.**

The library developed a written policy (available for review). It was adopted by the Faculty Senate in 1994. The policy provides for a conspectus assessment approach to collection management. The library, with the cooperation of subject specialists from within the faculty, is currently in the process of a major weeding and updating of the collection.

- 2. Written long range goals and objectives should become part of the planning process for all areas of the LRC with yearly assessment and revision as part of the process. Equipment replacement and a plan of action for keeping abreast of new instructional material needs should be incorporated into the overall plan.**

The current goals of the library (as articulated in the 1996-97 adopted budget) are to:

1. Aid students in completing their educational goals and faculty in completing their instructional goals by assessing, updating, and strengthening the Library collection with the help of faculty subject specialists.
2. Develop the use of technology to update instruction and research techniques.
3. Establish a Library presence on the INTERNET.
4. Implement a course in bibliographic instruction and information literacy.

The following activities have been undertaken to meet these goals:

1. The library is currently engaged, with the help of faculty subject specialists, in a massive weeding of the collection. The subject specialists are also recommending materials to add to the collection that will bring the collection into line with the expectations of the conspectus model of collection development adopted by the library.
2. The library presently has 5 OPAC terminals to access our COASTLINE automated library system and 4 stations to access CD-ROM reference materials. COASTLINE contains both the OPAC and EBSCO Academic Abstracts journal index. Additional CD-ROM players will be added to support increased software purchases. Dialog searches remain available to students and staff.
3. There is currently 1 public access INTERNET connection in the library. With the upcoming networking of the campus, it is anticipated that library computers will be upgraded to meet the higher technological standards and additional access stations will be added. There will also be INTERNET access available to students through the computer center and learning hub. As the college develops its Web site, the library plans to have its own home page under it.
4. Beginning Summer term, 1996, we offered a one credit bibliographic instruction and information literacy course developed by our reference librarian. The class uses a team taught, interactive computer, self paced approach and is currently in a stage of ongoing development. Initial reaction to the class has been positive and it has received complete faculty and administration support.

3. **Active participation in staff development and professional growth activities should be encouraged so that Learning Resource Center personnel will be looked upon as change agents at SWOCC.**

The staff is encouraged to participate in the college's ongoing staff development and educational increment program. In the past three years professional staff have participated in such development programs as TQM workshops; TOOLBOOK workshops (interactive computerized instruction); INTERNET workshops, both from the college and other Oregon organizations; Online Northwest; census workshops, computer applications classes; and a county wide library in-service day.

V. ARTS AND HUMANITIES

1. **The faculty in this Division need to develop methods and procedures for assessing the effectiveness of their educational programs.**

In the fall of 1995 Developmental Education (reading, tutoring and study skills) was moved from the Math and Science Division to the Arts and Humanities Division. The most substantial changes have occurred in the classroom. With the aid of over eighty credit hours of release time over a period of three years, members of the English department reviewed and revised outcomes for writing courses, primarily Sentence Fundamentals, Paragraph Fundamentals and transfer composition courses. This was done by reviewing the performance of students at varying levels as they progressed from one course to another and the retention level in each class. The English faculty then developed and implemented different teaching methodologies using computers, small group instruction and faculty developed instructional software. Presently, the English faculty are being trained in using synchronous and asynchronous computer conferencing with traditional face-to-face pedagogy.

The electronic classroom is used by the history professor for both history and political science classes. History classes use CD-ROM's for research in historical documents as a supplement to the text and library materials. The political science classes use CD-ROM's to study presidential elections.

The reading program, starting in 1993, integrated more writing into courses, replaced much of its outdated instructional material, and moved into a new computer lab with new equipment.

New courses have been introduced into the Speech Program and writing has been integrated into these courses also.

In Music computers are being introduced using software (Finale) to augment and enhance existing music courses. This augmentation will not only improve music instruction for music majors, but it will also aid students with different levels of ability to succeed in music courses.

We recently surveyed all students who have taken transfer foreign language courses at SWOCC in order to determine how well our foreign language instruction prepared them for language courses at four year colleges. On the next survey we will query these students on the benefits of the recent introduction of a good deal of multimedia into the program.

One of our new faculty members in English/Literature is adding significantly to our attempts to internationalize the curriculum. His mythical background adds to literature classes and he will soon be teaching sequences in world religions and world mythology.

2. A systematic process of program review should be developed for the programs of this Division. The division needs to make progress in assessing the effectiveness of their educational programs.

The Division started assessing the effectiveness of programs in 1994 using a committee with representatives from each discipline developing and reviewing with others outcome statements for sequences in each area. Assessment has begun by reviewing the foreign language program. All the students who had taken transfer foreign language in the past few years were surveyed and student evaluations of students presently enrolled in these classes were reviewed. Because there is no way to obtain grades or performance of students who transfer by individual student record or department we must rely on input by student survey. Presently, we are determining the appropriate responses to the information obtained.

We are starting to review our technical writing classes, but most of our programs have not been reviewed by going beyond standard means: reviewing course outlines every three years, peer evaluations, student evaluations, talking to Students who have gone on to employment or to four year colleges, discussions with other faculty about how well our writing, speech, study skills and reading students are doing in their classes and frequent testing.

3. The widespread, long-term use of part-time faculty to teach workloads approaching full-time should be carefully examined with a view to modification to that practice.

We no longer make substantial use of part-time faculty to teach courses in humanities and developmental education, and no part-time faculty teach more than ten work load credits per term. Since the adjunct faculty positions have been created we have hired a number

of regular full-time faculty to replace part-time faculty. In art and music we have a number of part-time faculty teaching nontransfer courses, but almost all transfer or core courses are taught by full-time faculty. We have two part-time faculty in reading but they are teaching much smaller loads.

4. Further efforts to internationalize the curriculum would strengthen the relationship with SWOCC's sister college in Korea.

Southwestern's first full-time student from our sister college in Korea started in the summer of 1996, and Joy Parker, a full-time developmental education instructor, is teaching in Korea summer/fall of 1996. The arts and humanities faculty have changed many of their courses to develop a greater culture awareness in our students. History of Western Civilization deals with non-western cultures to a greater extent than it did five years ago. Introduction to Philosophy includes a number of eastern philosophers. The art history course is now more than the history of western art and gives students a rich background in non-American art.

Literature from other countries is taught in every literature course except American Literature. For many programs, including law enforcement, early childhood development, nursing, emergency medical training and so on, arts and humanities' faculty have offered mini-courses, workshops and lectures on multi-culturism, and lectures on the culture of a specific country. We have offered one course and are planning to offer three more on world religions and world mythologies.

5. This Division should work with the rest of the college to assist in development of organized, effective procedures for faculty (full-time and part-time) and staff evaluation.

In the last five years the college has completely restructured the evaluation of part-time and full-time faculty. The process is given under Part A # 4 of this report.

VI. CAREER TECHNOLOGY - TECHNOLOGY PROGRAMS

At the time of the accreditation visit in 1992, the Business Division and Career Technology Division were two separate divisions. Starting in July 1995 the two divisions were combined and are called the Business and Technology Division. The programs and degrees currently offered are:

Program	Degree
1. Apprentice Trades	AAS
2. Automotive Technology	AAS, Cert
3. Business Administration	AS
4. Business Management (four options)	
Accounting	AAS, Cert
Banking and Finance	AAS
Office Management	AAS
Marketing	AAS
5. Computer Information System	AAS
6. Forest Resources Technology	AAS, Cert
7. Manufacturing Technology	AS
8. Manufacturing Technology (three options)	
Machine Tool	AAS, Cert
Electronic	AAS
Welding	AAS, Cert
9. Medical Assistant	AAS
10. Medical Clerical	Cert
11. Medical Transcription	Cert
12. Office Occupations (three options)	
Bookkeeping Clerical	Cert
Legal Secretary	Cert
Office Occupations	Cert

1. Follow up on the proposed student retention goals and activities.

Each program in the division has an extensive annual evaluation. (See materials in file under Part A #3) The program lead instructor and division director develop a remediation plan to address any retention or other identified problems. Resources and activities are developed to address the problems and then the program is evaluated the next year to assess the results of the intervention.

2. Implement the proposed placement program to include followup information on completers and students who left with marketable skills.

Annually all students who completed at least 24 credits are surveyed to determine if they are currently employed, gone on for further education or are unemployed. Students intent for each quarter they register is also collected and intent is compared to outcome. The majority of students who leave with from 24-60 credits state their intent for attending Southwestern was to "find a job or increase job skills". Currently the State Office of Community College Services is developing a system with the Employment Division so that more of this information will be available.

3. Improve the General Education/Related Instruction Requirements of Policy Statement 15 in the diploma programs.

We do not offer diploma programs any longer. All our programs that are less than two years in length are called certificate programs. All of these certificate programs contain a recognizable body of instruction in communications, computation and human relations either as a stand alone course or imbedded into speciality courses.

4. Implement an Educational Assessment System referred to in Policy Statement 25.

Please refer to information provided in Part A # 1 and 3 of this report.

VII. Business Programs

1. Develop a planned replacement schedule and associated budget for instructional equipment.

Instructional equipment is budgeted annually in one cost center : Misc. to Instruction. Each program is asked to submit their budget requests to the Division Director. The Division Director assesses the need for the equipment based on program direction, FTE, and relationship of equipment to the job market. The Division Director then submits the requests to the Dean of Instruction/Student Services with a copy to the Associate Dean. At a meeting of Instructional Council items are prioritized and fit to the budgeted amount. Faculty computer equipment is sent to the Institutional Computer Committee who tracks what kind of computer individual faculty have and recommends to the Instructional Council what faculty need new ones. The need to upgrade faculty computers is based on courses they teach, software they are developing and projects that they are involved in that will benefit students.

Grant monies have assisted in the purchase of equipment whenever possible such as Title III and Carl Perkins. No organized plan for equipment replacement in the professional technical areas is currently in place but an annual inventory is currently done. At this time all faculty in the Business area have the computer they need to keep current in their field. Some upgrades for the labs are on order.

- 2. Insure that related instruction, as outlined in the Commission Policy of General Education and Related Instruction, is included in all programs of one year in length or longer.**

All of the programs in the division are offered using the Associate of Science or Associate of Applied Science degree's and/or a certificate of completion. Each of these degrees requires a substantial core of general education. Each program offered in the Business and Technology Division meets or exceeds the general education requirement of the degrees (see college catalog on file). All of the certificates offered in the division contain a recognizable body of instruction either as a stand alone course or imbedded in a specialty course in communication, computation, and human relations.

- 3. Develop a comprehensive student data base, at the institution level, that provides follow-up information on completers and leavers, with respect to job placement and satisfaction with education and training.**

Each program in the division has an extensive annual evaluation (see Part A #1 and #3). The programs are evaluated on retention, successful completers and other factors. The program lead instruction and Division Director then develop a remediation plan to address the problems identified in the evaluation process. Resources and activities are developed to address the problems and then the program is evaluated the next year to assess the results of the intervention. In these evaluation processes, there is a follow-up survey sent to students to obtain information on completers and students who left with marketable skills. In addition, each lead instructor is questioned to see what information they have about early leavers or graduates. Many students come back to faculty and report their success and failures in the work setting. Employers are also surveyed if the student gives permission to do so.

- 4. Review the breadth and depth of current offerings in business programs to insure the college has the faculty, staff, and resources to excel in these selected programs.**

Some of the programs have had DACUM's (Develop a Curriculum) conducted to review the breadth and depth of current offerings. The Marketing option and Office Management in the Business Management Program used DACUM's to update the program in 1995-96. The Office Occupation certificate was reviewed and changed according to the information from the DACUM. The Accounting option is scheduled for a DACUM in 1996-97. The Associate in Science has been evaluated with the four year colleges to assure it gives the student the necessary curriculum as they transfer to these institutions. The Business Division has moved to offering a first year core program and then a second year that leans toward a specialty such as accounting, marketing, banking/finance and management. This

allows for more effective scheduling of courses for students and a more effective use of faculty expertise.

5. Consider innovative delivery systems such as open entry - open exit, competency based delivery in the office occupations area.

CS 101 (Computers in Society) and OA 121 Keyboarding courses were developed into open-entry open-exit classes in 1995-96. They both have been successful at attracting and retaining students. They have a higher than average completion rate within the allocated hours of the course. Of course some students move slower and some faster but the average is close to the number of hours allocated for the course. Many other courses in the division are in various stages of development to be offered in this format in the future. It is anticipated that many of our postsecondary (high school level) courses that currently exist in our division will be offered this way as we move toward Certificate of Advanced Mastery/Bridge Programs taking shape due to Oregon's School Reform movement.

6. Upgrade current computer technology to that found in the workplace.

There have been tremendous strides in this area on the campus as a whole in the past five years. A Title III grant was received about three years ago and along with monies allocated by the Board of Education we have been able to greatly expand our computer capabilities both for students and faculty. Not only hardware but up-to-date software used in business and industry. We have many new computer labs on campus and all business faculty have the hardware and software they have requested thus far on their desk. Hardware used in labs is difficult to keep current with the rapid changes in the market place. Currently we are developing a comprehensive plan to replace computers in the various labs to keep more current with the workplace.

7. Conduct a formal occupational needs assessment.

The method we chose to do this is the DACUM (Develop a Curriculum) process. This is used to make program changes and whenever a new program is suggested. This process brings together business/industry people with a facilitator to discuss need and to determine knowledge, skills and attitudes needed as program outcomes. We have discovered that this process builds a more job related program and firm partnerships with business and industry. We also formally report to the Board of Education annually on the Occupational Job Market Profile of all our programs.

8. Internationalize the business curriculum.

This continues to be an area of weakness in the business programs. We have just hired a new Director of International Students who has as one of her responsibilities assisting faculty to integrate international concepts into the curriculum. The major focus will be on the Asian cultures as they play an important role in the economy of Oregon. Our students can take courses that we now offer in the Foundations of Quality and ISO 9000 that introduce some of these cultural differences in the manufacturing areas of business. Courses such as these need to be made part of the degree/certificate requirements but at this time deciding what to drop has been difficult.

VIII. DEVELOPMENTAL EDUCATION

In the past year there have been four major changes in Developmental Education. First, Developmental Education has been configured so that ABE/GED/ESL, Workforce 2000 and JOBS have become part of the Adult Learning Skills Program with its own Division Director. Second, in September 1995 Developmental Education (Reading, Study Skills, and Tutoring) became part of the Arts and Humanities Division rather than Math and Science. Third, the Reading Department moved into its new facilities in September 1995. Finally, in January 1996 the previous coordinator of Reading took charge of the Speech Program and two full-time faculty members became joint coordinators of the Reading Department.

- 1. Reading Department:** The Reading Department offers developmental and transfer level classes in reading and study skills. One section of the transfer level reading was modified spring term 1996 to better meet the needs of international students and will be offered again fall term. Students are assigned computer lab programs and individualized instructional materials following diagnostic testing, and progress is continuously monitored. A classroom component for all courses consisting of writing, vocabulary development, and discussion activities to improve comprehension and critical thinking enhances student learning through verbalized response and interaction. Pre and post-testing are mandatory. Students may opt for courses from one to three units per term with greater or lesser degrees of self-guided programs, depending on their needs and their previous experience with the program.
- 2. Adult Learning Skills Program:** This transition came about in order to put together "First Step" Programs for students not quite ready for a full college program and needing added support for success together. The programs are ABE/GED/ESL, Workforce 2000, ALO Teen Credit Recovery, JOBS, and the Single

Parent/Displaced Homemaker Project. Each program offers free, no credit or limited credit basic skills instruction to different populations. This program has been moved to the Newmark Center on campus so as to be better positioned as the entry point for students who are most likely to need these services.

- 1. To measure their effectiveness in meeting program and college missions, all basic skills programs—including ABE/GED/ESL, developmental reading, writing and math, and tutoring support services—are urged to undertake efforts to assess instructional outcomes and to track student progress (Standard I and V). Ideally, this process would begin with staff development in assessment options and end with direct instructional improvements.**

Students taking reading courses and study skills are given diagnostic testing and needs assessments. Student progress is evaluated throughout the course and post-testing given. Outcomes and progress are discussed with each student in a personal conference, and complete records are kept on students during their career at Southwestern. The coordinators are currently researching assessment options, including more effective use of the COMPASS testing, replacement of current materials, and computerized testing to refine diagnostic evaluation.

Skill levels and subject matter in instructional materials, including software, are chosen based on the needs students demonstrated during testing and instruction and instructional methods are modified accordingly. A stronger emphasis on critical thinking skills, the application of vocabulary and comprehension skills in students' course work, and a specialized reading course for international students are examples of modification. Expected outcomes for reading and study skills can be found on the course outlines.

Most faculty in the Adult Learning Program have had staff development in various assessment options including the use of the portfolio, outcomes checklist, and the pretest/instruction/post test. Students taking basic skills courses are given screening (BASIS) and diagnostic (CASAS) test initially and periodically to assess progress. Outcomes and progress are discussed individually with students. The Individualized Learning Plan for each student allows tracking of student progress. In the class, the CASAS class profile indicates the general needs of the group so that instruction can be modified to address these needs. We are currently consolidating the data needed for the various grant strands of our program to create a unified collection/reporting system. Program improvements are also based on class evaluation data. Students are asked to rate aspects of their educational experience. The aggregate of this information is used to make instructional changes.

- 2. Formal evaluation process, with appropriate records, should be developed for part-time faculty who teach individualized basic skills courses both on and off campus (Standard VII).**

In the past five years the part-time faculty evaluation process has been completely restructured. (Refer to Part A #4 III)

- 3. Faculty should be encouraged to make even greater use of professional development resources.**

In 1995, the coordinator of Developmental Education attended the National Reading Association Conference. The coordinators of reading and study skills plan to visit programs throughout Oregon and to participate in professional development opportunities. The Adult Learning Skills Program has a state-wide professional and staff development network to utilize, which is part of a federal grant. Staff training, a summer staff development conference, and access to low cost professional development classes are available. Funds from the college staff development committee and grants have been used to provide opportunities for staff, i.e., Alternative Learning, Distance Learning, Labor Market, and Welfare Reform.

- 4. Faculty and support staff working in Tioga Hall should participate in both a short-term and a long-term facilities planning effort to address space, noise, and air quality problems in that facility. (Standard III)**

There has been a complete remodeling of some of the areas in Tioga Hall. Refer to Part B major facilities changes. Reading has been moved to a newly designed and built facilities on the fourth floor of Tioga. The computer lab and classroom allow for greater space and flexibility. Space, noise, and air quality problems have not been reported by staff or students following the renovations. As mentioned previously ABE/GED/ESL have moved to a new building on campus.

IX. HEALTH AND HUMAN SERVICES

The programs offered through this division has changed since the 1992 report. The programs offered are Nursing, Emergency Medical Technology, Licensed Practical Nursing, Nursing Assistant, Medication Aide, Early Childhood Education and Family Studies, Human Services, Justice Services, Health and Physical Education and Fire Science.

- 1. There is a critical need to design and implement a system for measuring instructional effectiveness and student graduate performance.**

This system has been in place for five years and involves advisory committees, high school teachers, and college faculty. The system is described in Part B #13.

- 2. Additional opportunities for accessing student suggestions and input should be considered.**

The Nursing program has developed a process for conflict management, resolution of student issues and a forum for listening. This process involved two activities in which students participate as full partners: a weekly faculty meeting and a Talking Circle which may occur once or several times a term. These group discussions are focused on issues which impact both students and faculty. Students and faculty are able to discuss the issues in an environment which is non-hierarchical, non-threatening and non-judgmental. Also, there are suggestion boxes in the nursing lab for any students who feel too shy to speak out in a group.

- 3. Establish a regular and reliable method for documenting group and program decisions and actions.**

The Nursing Program holds weekly faculty meetings in which issues, discussion, decisions and actions are recorded. The director of the program is responsible for maintaining the minutes for these meetings. All Professional/Technical Programs maintain active advisory committees which significantly impact the decisions and actions of the programs. Minutes are taken and maintained by the Program Director.

- 4. Establish a strategy for engaging in a comprehensive curriculum revision process on a timely basis, in the nursing program, if the decision to abandon LEGS is made.**

The nursing faculty began a comprehensive curriculum revision process in the summer, 1993. The college hired two consultants from Oregon Health Sciences University to assist the faculty in the process and gave program recommended release time to faculty. The first phase of curriculum revision consisted of changing from a programmed LEGS based curriculum to a curriculum based on caring, functional health patterns, case management, computer assisted instruction and collaborative practice. During the process, two of the faculty became seriously ill and the revision process was on hold for a period of time. This

year, the faculty are moving into Phase 2, which involves refining the curriculum, developing new clinical sites and assignments, and preparing for the self-study for the Oregon State Board of Nursing.

X. MATH/SCIENCE/SOCIAL SCIENCE

The Math, Science, and Social Science Division includes Anthropology, Biology, Chemistry, Pre-engineering (AS: Engineering- 1997), Geology, Mathematics, Physics, Psychology and Sociology. These disciplines support the academic and vocational degrees and certificates.

- 1. The Division needs to consider reviewing and implementing laboratory safety standards.**

Laboratories are well designed and have all safety features. Safety standards for students and instructors have been developed and are followed, including the wearing of safety goggles during lab experiments. The college Safety Committee inspects each area annually to assure the continued operation of safety standards.

- 2. The Division should consider developing individualized faculty development plans and actively pursuing a variety of staff development activities.**

Faculty development plans are part of the annual evaluation of all faculty.

- 3. The Division should review the full-time and part-time faculty evaluation procedures.**

Information on these processes can be found in Part A #4.

- 4. The Division should review its policies regarding part-time faculty loads.**

The Division abides by the Administrative policy that can be found in Part A#2a.

- 5. The Division should continue exploration of options for providing computers for faculty.**

All faculty in the Division, who desire, currently have computers. Some of the faculty would like to see an increase in the number of computers in their physics and science labs. Grants, gifts and state lottery and general fund dollars have provided a significant amount of large equipment over the past several years including a computer, software, infrared spectrophotometer, video camera, physiograph, ten oil immersion lenses, gas chromatograph, petrographic microscope with micro video system and saltwater aquarium.

XI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

1. Consideration should be given to developing a system of program evaluation along with a well understood process for part-time faculty.

As with all SWOCC credit and non-credit courses, classes and programs, those offered in Community Education and Outreach are evaluated through the same process. Please refer to Part A # 3 and # 4. Part time faculty are evaluated through the standard Southwestern's process which includes: (a) a written student evaluations, (b) instructional monitoring and feedback by the Director, and (c) feedback from the Outreach Coordinators and community representatives as appropriate to the course or program. Instructional techniques coaching is provided by the Director.

2. Every effort should be made to develop a process for developing, scheduling, and promoting teleconferences both on and off campus.

A Distance Learning Task Group was formed consisting of staff of the offices of Distance Learning and Media Services to discuss, select and publicize upcoming teleconferences. A 30 hour per week technician has been hired, paid through fees collected for community use of the facilities to provide additional teleconference support. Voice mail has also been used to alert faculty and staff to upcoming events. The group developed a Distance Learning Progress Report to the Board in January 1995.

The publicizing of distance education opportunities has been enhanced by the addition of a four-page extended learning pull-out in the quarterly class schedule containing the upper division distance learning courses, scheduled teleconferences and scheduled modem classes in cooperation with Chemeketa Community College.

The college has hired a new marketing and publicity specialist who is scheduled to begin work November 1 and who will work with the marketing committee to develop marketing strategies for promoting campus, outreach and distance delivered courses.

3. Consider reviewing the process for awarding CEUs to ensure appropriate guidelines are being followed.

The Associate Dean and the Director of Outreach developed a policy for awarding CEUs after researching current practices nationwide. The policies were presented and adopted by the Instructional Council and approved by the Dean of Instruction. In addition to approval by the Dean of Instruction, the course outlines require the approval by the appropriate national organization representing the profession in which the CEUs will be granted. Copies of the policy were circulated among Oregon's Workforce Development Deans and Directors and has become a model for developing policies at other colleges.

4. Explore ways in which the faculty and staff can be made aware of the extensive role Extended Learning plays both on and off campus in meeting the educational needs of varieties of individuals in varieties of geographic locations.

The campus is informed of the role Extended Learning plays through the following:

- Weekly reports to Instructional Administrators
- Biweekly reports to Manager's Council
- Periodic reports and updates at Instructional Council and President's Council
- Reports to the Board of Education
- Articles in the quarterly schedule of classes mailed to every home in the District
- Articles in the World and other local newspapers
- College press releases
- Articles in the Southwester (student newspaper)
- A weekly one-column long advertisement in the weekly *The World* newspaper containing class and event announcements.
- The Associate Dean participates on the college-wide marketing committee and will work with Stamatz Marketing and the new marketing specialist to promote Extended Learning classes and activities.
- The Associate Dean attended a day-long marketing conference presented in Portland by Sandra Golden and Associates.
- The Extended Learning managers participated in a half-day long marketing planning session and developed strategies for the 1996-97 year.

5. Consider ways in which faculty and staff can provide input to development of priorities related to new and possibly current programs and activities the college should offer to meet the economic development needs of the area and to train and retrain individuals needing the educational services of the college.

Partnerships: The college has increased its partnerships with a wide range of community organizations to provide continuing education opportunities for their members. FTE in this area has more than doubled in the last year, from 12 to 24.

Advisory Committees: The Director participates on local advisory committees and attends meetings where community issues are being discussed. This results in an endless source for new continuing education classes and community seminars. Program needs and opportunities are presented and discussed thoroughly at the Instructional Administrators level and then passed to the appropriate Division Director for further exploration and action. The Associate Dean for Extended Learning along with other instructional administrators and staff working as a team has helped to develop a micro industries training program, workforce learning modules, and a one stop career center. The Associate Dean of Extended Learning is a member of the Vision 2006 Area Economic Development Task Force and the Regional Workforce Quality Committee and in those roles works closely with the college campus to enhance economic development in the area.

6. Explore Innovative ways in which the talents of existing staff can be utilized resulting in a more efficient and functional office."

In August 1996, the support staff in the Office of Extended Learning were reorganized. The new Receptionist/Secretary has a background in scheduling which will facilitate the scheduling and registration of additional Outreach Classes and seminars. The position of ½ time secretary (which was matched with a ½ time secretary position in Fire Science to create 1.0 FTE position) was eliminated to increase the support for Fire Science to 30 hours per week secretary to generate additional classes. The remaining position was downgraded to a 15 hour per week file clerk to provide additional support for the Administrative Assistant. The responsibilities of teleconference support and Shuttles Creek testing clerk have been removed from the Administrative Assistant with the hiring of part-time people from fees collected for those services. This has freed some of the time of the Administrative Assistant to provide additional support to the Associate Dean to develop an array of continuing education and distance learning classes.

A. BUSINESS DEVELOPMENT CENTER:

- 1. As it appears that many on-campus personnel do not understand that the BDC is connected to the college, increased effort on the part of BDC staff and on-campus personnel should take place to enhance the connection between the two and increase the realization that on-campus faculty can**

learn from the BDC staff as can the BDC staff learn from the on-campus operation.

A new full-time BDC director and a half-time director of Training and Development were hired in 1992. They worked closely with the Divisions and individual faculty to develop a closer partnership with on-campus programs. They also shared responsibilities as campus coordinator of the Oregon Advanced Technology Consortium working closely with the Associate Dean of Professional Technical Education who is on the Board of Directors. They also work closely with the Business Education faculty to bring quality campus instruction to the business community. Both directors also participated on the President's Council, where Division Directors and Program Directors became more familiar with their programs and their work.

In December 1995, the half-time Director of Training and Development resigned to take a position in industry. A new full-time Director was hired in September 1996 with an extensive background in manufacturing and business and industry customized training. He is working closely with the Division Director of Business and Manufacturing Programs to enhance on campus instruction, and roll campus programs out into the workplace. The relationship will be enhanced with the move of the BDC to campus into the Newmark Career and Opportunity Center in December 1996. The Customized Training Program is expected to become completely self-supporting by June 1997.

2. Southwestern should consider programs expanding outreach using BDC program as a model.

The BDC expanded its short seminars to the community and generated new FTE in this area, doubling FTE to 19 in the last year. The BDC has expanded its reach into Curry County with the hiring of a 20-hour per week BDC coordinator in Brookings and a 4 hour per week consultant for BDC counseling in Reedsport.

3. Although targeted feasibility studies have been conducted as requested and paid for by the Port of Coos Bay and the Confederated Tribes, a feasibility study to determine the needs of small business operators in the college's service area has not been done since 1988 when a 50-business telephone survey was conducted. The college should consider devoting resources to conducting a new survey of businesses to assess current needs."

A comprehensive business needs assessment was completed in 1994. Over 50 businesses responded. This survey formed a basis for initial customized training offerings. An annual business survey is conducted by the BDC. Individual needs assessments are conducted by the director with each business.

A survey of micro-industries was conducted by the BDC in cooperation with the Workforce Quality Committee in 1996, leading to a Micro-Manufacturing Special Project providing BDC services and classes to small processing companies. In addition, the services of the BDC have been retained by Reedsport, the City of Coos Bay and the City of Brookings to undertake an assessment of local business needs.

- 4. In the assessment done in 1988, one of the strongest needs identified by business persons was in the area of computer training. Therefore, computer training modules have been developed and computer training is conducted on a regular basis. Computer lab space for type of training is becoming more difficult to access. Consideration should be given to innovative ways to solve this problem as the need for computer training appears to be increasing.**

In October 1994, the College purchased 10 computers for the BDC to provide an ongoing series of short courses for the business community. This was expanded in June 1995 with the opening of an Internet Lab. With the move into the Newmark Center, the BDC will gain access to an 1800 square foot computer lab and classroom space to expand such offerings. Furthermore, the BDC acquired 4 Invest Learn computers to provide a workaday-based ABE instruction in cooperation with the College's ABE program. In July, a grant was received to add another 3 computers. These computers will be located at work sites to increase the reading, writing and math skills of workers with literacy needs.

B. WORKFORCE 2000 AND SUCCESS CENTER:

- 1. The fact that the Workforce 2000 Program is located off campus is both a strength and a weakness. The location provides an accessible and inviting atmosphere for current and potential students. However, its being separated from campus causes staff to feel somewhat disconnected from on-campus life and activities. Every effort should be made to incorporate program staff into the on-campus structure and to make on-campus staff aware of the valuable service the program provides to the community.**

The location of the Success Center in Tioga Hall at Southwestern proved very beneficial in assisting Workforce 2000 and Success Center students to access a college education. By June 1995, 25% of degree recipients that year had entered Southwestern through one of these two programs. The Director has been folded into the campus structure and serves on the Instructional Council. After moving the Adult Basic Education Program under her leadership, the Director was elevated to the level of "Division Director of the Adult Learning

Skills Program" further facilitating communication with the Division Directors of Arts and Humanities, Math and Sciences, Business and Manufacturing, and Health and Human Services.

The college's adult basic education and workforce development programs will move on campus to the Newmark Center as of December 1, 1996. Located at the front entrance to the college, across from a Shopping Center, all adult education services will now be easily accessed by those both on and off campus.

2. Consideration should be given to ways in which financial support from the college can be directed to both programs to augment current funding.

Due to the impact of the full implementation of Measure 5, and campus wide budget cuts, the college's funding of the Success Center was eliminated in 1995. By integrating the Single Parent Displaced Homemaker Program with Workforce 2000 programs, we were able to continue activities and support for this target population. The salary for the position of the Division Director of Adult Learning Skills is being funded at the rate of 50% by the College. It is hoped that with the relocation of adult basic education and skills programs into the Newmark Center one-stop where Adult and Family Services, Community Action, and other service agencies will also be located, service to this population can be expanded. Future funding for the Skills Centers is uncertain unless they are included in the state Community College budget. Federal redesign of workforce development program funding and the potential for block grants present uncertain impacts. These programs represent a combined 200 FTE.

3. As student follow-up appears to be lacking for all on-campus programs, college staff should consider ways in which the student follow-up model utilized for the Workforce 2000 Program could be adopted and/or adapted to on campus program follow-up.

The student follow-up model for Workforce 2000 has been utilized for the Success Center as well. A single, college-wide model for student follow-up is under development and is a part of an institution wide tracking system.

4. Staff is encouraged to continue to research ways in which program activities can be combined.

Since September 1995 the Associate Dean and the Director have moved to integrate the on-campus Adult Basic Education Program, the Workforce 2000 Program and the JOBS Life 101 Program into a new Adult Learning Skills Program. Facilitated by team building and joint staff development activities, experimental integrated service delivery began in

Summer 1996 moving the Summer Youth, Workforce and ABE programs on campus in one space. The faculty of the various programs began meeting monthly in June 1996, with administrative staffs meeting weekly. The integration will move to the next level in December 1996 when the program staffs share space which they co-designed at the Newmark Center.

C. CURRY COUNTY ANNEXATION UPDATE

In June 1995, Southwestern Oregon Community College submitted a Substantive Change Report to the Commission on Colleges regarding the Annexation of Curry County to the College District. The report is available for the visitor. The following is what has been happening since that report was submitted.

Now called the Curry Program and operated as a separate campus, the area has a distinct but interactive staff and faculty following Southwestern's programs and procedures. The former coordinator with the Education Service District was hired by Southwestern as an Associate Dean, and given the charge to develop the program. Staffing includes a full-time Program Coordinator serving both Gold Beach and Port Orford and a full-time Clerical/Registration assistant in Brookings, both who worked with the former program. Additionally, a half-time Program Assistant was hired for the Brookings area, and a half-time Student Support/Advisor person who works both in Brookings and Gold Beach. The former on-campus support position was discontinued under the new structure, because the new staff works directly with campus departments. Staffing will increase as the program grows, and current plans include an additional half-time computer lab assistant in Gold Beach, and a similar evening/week-end position in Brookings.

The Advisory Council that operated under the Contract Out of District was continued by Southwestern's Board of Education after annexation and met on a monthly basis the first year to assist with planning, receive information and offer input. The group will continue to meet quarterly or as needed. Each geographic area is represented as is business, education and private business, and members are now appointed by the Southwestern Board of Education. The Board also voted to add an Ex-officio member from Curry County to its own membership, who was selected by the Board following an advertised search. The Ex-officio member also attends Advisory Council meetings, and a Student Representative will also be included in that group. Almost all adult programming in the county is now offered directly through the college, with the few exceptions being upper-division classes and professional workshops offered mainly over ED-NET. Classes are still offered in the three major population centers: Port Orford, Gold Beach, and Brookings-Harbor.

Class emphasis changed with the annexation and plans were immediately formulated to allow full-time student loads in selected degree and certificate programs. The college circulated a survey immediately after annexation to gain input on needed activities. A large part of the programming continues to be in personal improvement classes, but the survey also showed a strong emphasis on business classes, training and business development

services. To meet this need, in February, 1996, a part-time Business Development Center Coordinator was hired for the county and began offering a wide array of workshops, business counseling, and contracted training.

It is now possible to take a full-time load in Curry, and to complete an AAOT within the county. Because instructors have always been qualified and hired through Southwestern's process, they were able to continue under the new system. New part-time instructors were located for several added areas, and a full-time English instructor was hired for developmental and writing classes. The program also continued its involvement in the JOBS (Welfare Reform) program, and has a full-time instructor and part-time aide paid under those grants. Courses are approved through the SWOCC Instructional Council, and the program uses the same process for development of new offerings as is practiced on the main campus. On-line courses through Chemeketa Community College were added this fall, enabling students to take courses that were not previously available and that are transcribed by Southwestern. Future plans call for more non-traditional delivery to assist rural students, whether by video tape, ED-NET, modem, on-line video/audio, web-page, or traditional correspondence courses. A T-1 line connects Coos Bay with Brookings-Harbor to facilitate this process.

Immediately after annexation, the focus of the Curry program shifted from Gold Beach to the more populated Brookings-Harbor area. The Brookings office moved from tiny, donated space at the high school to a store-front office and began negotiations to obtain a site. After locating a former library building with over 5000 square feet, a lengthy process allowed conditional use of the site at 420 Alder Street and the move there in January, 1996, was in time for Winter Term classes. The location has two classrooms, a classroom/workroom, offices, registration area, central study space, and a state-of-the-art computer classroom with 16 work stations, including the instructor's, and computer projection devices. Five additional computers serve drop-in study lab needs. In July, 1996, the building was networked over T-1 line to the main campus, giving access to the Prime computer system for administrative and e-mail needs, and to Internet access from every computer for student and faculty use.

The Gold Beach site also moved, in February, to the Curry County Fairgrounds and obtained adequate parking, a classroom, office and computer lab space that currently houses 8 computers for classes and study lab. The Port Orford area is served once a week from a donated office space, and talks are continuing with the local school district for possible shared programs in this small population area.

The staff of this program is dedicated to the success of the annexed area and looking forward to the projected building of a 10,000 square foot campus on leased or donated land in the Brookings-Harbor area. The funding allowed by the Oregon Legislature was adequate for the first biennium to allow one million dollars to be set aside for such a project. The qualified, dedicated and resourceful faculty feel less isolated because Division Directors are making regular visits and bringing faculty members from the main campus for interaction with Curry instructors, who often work other jobs that limit their ability to travel.

The addition of the computer labs and daytime classroom space has made a great difference in offerings, and in the perception of the program by area residents. Although the program continues to use school and community buildings for many classes, the new classroom space has centralized much of the offerings in the Brookings and Gold Beach programs.

Student services are provided by a combination of the half-time Curry staffer and campus counselors and financial aid staff. Academic advising is provided by Curry staff. Volunteer tutors are available through the Literacy Network, and plans are being made for other tutoring at the Brookings-Harbor Center. A library resource plan is being developed, and services are currently supplied by local libraries, inter-library loan, and a new direct link with the main campus library over the T-1 line. Future plans will likely involve a partnership with local libraries, schools and Southwestern, to build resources for academic services in all areas.

Although the contract with the Education Service District is no longer active, the connection with this agency and the local school districts remains strong. The program also works to build and continue partnerships with other agencies and governmental entities, businesses, and community groups.

The Curry program was assisted in the annexation by having staffers that were already familiar with Southwestern's procedures and a core of faculty members that were already approved. The development of a new way of interacting and doing business has been aided by the strong acceptance and support of the main campus community and Board of Education. Even while going through this period of change, the program increased the 1995-96 FTE to just under 150, and registered over 2500 participants. The declared student base is slowly building, including 15 full-time and 35 part-time students during Fall, 1996, with over 500 unduplicated registrants. The challenge lies in the broad spread of majors, and the need to supply more specialized classes for a very few students. Innovative means through technology are obvious ways to this end. The college and its staff are committed to providing a quality, community and student centered program in Curry County and are well on the way to achieving that goal.

Division Directors are proving very supportive of Curry faculty and their development. Additionally, opportunities have been created for instructors to interact with each other, and to travel to campus. Bookstore services and Internet access are now available for materials searches. Suitable workshops and training out of the area are made available to appropriate instructors. Plans include workshops and regular term faculty meetings to provide instructor training locally, and for video tape and other technology materials. Also, Curry faculty are now included in the regular evaluation process, and gain from the interaction with peer evaluators.

Student Tracking and Institutional Effectiveness:

- a. In addition to utilizing the developed student tracking devices at Southwestern, student tracking in Curry County is very personal, with declared students known to

- the staff and their progress important to the success of the county's development. Additionally, student input is considered vital to the program's progress, and focus groups on student issues, student input through their own student group, and a representative on the Advisory Council keep Curry staff close to student issues.
- b. Curry County staff are constantly seeking input from the community by being involved with a wide variety of community organizations and efforts. Among those are Rural Development Initiative planning groups, economic development efforts, service clubs such as Rotary and Soroptimists, school district efforts such as facilities planning committees, and so on. A community survey was done immediately after annexation, and another is planned for 1997 to assess progress, perceptions, and unmet needs.
 - c. Southwestern made sure that Curry staff members were aware of the institutional goals, and regular staff meetings and faculty meetings address their implementation.
 - d. Curry staff are constantly looking for incongruence in program expectations and the ability of rural students to meet the expected outcomes. Problems discovered are immediately forwarded to the Dean of Instruction, and solutions sought. Curry staff are very aware that the program will not succeed unless the students do.
 - e. The recent connection between the Curry program and the main campus Prime computer has made the data collection process immediately available. Information collected is utilized in the decision making process to formulate plans for the future.
 - f. Curry follows practices established on the main campus, with input to those procedures through inclusion on the Manager's Council, President's Council, Instructional Council and Instructional Administrators; either through attendance at these meetings or by input memos and minutes, if unable to attend.

The annexation of Curry County to the college district necessitates the need for expanded library services to the students taking classes there. Following is a plan to provide such services:

1. Make the Southwestern (COASTLINE) On-Line Public Access Catalog (OPAC) available to Curry County students via the Internet.
2. Establish a document delivery system to Southwestern sites in Curry County.
3. Develop formalized agreements with local public libraries in anticipation of increased student use of those facilities.

The plan is being accomplished as follows:

1. The OPAC has recently been made available through the Internet and simultaneously user licenses have been established for the exclusive use of Curry County. Curry County sites have Internet access. The OPAC is both a catalog of Southwestern and Coos County public library holdings, and the EBSCO Academic Abstracts index. It is possible to place an electronic hold on college owned items for Curry County students.

2. Documents are delivered to Curry County via fax and UPS. We are currently exploring an arrangement with the ESD to share in courier service between Coos and Curry counties.
3. The college administration has begun informal talks with representatives from Curry County public libraries. It is anticipated that successful negotiations will lead to a formal agreements with the college providing support to the public libraries for their added level of services.

D. OUTREACH PROGRAMS:

- 1. Consideration should be given to allocating resources for a staff development program.**

Instructional faculty and staff in the outreach areas can and do access staff development resources through the Southwestern staff development fund, its committee and the defined process. General fund dollars for different outreach areas are designated for staff development in accord with the area goals (e.g. five Reedsport instructors have had training in individualized computer learning programs, as did four staff in the Myrtle Point area). Since many of these Southwestern instructors are also local high school instructors working at the high schools, those students and the high school programs benefit from the staff development dollars.

- 2. Innovative approaches to providing student services to outreach centers could be explored.**

Southwestern student services information is accessible to outreach students through the instructional faculty, the Director of Special Programs and the Outreach coordinators. As technology communication linkages are installed, programs will be developed to further advance that service connection.

- 3. As dollars become available for facilities acquisition, consideration should be given to acquiring dedicated space, especially in Reedsport and Myrtle Point, in which equipment and supplies could be housed and also office space for coordinators could be available.**

The Reedsport area now has a Southwestern Center at Reedsport High School. This pilot project has established designated rooms in the high school that are equipped with computers, classroom equipment, materials and supplies including: ten Plato Learning

Systems, four Invest Learn Computers, and ten Invest Learn laptop systems. Collaboration efforts with Umpqua Training and Employment and Southwestern's Workforce 2000 have integrated computers equipped with individualized computer assisted learning programs into instruction. A half-time adult learning instructor has regularly scheduled class hours. The program is well attended and has the support of the Reedsport School District, numerous small businesses and the community at large. Student and community surveys gave direction to the project. Initial planning is underway to identify and implement a similar project in the south part of the county.

Southwestern has worked out arrangements with Bandon and Myrtle Point High Schools for use of their labs for adult learning labs in the evenings. Southwestern is exploring dedicated classroom space in Myrtle Point, Coquille and Bandon.

4. Consideration should be given to innovative ways to deliver instruction in the remote areas through such avenues as teleconferences/telecourses.

1. Facilities: With completion of Stensland Hall and the relocation of the bookstore, two new classrooms were created on the first floor of Tioga Hall for distance learning with EdNet 1& 2 capability. In addition, the Newmark Center, a career and opportunity one stop on the SWOCC Campus, will open in December with a 1500 square foot teleconference facility.

2. Curry County: With Curry County's annexation into the Southwestern district in 1995, and the need to find cost effective ways of delivering second year instruction and specialized courses without sufficient enrollment, distance learning is a priority. The Associate Dean of Extended Learning and the Associate Dean for Curry County are working together to extend campus instruction to Curry and eventually to all outreach sites.

3. South Coast Area Network: In cooperation with the Southwest Oregon Education Service District, Southwestern is partnering with 10 high schools from Reedsport to Brookings in a frame-relay network for E-mail, data sharing and distance learning. The ESD has received of a sizable National Technology Information grant to expand network capability to include two way live interactive instruction. However, additional funding is needed to provide classroom quality conferencing technology and additional grants are being sought.

In the Fall of 1996, the college sent 17 administrative staff and faculty to Portland to attend a day-long staff development on instructional applications of distance technologies. A committee from those participants will be formed to assist faculty in moving some instruction to distance modalities and making better use of teleconference resources.

- 5. Consideration should be given to reinstituting advisory committees and/or focus groups for each of the outreach areas to assist college staff in assessing community needs.**

Community needs assessments are achieved through focus groups, communication with community leaders, community surveys, student surveys, and class evaluations. A needs assessment is conducted in Reedsport prior to offering specific courses. In addition, evaluations at the end of each class solicit suggestions for additional classes. Additional ideas come from community based organizations.

XII INSTRUCTIONAL STAFF/FACULTY EVALUATION

INSTRUCTIONAL STAFF: This area is covered in the 1994 report to the Commission as well as in part A of this report.

XIII ADMINISTRATION

- 1. It is recommended that an affirmative action plan be completed, approved by the Board of Education and fully implemented by the college.**

The college established policies which outline specific guidelines for equal opportunities. In order to ensure compliance with various state and federal laws, it is the practice of the college to review each specific policy on a regular basis, and no less frequently than each July 1. The affirmative action plan has been so reviewed.

XIV STUDENTS/STUDENT PERSONNEL SERVICES

- 1. Strengthen student follow-up and tracking, i.e., employers, institutions of higher education, student intentions, program completion, etc."**

This response is covered in Part A #1

- 2. Research and expand efforts to determine the effectiveness of services and activities through identifying and assessing pertinent indicators and outcomes.**

This response is covered in Part A#1

- 3. Physical facilities for certain functions need study and reorganization or remodeling with special attention given to: 1) student confidentiality; 2) storage; and 3) the vault (student records security).**

Physical facilities are an important and critical component in the delivery of services to students. The completion of Stensland Hall has alleviated many of the problems that were so obvious while the counseling staff was housed in Dellwood: crowding, lack of privacy, confidentiality concerns. Stensland Hall now houses the Career & Transfer Center as well as the Counseling Center, the Bookstore and several classrooms. Having the Career & Transfer Center nearby has created stronger linkages between career counseling and the services offered by the Career & Transfer Center such as job search skills, educational training opportunities and scholarship information.

Records storage and security remain a problem. The Associate Dean has met with the architect to discuss remodeling the building and the impact it will have on Registration & Records and serving students. Special attention is being given to creating space that will serve more than two students (the current situation). Remodeling Dellwood, however, does not address the critical issue of staffing. Currently, three full-time and two part-time staff serves more than 11,000 students. The Associate Dean is exploring alternative methods of registering students. These include telephone registration and kiosk registration.

An optical imager has recently been relocated to Dellwood Hall. This will allow copying of all student records to a disk that will help alleviate current storage problems. The disks have a shelf life of more than 100 years, thus insuring record security. If current equipment can be upgraded so that each terminal can access the optical disk, then the vault becomes less of an issue since it would need to be accessed less often.

- 4. Continue to generate and use data from ad hoc study committees such as student retention.**

Information is gathered from a number of sources in an effort to enhance and improve the delivery of services to students. These may include successful programs at other colleges, anecdotal data, evaluation of services, advisory councils and committees.

Recently, major changes were made in the advising procedure based on the recommendations of an ad hoc committee. When the advising process was reviewed, it was done from the perspective of total quality management.

Recommendations from the committee included:

- a. development of the Educational Development Plan (EDP)
- b. development of a process that would allow advisors to approve student schedules for more than one term
- c. the elimination of a faculty signature on every add/drop or withdrawal form

The EDP is the student's academic plan for two or more terms. Depending upon the program and the sequence of courses, the advisor may plan the two years; others may want to meet regularly with the students. The XECP is a computer screen that allows the advisor to input course number to build the schedule for one or more terms. Documentation of this process will be available for review.

Another computer entry screen, XADE, was created to allow faculty advisors and counselors to approve a student schedule for up to three terms without an advisor signature each term. Faculty is advised to be cautious in using this feature and are encouraged to use it only with students who are not at-risk of failure. This screen is viewed at the time a student registers. If not approved, the student must have the faculty member sign the registration form. At times, this can be a time-consuming and frustrating endeavor.

The need to have an advisor signature on all add/drop or withdrawal forms has also eliminated the need for students to search for the advisor during peak periods. With the best of intentions advisors are not available to all students all the time. It has created a more student oriented environment, a user-friendly atmosphere and has placed the responsibility with the student.

Currently, no effort is being made to determine the reasons students leave the campus. A withdrawal form that asks what could the college have done to enhance this learning experience and what was the reason the student chose to withdraw is being developed. Compilation of this data may indicate a trend that the college could positively impact. Providing tutoring in a specific subject area not previously addressed as a result of a number of students dropping the course might be one way the college could impact the withdrawal rate.

5. Review student retention activities and program completion rates, develop data bases, and strengthen procedures.

Retention efforts include a) placement testing to enable students to be placed in appropriate classes; b) orientation where students are shown how to read the classes schedule, what the placement scores mean, how to fill out a trial registration form, and important information about the campus and services available to students; c) assignment of a student to faculty advisors from whom they get assistance in selecting classes and

learning the requirements in the program of choice; d) services such as tutoring, counseling, study skills; and e) academic notification policy that enables faculty to intervene and provide assistance when a student is not making satisfactory progress. Also, in place is an early warning system for students at risk in the classroom. Instructors can report those students to the counseling staff by phone, E-mail or through the computer screen XEAE. Counseling staff then contact the student regarding the presenting problem (non-attendance, testing anxiety, possible learning disability, etc.) and provide linkage to on-campus resources (tutoring, advising, career assessment, learning hub, etc.). Much progress has been made in this area, but more is needed. Little data is being collected on the more effective retention efforts.

In place is the Mentor program. This is funded through the Student Services Support grant, so is available only to a limited number of students. It provides additional tutoring and one-on-one interaction with other students in a peer advising role. Retention within the Student Services Support Program is good.

Currently being considered is a peer advising program available to all students. Services might include planning a schedule, campus tours, follow-up to a student identified as at-risk, intrusive interaction for students referred by instructors, etc. Additional services might include phone follow-up for students who expressed interest in the college, participation in outreach and recruiting activities and residence hall programming. This idea is one of several being considered as one way to retain students while maximizing limited college resources.

6. Analyze Career Center job placement operations, their activities, ties with instructional departments, future directions, etc.

The Career Center has recently been restructured as a result of an analysis of the duties and purpose of this department. As a result the duties have been divided into the Career Placement Center and the Career & Transfer Center.

The purpose of the Career Placement Center is to provide job and career placements to student, graduates and completers, to develop job and career opportunities and to provide and build job skills. With the added emphasis placed on job development and placement, other job duties have been shifted to accommodate this change.

This department will continue to administer the College Work Experience Program because the experiences tend to be career/major related. The CWE Program provides a working partnership between the college, the students and local business and industry. Faculty participation in the program is voluntary and faculty are selected by the Division Director. These faculty coordinators provide student supervision, assist students in developing learning objectives and provide job site coordination, ensuring students receive a meaningful learning experience that is appropriate to major and career goals.

The Career & Transfer Center was recently moved to Stensland Hall, which also houses the Counseling & Testing Center. This move was designed to create a stronger link between the career counseling component and career exploration. This department provides assistance in deciding on a career, whether it is a first career or re-careering opportunities. QUEST & Micro Skills are career assessment instruments that help students explore career opportunities in depth before retraining. Additional services include current career information, job search skills, resume' writing, scholarship and transfer information, college catalog collection and job strategy tips.

To provide stronger linkage between career counseling and placement, consideration is being given to additional training in career counseling and assessment instruments such as the Strong Interest Inventory.

As the campus marketing plan evolves, consideration is being given to providing more effective marketing strategies of services available to students to increase awareness and usage of the facility. Research suggests that students who are involved early in career choice have a higher rate of goal completion.

7. Continue to refine student orientation, its delivery and staffing.

A structured orientation process, based on stated goals and objectives, is an excellent way of providing information to students in a non-threatening manner designed to enhance the learning process and allow the most effective use of college resources.

Several changes have occurred in the orientation process over the years. New Student Orientation has evolved into a four-hour format that includes an introduction to campus services, faculty and students, a campus tour and a B-B-Q sponsored by the Associated Student Government. Many of these changes have occurred as a result of anecdotal data from students. Since that time, a more structured evaluation process has been implemented. Copies of the form and results for Fall 1996 will be available for review.

Because not all students attend the orientation and because continuing students need much the same information as new enrollees, a one credit 'college success' class has been created. This course, Human Development 100, is offered each term and reaches a significant number of students.

With student housing a reality in the near future, the format and general information provided at New Student Orientation will need to be expanded. Broadened to include a parent orientation, this may provide an opportunity to share policies and procedures with parents of students and to address issues of importance to them, such as safety concerns. Currently being explored is a way to track students who participate in orientation and to compare with those who do not; i.e., retention rates, grade point average, goal completion.

EXHIBITS A1 - A9

**Student Outcomes in discipline Area Sequences
Leading to the AA Degree from
Southwestern Oregon Community college**

DEPARTMENT LEVEL OUTCOMES: AT THE DEPARTMENTAL OR PROGRAM LEVEL, ASSESSMENT OF OUTCOME EFFORTS WILL GENERALLY BE MORE SPECIFICALLY FOCUSED THAN WHEN ASSESSING OVERALL INSTITUTIONAL EFFECTIVENESS.

Students who complete the second year of a foreign language will demonstrate a high intermediate level of communications skills, satisfy basic communication needs when traveling in a country where the language is spoken, and understand the cultural differences between this country and countries where the language is spoken.

Students who complete a sequence of Art courses will demonstrate an increased appreciation for the technical, historical and complexity of art media and the ability to think critically when communicating with others about techniques, expression, theory and/or historical relevance of art works.

Students who complete a transfer writing sequence will be able to generate an effectively written response to a prompt/task/or assignment using critical thinking skills to integrate information from secondary sources.

Students who complete any literature sequence will demonstrate the ability to comprehend and respond critically to a variety of literature written across time and from various cultures with an understanding of its relevance to humanity.

Students who complete a three course sequence in history will demonstrate knowledge of major historical events and time periods, analyze causal relationships, identify relevance of historical knowledge and thought to the understanding of contemporary events and improve reading, writing, and information search skills related to the study of history.

Upon the completion of the Political Science sequence the student will demonstrate knowledge of political institutions, policy issues and international relations, be able to critically analyze current political events and processes and identify key political science concepts.

Upon completion of a social/behavioral science sequence the student will demonstrate an increased ability to critically evaluate the scientific validity of social research, integrate behavioral research findings into future studies and work, and recognize the relevance of the social science research to every day life.

After completion of a music sequence the student will have demonstrated an increased awareness of the wide variety of musical styles related to different historical eras and different cultures.

Upon completion of a transfer sequence of Mathematics the student will be able to select and implement an appropriate problem-solving strategy, use appropriate technology to process information and solve math problems, and communicate by writing, and speaking through an integrated use of visual forms such as symbols and graphic images.

Upon the completion of a sequence of lab science courses the student will demonstrate an increased ability to think critically using effective problem solving skills, and understand biological, chemical and physical processes and how they affect society and the world.

Upon completing a sequence in speech the student will demonstrate an increased ability to effectively send and receive information in one or more oral communication settings using creativity, organizational skills, and clarity in delivery.

To: Joanna F. Blount
Associate Dean of Student Services/Registrar

From: Hunter Fales

1995-96 Employer Follow-up Survey

The information in this year's Employer Survey was extensively researched. How employers view Southwestern is an important component to the college's success. Also, the recent national educational direction to generate a direct relationship between business and schools requires us to closely look at this relationship.

The survey's information was gathered from three different directions. The survey was mailed to 109 businesses and agencies who have used Southwestern students in Cooperative Work Experience environments. Thirty-nine employers returned the survey for a return rate of 36%.

The employers who did not return a survey were included in a phone survey. Seventy businesses were called with 51 responses for a 73% response rate on the phone survey. The **overall response rate for the survey is 83%.**

Ten businesses and agencies were selected for a personal interview to gather additional information not received in the survey.

Businesses and agencies were asked to think about a composite Southwestern student who has been employed by them. Due to the law, we did not name students who had worked for the business even when a business requested that we do so. The survey produces a composite student that allows us to look at the college's overall impression in the community.

A matrix of the returned surveys and phone surveys indicates a strong reference point from which the college can view its students. The matrix has two parts to it: one listing the employers who returned surveys and the other from the phone survey. In every area, the employers who were phoned answered more favorably than those who returned surveys. Also, the statistical correlation of answers on both matrixes is very **positive**.

The survey has four main areas: *Technical Skills, Relations with Others, Attitudes Toward Work and Quality of Work*. A section follow with information on the CWE/Placement Center and a comments section.

Employers who returned surveys: (109 Sent Out/39 Returned, 36% response rate)

The statistical mean for the survey is 3.5. All areas are greater than the mean with a low 3.594 in Math and a high of 4.167 in "Cooperates with Supervisors." The area "Relations

with Others” related the greatest strength of our students. Very few responses were answered Unsatisfactory.

Phone survey of employers: *(70 employers called/51 responded, 73% response rate)*

In this matrix, the highest mean went to “Cooperates with Supervisors,” 4.442. The lowest, but still above the mean was “Technical Knowledge” at 3.923. In every category, the response was more favorable in the phone survey. No responses were Unsatisfactory and very few were recorded as Marginal.

Personal Interview: The personal interview was an important component of this year’s survey. We wanted to give employers an opportunity to respond with in-depth answers as well as provide a forum for additional information to be given.

A composite of the interviews precedes a section where each interview is separated out. All employers indicated that he/she would recommend the CWE program. Eight employers responded that the employees had “superb worker attitudes, good relations with others and worked hard - were exceptional and positive.”

Over seventy hours were spent on the Employer Follow-up Survey. It is important to extend this type of effort to receive an assessment of the college’s image in the community as well as the quality of student that we are producing. All sub-sections of “Technical Skills” are above the mean, but indicate areas for improvement. The employers responded very positively to the students, their work ethic, quality of work and attitudes toward work.

Employers who returned surveys

109 surveys sent, 39 returned

	<i>Outstand</i>	<i>VeryGood</i>	<i>Average</i>	<i>Marginal</i>	<i>Unsatis</i>	<i>Average</i>
d 5/3/96						
<i>Technical Skills</i>						
Math Skills	6	11	11	4	0	3.594
Technical Know.	7	11	14	2	0	3.676
Reading Skills	9	10	13	0	1	3.788
Verbal Communication	8	13	10	4	0	3.714
Written Communication	5	10	14	3	0	3.531
<i>Relations with Others</i>						
Cooperates with Supervisors	18	9	7	1	1	4.167
Works well with Co Workers	15	11	8	2	0	4.083
Accepts Responsibility	17	8	8	3	0	4.083
Appearance Appropriate for Job	11	15	8	1	1	3.944
<i>Attitudes Toward Work</i>						
Looks for ways to improve	13	8	8	6	0	3.8
Punctual/regular Attendance	11	16	6	3	0	3.972
Is enthusiastic about work	11	11	11	2	1	3.805
Deals with routine tasks efficiently	11	10	12	2	1	3.78
Practices businesslike habits	10	13	8	5	0	3.78
<i>Quality of Work</i>						
Performs quality work	9	16	9	2	0	3.889
Budgets time carefully	10	9	15	1	0	3.8
Completes work by deadlines	11	10	14	1	0	3.861
Is accurate and careful in work	9	15	9	2	0	3.886
Performs effectively under pressur	9	10	15	1	0	3.771

INTERVIEW QUESTIONS
Composite of In-depth Interviews

- 1. How would you rate the overall experience of using the SWOCC Career/Placement Center?**

Pretty Good. Six students were recruited by the center, four were not and one student was placed as a favor.

- 2. Did you find the technical skills of the student to be adequate for this position?**

Nine students had good to great technical skills. Two had no skills.

- 3. Was the student able to relate to others in a comprehensive manner? ie., employee to boss, co worker relations, etc.**

Eight students had good relations to others. Three were lacking.

- 4. How would you describe the worker's attitude toward their job?**

Eight had superb worker attitudes, two needed a lot of direction, and one was no comment.

- 5. What were the students work habits like?**

Eight worked hard, were exceptional and positive. Three students needed constant attention and help (no problem solving skills).

- 6. Was the student able to perform duties as assigned?**

Eight were able to perform job duties beyond assignment. Three were not able to perform at the capacity of their jobs, and two of these were asked to leave their positions within four months of beginning.

- 7. Did the student exceed the basic obligations of the job?**

Eight exceeded basic obligations of the job. Three did not.

- 8. Would you repeat this experience?**

Ten said yes, one said no.

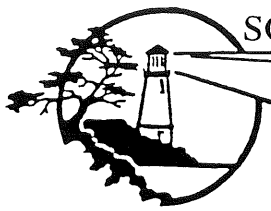
- 9. Would you suggest that others use our program?**

All agreed they would suggest others use our program.

- 10. Did your worker experience an interview process?**

Nine workers experienced the interview process. Two did not.

Office employees?



SOUTHWESTERN OREGON COMMUNITY COLLEGE

1988 Newmark
Coos Bay OR 97420-2956
503 888-2525 FAX 503 888-7285

Employer Follow-Up Survey

Albertsons
Company or Agency Name

756 2588

Chuck manager
Supervisor

Please rate the Southwestern Oregon Community College students who have worked with your company or agency in the following areas.

TECHNICAL SKILLS	
<input checked="" type="checkbox"/>	Mathematical skills
<input checked="" type="checkbox"/>	Technical knowledge
<input checked="" type="checkbox"/>	Reading skills
<input checked="" type="checkbox"/>	Communication - verbal
<input checked="" type="checkbox"/>	Communication - written

RELATIONS WITH OTHERS	
<input type="checkbox"/>	Cooperates with supervisors.
<input type="checkbox"/>	Works well with co-workers.
<input type="checkbox"/>	Accepts responsibility.
<input type="checkbox"/>	Appearance appropriate for job.

ATTITUDES TOWARD WORK	
<input checked="" type="checkbox"/>	Looks for ways to improve. Has initiative.
<input checked="" type="checkbox"/>	Punctual/regular attendance.
<input checked="" type="checkbox"/>	Is enthusiastic about work.
<input checked="" type="checkbox"/>	Deals with routine tasks efficiently.
<input checked="" type="checkbox"/>	Practices businesslike habits.

QUALITY OF WORK	
<input type="checkbox"/>	Performs quality work.
<input type="checkbox"/>	Budgets time carefully.
<input type="checkbox"/>	Completes work by deadlines.
<input type="checkbox"/>	Is accurate and careful in work.
<input type="checkbox"/>	Performs effectively under pressure.

- If you found it necessary to rate the application of knowledge and skills as less than average, please suggest ways to improve. Include suggestions for additional areas of training. Please use back of page.
- Did you recruit this employee through the College? Yes ____ No ____
 - If so, did he/she come to you through faculty recommendation, Cooperative Work/Field Experience or practicum, or Career/Placement Center? (circle one)
 - Did the student(s) referred meet or exceed minimum requirements specified in your job order?
Yes ____ No ____ If no, what areas needed improvement?
 - Was the staff handling your order courteous and helpful? Yes ____ No ____ Comments?
 - Did staff follow-up on your order? Yes ____ No ____
 - Would you use the services of SWOCC Career/Placement Center again? Yes ____ No ____
 - What other methods do you use to recruit employees?

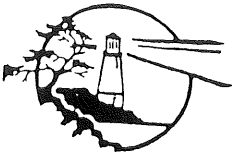


Exhibit # _____

Date: _____

BENCHMARK**Southwestern Oregon Community College District
Benchmark # 12, Student Intentions Report**

Prepared by: Bill DeBoard, Professional Technical
Programs Curriculum Coordinator

- ☐ **Purpose / Definition of Benchmark**

The purpose of this report is to identify first-time Fall Term 1995 students who have declared their major to be Undecided. To improve retention, these undecided students need more advising and/or counseling information or other services
- ☐ **Benchmark #12 supports the following Board of Education Ends Statements:**
 - ☐ Ends Statement (Education) Southern Oregon Coast Citizens will have access to educational opportunities that:
 - D. Reflect the needs of the community.
- ☐ **DATA SOURCE(S)**
 - ☐ Fall Term 1995 mainframe data.
- ☐ **Data Points (Overview / Analysis / Summary / Conclusions)**
 - ☐ 102 (88%) professional technical students plan to earn either a certificate or two year degree (69%) or take classes to transfer to a 4-year college (19%)
 - ☐ 169 (85.8%) block transfer students plan to earn either a certificate or two year degree (27.4%) or take classes to transfer to a 4-year college (58.4%)
 - ☐ 10 (5.1%) self-declared **block transfer** students and 5 (4.3%) professional technical students are undecided about earning a degree certificate or diploma at SWOCC
 - ☐ 41 (24.3%) self-declared **undecided** students have listed further educational objectives
 - 25 (14.8%) plan to earn a SWOCC certificate or two year degree
 - 3 (1.8%) plan to transfer to another 2-year college
 - 13 plan to transfer to a 4-year college
 - ☐ 329 (68%) of all first-term students in Fall Term, 1995, have established a specific purpose for attending SWOCC: a SWOCC degree, certificate or diploma or to transfer to a 2-year or 4-year college
 - 145 (30%) students described their purpose as either here to take classes or they are undecided

❑ Follow-Up

The 56 first term 1995 students who listed undecided as a major or as an educational objective have been referred for additional advising, counseling or other appropriate services. See the shaded cells in the following table.

❑ Data Points - Core Data - Tables

Educational objectives (choose one of the following six items) Do you plan to earn a degree, certificate or diploma at SWOCC?						
Fall Term, 1995	1	2	3	4	5	6
Student-declared majors	Yes, certificate or 2-year degree	Yes, high school diploma or GED	No, here to take classes	Transfer to another 2-year college	Take classes to transfer to a 4-year college	Undecided
Block Transfer	54	0	11	7	115	10
Professional Technical	80	3	4	2	22	5
Undecided	25	5	80	3	13	35
Total students:	159	8	95	12	150	50
	33.5%	1.7%	20.0%	2.5%	31.6%	10.5%
Block Transfer	27.4%	0.0%	5.6%	3.6%	58.4%	5.1%
Professional Technical	69.0%	2.6%	3.4%	1.7%	19.0%	4.3%
Undecided	14.8%	3.0%	47.3%	1.8%	7.7%	20.7%

Pick the main reason you are here this term.

Fall term 1995	1	2	3	4	5	6	7	8	9
	Take classes to transfer to a 4-year college	Learn skills to get a job	Improve job skills	Explore career or educational options	Take classes to finish high school or GED	Improve writing, reading or math skills	Learn English	Personal interest or enrichment	Other
Student-declared majors									
Block transfer	149	11	7	8	1	5	0	3	13
Professional technical	39	42	7	11	6	2	1	4	4
Undecided	19	22	55	13	7	2	1	29	14
Total students	207	75	69	32	14	9	2	36	31
	43.6%	15.8%	14.5%	6.7%	2.9%	1.9%	0.4%	7.6%	6.5%
Block transfer	75.6%	5.6%	3.6%	4.1%	0.5%	2.5%	0.0%	1.5%	6.6%
Professional technical	33.6%	36.2%	6.0%	9.5%	5.2%	1.7%	0.9%	3.4%	3.4%
Undecided	11.2%	13.0%	32.5%	7.7%	4.1%	1.2%	0.6%	17.2%	8.3%

☐ 207 (43.6%) of all SWOCC first-time Fall Term 1995 students indicated their main reason for attending was to take classes to transfer to a 4-year college.

☒ 253 (32.2%) of all SWOCC first-time Fall Term 1995 students indicated their main reason for attending was skill-related:

75 (15.8%) want to learn skills to get a job

69 (14.5%) want to improve job skills

9 (1.9%) want to improve writing, reading or math skills

Block transfer reasons ranked (top 5)		Professional technical reasons ranked (top 5)		Undecided reasons ranked (top 5)	
75.6%	Take classes, transfer to a 4-year college	36.2%	Learn skills to get a job	32.5%	Improve job skills
6.6%	Other	33.6%	Take classes, transfer to a 4-year college	17.2%	Personal interest or enrichment
5.6%	Learn skills to get a job	9.5%	Explore career or educational options	13.2%	Learn skills to get a job
4.1%	Explore career or educational opportunities	6.0%	Improve job skills	11.2%	Take classes to transfer to a 4-year college
3.6%	Improve job skills	5.2%	Take classes to finish high school or GED	8.3%	Other
2.5%	Improve writing, reading or math skills	3.4% 3.4%	Personal interest or enrichment Other	7.7%	Explore career or educational options

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Registration Form

YEAR _____ TERM: SUMMER ☐ FALL ☐ WINTER ☐ SPRING ☐

Providing your social security number is voluntary. If you provide it, the college will use your social security number for keeping records, doing research, and reporting. The college will not use your number to make any decision directly affecting you or any other person. Your social security number will not be given to the general public. If you choose not to provide your social security number, you will not be denied any rights as a student. Please read the statement on page 1 of your class schedule, which describes how your number will be used. Providing your social security number means that you consent to use of the number in the manner described.

El proveer su numero social es una acción voluntaria. El colegio lo utilizará para mantener sus archivos, hacer estudios, y reportes. El colegio no usará su numero para hacer cualquier decision que directamente lo afecte a Ud o a cualquier otra persona. Su numero no se le negará ningun derecho como estudiante. Favor de leer la frase en la pagina uno de su formulario de clases que describe como será usado su numero. El proveer su numero indica que Ud da permiso que se use su numero en la manera descrita.

SOCIAL SECURITY NUMBER/STUDENT I.D. NUMBER

LAST NAME

FIRST

MIDDLE NAME

MAIDEN OR OTHER LAST NAME USED

Mo BIRTHDATE
Day Yr

MAILING ADDRESS

CITY

STATE

ZIP

COUNTY

TELEPHONE NUMBER

PERMANENT ADDRESS

CITY

STATE

ZIP

COUNTY

HOME

WORK

RESIDENCY STATISTICS IN DISTRICT _____ OUT OF DISTRICT _____ OUT OF STATE _____ INTERNATIONAL _____ IN STATE, DISTRICT UNKNOWN _____

LAST COLLEGE ATTENDED

GENDER: M ☐ F ☐

ETHNIC (THIS INFORMATION IS VOLUNTARY) BLACK ☐ HISPANIC ☐ AMERICAN INDIAN/ALASKAN ☐ ALL WHITE ☐ ASIAN/PACIFIC ISLANDER ☐

STATE

ARE YOU A NON-RESIDENT ALIEN? YES ☐ NO ☐ IF YES, COUNTRY?

HIGHEST DEGREE RECEIVED

EMERGENCY CONTACT NAME

PHONE

SHORT TERM TRAINING CERT

ARE YOU A PREVIOUS SWOCC STUDENT?

YES ☐ NO ☐

DID YOU GRADUATE FROM HIGH SCHOOL?

YES ☐ NO ☐

YEAR _____

DID YOU RECEIVE A GED?

YES ☐ NO ☐

YEAR _____

DID YOU RECEIVE AN ADULT HIGH SCHOOL DIPLOMA?

YES ☐ NO ☐

YEAR _____

NAME OF SCHOOL WHERE RECEIVED _____

LAST HIGH SCHOOL ATTENDED IF DIFFERENT FROM ABOVE:

SCHOOL

STATE

ONE YEAR CERTIFICATE FROM
COMMUNITY COLLEGE

TWO-YEAR ASSOCIATE DEGREE

BACHELOR'S DEGREE

MASTER'S DEGREE

PHD or PROFESSIONAL

EMPLOYED? YES ☐ NO ☐ IF YES, FULL TIME ☐ PART TIME ☐

EDUCATION OBJECTIVES (MARK ALL THAT APPLY)

A. DO YOU PLAN TO EARN A DEGREE/CERTIFICATE/DIPLOMA AT SWOCC?

1 YES, CERTIFICATE OR 2-YEAR DEGREE _____

2 YES, HIGH SCHOOL DIPLOMA OR GED _____

3 NO, HERE TO TAKE CLASSES _____

4 TRANSFER TO ANOTHER 2-YEAR COLLEGE _____

5 TAKE CLASSES TO TRANSFER TO A 4-YEAR COLLEGE _____

6 UNDECIDED _____

B. PICK THE ONE MAIN REASON YOU ARE HERE THIS TERM

1 TAKE CLASSES TO TRANSFER TO A 4-YEAR COLLEGE _____

2 LEARN SKILLS TO GET A JOB _____

3 IMPROVE JOB SKILLS _____

4 EXPLORE CAREER OR EDUCATIONAL OPTIONS _____

5 TAKE CLASSES TO FINISH HIGH SCHOOL OR GED _____

6 IMPROVE WRITING, READING, OR MATH SKILLS _____

7 LEARN ENGLISH _____

8 PERSONAL INTEREST/ENRICHMENT _____

9 OTHER _____

WOULD YOU LIKE INFORMATION ABOUT SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES? YES ☐ NO ☐

TLN	AUDIT	COURSE NO	SECTION #	COURSE TITLE	CREDITS	GRADE	PLEASE CHECK ALL THAT APPLY
							<input type="checkbox"/> FEDERAL PELL GRANT
							<input type="checkbox"/> VETERANS' BENEFITS
							<input type="checkbox"/> VIETNAM VETERAN
							<input type="checkbox"/> GOLD CARD
							<input type="checkbox"/> BUSINESS OWNER
							BUSINESS NAME _____
							TUITION _____
							REGISTRATION FEE _____
							CLASS FEE _____
							OTHER FEES _____
							TOTAL _____ CASH _____ CHECK _____

TOTAL CREDITS

STUDENT SIGNATURE

MAJOR

DATE

ADVISOR SIGNATURE

ADVISOR NO

Degree Intent Summary

<u>Intent</u>	<u>94/FA</u>	<u>95/FA</u>	<u>96/FA</u>
1) Yes, Certificate or 2-Year Degree	1190	1085	1060
2) Yes, High School Diploma or GED	268	292	313
3) No, Here to Take Classes	2188	2360	1815
4) Transfer to Another 2-Year College	101	72	48
5) Transfer to a 4-Year College	511	580	485
6) Undecided	256	392	306
Errors and/or Omissions	443	538	980
	=====	=====	=====
Headcount	4957	5319	5007

Review Process for Customer Satisfaction Survey Cards

1. Cards will be available in the mail room, Dellwood Hall, Financial Aid, Registration, Stensland Hall, Empire Hall, Cafeteria, Child Care Center, etc., (any place a service is offered).
2. Cards will be received by the President's Office.
3. A copy of the comment card will be sent to the appropriate Dean/Associate Dean and/or staff member by the President's Office.
4. If a name or address was included on the card, the President will write a note thanking the person for taking the time to comment.

How Did We Do?

Southwestern Oregon Community College

As President of the College, I hope that you found our services and programs friendly and beneficial. The College is constantly evaluating our services and your comments are important. Please take a few minutes to complete this survey.

Stephen J. Kuddel



How would you rate your experience with the following services (please rate all that apply):

	Excellent	Good	Fair	Poor
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cashier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child Care Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Hub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office of Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does your rating apply to the people that served you or the service / process:

College Staff	College Process
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Would you like to recognize outstanding service? Please indicate the name of the person or the department. _____



Southwestern Oregon Community College High School Counselor Day Summary

1. The length of time was:

2	too long
12	just about right *
0	too short

2. The most beneficial part was:

New programs	11
Financial Aid	6
Housing	3
Updates on Students	1
Scholarship information	4
All	3
Meeting people from high schools	1
Kathy Wright	2
Interaction between college & high schools	1

3. The least helpful part was:

Financial Aid	2
CIM/CAM	8
(Problem is the subject matter)	
N/A	4

4. What suggestions do you have to improve this workshop:

Shorten lunch	2
Half day without Financial Aid	1
Student retention	

* One noted just about right, but left early for another workshop. As long as we're here, we may have a full day of information!

Comments:

Great food!

Thanks again for sponsoring the event! I enjoy seeing colleagues and learning new things about SWOCC.

Keep it the same - this was a nice balance between what is needed every year (Financial Aid) & information about new programs, selected areas, etc. Thanks for a good program.

None. It was very helpful, especially for a new counselor in the area.

This was the most informative session in the last 4 years I've attended. Central location. Further south! Very hard to be in Coos Bay @ 8:30 am from Brookings - which is why they were not here.

Decaf coffee

Continue as is. It was helpful and informative!

Nothing.

ADVISOR INSERVICE EVALUATION

73 Attended 44 Evaluated

- 5 = Very Helpful
- 4 = Helpful
- 3 = Satisfactory
- 2 = Not Helpful
- 1 = Not at All Helpful

1) Value to you of the advising materials you received

4.1

2) Value to you of today's overall agenda

3.3

3) Length of today's session

2.9

What presentations did you find most helpful from today's session?

- math discussion
- foreign language (4)
- all
- Financial Aid, Engineering, Spanish, Accounting
- XEDP, XADE (1)
- helpful but not well organized
- XEDP (5)
- AAOT (2)
- Engineering presentation (reasons)
 - 1) concise
 - 2) reasonable length of time
 - 3) well prepared
- Financial Aid liked her handouts - very clear (1)
- Language, Engineering, Financial Aid
- listing of prime computer changes and those required by admissions
- discussion regarding procedures
- Financial Aid, sexual harassment
- most topics need to be reviewed and updated every year
- Financial Aid (2)
- all

- advising & registration forms, EDP
- afternoon discussion of state trends, programs, and other matters. This element should be more extensive
- how-to-sessions
- advising in the afternoon - it was short

What did you find least helpful?

- Financial Aid, XADE needs clarification
- length of time
- faculty discussions, constant? Hold? Material could have been covered in ½ the time, volume of presenters
- education
- individual program curriculum, write out handout. AAOT confusing.
- Jeff on Engineering
- XEDP, XADE - confusing
- open discussions on paranoia
- far too much information but I don't know how to change this
- most of the materials are self-explanatory and I felt much was a waste of time
- found information on sexual harassment and EDP's confusing. Need a focused workshop on both of these
- I feel overwhelmed by the details
- procedures which conflict
- Robin's presentations - she speaks too fast
- AAOT
- need microphones for most of the speakers
- open-ended discussion (question & answer) format
- trouble sitting for long periods
- questions which were not relevant
- you should get a clear list of all the forms and the computer things which advisors of AAOT must do
- "ramblings" on foreign language requirements
- the complicated nature of the beast, which is nobody's fault
- the quantity of the information but brain on overload
- individuals with very special problems affecting only them - limit time for debating in the future
- discussion of EDP was poor
- if those attending would view these sessions as overviews and defer questions (which bog everything down) until later, we could get through this. Perhaps deferring specific questions ½-¾ hour time slot would be helpful. Far too much time spent on academic financial aid.
- the compute XADE was confusing
- I got the impression that XEDP is probably meaningless because the second or third term no one checks the form against XEDP and the student can sign up for whatever.
- several topics were covered both yesterday (new faculty) and today. Would be nice if topics didn't overlap.

- no microphone - too hard to hear. Please write procedures on flow chart

Are there any topics in which you'd like additional training or focus at future sessions?

- more opportunities for computer training
- always I need to be put in front of a computer and shown - like XEDP
- I think, for new people, there should be a check list of basic needs for student and advisors
- need more, shorter sessions
- advising on the computer - need to be walked and shown through each step 1-2-3-presto
- actual practice in advising
- Financial Aid, scholarships, prime computer, Internet
- XEDP/XADE
- Computer training on XEDP/XADE
- I think sheer experience will be the best. I will have to phone counseling and/or financial aid from time to time to ask what will appear to be really silly questions
- some basic role play with a new student
- need interactive experiences about what to expect when students come in - i.e. interactive experiences of people that have gone through this before. "Tip Sheets" - simple down and dirty outlines

LETTER OF AGREEMENT

Exhibit A6 p.1

BETWEEN

SOUTHWESTERN OREGON COMMUNITY COLLEGE

AND

SOUTHWESTERN OREGON COMMUNITY COLLEGE FACULTY FEDERATION

1. The purpose of this letter of agreement is to recognize the Federation as the exclusive bargaining agent for "Adjunct Faculty members" in accordance with ARTICLE I - RECOGNITION. The number of Adjunct Faculty will not exceed twenty-five percent of the number of faculty on regular appointments in any academic year.
2. Adjunct Faculty are covered by the terms of this letter of agreement and the faculty collective bargaining agreement except as specifically set forth in this letter of agreement.
3. Adjunct Faculty are covered by the terms of ARTICLE V - COMPENSATION except:
 - A. Adjunct Faculty will be paid seventy-five percent of the salary of faculty with regular appointments from a separate object code and budget allocation.
4. Adjunct Faculty are covered by the terms of ARTICLE VI - CRITERIA FOR ORIGINAL PLACEMENT AND ADVANCEMENT except:
 - A. Initial placement for Adjunct Faculty shall not be above step ten (10) on the faculty salary schedule.
5. Adjunct Faculty are not covered by the terms of ARTICLE VIII - TENURE.
6. Adjunct Faculty are not covered by the terms of Article IX - EVALUATION, SECTIONS 1 - PEER EVALUATION OF TENURED FACULTY and SECTION 2, UNTENURED FACULTY and:
 - A. Adjunct Faculty shall be evaluated by peers as follows:
 - a. The Division Chair and **two (2)** tenured faculty members of the division as an Adjunct Faculty review committee will confer with the Adjunct Faculty member for the purpose of establishing evaluation procedures. This meeting must be held by November 1 in the academic year.
 - b. Normally, each year prior to March 1, all Adjunct Faculty will be evaluated by the

Adjunct Faculty review committee. The evaluation will:

(1). Assess the effectiveness of the Adjunct Faculty member as an instructor in his/her division.

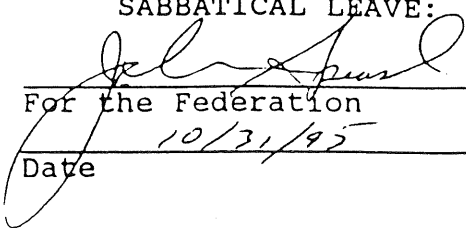
(2). Assist the Adjunct Faculty member in the performance of his/her duties for the purpose of determining whether or not the Adjunct Faculty member should be, if eligible, offered an Adjunct Faculty contract for the next academic year.

(3). Recommendations of the Adjunct Faculty Review Committee regarding whether the Adjunct Faculty member should be offered an Adjunct Faculty Contract for the next academic year will be forwarded to the appropriate Manager. The manager will then forward this information along with his/her recommendation to the president of the college. The decision of the president will be forwarded to the Board for action.

7. Adjunct Faculty are covered by the terms of Article IX - EVALUATION, SECTIONS 3 - ADMINISTRATIVE EVALUATION.
8. Adjunct Faculty are not covered by the terms of ARTICLE X - PROBATIONARY PERIOD, TERMINATION, REDUCTION IN STAFF AND NOTICE except:
 - A. The employer agrees that the termination of Adjunct Faculty during a contract year shall only be for just cause, which shall include but not be limited to financial exigency, declining enrollments, program reduction, or program termination. Except for discipline related just cause violations, a minimum of 30 days notice shall be given before termination.
 - B. Normally eligible Adjunct Faculty will receive notice of contract renewal for the next academic year on or before June 1.

9. Adjunct Faculty are not covered by the terms of ARTICLE XI - WORKLOAD, SECTION 2 - COMMITTEE ASSIGNMENTS AND OTHER ASSIGNED ACTIVITIES, SECTION 3 - DIVISION CHAIRS, SECTION 4 - COACHING, SECTION 5 - COORDINATORS/DIRECTORS, SECTION 6 - ADVISING.
10. Adjunct Faculty shall maintain daily office hours and shall attend all inservice activities scheduled on contracted duty days.
11. Adjunct Faculty are covered by the terms of ARTICLE XIII - TERMS OF SERVICE, SECTION 11 - APPOINTMENT CONTRACT AND SECTION 6 - TYPES OF APPOINTMENT with the addition of the words "Adjunct Faculty."
12. Adjunct Faculty are not covered by the terms of ARTICLE XIII -TERMS OF SERVICE, SECTION 7 - REGULAR APPOINTMENTS, SECTION 8 - VISITING APPOINTMENTS, SECTION 9 - PRIVILEGES OF A VISITING APPOINTMENT and SECTION 10 - YEARS OF SERVICE FOR VISITING APPOINTMENTS.
13. An eligible Adjunct Faculty member will receive a one-year Adjunct Faculty contract. An eligible Adjunct Faculty member with Board of Education approval may receive a second and a third one-year Adjunct Faculty contract. At the end of the third Adjunct Faculty contract period, the employee shall receive either a notice of termination effective at the end of the third Adjunct Faculty contract period or a fourth and final one-year Adjunct Faculty contract. Adjunct Faculty are limited to four years of Adjunct Faculty employment.
14. Adjunct Faculty are not covered by the terms of ARTICLE XVI - RETIREMENT POLICY.
15. Adjunct Faculty are covered by the terms of ARTICLE XVIII - GRIEVANCE PROCEDURE except it is agreed that any decisions of the Employer with respect to the continuation of employment of Adjunct Faculty are not subject to the grievance procedure of the agreement unless the grievance relates to only an arbitrary or discriminatory use of the terms of employment for Adjunct Faculty. In no event may an arbitrator substitute his/her judgment for the judgment of the employer.
16. Adjunct Faculty are covered by the terms of ARTICLE XXI - FACULTY INVOLVEMENT IN RECRUITMENT AND SELECTION. Adjunct Faculty shall not be assigned to hiring committees.

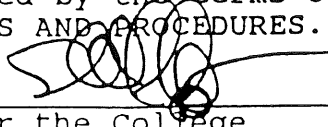
17. Adjunct Faculty are not covered by the terms of Appendix C,
SABBATICAL LEAVE: REGULATIONS AND PROCEDURES.



For the Federation

Date

10/31/95



For the College

Date

10/26/95

ADDENDUM TO THE LETTER OF AGREEMENT
ADJUNCT FACULTY

For purposes of the letter of agreement for adjunct faculty members between the Southwestern Oregon Community College and the Southwestern Oregon Community College Faculty Federation, Article XIII, Section 6, Type of Appointment shall read:

Faculty members shall be given one of three kinds of annual contracts or appointments: (1) regular, (2) visiting or (3) adjunct;

and Article XIII, Section 11, Appointment Contract, shall read:

The terms and conditions of every appointment, whether regular, visiting or adjunct, shall be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member concerned. Any subsequent extensions or modifications of an appointment, and any special understandings, or any notice incumbent upon either party to provide, will be stated or confirmed in writing and a copy will be given to the faculty member concerned.

Christine Scholey
For the Federation

[Signature]
For the College

October 28, 1995
Date

10/26/95
Date

HEALTH AND HUMAN SERVICES DIVISION

GOALS AND OBJECTIVES

1997-1998

1. **PHARMACY TECHNOLOGY PROGRAM:** The Pharmacy Technology Program prepares students for the 21st century workforce through coursework which is current with industry standards and practices; practicum experiences which are relevant to the needs of the emerging workforce; and computer assisted instruction which offers flexibility and adaptability to different learning styles.

The Pharmacy Technology Program unit goals for the 197-98 fiscal year are:

- ◆ Develop computer modules for the core content areas of the curricula which will be accessible through an open entry/open exit format and will be available for distance delivery throughout the state.
- ◆ Collaborate with area businesses to provide new and exciting practicum sites for students.
- ◆ Work with the marketing director to develop a brochure which promotes the program.
- ◆ Collaborate with area businesses to create continuing education coursework to meet the needs of the working professional.

2. **EARLY CHILDHOOD EDUCATION:** The Early Childhood Education Program provides instructional courses for students seeking employment as teachers of young children in preschools, day care centers, home based child care and para-professionals in primary schools.

The Early Childhood Education unit goals for the 1997-98 fiscal year are:

- ◆ Develop and maintain articulation agreements between the community college and area high schools as well as with higher education to provide for educational mobility.
- ◆ Maintain program standards which meet or exceed the guidelines specified by the National Association for the education of Young Children (NAEYC).
- ◆ Collaborate with area child care/education sites to provide ongoing training and education.
- ◆ Develop and provide to the community parenting and child development classes, prenatal through adolescence, that help to promote positive child and family outcomes.
- ◆ Provide learning opportunities in conflict resolution, group dynamics, and the overall development of positive interpersonal skills.
- ◆ Inform and educate children, families and the community to reduce discriminatory practices and promote an antibias approach to education.

3. **NURSING/NURSING ASSISTANT/MEDICATION AIDE:** Nursing, both PN certificate and AAS Degree; Basic Nursing Assistant and Medication Aide. The programs work closely with the community and industry to meet the diverse needs of the area. The faculty facilitate the growth of students into beginning practitioners who are caring, competent and committed to lifelong learning.

The goals for the 1997-98 fiscal year are as follows:

- ◆ Develop and maintain relationships between the community college and area high schools and higher education for the purpose of facilitating educational mobility.
- ◆ Develop interdisciplinary coursework which reflects a holistic and community-focused perspective.
- ◆ Develop and provide outreach programs to Curry County and Douglas County through the use of distance technology and computer assisted instruction.
- ◆ Develop curricula which reflects the health care reform movement and the changing population demographics; i.e., increase in elderly and managed care.
- ◆ Provide opportunities for faculty to maintain professional competence through internships with area service providers.
- ◆ Revise and update all course outlines to integrate the use of computer technologies in the classroom.
- ◆ Develop systems which support diversity and actively recruit students into the Health Services field from multicultural backgrounds.

4. **PHYSICAL EDUCATION:** The Physical Education Program provides health and physical education classes for students identified as health or physical education majors.

The Physical Education unit goals for the 1997-98 fiscal year are as follows:

- ◆ Develop curricula for new programs which culminate in an Associate's degree in areas of health and wellness and which articulate with the area's four-year schools.
- ◆ Offer classes with alternative scheduling to accommodate conflicts with athletics and employment activities.
- ◆ Develop and maintain relationships with local high schools to facilitate education reform goals.
- ◆ Collaborate with Bay Area Hospital to develop experiences for students in the Cardiac/Pulmonary Rehabilitation Program.
- ◆ Maintain a service orientation and willingness to work closely with area health clubs and athletic associations.
- ◆ Introduce the Physical Education Program to distance learning in the areas of Wellness and Personal Health.
- ◆ Provide courses that promote lifelong physical activity and healthy lifestyle.

5. **HUMAN SERVICES:** The Human Services Programs are designed to prepare students to become competent, caring, effective entry level workers in the field of human services. The program provides employment opportunities as a counselor assistant in social services, substance abuse and gerontology. Students are exposed to a variety of theoretical concepts and apply these in a practicum as part of the program.

The Human Services unit goals for the 1997-98 fiscal year are as follows:

- ◆ Develop and provide coursework which is interdisciplinary and reflective of the workplace.
- ◆ Provide continuing education for professional development in Human Services within the community.
- ◆ Develop and maintain articulation agreements with both secondary and higher education.
- ◆ Maintain and develop field practicum placements which reflect the changing workplace and the interdisciplinary approach to health and human services.
- ◆ Maintain a service orientation and willingness to assist and work closely with the human services community.
- ◆ Continue to work with local secondary schools in developing a bridge to community college.

6. **JUSTICE SERVICES:** The Justice Services Program provides an interdisciplinary approach to studying the problems of crime and its control. Course work is designed for students desiring a career in police, corrections, and to improve the competency, advance the professional level, and broaden the roles in society of those employed in the field.

The Justice Services unit goals for the 1997-98 fiscal year are as follows:

- ◆ Continue to work with area high schools for the purpose of enhancing articulation related to the Certificate of Advanced Mastery and the Criminal Justice concentration.
- ◆ Offer two programs and/or courses specific to the continuing education needs of area criminal justice agencies during the year.
- ◆ Continue to work with Oregon Board on Public Safety Standards and area law enforcement agencies to develop a Reserve Officer Training Academy Program.
- ◆ Implement an AAS degree program in criminal justice administration, including formal concentration areas in law enforcement and corrections, as an option to the AS degree currently offered.

7. **EMERGENCY MEDICAL TECHNOLOGY:** The Emergency Medical Technology Program is a one-year certificate program that is designed to train students in basic and intermediate life support. This program works closely with the community and industry to meet continuing education needs.

The Emergency Medical Technology unit goals for the 1997-98 fiscal year are as follows:

- ◆ Continue to market the EMT Program to regional high schools and work to build enrollment in the certificate program to a minimum of 15 students enrolled in each of the professional core EMT courses offered.
- ◆ Offer two in-service training programs and/or programs leading to specialized certifications in cooperation with area EMS agencies.
- ◆ Continue assisting agencies in the development, coordination, and recording of contact hours for EMS training activities to EMTs in the region needing in-service training hours.
- ◆ Continue to use a Training Coordinator Council to further enhance the identification and delivery of training opportunities to EMTs within the college district.
- ◆ Continue to convene two EMT Program instructor's meetings during the year for the purpose of identifying and addressing instructional issues and maintaining continuity in the delivery of the EMT curriculum.
- ◆ Assist the State EMT Consortium and Area Health Education Networks to implement the Oregon Rural EMT Education Partnership grant for purposes of delivering Instructor Development and EMT-Intermediate courses via EDNET throughout the college district.

TITLE III ACTIVITY I

TO: Faculty

FROM: Title III Steering
Committee - Dan Kelly, Chair

Subject: Process for Support of Computer Assisted Instruction

The Title III Steering Committee will accept and review support requests from instructors for training and/or projects in the area of computer assisted instruction. Requests that are directly aligned with the Title III grant may be funded with Title III funds. Other non-Title III but related requests will be reviewed on the basis of published criteria (see below) and may be supported through SWOCC funds or other grants as available.

To initiate the review of your request, write a summary description of your training request and/or the nature of your project and direct it to Sandi Arbuckle, Title III Secretary, in Lampa Hall. Such summary information is enough to start the review process. Sandi will log the receipt of the request and distribute copies to the steering committee. The Title III Steering Committee will rely on expertise within its Staff Development Committee to select the means to meet your training needs. You are being asked to identify the area of your training needs rather than to specify a particular training activity. This approach allows the Staff Development Committee to efficiently coordinate the process of supporting individual training needs.

As part of the project review process additional necessary features of the request may be developed by the committee in consultation with the requesting instructor. For project (not training) requests these additional features would include:

- * Rationale for the request
- * Planned schedule
- * Expected costs
- * Progress review
- * Target outcomes
- * Assessment strategy
- * Report of results

CRITERIA FOR NON-TITLE III BUT RELATED REQUESTS

OBJECTIVES

Requests should address one or more of these objectives:

- * Improves effectiveness of the learning experience
- * Increases the enjoyment of the learning experience
- * Makes learning more accessible
- * Provides flexibility in choice of learning styles and pace
- * Strengthens consistency of learning outcomes across course sections

CRITERIA

Competing requests will be evaluated on the basis of the following criteria:

- * Potential to serve a large number of students
- * Uses equipment and facilities efficiently through sharing
- * Reflects current instructional research
- * Provides improved systematic and lasting impact for courses
- * Involves several faculty in the project
- * Addresses cost effectiveness of instruction
- * Includes assessment based on measured student outcomes
- * Enhances the capabilities of staff
- * Extends to other faculty, courses, schools
- * Demonstrates potential for building student success
- * Involves communication with faculty and departments impacted by the proposal

TITLE III STEERING COMMITTEE MEMBERS

Dan Kelly - **Chair**
Brenda Brecke
Ray Daniels
Evan Davis
Steve Erickson
Ann Fauss
Peggy Fralick
Sally Harrold
Linda Kridelbaugh
Ron Pullen
Christine Scholey
Sheila Ward
Terry Weaver
Ron Wheadon

PROCESS

An instructor may submit a written request for training or project support to Sandi Arbuckle, Title III Secretary. The Title III Steering Committee will process the request, consulting with the instructor when more information is needed, and communicate the results directly to the instructor upon completion of the process.

The process within the Title III Steering Committee involves approval of the Dean of Instruction and also includes recommendations made by the Title III Staff Development Committee. This is explained and diagrammed below.

1. The instructor submits a written request to Sandi Arbuckle for training and/or project support. The request consists of a summary description of the desired training and/or project.

2. The Title III steering committee reviews and evaluates the request. Is the request directly aligned with the grant? Is the request consistent with the committee's published criteria? Is more information needed from the requesting instructor? As part of this step, the requesting instructor may be contacted for more information. Also, the Title III Staff Development committee will be consulted as needed for a recommendation on appropriate training.
3. The Title III staff development committee recommends the means for fulfilling the training request. The committee seeks to provide the best vehicle for the training while conserving training funds.
4. The steering committee puts together the training and other resource needs, establishes a training/project plan, recommends funding sources and forwards its recommendation to the Office of Instruction for approval.
5. The Office of Instruction reviews the recommendation (possibly through Instructional Council), consults with the Title III Steering Committee for desired changes, then returns the approved/disapproved plan to the Steering Committee.
6. The steering committee is responsible for communicating the results of the process to the requesting instructor. For approved training/projects the steering committee is also responsible for maintaining a support/tracking contact with the instructor (as established at step 4).

Southwestern Oregon Community College
General Fund Summary – Expenditures by Object
Five Year Summary

	<u>1991 – 92</u>	<u>1992 – 93</u>	<u>1993 – 94</u>	<u>1994 – 95</u>	<u>1995 – 96</u>
Revenues:					
State Support	\$2,966,003	\$3,694,393	\$3,768,587	\$4,533,509	\$5,383,844
Federal Support	48,123	47,978	41,958	51,659	53,345
Local Support	4,050,189	3,791,334	3,478,566	3,001,911	3,667,358
Tuition and Fees	1,210,656	1,265,454	1,593,491	1,423,549	1,541,218
Other Income	192,404	186,168	251,690	184,129	269,474
Total Revenues	<u>8,467,374</u>	<u>8,985,326</u>	<u>9,134,293</u>	<u>9,194,757</u>	<u>10,915,239</u>
Expenditures:					
Personal Services	6,442,012	6,422,361	6,701,985	7,042,124	7,201,199
Materials and Services	1,251,144	1,429,447	1,497,160	1,649,421	1,930,063
Capital Outlay	203,877	301,835	234,776	193,276	359,567
Transfers to Other Funds	401,559	676,270	1,060,457	508,319	1,478,282
Contingency	0	0	0	0	0
Total Expenditures	<u>8,298,592</u>	<u>8,829,913</u>	<u>9,494,378</u>	<u>9,393,141</u>	<u>10,969,111</u>
Revenues Over (Under)					
Expenditures	168,782	155,413	(360,085)	(198,383)	(53,872)
Beginning Fund Balance	<u>1,084,136</u>	<u>1,252,918</u>	<u>1,408,331</u>	<u>1,048,246</u>	<u>849,863</u>
Ending Fund Balance	<u><u>\$1,252,918</u></u>	<u><u>\$1,408,331</u></u>	<u><u>\$1,048,246</u></u>	<u><u>\$849,863</u></u>	<u><u>\$795,990</u></u>

Southwestern Oregon Community College
General Fund Summary – Expenditures by Function
Five Year Summary

	<u>1991 – 92</u>	<u>1992 – 93</u>	<u>1993 – 94</u>	<u>1994 – 95</u>	<u>1995 – 96</u>
Revenues:					
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Expenditures:					
Instruction	3,699,567	3,907,456	3,999,830	4,050,322	4,914,173
Instructional Support	957,575	956,783	949,525	964,639	1,162,772
Student Services	414,973	651,705	714,472	635,414	637,004
Board of Ed/President	435,727	406,004	386,476	360,911	397,626
College Support Services	1,629,661	1,684,020	2,173,058	1,873,632	2,512,859
Plant Operations & Maint.	984,605	1,059,473	1,083,902	1,187,951	1,002,392
Financial Aid	176,484	164,472	187,115	320,272	342,284
Contingency	0	0	0	0	0
Total Expenditures	<u>8,298,592</u>	<u>8,829,913</u>	<u>9,494,378</u>	<u>9,393,141</u>	<u>10,969,111</u>
Revenues Over (Under) Expenditures	168,782	155,413	(360,085)	(198,383)	(53,872)
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EXHIBITS B1 - B4

ASSOCIATE IN ARTS DEGREE

The Associate in Arts degree provides an opportunity for the student to focus on any academic area of special interest. This program meets the block transfer requirements of the Oregon state four-year system. (Students may transfer up to 108 community college credits to four-year Oregon state system institutions.)

GENERAL REQUIREMENTS:	GENERAL EDUCATION REQUIREMENTS:	DISTRIBUTION REQUIREMENTS:
<ol style="list-style-type: none"> 1. Ninety-three or more credits of college courses approved by the Oregon Board of Education for transfer credit. 2. Grade Point average of 2.0 (C) or better. 3. Completion of 22 credits of General Education requirements. 4. Completion of 17 quarter courses of Distribution Requirements. 5. A student must complete 30 of his/her last 45 credits at Southwestern Oregon Community College before the Associate in Arts degree is awarded. 	<ol style="list-style-type: none"> 1. English Composition, 9 credits, (WR121, 122, 123 or 227) with a grade of C or better in each quarter. 2. Health Education, 3 credits, HE250. 3. Physical Education, 3 credits of P.E. activity classes (PE180, 185 and 190); or PE231 Wellness for Life. No more than 6 credits of Physical Activities (PE180, 185 and 190) may be used in meeting the total credit requirement or counted in the student's final grade point average (GPA) for the A.A. degree. Courses must be in different activities or levels (i.e. beginning, intermediate, advanced). Exceptions may be allowed for the following reasons: Veterans: Students who have completed six months' active service in the U.S. armed forces are exempt from the physical education requirement if they file official evidence of service with the Admissions Office. Other: On rare occasions, exemptions may be granted for other reasons. 4. Speech, 3 credits selected from SP100, 111, 112 or 219. 5. Math, 4 credits, MTH105 Introduction to Contemporary Mathematics, its equivalent or higher level math (excluding MTH211, 212, 213). 	<p>A combination total of seventeen (17) quarter courses must be taken in the areas of (A) Arts and Letters, (B) Social Science and (C) Science/Math. These must include four (4) sequences, one from each of the three areas above and the fourth from a different discipline in one of the areas. At SWOCC at least one Arts and Letters sequence must be in Literature and one Science/Math sequence must be in a life or physical science with a laboratory. One of the four sequences must be numbered in the 200 series. All sequences must be selected from the Approved sequences.</p> <p>Of the remaining courses, a minimum of nine (9) credits must be taken in one of the two areas remaining after the fourth sequence has been chosen, and a minimum of six (6) credits must be taken in the third area. These credits may be taken in any transfer level courses listed in the catalog or the current class schedule which belong to appropriate academic disciplines in Arts and Letters, Social Science, or Science/Mathematics. Mathematics courses must be MTH105, Introduction to Contemporary Mathematics or higher (excluding MTH211, 212, 213). No more than three one-credit transfer level courses may be taken to satisfy this final 15 credit requirement.</p> <p>Students must attain a 2.0 GPA or higher in the courses they select to meet the distribution requirements.</p>

1996

ASSOCIATE IN ARTS DEGREE

The Associate in Arts degree provides an opportunity for the student to focus on any academic area of special interest. This program meets the block transfer requirements of the Oregon state four-year system. (Students may transfer up to 108 community college credits to four-year Oregon state system institutions.)

GENERAL REQUIREMENTS:

1. Ninety or more credits of college courses approved by the Oregon State Board of Education for transfer credit.
2. Grade Point average of 2.0 (C) or better.
3. Completion of 19 credits of general education requirements.
4. Completion of 48 quarter courses of Distribution Requirements.
5. No more than 9 credits of a combination of PE185, 180 and 190 may be applied to Graduation Requirements.
6. A student must complete 30 of the last 45 credits at Southwestern Oregon Community College before the Associate in Arts degree is awarded.

Note:

Beginning in 1997, students who graduate from high schools in 1997 or after, must meet the following foreign language requirement for admission to an Oregon state system four year institution:

Two years of the same high school-level foreign language or a C- or above in the third year of a high school-level language, or one year of a college-level language with a grade of C- or above, or satisfactory performance on an approved assessment of foreign language knowledge and/or proficiency. Demonstrated proficiency in American Sign Language (ASL) is acceptable in meeting the foreign language requirement.

GENERAL EDUCATION REQUIREMENTS:

1. English Composition, 9 credits, (WR121, 122, 123 or 227) with a grade of C or better in each quarter.
2. Health Education, 3 credits (HE250 or PE231).
3. Oral Communications/Rhetoric: 3 credits, (SP100, 111, 112, 217, 218, 219, or 229), with a C or better.
4. Mathematics: 4 credits of college-level mathematics, MTH105, its equivalent or higher level math (except MTH211), with a grade of C or better.

Note:

Courses taken for General Education Requirements may not be used for Distribution Requirements.

DISTRIBUTION REQUIREMENTS:

1. Arts and Letters: 15 credits chosen from at least two disciplines, with no more than 9 credits from one discipline.
 - a. A complete sequence with a minimum of 9 credit hours from the approved sequences in Arts and Letters.
 - b. Six credits chosen from the approved sequences or approved distribution lists for Arts and Humanities. Students who do not complete a sequence in literature must take 6 credits from literature.
2. Social Sciences: 15 credits chosen from at least two disciplines, with no more than 9 credits from one discipline.
 - a. A complete sequence with a minimum of 9 credit hours from the approved sequences in Social Sciences.
 - b. Six credits chosen from the approved sequences or approved distribution lists for Social Sciences.
3. Sciences/Math/Computer Science: 18 credits chosen from at least two disciplines.
 - a. A complete laboratory science sequence with a minimum of 12 credit hours from the approved sequences in science.
 - b. Six credits chosen from the approved sequences or approved distribution lists for sciences and/or science/mathematics.

Students must attain a 2.0 GPA or higher in the courses they select to meet the distribution requirements.

	1994-1995	1995-1996
Associate in Arts Degrees	63	53
Associate in Science Degrees	13	6
Associate in Applied Science Degrees	65	75
Certificates	35	26
Diplomas	3	2
Total Degrees	179	162
Total Number of Students Receiving Degrees	159	149
Male	52	55
Female	107	94
Average Age	32	30
Youngest Graduate	20	18
Oldest Graduate	58	57
Number Graduating with Honors	13	14

SOUTHWESTERN OREGON COMMUNITY COLLEGE
DEGREE YEAR SUMMARY COMPARISON

Exhibit B2 p.2

MAJOR		91-92	92-93	93-94	94-95	95-96
AA:	OREGON TRANSFER	21	49	48	51	61
AA:	LIB ARTS/SCIENCE	13		2		
AAS:	AUTOMOTIVE TECH	1	5			4
AAS:	APPRENTICE TRADES			1	2	
AAS:	BUSINESS MGMT-ACCOUNTING	3	1	10	3	8
AAS:	BUSINESS MGMT-OFFICE MGMT	4	3	1	1	2
AAS:	BUSINESS MGMT-BNK/FIN		1			1
AAS:	BUSINESS MGMT/MARKETING			2	1	1
AAS:	MEDICAL OFFICE ASST		1		6	9
AAS:	GEN BUSINESS		2	2	1	
AAS:	COMPUTER INF SYS	3	9	7	6	3
AAS:	MT-IND ELECTRON	2	4	7	2	7
AAS:	FIRE SCIENCE TECHNOLOGY					1
AAS:	FOREST RES TECH	5	1	8		5
AAS:	HS-SOCIAL SRVCS	2	8	10	5	9
AAS:	HS-SUBST ABUSE	3	7	7	3	
AAS:	HS-GERONTOLOGY	2		4	3	
AAS:	MT-MACHINE TOOL	1		2	3	1
AAS:	NURSING	23	16	19	20	20
AAS:	ADMIN ASSISTANT	8	2			1
AAS:	OFFICE ADMIN/GEN SECRETARY			7	2	2
AAS:	MGMT SUPERVISION		1	1	1	
AAS:	MT-FAB/WELDING	2	4	2	2	4
AAS:	INDUSTRIAL TECH	1				
AS:	CRIM JUST ADMIN	2	5	5	8	3
AS:	BUSINESS ADMIN	1	5	1	2	3
AS:	FOREST TECHNOLOGY			1	2	1
CERT:	ACCOUNTING			1	1	2
CERT:	AUTOMOTIVE	1			1	1
CERT:	OA-BKPNG CLERICAL	5	9	5	5	4
CERT:	EARLY CHILDHOOD EDUCATION					3
CERT:	EMER DISP COMM	3	5	2	1	
CERT:	EMER MED TECH		2		1	
CERT:	LEGAL ASSIST	1	1			
CERT:	MED CLERICAL	9	10	3	7	7
CERT:	MEDICAL TRANS	1	7	5	4	5
CERT:	OA-LEGAL SEC	4	4	5	3	3
CERT:	STENO/CLERICAL	1				
CERT:	WORD PROCESS	2	1	2		
CERT:	OFFICE MANAGE		1	1		
CERT:	PHARMACY TECH		18	10	4	2
CERT:	WELDING TECH	2	1	1		
TOTAL		124	185	182	145	179
ENTERING PROGRAM STUDENTS		192	66	275	226	227
RATE OF GRADUATION TO ENTERING PROGRAM STUDENTS		64.6%	2.8%	66.1%	64.2%	78.9%

WAITING LIST

Exhibit B3

You have been placed on the waiting list for the following course(s):

TLN	COURSE #	SECTION #	POSITION ON LIST
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1. Being placed on the waiting list means that **YOU ACCEPT RESPONSIBILITY TO DETERMINE** if you are registered and if so to:

***OFFICIALLY DROP the class
OR TO PAY FOR THE CLASS.**
2. Go to the first meeting of the class, and let the instructor know that you are on the waiting list. With the instructor's permission you may attend during the first week.
3. **PLEASE DO NOT CALL TO INQUIRE ABOUT YOUR PLACE ON THE LIST!** Each morning through the first week of the term an updated copy of the waiting list will be posted in the front lobby of Dellwood Hall. Those whose names are no longer on the list have been added to the class.
4. On Monday of the second week of the term a final waiting list will be posted. If your name is still on the list, overload registrations are allowed with the instructor's signature on an add/drop form. In some cases the Division Director must also sign the form. The form must be processed at the Registration & Records Office.
5. All additional tuition or fees are due in the Cashier's Office no later than the end of the refund period.

* To officially drop a student must complete and process an add/drop form with the Registration & Records Office.

Name

I have read and understand the responsibility of being placed on the waiting list for a class at Southwestern Oregon Community College.

Student number

Year/term

Signature

Date

1991-92 REGULAR FULL-TIME FACULTY

Exhibit B4 p.1

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Bennett-Stillmaker, J	Associate Professor, Nursing	31,193	M.S.	Yes	8
Boettcher, H	Professor, Industrial Mechanics	33,218	B.S.	Yes	6
Bower, R	Professor, English	34,421	M.A.	Yes	22
Burdg, D	Professor, Mathematics	39,108	M.S.	Yes	26
Chilla, E	Professor, Speech/Composition/Drama	37,688	M.F.A.	Yes	24
Cotterill, B	Assistant Professor, Counselor	*38,130	M.A.	No	3
Crusoe, K	Instructor, Nursing	27,725	A.D.N.	No	2
Daniels, R	Associate Professor, Industrial Mechanics	34,556	M.Ed.	Yes	6
Davis, E	Associate Professor, English	27,725	M.A.	No	3
Douthit, N	Professor, History	41,578	Ph.D.	Yes	24
Erickson, S	Professor, Psychology	34,557	M.S.	Yes	17
Fauss, A	Instructor, Counselor	*33,449	M.S.	Yes	6
Fralick, P	Assistant Professor, Office Occupations	31,215	M.A.	No	3
Furrer, W	Assistant Professor, Business/Economics	34,295	M.B.A.	Yes	6
Gillett, D	Associate Professor, Secretarial Science	34,557	M.Ed.	Yes	14
Grossman, R	Professor, Secretarial Science	37,000	M.S.	Yes	24
Hanhi, D	Associate Professor, Electronics	33,695	M.Ed.	Yes	6
Harrold, S	Assistant Professor, English	31,215	Ph.D.	No	3
Hooper, J	Associate Professor, Computer Information Systems	32,472	M.B.A.	Yes	5
Hooper, S	Assistant Professor, Automotive	31,215	B.S.	Yes	5
Hower, C	Professor, Life Sciences	37,649	Ph.D.	Yes	22

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Hunter J	Professor, Counselor	*48,655	M.Ed.	Yes	25
Jensen, K	Associate Professor, Industrial Mechanics	31,193	none	Yes	8
Jones, K	Professor, Head Librarian	*46,079	M.L.	Yes	23
Kelly, D	Associate Professor, Physics/Electronics	33,218	M.S.	Yes	10
Kridelbaugh, L	Assistant Professor, Computer Information Systems	28,513	M.S.	No	1
Lemoine, B	Professor, Forest Technology	39,108	M.S.	Yes	24
Leslie, L	Professor, Business/Forestry	37,000	M.Ed.	Yes	23
McGuire, M	Associate Professor, Developmental Education	35,063	M.S.	Yes	16
McGuire, W	Associate Professor, Computer Science	36,335	M.A.	Yes	10
Miller, R	Professor, Business	38,488	M.A.	Yes	21
Noland, J	Professor, English	37,109	M.F.A.	Yes	22
Plank, R	Assistant Professor, Nursing	33,779	M.S.N.	No	3
Pullen, R	Assistant Professor, Mathematics	31,978	M.A.	Yes	18
Quinn, A	Associate Professor, Nursing	39,445	M.S.	Yes	12
Radcliffe, C	Professor, English	37,237	Ph.D.	Yes	12
Raposa, R	Assistant Professor, Justice Services	31,215	B.A.	No	2
Rosman, C	Professor, Music	34,462	M.M.	Yes	15
Saxton, D	Professor, Fire Science	33,800	A.S.	Yes	15
Scholey, C	Assistant Professor, Developmental Education	30,006	M.A.	Yes	8
Schwartz, M	Associate Professor, Art	33,218	M.F.A.	Yes	8
Shepard, B	Professor, English	34,421	M.A.	Yes	22
Shumake, J	Professor, Life Sciences	36,335	M.S.	Yes	25
Speasl, J	Professor, Health/Physical Education/Volleyball Coach	*45,406	M.S.	Yes	20

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Stender, V	Professor, Home Economics/Resource Development	29,393	M.S.	Yes	26
Stensland, D	Professor, Earth Sciences	35,111	M.S.	Yes	22
Stubbs, R	Professor, Social Sciences	38,488	M.A.	Yes	27
Sylvia, A	Assistant Professor, Chemistry/Biology	27,417	Ph.D.	No	1
Toribio, A	Professor, Mathematics	39,108	M.S.	Yes	26
Vernon, C	Professor, Art	41,502	M.A.	Yes	20
Weaver, T	Professor, Media Specialist	*45,053	Ed.D.	Yes	22
Wheadon, R	Associate Professor, Human Services	31,215	M.S.W.	Yes	4

* = 12 month contract

1991-92 VISITING FACULTY

Exhibit B4 p.4

NAME	TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Anacleto, D	Visiting Family Support Act Curry	30,005	Ed.D.	No	6
Ransford, T	Visiting Electronics (International Paper)	32,472.	M.S.	No	7
Stricker, M	Visiting Tech Services Librarian	25,348	M.L.	No	1
Watts, N	Visiting Workforce 2000	28,843	B.S.	No	2
Zughoul, D	Visiting Assistant Professor, English/Journalism	26,363	M.A.	No	1

1996-97 REGULAR FULL-TIME FACULTY

Exhibit B4 p.5

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Abmann, J	Instructor, Physical Education/Basketball Coach	30,709	M.Ed.	No	1
Bennett-Stillmaker, J	Associate Professor, Nursing	45,110	M.S.	Yes	13
Boettcher, H	Professor, Machine Tools Technology	42,724	B.S.	Yes	11
Coughlin, C	Instructor, Early Childhood Education	31,937	Ph.D.	No	2
Daniels, R	Associate Professor, Welding/Manufacturing	44,404	M.Ed.	Yes	11
Davis, E	Associate Professor, English	35,830	M.A.	Yes	8
Detwiler, M	Instructor, English	30,709	M.A.	No	1
Douthit, N	Professor, History	51,417	Ph.D.	Yes	29
Elkins, G	Assistant Professor, Mathematics	33,315	M.A.	Yes	5
Erickson, S	Professor, Psychology	42,903	M.S.	Yes	22
Fauss, A	Instructor, Counselor	*42,073	M.S.	Yes	11
Furrer, W	Associate Professor, Business/Economics	44,075	M.B.A.	Yes	11
Grosso, L	Associate Professor, Adult Basic Education	35,830	M.A.	Yes	4
Gulias, M	Instructor, English	31,937	D.A.	No	1
Hanhi, D	Professor, Electronics	43,321	M.Ed.	Yes	11
Harrold, S	Professor, English	41,765	Ph.D.	Yes	8
Hayen, J	Instructor, Engineering/Mathematics	35,340	Ph.D.	No	2
Hooper, J	Professor, Computer Information Systems	40,375	M.B.A.	Yes	10
Hooper, S	Assistant Professor, Automotive	38,851	B.S.	Yes	10
Hunter J	Professor, Counselor	*59,996	M.Ed.	Yes	30
Huntley, J	Assistant Professor, Office Occupations	35,170	M.B.A.	Yes	4

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Ingham, Z	Instructor, English	31,937	Ph.D.	No	1
Jones, K	Professor, Head Librarian	*58,864	M.L.	Yes	28
Kridelbaugh, L	Assistant Professor, Computer Information Systems	35,974	M.S.	Yes	6
Laid, K	Instructor, Nursing	35,974	B.S.N.	No	3
Leach, C	Assistant Professor, Office Occupations/Accounting	29,981	M.A.	No	3
Lemoine, B	Professor, Forest Technology	50,477	M.S.	Yes	29
Leslie, L	Professor, Business/Accounting	47,471	M.Ed.	Yes	28
Malafy, H	Professor, English	33,951	Ph.D.	No	3
McGuire, M	Professor, Developmental Education	43,518	M.S.	Yes	21
McGuire, W	Associate Professor, Mathematics	46,636	M.A.	Yes	15
McNeill, J	Instructor, Adult Learning Skills	30,709	M.Ed.	No	1
Metzger, R	Assistant Professor, Earth Sciences	31,937	Ph.D.	No	1
Miller, R	Professor, Business	49,062	M.A.	Yes	26
Miller, S	Instructor, Developmental Education	30,709	M.S.	No	1
Neal, D	Instructor, Physical Education/Track Coach	30,709	M.S.	No	1
Niesen, E	Instructor, English Curry Co.	31,937	M.A.	No	1
Noland, J	Professor, English	45,999	M.F.A.	Yes	27
Parker, J	Instructor, Adult Basic Education	40,582	M.A.	No	3
Quinn, A	Professor, Nursing	53,547	Ph.D.	Yes	17
Radcliffe, C	Professor, English	46,151	Ph.D.	Yes	17
Rosman, C	Professor, Music	42,788	M.M.	Yes	20
Scholey, C	Assistant Professor, Speech	39,202	M.A.	Yes	13
Schwartz, M	Professor, Art	42,902	M.F.A.	Yes	13

NAME	RANK/TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Scott, P	Associate Professor, Counselor	*48,920	M.A.	Yes	4
Shumake, J	Professor, Life Sciences	46,636	M.S.	Yes	30
Sloper, R	Instructor, Physics/Mathematics	29,128	M.S.	No	3
Speasl, J	Professor, Health/Physical Education/Volleyball Coach	*60,603	M.S.	Yes	25
Steffens, R	Associate Professor, English/Journalism	32,764	M.F.A.	No	3
Stricker, M	Assistant Professor, Tech Services Librarian	33,345	M.L.	Yes	6
Stubbs, R	Professor, Social Sciences	47,669	M.A.	Yes	32
Swenson, D	Instructor, Welding/Manufacturing	31,446	M.Ed.	No	3
Sylvia, A	Associate Professor, Life Sciences	35,976	Ph.D.	Yes	6
Tashjian, S	Professor Reference Librarian	34,618	M.S.	Yes	5
Thompson, T	Assistant Professor Mathematics	31,475	M.A.	No	2
Thomson, G	Professor, Justice Services	*48,396	M.S.	Yes	5
VanHorn, S	Instructor, English	31,937	M.A.	No	1
Vernon, C	Professor, Art	51,324	M.A.	Yes	25
Weaver, T	Professor, Media Specialist	*55,630	Ed.D.	Yes	27

* = 12 month contract

1996-97 ADJUNCT FACULTY

Exhibit B4 p.8

NAME	TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	#YRS FT @ SWOCC
Kuehn, J	Adjunct Instructor Speech	26,149	M.A.	No	4
Lara, C	Adjunct Instructor Mathematics	24,444	B.A.	No	2
Scott, C	Adjunct Instructor Office Occupations	24,444	M.B.A.	No	1
Wilson, M	Adjunct Instructor English	24,444	M.A.	No	2

1996-97 VISITING FACULTY

NAME	TITLE	10 MO. SALARY	TERMINAL DEGREE	TENURE	# YRS FT @ SWOCC
Allen, L	Visiting Shutter Creek	*33,222	B.S.	No	1
Anacleto, D	Visiting Family Support Act Curry	37,813	Ed.D.	No	11
Flammang, C	Visiting Workforce 2000	*24,268	M.A.	No	5
Knudsen, J	Visiting JOBS Program	32,318	B.A.	No	4
Lineback, P	Visiting Counselor	#33,106	M.S.	No	3
Meurer, D	Visiting JOBS Program	*37,485	B.A.	No	4
Mueller, A	Visiting Workforce 2000	*38,202	M.A.	No	3
Neutz, L	Visiting Shutter Creek	*28,472	B.A.	No	2
O'Callaghan, K	Visiting Human Services	28,883	M.S.	No	1
Segner, B	Visiting Workforce 2000	#35,564	M.S.W.	No	4

* = 12 month contract

= 11 month contract