October 21, 2005

Executive Director Sandra Elman
Northwest Association of Colleges and Universities
8060 165th Avenue NE Suite 100
Redmond WA 98502-3981

Dear Executive Director Elman,

The enclosed report responds to the request for a progress report to address Recommendation 1 of the Spring 2004 Focused Interim Evaluation Report outlined first in the July 1, 2004 letter from Executive Director Sandra E. Elman followed by the subsequent correspondence from Deputy Executive Director, Ronald L. Baker addresses the recommendation:

> "that Southwestern Oregon Community College continues to focus on implementing the institutional effectiveness improvement process to ensure that the entire cycle is completed across campus. The College has made progress in developing and implementing the process, and examples were found to demonstrate that the process leads to assessment of goals and resource allocation. Full implementation of the process will allow the College to more fully measure progress toward goals, allocate resources, and make changes to improve the institution and its programs."

This progress report outlines measurement of progress toward goals, allocation of resources toward fulfillment of goals, and as a result of changes to improve our institution and programs focused implementation of institutional effectiveness improvement processes.

The elements of the Southwestern Oregon Community College progress report on Recommendation 1 include:

CHAPTER 1: Measurement Of Progress Toward Goals

- Learning
  - Core Learning Outcomes Strategies
  - Student engagement Baseline Data
  - Retention Strategies
  - Professional Development Strategies
- Foundation Strategic Plan
- Facilities/ Master Plans
- Technology Plan

CHAPTER 2: Allocation of resources toward fulfillment of goals

- Learning
  - Syllabi and Course Competencies
  - Retention Processes
  - Professional Development
- Facilities Master Plan
  - Plan execution
  - Resource allocation
- Foundation
- Technology

CHAPTER 3: Changes To Improve Our Institution And Programs

- Focus/ Visioning Groups
- Development of Strategic Plan
  - Incorporation of Learning, Facilities, Foundation, Technology Plans
  - Community Commission
  - Budgetary Prioritization

CHAPTER 4: Summary

CHAPTER 5: Exhibits

We look forward to your review of Southwestern Oregon Community College institutional effectiveness process implementation progress and intended outcomes for the fall, 2007 visit.

Sincerely,

Judith M. L. Hansen, Ph.D.

Southwestern Oregon Community College

Coos Bay, Oregon

Progress Report

October 21, 2005

A Confidential Report Prepared for the Northwest Commission
on Colleges and Universities

Progress Report
Southwestern Oregon Community College
Coos Bay Oregon
October 21, 2005

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CHAPTER 1: Measurement of Progress Toward Goals
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  - Student Engagement Baseline Data
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- Facilities/ Master Plans
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CHAPTER 3: Changes to Improve Our Institution and Programs
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- Development of Strategic Plan
  - Incorporation of Learning, Facilities, Foundation, Technology Plans
  - Community Commission
  - Budgetary prioritization

CHAPTER 4: Summary

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INTRODUCTION

This enclosed report responds to the request for a progress report to address Recommendation 1 of the spring 2004 Focused Interim Evaluation Report outlined first in the July 1, 2004 letter from Executive Director Sandra E. Elman followed by the subsequent correspondence from Deputy Executive Director, Ronald L. Baker addresses the recommendation:

"that Southwestern Oregon Community College continues to focus on implementing the institutional effectiveness improvement process to ensure that the entire cycle is completed across campus. The College has made progress in developing and implementing the process, and examples were found to demonstrate that the process leads to assessment of goals and resource allocation. Full implementation of the process will allow the College to more fully measure progress toward goals, allocate resources, and make changes to improve the institution and its programs."

This progress report outlines measurement of progress toward goals, allocation of resources toward fulfillment of goals, and changes resulting to improve our institution and programs focused implementation of institutional effectiveness improvement processes. Measurement of progress toward goals includes development of core learning outcomes, identification student engagement baseline data, implementation of retention strategies, and professional development strategies to support progress toward institutional effectiveness goals. Allocation of resources includes execution of our Facilities/Master plan, implementation of campus-wide technology plan and implementation of professional development strategies for training and development course competencies, course outlines and syllabi. Changes in institution and programming outlined include implementation of the Retention Task Force and related activities; implementation of the Facilities/Master Plan; and seamless Strategic planning that links visioning, college plans and the development of the community commission. The Southwestern Strategic Plan for budget and initiative prioritization will be completed for 2007-2008 Fiscal Year implementation.

CHAPTER 1: MEASUREMENT OF PROGRESS TOWARD GOALS

Learning

1. The college has identified **core student competency outcomes** to measure student learning at graduation. Southwestern Core Competencies stated in the syllabus template and course outlines appropriate to each competency (Exhibit 1.A) assure that at graduation each student will exhibit the following core competencies:

- Communication
- Computation
- Creative, Critical Thinking
- Community and Global Consciousness and Responsibility
- Discipline Content

Graduates demonstrate competency in the five core areas through successful completion of the required coursework in which the competencies are embedded.

2. **Baseline data for student engagement**, an element of established community and global responsibility learning outcomes, were acquired through Community College Survey of Student Engagement (CCSSE) (Exhibit I. C). The Retention Task Force specifically addresses actions to improve student engagement outcomes to be measured on the next data collection cycle.

3. **Retention strategies** implemented to improve student engagement used baseline student engagement data to evaluate college retention needs. Strategies devised and implemented through fall 2005 are included in Exhibit II B. Preliminary data (Exhibit II. B. 7) suggests improved retention of students from Freshman to Sophomore classification since the strategies were initiated.

4. **Professional development** to support Southwestern student learning and retention strategies link individual faculty development plans to staff development resources. Development activities include skill building, technology upgrade and regular collaboration for cross-college communication. The Retention Task Force report at the Fall 2005 In-service captured the strategies and positive student outcomes resulting from faculty and staff development.

B. Foundation Strategic Plan

While the Southwestern Foundation is a separate 501c3, involvement of the community members in development of the Foundation Strategic Plan (Exhibit III) which creates a baseline for tactical processes and measurement of outcomes, parallels institutional effectiveness processes.

C. Facilities/Master Plan

The renewal of the decade-old facilities plan during summer and fall of 2003 included professional consultation, staff/faculty collaboration and renewal of baseline campus-wide facility priorities (Exhibit IV). Also included is the five year status report on facilities.

D. Technology Plan

Technology planning required for effective use of tight resources was implemented through the Information Technology department in 2001. Annually, the plan is updated based on resource availability and campus-wide collaborative input for effective technology development and maintenance. Three years of plans and the implementation of technology strategies campus wide are included in Exhibit V.

CHAPTER 2: ALLOCATION OF RESOURCES TOWARD FULFILLMENT OF GOALS

A. Learning

1. Training opportunities, professional peer assistance and template development for general faculty implementing course competencies for Fall 2005 **course competencies and syllabi** were implemented in spring 2005. Sample documents from several discipline areas are included in Exhibit I. B 3).

2. Retention strategy implementation used faculty development, campus training and specific targeted activity resources for effective outcomes (Exhibit II).

3. Professional Development budgets, already in existence, focused resources upon student learning and retention outcomes as a result of identified college goals, per activities outlined above. Exhibit II. 8 illustrates the development of the funding guidelines provided to staff and faculty for dissemination of resources.

B. Facilities/Master Plan

Facilities/Master Plan execution followed completion in 2003. See Exhibit IV.B for plan progress. The Facilities/Master Plan guided **facility resource allocation** following plan implementation in 2003. Exhibit IV. C provides an outline of facility resource designation progress.

C. Foundation

As a result of the Foundation Strategic Planning process, the Foundation recommended support for professional resource development staff (Exhibit III. D) that will monitor processes and measure Foundation Strategic Plan progress.

D. Technology

Allocation of all **technology resources for administrative, communications, learning and instructional use** is prioritized and coordinated annually through the Technology Plan. Exhibit V. illustrates three cycles of allocation and implementation of the campus wide effort to sustain technology in the teaching and learning process and administrative computing.

CHAPTER 3: CHANGES TO IMPROVE OUR INSTITUTION AND ROGRAMS

A. Focus/Visioning Groups

In response to Learning, Retention, Facilities, Foundation, and Technology goal implementation, resource allocation and changes; new presidential leadership launched a **grassroots Strategic Planning process** beginning with on-campus and community focus/visioning groups summer, 2005. A comprehensive Strategic Planning process that includes annual input from all College stakeholders will result. The announcements and schedules of visioning meetings attached in Exhibit VI summarizes the initial process that will be completed by June, 2006, for a draft planning process to be implemented in 2006-2007.

B. Development of Strategic Plan

Learning, Facilities, Foundation, and Technology Goals in existence provide the foundation for the college Strategic Plan. Following completion of the focus group process, a **Community Commission** will synthesize College Learning, Foundation, Facilities/Master, and Technology Plans and Visioning Group recommendations for a rolling Strategic Plan that annually provides the base for setting, achieving and reporting college priorities. By the 2007-2008 fiscal year, **Budget priorities** will be driven by the Southwestern Strategic Plan.

CHAPTER FOUR: SUMMARY

Southwestern Oregon Community College has set goals, collected baseline data and measured progress toward Learning, Facilities, Foundation and Technology goals. Resources allocated toward completion of the goals and evaluation of resource need for future goal completion has followed goal progress and measurement. Changes to improve our college and our programs to include course syllabi, retention strategies, technology priorities and facility focus followed goal development, measurement and prioritization for resource allocation.

With new leadership in place and a Strategic Plan to coordinate Institutional Effectiveness goal setting, goal assessment, resource allocation, measurement of progress and institutional/program improvement; Southwestern Oregon Community College will demonstrate:

- Completed strategic planning cycle
- Continuous retention improvement
- Improved student engagement profile
- Learning strategy change based on learning outcomes
- Facilities improvements initiated and completed
- Technological delivery and access increase
- Foundation membership and giving increased
- Reviewed Mission and Vision statements for continuous strategic planning improvement

Southwestern Oregon Community College enjoys premier programming and entrepreneurial administrative leadership which anchors our assessment of goals and resource allocation and to document progress toward effective improvement of the college and its programs.

CHAPTER 5: EXHIBITS

CHAPTER 5: Exhibits

I. Learning Strategies

A. Course/ Program Strategies

1. Assessment and Planning Process
2. Letter from Dean of Instruction/Competencies
3. Academic Department and Program Assessment
4. Four Year Instructional Assessment Schedule
5. Narrative of Continuous Improvement Process
6. Graphic of Continuous Improvement Process
7. Administrative Assessment and Planning
   a. Assessment Summary and Action Plan
   b. Unit Assessment and Planning
   c. Equipment and Materials / Personnel Form
8. Instructional Assessment and Planning
   a. Assessment Summary and Action Plan
   b. Unit Assessment and Planning
   c. Equipment and Materials / Personnel Form
   d. Instructional Credit Form
   e. Instructional Programs Form
   f. Instructional Non Credit Form
9. Completed Instructional Assessment and Planning Forms

B. Course Outline/ Syllabi Measures

1. Course Outline Process
2. Course Outline Forms
   a. Continuous Improvement Action Plan
   b. Credit Course Outline Form
   c. Cultural Diversity Form (optional)
3. Syllabi Measures
   a. Syllabi Process
   b. Syllabi Template
   c. Sample Syllabi
4. Budgetary Process
   a. Sample Continuous Action Plans (CIAP)
   b. Equipment Requests 2003-2004
5. Pathway Opportunities
   a. Early Childhood Education
   b. Human Services

C. Student Engagement Baseline Data

1. CCSSEE Benchmarks
2. Benchmark Summary Table
3. Faculty Senate Minutes
4. Instructional Council Minutes
5. General Faculty Minutes
6. Board of Education Minutes

II. Retention Outcomes and Strategies

A. Retention Process

1. Curriculum Initiatives
2. Meeting Minutes
3. Advising Process
    a. Definition of Advising
    b. Advisor Role and Responsibilities
    c. Advising Goals
    d. Advisor Checklist
    e. Ethical Principles of Advising
4. Purpose of General Education/Discipline Content Competencies

B. Retention Strategies

1. Best Practices
    a. Visit to Community College of Denver
    b. Student Surveys
    c. Faculty Survey
2. College Advising Process
    a. Comprehensive Advising Process
    b. Advising Information Evening
    c. Advising Self Evaluation Benchmarks
        a. Noel-Levitz Benchmarks
        b. Advising Assessment Benchmarks
        c. Advising Evaluation Benchmarks
    d. Attitudes and Beliefs of Advising
    e. Early Alert Letter
    f. Faculty Survey on Advising
    g. Group Advising Process
    h. Comprehensive Faculty Program: A proposal
3. AAOT Changes
4. Writing Center Proposal
5. Skill Building Workshops
6. Summary of Retention Task Force
    a. Summary Report, October 2005
    b. Interim Task Force Report
    c. Task Force Report, Fall 2004
    d. Retention Stats, 2004-2004 Year
    e. General Fund Retention Budget 10-2407
    f. Retention of Sophomore Students
    g. Report to Faculty, Staff and Administration, Fall 2005
7. Professional Development Strategies
    a. Funding Guidelines
    b. Staff Development Expenditure
    c. Sample Requests

III. Foundation Strategic Planning
- A. Foundation Planning Process
- B. Foundation Mission and Goals
- C. Foundation Strategic Plan
- D. Position description for director of major gifts

IV. Facilities/Master Planning Process and Implementation
- A. Master Facilities Plan
- B. Summer Maintenance and Repair Projects 2005
- C. Status of Five Year Projects, Fall 2005

V. Technology Strategic Planning Process and Implementation
- A. Technology Plan 2005-2008
- B. Technology Plan 2005-2007
- C. Technology Plan 2004-2006

VI. Focus/Visioning Groups
- A. On Campus Meeting
- B. Flier Advertising Community Meetings
- C. Responses from Focus/Visioning Groups

EXHIBIT I. A.1

Assessment and Planning Process

TO: Faculty
FROM: Linda Kridelbaugh
DATE: April 2, 2005
SUBJECT: Assessment and Planning Process

Welcome to the Assessment and Planning Process. I want this to be a positive experience for you and will support you however I can. The reasons that we have developed the new process grew out of the requirement of the 2002 Accreditation process. Equally important, the process is intended to

- formalize current informal processes
- document and justify improvements
- assure that activities are focused on achievement of institutional goals and objectives
- allow all employees to participate in the planning and resource allocation process
- create a culture of excellence

The steps in the assessment and planning process are to help you consider all the indicators that make-up an excellent program. After looking at the current program, you will write a summary which will include goals and aspirations.

The following explains the steps needed to complete the assessment and planning for your discipline and programs.

All files have been saved on the college's intranet in folder:

\\Itt\Assessment\Instructional Dept & Programs\.

You may use the hyperlinks to open a copy of the document and then save on your own hard-drive (C:\). Please submit the digital copy and the paper copy.

Step 1: Discipline Assessment: Generally, a discipline and a department are equivalent. Colleague, the management information system, stores data by discipline and not by department.. In some cases, two or more disciplines may be assessed together; for example, Anthropology and Sociology.

The discipline assessment has two sections: qualitative and quantitative. The purpose of the two assessment instruments is to be a guide to the criterion that makeup a complete program and/or program of study.

The qualitative will be the harder assessment because it is a professional commentary with supporting documents. In the qualitative, it is desirable to respond to each indicator in terms of SWOT – strengths, weaknesses, opportunities, and threats. Not every indicator needs the full SWOT response. If you feel that the indicator is not applicable to your program, just enter NA, otherwise rate the indicator using the scale given.

A. Qualitative file: \Discipline\Discipline Qualitative Assessment.doc
B. Quantitative file: \Discipline\Discipline Quantitative Assessment.doc

Step 2: If your department has AAS degrees and/or Certificates you need to do these extra assessments. Certificates and AAS degrees may be grouped.

A. Qualitative file: \AAS Certificates Specific Programs\AAS Certificates Qualitative Assessment.doc

B. Quantitative file – draft indicators at this time: \AAS Certificates Specific Programs\AAS Certificates Quantitative Assessment.doc

C. The Oregon Department of Education (ODE) has a very good website with Perkins data. http://www.ode.state.or.us/data/stats/opte/CCreports.aspx

Step 3: If your department has AS degrees you need to do these extra assessments.

A. Qualitative file: \AS Specific Programs\AS Qualitative Assessment.doc

B. Quantitative file – draft indicators at this time: \AS Specific Programs\AS Quantitative Assessment.doc

Step 4: Assessment Summary and Action Plan (ASAP): (Use the assessments for the source information for the ASAP.)

A. ASAP file: \Generic Assessment Summary and Action Plan\Assessment Summary & Action Plan Report.doc

B. Summary Section: SWOT analysis is an effective method to identify your internal strengths and weaknesses and investigate external opportunities and threats. By separating your assessment summary into these four areas, it will help you focus your activities and communicate with the larger group. It is not required that you do a full SWOT analysis, but, it is desirable that you report your assessment summary and thoughts in this style.

C. Progress toward achievement of objectives: This section is a reporting of the objectives selected in the past (3 years ago). Obviously these do not exist in this format at this time, however, write a short narrative of the changes you have made in the recent past (1 to 3 years).

D. Long-term Goals/Vision: List the goals and vision that you have for your department. Allow yourself to dream and not be held back by time or money! This section will be used by the grant office and College Foundation Board to try to help you reach these goals.

E. Short-term Objective: These are the objectives that your department would like to accomplish in the next three years. All instructional departments need the objective “Maintain courses and programs/course of study” for all of the course and program changes that are required; this objective is already started for you as objective one. For each objective, indicate the College Mission strategies and Board priorities that will be met by this objective, write a justification, and the impact on the college. The impact on the college needs to indicate what areas (financial, human, and/or physical) resources will be affected by the objective if they are known; if the impact is not known at this time, state that.

F. Please help make this assessment process valuable by sharing your constructive criticism of the forms, process, etc.

Step 5: Proposed Continuous Improvement Action Plan file: in the folder \Generic Continual Improvement Action Template\Proposed Continuous Improvement Plan.doc. Select the form to meet your needs: program change, new course, change existing course, or equipment. Complete and submit as needed. The purpose is to document the change or action complete with justification. Generally, each action will require a separate form.

Attached is a visual description of the process of how the quantitative and qualitative assessments feed into the Assessment Summary and Action Plan (ASAP). Note that it is NOT necessary to write a SWOT response to each indicator.

Thanks again and I am available to assist all of you in completing this process or provide assistance with any computer/software questions; we can meet individually or in groups. Please contact me anytime.

Linda Kridelbaugh

Steps 1-3: Enter information into department assessment and others as needed. Respond with SWOT as appropriate – SWOT for every indicator is NOT required.
You *MAY* want to separate your responses into the five categories as shown. Sometimes you will not have to write a separate response just list the source documentation and location.

Quality Indicators	Rate 1 to 5	Documentation and Reference
a. Program curriculum and instruction support the achievement of academic standards	4	Strengths: 1. yada yada a1 2. yada yada a2 3. yada yada a3 Weaknesses: 1. yada yada a4 2. yada yada a5 Opportunities: 1. yada yada a6 2. yada yada a7 Threats: 1. yada yada a8 Ideas: 1. yada yada a9 2. yada yada a10 3. yada yada a11 [suggested resources/data] OUS course outlines course outlines
b. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).	3	Strengths: 1. yada yada b1 2. yada yada b2 Weaknesses: 1. yada yada b3 2. yada yada b4 3. yada yada b5 Opportunities: 1. yada yada b6 2. yada yada b7 Ideas: 1. yada yada b7 2. yada yada b8 3. yada yada b9 4. yada yada b10 course outlines

Step 4: Using the information from the assessments, writing your ASAP.

Summary of Assessments using the categories of SWOT – Strengths, Weaknesses, Opportunities, Threats –

- *Strengths:*
  - yada yada a1
  - yada yada a2
  - yada yada a3
  - yada yada b1
  - yada yada b2
- *Weaknesses:*
  - yada yada a4
  - yada yada a5
  - yada yada b3
  - yada yada b4
  - yada yada b5
- *Opportunities:*
  - yada yada a6
  - yada yada a7
  - yada yada b6
  - yada yada b7
- *Threats:*
  - yada yada a8

Progress toward achievement of objectives
current academic/fiscal year with Objective Grids

- *prior academic fiscal year with Objective Grids*

Long-range goals/vision/ideas:

4. yada yada a9
5. yada yada a10
6. yada yada a11
7. yada yada b7
8. yada yada b8
9. yada yada b9
10. yada yada b10

EXHIBIT I. A.2

Letter from Dean of Instruction/Competencies

September 15, 2005

Dear Southwestern Faculty:

I want to welcome you to a new academic year for 2005-06! I think this will be an exciting year for us all as both Judith and I join the campus and offer our leadership to Southwestern's community of educators. With the fall term nearly upon us, I am sure you are getting your syllabi ready; the attached syllabus template should prove helpful to you in this endeavor.

If you have taught at Southwestern before using our syllabus template, you will see some new information included in the material that you will attach to the syllabi you create. Beginning this fall term, all syllabi will include an attachment that contains Southwestern's competencies for student academic achievement. These competencies are included in the syllabus template you will find enclosed for your information and use. This change was announced last year.

As with any implementation of a new practice, questions have been raised about these competencies. In addition to the syllabus template, you will find a FAQ sheet on the competencies attached. My intent when I created this information sheet was to outline some thoughts about the specific competencies as well as comment on competencies in general.

I am sure you will have more questions than those you will find on the FAQ sheet. However, I hope the questions and answers on the attached sheet can serve as a starting place for discussions we can have about curriculum design, review, implementation, and assessment. My goal is to work together with you on these issues. I envision these ongoing conversations together can help us continue our work to provide the highest quality of instruction to all Southwestern students.

As the old adage goes, "tell me and I'll forget, show me and I'll remember, involve me and I'll understand." Faculty involvement in this endeavor will permit us to seek resolutions to our questions and issues while we continue the work needed to construct a comprehensive curricular assessment process. The type of assessments we can generate from these competencies you will be attaching to syllabi will offer us important insights into the development and nature of students' expertise in knowledge and skills. Ultimately, we will be empowered as educators to improve successful student learning and enhance the education we offer at Southwestern.

Again, welcome to the 2005-06 academic year!

Sincerely,

Stephen Schoonmaker

Stephen Schoonmaker, Ed.D.
Dean of Instruction
Southwestern Oregon Community College

Attachments (2): SOCC Syllabus Template
FAQ on Competencies as Attachments to the Syllabus Template

SYLLABUS Template

*Course Title and Number:
Year and Term:
Course Credits:
*Meeting Time/Days:
*Location:

*Instructor:
*Office Location:
*Office Hours:
*Office Phone
*E-mail Address:

***Course Description**: (as it appears in the course outline) May elaborate on the official description if appropriate. Class prerequisites and the required placement scores, if applicable.

***Grading:** (i.e. class participation, homework assignments, quizzes, exams, papers and projects)
Attendance/participation
Late work
Make-up exam
Incomplete contract instructions
Return of student work

***Text(s):** Required text and publication information is required
Optional text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

***Term Calendar:**
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered
Reading Assignments
Due dates for major requirements
Exam dates

***Policies and Procedures:**

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-5405.

*ACADEMIC PLAGIARISM AND CHEATING
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The

complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

*DISCRIMINATION/HARASSMENT POLICY

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

*REFUND POLICY

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. ` For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is
Currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC ***degree*** graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

FAQ on Competencies as Attachments to the Syllabus Template

As with any implementation of a new practice, questions have been raised about these competencies. While I may not address all the questions here, I do want to outline some thoughts about the specific competencies language as well as comment on competencies in general:

Q: Must faculty include the Southwestern competencies on all syllabi starting this fall?
A: Yes. This was announced last spring by then President Kridelbaugh. We are honoring that decision. The competencies are attached for your use.

Q: What are these competencies and how do they relate to the courses I teach?
A: After speaking with some who were involved in the articulation of these competencies, and reviewing them with the Associate Deans and Division Directors, my best assessment of them in their present form is that they represent what I call "exit" competencies. These are competencies that students should possess upon earning their degree from Southwestern.

As "exit" (or overall) competencies, these cover core elements of a student's education at Southwestern; they fit into the big picture of improving student success and learning. Each competency may not be fully addressed in each individual course offered. Additionally, these overall competencies do not replace individual course competencies (often referred to as learning outcomes). As you assess student learning in your classes, you will also be assessing students' progress in mastering these overall competencies.

By identifying overall competencies, Southwestern is taking one step in a long series of steps to more clearly define and articulate the expected results students achieve throughout a program's curriculum. It is said that success is a journey, not a destination. We are undertaking a journey – one that we will traverse together!

Q: If these are overall competencies, how do syllabi reflect the competencies (or learning outcomes) students gain in a particular course?
A: Students gain valuable information if learning outcomes for a particular course are identified on a course syllabus. While this information is desirable, we are not requiring its inclusion for the fall. It is indeed my goal that faculty will work collaboratively to add individual course learning outcomes to syllabi in addition to the overall competencies that need to be added to all syllabi this fall term.

Q: Should the learning outcomes for a course be the same regardless of who teaches it?
A: In curriculum development there are certain standards for a particular course that faculty agree upon and adhere to regardless of individual faculty teaching and learning techniques. These include, but are not limited to:

- the number of credit hours the course is worth,
- the course title,
- the course number,
- the catalog course description,
- the stated course objectives for the course,
- the expected learning outcomes, and
- formative and summative assessments for student learning and teaching effectiveness.

Based on these standards, faculty should agree upon the learning outcomes for each course taught at Southwestern. One set of learning outcomes should be developed for inclusion in all syllabi used for teaching each course. Otherwise, the credit earned by students taking a particular course loses internal meaning and external relevance.

Having one set of learning outcomes for each course Southwestern offers is sound curricular development. Furthermore, it is a foundational building block to how we relate the educational experience of students at Southwestern to the rest of higher education. While this will likely be our next task in the development of a comprehensive curricular assessment process, we will first ensure that we understand what we are trying to accomplish and why.

Q: So, what are we trying to accomplish by inserting overall competencies in our syllabi, and why?

A: A complete answer to this question would take pages – and would be one-dimensional since it would represent only my perspective. But an initial answer to this question is gained by reflecting on three other questions that are cyclical in nature and function:

1. What are we trying to accomplish in our degrees, programs, courses, or assignments? In other words, what do we want to learn about student learning? This led us to the development of these overall competencies.
2. How well are we doing? In other words, how can we measure student learning in comparison to our objectives and questions? It isn't enough to simply list competencies on syllabi: we need to determine how we can measure student learning in these areas.
3. What next? As we assess students' progress towards mastery of these overall competencies, we will garner more information that can result in enhancements to student learning; leading us back to the first question.

Again, our work is just beginning. I am looking forward to joining you in this work and aiding our progress. Working collaboratively, we can improve student success and learning.

Q: I have seen the definitions of these competencies with icons included. Do we use the icons in our syllabi?

A: While icons might be a useful visual tool for the students, there isn't a consensus yet about their use. For this first fall term, please use the competencies without the icons.

I am sure you will have more questions than these. However, I do hope these have helped offer some insight into what is being asked of you starting this fall term. I have only really outlined the first step. Where we go from here will be something we work on together during the fall term. As the old adage goes, "tell me and I'll forget, show me and I'll remember, involve me and I'll understand." Faculty involvement in this endeavor will permit us to seek resolutions to our questions and issues while we continue to construct a comprehensive curricular assessment process. This type of assessment will offer us important insights into the development and nature of students' expertise in knowledge and skills. Ultimately, we will be empowered as educators to improves successful student learning and enhance the education we offer at Southwestern.

Sincerely,

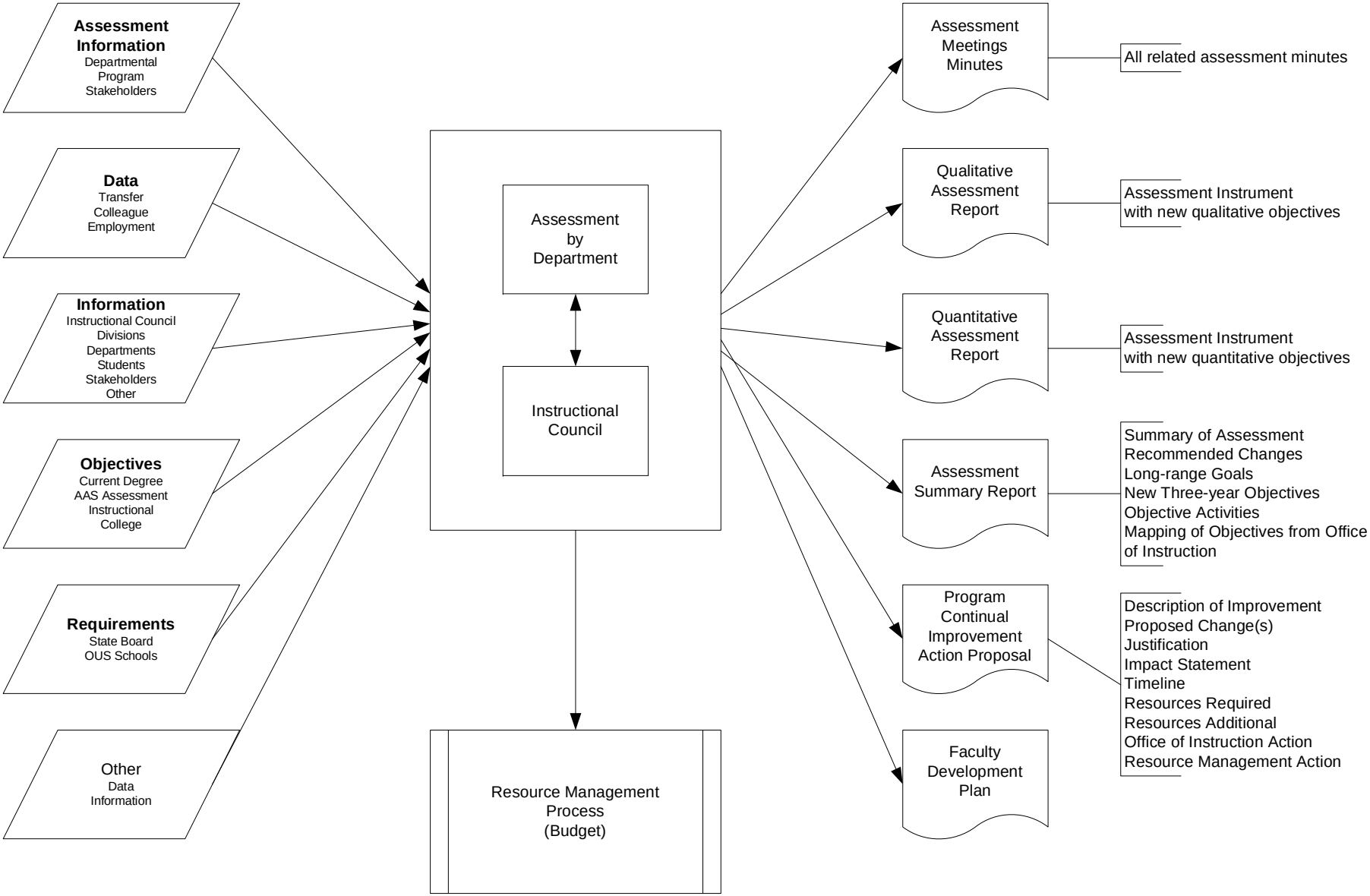
Stephen Schoonmaker

Stephen Schoonmaker, Ed.D.
Dean of Instruction
Southwestern Oregon Community College

EXHIBIT I. A.3

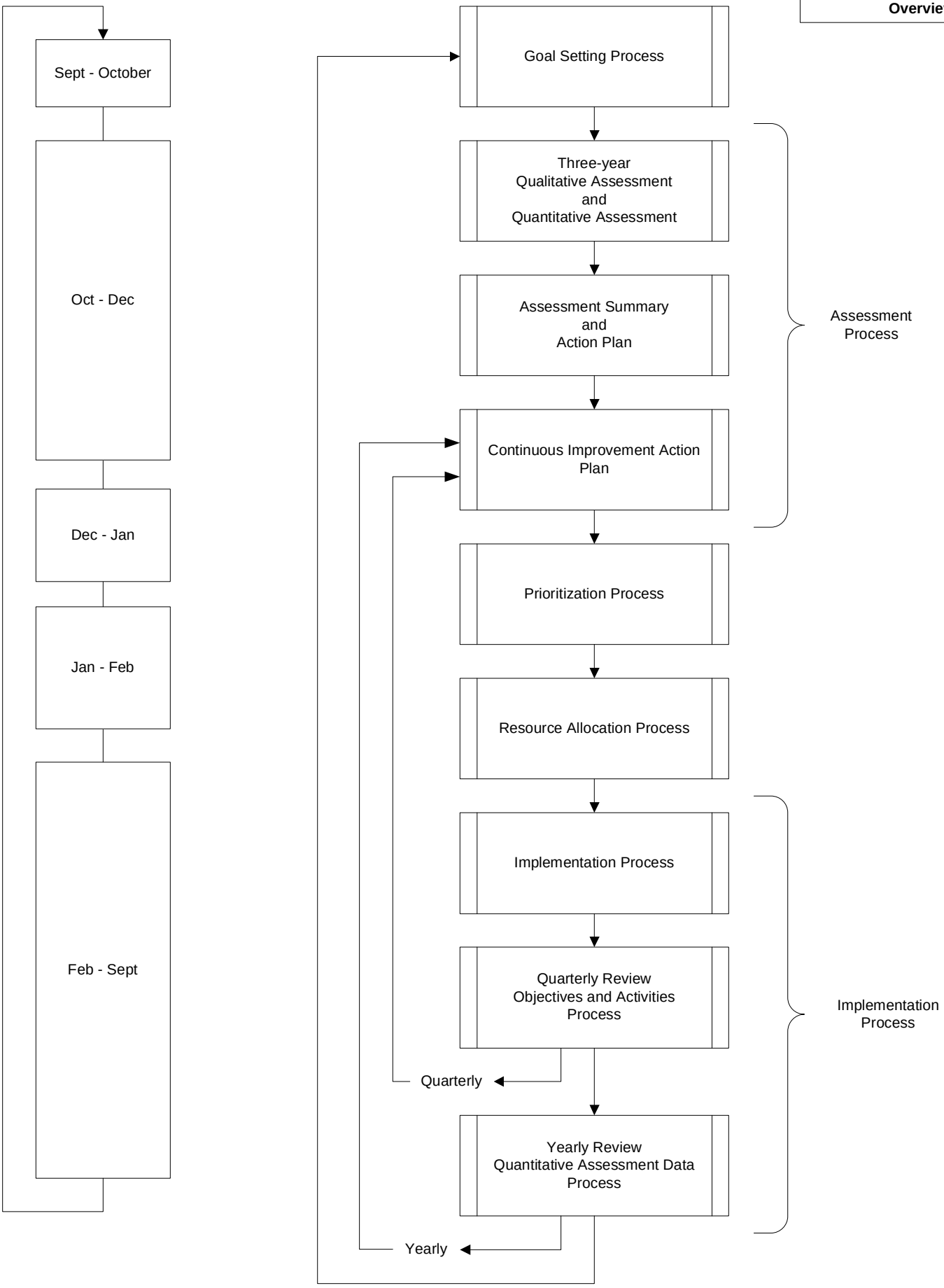
Academic Department and Program Assessment

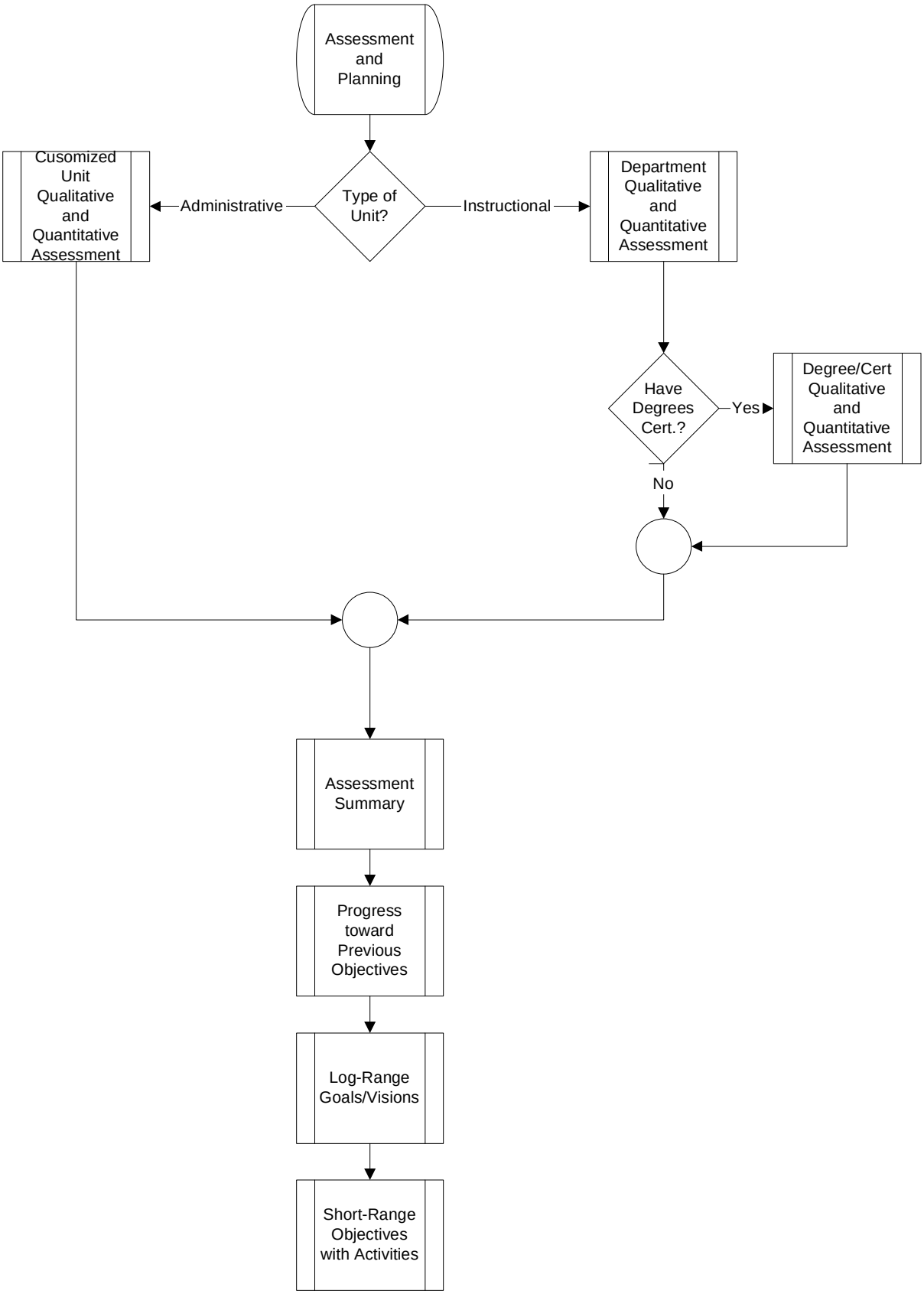
Academic Department and Program Assessment



Southwestern Oregon Community College

Continuous Improvement Process Overview




Assessment and Planning
Type of Unit?
Administrative
Instructional
Cusomized Unit Qualitative and Quantitative Assessment
Department Qualitative and Quantitative Assessment
Have Degrees Cert.?
Yes
No
Degree/Cert Qualitative and Quantitative Assessment
Assessment Summary
Progress toward Previous Objectives
Log-Range Goals/Visions
Short-Range Objectives with Activities

Southwestern Oregon Community College

Overview
Unit Assessment

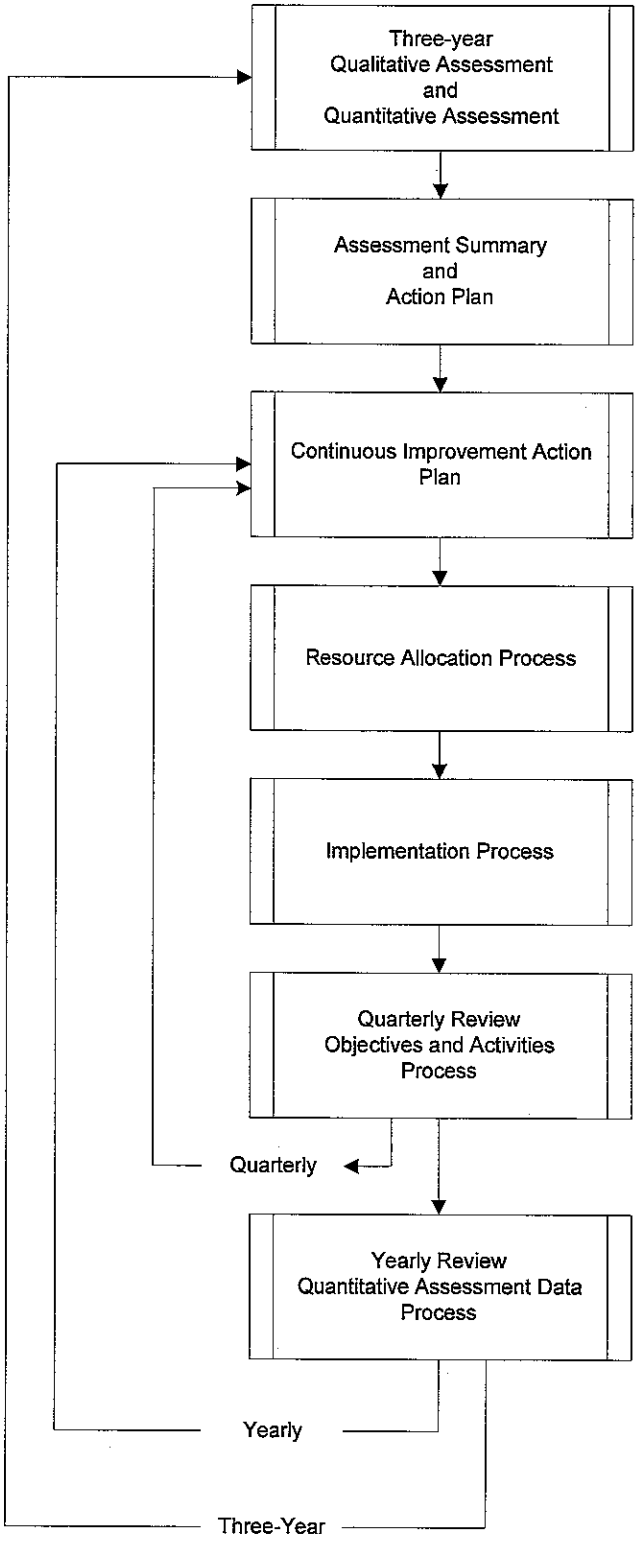


EXHIBIT I. A.4

Four Year Instructional Assessment Schedule

Instructional Assessment Schedule for Programs and Departments *(Instructional Dean may change the assessment schedule.)*

Area	Faculty	03-04	04-05	05-06	06-07	Dept Qualitative	Dept Quantitative	AS Quantitative	AAS/Cert Quantitative	ASAP
Brenda Brecke										
Accounting Business Economics Office Occupations Medical Assistant	Bruce Locker Garrett Taylor Carol Moore	X	X							
Drafting Welding Machine Tools	Ray Daniels	X		X				NA		
Computer Info Systems Computer Science	L Kridelbaugh D Schab M Stueve C Williamson B Yates D Fedukowski	X	X							
Biology Anatomy & Physiology	Bob Fields Daniel Brouse	X			X			NA	NA	
Chemistry	Ann Sylvia	X			X			NA	NA	
General Science Physics	Randy Sloper	X	X					NA	NA	
Geology	Ron Metzger	X		X				NA	NA	
Engineering	Jeff Hayen	X	X						NA	
Mathematics Developmental Math	J Christiansen G Elkins Jeff Hayen S Hutcherson C McKillip B Shannon	X		X				NA	NA	
Turf & Landscape		X			X			NA		

Instructional Assessment Schedule for Programs and Departments *(Instructional Dean may change the assessment schedule.)*

Area	Faculty	03-04	04-05	05-06	06-07	Dept Qualitative	Dept Quantitative	AS Quantitative	AAS/Cert Quantitative	ASAP
Sarah Recken										
Art	M Schwartz J Fritz	X	X					NA	NA	
Music	Sarah Rechen	X		X				NA	NA	
Theater	R Clingan	X	X					NA	NA	
Anthropology Sociology	C Alexander	X		X				NA	NA	
Foreign Language	J Parker M Detwiller	X			X			NA	NA	
Geography History Political Science	F Brick	X			X			NA	NA	
Humanities	H Malafry	X		X						
Journalism	K Bruner	X	X					NA	NA	
Philosophy	M Gulius	X			X			NA	NA	
Psychology	A Mueller	X			X			NA	NA	
Speech	C Scholey B Kapocias	X		X				NA	NA	
Reading	S Miller	X	X					NA	NA	
English Literature Developmental English Humanities	Z Ingham S Harrold M Wilson S VanHorn C Favilla E Davis H Malafry	X		X				NA	NA	

Instructional Assessment Schedule for Programs and Departments *(Instructional Dean may change the assessment schedule.)*

Area	Faculty	03-04	04-05	05-06	06-07	Dept Qualitative	Dept Quantitative	AS Quantitative	AAS/Cert Quantitative	ASAP
Joanna Blount										
Nursing	B Davey	X		X				NA		
CNA Pharmacy Tech Surgical Tech	J Bennett-Stillmaker J Hawthorne S Walker D Brown	X	X					NA		
Criminal Justice	Marty Burkett	X		X						
Blake Bowers										
Health PE Fitness Mgmt Athletic Training	D Neal B Bowers J Perkins C Franklin D Santesteban A Whitlatch	X		X					NA	
EMT Fire Science	P Reynolds	X			X			NA		
Human Services	B Segner-Haller	X	X							
ECE ED Family Studies	L Potts	X	X					NA		
Culinary Institute	B Gregson	X			X			NA		
Brenda Brecke										
ALSP	M Scott L Barnes J Briggs J McNeill P Parker J Willoughby	X	X					NA	NA	
Distance Education	K Helland	X			X			NA	NA	
Business Development Center Customized Training	Jon Richards	X		X				NA	NA	

Instructional Assessment Schedule for Programs and Departments *(Instructional Dean may change the assessment schedule.)*

Area	Faculty	03-04	04-05	05-06	06-07	Dept Qualitative	Dept Quantitative	AS Quantitative	AAS/Cert Quantitative	ASAP
Library	Sharon Smith	X			X			NA	NA	
Tutoring	S Miller	X	X					NA	NA	
Computer Labs/Media Services	C Gerisch	X		X				NA	NA	
ESPS – Educational Support Programs and Services Human Development	Patty Scott	X		X				NA	NA	
AAOT General	Academic Affairs/Senate	X	X					NA	NA	
AGS General	Academic Affairs/Senate	X		X				NA	NA	
AAS General	Academic Affairs/Senate	X			X			NA	NA	

EXHIBIT I. A.5

Narrative of Continuous Improvement Process

Southwestern Oregon Community College

Narrative of the Continuous Improvement Process

1) Goal Setting Process:

   A) Institutional SWOT Analysis: The College will conduct a SWOT analysis from the view of the entire institution. Information prepared will include the progress towards the Board's goals, strengths and weaknesses of the College, opportunities and threats external to the College, internal environmental factors, external environmental factors, recommended long-range goals and vision, and measures of institutional effectiveness.

   B) Board of Education Annual Planning Retreat: The Board will review the previous year's goals, the progress towards these goals, the institutional SWOT analysis, and other pertinent information and using this information, define the current year's institutional goals and strategies.

   C) Staff Annual Planning Retreat: The College will hold a planning retreat with campus-wide representatives to develop strategies and actions to implement the College Mission and the current year's goals set by the Board.

2) Assessment and Planning Process

   A) Assessment: The instructional units, institutional support units, and student support units will conduct quantitative and qualitative assessments of their departments and programs. Instructional programs will conduct the assessment on a three-year rotation.

   B) Assessment Summary and Action Plans: From the assessment results, internal factors, and external factors, the units will write their Assessment Summary and Action Plan which consists of a SWOT analysis, long-range goals, and short-term objectives with action plans for implementation.

   C) Proposed Continuous Improvement Action Plans: As the short-term objectives are implemented, the unit will document their improvements using the Proposed Continuous Improvement Action Plan form. This form will state the activity proposed, justification, resource impact, indicate the College mission strategies and Board goals supported by this action, record the stakeholders comments, and the resource action taken (if any).

3) Prioritization Process:

   A) Unit Level: All instructional, student support and institutional support units will submit a list of prioritized activities. These activities will support the College mission, Board goals, and the department objectives.

   B) Functional Level: Using the lists from their respective units, the instructional, student support, and administrative functional areas will produce a prioritized list for that function. The instructional managers and/or Instructional Council will establish the prioritized list for instruction. The respective managers in the institutional support and student support will establish the prioritized list for their functional areas.

C) Administrative Level: The college-wide list of prioritized activities will be generated using the functional area lists by the college managers (President, Deans, and Associate Deans). This list will be presented to the Board.

4) Resource Allocation Process

A) Allocation of Funds for Prioritized Activities: The College administrators will identify resources available from many sources that may be appropriate for funding the identified activity. Resources may be from faculty staff development committee, faculty mini-grants, insurance reserve, general fund, foundation resources, foundation fundraising, existing grants, and new grants.

B) Develop Budget For Coming Year: The College administrators will develop the coming year budget which will include the activities identified to be funded by general fund money. In this process some activities may not be funded due to lack of general fund money.

5) Implement and Monitor of Planned Process

A) Stated Objectives: Quarterly each unit will review and record progress toward their unit's short-term objectives. The unit may modify their activities for each objective as needed. The unit will submit Proposed Continuous Action Plans as needed. The progress will be input into the annual institutional SWOT analysis.

B) Quantitative Measures: Quantitative measures for each unit will be collected each year and the unit will review the measures in conjunction with past year's measures. The unit may elect to modify their activities for an objective. The unit will submit Proposed Continuous Action Plans as needed.

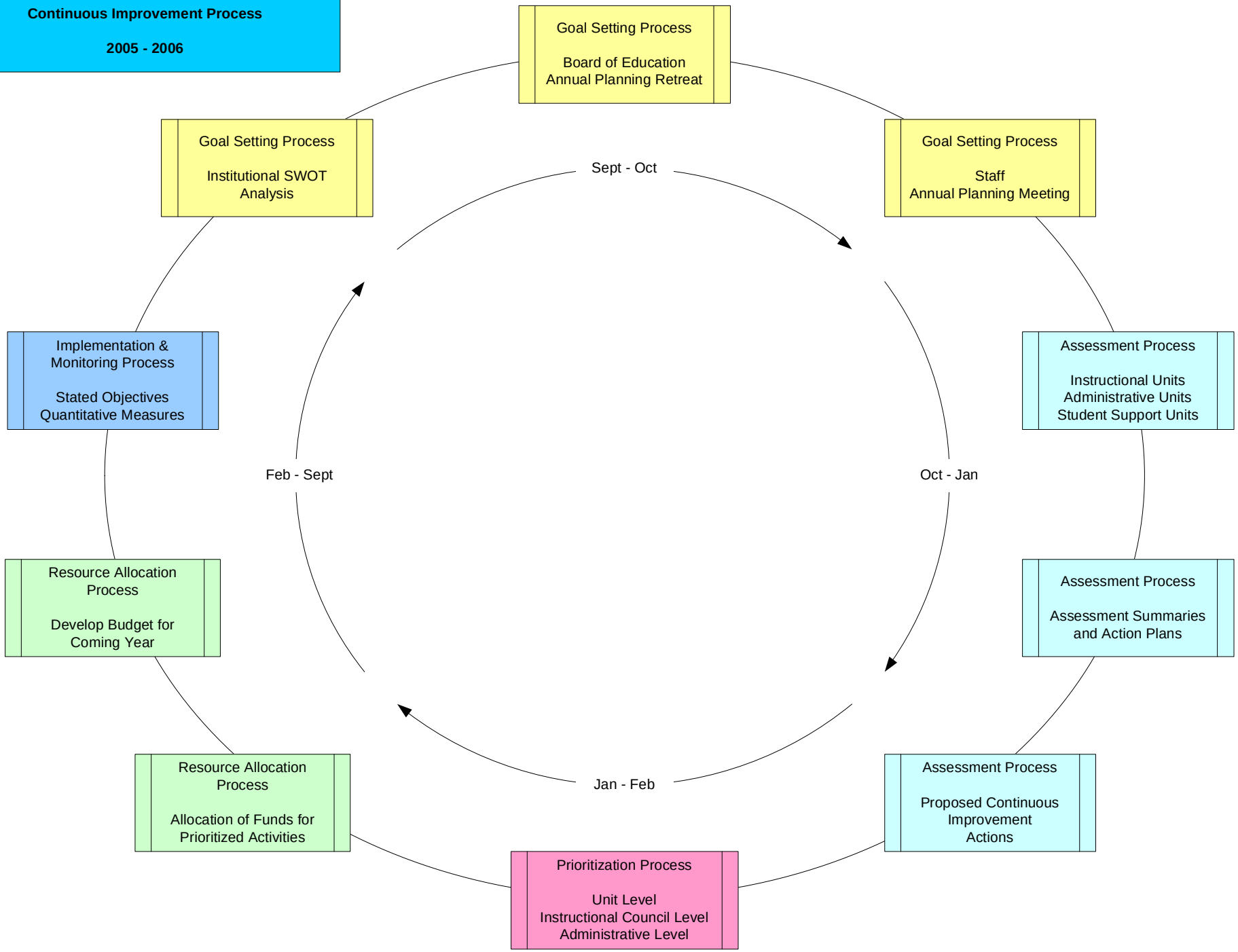
EXHIBIT I. A.6

Graphic of Continuous Improvement Process

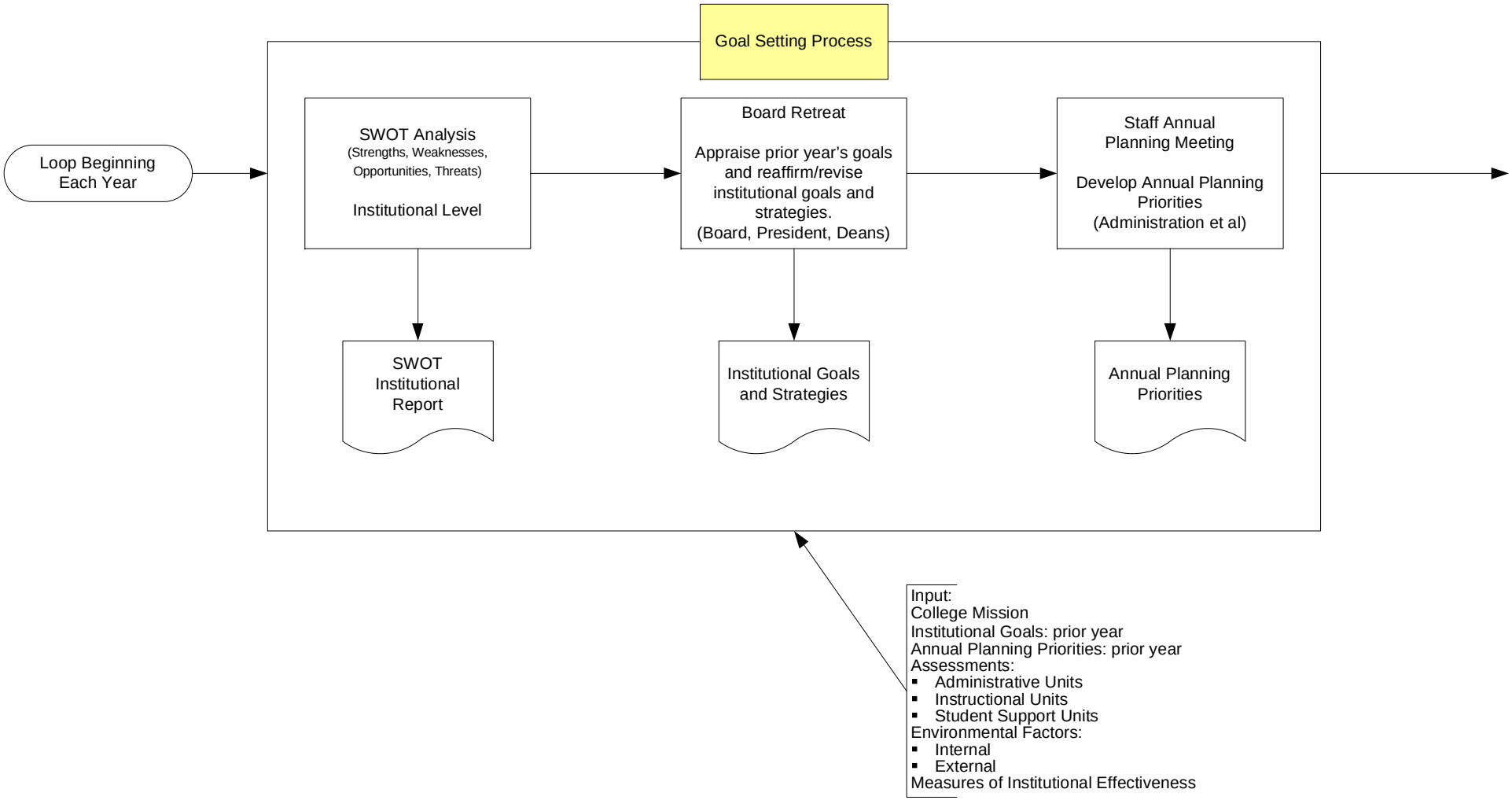
Southwestern Oregon Community College

Continuous Improvement Process

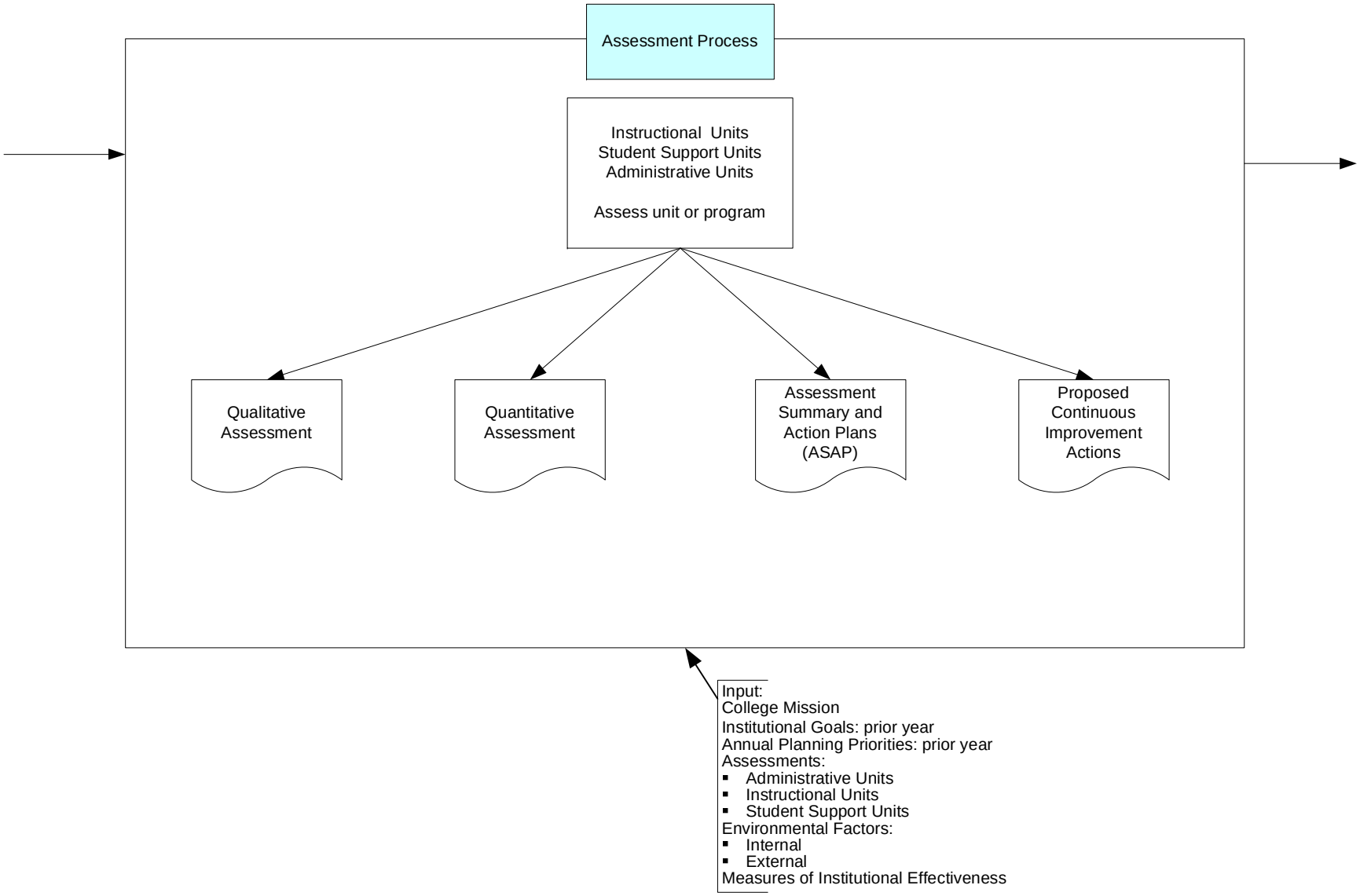
2005 - 2006



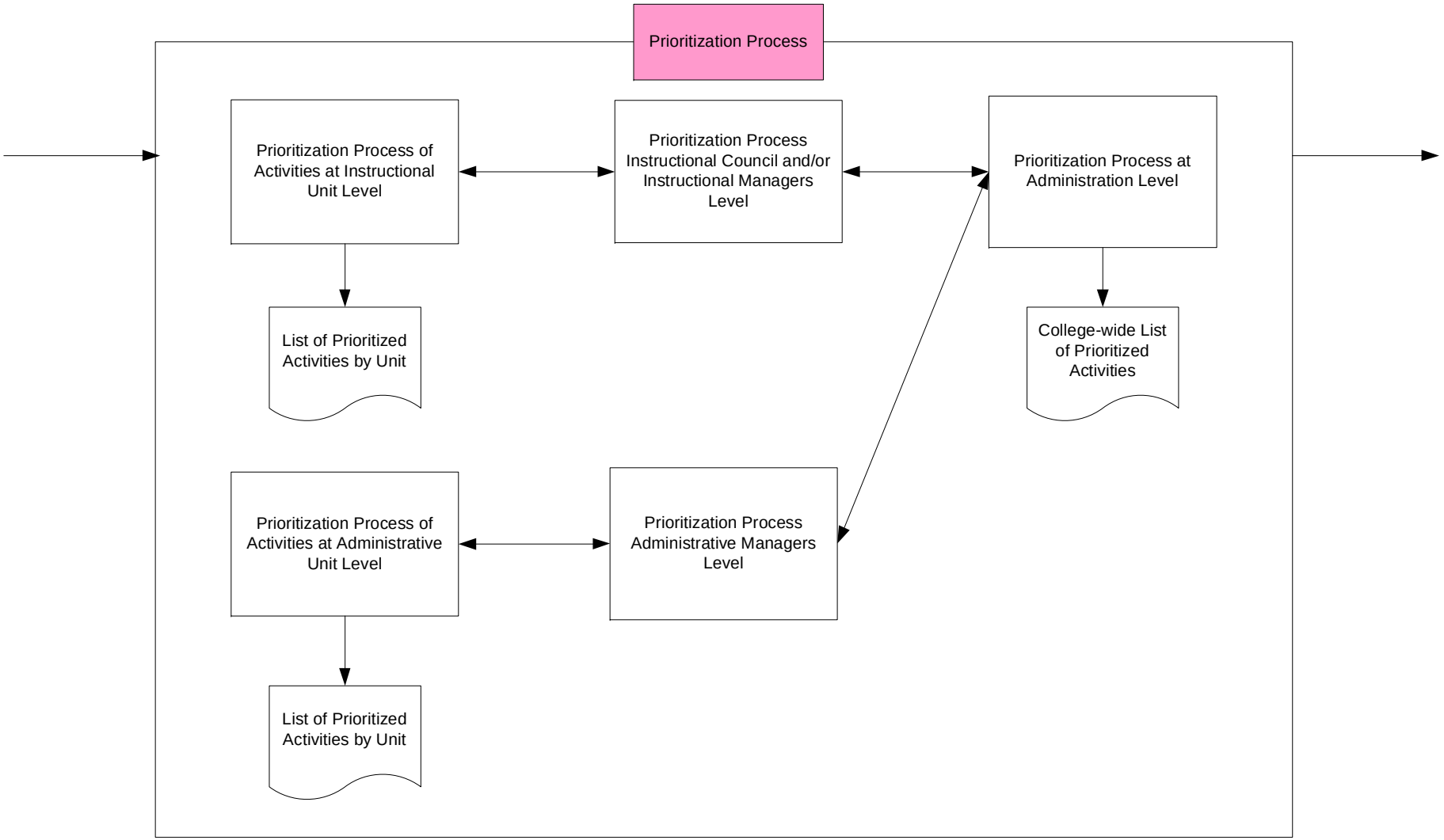
Southwestern Oregon Community College
Continuous Improvement Process



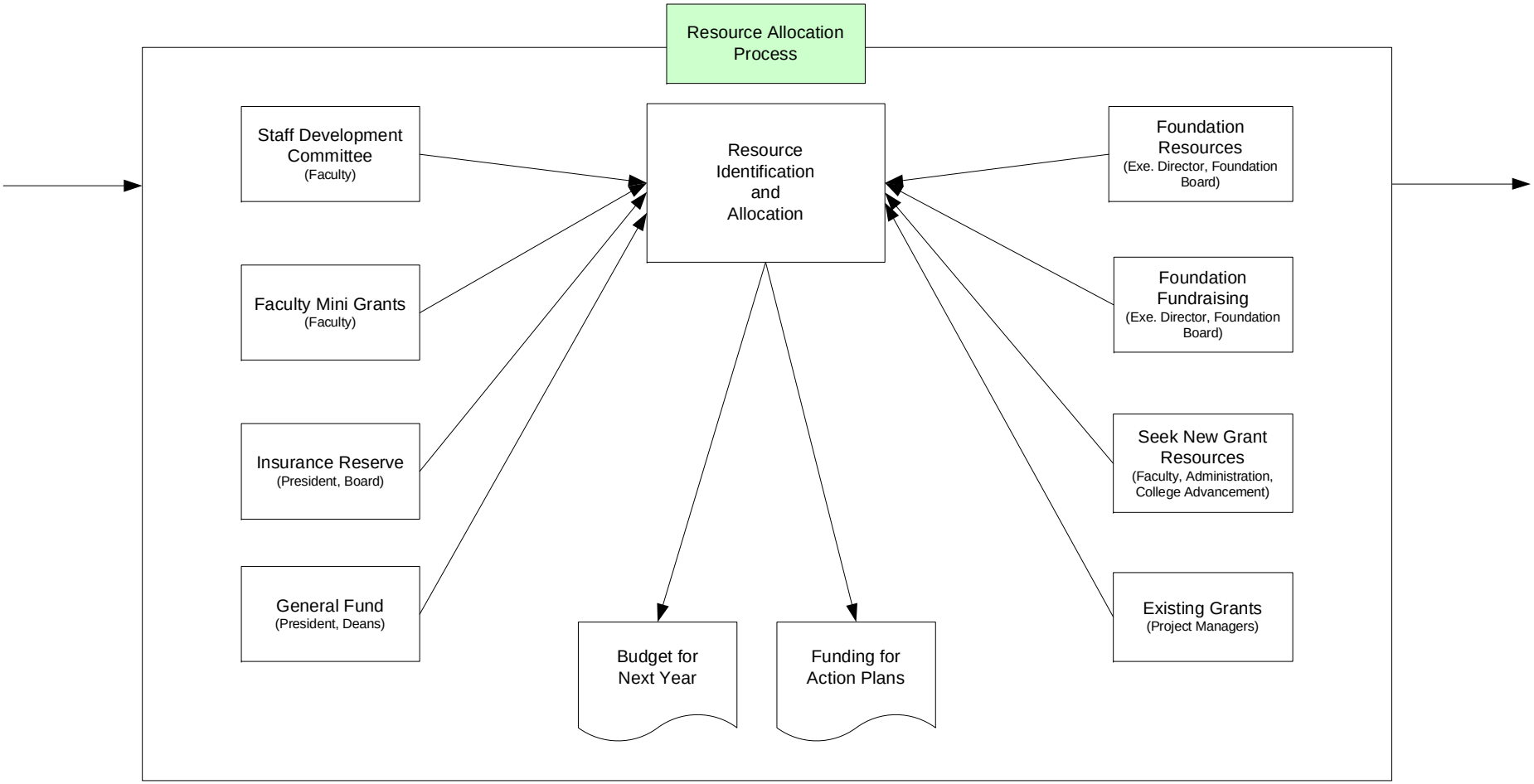
Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process

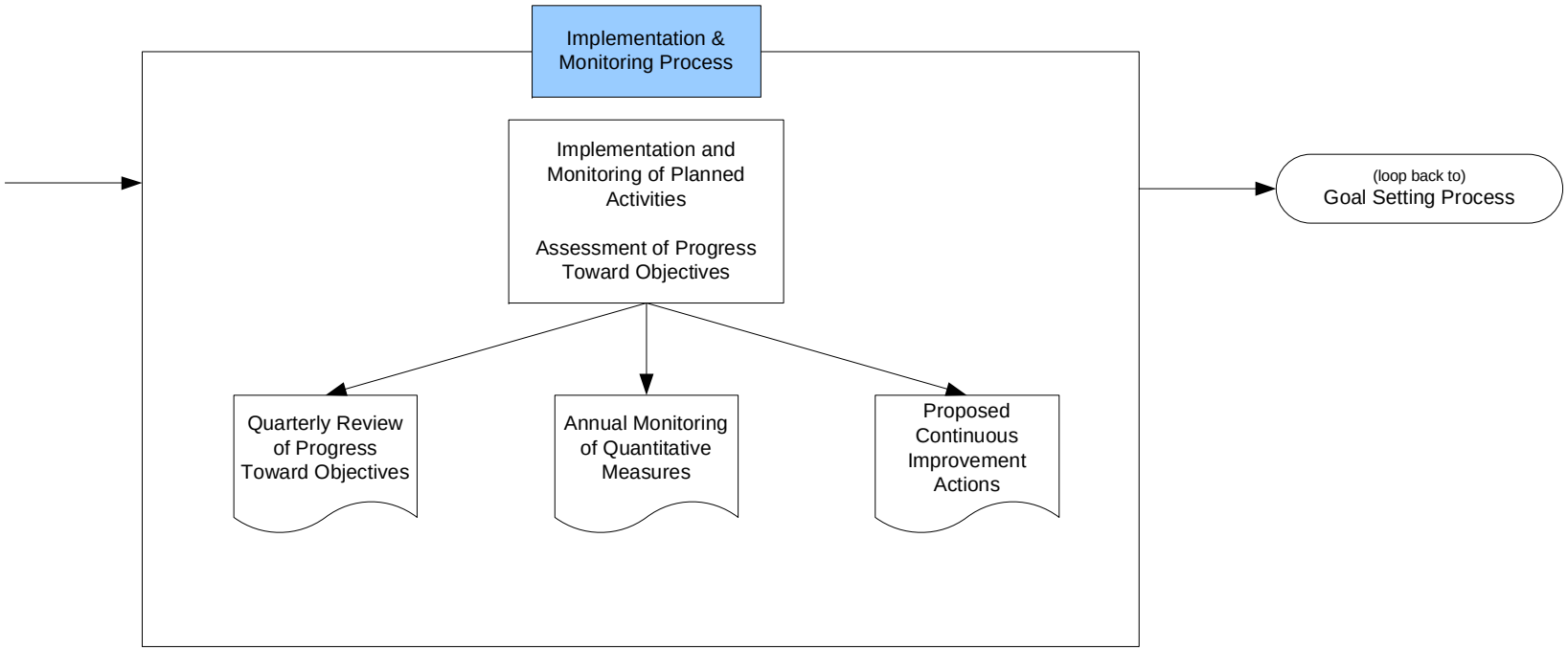


EXHIBIT I. A.7

Administrative Assessment and Planning

Assessment Summary and Action Plan

Summary of Assessments using the categories of
SWOT – Strengths, Weaknesses, Opportunities, Threats –

Strengths (generally internal to department)

-

Weaknesses (generally internal to department)

-

Opportunities (generally external to department)

-

Threats (generally external to department)

-

Progress toward achievement of objectives
[note: at this start-up, Objective Grids do not exist, therefore, just write a narrative on the changes you have made in the past year(s)]

- *current academic/fiscal year with Objective Grids*
- *prior academic fiscal year with Objective Grids*

All Continuous Improvement Action Plans proposed during the last cycle should accompany this report.

Long-range goals/vision/ideas:

List of new program objectives: Use the table grid that follows:

- *mapping to college/instructional objectives: List the strategy(s) from the mission statement.*
- *justification: Why has this objective been selected? What changes do you expect?*
- *impact: Do you project any impact (resources, stakeholders, other)?*
- *In the grids attached (one per program objective) provide*
    a. *suggested activities to achieve objectives (in grid)*
    b. *method(s) to measure achievement of objective*
    c. *timelines*
    d. *persons(s) responsible for activity*
    e. *(add grids as needed)*

Objective 1: [insert objective here]

Objective supports the following:

Institutional Strategies from Mission: (Double-click on box to check all the College Mission Strategies that apply):

☐ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☐ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

☐ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.

☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
   a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: *[State why has this objective been selected and what changes do you expect?]*

Impact: *[State any foreseen affect on other resources – financial, human, and/or physical]*:

Activities **(Includes Measures)**	**Timeline** **start/complete**	**Commentary on progress.**
1. [enter activity here]		[enter comments pertaining to activity here]
2. [enter activity here]		[enter comments pertaining to activity here]
3. [enter activity here]		[enter comments pertaining to activity here]
4. [enter activity here]		[enter comments pertaining to activity here]

Objective 2: [insert objective here]

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☐ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☐ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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   c. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   d. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: *[State why has this objective been selected and what changes do you expect?]*

Impact: *[State any foreseen affect on other resources – financial, human, and/or physical]*:

Activities **(Includes Measures)**	**Timeline** **start/complete**	**Commentary on progress.**
1. [enter activity here]		[enter comments pertaining to activity here]
2. [enter activity here]		[enter comments pertaining to activity here]
3. [enter activity here]		[enter comments pertaining to activity here]
4. [enter activity here]		[enter comments pertaining to activity here]

Objective 3: [insert objective here]

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☐ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☐ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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Justification: *[State why has this objective been selected and what changes do you expect?]*

Impact: *[State any foreseen affect on other resources – financial, human, and/or physical]*:

Activities **(Includes Measures)**	**Timeline** **start/complete**	**Commentary on progress.**
1. [enter activity here]		[enter comments pertaining to activity here]
2. [enter activity here]		[enter comments pertaining to activity here]
3. [enter activity here]		[enter comments pertaining to activity here]
4. [enter activity here]		[enter comments pertaining to activity here]

Recommendations/comments on assessment instruments and process

[Assessment is a fluid process. Please feel free to make constructive criticism. The goal of assessment is to have a process that is helpful to the departments and institution to make the most the resources: human, physical, and financial.]

Administrative Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

1. Quantitative Measures	The program has quantitative measures to indicate that the program is providing services with acceptable quality within established timelines.

Performance Indicators	Rate 1 to 5	Documentation and Location			
a. The program quantitative measures have been collected into report form and benchmarks have been identified.		Continual Improvement Action Plans			
b. Customer Satisfaction: Customer satisfaction is equal to or higher than the previous year.		Customer survey Customer comment cards			
c. Quality: Work is completed with a percentage of errors, numbers or dollars better than or equal to the previous year [list appropriate measures].		College audit Program specific audit Administrative unit longitudinal records			
d. Quantity: The percentage of requests fulfilled or numbers served is equal to or better than the previous year [list appropriate measures].		Administrative unit longitudinal records			
e. Timelines: Services are provided equal to the previous year or more quickly, on-time more often, or with greater frequency [list appropriate measures].		Administrative unit longitudinal records			

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

Summation Sheet		
Criterion	Qualitative Descriptions	Overall Rating
1. Access to Program(s) and Services	Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served.	
2. Organization of Programs and Services	The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units.	
3. Programs and Services Provided	The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College.	
4. Policies and Procedures	Appropriate policies and procedures for programs and services are established. They assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College.	
5. Resource Allocation	Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.	
6. Long Range Vision/Plan	The administrative unit has procedures in place to plan and continuously update program-planning and service-delivery efforts based upon regular review and evaluation.	
7. Effective Partnerships	The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.	
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support effective delivery of services and programs.	
9. Qualifications of Staff	Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.	
10. Professional Development	The College supports the continuing professional development of staff to provide them with the skills needed to be successful.	
11. Customer Service	Customers are satisfied with the range of programs and services provided and the manner in which they are delivered.	

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
1. Access to Program(s) and Services	Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Programs comply with ADA, Equal Opportunities Act, and Section 504 of the Rehabilitation Act: ▪ Programs and services are accessible for all eligible persons including non-traditional and special populations ▪ Services are provided in a non-biased and non-discriminating environment (race, gender, disability status). ▪ Program facilities provide physical access that accommodates students with disabilities.		[enter response here] [suggested resources/data] ADA accommodations Disability Services Specialist Customer surveys Written policies and procedures Publications
b. Program provides promotional and/or informational material to current and prospective customers in multiple formats		Publications Web site Policies and procedures
c. Program provides services to meet the needs of diverse customers (students, staff, business, community)		Publications Web site Policies and procedures

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

2. Organization of Programs and Services	The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Services are delivered within allocated budget		[enter response here] [suggested resources/data] Administrative unit budget
b. Customers are satisfied with services delivered		Customer survey Grievances filed Southwester, Southwestern and community electronic and print media
c. Service delivery staff are evaluated annually and set professional development goals		Annual evaluations Personnel files
d. Staff are retained with minimal turnover		Human Resources records
e. Collaboration with other administrative units		Organizational chart Regular committee service Task force service Policies and procedures
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

3. Programs and Services Provided	The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Comprehensive programs and services are provided **[list here]**		[enter response here] [suggested resources/data] Catalog Student handbook Web site Marketing materials
b. Programs and services are adequate to meet the needs of students, staff and the community		Customer survey
c. Programs and services are consistent with the mission and goals of the College		Mission statement Institutional goals and strategies Annual planning priorities
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
4. Policies and Procedures	Appropriate policies and procedures for programs and services are established. They assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Policies and procedures apply equally and are enforced equally to all persons.		[enter response here] [suggested resources/data] Board policies Marketing publications Student Handbook Web site Personnel records Incident reports ADA compliance Civil Rights review
b. Policies and procedures are established and followed for fiscal management.		Board policy manual Oregon budget law Approved College budget Signing authority Oregon Model Public Contracting Law Travel requests and reimbursements College audit Circular A-133 compliance Employee work rules Business Office fiscal controls Insurance Administrative unit written policies and procedures
c. Policies and procedures are established and followed for personnel management.		Board policy manual Hiring handbook College budget Human resources procedures Annual employee evaluations Union contracts Human resources forms Employee work rules AA/EEO officer Management training In-service activities Administrative unit written policies and procedures
d. Policies and procedures are established and followed for the management of consumable supplies, fixed assets and capital facilities.		Board policy manual College budget Fixed asset inventory 3-year maintenance plan Institutional Technology Plan Campus facilities master plan Work rules Administrative unit written policies and procedures

e. Policies and procedures are established and followed that assure compliance with applicable regulations.		Board policy manual Oregon Model Public Contracting Law College audit Circular A—133 compliance External evaluations Program officer site visits Interim and annual progress reports Administrative unit written policies and procedures Program-specific audits
f. Policies and procedures are consistent with accepted standards of professional practice.		Professional codes of ethics or standards of practice College audit Comparative data or information from peer institutions
g. Policies and procedures support the mission and goals of the College.		Mission statement Institutional goals and strategies Annual planning priorities
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
5. Resource Allocation	Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Staff completes assigned work with acceptable quality within established timelines.		enter response here] [suggested resources/data] Customer service records Annual employee evaluations College audit Program-specific audits Administrative unit policies and procedures
b. Administrative unit has adequate support from internal service providers to complete assigned work with acceptable quality within established timelines.		MIS access Technical support Work products of internal service providers
c. Staff have access to sufficient physical resources to complete assigned work with acceptable quality within established timelines.		Institutional Technology Plan College budget Campus Facilities Master Plan
d. Financial resources are adequate to complete assigned work with acceptable quality within established timelines.		College budget Contingency fund transfers Expense transfers
e. Resources are allocated on the basis of identified needs.		Campus Facilities Master Plan Institutional Technology Plan Institutional Assessment Plan Annual Planning Priorities Budget calendar Budget Committee College budget Contingency fund transfers
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

6. Long Range Vision/Plan	The administrative unit has procedures in place to plan and continuously update program-planning and service-delivery efforts based upon regular review and evaluation.

Quality Indicators	Rate 1 to 5	Documentation Location
a. Administrative unit assessment objective-activities grid and, if appropriate, Continual Improvement Action Plans are completed annually.		enter response here] [suggested resources/data] Continual Improvement Action Plans Assessment Meeting Minutes Objective Mapping
b. Planning templates are directly related to the College strategic plan goals including: ▪ Development of partnerships, ▪ Acquisition and allocation of resources to achieve Annual Planning Priorities ▪ Professional development.		Continual Improvement Action Plans Annual Planning Priorities Objective Mapping
c. Professional Development.		Annual employee evaluations Continual Improvement Action Plans Assessment meeting minutes
d. Administrative unit- specific objectives have been written from the outcome of the last assessment.		List of objectives.
e. Administrative unit objectives map to College mission, goals and Annual Planning Priorities		Objective map
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

7. Effective Partnerships	The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College staff and/or representatives participate with partner organizations in establishing program vision, goals and priorities where appropriate.		enter response here] [suggested resources/data] Meeting minutes Partnership agreements Contracts Outcome objectives
b. The College collaborates with partner organizations to provide shared or integrated services where appropriate.		Meeting minutes Partnership agreements Contracts Grants Letters of commitment
c. Partner organizations provide financial support to achieve shared goals and objectives.		Meeting minutes Partnership agreements Contracts Grants Gifts and fundraising
d. Partner organizations provide appropriate training, information or services to support effective service delivery.		Conferences and workshops Publications Listservs
e. Partner organizations support the College's mission, goals and Annual Planning Priorities through public and private advocacy.		Publications Lobbying Legislation Letters of support and commitment
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement. Leadership, management and supervision support effective delivery of services and programs.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College administration supports program planning and activities.		enter response here] [suggested resources/data] Annual planning retreat minutes Annual Planning Priorities Continual Improvement Action Plans
b. College administration supports program through management, maintenance, and operation of institutional facilities.		Continual Improvement Action Plans Institutional Technology Plan 3-year maintenance plan Campus Facilities Master Plan
c. Program's resources are consistent with the Administrative Unit's Continual Improvement Action Plan.		Continual Improvement Action Plan College budget
d. College administration is committed to customer satisfaction in delivery of services and programs.		Minutes of meetings Continual Improvement Action Plans
e. College administration supports and encourages creativity, innovation and increased efficiency.		Continual Improvement Action Plans Objectives College budget Reorganization/advancement
f. Staff works cooperatively with consistent positive attitudes to complete assigned work.		Organizational charts Annual employee evaluations Customer comment cards Customer survey Minutes of meetings Employee retention within administrative unit and/or College
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

9. Qualifications of Staff	Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Staff has appropriate educational credentials and/or experience for their assignments.		enter response here] [suggested resources/data] Job descriptions Employment applications
b. Assignments are clearly defined and published.		Job descriptions Organizational charts Internal memos
c. Personnel are regularly evaluated		Annual employee evaluations Human Resources policies and procedures
d. Staff demonstrates appropriate dress, grooming and attitudes for their work assignments.		Annual employee evaluations Human Resource files Customer surveys Customer comment cards
e. Staff appropriately applies policies and procedures and completes assigned work with acceptable quality within established timelines.		Annual employee evaluations Human Resource files Customer surveys Customer comment cards
f. Staff participates in appropriate continuing education.		Conferences, workshops, classes and training attended Subscriptions to print and electronic publications
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						

10. Professional Development	The College supports the continuing professional development of staff to provide them with the skills needed to be successful.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Each employee has a professional development plan.		Annual employee evaluations Human Resource files
b. Each employee participates in professional development activities appropriate to services provided such as: ▪ Conferences and workshops ▪ Classes and training ▪ Listservs ▪ Print and electronic publications ▪ Professional associations.		Annual employee evaluations Human Resource files Conferences, workshops, classes and training attended Subscriptions to print and electronic publications
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Unit: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
11. Customer Service	Customers are satisfied with the range of programs and services provided and the manner in which they are delivered.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Customers are satisfied with the range of programs and services offered.		Customer surveys Customer comment cards
b. Customers are satisfied with the manner in which programs and services are delivered.		Customer surveys Customer comment cards
c. Staff appropriately applies policies and procedures.		Annual employee evaluations Human Resources files
d. Staff completes assigned work with acceptable quality within established timelines.		Annual employee evaluations Human Resources files
e. Staff demonstrates appropriate dress, grooming and attitudes for their work assignments.		Annual employee evaluations Human Resources files
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

EXHIBIT I. A.8

Instructional Assessment and Planning

Assessment Summary and Action Plan

Summary of Assessments using the categories of SWOT – Strengths, Weaknesses, Opportunities, Threats –

Strengths (generally internal to department)

-

Weaknesses (generally internal to department)

-

Opportunities (generally external to department)

-

Threats (generally external to department)

-

Progress toward achievement of previous objectives *(All Continuous Improvement Action Plans proposed during the last cycle should be retained.)*

Long-range goals/vision/ideas:

List of new program objectives: Use the table grid that follows or create your own format:

Objective 1: Maintain courses and program(s) of study

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

- ☐ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.
- ☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
  - a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  - b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: Keep courses current.

Impact [affect on other resources – financial, human, and/or physical]: No resources identified at this time.

Activities (Includes Measures)	**Timeline** start/complete	**Commentary on progress.**
1. update course outlines (1/3 per year)	Fall quarter	
2.		
3.		
4.		

Objective 2: [insert objective here]

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☐ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☐ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

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☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
   a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: *[State why has this objective been selected and what changes do you expect?]*

Impact: *[State any foreseen affect on other resources – financial, human, and/or physical]*:

Activities **(Includes Measures)**	**Timeline** **start/complete**	**Commentary on progress.**
1. [enter activity here]		[enter comments pertaining to activity here]
2. [enter activity here]		[enter comments pertaining to activity here]
3. [enter activity here]		[enter comments pertaining to activity here]
4. [enter activity here]		[enter comments pertaining to activity here]

Objective 3: [insert objective here]

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☐ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☐ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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   a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: *[State why has this objective been selected and what changes do you expect?]*

Impact: *[State any foreseen affect on other resources – financial, human, and/or physical]*:

Activities **(Includes Measures)**	**Timeline** **start/complete**	**Commentary on progress.**
1. [enter activity here]		[enter comments pertaining to activity here]
2. [enter activity here]		[enter comments pertaining to activity here]
3. [enter activity here]		[enter comments pertaining to activity here]
4. [enter activity here]		[enter comments pertaining to activity here]

Recommendations/comments on assessment instruments and process

[Assessment is a fluid process. Please feel free to make constructive criticism. The goal of assessment is to have a process that is helpful to the departments and institution to make the most of the resources: human, physical, and financial.]

Department: _____ *Program:* _____

Submitted by: _____ *Date Submitted:* _____

Type of improvement:

☐ New Program (include new program checklist)

☐ Revised Program – show changes

Program changes only: (Supply all information needed for catalog modifications in the format ADD, DELETE, MOVE and specify quarter.) Attach other documents as needed for clarification.

ADD	*DELETE*	*MOVE*

Justification: (Why is the change required? Does it support the short and long term goals?)

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)

Timeline:

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

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  - a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  - b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Departmental objective: List the objective(s) from your department assessment that apply.

- ☐ Maintain courses and programs
- ☐
- ☐

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* _____*N/A: Were all department members given an opportunity to review to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Did all department members agree to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Were all stakeholders given an opportunity to review to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____*Yes* _____ *No* _____*N/A: Did all stakeholders agree to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____ Agree _____ Disagree Date:

Division Director/Unit Supervisor:

_____ Agree _____ Disagree Date:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

Department: _____ *Course:* _____

Submitted by: _____ *Date Submitted:* _____

Type of improvement:

☐ New course
☐ Revised course

If NEW Outline:
Originating Office:
Recommend Dept:

Proposed Action Description:

☑ *Outline checklist for changing a credit course: Indicate items(s) changed. Attach official course outline and other documents as needed for clarification.*

☐ 1. Course Number:
☐ 2. Course Title
☐ 3. Course Sub-Title:
☐ 4. Program Type:
☐ 5. This outline is new ___ Revised ___
☐ 6. Offered for:
☐ 7. Number of Credits:
☐ 8. How many times for credit:
☐ 9. Course Hours:
☐ 10. Course Description:
☐ 11. Grading:
☐ 12. Required Pre-requisites Courses
☐ 13. Required Concurrent Courses
☐ 14. Separate Lab
☐ 15. Sequence
☐ 16. Doubled Numbered:
☐ 17 Course Objectives
  ☐ Knowledge:
  ☐ Skills:
  ☐ Attitudes
☐ 18. Status:
☐ 19. Recommended Enrollment:
☐ 20. Special Fees:
☐ 21. Content Outline:
☐ 22. Recommended Text:
☐ 24. Required Materials:
☐ 24. References
☐ 25. Library
☐ 26. Developed by:
☐ 27. Revised by:
☐ 28. Additional information:
☐ 29. Division Director Use Only:
☐ 30. Office of Instruction Use Only

Justification: (Why is the change required? Does it support the short and long term goals?)

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)

Timeline:

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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  - a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  - b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Departmental objective: List the objective(s) from your department assessment that apply.

- ☐ Maintain courses and programs
- ☐
- ☐

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* _____*N/A: Were all department members given an opportunity to review to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Did all department members agree to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Were all stakeholders given an opportunity to review to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____*Yes* _____ *No* _____*N/A: Did all stakeholders agree to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____ Agree _____ Disagree Date:

Division Director/Unit Supervisor:

_____ Agree _____ Disagree Date:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

Fiscal Year 2006/Academic Year 2005-2006 *Instructional Equipment/Materials/Personnel/Other* *Proposed Continuous Improvement Action*

Department: _____ *Program/Course:* _____

*Submitted by:*_____ *Date Submitted:*_____

Type of improvement:

- ☐ Equipment/material purchase
- ☐ Facility Improvement
- ☐ Personnel
- ☐ Other: [list]

Proposed Action Description:

Justification: (Why is the change required? Does it support the short and long term goals?)

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)

Timeline:

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

- ☐ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.
- ☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
  - a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  - b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Departmental objective: List the objective(s) from your department assessment that apply.

- ☐ Maintain courses and programs
- ☐
- ☐

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* _____*N/A: Were all department members given an opportunity to review to the suggested proposal?*

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_____ Agree _____ Disagree Date:

Division Director/Unit Supervisor:

_____ Agree _____ Disagree Date:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

Discipline: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
Quantitative Measures	The program has quantitative measures to indicate that the program is healthy and the students are succeeding.					

Performance Indicators	Rate 1 to 5	Comments
a. The program quantitative measures have been collected and reviewed.		
b. Enrollment: The enrollment is appropriate AND is greater than or equal to the benchmark.		
c. FTE: The FTE generated is greater than or equal to the benchmark.		
d. Academic Achievement: The Academic Achievement GPA has been reviewed and is appropriate.		
e. Attrition: The student attrition rate is less than or equal to the benchmark.		
f. Completers: The rate at which students complete courses is greater than or equal to the benchmark.		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: [enter name here]

Summation Sheet		
Criterion	Description	Overall Rating
1. Curriculum and Instruction	The program has the curriculum, instruction and student assessment systems in place, including national skills standards and industry certification, to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career-related learning standards.	
2. Student Leadership Opportunities	The student has access to opportunities that develop leadership skills and impact student achievement and success.	
3. Student Access to Program(s)	The college and program provide access to all students with the ability to benefit, and the regular and supplemental services necessary for students to succeed in the program.	
4. Secondary School and Next-step Connections	The program has the connections in place with secondary education and next-step partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in: colleges, military, career schools, apprenticeship and/or on-the-job.	
5. Comprehensive Counseling and Career Development	The departmental program and/or college have services in place to support student development, career planning and achievement of standards through comprehensive counseling and career development.	
6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.	
7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.	
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support student achievement of academic, technical and career related learning standards.	
9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.	
10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.	

Discipline: [enter name here]

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
1. Curriculum and Instruction	The program has the curriculum, instruction and student assessment systems in place, including national skills standards and industry certification, to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career-related learning standards.					

Quality Indicators	Rate 1 to 5	Documentation or Reference
a. Program curriculum and instruction support the achievement of the institutional core competencies.		[enter response here] [suggested resources/data] course outlines lab exercises Class syllabus
b. Program curriculum and instruction support the achievement of academic standards		[enter response here] [suggested resources/data] OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
c. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
d. Program curriculum and instruction support the achievement of next-step standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
e. Program curriculum and instruction support the achievement of 2+2 standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
f. Program curriculum and instruction support the achievement of stakeholder standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
g. Program curriculum and instruction support the achievement of remedial/developmental standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
h. Instructional materials, strategies and technologies are available and utilized to meet individual needs, interests and abilities of students and the goals and standards of the program.		ADA accommodations teaching strategies professional development syllabi course outlines labs software
i. Multiple types of assessment are utilized to measure student achievement, development and progress.		Course outlines syllabi

Discipline: [enter name here]

j. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.		Safety committee instructional council
k. Safety instruction is integrated into the program.		Course outlines syllabi
l. Program is equipped and supplied to meet the needs of each student.		ADA accommodations Perkins committee lab size lab inventory
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: [enter name here]

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OVERALL RATING						
2. Leadership Opportunities	The student has access to opportunities that develop leadership skills and impact student achievement and success.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Student leadership opportunities are offered to students.		Student clubs and organizations capstone projects mentoring Internships/work/field experience
b. Curriculum reflects management activities, teamwork, role-playing, human relations, internships, etc.		Syllabi course outlines
OTHER:		

Rating Scale:
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4 –
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2 –
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OVERALL RATING						

3. Student Access to Program(s)	The college and program provide access to all students with the ability to benefit, and the regular and supplemental services necessary for students to succeed in the program.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Programs comply with ADA, Equal Opportunities Act, and Section 504 of the Rehabilitation Act: ▪ Appropriate access is provided for all students including non-traditional and special populations ▪ Program provides a non-biased and non-discriminating learning environment (race, gender, disability status). ▪ Program facilities provide physical access and instruction that accommodates students with disabilities.		ADA accommodations open door policy PTE Transition Specialist Perkins real time data recruiting advisory committees
b. Program provides promotional and/or informational material to current and prospective students.		Program sheets catalog website promotional packets Recruitment
c. Program provides instruction that addresses the various learning-style needs of all students. (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods).		Syllabi professional development
d. Access to Cooperative Work Experience (CWE) opportunities is provided to students.		Internships work study catalog program sheet
e. Counseling, guidance and career development services are provided to all students.		See Counseling Assessment EDP advising records
f. Tutorial services and instructional computing labs are available to all students.		Tutoring center and supplemental instruction computer labs
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
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OVERALL RATING						

4. Secondary School and Next-step Connections	The program has the connections in place with secondary education and next-step partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in: colleges, military, career schools, apprenticeship and/or on-the-job.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program has connections with secondary education and other next-step partners and engages in joint program and curriculum planning and development activities.		Articulation agreements tech prep meetings 2+2 articulation
b. Program curriculum and assessment are aligned with secondary and next-step options.		Articulation agreements tech prep meetings 2+2 articulation State wide instruction meetings articulation meetings collaborative meetings
c. Program scope and sequence offers students professional technical opportunities, dual credit, advanced placement, and other programs that lead to successful transition from secondary and to next-step partners.		Website 2 + 2 articulation handbook Articulation agreements tech prep meetings 2+2 articulation
d. Postsecondary and other next-step opportunities are communicated directly to students, instructors, counselors and advisors.		Website program sheets 2+2 Articulation handbook
OTHER:		

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OVERALL RATING						

5. Comprehensive Counseling and Career Development	The departmental program and/or college have services in place to support student development, career planning and achievement of standards through comprehensive counseling and career development.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program provides students accurate, current and high quality educational and career information and resources, including information about occupational opportunities that are non-traditional for their gender.		Transfer Advising PTE Transition Specialist Advising records program sheets Internships
b. Program assists all students in developing further postsecondary goals and education/career/personal plan consistent with interests, achievements, aptitudes, and abilities.		EDP CIS Career Counseling Class Career Specialist/Advisor Internships
c. Program assists students in the preparation for and achievement of their goals and the transition to jobs and/or next postsecondary opportunities.		Course outlines Advising records Career Fair Internships
OTHER:		

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OVERALL RATING						

6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.

Quality Indicators	Rate 1 to 5	Documentation Location
a. Departmental assessment objective-activities grid and, if appropriate, Continual Improvement Action Plans are completed annually.		Continual Improvement Action Plans Assessment Meeting Minutes Program sheets Objective Mapping
b. Planning templates are directly related to the college strategic plan goals including: ▪ Education and Industry partnerships to support and advance program goals and objectives, ▪ Connections with secondary and next-step institutions, ▪ Acquisition and updating of resources, equipment, funds, etc., and ▪ Professional development.		Continual Improvement Action Plans Objective Mapping
c. Professional Development.		Faculty Yearly Service Report Continual Improvement Action Plans Assessment Meeting Minutes Program sheets
d. Departmental specific objectives have been written from the outcome of the last assessment.		List of objectives.
e. Program objectives map to institutional and instructional objectives		Objective Map
OTHER:		

Rating Scale:
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OVERALL RATING						

7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College faculty and/or representatives participate with education partners in establishing program vision, goals and priorities such as, program development and inclusion of Oregon University System standards into curriculum, where appropriate.		State-wide instruction meetings articulation meetings collaborative meetings
b. Business, community and education partners participate in establishing program vision, goals and priorities such as: ▪ Assist in program development and inclusion of industry skill standards into curriculum, where appropriate. ▪ Play an role in curriculum development, implementation and evaluation. ▪ Participate in the teacher recruitment, appraisal process and ongoing professional development, ▪ Facilitate academic and CWE learning experiences for students.		Advisory committee minutes College Board minutes Internships and practicum placements follow up studies workshop agendas
c. Faculty are active and involved in the community.		Lists
OTHER:		

Rating Scale:
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Discipline: [enter name here]

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OVERALL RATING						
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support student achievement of academic, technical and career related learning standards.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College administration provides support for various instructional strategies including contextual teaching and learning.		Course outlines professional development plans/agenda Internships practicum Continual Improvement Action Plans
b. College administration is committed to student results as the key purpose and function of program.		Surveys Perkins data Registration application EDPs Advisor records
c. Program's resources are consistent with the department's Continual Improvement Action Plan.		Continual Improvement Action Plan
d. College administration supports program planning and activities.		Continual Improvement Action Plans Advisory Committee minutes Instructional Council Instructional Managers
e. College administration supports program through management, maintenance, and operation of institutional facilities.		Continual Improvement Action Plans Physical Resources Assessment
OTHER:		

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OVERALL RATING						

9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Instructor(s) have appropriate industry certification or credentials in the program areas of instruction.		HR department list general catalog
b. Program utilizes current accreditation system to identify specific instructor(s) preparation and training needs and requirements.		Administrative policies
c. Third-party agencies and other industry-accrediting bodies certify instructors as appropriate.		Appropriate state or industry accrediting body records
OTHER:		

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Discipline: [enter name here]

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OVERALL RATING						

10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Instructor(s) has a professional development plan.		Office of Instruction records Faculty Yearly Service Report
b. Program instructors participate in professional development activities linked to program and student outcomes such as: ▪ Professional development plan is integrated with college and state professional development plans, ▪ Professional development of other instructors, ▪ Participate in statewide learning opportunities including use of web-based resources or regional in-services, ▪ Participate in professional associations.		Office of Instruction records Faculty Yearly Service Report Staff Development Committee Faculty Excellent Awards In-service Training
OTHER:		

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Department: _____ *Course:* _____

Submitted by: _____ *Date Submitted:* _____

Type of improvement:

☐ New course
☐ Revised course

Course is: ☐ Reimbursable ☐ Non-reimbursable

If NEW Outline:
Originating Office:
Recommend Dept:

Proposed Action Description:

☑ *Outline checklist for changing a non-credit course: Indicate items(s) changed. Attach official course outline and other documents as needed for clarification.*

☐ 1. Course Number:
☐ 2. Course Title
☐ 3. Program Type:
☐ 4. This outline is new __Revised __
☐ 5. Contact Hours:
☐ 6. Course Description:
☐ 7. Special Requirements:
☐ 8. Recommended Enrollment:
☐ 9. Special Fees:
☐ 10. Developed by:
☐ 11. Revised by:
☐ 12. Course Objectives
  ☐ Knowledge:
  ☐ Skills:
  ☐ Attitudes:
☐ 13. Course Outline:
☐ 14. Division Director use only info:
☐ 15. Additional information:

Justification: (Why is the change required? Does it support the short and long term goals?)

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)

Timeline:

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

List the institutional and departmental objective(s) this proposal supports.

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- ☐ Deliver real-world education and training essential for a highly skilled workforce
- ☐ Encourage diversity, collegiality and professionalism
- ☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development
- ☐ Promote technological competence to compete in a global community
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Departmental objective: List the objective(s) from your department assessment that apply.

- ☐ Maintain courses and programs
- ☐
- ☐

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* _____*N/A: Were all department members given an opportunity to review to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Did all department members agree to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Were all stakeholders given an opportunity to review to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____*Yes* _____ *No* _____*N/A: Did all stakeholders agree to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____ Agree _____ Disagree Date:

Division Director/Unit Supervisor:

_____ Agree _____ Disagree Date:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

EXHIBIT I. A.9

Completed Instructional Assessment and Planning Forms

22 CS/CIS

Assessment Summary and Action Plan

Summary of Assessments using the categories of SWOT – Strengths, Weaknesses, Opportunities, Threats –

Strengths:

The four career ladders exist with the AAS in Web Design and Administration being place on the inactive list due to low enrollment and needing updating. The programs, AAS and Certificate of Completions, have approval of the State Department of Education. They were designed using the NWCET (National Workforce Center for Emerging Technologies), the ACM (Association for Computer Machinery), OCCC (Oregon Computer Chairs Committee) recommendations, input from the CIS advisory committee, and other appropriate sources. All programs were created (Software Support modified) under the Microsoft/AACC Working Connections Grant from April 2000 to July 2002. We have maintained these programs and modified them as needed so that they stay current.

The transfer AS degree was made inactive for the fall 2003-2004 year as we wait for the OUS schools to finish their modification of their BS programs. Students are encouraged to complete the AAOT or the AGS degrees. The courses that are used for transfer programs are aligned with the Oregon University System through the State Department of Education. At the current time, SOCC had the courses necessary to complete the equivalent of the first two years of the OSU and WOU CS programs.

Non-program "stakeholders" are AAOT and other transfer degrees, other AAS and certificate programs, and the general campus community. The courses required by the other programs are carefully matched with the OUS course requirements.

The CIS faculty give computer workshops for the staff and are involved in many committees. Additionally, department members help other employees with application questions or even develop projects for them.

The college's technology infrastructure is a strength with broadband connection, fiber connectivity, two IPV rooms, SmartBoards, teaching-computerized classrooms (Umpqua, Stensland, Tioga), current software, current hardware, CCNA lab, CCNP lab, A+ labs, separate instructional network in Umpqua, performing arts center and breakout rooms.

The greatest strength is found in the faculty in the department; they are a team of innovative and energetic professionals that are constantly thinking and working at ways to improve the department coursework and programs. Proof of this is in the extra work hours performed in the 2002-2003 gave about 300-350 hours of work hours to writing and researching content for four grants. The department received two of the grants (Oregon Pathways and League of Innovation College and Career Transitions Initiative Grant) and two ATE pre-grant summaries were given positive response. The department has a weekly meeting because we want to; the CIS department believes that we own and are responsible for our programs and related activities. Additionally, we govern and schedule ourselves. Members of the have strong credentials in the CS field.

Due to the success of grant work (Microsoft AACC Grant, CCTI, Oregon Pathways Challenge Grant, and others) the department and the college have a very good reputation for excellent work. This may lead to being awarded more grants and national acknowledgement.

The department is supported by the administration. The department's members are active participants in the college through committee work and extra volunteer work.

Weaknesses:

The enrollment has not grown as well as expected after creating the additional career ladders. Some courses are not at acceptable capacity.

Keeping current is a time-consuming task for faculty and it is expensive to keep the hardware and software current.

The Umpqua building does not have adequate electrical wiring and is not aesthetically pleasing as it is a converted auto shop and additionally, it is used for college storage. However, the students seem to like it.

Opportunities:

The college's student housing is available for short-term occupancy during the summer and the food service is available year long; perhaps could be used to house and feed workshop students.

The need for online and enhanced courses.

Grants exist for the CIS area.

The college's entrepreneurial attitude and willingness to *think outside the box.*

The college has an active recruiting department that has been successful in recruiting for other departments.

Two district high schools have open charter-magnet technology high schools (North Bend and Gold Beach). Marshfield is interested in collaboration with the college's credit-based transition opportunities.

The NWCET is establishing the criterion for CyberSecurity coursework and programs.

The college-wide need for in-service training in software applications, instructional technologies for enhanced courses, and instructional methods for enhanced and online curriculum.

Oregon Institute of Technology may be designing a BS in Networking. Our AAS would flow to this degree.

Threats:

The state of Oregon educational budget is resulting in fewer funds for community colleges.

The declining population in our K-12 school systems in the college district is resulting in fewer students from the district.

It may be difficult to attract experienced professionals into teaching at both the part-time and full-time levels.

Progress toward achievement of previous objectives *(All Continuous Improvement Action Plans proposed during the last cycle should be retained.)*

The CCTI grant continues to provide release time for faculty, improve our relationships with the local high schools, provide leadership on campus (CCSSE), and give CIS faculty a presence in college-wide decisions. As a result of the CCSSE survey and other information, the college started the college-wide retention committee and college-wide core competencies.

Maintained courses and programs.

Long-range goals/vision/ideas:

IDEAS:

A new surge in the technology field is the increased knowledge and skills of security, privacy, cyber-forensics, and other topics of this nature for the computer professional. Additionally, there is a stakeholder need for knowledge of these issues from a 'literacy' viewpoint. These all are part of the issues with President Bush's Homeland Security project. Adding these topics to our program is being considered; we have applied for a National Science Foundation Grant (ATE) in cyber-security to add this coursework.

The networking and technical support students may need more instruction on electricity. Additionally, we are considering a course in physics for technology based on the course developed by Bellevue Community College.

HELP DESK or software practicum is a course under consideration. The second term course of CS246, Systems Design, is considered a possible course for reconstruction.

Additional eCommerce courses and/or collaboration with the Business department. Perhaps combining Marketing and Website Development.

MCSA Exam Prep courses and program (certificate).

'Pulling Wire' certificate with Electronics department and CS

Additional digital media application courses such as, CS135xx, Digital Media Applications II: Animation and CS235xx, Digital Media Applications II: Multimedia

Workshops - hot topics – Working with Outreach and Professional Development Department to create short-term courses for credit covering topics that are current.

Project Management Course using Microsoft Project and/or Microsoft Visio CS244 revamped and offered to the Business department students.

Writing Across the Web

CyberTerrorism

Computer Ethics, Privacy/Security , Impact of Computers on Society

Common Project for Courses

Capstone/Field Experience

e-Commerce Business

Applied Physics for IT

Page Maker/Quark App/MS Publisher

Application Practicum

Hardware Practicum

Bookshelf added to CS125W

Challenge Tests: Industry Test Plus Portfolio
- Computer Literacy
- Access
- Excel
- PowerPoint
- Word
- Webmaster
- Project

Identify other industry tests for SWOCC testing center

MS Publisher Add to CS135W or new course

IPV for MCSE

Electronic portfolios

Recruiting Materials, Better Web Site, Group Advising

Web conferencing added to the CS178I, Internet course

Create new computer literacy courses per the OCCC for CS120, CS121, CS122

Objective 1: Maintain courses and program(s) of study

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

- ☒ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.
- ☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
  a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: Keep courses current.

Impact [affect on other resources – financial, human, and/or physical]: No resources identified at this time.

Activities (Includes Measures)	**Timeline** start/complete	**Commentary on progress.**
1. update course outlines (1/3 per year)	Fall 2005	
2. update course outlines (1/3)	Fall 2006	
3. update course outlines	Fall 2007	
4. Update Networking program		
5. Update Tech Support		
6. Update Software Support		
7. Update Web program		
8. Up[date CS transfer information		
9. Add Computer Literacy Industry Test		
10. Add other industry tests		
11.		

Objective 2: Redesign AAS in Web Design and Administration program

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☒ Maintain high standards of excellence in instructional programs and student services

☒ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☒ Promote technological competence to compete in a global community

☒ Provide multiple avenues of access to educational opportunities for all students

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Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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   a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: Evaluate program objectives and courses to insure that the program meets the current nationally identified objectives and outcomes. Increase enrollment through multiple access methods – traditional and online. Include high school students in the target population.

Impact: Increased enrollment in web program coursework.

Activities (Includes Measures)	**Timeline** start/complete	**Commentary on progress.**
1. determine the national objectives and outcomes		
2. study other programs in Oregon and OCCC guidelines		
3. work with high schools in district		
4. create online courses for courses in the two certificates		
5. convert courses to online		
6. evaluated enrollment		
7.		

Objective 3: Participate in grant applications as appropriate. Seek grants to further CIS programs and objectives.

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☒ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☒ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

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   a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
   b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☒ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: To further the goals of the department without impacting the general fund.

Impact: Extra time and effort on the part of the faculty for which they are not compensated.

Activities (Includes Measures)	**Timeline** start/complete	**Commentary on progress.**
1. seek grants that will help reach our department goals		
2. assist in the writing of related grants as needed		
3. seek grant(s) for institutional concept of a teaching and learning center		
4.		

Objective 4: Increase recruitment and retention efforts.

Objective supports the following:

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

☒ Maintain high standards of excellence in instructional programs and student services

☐ Deliver real-world education and training essential for a highly skilled workforce

☐ Encourage diversity, collegiality and professionalism

☐ Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development

☒ Promote technological competence to compete in a global community

☐ Provide multiple avenues of access to educational opportunities for all students

☐ Enhance the cultural awareness of students and the community at large

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

☐ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.

☒ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
- c. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
- d. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.

☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Justification: CIS programs have suffered decreased enrollments.

Impact: None identified at this time. If enrollment increased, there may be additional materials and supplied needed.

Activities (Includes Measures)	**Timeline** start/complete	**Commentary on progress.**
1. work with recruiting department		
2. increase in-district recruiting efforts		
3. increase in-district visibility		
4. seek other non-traditional populations		
5. promote/create cohorts and/or engagement		
6.		

Recommendations/comments on assessment instruments and process

[Assessment is a fluid process. Please feel free to make constructive criticism. The goal of assessment is to have a process that is helpful to the departments and institution to make the most of the resources: human, physical, and financial.]

- I think the rating scale causes undue and unnecessary stress. I think we should go back to satisfied and not-satisfied.
-

Discipline: 22 CS/CIS

Summation Sheet		
Criterion	Description	Overall Rating
1. Curriculum and Instruction	The program has the curriculum, instruction and student assessment systems in place, including national skills standards and industry certification, to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career-related learning standards.	4
2. Student Leadership Opportunities	The student has access to opportunities that develop leadership skills and impact student achievement and success.	4
3. Student Access to Program(s)	The college and program provide access to all students with the ability to benefit, and the regular and supplemental services necessary for students to succeed in the program.	4
4. Secondary School and Next-step Connections	The program has the connections in place with secondary education and next-step partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in: colleges, military, career schools, apprenticeship and/or on-the-job.	5
5. Comprehensive Counseling and Career Development	The departmental program and/or college have services in place to support student development, career planning and achievement of standards through comprehensive counseling and career development.	4
6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.	4
7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.	4
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support student achievement of academic, technical and career related learning standards.	4
9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.	4
10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.	4

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		**4**				

1. Curriculum and Instruction	The program has the curriculum, instruction and student assessment systems in place, including national skills standards and industry certification, to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career-related learning standards.

Quality Indicators	Rate 1 to 5	Documentation or Reference
a. Program curriculum and instruction support the achievement of the institutional core competencies.	4	We need to complete the new forms for course outlines and program review [suggested resources/data] course outlines lab exercises Class syllabus
b. Program curriculum and instruction support the achievement of academic standards	4	Programs are up-to-date CS120, cs121, cs121 series needs to be developed when work done by OCCC [suggested resources/data] OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
c. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).	4	OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
d. Program curriculum and instruction support the achievement of next-step standards.	4	• Due to low enrollments, we are having difficulty offering the courses needed for CS transfer majors • programs support the needs of AAS students OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
e. Program curriculum and instruction support the achievement of 2+2 standards.	5	OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
f. Program curriculum and instruction support the achievement of stakeholder standards.	4	Computer literacy work needs to be done for CS120,121,122 per the OCCC OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
g. Program curriculum and instruction support the achievement of remedial/developmental standards.	4	OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets

h. Instructional materials, strategies and technologies are available and utilized to meet individual needs, interests and abilities of students and the goals and standards of the program.	5	ADA accommodations teaching strategies professional development syllabi course outlines labs software
i. Multiple types of assessment are utilized to measure student achievement, development and progress.	5	Course outlines syllabi
j. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.	4	Safety committee instructional council
k. Safety instruction is integrated into the program.	4	Course outlines syllabi
l. Program is equipped and supplied to meet the needs of each student.	5	ADA accommodations Perkins committee lab size lab inventory
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		**4**				
2. Leadership Opportunities	The student has access to opportunities that develop leadership skills and impact student achievement and success.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Student leadership opportunities are offered to students.	5	Student clubs and organizations capstone projects mentoring Internships/work/field experience
b. Curriculum reflects management activities, teamwork, role-playing, human relations, internships, etc.	4	Syllabi course outlines
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		4				

3. Student Access to Program(s)	The college and program provide access to all students with the ability to benefit, and the regular and supplemental services necessary for students to succeed in the program.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Programs comply with ADA, Equal Opportunities Act, and Section 504 of the Rehabilitation Act: ▪ Appropriate access is provided for all students including non-traditional and special populations ▪ Program provides a non-biased and non-discriminating learning environment (race, gender, disability status). ▪ Program facilities provide physical access and instruction that accommodates students with disabilities.	5	ADA accommodations open door policy PTE Transition Specialist Perkins real time data recruiting advisory committees
b. Program provides promotional and/or informational material to current and prospective students.	4	Program sheets catalog website promotional packets Recruitment
c. Program provides instruction that addresses the various learning-style needs of all students. (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods).	4	Syllabi professional development
d. Access to Cooperative Work Experience (CWE) opportunities is provided to students.	5	Internships work study catalog program sheet
e. Counseling, guidance and career development services are provided to all students.	5	See Counseling Assessment EDP advising records
f. Tutorial services and instructional computing labs are available to all students.	5	Online and distance students need these student support services Tutoring center and supplemental instruction computer labs
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

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OVERALL RATING	**5**					

4. Secondary School and Next-step Connections	The program has the connections in place with secondary education and next-step partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in: colleges, military, career schools, apprenticeship and/or on-the-job.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program has connections with secondary education and other next-step partners and engages in joint program and curriculum planning and development activities.	5	Articulation agreements tech prep meetings 2+2 articulation
b. Program curriculum and assessment are aligned with secondary and next-step options.	5	Articulation agreements tech prep meetings 2+2 articulation State wide instruction meetings articulation meetings collaborative meetings
c. Program scope and sequence offers students professional technical opportunities, dual credit, advanced placement, and other programs that lead to successful transition from secondary and to next-step partners.	5	Website 2 + 2 articulation handbook Articulation agreements tech prep meetings 2+2 articulation
d. Postsecondary and other next-step opportunities are communicated directly to students, instructors, counselors and advisors.	5	Website program sheets 2+2 Articulation handbook
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		**4**				

5. Comprehensive Counseling and Career Development	The departmental program and/or college have services in place to support student development, career planning and achievement of standards through comprehensive counseling and career development.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program provides students accurate, current and high quality educational and career information and resources, including information about occupational opportunities that are non-traditional for their gender.	4	Transfer Advising PTE Transition Specialist Advising records program sheets Internships
b. Program assists all students in developing further postsecondary goals and education/career/personal plan consistent with interests, achievements, aptitudes, and abilities.	4	EDP CIS Career Counseling Class Career Specialist/Advisor Internships
c. Program assists students in the preparation for and achievement of their goals and the transition to jobs and/or next postsecondary opportunities.	5	Course outlines Advising records Career Fair Internships
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

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OVERALL RATING		4				

6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.

Quality Indicators	Rate 1 to 5	Documentation Location
a. Departmental assessment objective-activities grid and, if appropriate, Continual Improvement Action Plans are completed annually.	5	Continual Improvement Action Plans Assessment Meeting Minutes Program sheets Objective Mapping
b. Planning templates are directly related to the college strategic plan goals including: ▪ Education and Industry partnerships to support and advance program goals and objectives, ▪ Connections with secondary and next-step institutions, ▪ Acquisition and updating of resources, equipment, funds, etc., and ▪ Professional development.	5	Continual Improvement Action Plans Objective Mapping
c. Professional Development.	4	Faculty Yearly Service Report Continual Improvement Action Plans Assessment Meeting Minutes Program sheets
d. Departmental specific objectives have been written from the outcome of the last assessment.	5	List of objectives.
e. Program objectives map to institutional and instructional objectives	5	Objective Map
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
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Discipline: 22 CS/CIS

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OVERALL RATING		**4**				

7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College faculty and/or representatives participate with education partners in establishing program vision, goals and priorities such as, program development and inclusion of Oregon University System standards into curriculum, where appropriate.	4	State-wide instruction meetings articulation meetings collaborative meetings
b. Business, community and education partners participate in establishing program vision, goals and priorities such as: ▪ Assist in program development and inclusion of industry skill standards into curriculum, where appropriate. ▪ Play an role in curriculum development, implementation and evaluation. ▪ Participate in the teacher recruitment, appraisal process and ongoing professional development, ▪ Facilitate academic and CWE learning experiences for students.	4	Advisory committee minutes College Board minutes Internships and practicum placements follow up studies workshop agendas
c. Faculty are active and involved in the community.	4	Lists
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		**4**				
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support student achievement of academic, technical and career related learning standards.					

Quality Indicators	Rate 1 to 5	Documentation and Location
a. College administration provides support for various instructional strategies including contextual teaching and learning.	4	Course outlines professional development plans/agenda Internships practicum Continual Improvement Action Plans
b. College administration is committed to student results as the key purpose and function of program.	4	Surveys Perkins data Registration application EDPs Advisor records
c. Program's resources are consistent with the department's Continual Improvement Action Plan.	4	Continual Improvement Action Plan
d. College administration supports program planning and activities.	4	Continual Improvement Action Plans Advisory Committee minutes Instructional Council Instructional Managers
e. College administration supports program through management, maintenance, and operation of institutional facilities.	4	Need Technology/Science building Continual Improvement Action Plans Physical Resources Assessment
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		**4**				

9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Instructor(s) have appropriate industry certification or credentials in the program areas of instruction.	4	Probably should have MOS and other certifications HR department list general catalog
b. Program utilizes current accreditation system to identify specific instructor(s) preparation and training needs and requirements.	5	Administrative policies
c. Third-party agencies and other industry-accrediting bodies certify instructors as appropriate.	5	Appropriate state or industry accrediting body records
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
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Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING		4				

10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Instructor(s) has a professional development plan.	4	Office of Instruction records Faculty Yearly Service Report
b. Program instructors participate in professional development activities linked to program and student outcomes such as: ▪ Professional development plan is integrated with college and state professional development plans, ▪ Professional development of other instructors, ▪ Participate in statewide learning opportunities including use of web-based resources or regional in-services, ▪ Participate in professional associations.	3-4	Office of Instruction records Faculty Yearly Service Report Staff Development Committee Faculty Excellent Awards In-service Training
OTHER:		

Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

Discipline: 22 CS/CIS

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING			**3**			
Quantitative Measures	The program has quantitative measures to indicate that the program is healthy and the students are succeeding.					

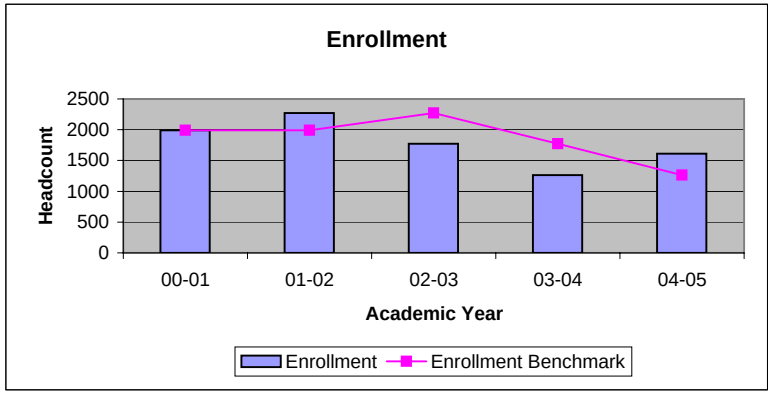
Performance Indicators	Rate 1 to 5	Comments
a. The program quantitative measures have been collected and reviewed.	4	
b. Enrollment: The enrollment is appropriate AND is greater than or equal to the benchmark.	3	
c. FTE: The FTE generated is greater than or equal to the benchmark.	3	
d. Academic Achievement: The Academic Achievement GPA has been reviewed and is appropriate.	3	
e. Attrition: The student attrition rate is less than or equal to the benchmark.	3	
f. Completers: The rate at which students complete courses is greater than or equal to the benchmark.	3	

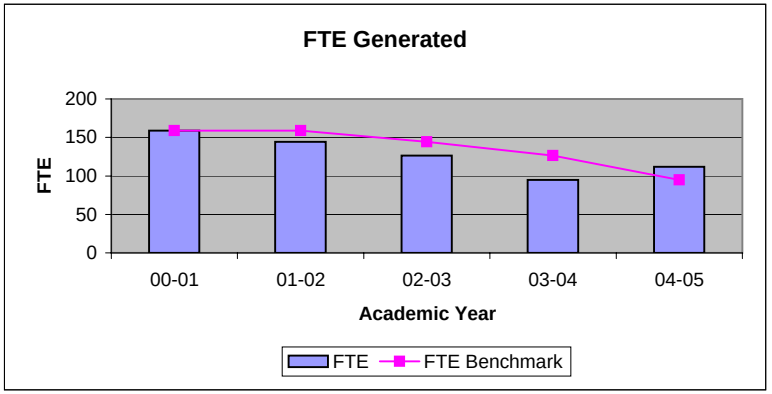
Rating Scale:
5 – Excellent: indicator fully addressed
4 –
3 – Satisfactory: indicator satisfactorily addressed
2 –
1 – Very poor: indicator not addressed
NA – Not Applicable

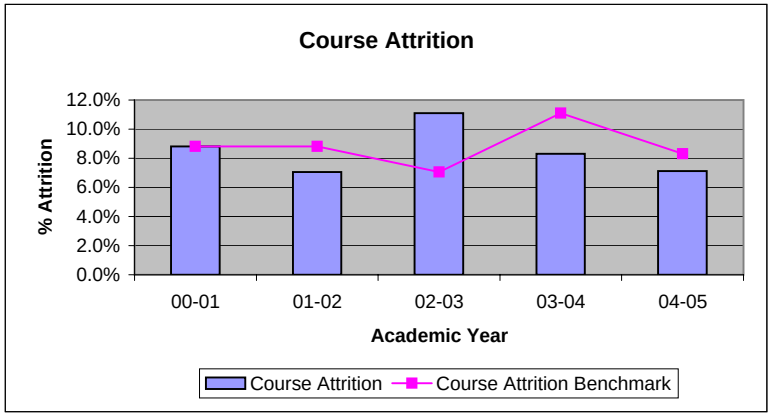
22 CS/CIS

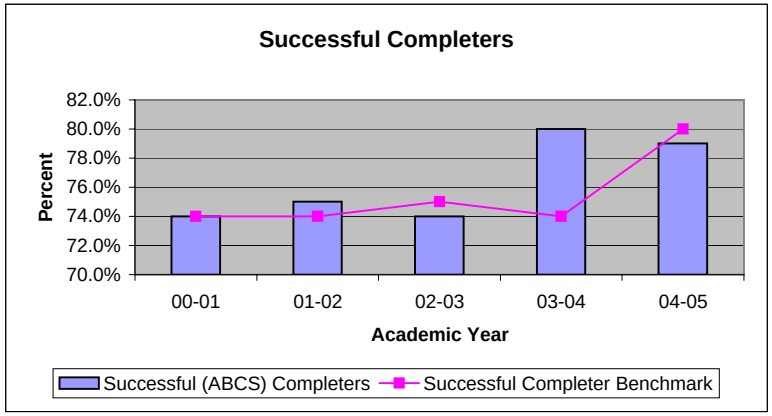
Benchmark Increase per Year	0%	0%				0%			0%

Academic Year	Enrollment	Enrollment Benchmark	FTE	FTE Benchmark	Academic Achievement	Campus-wide Academic Achievement	Course Attrition	Course Attrition Benchmark	Successful (ABCS) Completers	Successful Completer Benchmark
00-01	1990	1990	159	159	3.04	2.93	8.8%	8.8%	74.0%	74.0%
01-02	2271	1990	144	159	2.8	2.91	7.1%	8.8%	75.0%	74.0%
02-03	1774	2271	126	144	3.03	3.01	11.1%	7.1%	74.0%	75.0%
03-04	1262	1774	95	126	3.06	3.01	8.3%	11.1%	80.0%	74.0%
04-05	1613	1262	112	95	3.06	2.96	7.1%	8.3%	79.0%	80.0%









Enrollment = total number of students in all sections for four quarters in the academic year (XDER Count)
FTE = total number of FTE generated from the enrollment (XDER FTE)
Academic Achievement = average grade given for all students completing courses (XCGR A B C D F)
Course Attrition = percent of students that dropped course (XCGR Drop/Total)
Successful Completers = percent of students that receive successful grade (ABCS) (XCGR ABCS)

22 Computer Info Systems

Academic Year	Division Code	Discipline Code	Major Code	Major Title	Total	New Students	Continuing Students	Goal of Cert or Deg	First Year	Second Year	12+ Credits	7-11 Credits	6 Credits	1-5 Credits	0 Credits	Graduates	New Spring	Cont Spring	Completers	Total Completers
1998	BT	22	1005	AS: Computer Science	2	2	0	2	2	0	0	0	0	1	1	0	1	0	0	0
1999	BT	22	1005	AS: Computer Science	5	2	3	4	5	0	1	2	0	1	1	0	2	1	0	0
2000	BT	22	1005	AS: Computer Science	18	4	14	16	16	2	4	5	0	1	8	0	1	9	1	1
2001	BT	22	1005	AS: Computer Science	16	3	13	8	13	3	5	5	1	2	3	0	1	9	0	0
2002	BT	22	1005	AS: Computer Science	15	6	9	11	12	3	6	5	0	2	2	0	5	9	0	0
2003	BT	22	1005	AS: Computer Science	8	1	7	5	3	5	1	3	0	2	2	0	1	4	0	0
2004	BT	22	1005	AS:Computer Science	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0
			1005 Total																	1
2001	BT	22	2112	AAS: Technical Support	4	0	4	4	3	1	3	0	0	0	1	0	0	3	0	0
2002	BT	22	2112	AAS: Technical Support	6	0	6	6	2	4	2	2	0	0	2	2	0	5	0	2
2003	BT	22	2112	AAS: Technical Support	5	0	5	4	1	4	4	0	0	0	1	2	0	2	0	2
2004	BT	22	2112	AAS: Technical Support	4	0	4	2	2	2	2	2	0	0	0	1	0	4	0	1
			2112 Total																	5
1998	BT	22	2113	AAS: Computer Inf Sys	79	10	69	64	50	29	29	14	1	11	24	0	3	45	7	7
1999	BT	22	2113	AAS: Computer Inf Sys	113	14	99	86	66	47	29	18	3	21	42	0	12	53	14	14
2000	BT	22	2113	AAS: Computer Inf Sys	86	6	80	67	51	35	21	18	3	13	31	3	1	40	15	18
2001	BT	22	2113	AAS: Computer Inf Sys	81	6	75	68	42	39	22	13	8	12	26	8	5	48	22	30
2002	BT	22	2113	AAS: Computer Inf Sys	40	0	40	32	17	23	13	8	0	6	13	7	0	25	15	22
2003	BT	22	2113	AAS: Computer Inf Sys	32	4	28	22	15	17	7	8	0	5	12	1	2	15	9	10
2004	BT	22	2113	AAS: Computer Inf Sys	16	1	15	6	8	8	4	3	0	3	6	4	0	8	2	6
			2113 Total																	107
2001	BT	22	2128	AAS: Network Design and Admin	5	1	4	5	4	1	4	0	0	1	0	0	1	4	0	0
2002	BT	22	2128	AAS: Network Design and Admin	16	1	15	14	8	8	6	3	2	2	3	2	0	6	0	2
2003	BT	22	2128	AAS: Network Design and Admin	15	2	13	11	6	9	6	0	3	4	2	2	2	8	0	2
2004	BT	22	2128	AAS: Network Design and Admin	24	6	18	17	15	9	8	9	1	4	2	0	3	12	0	0
			2128 Total																	4
2002	BT	22	2130	AAS: Web Development and Admin	5	1	4	4	4	1	1	4	0	0	0	2	1	4	0	2
2003	BT	22	2130	AAS: Web Development and Admin	13	0	13	11	3	10	7	2	1	1	2	2	0	9	0	2
2004	BT	22	2130	AAS: Web Development and Admin	6	0	6	5	2	4	1	2	1	1	1	3	0	4	0	3
			2130 Total																	7
2001	BT	22	2186	CERT: Computer Technician	3	0	3	2	3	0	1	1	1	0	0	0	0	3	0	0
2002	BT	22	2186	CERT: Computer Technician	4	1	3	2	3	1	0	3	0	0	1	0	0	2	0	0
2003	BT	22	2186	CERT: Computer Technician	8	5	3	4	7	1	6	1	0	1	0	0	3	3	0	0
2004	BT	22	2186	CERT: Computer Technician	6	0	6	4	5	1	2	1	0	1	2	1	0	3	0	1
			2186 Total																	1
2002	BT	22	2187	CERT: Software App Specialist	3	1	2	1	3	0	0	0	0	2	1	0	1	0	0	0
			2187 Total																	0
2001	BT	22	2188	CERT: Network Technician	2	1	1	2	2	0	1	0	0	1	0	0	1	0	0	0
2002	BT	22	2188	CERT: Network Technician	3	0	3	2	1	2	0	1	0	0	2	0	0	1	0	0
2003	BT	22	2188	CERT: Network Technician	2	0	2	1	0	2	0	0	0	0	2	0	0	1	0	0
2004	BT	22	2188	CERT: Network Technician	3	0	3	2	2	1	0	0	1	1	1	0	0	0	0	0
			2188 Total																	0
2002	BT	22	2189	CERT: Web Prod Specialist	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0
			2189 Total																	0
1998	BT	22	2213	TO: Web Site Design	2	0	2	2	2	0	0	1	1	0	0	0	0	1	0	0
1999	BT	22	2213	TO: Web Site Design	4	1	3	3	3	1	2	0	1	1	0	0	1	1	1	1
2000	BT	22	2213	TO: Web Site Design	6	0	6	3	3	3	0	3	1	0	2	4	0	3	0	4
2001	BT	22	2213	TO: Web Site Design	2	1	1	2	1	1	0	0	0	1	1	0	0	1	0	0
2002	BT	22	2213	TO: Web Site Design	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0

Academic Year	Division Code	Discipline Code	Major Code	Major Title	Total	New Students	Continuing Students	Goal of Cert or Deg	First Year	Second Year	12+ Credits	7-11 Credits	6 Credits	1-5 Credits	0 Credits	Graduates	New Spring	Cont Spring	Completers	Total Completers
2003	BT	22	2213	TO: Web Site Design	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0
			2213 Total																	5
2001	BT	22	2214	TO: Web Site Production	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0
			2214 Total																	0
1998	BT	22	2215	TO: Network-CIS SWO	2	0	2	1	2	0	1	0	0	1	0	0	0	1	0	0
1999	BT	22	2215	TO: Network-CIS SWO	6	3	3	3	5	1	1	2	0	2	1	0	1	3	0	0
2000	BT	22	2215	TO: Network-CIS SWO	5	0	5	3	5	0	2	1	0	1	1	0	0	2	0	0
2001	BT	22	2215	TO: Network-CIS SWO	2	0	2	2	0	2	0	0	0	0	2	0	0	1	0	0
2002	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	0	1	0	0	0	0	1	0	0
2003	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	1	0	0	0	0	0	1	0	0
2004	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0
			2215 Total																	0
2001	BT	22	2254	CERT: Network Cert Exam Prep	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0
			2254 Total																	0
2001	BT	22	2255	CERT: Network Fundamentals	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0
			2255 Total																	0
2003	BT	22	2256	CERT: Web Site Fundamentals	1	0	1	1	1	0	0	0	0	0	1	1	0	0	0	1
			2256 Total																	1
			Grand Total																	131

22 Computer Info Systems

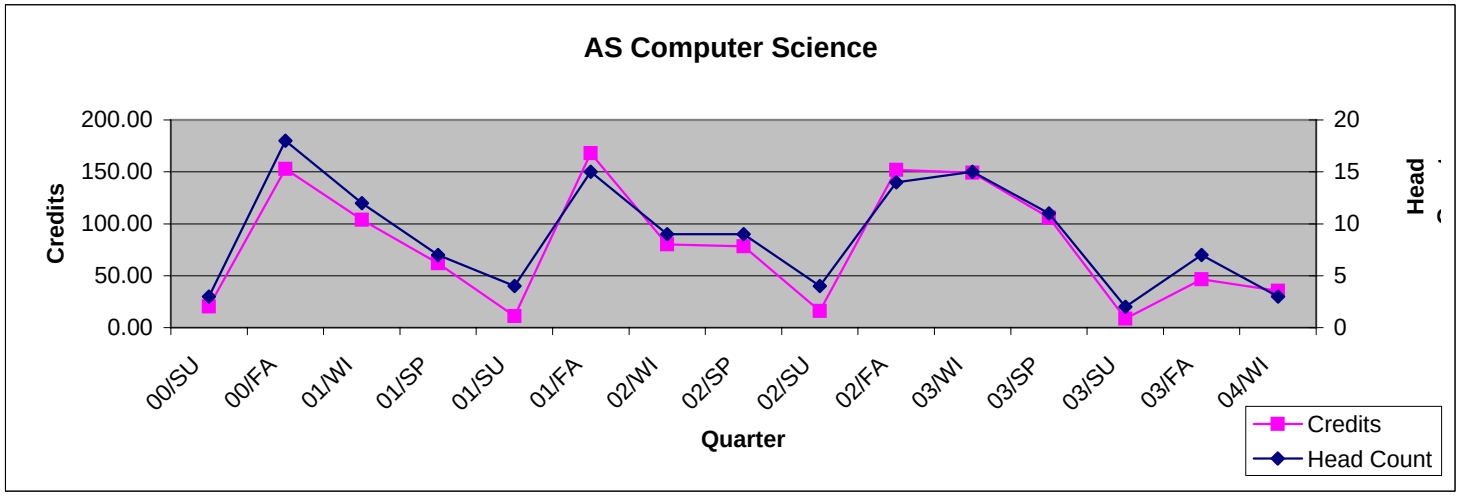
Academic Year	Division Code	Discipline Code	Major Code	Major Title	Total	New Students	Continuing Students	Goal of Cert or Deg	First Year	Second Year	12+ Credits	7-11 Credits	6 Credits	1-5 Credits	0 Credits	Graduates	New Spring	Cont Spring	Completers	Total Completers
1998	BT	22	1005	AS: Computer Science	2	2	0	2	2	0	0	0	0	1	1	0	1	0	0	0
1998	BT	22	2113	AAS: Computer Inf Sys	79	10	69	64	50	29	29	14	1	11	24	0	3	45	7	7
1998	BT	22	2213	TO: Web Site Design	2	0	2	2	2	0	0	1	1	0	0	0	0	1	0	0
1998	BT	22	2215	TO: Network-CIS SWO	2	0	2	1	2	0	1	0	0	1	0	0	0	1	0	0
1998 Total																				7
1999	BT	22	1005	AS: Computer Science	5	2	3	4	5	0	1	2	0	1	1	0	2	1	0	0
1999	BT	22	2113	AAS: Computer Inf Sys	113	14	99	86	66	47	29	18	3	21	42	0	12	53	14	14
1999	BT	22	2213	TO: Web Site Design	4	1	3	3	3	1	2	0	1	1	0	0	1	1	1	1
1999	BT	22	2215	TO: Network-CIS SWO	6	3	3	3	5	1	1	2	0	2	1	0	1	3	0	0
1999 Total																				15
2000	BT	22	1005	AS: Computer Science	18	4	14	16	16	2	4	5	0	1	8	0	1	9	1	1
2000	BT	22	2113	AAS: Computer Inf Sys	86	6	80	67	51	35	21	18	3	13	31	3	1	40	15	18
2000	BT	22	2213	TO: Web Site Design	6	0	6	3	3	3	0	3	1	0	2	4	0	3	0	4
2000	BT	22	2215	TO: Network-CIS SWO	5	0	5	3	5	0	2	1	0	1	1	0	0	2	0	0
2000 Total																				23
2001	BT	22	1005	AS: Computer Science	16	3	13	8	13	3	5	5	1	2	3	0	1	9	0	0
2001	BT	22	2112	AAS: Technical Support	4	0	4	4	3	1	3	0	0	0	1	0	0	3	0	0
2001	BT	22	2113	AAS: Computer Inf Sys	81	6	75	68	42	39	22	13	8	12	26	8	5	48	22	30
2001	BT	22	2128	AAS: Network Design and Admin	5	1	4	5	4	1	4	0	0	1	0	0	1	4	0	0
2001	BT	22	2186	CERT: Computer Technician	3	0	3	2	3	0	1	1	1	0	0	0	0	3	0	0
2001	BT	22	2188	CERT: Network Technician	2	1	1	2	2	0	1	0	0	1	0	0	1	0	0	0
2001	BT	22	2213	TO: Web Site Design	2	1	1	2	1	1	0	0	0	1	1	0	0	1	0	0
2001	BT	22	2214	TO: Web Site Production	1	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0
2001	BT	22	2215	TO: Network-CIS SWO	2	0	2	2	0	2	0	0	0	0	2	0	0	1	0	0
2001	BT	22	2254	CERT: Network Cert Exam Prep	1	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0
2001	BT	22	2255	CERT: Network Fundamentals	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0
2001 Total																				30
2002	BT	22	1005	AS: Computer Science	15	6	9	11	12	3	6	5	0	2	2	0	5	9	0	0
2002	BT	22	2112	AAS: Technical Support	6	0	6	6	2	4	2	2	0	0	2	2	0	5	0	2
2002	BT	22	2113	AAS: Computer Inf Sys	40	0	40	32	17	23	13	8	0	6	13	7	0	25	15	22
2002	BT	22	2128	AAS: Network Design and Admin	16	1	15	14	8	8	6	3	2	2	3	2	0	6	0	2
2002	BT	22	2130	AAS: Web Development and Admin	5	1	4	4	4	1	1	4	0	0	0	2	1	4	0	2
2002	BT	22	2186	CERT: Computer Technician	4	1	3	2	3	1	0	3	0	0	1	0	0	2	0	0
2002	BT	22	2187	CERT: Software App Specialist	3	1	2	1	3	0	0	0	0	2	1	0	1	0	0	0
2002	BT	22	2188	CERT: Network Technician	3	0	3	2	1	2	0	1	0	0	2	0	0	1	0	0
2002	BT	22	2189	CERT: Web Prod Specialist	1	0	1	1	1	0	0	1	0	0	0	0	0	1	0	0
2002	BT	22	2213	TO: Web Site Design	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	0
2002	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	0	1	0	0	0	0	1	0	0
2002 Total																				28
2003	BT	22	1005	AS: Computer Science	8	1	7	5	3	5	1	3	0	2	2	0	1	4	0	0
2003	BT	22	2112	AAS: Technical Support	5	0	5	4	1	4	4	0	0	0	1	2	0	2	0	2
2003	BT	22	2113	AAS: Computer Inf Sys	32	4	28	22	15	17	7	8	0	5	12	1	2	15	9	10
2003	BT	22	2128	AAS: Network Design and Admin	15	2	13	11	6	9	6	0	3	4	2	2	2	8	0	2
2003	BT	22	2130	AAS: Web Development and Admin	13	0	13	11	3	10	7	2	1	1	2	2	0	9	0	2
2003	BT	22	2186	CERT: Computer Technician	8	5	3	4	7	1	6	1	0	1	0	0	3	3	0	0
2003	BT	22	2188	CERT: Network Technician	2	0	2	1	0	2	0	0	0	0	2	0	0	1	0	0
2003	BT	22	2213	TO: Web Site Design	1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0
2003	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	1	0	0	0	0	0	1	0	0
2003	BT	22	2256	CERT: Web Site Fundamentals	1	0	1	1	1	0	0	0	0	0	1	1	0	0	0	1

Academic Year	Division Code	Discipline Code	Major Code	Major Title	Total	New Students	Continuing Students	Goal of Cert or Deg	First Year	Second Year	12+ Credits	7-11 Credits	6 Credits	1-5 Credits	0 Credits	Graduates	New Spring	Cont Spring	Completers	Total Completers
2003 Total																				17
2004	BT	22	1005	AS:Computer Science	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0
2004	BT	22	2112	AAS: Technical Support	4	0	4	2	2	2	2	2	0	0	0	1	0	4	0	1
2004	BT	22	2113	AAS: Computer Inf Sys	16	1	15	6	8	8	4	3	0	3	6	4	0	8	2	6
2004	BT	22	2128	AAS: Network Design and Admin	24	6	18	17	15	9	8	9	1	4	2	0	3	12	0	0
2004	BT	22	2130	AAS: Web Development and Admin	6	0	6	5	2	4	1	2	1	1	1	3	0	4	0	3
2004	BT	22	2186	CERT: Computer Technician	6	0	6	4	5	1	2	1	0	1	2	1	0	3	0	1
2004	BT	22	2188	CERT: Network Technician	3	0	3	2	2	1	0	0	1	1	1	0	0	0	0	0
2004	BT	22	2215	TO: Network-CIS SWO	1	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0
2004 Total																				11
Grand Total																				131

1005 AS:Computer Science

NOTE: Program suspended Fall 2003 - students advised into AAOT and/or AGS

Academic Year	Quarter	0-5	6-11	12-18	19+	Head Count	FTE	Credits	Female	Male	#-QT	YR/QT
00-01	SU	1	1	1	0	3	0.639	20.25	0	3	1-SU	00/SU
00-01	FA	5	6	7	0	18	7.470	153.00	7	11	2-FA	00/FA
00-01	WI	4	1	7	0	12	4.336	104.00	5	7	3-WI	01/WI
00-01	SP	2	2	3	0	7	2.078	62.00	3	4	4-SP	01/SP
01-02	SU	3	1	0	0	4	0.341	11.00	1	3	1-SU	01/SU
01-02	FA	3	1	11	0	15	6.845	168.00	4	11	2-FA	01/FA
01-02	WI	3	1	5	0	9	2.949	80.00	2	7	3-WI	02/WI
01-02	SP	3	3	2	1	9	3.298	78.25	2	7	4-SP	02/SP
02-03	SU	2	2	0	0	4	0.469	16.00	1	3	1-SU	02/SU
02-03	FA	3	1	10	0	14	6.133	152.00	1	13	2-FA	02/FA
02-03	WI	2	5	8	0	15	5.843	149.00	1	14	3-WI	03/WI
02-03	SP	2	4	5	0	11	4.503	106.10	1	10	4-SP	03/SP
03-04	SU	1	1	0	0	2	0.578	8.50	1	1	1-SU	03/SU
03-04	FA	4	0	3	0	7	2.484	46.50	1	6	2-FA	03/FA
03-04	WI	1	0	2	0	3	1.500	35.50	0	3	3-WI	04/WI
03-04	SP										4-SP	04/SP



Year	Academic Year	Academic Quarter	Quarter	Division Code	Discipline Code	Major Code	Major Description	0-5	6-11	12-18	19+	Head-count	FTE	Credits	Count Female	Count Male
2000	2000-01	1-SU	SU	BT	22	1005	AS:Computer Science	1	1	1		3	0.639	20.25		3
2000	2000-01	1-SU	SU	BT	22	2113	AAS:Computer Inf Sys	21	8	2		31	5.888	136	12	19
2000	2000-01	1-SU	SU	BT	22	2213	TO:Web Site Design	1				1	0.065	3	1	
2000	2000-01	1-SU	SU	BT	22	2215	TO:Network-CIS SWO	5				5	0.727	15	2	3
		1-SU Total														25
2000	2000-01	2-FA	FA	BT	22	1005	AS:Computer Science	5	6	7		18	7.47	153	7	11
2000	2000-01	2-FA	FA	BT	22	2113	AAS:Computer Inf Sys	36	17	33		86	26.803	625.15	31	55
2000	2000-01	2-FA	FA	BT	22	2131	AAS:Admin Assistant	3				3	0.212	3	3	
2000	2000-01	2-FA	FA	BT	22	2213	TO:Web Site Design	2	4			6	1.513	33	4	2
2000	2000-01	2-FA	FA	BT	22	2215	TO:Network-CIS SWO	2	1	2		5	1.678	38	2	3
		2-FA Total														71
2001	2000-01	3-WI	WI	BT	22	1005	AS:Computer Science	4	1	7		12	4.336	104	5	7
2001	2000-01	3-WI	WI	BT	22	2113	AAS:Computer Inf Sys	23	20	33	1	77	25.496	646	30	47
2001	2000-01	3-WI	WI	BT	22	2131	AAS:Admin Assistant	3				3	0.22	3	3	
2001	2000-01	3-WI	WI	BT	22	2213	TO:Web Site Design	2	4			6	1.331	31	3	3
2001	2000-01	3-WI	WI	BT	22	2214	TO:Web Site Production	1				1	0.247	3		1
2001	2000-01	3-WI	WI	BT	22	2215	TO:Network-CIS SWO	2		3		5	1.951	50	2	3
		3-WI Total														61
2001	2000-01	4-SP	SP	BT	22	1005	AS:Computer Science	2	2	3		7	2.078	62	3	4
2001	2000-01	4-SP	SP	BT	22	2112	AAS:Technical Support			1		1	0.518	13		1
2001	2000-01	4-SP	SP	BT	22	2113	AAS:Computer Inf Sys	32	12	34	2	80	23.245	654	32	48
2001	2000-01	4-SP	SP	BT	22	2131	AAS:Admin Assistant	2				2	0.373	3	2	
2001	2000-01	4-SP	SP	BT	22	2213	TO:Web Site Design	3	1			4	0.755	22	2	2
2001	2000-01	4-SP	SP	BT	22	2214	TO:Web Site Production	1				1	0.129	3		1
2001	2000-01	4-SP	SP	BT	22	2215	TO:Network-CIS SWO		1	2		3	1.263	34	1	2
		4-SP Total														58
2001	2001-02	1-SU	SU	BT	22	1005	AS:Computer Science	4	1			5	0.42	14	2	3
2001	2001-02	1-SU	SU	BT	22	2112	AAS:Technical Support		1			1	0.522	9		1
2001	2001-02	1-SU	SU	BT	22	2113	AAS:Computer Inf Sys	20	19	4		43	8.684	222.25	15	28
2001	2001-02	1-SU	SU	BT	22	2128	AAS:Network Design and Admin		1			1	0.196	6		1
2001	2001-02	1-SU	SU	BT	22	2131	AAS:Admin Assistant	1				1	0.177	3	1	
2001	2001-02	1-SU	SU	BT	22	2213	TO:Web Site Design	1				1	0.014			1
2001	2001-02	1-SU	SU	BT	22	2214	TO:Web Site Production	1				1	0.184	3		1
2001	2001-02	1-SU	SU	BT	22	2215	TO:Network-CIS SWO	3				3	0.526	8		3
		1-SU Total														38
2001	2001-02	2-FA	FA	BT	22	1005	AS:Computer Science	3	2	11		16	7.251	177	5	11
2001	2001-02	2-FA	FA	BT	22	2112	AAS:Technical Support	1		3		4	1.822	47		4
2001	2001-02	2-FA	FA	BT	22	2113	AAS:Computer Inf Sys	33	14	32	1	80	29.23	607	35	45
2001	2001-02	2-FA	FA	BT	22	2128	AAS:Network Design and Admin	1		3	1	5	3.257	61		5
2001	2001-02	2-FA	FA	BT	22	2186	CERT:Computer Technician		1	2		3	1.52	33	2	1
2001	2001-02	2-FA	FA	BT	22	2188	CERT:Network Technician	1		1		2	0.884	17		2
2001	2001-02	2-FA	FA	BT	22	2213	TO:Web Site Design	1		1		2	0.614	13		2
2001	2001-02	2-FA	FA	BT	22	2214	TO:Web Site Production	1				1	0.016			1
2001	2001-02	2-FA	FA	BT	22	2215	TO:Network-CIS SWO	2				2	0.133	4	1	1
2001	2001-02	2-FA	FA	BT	22	2254	CERT:Network Cert Exam Prep			1		1	0.641	13		1
2001	2001-02	2-FA	FA	BT	22	2255	CERT:Network Fundamentals		1			1	0.32	6		1
		2-FA Total														74
2002	2001-02	3-WI	WI	BT	22	1005	AS:Computer Science	3	1	6		10	3.506	92	3	7
2002	2001-02	3-WI	WI	BT	22	2112	AAS:Technical Support	1		5		6	2.404	75		6

2002	2001-02	3-WI	WI	BT	22	2113	AAS:Computer Inf Sys	22	22	23		67	22.138	517.75	30	37
2002	2001-02	3-WI	WI	BT	22	2128	AAS:Network Design and Admin	1	5	7		13	7.268	154	1	12
2002	2001-02	3-WI	WI	BT	22	2186	CERT:Computer Technician	1	1	1		3	0.863	25	1	2
2002	2001-02	3-WI	WI	BT	22	2188	CERT:Network Technician			4		4	2.231	50	1	3
2002	2001-02	3-WI	WI	BT	22	2213	TO:Web Site Design	1				1	0.012			1
2002	2001-02	3-WI	WI	BT	22	2254	CERT:Network Cert Exam Prep			1		1	0.571	13		1
2002	2001-02	3-WI	WI	BT	22	2255	CERT:Network Fundamentals		1			1	0.363	9		1
		3-WI Total														70
2002	2001-02	4-SP	SP	BT	22	1005	AS:Computer Science	3	3	3	1	10	3.655	90.25	3	7
2002	2001-02	4-SP	SP	BT	22	2112	AAS:Technical Support			5		5	2.131	64		5
2002	2001-02	4-SP	SP	BT	22	2113	AAS:Computer Inf Sys	29	9	21		59	17.589	417.25	26	33
2002	2001-02	4-SP	SP	BT	22	2128	AAS:Network Design and Admin	5	7	7		19	7.55	156.25	2	17
2002	2001-02	4-SP	SP	BT	22	2186	CERT:Computer Technician		1			1	0.372	7	1	
2002	2001-02	4-SP	SP	BT	22	2187	CERT:Software App Specialist	1				1	0.58	5		1
2002	2001-02	4-SP	SP	BT	22	2188	CERT:Network Technician			3		3	1.578	42		3
2002	2001-02	4-SP	SP	BT	22	2213	TO:Web Site Design	3				3	0.16	2	1	2
2002	2001-02	4-SP	SP	BT	22	2215	TO:Network-CIS SWO	1				1	0.065	3		1
2002	2001-02	4-SP	SP	BT	22	2254	CERT:Network Cert Exam Prep			1		1	0.553	13		1
		4-SP Total														70
2002	2002-03	1-SU	SU	BT	22	1005	AS:Computer Science	2	3			5	0.62	22	2	3
2002	2002-03	1-SU	SU	BT	22	2112	AAS:Technical Support	2	2			4	0.506	19		4
2002	2002-03	1-SU	SU	BT	22	2113	AAS:Computer Inf Sys	17	5	1		23	3.952	78.4	8	15
2002	2002-03	1-SU	SU	BT	22	2128	AAS:Network Design and Admin	3	2			5	1.282	30	2	3
2002	2002-03	1-SU	SU	BT	22	2186	CERT:Computer Technician		1			1	0.596	9		1
2002	2002-03	1-SU	SU	BT	22	2188	CERT:Network Technician		1	2		3	1.62	35		3
2002	2002-03	1-SU	SU	BT	22	2213	TO:Web Site Design	1		1		2	0.582	12.5	1	1
		1-SU Total														30
2002	2002-03	2-FA	FA	BT	22	1005	AS:Computer Science	3	2	10		15	6.398	162	2	13
2002	2002-03	2-FA	FA	BT	22	2112	AAS:Technical Support	2	2	2		6	2.483	51		6
2002	2002-03	2-FA	FA	BT	22	2113	AAS:Computer Inf Sys	16	6	16	1	39	14.512	312.3	21	18
2002	2002-03	2-FA	FA	BT	22	2128	AAS:Network Design and Admin	4	5	7		16	6.397	152.4	4	12
2002	2002-03	2-FA	FA	BT	22	2130	AAS:Web Development and Admin		3	2		5	2.296	54	3	1
2002	2002-03	2-FA	FA	BT	22	2186	CERT:Computer Technician		1	3		4	2.141	44	1	3
2002	2002-03	2-FA	FA	BT	22	2187	CERT:Software App Specialist	2		1		3	0.71	17.25	1	2
2002	2002-03	2-FA	FA	BT	22	2188	CERT:Network Technician	2	1			3	0.537	19	1	2
2002	2002-03	2-FA	FA	BT	22	2189	CERT:Web Prod Specialist		1			1	0.531	10	1	
2002	2002-03	2-FA	FA	BT	22	2213	TO:Web Site Design			1		1	0.751	16	1	
2002	2002-03	2-FA	FA	BT	22	2215	TO:Network-CIS SWO		1			1	0.141	6		1
		2-FA Total														58
2003	2002-03	3-WI	WI	BT	22	1005	AS:Computer Science	2	6	8		16	6.188	160	2	14
2003	2002-03	3-WI	WI	BT	22	2112	AAS:Technical Support		2	3		5	2.765	62		5
2003	2002-03	3-WI	WI	BT	22	2113	AAS:Computer Inf Sys	17	9	13		39	11.397	280	19	20
2003	2002-03	3-WI	WI	BT	22	2128	AAS:Network Design and Admin	1	4	8		13	6.068	142	4	9
2003	2002-03	3-WI	WI	BT	22	2130	AAS:Web Development and Admin		2	6		8	3.684	95	5	2
2003	2002-03	3-WI	WI	BT	22	2186	CERT:Computer Technician		1			1	0.278	7	1	
2003	2002-03	3-WI	WI	BT	22	2187	CERT:Software App Specialist	1				1	0.183		1	
2003	2002-03	3-WI	WI	BT	22	2188	CERT:Network Technician		1			1	0.28	6		1
2003	2002-03	3-WI	WI	BT	22	2189	CERT:Web Prod Specialist		1			1	0.251	6	1	
2003	2002-03	3-WI	WI	BT	22	2213	TO:Web Site Design	1		1		2	0.627	18	1	1
2003	2002-03	3-WI	WI	BT	22	2215	TO:Network-CIS SWO	1				1	0.065	3		1
2003	2002-03	3-WI	WI	BT	22	2256	CERT:Web Site Fundamentals		1			1	0.29	6	1	

		3-WI Total														53
2003	2002-03	4-SP	SP	BT	22	1005	AS:Computer Science	2	5	5	12	4.809	117.1	2	10
2003	2002-03	4-SP	SP	BT	22	2112	AAS:Technical Support	1	1	6	8	3.039	85		8
2003	2002-03	4-SP	SP	BT	22	2113	AAS:Computer Inf Sys	15	5	15	35	11.871	269.25	17	18
2003	2002-03	4-SP	SP	BT	22	2128	AAS:Network Design and Admin	1	1	6	8	3.484	90	3	5
2003	2002-03	4-SP	SP	BT	22	2130	AAS:Web Development and Admin	1	4	5	10	4.094	101	7	2
2003	2002-03	4-SP	SP	BT	22	2186	CERT:Computer Technician	1			1	0.42	4	1	
2003	2002-03	4-SP	SP	BT	22	2187	CERT:Software App Specialist	1			1	0.086		1	
2003	2002-03	4-SP	SP	BT	22	2188	CERT:Network Technician	1	1		2	0.21	6		2
2003	2002-03	4-SP	SP	BT	22	2189	CERT:Web Prod Specialist	1			1	0.086	3	1	
2003	2002-03	4-SP	SP	BT	22	2213	TO:Web Site Design			1	1	0.563	14	1	
2003	2002-03	4-SP	SP	BT	22	2215	TO:Network-CIS SWO	1			1	0.065	3		1
2003	2002-03	4-SP	SP	BT	22	2255	CERT:Network Fundamentals	1			1	0.016			1
2003	2002-03	4-SP	SP	BT	22	2256	CERT:Web Site Fundamentals	1			1	0.126	4	1	
		4-SP Total														47
2003	2003-04	1-SU	SU	BT	22	1005	AS:Computer Science	1	1		2	0.578	8.5	1	1
2003	2003-04	1-SU	SU	BT	22	2112	AAS:Technical Support	1	1		2	0.743	11.0		2
2003	2003-04	1-SU	SU	BT	22	2113	AAS:Computer Inf Sys	11	1		12	1.002	20.5	4	8
2003	2003-04	1-SU	SU	BT	22	2128	AAS:Network Design and Admin	3	2	1	6	2.086	38.0	2	4
2003	2003-04	1-SU	SU	BT	22	2130	AAS:Web Development and Admin	2		1	3	0.755	20.0	3	
2003	2003-04	1-SU	SU	BT	22	2186	CERT:Computer Technician	1	2		3	0.643	18.0	1	2
2003	2003-04	1-SU	SU	BT	22	2188	CERT:Network Technician	1			1	0.208	3.0		1
2003	2003-04	1-SU	SU	BT	22	2257	CERT:ADV NETWORK CERT EXAM	1			1	0.043	2.0		1
		1-SU Total														19
2003	2003-04	2-FA	FA	BT	22	1005	AS:Computer Science	4	1	3	8	2.751	55.5	2	6
2003	2003-04	2-FA	FA	BT	22	2112	AAS:Technical Support			5	5	2.712	68		5
2003	2003-04	2-FA	FA	BT	22	2113	AAS:Computer Inf Sys	14	7	10	31	9.974	219	15	16
2003	2003-04	2-FA	FA	BT	22	2128	AAS:Network Design and Admin	6	2	7	15	5.772	126	2	13
2003	2003-04	2-FA	FA	BT	22	2130	AAS:Web Development and Admin	2	2	9	13	7.214	144	9	3
2003	2003-04	2-FA	FA	BT	22	2186	CERT:Computer Technician	1		7	8	5.418	97	1	7
2003	2003-04	2-FA	FA	BT	22	2188	CERT:Network Technician	2			2	0.216	6	1	1
2003	2003-04	2-FA	FA	BT	22	2213	TO:Web Site Design	1			1	0.314			1
2003	2003-04	2-FA	FA	BT	22	2215	TO:Network-CIS SWO		1		1	0.48	8		1
2003	2003-04	2-FA	FA	BT	22	2256	CERT:Web Site Fundamentals	1			1	0.065	3	1	
		2-FA Total														53
2004	2003-04	3-WI	WI	BT	22	1005	AS:Computer Science	2		2	4	1.814	39.5	1	3
2004	2003-04	3-WI	WI	BT	22	2112	AAS:Technical Support	2	1	3	6	2.304	53	1	5
2004	2003-04	3-WI	WI	BT	22	2113	AAS:Computer Inf Sys	14	3	8	25	8.047	155.5	9	16
2004	2003-04	3-WI	WI	BT	22	2128	AAS:Network Design and Admin	6	8	5	19	6.829	150	2	17
2004	2003-04	3-WI	WI	BT	22	2130	AAS:Web Development and Admin		2	8	10	5.596	132	7	2
2004	2003-04	3-WI	WI	BT	22	2186	CERT:Computer Technician	2	1	3	6	2.274	48.5	1	5
2004	2003-04	3-WI	WI	BT	22	2187	CERT:Software App Specialist	1			1	0.086		1	
2004	2003-04	3-WI	WI	BT	22	2188	CERT:Network Technician	1		1	2	0.582	17	2	
2004	2003-04	3-WI	WI	BT	22	2215	TO:Network-CIS SWO			1	1	0.61	16.5		1
		3-WI Total														49
2004	2003-04	4-SP	SP	BT	22	1005	AS:Computer Science	2	1	2	5	1.384	34	1	4
2004	2003-04	4-SP	SP	BT	22	2112	AAS:Technical Support	2	1	2	5	1.612	44	1	4
2004	2003-04	4-SP	SP	BT	22	2113	AAS:Computer Inf Sys	12	6	6	24	6.055	151	8	16
2004	2003-04	4-SP	SP	BT	22	2128	AAS:Network Design and Admin	6	4	9	19	5.759	158.5	4	15
2004	2003-04	4-SP	SP	BT	22	2130	AAS:Web Development and Admin		4	5	9	4.134	111	6	2
2004	2003-04	4-SP	SP	BT	22	2186	CERT:Computer Technician	3	2		5	1.439	28	1	4

2004	2003-04	4-SP	SP	BT	22	2187	CERT:Software App Specialist	1			1	0.129	4	1	
2004	2003-04	4-SP	SP	BT	22	2188	CERT:Network Technician	1			1	0.126	4	1	
2004	2003-04	4-SP	SP	BT	22	2215	TO:Network-CIS SWO		1		1	0.339	10		1
		4-SP Total													46
2004	2004-05	1-SU	SU	BT	22	1005	AS:Computer Science		1		1	0.194	6		1
2004	2004-05	1-SU	SU	BT	22	2112	AAS:Technical Support		1		1	0.151	7		1
2004	2004-05	1-SU	SU	BT	22	2113	AAS:Computer Inf Sys	6			6	0.602	0.3	3	3
2004	2004-05	1-SU	SU	BT	22	2128	AAS:Network Design and Admin	5	3	2	10	2.453	62	1	9
2004	2004-05	1-SU	SU	BT	22	2130	AAS:Web Development and Admin	3	1		4	0.728	17	1	1
2004	2004-05	1-SU	SU	BT	22	2186	CERT:Computer Technician	1			1		3		1
2004	2004-05	1-SU	SU	BT	22	2188	CERT:Network Technician	1			1	0.133		1	
2004	2004-05	1-SU	SU	BT	22	2215	TO:Network-CIS SWO			1	1	0.457	12		1
		1-SU Total													17
2004	2004-05	2-FA	FA	BT	22	1005	AS:Computer Science	1			1	0.208	3		1
2004	2004-05	2-FA	FA	BT	22	2112	AAS:Technical Support		2	2	4	2.508	50		4
2004	2004-05	2-FA	FA	BT	22	2113	AAS:Computer Inf Sys	6	4	7	17	5.438	130	5	12
2004	2004-05	2-FA	FA	BT	22	2128	AAS:Network Design and Admin	3	8	14	25	12.608	267	4	21
2004	2004-05	2-FA	FA	BT	22	2130	AAS:Web Development and Admin	2	2	2	6	2.049	50	3	3
2004	2004-05	2-FA	FA	BT	22	2186	CERT:Computer Technician	3		3	6	2.167	46	2	4
2004	2004-05	2-FA	FA	BT	22	2188	CERT:Network Technician	2	1		3	0.575	11	1	2
2004	2004-05	2-FA	FA	BT	22	2215	TO:Network-CIS SWO		1		1	0.284	7		1
		2-FA Total													48
		Grand Total													887

EXHIBIT I. B.1

Course Outline Process

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COURSE OUTLINE PROCESS

The DD Secretaries and others managing the process are as follows:

Adult Learning Skills Program	Mike Scott, X7251, mscott@socc.edu
Arts & Humanities	Shellie Brandt, X7369, sbrandt@socc.edu
Business & Technology	Shellie Brandt, X7369, sbrandt@socc.edu
Community Education	Bertha Tessman, X7415, btessman@socc.edu
Health & Human Services	Barb Shreckengost, X7443, bshreckengost@socc.edu
Math, Science, Social Sciences	Shellie Brandt, X7369, sbrandt@socc.edu
Student Services (HD)	Patty Scott, X7366, pscott@socc.edu
All Others	Kathy Metzger, X7416, kmetzger@socc.edu

COURSE OUTLINE PROCESS:

1) **The Office of Instruction** will e-mail a reminder to the Division Director/Division Director secretaries that course outlines need to be updated.
2) The secretaries will go to the **Out-Tracking** file and click on their division worksheet. Note all outlines with **NOW** under the **Needs Updating** header.
3) If you are not sure where to find course outlines the following directions will assist you in finding the Network Neighborhood and Outlines location:
4) Open **My Network Places**
5) Click on the left hand side (in blue) **Entire Network**
6) Click on Microsoft Windows Networking
7) Click on **ITTD**
8) Click on **ITT** (*create a short cut to your desktop)
9) Click on **Outlines** (*create a short cut to your desktop)
10) Click on the appropriate folder.

a)	Forms	
b)	Out-A&H	Arts & Humanities
c)	Out-ALSP	Adult Learning Skills
d)	Out-B&T	Business & Technology
e)	Out-CEU	Continuing Education Unit
f)	Out-Community Ed.	Distance and Community Education
g)	Out-Curry	Curry County specific courses
h)	Out-H&HS	Health & Human Services
i)	Out-MS	Math and Science
j)	Out-Online	Other community college courses offered at Southwestern
k)	Out-PDU	Professional Development Unit
l)	Out-SS	Social Science
m)	Out-St Svcs HD . .	Student Services Human Development
n)	Out-Tracking	
o)	Out-Unnumbered. . . .	

******Faculty, if you find you cannot locate the Outline folder please contact Shellie Brandt at extension 7369. She will come to your office and create a short cut to your desktop for you.***

11) A new form has been created combining the **Continuous Improvement Plan* (CIP) form, Credit Course Outline and the optional Cultural Diversity submission (CCD).** You must complete both Part I CIP & II Credit Course Outline completely. Part III Cultural Diversity is optional. You can access this form via a link on the Staff Resource page found at http://www.socc.edu/serv_resrc/faweb2/StudentandStaffResourceLinks.html or on the network neighborhood under Outlines/Forms.
12) **Go to the division folder, open the CCD form needing an update and save it to your hard drive** (the **CCD** forms on the network neighborhood are **Read Only** and will not allow any changes made to be saved).
13) **Remove the OI/IC and date at the top of Part II – Credit Course Outline part of the form.**
14) Make any changes/corrections to the **CCD** in **red. (**If you are only changing the **Revised Date** it is not necessary to make the change in red.)
15) **Today's Date** on **the outline** is the date you complete the process before it goes for final signatures. If after final signatures, there are further changes made, please change this date to reflect the date you make those changes.
16) **Save.** Do not keep any hard copy except the one being processed. The Office of Instruction has on file all the latest signed hard copies of the **CCD** forms.
17) **E-mail** the **CCD form** with changes to the appropriate secretary as listed above. The changes will be made and a hard copy will be forwarded to the appropriate **Division Director,** who will secure the proper signatures (Division Manager, Division Director and/or Associate Dean). If the signature page needs to be changed you will need to secure new signatures.
18) Signed hard copies of the **CCD** are forwarded from the Division Director/Division Director's Secretary to Kathy Metzger in the Office of Instruction.***
19) E-copies of the **CCD** are forwarded to Kathy Metzger at kmetzger@socc.edu.***
20) If the outline has been designated **"Inactivate,"** proceed with the **inactivation process**. (This process involves sending a hard copy of the outline and an Inactivation memo to the list provided on the memo. Once the memo has been initialed and dated by all, please forward to Kathy Metzger in the Office of Instruction for completion of the inactivation process.)

*****OUTLINES CANNOT BE PROCESSED WITHOUT A SIGNED HARD COPY, CIP AND AN E-COPY SUBMITTED TO THE CURRICULUM COORDINATOR.**

10/5/05 km

EXHIBIT I. B.2

Course Outline Forms

PART I - CIP

Department: _____ *Course:* _____

Submitted by: _____ *Date Submitted:* _____

Type of improvement:

- ☐ New course
- ☐ Revised course

If NEW Outline:
Originating Office:
Recommend Dept:

Proposed Action Description:
Updated to include identified competencies
Updated outline for currency

☑ *Outline checklist for changing a credit course: Indicate items(s) changed. Attach official course outline and other documents as needed for clarification.*

- ☐ 1. Course Number:
- ☐ 2. Course Title
- ☐ 3. Course Sub-Title:
- ☐ 4. Program Type:
- ☐ 5. This outline is new ___ Revised ___
- ☐ 6. Offered for:
- ☐ 7. Number of Credits:
- ☐ 8. How many times for credit:
- ☐ 9. Course Hours:
- ☐ 10. Course Description:
- ☐ 11. Grading:
- ☐ 12. Required Pre-requisites Courses
- ☐ 13. Required Concurrent Courses
- ☐ 14. Separate Lab
- ☐ 15. Sequence
- ☐ 16. Doubled Numbered:
- ☐ 17 Course Objectives
  - ☐ Knowledge:
  - ☐ Skills:
  - ☐ Attitudes
- ☐ 18. Status:
- ☐ 19. Recommended Enrollment:
- ☐ 20. Special Fees:
- ☐ 21. Content Outline:
- ☐ 22. Recommended Text:
- ☐ 24. Required Materials:
- ☐ 25. References
- ☐ 26. Library
- ☐ 27. Developed by:
- ☐ 28. Revised by:
- ☐ 29. Additional information:
- ☐ 30. Division Director Use Only:
- ☐ 31. Office of Instruction Use Only

Justification: (Why is the change required? Does it support the short and long term goals?)

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)

Timeline:

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: (Check all the College Mission Strategies that apply):

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

Institutional Goals (Board of Education Goals for the Institution): Check all the goals that apply.

The Board of Education, Southwestern Oregon Community College District, by resolution, hereby adopts the following Institutional Objectives for 2005-06:

- ☐ 1. By June 30, 2006, increase 50% of CCSSE survey questions (administered spring 2004) that were negative and had an effect size of 0.2 or greater magnitude to no longer be statistically significantly different from other small community colleges.
- ☐ 2. By June 30, 2006, increase year-end reimbursable FTE by 2.0% over the year-end reimbursable FTE of 2004-2005 by:
  a. Improving fall-to-winter and winter-to-spring retention (percent re-enrolling) of degree/certificate-seeking students over the comparable terms in 2004-2005.
  b. Increasing the headcount of first-time, full-time credit students in 2005-2006 over 2004-2005.
- ☐ 3. By June 30, 2006, increase alternative revenue sources (special projects, net revenue from Enterprise Fund activities on a cash basis, and Foundation donations) by 2% over 2004-2005.

Departmental objective: List the objective(s) from your department assessment that apply.

- ☐ Maintain courses and programs
- ☐
- ☐

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* _____*N/A: Were all department members given an opportunity to review to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Did all department members agree to the suggested proposal?*

_____*Yes* _____ *No* _____*N/A: Were all stakeholders given an opportunity to review to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____*Yes* _____ *No* _____*N/A: Did all stakeholders agree to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____Agree _____ Disagree Date:

Division Director/Unit Supervisor:

_____Agree _____ Disagree Date:

Associate Dean/Manager:

_____Agree _____ Disagree Date:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

PART II – CREDIT COURSE OUTLINE

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COURSE INFORMATION UPDATE
for NEW and REVISED *CREDIT* COURSE OUTLINES
(Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES: **DATE:**

Division Director _____ _____

Manager _____ _____

Instructional Council _____ _____

DIRECTIONS: Please ***neatly*** enter ***all*** requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	**(LEAVE BLANK IF NEW COURSE)**	Distance Education	☐
2. Course Title:			
3. Course Sub-Title:	*(Optional)*		

Program Type: (CHOOSE **ONE** ONLY)	LDC ☐	OccPrep ☐	OccSupp ☐	Post Sec Remedial/ Developmental Educ ☐
	ABE/GED/ESL ☐	Other Adult ☐	Non-Reimbursable ☐	
5. This Outline is:	New ☐	Revised ☐		
6. Offered for:	Credit ☐	Cont'd Ed Units (CEU) ☐	Prof Development Units (PDU) ☐	

7. Number of Credits: (See hours/credit formula below)		Approved for CEUs: (List Approving Agency)	

8. How many times can this course be taken *for credit*? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)

Once ☐ Twice ☐ 3 Times ☐ Other (Specify) _____ Unlimited ☐

9. Course Hours (Instructor workload/pay will be based on the information below):

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE		
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL		

Department of Education's formula

(Full Term Course)

1credit = 11 *Lecture* hours per term

1 credit = 22 *Lecture/Lab* hours per term

1 credit = 33 *Lab* hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)

11. Grading:	S,U,I	☐	A,B,C,D,F,I	☐	Either	☐	Non-Graded	☐

Minimum Grading Criterion:	Recommended Weight or % of Grade

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.) *NOTE: This information will be entered into Colleague and **required** for students' registration.*				
Course(s) *and* Min. Grade:				
Placement Test Score:				
Other:				
Is Instructor Consent **Required** to Register?	Yes	☐	No	☐

13. Required Concurrent Courses: *NOTE: This information will be entered into Colleague and **required** for students' registration.*	
Course No(s):	
Lab(s):	

14. Does this course require a separate lab?	Yes	☐	No	☐
Course No:		Graded Separately?	Yes ☐	No ☐

15. Is this course part of a sequence?	Yes	☐	No	☐
Must the sequence be taken in order?	Yes	☐	No	☐
What are the course sequence numbers?				

16. Is this course double numbered?	Yes	☐	Crs#		No	☐

Objectives (Use TAB to navigate and add a new row; Use mouse to go to next Section)
Knowledge: (Upon completion of the course the learner will…)
a).
b).
c).
Skills: (Upon completion of the course the learner will be able to...)
a).
b).
c).
Attitudes and Values: (Upon completion of the course the learner will have...)
a).
b).
c).

18. Status:	Active	☐	Inactive	☐
19. Recommended Enrollment:	Lecture		Lab	
20. Does this course require special fees?			Yes ☐	No ☐
If yes, what is the fee?		Fee covers:		

21. Contents Outline: (must be in outline format) *NOTE: Use Mouse to go to the next Section*
I.

22. Recommended Text(s): Complete citation(s). ***(This information is required.)***

23. Required Materials/Supplies/Tools:

24. References & Resources used to develop this course (Print and Non-Print):

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course:	Yes	☐	No	☐	N/A	☐

If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:		Date	
27. Outline Revised By:		Date	

Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

AAOT General Education ☐
Distribution Requirement ☐
Cultural Diversity ☐

Should this course description be included in the college catalog? Yes ☐ No ☐

Has this course been approved for an R grade? Yes ☐ No ☐

What is the effective date of this course? (If new) Term: Year:

Division Director: Please submit completed ***"Library Resources for Course Support"*** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes ☐ No ☐

Reimbursement Code:

PART III – CULTURAL DIVERSITY SUBMISSION (OPTIONAL)

CULTURAL DIVERSITY COURSE SUBMISSION FORM

Courses used to meet the AA/OT diversity requirement must provide a study of one or more of the following elements:

1. The nature of relationships among cultures, their change over time, and impact on the global society.
2. The interrelations between dominant and non-dominant cultures, either in the United States or elsewhere
3. Significant cultural experiences and/or achievements of individuals (identified by ethnicity, race, socioeconomic class, religion, gender, physical/mental disability, sexual orientation or age)

The course must provide students with the background knowledge and analytical skills to enable them to understand and respect the differences between intercultural/global groups of people and to understand the potential resources and conflicts arising from human difference.

Course Prefix and Number_____

Course Title: _____

Check one: New Course: _____ Modified Course: _____ Existing Course:_____

Course Description (from catalog):

List/supply information that documents the course meets one or more of the above criteria.

Name: _____

Phone Number: _____ E-mail: _____

Date of submission: _____

_____ _____

Your Signature Signature of Division Director

Submit this document to Academic Affairs Committee; they will submit their recommendation to Instructional Council for final approval.

Approved by the General Faculty 6/1/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
1988 Newmark
Coos Bay, Oregon 97420

COURSE SYLLABUS
Fall 2005

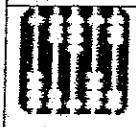
COURSE TITLE: English Composition
COURSE NUMBER: WR 121
CLASS HOURS: Tuesday and Thursday 9:30am –10:50am
CLASS LOCATION: Stensland 201

INSTRUCTOR: Virginia MacCallum
OFFICE: Tioga 316e
PHONE: 888-7284
EMAIL: vmaccallum@socc.edu
OFFICE HOURS: By appointment

REQUIRED TEXT: Ellsworth, Blanche, and John A. Higgins. *English Simplified, 10e*
Buscemi, Santi V., and Charlotte Smith, eds. *75 Readings: An Anthology, 9e*

COURSE DESCRIPTION: This course presents the fundamentals and development of expository prose through frequent writing exercises. It is designed to help students learn the use of unity, clarity, coherence, and detail in the development of written ideas.

COLLEGE-WIDE COMPETENCIES: Competencies are transferable skills that are essential to an individual's success, regardless of long-term goals. Graduates of Southwestern will be able to demonstrate competency in each of the following competencies areas:

	Communication Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information
	**Computation** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
	Creative, Critical & Analytical Thinking Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

The competencies of each specific objective appear below. Your instructor will provide more detailed explanations of how acquiring these competencies can help you to successfully achieve your career, educational, and personal goals.

COURSE OBJECTIVES					
Objective 1 Know the composing process: pre-writing, drafting, revision, and editing	***		***		***
Objective 2 Know the varieties of expository prose.	***		***		***
Objective 3 Know the importance of audience and purpose of writing.	***		***	***	***
Objective 4 Be able to write 3,000 words, at a minimum, in at least 5 essays.	***		***		***
Objective 5 Show competence in concepts of rhetorical structure, such as collection of information, formulation of ideas, determination of relationships; shaping a thesis; choosing strategies of development adequate and appropriate for given audience; using rhetorical forms, such as descriptions, comparison/contrast, process, definition, classification and division, and cause/effect.	***		***		***
Objective 6 Show competence in developing coherent paragraphs; sequencing paragraphs for logical progression; composing effective introductions and conclusion; arranging consistent support and exemplification.	***		***		***
Objective 7 Recognize such concepts of paragraph and sentence structure as transitions, subordination, coordination and parallelism to indicate the relationship and importance of ideas; and varying length and structure appropriately for different audiences and purpose and for avoiding monotony.	***		***		***
Objective 8 Demonstrate competence in strategies for employing language for its appropriateness in different contexts; varying elements of style (vocabulary, syntax, tone) for different audiences and purposes; controlling word choice to avoid clichés, jargon, loaded words, and excess figurative language.	***		***		***
Objective 9 Improve and unify writing by revising both content and form, with emphasis on rethinking and restructuring.	***		***		***
Objective 10 Develop competence in correcting problems of mechanics and standard usage, as needed, in the context of student writing.	***		***		***
Objective 11 Have an awareness of the responsibility of the writer to audience.	***		***	***	***
Objective 12 Have awareness that writing is a way to learn and to communicate.	***		***	***	***

Assignments: The schedule of assignments for this term is on a separate sheet from this syllabus. You are required to register as a student in my class at http://www.turnitin.com. Your password to the course is as follows: **Aristotle**

You **must** submit all your essays to Turnitin for analysis. If you choose not to submit your work to that site, you will automatically receive the grade of **"F"** for that assignment.

Classroom Participation: Regular participation is an obligation assumed by each learner at the time of registration. There are no exceptions. Athletic competitions or other events do not negate the student's participation responsibilities. It is the student's responsibility to fulfill all the requirements of a course as prescribed by the instructor.

If a student must miss a class, it is the student's responsibility to notify the instructor **on or before the date of absence from** the class. You may notify me in person, by phone, or by e-mail. My voice mail at my office is **always** on!

If you do not follow the above notification procedures, your absence will be deemed **unexcused**, and if that absence is on a day when a test is scheduled, you will not be allowed to make up the test. If work is due to be turned in on a day of unexcused absence, you will have one letter grade deducted from the grade on the assignment **for every school day (not class day) the assignment is late.** Students who miss a class are expected to check with fellow students regarding assigned homework, class notes, discussions and handouts.

If you feel a life-threatening emergency situation compelled your absence, you may petition me **in writing**, providing a detailed, documented explanation of the exact nature of the situation that made it impossible for you to be in class. (Note: being in jail or in court, having a hangover, or oversleeping are **not** emergencies!)

The instructor assumes the responsibility to provide students who have been granted an excused absence the opportunity to do make up work in a reasonable period. **Note: only the instructor of the course may make determination of whether or not the absence was excused or not.**

LATE WORK: Late work will be penalized by loss of one letter grade for each school day the work is late. "I didn't know we were having a quiz" or "I didn't know it was due then" are not valid excuses, as due dates and exam dates will be on the schedule of assignments or announced several times in class.

GRADING:

Essays 1, 2, 3, 4, and 5:	**14 % each**
Participation, & Exercises:	**10 %**
Final essay:	**20 %**

POLICIES AND PROCEDURES:

DISABILITY ACCOMMODATION: SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-5405.

ACADEMIC PLAGIARISM AND CHEATING: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook **http://www.socc.edu/student_life/handbook/index.html**

DISCRIMINATION/HARASSMENT POLICY: It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

REFUND POLICY: Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

SYLLABUS PE 231 Wellness For Life

Course Title and Number: Wellness for Life PE 231
Year and Term: 2005/Summer
Course Credits: 3
Meeting Time/Days: 2:00 PM MTWH
Location: Sitkum 12

Instructor: Dan Neal
Office Location: Prosper 206
Office Hours: Mon thru Fri 2-3 PM
Office Phone 541-888-7334
E-mail Address: dneal@socc.edu

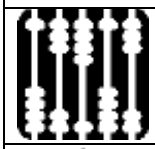
Prerequisites: None

Text(s): Focus on Health Hahn and Payne 7th Edition

Course Description;

Students will learn about basic human anatomy, nutrition, weight management concepts and physical training techniques. Students will also learn the importance of physical activity, good health habits, diet and how these behaviors will improve their quality of life as they age. Students will use physical assessment techniques to assess their present strength, flexibility and cardiovascular health. The Wellness student will also receive informational tools needed to facilitate a positive change in their present state of fitness. Students will also have a basic blood test performed to evaluate their cholesterol levels, basic lipid panel, kidney and liver function. Current health and wellness issues will also be discussed as well as social interaction with other students.

College-Wide Competencies

	Communication
	**Computation**
	Creative, Critical & Analytical Thinking
	Community/Global Consciousness & Responsibility
	Discipline Content

Learning Outcomes					
Students will write a term paper related to Wellness	X	X	X		X
Students will critique 3 articles related to Wellness	X	X	X	X	X
Students will value the experiences and information presented by other students	X		X	X	
Students will be able to calculate their caloric needs	X	X	X	X	
Students will be able to relate the current Health and Wellness information presented to their own Wellness	X		X	X	
	X	X	X		
Students will learn to utilize technology in communicating information		X	X		
Students will respect and value the classroom learning environment	X		X	X	
Students will communicate local, state, national and global health issues			X	X	X
					X

Grading Criteria: Students will be graded on the Following

100 points Term Paper on what I got out of Wellness for Life

300 points Participation 30 pts for each summer class

400 points Notebook (see supplement for Notebook Contents)

100 points Blood Work

100 points Mid Term Exam

1000 points Total

Policies and Procedures:

1) Attendance/participation: Students are expected to be in class each day to receive participation points.

2) Late work: Late work will be accepted within one week of original due date.
3) Make-up exam Make up Exams will be made available in the Testing Center as long as arrangements are made with instructor.

4) Incomplete contract instructions: To receive an Incomplete for this class the student must initiate the Incomplete process and sign an Incomplete form in the presence of the instructor.

5) Return of student work: Tests and assignments will be returned to students within two class periods.

6) Disability Accommodation Statement – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

7) Any student that needs additional time for exams or in class work shall receive such time.

Equipment and Supplies: Exercise Clothing, Tennis Shoes

Class Format: Class time will focus on Lecture and Class Discussion.
Students are encouraged to bring Newspaper, Magazine, and Internet articles related to Health and Wellness to class to be discussed.

Grading: Grade will be based on total points accumulated buy the student.
A = 900 to 1000 B = 800 to 899 C = 700 to 799
D = 500 to 699 F = less that 500

Rules and regulations: (Include Academic Plagiarism and Cheating Policy)
No working on other subjects.
No discussions other that the main discussion for class.

Class Schedule: See Class Calendar

ACADEMIC PLAGIARISM AND CHEATING
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

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For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. ` For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

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The tuition refund process begins the second week of the term in which the student is
Currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order,

VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COURSE INFORMATION UPDATE
for NEW and REVISED *CREDIT* COURSE OUTLINES
(Please use non-credit outline form for non-credit submissions.)

APPROVAL SIGNATURES: **DATE:**

Division Director _____ _____

Manager _____ _____

Instructional Council _____OI_____ _____6/9/05_____

DIRECTIONS: Please ***neatly*** enter ***all*** requested information below for each course.
Incomplete forms will be returned.

1. Course Number:	**CS101 (also offered Distance Education)**										
2. Course Title:	**Computers In Society**										
3. Course Sub-Title:	*(Optional)*										
Program Type: (CHOOSE **ONE** ONLY)	LDC	☒	OccPrep	☐	OccSupp	☐	Post Sec Remedial/ Developmental Educ	☐			
	ABE/GED/ESL	☐	Other Adult	☐	Non-Reimbursable	☐					
5. This Outline is:	New	☐			Revised	☒					
6. Offered for:	Credit	☒	Cont'd Ed Units (CEU)	☐	Prof Development Units (PDU)	☐					
7. Number of Credits: (See hours/credit formula below)	2		Approved for CEUs: (List Approving Agency)								
8. How many times can this course be taken *for credit*? (This is not the same as repeating a course for a better grade. This refers to how many times a student can get credit on their transcript for the same course.)											
Once ☐	Twice ☐	3 Times ☐	Other (Specify)		Unlimited ☐						

9. Course Hours (Instructor workload/pay will be based on the information below):

(CLOCK HOURS)	Hours/Week	Total Course Hours
LECTURE	2	22
LAB		
LECTURE/LAB		
TBA LAB HOURS		
INDEPENDENT STUDY		
TOTAL	2	22

Department of Education's formula

(Full Term Course)

1credit = 11 *Lecture* hours per term

1 credit = 22 *Lecture/Lab* hours per term

1 credit = 33 *Lab* hours per term

10. Course Description: (State approved course description must be included, if available. May be enhanced for Southwestern.)
This is the first course in computer literacy and in intended for the novice user. Students will become familiar with current computer terminology. Students will learn end-user skills in file management using PC operating system, word processing, and Internet searching software.

11. Grading:	S,U,I	☐	A,B,C,D,F,I	X	Either	☐	Non-Graded	☐

Minimum Grading Criterion:	Recommended Weight or % of Grade
Homework/Exercises	25%
Tests/Projects	75%

12. Required Pre-Requisites: (If more than one course is listed, please indicate with OR or AND.) *NOTE: This information will be entered into Colleague and **required** for students' registration.*				
Course(s) *and* Min. Grade:				
Placement Test Score:				
Other:				
Is Instructor Consent **Required** to Register?	Yes	☐	No	☒

13. Required Concurrent Courses: *NOTE: This information will be entered into Colleague and **required** for students' registration.*	
Course No(s):	None
Lab(s):	CIS0593

14. Does this course require a separate lab?	Yes	☒	No	☐

Course No:	CIS0593	Graded Separately?	Yes	☐	No	☒

15. Is this course part of a sequence?	Yes	☐	No	☒

Must the sequence be taken in order?	Yes	☐	No	☐
What are the course sequence numbers?				

16. Is this course double numbered?	Yes	☐	Crs#		No	☒

17. College-Wide Competencies	
	I. Communication Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.
	II. Computation Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
	III. Creative, Critical & Analytical Thinking Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research and problem solving.
	IV. Community/Global Consciousness & Responsibility Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	V. Discipline Content Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Objectives (Use TAB to navigate and add a new row; Use mouse to go to next Section)	Competencies				
Knowledge: (Upon completion of the course the learner will…)	I	II	III	IV	V
a). Understand the general concepts of computer use with specific use of word processing, file management and Internet information research techniques.	x	x	x		x
b). Understand the purpose of the fundamental hardware components.		x			x
c). Understand some of the implications of privacy, security, and health in regards to computer use.		x	x	x	x
Skills: (Upon completion of the course the learner will be able to...)	I	II	III	IV	V
a). Develop fundamental end-user skills in operating system file management.		x			x
b). Develop fundamental end-user skills in word processing.	x	x			x
c). Develop fundamental end-user skills in using the Internet for research.	x	x	x		x
d). Summarize technical information	x		x		x
Attitudes and Values: (Upon completion of the course the learner will have...)	I	II	III	IV	V
a). An appreciation of the computer user's responsibility in societal issues of privacy, security, and health.		x		x	x
b). An appreciation of the Internet's impact on information sharing.		x		x	x
c). an appreciation for the value and need for life-long learning and have the confidence in their ability to become a self-directed learner.		x		x	

18. Status:	Active	☒	Inactive	☐
19. Recommended Enrollment:	Lecture	25	Lab	

20. Does this course require special fees?			Yes	☐	No ☐
If yes, what is the fee?		Fee covers:			

21. Contents Outline: (must be in outline format)
NOTE: Use Mouse to go to the next Section

I. FUNDAMENTAL WINDOWS [OR OTHER] SKILLS
- A. Use a Mouse
  1. Left button: click, double click, drag
  2. Right button: click, drag
- B. Using Start Menu
- C. Use Help and Support
- D. Window Operations
  1. Open
  2. Close
  3. Maximize
  4. Minimize
  5. Restore
  6. Move
  7. Resize
  8. Scroll
- E. Use Dialog Boxes
- F. Print a Help Topic
- G. Use My Computer
- H. Customize and Display Tool Bars
- I. Shut down

II. USING WINDOWS EXPLORER [OR OTHER]
- A. Change Folder Views
  1. Thumbnails
  2. Tiles
  3. Icons
  4. List
  5. Details
  6. Filmstrip
- B. Folders List
- C. Folders
  1. Create
  2. Customize
  3. Collapse
  4. Expand
  5. Rename
  6. Delete
- D. Select a group of files
- E. Copy a folder : same disk and disk-to-disk
- F. Move a folder: same disk and disk-to-disk
- G. Copy a folder from one disk to another disk
- H. Make a total disk backup copy
- I. Name a File
- J. File attributes
  1. type
  2. size
  3. extension
  4. date
- K. Rename a file
- L. Delete a file
- M. Copy a file : same disk and disk-to-disk
- N. Move a file: same disk and disk-to-disk

O. Format a disk
P. Compress and expand zip files.

III. WORD PROCESSING SKILLS [BASED ON WORD 2002]

A. File
1. Open document
2. Close document
3. Save document
4. Save document with a new name
5. Start a new document
6. Work with multiple documents open
7. Page margins
8. Preview/Print document
9. Quit Word

B. Edit
1. Move
2. Cut
3. Copy
4. Paste
5. Find/Replace Text
6. Undo and Redo commands
7. Selecting text
   a. Character
   b. Word
   c. Line
   d. paragraph
   e. Entire document
8. Drag and drop text

C. View
1. Normal
2. Web Layout
3. Print View
4. Headers/footers/Page Numbers: create and edit
5. Toolbars
6. View document
7. Zoom

D. Insert
1. Hard/Soft Page Breaks
2. Page Numbers
3. Hyperlinks
4. Date and Time
5. Picture
   a. File
   b. Clip Art
   c. Format Picture Layout
6. Inserting/deleting
   a. New text
   b. Picture/clip art (sizing)
7. Blank line(s)
8. Display non-print characters
9. Double space all or part of a document
10. Ref.: Footnotes/Endnotes
11. Task Pane

E. Format
1. Font
   a. Font style
   b. Font size
   c. Bold
   d. Underline
   e. Italics
   f. Color
2. Paragraphs

a. Indent
b. Tab Stops/Leaders
c. Line Spacing

3. Bullet/Numbering
a. Bulleted list
b. Numbered list

4. Tabs
a. First line indent
b. Hanging indent
c. Left indent

5. Styles and Formatting
6. Word-wrap text

F. Tools
1. Spelling and Grammar
2. Grammar Check
3. AutoCorrect
4. AutoText
5. AutoComplete
6. Thesaurus

G. Tables
1. Create Table
2. Insert/Delete Data
3. Insert/Delete Column or Row
4. Format
5. Sorting
6. Resize

H. Help
1. Office Assistant

I. Create/Modify Outline

IV. EXTRA/OPTIONAL WORD PROCESSING SKILLS
A. Creating Table of Contents
B. WordArt
C. Use Word Wizard to create document
D. Use Word template to create a document

V. INTERNET SKILLS
A. Use Help
B. Browsers
1. Netscape Communicator
2. Internet Explorer

C. Browser operations
D. Menus
E. Toolbars
F. Navigating a Web page & Site
G. Frames
H. Saving a Web page
I. Print a Web page
J. Navigating the Web
K. Anatomy of hypertext links and URLs, including paths
L. Finding, starting, stopping links
M. Moving backward and forward
N. Bookmarks (Favorites)
O. History
P. Search Service (Directory or Index)
Q. Searching the Web
1. subject
2. guide
3. location
4. content
5. people

R. Searching techniques

1. for required words
2. for prohibited words
3. for phrases
4. for wildcard matching
5. for titles only
6. for URLs only

S. Downloading
1. Files
2. Fair-use
3. Bibliography

T. Email
1. Create and send new message
2. Read email
3. Use address book
4. Delete message
5. Send attachment
6. Retrieve attachment
7. Domain Names

U. Etiquette/Netiquette

XI. SURVEY OF SYSTEMS FUNDAMENTAL CONCEPTS

A. Fundamental hardware components
1. system unit with CPU and RAM
2. input devices
   a. keyboard
   b. mouse
3. output devices
   a. printers
   b. monitors
4. storage devices
   a. Floppy disks
   b. Super Disks
   c. Zip Disks
   d. Hard drive
   e. CD-ROMs
   f. USB storage devices
5. Connectivity devices
   a. Modem
   b. Network

B. Information processing cycle

C. Suggestions on purchasing a PC computer system

D. Societal issues
1. privacy of information
2. security
   a. physical
   b. software/information
   c. viruses

E. Ergonomics

22. Recommended Text(s): Complete citation(s). ***(This information is required.)***

See current syllabus

23. Required Materials/Supplies/Tools:

USB Flash Drive

24. References & Resources used to develop this course (Print and Non-Print):

Microsoft Office Specialist (MOS) Certification Requirements, as updated September 8, 2004

Guidelines for Associate-degree Programs: Information Systems by the ACM Two-Year College Education Committee, March 2004

Information Technology Knowledge and Skill Standards Booklet by Career Clusters Initiative

25. Library Resources for Course Support:

Are the resources in the library adequate to support this course:	Yes	☒	No	☐	N/A	☐

If not, complete the library resources course support form and forward with this course outline to the Division Director. (The form can be located using the following path: Network Neighborhood/ITT/Outlines/Forms/Library Resources for Course Support.)

26. Outline Developed By:	Jan Hooper	Date	
27. Outline Revised By:	Diana Schab	Date	6/03/05

Is there anything you would like to add that has not been addressed on this form? Please do so here:

FOR DIVISION DIRECTOR USE ONLY

This course may be used to fulfill the following degree requirements:

AAOT General Education ☐
Distribution Requirement ☐
Cultural Diversity ☐

Should this course description be included in the college catalog? Yes ☐ No ☐

Has this course been approved for an R grade? Yes ☐ No ☐

What is the effective date of this course? (If new) Term: Year:

Division Director: Please submit completed ***"Library Resources for Course Support"*** forms to Sharon Tashjian, Tioga Hall, 2nd floor Library when course has been approved and is being added to the Class Schedule.

FOR OFFICE OF INSTRUCTION USE ONLY

Reimbursable? Yes ☐ No ☐

Reimbursement Code:

CS101 — Computers in Society

Course Information

Fall 2005	TuTh 10:00-10:50 PM	Tioga 403	2 Credits

Instructor

Linda Kridelbaugh
Office: Lampa 3
Phone: 888-7233
Office Hours: MWThF: 8:30-9:30, Tu: 8:00 – 9:00, and, by appointment.
Email: lkridelbaugh@socc.edu *Subject line required*: CS101

Text and Materials

- *Office 2003 Introductory Concepts and Techniques, Second Edition* by Shelly, Cashman, Vernaat
- *the following sections will be covered in CS101, the remaining topics will be covered in CIS131*
  - *Essential Introduction to Computers*
  - *Windows XP*
  - *Word 2003*
- Disks/CDs/FlashDrive
- Optional but recommended: spiral bound index cards (or other) for creating your own quick reference guide and may be used on some skill tests

Course Requirements

Windows XP Exercises	5%	
Windows XP Skill Exam	15%	
Word Processing Exercises	15%	
Word Processing Skill Exam- Project 1	5%	
Word Processing Skill Exam- Project 2	25%	
Internet Exercise	10%	
General Concept Exam	25%	
Research Paper	5%	Optional for Extra Credit – See instructor for Rules and Topic

for copy of instructions. open file \\Lion\instdata\Kridelbaugh\CS101\Research.doc

Grading Scale

PERCENT	GRADE	
90-100	A	
80-89	B	
70-79	C	POLICY NOTE:
60-69	D	I (incomplete) given rarely
0-59	F	

Attendance, Exams, and Homework

You are responsible for all materials presented in lecture class and lab sessions. This includes materials, handouts, and announcements. Assignments, announcements, and other information can be found at I:\Kridelbaugh\CS101

Skill exams are *hands-on* tests to demonstrate your mastery at using the software. These exams are closed book but you may use your quick-reference guide that you created.

One exam will be given on the terms and concepts covered in this class. The concept exam will consist of any combination of true/false, multiple choice, fill-in, matching, or matching questions. This exam is closed book, notes, etc.

Grading of homework:

1. Late homework will be assessed a 25 % penalty.
2. Late homework will be accepted for 7 days ONLY and will not be accepted after that.

Definitions

***DEFINING COMPUTER LITERACY**:*

> "A computer literate person is one who in not intimidated by computers, can adjust to the computerized world, has some understanding of the computer's capabilities, limitations, and implications. In addition, this person understands that people control and build computers and may use them for both good and evil. Ultimately, a computer literate person understands that computer programs, written by people, guide computers. And, with this understanding, such a person can go on to write simple programs."
>
> Dr. David Moursund, 1975
> Professor, University of Oregon, Computer Science Department

DEFINING END-USER:

> A person who uses a computer as a tool.

Course Description

This is the first course in computer literacy and in intended for the novice user. Students will become familiar with current computer terminology. Students will learn end-user skills in file management using PC operating system, word processing, and Internet searching software.

College Competencies		These are transferable skills essential to an individual's success, regardless of long-term goals. Graduates will be able to demonstrate competency in the following areas:
	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate effective skills and attitudes that are specific to a discipline or career.

CS101 Student Learning Objectives					
Knowledge: (Upon completion of the course the learner will…)					
a). understand the general concepts of computer use with specific use of word processing, file management and Internet information research techniques.	✓	✓	✓		✓
b). understand the purpose of the fundamental hardware components.		✓			✓
c). understand some of the implications of privacy, security, and health in regards to computer use.		✓	✓	✓	✓
Skills: (Upon completion of the course the learner will be able to...)					
a). develop fundamental end-user skills in operating system file management.		✓			✓
b). develop fundamental end-user skills in word processing.	✓	✓			✓
c). develop fundamental end-user skills in using the Internet for research.	✓	✓	✓		✓
d). summarize technical information	✓		✓		✓
Attitudes and Values: (Upon completion of the course the learner will have...)					
a). an appreciation of the computer user's responsibility in societal issues of privacy, security, and health.		✓		✓	✓
b). an appreciation of the Internet's impact on information sharing.		✓		✓	✓
c). an appreciation for the value and need for life-long learning and have the confidence in their ability to become a self-directed learner.		✓		✓	

Academic Dishonesty: Plagiarism and Cheating

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: “The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material’s true source.” Academic cheating is defined as “The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner.” The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

Discrimination/Harassment Policy

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

Refund Policy

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. ` For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

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The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

Disability Accommodation Statement

SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

Week	Topics	Requirements
1	Read Course Information Need for Computer Literacy Windows Project 1	
2	Windows Project 1	Homework Assignment
3	Windows Project 1 Start Word Project 1	Homework Assignment ***SKILL EXAM Windows Project 1***
4	Word Project 1	Homework Assignment
5-6	Word Project 2	Homework Assignment ***SKILL EXAM Word Project 1***
7	Word Project 3	Homework Assignment ***SKILL EXAM Word Project 2***
8	Internet Searching	Learn terms and concepts
9	Internet Searching continued Privacy, Security, Health Issues	Homework Assignment
10	Review Windows File Management Extra Topics	**Make-Up Windows Project 1: File Management Exam**
11	**Final Exam Week**	**Final Concept Exam**
6-9	Research Paper	***OPTIONAL*** for Extra Credit- see instructor

NOTE: The instructor reserves the right to alter the dates and contents of instruction.

Due dates and lab assignments/homework will be given in class. Assignments, announcements, and other information can be found at I:\Kridelbaugh\CS101

SOUTHWESTERN OREGON COMMUNITY COLLEGE
1988 Newmark
Coos Bay, Oregon 97420

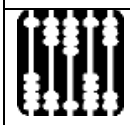
COURSE SYLLABUS
Fall 2005

COURSE TITLE: Procedural Law
COURSE NUMBER: CJ 222
CLASS HOURS: Monday 6pm-8:50pm
CLASS LOCATION: Stensland 202
INSTRUCTOR: Martha "Marty" Burkett
OFFICE: Tioga 316b
PHONE: 888-7456
EMAIL: mburkett@socc.edu
OFFICE HOURS: Monday-3-4
Tuesday/Thursday 2-3
Wednesday/Friday 11-12

REQUIRED TEXT: *Criminal Procedure-Law and Practice*, 6th edition, Del Carmen, Orlando V. (2004)

COURSE DESCRIPTION: An examination of legal procedure and process considerations related to the investigation of crime, processing of accused persons, and maintenance of order in American society. Rights of individuals and obligations of criminal justice practitioners, particularly law enforcement will be analyzed. The course focuses on First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments to the United States Constitution.

COLLEGE-WIDE COMPETENCIES: Competencies are transferable skills that are essential to an individual's success, regardless of long-term goals. Graduates of Southwestern will be able to demonstrate competency in each of the following competencies areas:

	Communication Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information
	**Computation** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
	Creative, Critical & Analytical Thinking Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

The competencies of each specific objective appear below. Your instructor will provide more detailed explanations of how acquiring these competencies can help you to successfully achieve your career, educational, and personal goals.

COURSE OBJECTIVES					
Objective 1 Comprehend the rights protected by the Bill of Rights and limitations established by court decisions placed on the rights.	***		***	***	***
Objective 2 Understand the foundations of American constitutional government as it is related to the administration of criminal justice	***		***	***	***
Objective 3 Obtain sufficient knowledge to act with confidence and perform duties associated with employment in the criminal justice system	***		***	***	***
Objective 4 Become familiar with key civil rights legislation	***		***	***	***
Objective 5 Analyze and provide written briefs of court cases and detect procedural rules affecting the criminal justice system	***	***	***	***	***
Objective 6 Correctly choose courses of action when given a set of circumstances requiring application of procedural law concepts	***	***	***	***	***
Objective 7 Recognize the evolving nature of criminal procedure and the importance of continuing education to maintain up to date knowledge of procedural law	***		***	***	***
Objective 8 Acquire an appreciation of the meaning of the United States Constitution and its relationship to justice administration	***		***	***	***

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All criminal justice majors must maintain a course grade of "C". If a student receives a grade of less than "C" for a criminal justice course, they must repeat the class.

Classroom Participation: Regular participation is an obligation assumed by each learner at the time of registration. There are no exceptions. Athletic competitions or other events do not negate

the student's participation responsibilities. It is the student's responsibility to fulfill all the requirements of a course as prescribed by the instructor.

If a student must miss a class, notification and any arrangements shall be made in advance by the student with the instructor to complete missed assignments. Notification of anticipated absences is a requirement and courtesy to your instructor. Notification of anticipated absences is required in order for the student to be considered for possible excuse of absence.

The instructor assumes the responsibility to provide students who have been granted an excused absence the opportunity to do make up work in a reasonable period.

Note: Only the instructor of the course will be the final determinant of whether or not the absence was excused.

GRADING:		**GRADES**
Participation:	150 (15 points each class)	A= 540-600
Legal Briefs	200 (50 points each x 4)	B= 480-539
Quizzes	150 (50 points each x 3)	C= 420-479
Final	100 points	D= 360-419
Total	**600 points**	F= 359 or less

POLICIES AND PROCEDURES:

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The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
Coos Bay, OR 97420

CJ 222—Procedural Law

Instructor: Martha Burkett

Schedule of Assignments- Fall 2005

Date	Assignments
9/26:	Class introductions; review syllabus; discuss format for legal briefs. Lecture, **Chapter 1**. Review **Aguilar v. Texas**
10/3:	**Chapter 2**: Overview of the Criminal Justice Process. **Assign case: Chimel v. California Due 10/17**
10/10:	**Chapter 3**: Levels of Proof; **Chapter 4:** The Exclusionary Rule.
10/17:	**Chapter 5:** Stop and Frisk; **Chapter 6:** Arrests. **Assign case: Arizona v. Hicks due 10/31 Quiz: Chapters 3 and 4**
10/24:	**Chapter 6** continued: **Chapter 7:** Search and Seizure of Things.
10/31:	**Chapter 7** continued. **Quiz**: **Chapters 5-6. Assign case: Chambers v. Maroney due 11/14**
11/7:	**Chapter 8**: Vehicle Stops, Vehicle Searches and Inventories.
11/14:	**Chapter 9:** Plain View, Open Fields, Abandonment; **Chapter 10:** Line Ups, Showups, and Photo ID's. **Assign case: Mincey v. Arizona due 11/28 Quiz: Chapters 7- 8**
11/21:	**Chapter 11:** Confessions and Admissions. .
11/28:	Review
12/5:	**Final Exam:** Chapters 9-11 Final is at 6pm

SOUTHWESTERN OREGON COMMUNITY COLLEGE
1988 Newmark
Coos Bay, Oregon 97420

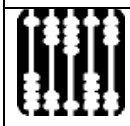
COURSE SYLLABUS
Fall 2005

COURSE TITLE: Foundations of Criminal Justice
COURSE NUMBER: CJ 100
CLASS HOURS: T-TH 11:00-12:20
CLASS LOCATION: Sitkum 13
INSTRUCTOR: Martha "Marty" Burkett
OFFICE: Tioga 316b
PHONE: 888-7456
EMAIL: mburkett@socc.edu
OFFICE HOURS: Monday-3-4
Tuesday/Thursday 2-3
Wednesday/Friday 11-12

REQUIRED TEXT: *Criminal Justice in Action: The Core*, 2nd edition, Gaines and Miller (2004)

COURSE DESCRIPTION: This course presents a contemporary view of the criminal justice system and its processes. The structural and theoretical framework of the system is examined, and the function, role and practices of police, courts and corrections components of the system are surveyed. Career opportunities in the criminal justice field are explored.

College-Wide Competencies: Competencies are transferable skills that are essential to an individual's success, regardless of long term goals. Graduates of Southwestern will be able to demonstrate competency in each of the following competencies areas:

	Communication Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and information
	**Computation** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
	Creative, Critical & Analytical Thinking Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global Consciousness & Responsibility Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Content Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

The specific objectives that relate to the competencies appear below. Your instructor will provide more detailed explanations of how acquiring these competencies can help you to successfully achieve your career, educational, and personal goals.

Course Objectives					
Objective 1: Understand foundations central to the study of criminal justice including the importance of an interdisciplinary focus in studying crime, criminals, the law and the administrative processes intended to address the problem of crime.	***		***	***	***
Objective 2: Learn key characteristics of subcomponents of the criminal justice system including characteristics of the police, courts and corrections subsystems.	***		***	***	***
Objective 3: Understand requirements for entrance into the criminal justice career of the students choosing.			***		***
Objective 4: Identify and describe concepts, structures and characteristics of the criminal justice system and its components.	***	***	***	***	***
Objective 5: Identify and utilize key sources of information useful in studying the criminal justice field.	***	***	***	***	***
Objective 6: Discuss current issues associated with the administration of criminal justice.	***		***	***	***
Objective 7: Recognize the value of continuing study and preparation for careers in criminal justice administration.	***		***	***	***
Objective 8: Appreciate the complexity of issues confronting the criminal justice system.			***	***	***
Objective 9: Consider the basic values that under grid the criminal justice system and guide the process of justice administration.	***		***	***	***

CLASSROOM PARTICIPATION: Regular participation is an obligation assumed by each learner at the time of registration. There are no exceptions. Athletic competitions or other events do not negate the student's participation responsibilities. It is the student's responsibility to fulfill all the requirements of a course as prescribed by the instructor. If a student must miss a class, notification and any arrangements shall be made in advance by the student with the instructor to complete missed assignments. Notification of anticipated absences is a requirement and courtesy to your instructor. Notification of anticipated absences is required in order for the student to be considered for possible excuse of absence. The instructor assumes the responsibility to provide students who have been granted an excused absence the opportunity to do make up work in a reasonable period.

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MAKE UP QUIZZES: Late work will not be accepted. There will be no makeup for exams or assignments unless the student can provide the instructor with satisfactory and adequate documentation that circumstance prevented the student from attending the exam and/or being present on the day of course work due. The instructor of the course shall be the final determinant of the adequacy of documentation.

WRITTEN ASSIGNMENTS: You will be given several writing assignments. All work must be typed using a 12 font and will be double spaced. All papers will be grammatically correct to include sentence construction, spelling, and punctuation. During the course of the class we will have several guest speakers. A week after the speaker gives his/her presentation, students will be required to complete a 2 page paper about the presentation. Further directions will be given at that time.

All criminal justice majors must maintain a course grade of "C". If a student receives a grade of less than "C" for a criminal justice course, they must repeat the class.

GRADING:		**GRADES**
Class participation	200 (10 points each class x 20)	A= 900-1000
Quizzes	400 (100 point each x 4)	B= 800-899
Presentation papers	300 (100 pts each x 3)	C= 700-799
Final Exam	100 points	D= 600-699
Total	**1000 points**	F=599 or less

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SOUTHWESTERN OREGON COMMUNITY COLLEGE
Coos Bay, OR 97420

CJ 100—Foundations of Criminal Justice Fall 2005
Instructor: Martha Burkett

Date	Assignments
9/27:	Introductions. Review Syllabus. Read Chapter 1: Criminal Justice Today.
9/29:	Chapter 2: Measuring and Explaining Crime
10/4:	Chapter 3: Criminal Law.
10/6:	**Quiz: Chapters 1, 2 & 3**
10/11:	Chapter 4: Police: Agents of Law and Order
10/13:	Chapter 5: Organization and Strategies.
10/18:	Chapter 6: Police and the Rule of Law
10/20:	Chapter 7: Challenges to Effective Policing
10/25:	**Quiz: Chapters 4,5, 6 & 7**
10/27:	Chapter 8: Courts and the Quest for Justice
11/1:	Chapter 9: Pretrial Procedures and the Criminal Trial.
11/3:	Chapter 10: Punishment and Sentencing
11/8:	**Quiz: Chapters 8, 9,10**
11/10:	Chapter 11: Probation in Community Corrections.
11/15:	Chapter 12: Prisons and Jails
11/17:	Chapter 13: Behind Bars: The Life of an Inmate.

Schedule of Assignments—Fall 2005 (continued)

CJ 100—Foundations of Criminal Justice
Instructor: Martha Burkett

Date	Assignments
11/22:	**Quiz: Chapters 11, 12, 13**
11/24:	**Holiday: Happy Thanksgiving!**
11/29:	Chapter 14: The Juvenile Justice System.
12/1:	Chapter 15: Cyber Crime
12/8:	**Final Exam: Chapters 14 & 15 on 12/8 at 11am**

This schedule is subject to change.

CIS 131*01 Computer Information Systems
4 credits
Classroom 401 **Tioga**
MTWF 2 – 2:50 pm
Bill Yates
Office: Dellwood Hall Rm 14A
Phone: 888-1571
Office Hours: see schedule below
Email: byates@socc.edu

Course Description
This is a complete computer literacy course. Students will become familiar with current computer terminology and concepts including hardware, software, communications, networks, the Internet, and the impact of computers on society. Students will review and learn additional end-user skills in file management using PC operating system, word processing, and Internet browsers/search engines. Students will learn end-user skills in spreadsheet, database, and presentation software applications as well as basic web page construction.
Prerequisite: CS 101 with a C or better.

Student Learning Objectives

Knowledge:	(The student will…)
a) Become familiar with current computer terminology and concepts. b) Understand the purpose of the fundamental hardware components and the interaction of each. c) Understand the general processing flow of a computer system. d) Understand the purpose of operating systems and system software. e) Understand the general concepts of computer use with specific use of word processing, Internet browsers, e-mail, spreadsheet, database, and presentation software. f) Become familiar with communications, networks, the Internet. g) Understand some of the implications of privacy, security, and health in regard to computer use. h) Become familiar with the design process and its role in creating multimedia web sites.	
Skills:	(The student will be able to...)
a) Develop additional fundamental end-user skills in operating system file management. b) Develop additional fundamental end-user skills in word processing software. c) Develop additional fundamental end-user skills in using the Internet for searching and the use of e-mail. d) Develop fundamental end-user skills in spreadsheet software. e) Develop fundamental end-user skills in database software. f) Develop fundamental end-user skills in presentations software. g) Develop and maintain a web site using a current HTML editor. h) Integrate documents and multimedia into an organized, cohesive, easy-to-navigate web site.	
Attitudes and Values:	(The student will have...)
a) An appreciation for the need for computer literacy as the ability to use a computer is a basic skill. b) An appreciation for the need for information literacy as knowing how to find, analyze, and use information an appreciation and understanding for the use of the computer as a problem solving device. c) An appreciation for the value and need for life-long learning and have confidence in their ability to become a self-directed learner. d) a sensitivity to the importance of attention to detail and consistency in design.	

Texts and class materials
Office 2003 Introductory Concepts and Techniques, Second Edition
Shelly Cashman Vermaat 2006
Additional readings as assigned
Storage media; jump or flash drive required!

Policies

You are responsible for all classroom lectures and materials. Opportunities for acquisition of subject matter knowledge, skills, and dispositions will be through lectures, individual work, and group assignments. Both individual and group projects will be assigned during the quarter. Good organization and style, consistent with the concepts covered during the quarter, will be expected at all times.

Some assignments will be made during class to be completed by the end of class and other assignments will be given as homework. Group projects require each student to be responsible for their part of the group's work to insure the group will meet it goal. Points are given during virtually every class session for exercises assigned during class. In the Weekly Schedule of Topics, Homework, and Exams table shown below, specific weekly readings and assignment guidelines are provided. Other assignments at the instructor's discretion will be assigned during the quarter to help strengthen your understanding of core concepts.

Homework answers will be provided at the end of the week. Although homework is pass/fail (1/0), homework is not optional. If you do not do the homework and turn it in, you will lose a significant contribution to your grade. Doing the exercises at the end of each chapter's readings help you assess your comprehension of a given section's material. These exercises are open book but should be done outside of class. Keep an additional copy of your homework so you can compare it with the answers provided. The copy you handed in for credit will not be returned to you so it is your responsibility to review the answers to the homework using the copy you held in reserve. To receive credit for your homework it is your responsibility to hand in a completed copy at the beginning of class on the day it is due. Homework handed in after class begins is considered late. No late work will be accepted unless arrangements are made with the instructor.

Exams will typically be given on Monday to assess your understanding of the previous week's readings, lectures, exercises, in-class assignments, and homework. Exams will consist of any combination of true/false, multiple choice, fill-in, matching, screen identification, essay, or hands-on questions. These exams are closed book, notes, etc and will also ask to show mastery by completing one or more practical hands-on problems. Your score will be reported to you after the exam; you may review the questions you answered on the exam but exams are not to leave the classroom. It is your responsibility to check with the instructor to schedule and make-up any exams you failed to take. All makeup exams must be completed not later than one week after the regularly scheduled exam unless special arrangements are made with the instructor.

A final exam will consist of a written comprehensive exam and a hands-on practicum.

Academic plagiarism or cheating are unacceptable and will result in academic sanctions consistent with the policy on Academic Dishonesty: Plagiarism and Cheating as outlined below.

The instructor reserves the right to alter course sequence of presentations, readings, assignments, and exam/projects.

Evaluation

Activities	Weight	Evaluation
Assignments and Exercises	25%	Written material and projects
Exams	75%	Written Exams and Hands-on Practicum

Grading Scale

Percent	Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

POLICY NOTE:
I (incomplete) given rarely

Southwestern has several computer labs available to students, including the computer labs on the fourth floor in Tioga and in Umpqua. Not only do these locations offer computers and software that you can use to complete your coursework, but lab aides in these labs are available to assist you if you have questions or problems. Labs hours are posted so check the posted schedule on the fourth floor in Tioga Hall.

Academic plagiarism and cheating

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Weekly Schedule

Weekly Schedule of Topics, Homework, and Exams

Exams: A test will be given on Monday for the previous week's readings, exercises, and assignments.
Homework: Homework is due on Friday the week it is assigned.
**Computer Fundamentals: Read the chapter by the end of the week and finish the short chapter quiz.

Week	Topics Covered*	Reading Assignments	Activities/Assignments
I	Office: Word 2003 Word Web Feature	WD 4-WD 195 WD 203-WD 215	Apply Your Knowledge: Project 3(1) In the Lab: Project 3(2)
II	Office: Excel 2003 Project 1 ***Computer Fundamentals*	EX 4 –EX55 *Chapter One*	Apply Your Knowledge: Project 1(1) In the Lab: Project 1(3)
III	Office: Excel 2003 Project 2 ***Computer Fundamentals*	EX 66 –EX127 *Chapter Two*	Apply Your Knowledge: Project 2(1) In the Lab: Project 2(2)
IV	Office: Excel 2003 Project 3 Excel Web Feature	EX 146 –EX209 EX225-EX239	Apply Your Knowledge: Project 3(1) In the Lab: Project 3(2)
V	Office: Access 2003 Project 1 ***Computer Fundamentals*	AC 4 –AC52 *Chapter Three*	Apply Your Knowledge: Project 1(1) In the Lab: Project 1(1)
VI	Office: Access 2003 Project 2 ***Computer Fundamentals*	AC66 –AC107 *Chapter Four*	Apply Your Knowledge: Project 2(1) In the Lab: Project 2(1)
VII	Office: Access 2003 Project 3 Integration Feature	AC114 –AC165 AC 173-AC190	Apply Your Knowledge: Project 3(1) In the Lab: Project 3(1)
VIII	Office: PowerPoint 2003 Project1-2 ***Computer Fundamentals*	PPT4 –PPT129 *Chapter Five*	Apply Your Knowledge: Project 1(1) In the Lab: Project 1(1)
IX	Web Page Design	Web Feature	Read/Review Web Feature
X	Portfolio: Integration of Applications	As Assigned	As Assigned
Finals	Practicum & Written Exam	Review	See Final Exam Schedule

Instructors Schedule

INSTRUCTOR __**BILL YATES'**__Weekly SCHEDULE Other than office hours please schedule an appointment. **Fall 2005**__TERM __**Dellwood-14A** __BLDG/RM# __**1571**__EXT					
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
8-9	Service/Prep	CIS 131*01 Comp Info Systems T408	Service/Prep	CIS 131*01 Comp Info Systems T408	Service/Prep
9-10	Service/Prep	CIS 131*01 Comp Info Systems T408	Service/Prep	CIS 131*01 Comp Info Systems T408	Service/Prep
10-11	CCTI Grant	CCTI Grant	CCTI Grant	CCTI Grant	CCTI Grant
11-12	CCTI Grant	CCTI Grant	CCTI Grant	CCTI Grant	CCTI Grant
12-1	CCTI Grant	CCTI Grant	CCTI Grant	Department Meeting	CCTI Grant
1-2	**Office Hour Dellwd 14A**	**Office Hour Dellwd 14A**	**Office Hour Dellwd 14A**	**Office Hour Dellwd 14A**	**Office Hour Dellwd 14A**
2-3	CIS 131*02 Comp Info Systems T401	CIS 131*02 Comp Info Systems T401	CIS 131*02 Comp Info Systems T401	Service/Prep	CIS 131*02 Comp Info Systems T401
3-4	Service/Prep	Service/Prep	Faculty Senate- Meeting	Service/Prep	Service/Prep
4-5	Service/Prep	Service/Prep	Faculty Senate- Meetings	Service/Prep	Service/Prep

Refund policy
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The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

Competencies:

	Communication	Students will demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening; including the presentation of self and information.
	Computation	Students will demonstrate effective use of computers & technology, logical analysis (synthesis & evaluation), an understanding of mathematical concepts & reasoning, and an ability to analyze and use numerical data.
	Creative, Critical & Analytical Thinking	Students will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
	Community/Global **Consciousness & Responsibility**	Students will demonstrate an understanding of citizenship, respect for cultural & ethnic diversity, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
	Discipline Content	Students completing a degree will demonstrate skills and attitudes that are specific to a discipline or career.

					Knowledge:
				X	1. Become familiar with current computer terminology and concepts.
				X	2. Understand the purpose of the fundamental hardware components and the interaction of each.
				x	3. Understand the general processing flow of a computer system.
				x	4. Understand the purpose of operating systems and system software.
x			x	x	5. Understand the general concepts of computer use with specific use of word processing, Internet browsers, e-mail, spreadsheet, database, and presentation software.
x			x	x	6. Become familiar with communications, networks, the Internet.
			x	x	7. Understand some of the implications of privacy, security, and health in regard to computer use.
x		x		x	8. Become familiar with the design process and its role in creating multimedia web sites.
					Skills:
				x	1. Develop additional fundamental end-user skills in operating system file management.
x				x	2. Develop additional fundamental end-user skills in word processing software.
x			x	x	3. Develop additional fundamental end-user skills in using the Internet for searching and the use of e-mail.
x	x	x		x	4. Develop fundamental end-user skills in spreadsheet software.
x	x	x		x	5. Develop fundamental end-user skills in database software.
x		x		x	6. Develop fundamental end-user skills in presentations software.
		x		x	7. Develop and maintain a web site using a current HTML editor.
		x	x	x	8. Integrate documents and multimedia into an organized, cohesive, easy-to-navigate web site.
					Attitudes and Values:
			x	x	1. An appreciation of computer literacy as the ability to use a computer as a basic skill.
		x		x	2. An appreciation for the need for information literacy as knowing how to find, analyze, and use information an appreciation and understanding for the use of the computer as a problem solving device.
			x	x	3. An appreciation for the value and need for life-long learning and have confidence in their ability to become a self-directed learner.
x	x	x	x	x	4. A sensitivity to the importance of attention to detail and consistency in design.

ART204 The History of Western Art

Class Schedule & Location:	Monday, Wednesday, Friday, 12:00-1:00 p.m.	Eden #1
Instructor & email:	James Fritz, Associate Professor of Art	jfritz@socc.edu
Office location & phone:	Eden #6.	888-7322.
Office Hours:	11:00 a.m.-12:00 p.m. MWF, 12-1:00 p.m. TTH, and by appointment.	
Required Text:	**A History of Western Art**, 4th Edition, by Laurie Schneider Adams.	
Prerequisites:	A survey of visual art requires no previous study or artistic ability.	

Course Description: ART204 is a survey course examining the early history of the art of western civilization. ART204 covers art from prehistory through Roman Empire. Art History courses depend heavily on presentation, discussion, and analysis of the most important examples of each artistic tradition. Together we will consider the motives, media, and methods used in the production of art from cultures that are the foundation of western civilization. In ART204, the student will begin to cultivate an understanding of the visual arts in all their diversity.

Competencies	Transferable skills essential to an individual's success, regardless of long-term goals.
Communication	Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.
Computation	Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
Creative, Critical & Analytical Thinking	Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
Community/Global **Consciousness & Responsibility**	Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
Discipline Content	Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

					Course Competencies for ART204
		X	X	X	Learn the various methodologies of art history
X	X	X	X	X	Learn how to research, analyze and write about a work of art.
		X		X	Learn the fundamental concepts of aesthetics & principles of design that are present in art.
X		X	X	X	Practice verbal communication skills in classroom discussions and presentations
X			X	X	Understand a non-verbal, visual system of communication.
		X	X	X	Experience the transcendence of the ordinary found in the enjoyment of a work of art.
X	X	X	X	X	Take a scholarly approach that builds vocabulary, teaches concepts, and provides a methodology for analyzing any work of art.
		X	X	X	Understand the economic and social conditions, intellectual and emotional forces, and material limitations that shape and influence the creation of art in each culture.
		X	X	X	Understand the influence of art on the culture which produced it and its influence on neighboring and succeeding cultures.

Course Expectations

Student Expectations…

As a student enrolled in this course, you have the right to expect…

1. Well researched and presented lectures
2. The opportunity to ask questions and get answers during and outside of class time
3. Access to the instructor during office hours or by appointment
4. The opportunity to challenge or seek clarification for a grade with which you do not agree
5. The opportunity for make-up quizzes and tests missed due to unavoidable and extreme causes
6. To be treated with respect as a valued member of this class

Faculty Expectations…

As the instructor of this course, I have the right to expect…

1. Reading assignments will be completed for each class
2. Active learning through daily participation and note-taking during lectures
3. A commitment to make every effort to attend all class meetings
4. Preparation and study for good performance on tests
5. Research papers that are the product of your own original research and writing
6. To be treated with respect as the instructor of this course

Grading Model: A,B,C,D,F, grades are based on attendance, classroom participation, and grades on quizzes, exams, and writing assignments. A "W" (withdrawal) from the course or "I" (incomplete) must be student initiated.

Activities:	**Possible Points**
Participation (2 points per day)	60
Quizzes (4, each worth 10-15 points)	50
Mid term Exam	50
Final Exam	50
Papers (2 papers, 45 points ea.)	90
Total possible points	**300**

Grading Scale:
A=270-300 points (91-100%)
B=240-269 points (81-90%)
C=210-239 points (71-80%)
D=180-209 points (60-70%)
F=179 and below (59% or lower)

Plagiarism and Cheating: Academic Cheating and/or plagiarism will not be tolerated and will be dealt with severely. The Student Handbook states the penalty for cheating or plagiarism ranges from:

1. ***admonition*** (confrontation with a stern warning)
2. ***failing grade on the project***,
3. ***automatic failure of the course***
4. ***expulsion from the college***.

Please, Do not cheat. Do not plagiarize. All work done for this course must be your own original writing and all research sources that you use in a paper must be properly cited. The reward for good scholarship is academic success. With it comes a sense of pride and accomplishment derived from the honest work you do.

Writing Assignments: Two papers, 5 to 7 pages in length.

Late Paper Policy: 2 points are deducted each day a paper is late (remember: there are only 4.5 points between letter grades on a 45 point paper)

Tests: There will be 4 quizzes and 2 exams during the quarter. **Make-up Test Policy:** Make-up quizzes must be taken within one week of the date of the quiz. Make-up Mid term exams must be taken within 1 week of test date. Final exams can be taken during the 1st three days of Finals week (make special arrangements with instructor).

Policy on Student disagreement with a Grade: I do not entertain major disputes during class of grades given on papers or exams. Please see me in my office during my office hour or by appointment. I will make in-class adjustments on simple grading or computational errors on my part. Please see me at the end of the class period.

Attendance: Regular participation is essential to success in this course. Presentations will consist of lectures, slides, an occasional video, classroom discussions, etc. Daily ***participation*** in class lectures earns the student 2 points per day, for a total of 60 points for the quarter (that is 20% of the total points available in the course). Loss of participation points due to lack of attendance can seriously undermine your grade.

Notebook and note-taking: Effective note taking requires you to be an **active listener**. Take notes during the lecture, outlining the main points under discussion: artist, title of artwork, approximate date(s), movement or tradition being discussed. Its also helpful to draw a small thumbnail sketch of the work or art in the margin or adjacent to your notes on it. ***Hint: taking notes from your reading the night before*** will give you a well-established outline to follow during the lecture.

Disability Accommodation Statement: SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-5405.

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Discrimination/Harassment Policy: It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

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Calendar		**ART204,** The History of Western Art		
Date		**Classroom Presentation/Discussion Topic**	**Activity**	**Reading**
Week One	Mon, 9/26	Introduction: Syllabus, Survey, Quarter Overview		
	Wed, 9/28	Artistic Impulse, Values of Art, art and Illusion		Intro & Ch. 1, p. 1-5
	Fri, 9/30	Architecture, Archeology, Methodologies of Art History	Quiz 1: Ch 1	p. 6-11
Week Two	Mon, 10/3	Composition, Plane, Balance, Line		Ch 2, p.12-14
	Wed, 10/5	Depth, Space Shape	Paper1Assigned	Ch 2, p14-16
	Fri, 10/7	Library Research Workshop, Research technique, Library resources	Library, Tioga	Ch 2, p17-19
Week Three	Mon, 10/10	Prehistoric Western Europe: Paleolithic		Ch 3, p.21-23
	Wed,10/12	Mesolithic Art		Ch 3, p. 27-28
	Fri, 10/14	Neolithic Art	Quiz 2: Ch 2-3	Ch 3, p. 29-31
Week Four	Mon,10/17	The Ancient Near East: Neolithic, Jericho, Çatal Hüyük		Ch 4, p 32-33
	Wed,10/19	Mesopotamia: Uruk , Inanna, Ziggurats, the Law Code of Hammurabi		Ch 4, p 33-40
	Fri, 10/21	Anatolia: the Hittites, Iran: the Scythians, Persian (Archaemenid) Empire		Ch 4, 41-45
Week Five	Mon,10/24	Egypt-Old Kingdom		Ch 5, 47-54
	Wed,10/26	Middle Kingdom, New Kingdom:Temples, Egyptian Column types,		Ch 5, 55-59
	Fri, 10/28	Armana Period, Tutankhamon, Egypt & Nubia	Paper 1 Due!	Ch 5, 60-63
Week Six	Mon,10/31	------Mid Term Exam!------Chap 1-5		Ch 6, 67-71
	Wed,11/2	The Aegean: Cycladic-Minoan Civilization	Paper 2 Assigned	Ch 6, 67-71
	Fri, 11/4	Discoveries at Thera , Mycenaean Civilization		Ch 6, 72-75
Week Seven	Mon, 11/7	Ancient Greece: Cultural Identity, Government, Philosophy, Literature and Drama		Ch 7, 81-87
	Wed, 11/9	Painting and Pottery, Sculpture: Archaic, Early Classical, Classical styles		Ch 7, 94-105
	Fri, 11/11	------Campus Closed--------Veterans Day----------		
Week Eight	Mon,11/14	Architecture: The Greek Orders/Athenian Acropolis		Ch7, 94-105
	Wed,11/16	Hellenistic Period	Quiz #3: Ch 6-7	Ch 7, 106-114
	Fri, 11/18	Etruscan Art		Ch 8, 115-122
Week Nine	Mon,11/21	Ancient Rome: Architecture		Ch 9, 123-141
	Wed,11/23	Sculptural types: Sarcophagi, Portraits,		Ch 9, 142-149
	Fri, 11/24	------Campus Closed------Thanksgiving Holiday----------		
Week Ten	Mon,11/28	Roman Painting: Murals at Pompeii	Quiz #4: Ch 8-9	Ch 10, 150-155
	Wed,11/30	Early Christian and Byzantine Art		Ch 10, 155-159
	Fri, 112/2	Justinian and the Byzantine style, the Codex		Ch 10, 160-164
Finals Week	Mon, 12/5	----------Final Exam!----------	12:00-2:00 p.m.	
	Wed, 12/7			

SYLLABUS Template

*Course Title and Number:
Year and Term:
Course Credits:
*Meeting Time/Days:
*Location:

*Instructor:
*Office Location:
*Office Hours:
*Office Phone
*E-mail Address:

***Course Description**: (as it appears in the course outline) May elaborate on the official description if appropriate. Class prerequisites and the required placement scores, if applicable.

***Grading:** (i.e. class participation, homework assignments, quizzes, exams, papers and projects)
Attendance/participation
Late work
Make-up exam
Incomplete contract instructions
Return of student work

***Text(s):** Required text and publication information is required
Optional text
Library reserve materials
Required reading assignments with due or discussion dates
Optional reading assignments. (Be sure to inform or confirm with the library)

***Term Calendar:**
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Topics to be covered
Reading Assignments
Due dates for major requirements
Exam dates

***Policies and Procedures:**

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-7405.

*ACADEMIC PLAGIARISM AND CHEATING
(To be attached to course syllabus)

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The

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COMPETENCIES

Competencies are knowledge, skills and attitudes (dispositions) that students will acquire through SOCC degree program curriculum. These essential elements are expected to be demonstrated by SOCC ***degree*** graduates.

The five essential competencies for all SOCC degree graduates, with an accompanying definition, are listed below.

I. Communication

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, presentation of self and of information.

II. Computation

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

III. Creative, Critical & Analytical Thinking

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

IV. Community/Global Consciousness & Responsibility

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.

V. Discipline Content

Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by Faculty Senate – January 28, 2005
Modified from the League for Innovations

SYLLABUS

You will create a syllabus for your students and the Office of Instruction. The document gives students basic information about your expectations, your grading criteria, your office hours, and the title of the texts and other pertinent information. For non credit classes, a formal syllabus is not necessary but students appreciate a basic information sheet about the class content and about you.

The syllabus is a contract between you and the student and is housed in the Office of Instruction for accreditation purposes. Once you have given the syllabus to your students, you need to adhere to stated policies. The instructors reserve the right to alter course sequence of presentations, reading, assignments, and exam/ projects.

You must also send two copies of your syllabi to your division director by the second week of each term. The syllabus guidelines and form are located in Appendix B.

WR 123 SYLLABUS

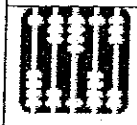
*Course Title and Number: Writing 123
Year and Term: Fall, 2005
Course Credits: 3
*Meeting Time/Days: Follow the Online Calendar
*Location: Online

*Instructor: Dr. Kate Bruner
*Office Location: Tioga 324
*Office Hours: MWF 10-11 a.m.
*Office Phone: 888-7442
*E-mail Address: Contact me via the WebCT Mail icon, which is on both the home page and the course menu.

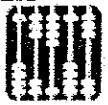
1

***Course Description: WR123 English Composition**
This course is designed to teach the research process and the conventions of writing and documenting a research paper and the discourse conventions, audience expectations, and bibliographic formats of selected disciplines. Emphasis is on developing a method for planning, researching, and writing papers based on collected information. The research paper develops an argumentative or analytical thesis; it necessitates critical reading and persuasive writing.
Prerequisite: WR122 with a "C" or better.

***College-Wide Competencies:** Competencies are transferable skills that are essential to an individual's success, regardless of long term goals. Graduates of Southwestern will be able to demonstrate competency in each of the following competencies areas:

	Communication Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reac writing, speaking, and listening, presentation of self and information
	**Computation** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in techno skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
	Creative, Critical & Analytical Thinking Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curio learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solv
	Community/Global Consciousness & Responsibility Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes invol respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, esteem, integrity and empathy.
	Discipline Content Students completing a degree will be able to demonstrate effective skills and attitudes that are specific discipline or career.

Which specific objectives relate to the competencies appear below. Your instructor will provide more detailed explanations of how acquiring these competencies can help you to successfully achieve your career, educational, and personal goals.

*Course Objectives (as listed in the course outline)					
Objective 1 Learn the research process and the conventions of writing and documenting a research paper.	X		X		X
Objective 2 Learn the discourse conventions, audience expectations, and bibliographic formats of selected disciplines.	X		X		X
Objective 3 Learn to develop a method for planning, researching, and writing papers based on collected information.	X		X	X	X
Objective 4 Learn basic principles and use of logic in argumentative/persuasive writing	X		X		X
Objective 5 Learn to develop an argumentative or analytical thesis.	X		X		X
Objective 6 Practice critical reading and persuasive writing.					

***Grading:**

Grades in the course will be weighted as follows:

Posted assignments are worth **10 percent** of the total grade.

The research paper proposal (first and second drafts) are worth **10 percent** of the total grade.

The bibliography is worth **20 percent** of the total grade.

The first draft of the research paper is worth **20 percent** of the total grade.

The final draft of the research paper is worth **40 percent** of the total grade.

Attendance/participation: *This is an online course. It is up to the individual student to follow the calendar and to do the work in a timely fashion. Each assignment will be available for one week.*

Late work: *If a student is late with an assignment, he/she has one week after the assignment's due date to contact me and make arrangements to make up the work.*

Incomplete contract instructions: *Any student unable to complete the course may take an incomplete. He/she must contact the instructor within 24 hours of the last class day to request an incomplete. The instructor will then request a snail mail address and will mail the student an Incomplete form, which he/she must sign and return to the instructor.*

Return of student work: *The instructor will make every effort to return student work in a timely manner. However, because this is a composition course, an immediate turnaround is impossible. The instructor will begin grading during the second week of class, so that late enrollment students can be accommodated.*

***Text(s):** *Writing the Research Paper by Lester and Lester. This text is available at the SOCC bookstore.*

***Term Calendar:**
(The instructor reserves the right to alter dates of presentations and exams/projects.)
Follow the Calendar on WebCT . Assignments will be posted weekly.

***Disability Accommodation Statement** – SOCC recognizes the contribution that a diverse student body brings to the educational experience. If you are a student with a disability or think you may have a disability, contact the Disability Services office in Stensland Hall, 888-5405.

*ACADEMIC PLAGIARISM AND CHEATING

Academic Dishonesty: Plagiarism and Cheating: The policy of the Board of Education of Southwestern Oregon Community College on Student Rights, Student Code of Conduct, and Student Grievance Procedure outlines penalties ranging from admonition through expulsion for violations including plagiarism and academic cheating. In the policy academic plagiarism is defined as: "The intentional submission for evaluation to a college instructor or administrator of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source." Academic cheating is defined as "The intentional submission for evaluation to a college instructor or administrator of material based, in part, on a source or sources forbidden by generally accepted standards or by regulation established by the evaluator and disclosed in a reasonable manner." The complete policy, penalties, and recourse through the Grievance Procedure can be found in the Student Handbook

*DISCRIMINATION/HARASSMENT POLICY

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Dean of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Dean of Administrative Services for referral to the appropriate administrator.

*REFUND POLICY

Students who stop attending classes during the term must formally withdraw by either dropping their classes through WebAdvisor or by filing a drop form with the Student First Stop Center. In emergencies a phone call followed by a written request will enable us to process a withdrawal for you. Refunds are computed from the date of formal withdrawal, not from the date you stopped attending classes.

For classes five weeks or longer, a 100% refund is given if the formal withdrawal is completed by the end of the last business day of the first week of classes. The refund policy does not extend beyond the first week of the term, but the Associate Dean of Enrollment and Student Services may adjust a claim for a refund if it is determined that the student was delayed in filing for reasons beyond his or her control. The claim must be presented in writing. ` For classes that are scheduled to meet more than one week and less than five weeks, a 100% refund will be given if the formal withdrawal is completed by the end of the second day of the first week the class is scheduled to meet. This applies to classes that start on the first day of the regular term (fall, winter, spring, summer) or at some other time during the term; it is possible that a student would have to withdraw from a class before the class actually meets to receive a full refund.

For classes that are one week or less in duration, a 100% refund will be given if the formal withdrawal is completed by the end of the day before the class is scheduled to meet the first time. Students who feel that their circumstances are extraordinary and warrant exception from this policy may appeal to the Student First Stop in Dellwood Hall by completing a Request for Refund and Exception to Policy form.

The tuition refund process begins the second week of the term in which the student is Currently enrolled. Students who receive financial aid funds will receive a refund after any funds owed to the programs from which aid was received are deducted. Refer to the repayment schedule in the "Acceptance Agreement." Tuition and fees are assessed when the student registers. The student is responsible for payment at the time of registration. Payment may be made by cash, check, money order, VISA, MasterCard or Discover Card. Make checks payable to Southwestern Oregon Community College. Tuition and fees may be billed to an employer or an agency if the College has received the appropriate authorization.

The tuition and fees charged to students entitle them to services offered by the College, such as use of the library, laboratory equipment and some materials used in courses for which the student is registered, counseling and testing services, and admission to certain College-sponsored events. No reduction in tuition and fees are made for students who do not utilize these services. The College reserves the right to change tuition and fees at any time. This does not affect the right of the President of the College to levy special charges at any time should conditions make this necessary.

Department: Library *Submitted by: Sharon Smith* *Date Submitted11/18/04:* _____

Program/Degree/Certificate/Course/Other: _____

Type of improvement: (Shade all that apply.)

☐ New Program (include new program checklist)
☐ Revised Program
☐ New course
☐ Revised course
X Equipment/material purchase
☐ Facility Improvement
☐ Personnel
☐ other: [list]

Proposed Action Description: (Delete all entries not used. Modify as needed.)

Equipment/materials request beyond your supply budget. *Supply all information and attach additional information as needed.*

30 chairs @ $64 ea. = $1920
Shipping: $342 .
For total of $ 2262.

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: Shade the College Mission Strategies that apply.

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

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the goals that apply.

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2. Continue the development of the Curry County campus in order to support the College Mission.
3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.
5. Support the development of a distance learning program.
6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7. Promote the cultural awareness in students and the community at large.
8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
   a. Supporting an aggressive student recruitment program focused on targeted programs, and
   b. Investigating new revenue generating opportunities.
9. Provide affordable education at Southwestern through the budget process.

Departmental objective: List the objective(s) from your department assessment that apply.

To provide comfortable seating for the student study area outside the library on the third floor.
To enhance the delivery of instruction to students on campus.
To ensure safety and security of students while using library facilities.

Justification: (Why is the change required? Does it support the short and long term goals?)

The current seating consists of an assortment of chairs discarded from other departments. Most are unsuitable for the purpose of seating at tables and carrels.

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)
None.

Timeline:
Winter 2005

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)
30 chairs @ $64 ea. = $1920
Shipping: Waiting for quote from manufacturer. (The customer service representative at K-Log is waiting for freight charges from mfg.)

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)
None

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

_____*Yes* _____ *No* ___*X*__*N/A: Were all department members given an opportunity to review to the suggested proposal?*

_____*Yes* _____ *No* ___*X*__*N/A: Did all department members agree to the suggested proposal?*

_____*Yes* _____ *No* _*X*____*N/A: Were all stakeholders given an opportunity to review to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____*Yes* _____ *No* ___*X*__*N/A: Did all stakeholders agree to the suggested proposal?*
[i.e. Curry County, Newmark Center, other departments]

_____ Agree _____ Disagree Date:
Comment:

Division Director/Unit Supervisor:

X_____Agree _____ Disagree Date: 11/ 18/ 04
Comment:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:
Comment:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

DRAFT: Under construction: record what works and does not work:

Department: Health and Human Services *Submitted by* : Blake Bowers *Date Submitted:* 11/29 /04

Program/Degree/Certificate/Course/Other: _____

Type of improvement: (Shade all that apply.)

☐ New Program (include new program checklist)
X Revised Program
☐ New course
☐ Revised course
☐ Equipment/material purchase
☐ Facility Improvement
☐ Personnel
☐ other: [list]

Proposed Action Description: (Delete all entries not used. Modify as needed.)

Program change: *(Supply all information needed for catalog modifications in the format ADD, DELETE, MOVE and specify quarter. Attach other documents as needed for clarification.*

Change the following course numbers to reflect changes statewide:

ED 251 to ED 169 Overview of Students with Special Needs (both online and face to face course)
ED 123 to ED 113 Classroom Techniques in Reading and Language
ED 102 to ED 270 Practicum
ED 253 to ED 269 Current Issues in Special Education
ED 217 to ED 130 Comprehensive Classroom Mgt.
ED 124 to ED 114 Classroom Techniques for Math and Science
Inactivate ED 103 Advanced Practicum

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: Shade the College Mission Strategies that apply.

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

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the goals that apply.

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2. Continue the development of the Curry County campus in order to support the College Mission.
3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.
5. Support the development of a distance learning program.
6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7. Promote the cultural awareness in students and the community at large.
8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
   a. Supporting an aggressive student recruitment program focused on targeted programs, and

b. Investigating new revenue generating opportunities.

9. Provide affordable education at Southwestern through the budget process.

Departmental objective: List the objective(s) from your department assessment that apply.
To maintain compliance with state regulations.

Justification: (Why is the change required? Does it support the short and long term goals?)
The course numbers were changed to reflect a statewide change in the course numbering system to facilitate a statewide, seamless transfer process for students pursuing degrees in Childhood Education and Family Studies.

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)
None

Timeline:
Effective fall 05

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)
Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

__X___Yes _____ No _____N/A: Were all department members given an opportunity to review to the suggested proposal?

__X__Yes _____ No _____N/A: Did all department members agree to the suggested proposal?

__X___Yes _____ No _____N/A: Were all stakeholders given an opportunity to review to the suggested proposal?
[i.e. Curry County, Newmark Center, other departments]

_X____Yes _____ No _____N/A: Did all stakeholders agree to the suggested proposal?
[i.e. Curry County, Newmark Center, other departments]

X _____ Agree _____ Disagree Date:
Comment:

Division Director/Unit Supervisor:

X _____ Agree _____ Disagree Date:
Comment:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:
Comment:

Dean/President:

Taken to Instructional Council? Yes No
Instructional Council Minutes Date: _____
Action Taken:

Resource Management Action:

DRAFT: Under construction: record what works and does not work:

Department: Health and Human Services Submitted by: Joanna Blount _____ *Date Submitted: 12/6/ /04*_____

Program/Degree/Certificate/Course/Other: AAS Nursing _____

Type of improvement: (Shade all that apply.)

☐ New Program (include new program checklist)
X Revised Program/Catalog Change
☐ New course
☐Revised course
☐ Equipment/material purchase
☐ Facility Improvement
☐ Personnel
☐ other: [list]

Proposed Action Description: (Delete all entries not used. Modify as needed.)

Program change: (Supply all information needed for catalog modifications in the format ADD, DELETE, MOVE and specify quarter. Attach other documents as needed for clarification.

ADD A chart of the prereqs for the 05-06 academic year that students will be required to take if not accepted into the NUR program in March 05 to (page 86).

Fall 05		**Winter 06**		**Spring 06**		**APPLY**	**Summer 06**	
PSY *	3	PHL 102	3	FN 225	4	**To NUR**	NUR 100?	4
WR 121	3	WR 122	3	BI 222	4	**Program**	BI 223	4
CHEM 110	4	BI 221	4	SP 218 or 219	3			
BI 149	3	PSY 247	3	SOC 206	3			
CS 131	3	MTH 95 or higher	4				NUR # not yet approved	
	13-16		17		14			8

The Associate Degree Nursing Program will change with the class entering Nursing courses in Fall 2006. Students will complete the prenursing year as outlined above to be eligible to enter the program.

Students must complete 30 of the 45 credits to apply in March 2006 and have completed all of the first year to enter NUR 101. Students will need to meet the foreign language requirement before receiving the BSN degree. The language requirement is two quarters of French, German, Spanish, etc. It can be either transferable or non transferable.

Students entering nursing courses in the 2006-07 academic year will be eligible for licensure as an RN and exit the program or they can elect to continue for one year and receive the baccalaureate degree through OHSU. The last year of the baccalaureate degree can be completed in the Southwestern Oregon Community College district.

* Psychology course may be required as prerequisite for Psy 247.

List the institutional and departmental objective(s) this proposal supports.

Institutional Strategies from Mission: Shade the College Mission Strategies that apply.

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

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the goals that apply.

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2. Continue the development of the Curry County campus in order to support the College Mission.
3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.
5. Support the development of a distance learning program.
6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7. Promote the cultural awareness in students and the community at large.
8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
   a. Supporting an aggressive student recruitment program focused on targeted programs, and
   b. Investigating new revenue generating opportunities.
9. Provide affordable education at Southwestern through the budget process.

Departmental objective: List the objective(s) from your department assessment that apply.
Enhance the quality of the nursing program to meet the growing needs of Oregon and the nation for trained healthcare professionals.
Maintain curriculum standards that meet the statewide program requirements.
Develop and utilize simulated healthcare technology in campus labs.

Justification: (Why is the change required? Does it support the short and long term goals?)
The changes in this program are the result of a lengthy collaboration statewide with other colleges, the State Board of Nursing, Community College Healthcare Action Plan, OHSU and other partners to enhance the seamless transition of students from an AAS program to the BSN degree. The curriculum is designed to increase the use of simulated labs to enhance the learning experiences of students in RN programs statewide.

Other areas affected: (How will the proposed change affect other programs, courses, resources, or any other area?)
Science instruction: Chemistry and Anatomy and Physiology
Arts and Humanities: Possible increase in demand for social science courses
BNA: May decrease the number of sections needed

Timeline:
Effective fall 05

Resources required: (Include estimate of costs (including shipping), resource worksheet as appropriate, and/or other information.)

Nursing Lab Renovation $ 5000		Shared costs with Administrative Services
Replacement costs of electric beds		Seeking Grant $
2 Crash Carts	$5000	Possibly one donation
Lab Supplies	$2300	Perkins $
Release time for faculty	$45000	Collaborative grant with Peace Health Hospital for Northwest Foundation grant

Resources not required but would be beneficial: (Include estimate of costs (including shipping), resource planning sheet as appropriate.)

The objective of this section is to insure that all department and stakeholders have an opportunity to consider the proposal. Add comments as necessary.

__X___Yes _____ No _____N/A: Were all department members given an opportunity to review to the suggested proposal?

_X___Yes _____ No _____N/A: Did all department members agree to the suggested proposal?

X Yes _____ No _____N/A: Were all stakeholders given an opportunity to review to the suggested proposal?
[i.e. Curry County, Newmark Center, other departments]

_X___Yes _____ No _____N/A: Did all stakeholders agree to the suggested proposal?
[i.e. Curry County, Newmark Center, other departments]

X Agree Disagree Date:
Comment:

Division Director/Unit Supervisor:

X _____ Agree _____ Disagree Date:
Comment:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:
Comment:

Dean/President:

Taken to Instructional Council? Yes No

Instructional Council Minutes Date: December 7, 2004

Action Taken:

Resource Management Action:

EQUIPMENT REQUESTS 2003-2004				
Submitted By	**Cost**	**Description**	**Action Taken**	**Justification**
Ray Daniels	$1,788.42	Portable Wire Feeder	Funded	
Ann Sylvia	$1,287.17	12 Colorimeters that can be interfaced with the computers	Funded	
Ann Sylvia	$2,153.57	12 Oxygen gas sensors	Funded	
Ann Sylvia	$7,600.00	Touchgene Gradient Thermal Cylcer	Moved to 04-05 list	
Ann Sylvia	$3,021.17	12 Carbon Dioxide gas sensors	Moved to 04-05 list	
Ron Metzger	$2,110.00	Deluxe Stream Table	Funded	
Daniel Brouse	$1,432.00	2 Water Bath Models	Funded	
Daniel Brouse	$19,800.00	18 Microscopes, Mechanical Stage	Moved to 04-05 list	
Daniel Brouse	$30,234.00	6 Brightfield, Darkfield, Phase Trinocular Scopes with Digital Camera	Moved to 04-05 list	
Daniel Brouse	$24,000.00	6 Digital Physiograpus with USB connection capability and software	Moved to 04-05 list	
Daniel Brouse	$1,920.00	24 Adjustable Height Swivel Chairs	Sheldon Funded	
Carl Gerisch	$67,909.68	52 New Computer Systems	26 computers. Funded by Tech Fee	
Ray Daniels	$12,850.00	Upgrade ESAB Silhouette 500 Shape Cutter to Computer Control	Moved to 04-05 list	
Ray Daniels	$10,200.00	ESAB Silhouette 500 Portable Cantilever Shape Cutter	Moved to 04-05 list	
Ray Daniels	$2,450.00	Lincoln V350	Funded	
Ray Daniels	$3,267.44	Lincoln PrecisionTIG 275 w/adv control, etc.	Funded	
Paul Reynolds	$2,400.00	40' long for live burn unit for FS dept.	Funded	
Barb Davey	$486.00	Adult Tracheostoma Care Manikin	Funded	
Barb Davey	$721.00	Compact Suction Unit & Lifesaver CPR Board	Funded	
Barb Davey	$3,823.00	Nursing Scenarios Software	Funded	
Barb Davey	$353.00	Advanced Venipuncture Trainer	Funded	
Barb Davey	$646.00	Catheter Simulator	Funded	
Barb Davey	$323.00	Intrademal Injection Simulator	Funded	
Barb Davey	$2,698.00	Nasogastric Tube Feeding/ Cath model	Funded	

Barb Davey	$1,187.00	Wearable Breast	Funded	
Jerri Bennett-Stillmaker	$629.99	Community Back Pack	Funded	
Mike Scott	$22,675.00	Request 25 Computers to upgrade	Funded	
Barbara Davey	$2600 yr.	Turnitin.com	Funded	
Sarah Recken	$1,200.00	Permanently Mounting Computer Projection System for Speech	Funded	
James Fritz	$3,000.00	Fast Fire Kiln, (10 Kiln)	Moved to 04-05 list	
James Fritz		Gas Lines for Raku Kiln Burners	Moved to 04-05 list	
James Fritz	$5,000.00	Large Foundry Furnace (#30 Speedy-melt crucible furnace)	Moved to 04-05 list	
James Fritz	$3,200.00	Electric Wiring-for workstation in kiln shed & duplex outlets in Eden 3	Moved to 04-05 list	
Melanie Schwartz	$285.00	5 version upgrades for Tioga 403	Funded	
Fred Brick	$300.00	Vintage Map	Moved to 04-05 list	
Christina Alexander	$1,200.00	Collection of Artifacts	Funded	
Writing Center	$1,000.00	4 Computer Monitors	Funded	
Writing Center	$700.00	1 Intel Pentium Computer	Funded	
Candace Favilla	$2,300.00	Increase Budget of Publication	Increased by $800 in General Fund	
Foreign Language	$2,500.00	2 Faculty computers to burn CD's		
Foreign Language	$600.00	Software Exploration		
Foreign Language	$600.00	Pemsleur Language CD's	Funded	

EQUIPMENT REQUESTS 2004-2005 (MOVED FROM 2003-2004)				
Submitted By	**Cost**	**Description**	**Action Taken**	**Justification**
Art				
James Fritz	$3,000.00	Fast Fire Kiln, (10 Kiln)	O of I funded	Increase use of Eden Hall and improve instruction including natural gas service brought to Eden Hall. This will reduce the need for portable propane tanks and will increase fuel efficiency. Ultimately move foundry to Fairview Hall.
James Fritz		Gas Lines for Raku Kiln Burners		
James Fritz	$5,000.00	Large Foundry Furnace (#30 Speedy-melt crucible furnace)		
James Fritz	$3,200.00	Electric Wiring-for workstation in kiln shed & duplex outlets in Eden 3		
Biology				
Daniel Brouse	$19,800.00	18 Microscopes, Mechanical Stage		The purchase of new microscopes is necessary as most of the biology labs existing
Daniel Brouse	$30,234.00	6 Brightfield, Darkfield, Phase Trinocular Scopes with Digital Camera		

Daniel Brouse	$24,000.00	6 Digital Physiograpus with USB connection capability and software		Will give students the opportunity to become active learners in human physiology. The physiograph may be configured to measure and digitally record ECG, EEG, oxymetry, capnometry, spirometry, EMG, spygmonmanometry, and temperature measurement. Many students in anatomy and physiology will be using similar physiological records in a clinical setting. Usually anatomy and physiology lab is the only opportunity that students have to understand the physiology and the way the physiograph records the physiology. The six microscopes with darkfield and brightfield capabilities will have the following features and benefits: darkfield for viewing live unstained cells, phase contrast for viewing live or stained cells that are difficult to observe in brightfield mode, a trinocular mount for a digital camera, a digital camera that ouputs to a computer via USB to allow the digital capture of images for students electronic journals and for the instructor to use the images on the website. Six microscopes of this type are required in order for each table to have one. I have found that if an instructional/learning resource is in limited supply many students will not invest the tim
Chemistry				
Ann Sylvia	$7,600.00	Touchgene Gradient Thermal Cylcer		Biotechnology is currently one of the most important areas of biochemistry. With the completion of the human genome project, the techniques and technology used to study DNA are becoming a common part of science classes including those taught at some high schools. It has been an ongoing goal of the chemistry faculty to equip our lab so that our students can gain experience with the techniques and concepts of DNA science. One end result of this goal is creation of a lab based DNA science class that will be available to our students as well as local high school students. One critical piece of equipment is a Thermal Cycler that is used in DNA application. PCR is a technique that is an integral part of many DNA lab procedures and without it we cannot progress toward the goal of introducting biotechnology to our students.
Ann Sylvia (ordered)	$3,021.17	12 Carbon Dioxide gas sensors	Perkins funded	The sensors will allow students to conduct experiments in the areas of enzyme kinetics (biochemistry), cellular respiration and photosynthesis. We do not currently have lab equiment that allows students to effectively do these types of experiments.
Foreign Language				
Foreign Language	$2,500.00	2 Faculty computers to burn CD's		Foreign language programs growing with greater needs for technological support. IPV and face to face courses have use of DVDs and CDs. There is a plan to add online work component for future classes. This will call for software that shows patterns of speech and word formation.

Foreign Language	$600.00	Software Exploration		
Manufacturing				
Ray Daniels	$12,850.00	Upgrade ESAB Silhouette 500 Shape Cutter to Computer Control		This system would upgrade the ESAB Cutter to Computer controlled system which allows teaching of advanced cutting processes and integration of computer control systems as used in advanced fabrication facilities.
Ray Daniels	$10,200.00	ESAB Silhouette 500 Portable Cantilever Shape Cutter		This system would replace an old system which became inoperable about 8 years ago and was at that time scrapped out. This system would allow us to teach automatic shape cutting using an electric eye tracer machine which is common in almost all the fabrication shops in this area. At this time we have no capabilities to teach this process/application.
Social Sciences				
Fred Brick	$300.00	Vintage Map	Funded but not followed through on	
NEW EQUIPMENT REQUESTS 2004-2005				
Submitted By	**Cost**	**Description**	**Action Taken**	**Justification**
ALSP				
Mike Scott (ordered)	$1,440	2 TV/DVD/VCR Replacements	Funded through equipment repairs O of I	Upgrades old equipment with new equipment with higher capacity. Second, it increases our capacity to deliver audio-video instruction in several classrooms at the same time. The DVD component will allow us to use that medium to present information and help new workforce programs as they are implemented.
Mike Scott (ordered)	3171.24 ($1586.00)	2 laptop computers	O of I funded one lap top	Will enhance the ALSP classroom instruction. This will increase and expand our ability to take technology to the classrooms and to the students wherever they are. It will also allow faculty to work away from their desks to access needed software and web based information in a timely and efficient manner.
Mike Scott	$22,954.00	25 computers	Add to next years list for Tech. fee funding	To upgrade and replace existing computers in the ALSP computer labs and classroom. Currently have 51 computers with processor speeds of less than 800 mhz. This will replace 25 of them with computers that will run all existing software in use by ALSP. It is anticipated that they will continue to do so for at least the next 3-4 years. This helps ALSP to comply with the institutional technology plan's recommended four year rotation.
Health & PE				
Erin Cramer (ordered)	$1,000.00	Injury Tracker 5.0 with upgrade	O of I funded	To document and analyze information regarding athletic injury and upgrading current software that is out-of-date.

Blake Bowers	$13,500.00	High Speed Treadmill		
Adam Whitlatch	$3,476.00	Portable Scoreboard		The SS-3300 features match timer, period indicators, home and guest scoring, adjustable horn cadences, match number (can be used for team score as well), advantage (riding) timer, and injury (blood) timer. This works great for martial arts, volleyball, and other indoor events. Designed for 360 degree visibility, this scoreboard has more helpful features, user friendly controls, and a durable design that ensures years of trouble-free service. This is a huge advancement in technology from what is currently in practice. Currently we have a manual flip score that is broken and missing numbers and does not offer other components. This equipment will support the 40 students enrolled in over six courses. Students will be engaged in hands on experience using the most up-to-date scoring equipment on the market. In addition to PE classes, test and measurements and wellness could both use the clock for timing and scoring individuals in physical and standardized testing.
Adam Whitlatch (ordered)	$581.22	Chin up Bar	O of I funded	Currently only one bar in the gym. This is a one time purchase as the equipment will not wear out or break down. Chin ups are used for standardized testing and overall fitness assessments that are done in Wellness classes. Weight training programs could be taught during the weight training classes that use chin up bars and test and measurement classes could also conduct class projects implementing tests and statistical analysis of results. Professional activities and super circuit classes will also benefit.
Corky Franklin (ordered)	$1,899.00	Tru Cut Mower	1/2 O of I funded and 1/2 Sheldon funded	A lawn mower owned and operated by the baseball program is important because it would lessen our dependence on an already overworked and understaffed maintenance department. This would also allow our PE185 class/baseball program to maintain our infield facility on a more consistent basis. It is our belief that this type of attention and pride in our facility could be reflected in future recruiting and retention efforts.
(ordered)	$652.00	Printers and Connectors	O of I funded	
Library				
Joanna Blount (ordered)	$739.00	2 TV/DVD/VCR Combo	O of I funded	Will maintain and increase services provided to students and the community. These viewing stations will increase the number of users from two to four. On the third floor it will provide a third viewing station when the two dedicated rooms are in use. The other will be housed on the second floor to accommodate increased usage and to address concerns caused by shortage of staff in the library.
Sharon Smith	$2,262.00	30 chairs	Put on Sheldon's list 05/06	To provide comfortable and attractive seating for the student study area outside the library on the third floor.
Manufacturing				

Ray Daniels (ordered)	$2,390.00	1 Lincoln Invertec	Perkins funded	Equipment needed to facilitate training at industry levels which are continually advancing. Equipment will replace equipment and technology which is 25 years old and no longer in line with accepted industrial standards.
Ray Daniels (ordered)	$3,259.00	1 Syndrowave Tigrunner Torch	Perkins funded	
Ray Daniels (ordered)	$1,000.00	1 Tungsten grinder	Perkins funded	
Nursing				
	$1,126.20	Videos	Perkins funded	
	$5,000.00	Gurney with inflatable tires		
(ordered)	$2,365	Various labs	Perkins funded	
		Replace beds		
	$5,000.00	2 crash carts		
Theater				
Rob Clingan	$500.00	Initial Lighting Improvements		Upgrades to the Sound Booth to allow for a workable environment. Windows need to be installed and others need to be operable. Improvements in the loft space for classes in set and costume construction. Improvements in lighting equipment. Add music shell for acoustical improvements. All improvements are a step in making the PAC usable for campus and community use.
	$20,000.00	Music Shell		
	$5,000.00	Initial Carpentry		
Curry	$3,200.00	Laptop/projector	O of I funded	
$1,788.00	~~$500.00~~	Tables		
	$1,800.00	Smart Board		
		Reading Lab Software		
		CISCO Web Development Certificate		
	$3-5,000.00	BNA		
Other				
Biology		New Shelves	Sheldon's list	
Journalism	$319.00	Digital Camera	O of I funded	12 students in journalism working on the Southwester. Twice as many students as in the past to share one camera for news stories and interviews.
Sarah Recken				
Social Sciences				
Tim Dailey	$1,800.00	2 Plextalk for ADA		

Building Equipment				
Randolph		Clean and Repair blinds in writing center. Heater switches		
Sumner		Chairs for conference room		
		Nursing lab renovation		
Tioga 4th floor		26 computers for T-400 on going	To Kat	

EXHIBIT I. B.5.

Pathway Opportunities

New information for Advisors & Students

Pathways Certificates! - First to be accepted in the state!

***(Please see page 3 of this attachment for Financial Aid Information)**

Early Childhood Education and Family Studies
Certificate A
(15 credits)
Academic Year 2005-2006

Certificate Description and Goals:
This certificate provides students with the skills needed to begin a career in Early Childhood Education and Family Studies. Students take classes in the program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession. The credits earned in this certificate can be included in also achieving an Early Childhood Education and Family Studies Certificate B (30 credits), Certificate of Completion Childhood Education & Family Studies (50 credits), an Associate of Applied Science Childhood Education & Family Studies (101 credits) or Associate of Science (AS) (AA/OT) transfer to a university. This certificate will be helpful in earning a Child Development Associate Certificate (CDA).

Early Childhood Education
Pathways Certificate A
(15 credits)
Academic Year 2005-2006

ECE 150 Introduction & Observation in Early Childhood Education ……3
ECE 209 Theory & Practicum ……..3
ECE 154 Language & Literacy Development ……..……3
ECE 102 Theory & Practicum ……..3
ED 169 Overview of Students with Special Needs ……..……3
HDFS 9284 Child Abuse & Neglect Reporting ..…….0
Total Requirements ……15

Notes:
All Early Childhood Education students are required to obtain a valid first aid and CPR card and a Food Handlers Card. They are also required to have a criminal background check.

Early Childhood Education
Certificate of Completion B
(30 credits)
Academic Year 2005-2006

Certificate Description and Goals:

The credits earned in this certificate can be included in achieving a Certificate of Completion Childhood Education and Family Studies (50 credits), an Associate of Applied Science Childhood Education & Family Studies (101 credits) or Associate of Science (AS) (AA/OT) transfer to a university. This certificate will be helpful in earning a Child Development Associate Certificate (CDA).

Students take classes in the program for a variety of reasons including upgrading skills and knowledge, obtaining a degree or retraining for a new profession.

Early Childhood Education
Pathways Certificate B
(30 credits)
Academic Year 2005-2006

	Credit Hours
ECE 150 Introduction & Observation in Early Childhood Education	3
ECE 209 Theory & Practicum	3
ECE 154 Language & Literacy Development	3
ECE 102 Theory & Practicum	3
ED 169 Overview of Students with Special Needs	3
HDFS 9284 Child Abuse & Neglect Reporting	0
HDFS 225 Infant/Toddler Development	3
HDFS 247 Preschool Child Development	3
HDFS 229 Development in Middle Childhood	3
ED 258 Multicultural Education	3
ECE 240 Lesson & Curriculum Planning	3
Total Requirements	**30**

Notes:

All Early Childhood Education students are required to obtain a valid first aid and CPR card and a Food Handlers Card. They are also required to have a criminal background check.

Proposed Pathway - Human Services

Certificate: Basic Technical Skills in Human Services	
HS155 Interviewing Theory & Techniques	3
HS219 Case Management & Client Records	3
CIS 131 Computer Information Systems	4
Total Credits	**10**

Certificate: Core Concepts in Human Services	
HS100 Introduction to Human Services	3
HS154 Community Resources	3
HS150 Self Awareness and Interpersonal Skill	3
HS291 Practicum: Human Services	1
Total Credits	**10**

EXHIBIT I. C.1

CCSSEE Benchmarks

Community College Survey of Student Engagement

Means Summary Report: All Students

Southwestern Oregon Community College

Item	Variable	Class	Your College Mean	Other Small Colleges Mean	Sig[a]	Effect Size	2004 Colleges Mean	Sig[b]	Effect Size
			All Students N = 606	All Other Small N = 15099			All Other Colleges N = 91796		
COLLEGE ACTIVITIES									
Academic, Intellectual and Social Experiences									
4. In your experiences at this college during the current school year, about how often have you done each of the following?			*1=Never, 2=Sometimes, 3=Often, 4=Very often*						
a. Asked questions in class or contributed to class discussions	CLQUEST	All Students	2.86	2.89			2.87		
b. Made a class presentation	CLPRESEN	All Students	1.77	2.02	*	-0.27	2.02	*	-0.27
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	All Students	2.41	2.48			2.48		
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.54	2.68			2.68		
e. Came to class without completing readings or assignments	CLUNPREP	All Students	1.90	1.89			1.92		
f. Worked with other students on projects during class	CLASSGRP	All Students	2.18	2.48	*	-0.33	2.43	*	-0.28
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	1.83	1.87			1.84		
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.41	1.38			1.37		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.20	1.29			1.28		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.49	2.70			2.70		
k. Used email to communicate with an instructor	EMAIL	All Students	1.95	2.14			2.20	*	-0.25
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.42	2.47			2.45		
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	2.08	2.00			1.95		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants" means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Small Colleges Mean	Other Small Colleges Sig[a]	Other Small Colleges Effect Size	2004 Colleges Mean	2004 Colleges Sig[b]	2004 Colleges Effect Size
COLLEGE ACTIVITIES									
Academic, Intellectual, and Social Experiences continued			*1=Never, 2=Sometimes, 3=Often, 4=Very often*						
n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	All Students	1.78	1.72			1.69		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.75	2.65			2.63		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.32	2.53	*	-0.24	2.50	*	-0.20
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.32	1.39			1.36		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	All Students	2.59	2.58			2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	1.95	2.33	*	-0.37	2.38	*	-0.41
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.09	2.30	*	-0.21	2.32	*	-0.23
u. Skipped class	SKIPCLAS	All Students	1.58	1.59			1.61		
Character of Mental Activities									
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?			*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*						
a. **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	All Students	2.71	2.78			2.79		
b. **Analyzing** the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.67	2.76			2.79		
c. **Synthesizing** and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.56	2.66			2.66		
d. **Making judgments** about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.49	2.51			2.51		
e. **Applying** theories or concepts to practical problems or in new situations	APPLYING	All Students	2.57	2.58			2.58		
f. **Using information** you have read or heard to perform a new skill.	PERFORM	All Students	2.64	2.71			2.68		

a T-tests: Institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: Institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Small Colleges Mean	Sig[a]	Effect Size	2004 Colleges Mean	Sig[b]	Effect Size
COLLEGE ACTIVITIES									
Reading and Writing			*1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20*						
6. During the current school year, about how much reading and writing have you done at this college?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.73	2.84			2.82		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.13	2.08			2.08		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.64	2.78			2.79		
Nature of Exams			*1=Extremely easy to 7=Extremely challenging*						
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	EXAMS	All Students	4.93	5.05			5.00		
OPINIONS ABOUT YOUR SCHOOL									
Institutional Emphasis			*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*						
9. How much does this college emphasize each of the following?									
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	All Students	2.79	2.92			2.91		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	2.75	2.92			2.89		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.09	2.41	*	-0.33	2.42	*	-0.33
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	All Students	1.70	1.90	*	-0.21	1.86		
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	1.83	2.06	*	-0.25	2.01		
f. Providing the financial support you need to afford your education	FINSUPP	All Students	1.90	2.41	*	-0.45	2.31	*	-0.37
g. Using computers in academic work	ENVCOMP	All Students	2.74	3.02	*	-0.29	3.01	*	-0.28

a T-tests: Institution vs. comparison group means (without your institution's data); 2-tailed, $p<0.001$.

b T-tests: Institution vs. 2004 participants' means (without your institution's data); 2-tailed, $p<0.001$.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Small Colleges Mean	Sig[a]	Effect Size	2004 Colleges Mean	Sig[b]	Effect Size
WEEKLY ACTIVITIES									
10. About how many hours do you spend in a typical 7 - day week doing each of the following?			*0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week*						
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	2.00	1.87			1.84		
b. Working for pay	PAYWORK	All Students	2.78	3.21	*	-0.22	3.32	*	-0.28
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.39	0.27			0.26		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	1.77	2.07			1.85		
e. Commuting to and from classes	COMMUTE	All Students	1.10	1.32	*	-0.24	1.29	*	-0.22
Quality of Relationships									
11. Mark the box that best represents the quality of your relationships with people at this college.			*1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging*						
a. Relationships with other students	ENVSTU	All Students	5.24	5.56	*	-0.24	5.44		
			1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic						
b. Relationships with instuctors	ENVFAC	All Students	5.66	5.68			5.61		
			1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible						
c. Relationships with administrative personnel and offices	ENVADM	All Students	4.67	5.05	*	-0.24	4.89		

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b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Small Colleges			2004 Colleges		
			Mean	Mean	Sig[a]	Effect Size	Mean	Sig[b]	Effect Size
EDUCATIONAL AND PERSONAL GROWTH									
Knowledge, Skills & Personal Development									
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? *1=Very little, 2=Some, 3=Quite a bit, 4=Very much*									
a. Acquiring a broad general education	GNGENLED	All Students	2.59	2.93	*	-0.40	2.91	*	-0.37
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.44	2.60			2.49		
c. Writing clearly and effectively	GNWRITE	All Students	2.45	2.66	*	-0.23	2.64	*	-0.20
d. Speaking clearly and effectively	GNSPEAK	All Students	2.24	2.58	*	-0.36	2.54	*	-0.32
e. Thinking critically and analytically	GNANALY	All Students	2.67	2.84	*	-0.20	2.81		
f. Solving numerical problems	GNSOLVE	All Students	2.45	2.57			2.55		
g. Using computing and information technology	GNCMPTS	All Students	2.42	2.70	*	-0.27	2.65	*	-0.22
h. Working effectively with others	GNOTHERS	All Students	2.34	2.72	*	-0.42	2.64	*	-0.33
i. Learning effectively on your own	GNINQ	All Students	2.66	2.88	*	-0.25	2.85	*	-0.21
j. Understanding yourself	GNSELF	All Students	2.24	2.58	*	-0.34	2.52	*	-0.29
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	1.97	2.31	*	-0.35	2.30	*	-0.33
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.07	2.31	*	-0.24	2.26		
m. Contributing to the welfare of your community	GNCOMMUN	All Students	1.82	1.98			1.92		
n. Developing clearer career goals	CARGOAL	All Students	2.45	2.63			2.56		
o. Gaining information about career opportunities	GAINCAR	All Students	2.27	2.51	*	-0.24	2.44		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Small Colleges			2004 Colleges		
			Mean	Mean	Sig[a]	Effect Size	Mean	Sig[b]	Effect Size
STUDENT SERVICES									
13.1 How often do you use the following services?		*0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often*							
a. Frequency: Academic advising/planning	USEACAD	All Students	1.88	1.77			1.73	*	0.22
b. Frequency: Career counseling	USECACOU	All Students	1.41	1.46			1.45		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.22	1.25			1.23		
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.58	1.45			1.45		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.70	1.75			1.72		
f. Frequency: Child care	USECHLD	All Students	1.20	1.22			1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.71	1.89	*	-0.22	1.82		
h. Frequency: Computer lab	USECOMLB	All Students	1.97	2.07			2.06		
i. Frequency: Student organizations	USESTORG	All Students	1.33	1.35			1.33		
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.49	1.55			1.55		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.30	1.31			1.30		

a T-tests: Institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: Institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Small Colleges			2004 Colleges		
			Mean	Mean	Sig[a]	Effect Size	Mean	Sig[b]	Effect Size
STUDENT SERVICES									
13.2 How satisfied are you with the services?		*0=N.A.,1=Not at all, 2=Somewhat, 3=Very*							
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.22	2.24			2.19		
b. Satisfaction: Career counseling	SATCACOU	All Students	1.98	2.06			2.03		
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.70	1.81			1.78		
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.29	2.12	*	0.25	2.12	*	0.25
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.22	2.24			2.25		
f. Satisfaction: Child care	SATCHLD	All Students	1.97	1.78			1.73		
g. Satisfaction: Financial aid advising	SATFAADV	All Students	2.07	2.23	*	-0.21	2.16		
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.36	2.48			2.48		
i. Satisfaction: Student organizations	SATSTORG	All Students	1.88	1.94			1.92		
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	1.99	2.05			2.04		
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	1.87	2.00			1.98		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College	Other Small Colleges			2004 Colleges		
			Mean	Mean	Sig[a]	Effect Size	Mean	Sig[b]	Effect Size
STUDENT SERVICES									
13.3 How important are the services to you?		*1=Not at all, 2=Somewhat, 3=Very*							
a. Importance: Academic advising/planning	IMPACAD	All Students	2.35	2.50	*	-0.22	2.49	*	-0.21
b. Importance: Career counseling	IMPCACOU	All Students	2.07	2.28	*	-0.26	2.28	*	-0.26
c. Importance: Job placement assistance	IMPJOBPL	All Students	1.82	2.01	*	-0.22	1.99		
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	2.02	2.08			2.07		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.18	2.18			2.18		
f. Importance: Child care	IMPCHLD	All Students	1.58	1.75			1.73		
g. Importance: Financial aid advising	IMPFAADV	All Students	2.24	2.40			2.35		
h. Importance: Computer lab	IMPCOMLB	All Students	2.22	2.42	*	-0.26	2.41	*	-0.25
i. Importance: Student organizations	IMPSTORG	All Students	1.67	1.80			1.79		
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.00	2.18	*	-0.21	2.21	*	-0.24
k. Importance: Services to students with disabilities	IMPDISAB	All Students	1.82	2.02	*	-0.22	2.02	*	-0.21

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, $p<0.001$.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, $p<0.001$.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College Mean	Other Small Colleges Mean	Sig[a]	Effect Size	2004 Colleges Mean	Sig[b]	Effect Size
COLLEGE EXPERIENCES									
14. How likely is it that the following issues would cause you to withdraw from class or from this college?			*1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely*						
a. Working full-time	WRKFULL	All Students	2.17	2.19			2.19		
b. Caring for dependents	CAREDEP	All Students	1.92	1.96			1.92		
c. Academically unprepared	ACADUNP	All Students	1.64	1.64			1.67		
d. Lack of finances	LACKFIN	All Students	2.56	2.44			2.40		
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.24	2.37			2.49	*	-0.20
15. How supportive are your friends of your attending this college?	FRNDSUPP	All Students	3.16	3.27			3.24		
			1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely						
16. How supportive is your immediate family of your attending this college?	FAMSUPP	All Students	3.49	3.54			3.51		
			1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely						
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	All Students	2.18	2.06			2.01		
			0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits						
25. How many classes are you presently taking at OTHER institutions?	OTHINST	All Students	1.30	1.44			1.44		
			1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more						
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	All Students	2.90	3.18	*	-0.40	3.16	*	-0.38
			1=Poor, 2=Fair, 3=Good, 4=Excellent						

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

EXHIBIT I. C.2

Benchmark Summary Table

Community College Survey of Student Engagement
2004 Benchmark Summary Table - All Students
Southwestern Oregon Community College

All Students

Benchmark	Southwestern Oregon Community College	Comparison Group Statistics		
			Small Colleges	2004 Colleges
Active and Collaborative Learning	45.6	Benchmark Score	50.8	50.0
		Score Difference	-5.2	-4.4
Student Effort	49.1	Benchmark Score	50.6	50.0
		Score Difference	-1.6	-0.9
Academic Challenge	45.9	Benchmark Score	49.9	50.0
		Score Difference	-4.1	-4.1
Student-Faculty Interaction	49.8	Benchmark Score	51.0	50.0
		Score Difference	-1.2	-0.2
Support for Learners	44.1	Benchmark Score	51.8	50.0
		Score Difference	-7.8	-5.9
		Number of Colleges	75	152

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2004 colleges) from your college's score on each benchmark.

EXHIBIT I. C.3

Faculty Senate Minutes

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
April 20, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:10 p.m.

Attendance

Ray Daniels	Randy Sloper
Bob Fields	Chris Williamson
James Fritz	Mark Wilson
Anny Mueller	Bill Yates
Pat Parker	

Guests: Joanna Blount, Brenda Brecke, Karen Helland, Diana Schab, Glenn Thurkow

Approval of Minutes: **Anny Mueller made a motion to approve the minutes of April 1, 2005.**
Randy Sloper– second.
All were in favor. **Motion Carried.**

Announcements: Patty welcomed Ray to senate and thanked him for completing Max Gulias' term.
Patty reminded everyone about Advising Information nights (Tues. 4/26 H&H, Thurs. 4/28 A&H, Tues. 5/3, M/S/BT) for returning/current students. Pizza and information will be provided and everyone is welcome to attend any/all nights.

Additions: Distance Education

Reports from Committees: Patty asked if Staff Development had received any requests for the Teaching Excellence awards. Diana reported only one had been turned in so far. Patty would like to have reminders sent stating money is available and would like all the funds ($10,000.00) spent. Diana stated the deadline would be extended to accommodate.

New Business: **Cultural Diversity list**
Ray passed out criteria and a course list from Academic Affairs for the new Cultural Diversity requirement. A checklist/procedure to add additional courses to the list will be forth coming. The courses on the list reflect courses currently offered at SOCC, students would need to verify compliance with transfer institution.
Patty asked for tentative approval for use by the Transcript Evaluator/Degree Audit now before it goes to the General Faculty.
Randy Sloper moved the list be sent to the General Faculty.
James Fritz –second.
Patty called for discussion.
James asked to indicate which University would accept which course. Patty said she would research. Ray asked that the list and criteria be sent out before the General Faculty meeting so additional courses could be proposed.
Randy indicated his motion was for the list only.
Ray asked that the first paragraph be placed in the catalog, with the additional criteria information made accessible to all.

Randy accepted the friendly amendment for both the list and criteria be presented to the

General Faculty.
Bill Yates – second.
Patty called for discussion. A voice vote was taken. All were in favor. Motion passed.
The tentative information will be forwarded to Academic Standards for possible petitions, the Transcript Evaluator and for use in Degree Audit.

Election of new Senators
Patty announced the dates for the Senate elections.
Division nomination forms will go out April 26th and are due back by April 29th.
Division voting (ALSP, A&H and B&T) will take place May 4-6.
At-Large nomination forms will go out May 10th and are due back May 13th.
At-Large voting will take place May 18-20.
The senate elect will meet on May 27th with the General Faculty meeting to follow on June 1st.

Old Business:

Constitution – outcome from ballot.
The changes to the constitution were approved by ballot, 45-3.
Patty spoke with Steve regarding the perception with the wording change from President to Chair. Steve will be speaking with Judith Hanson regarding those changes and will address the senate in May.

Distance Education
Karen Helland returned with more information that she presented and discussed with the senators.
The issues of Hiring practices, Course delivery, Class schedules, Payments Stipends/Workloads/Union issues/Release time, Evaluations: Part time vs. Full time, Trainings, Communication, Checks and balances, On-line degrees, Host/provider system and Lab science courses were discussed.
The question as to how to deal with these issues was also discussed. The following suggestions were made to help move the issues forward:

1. To categorize and prioritize.
2. To create a senate sub-committee to work with Karen
3. To forward issues to the Faculty Union and Faculty Senate committees.
4. A possible chat-room creation for the exchange of information and ideas.
5. A list of concerns to be sent out to all faculty to discuss amongst themselves and to bring up at Division meetings for discussion.

Agenda items for next meeting
Randy asked to have the issue of grade inflation added to the next Faculty Senate agenda.

Adjournment:

Meeting was adjourned at 5:00 p.m.

km 4/21/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
April 1, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:02 p.m.

Attendance

Bob Fields	Randy Sloper
James Fritz	Chris Williamson
Anny Mueller	Mark Wilson
Pat Parker	Bill Yates

Guests: John Berman, Joanna Blount, Brenda Brecke, Karen Helland, Steve Kridelbaugh, Karen Sadler

Approval of Minutes: **Bill Yates made a motion to approve the minutes of March 2, 2005.**
Anny Mueller– second.
All were in favor. **Motion Carried.**

Announcements: Patty handed out a copy of an article from the Register Guard addressing the cell phone issue.
Randy handed out copies of an NAS Online Forum.
Pat reminded everyone of the Career Fair on April 20th in Prosper hall.
Bill reminded everyone of Skills Day on April 7th. There should be about 400 students attending.
Karen announced the Distance Learning summit that will have participants from across the state.
Brenda announced a Pathways Academy conference in Eugene on June 28 & 29. She was hoping to have Student Support Service representatives attend.

Additions: None

Reports from Committees: Some committees met on Wednesday. Academic Affairs should have a Cultural Diversity list for the next Faculty Senate meeting (4/20) and it should be complete by the end of the month for transcript and Degree Audit purposes. They are working from a list of what is offered/accepted elsewhere to develop what constitutes a diversity requirement (mission statement) and a procedure for placing a course on the list.

New Business: None

Old Business: **Open Senate seat.**
Patty heard from two interested parties, Ray Daniels and Christine Scholey.
Randy Sloper moved to accept Ray Daniels to fill the 1 term seat left vacant by the departure of Max Gulias.
Anny Mueller - second.
Patty called for discussion and then a vote. All were in favor. **Motion passed.**

Changes to the Constitution
Steve addressed his concerns to the proposed constitutional changes/updates.
Steve stated that when he was first President he met with the senate chair to discuss issues and always opened the General Faculty meetings. He would then turn the meeting over to the chair to conduct business. Over his tenure he has allowed the faculty to take over this process.
He indicated he would not support the current draft of the constitution citing page 3, section

3, Organization and the removal of the President as the leader of the General Faculty.
After discussion of other sections of the constitution (Sect. 3A, 3C, 4B) which indicate continued involvement of the college President with the senate and general faculty meetings, James presented a handout as a possible solution.

James Fritz moved to:

1. **Proceed with the faculty election already in progress to ratify changes to the constitution as of the General Faculty meeting of 3/9/05.**
2. **Acknowledge the discussion we have had here today concerning the role of the president as a member and leading force of the faculty and college. Acknowledge that the president of the college may also call meetings of the faculty senate and the general faculty.**
3. **Propose one last constitutional change to be taken up by the general faculty at its June meeting to address this specific item.**

Article II, Section 3 (continued)

C. Meetings of the General Faculty may be called by the Faculty Senate chair, the College President, the Faculty Senate, or by petition to the Chair of the Faculty Senate by ten percent of the General Faculty members…

Mark Wilson – second

Patty called for discussion.

Randy called for point of order that the form agreed upon at the general faculty meeting had to be voted on and that section three satisfied Steve's concerns.

James indicated he would accept a friendly amendment change the wording to the presiding officer.

Steve indicated he would still not agree to the wording and asked to wait for the new college President, Dr. Judith Hansen's visit in May to discuss this with her and get her opinion on this issue.

After further discussion of additional amendments and that points one and two were being addressed James withdrew his motion.

Randy Sloper moved to delay the vote on the changes to the constitution for input from the incoming President.

Pat Parker – second.

Patty called for further discussion. Randy stated the motion from the General Faculty meeting could not be amended.

Bill Yates called the question.

Patty took a hand vote. 3 yea and 5 no. Motion failed.

It was further discussed that the general faculty would vote on the constitutional changes proposed at the general faculty meeting 3/9/05 and go from there, Steve still would not support the changes in the draft and would submit a letter stating this, there was lack of communication between the senate and the president and all would wait to discuss these issues with incoming president, Dr. Judith Hansen.

Distance Education

Karen Helland was invited to discuss Distance Education and how to involve/include the faculty senate and existing committees or to create a new Distance Education committee.

Mark Wilson had forwarded his thoughts in a memo to the senate (see attached) and discussion about possible inclusion in either the Library/Media Services or Academic Affairs committees, workloads/overloads to the committees, sub-committees, the difference between academic rigor and delivery method, provider vs. host, faculty hiring/involvement, and the possibility of a half year committee to address issues.

Mark Wilson moved to create a Distance Education committee to meet for half a year.

Bill Yates – second.
Patty called for discussion.
The issues of division of faculty to committees, the addition of Karen Helland as an ex-officio to the senate/committees for Distance Education and Faculty Senate to deal with Distance Education issues that come up and send to committee as needed were discussed,
Chris Williamson called the question.
Patty called for a vote on Marks motion to create a half-year Distance Education committee.
The vote was 2 yea and 6 no. Motion failed.
James Fritz moved that the Faculty Senate act as the Distance Education committee for a one-year pilot and send issues to standing committees as needed.
Pat Parker – second.
Patty called for discussion.
Randy asked that the Faculty Senate not take on the additional title of Distance Education committee but disseminate issues/information to standing committees as needed.
James accepted Randy's friendly amendment.
Patty took a vote. All were in favor. Motion passed.

Grade Inflation
Patty handed out reports from the Office of Instruction showing grades by subject area for the past ten years. This was requested to add to the next meetings agenda.

Election Committee
Patty asked for volunteers for the Election Committee to develop a calendar for elections for the 05/06 Academic year. Bill Yates and Pat Parker will work with Patty.

Adjournment: Meeting was adjourned at 4:54 p.m.
km 4/4/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES

March 2, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:12 p.m.

Attendance

Bob Fields	Randy Sloper
James Fritz	Chris Williamson
Anny Mueller	Mark Wilson
Pat Parker	Bill Yates

Guests: Joanna Blount, Brenda Brecke, Anthony Collins, Kimberly Smith

Approval of Minutes: **Randy Sloper made a motion to approve the minutes of February 9, 2005.**
Chris Williamson– second.
Patty called for discussion.
Randy inquired about the information from the Office of Instruction regarding grade inflation.
Patty indicated she spoke with Kristi/Kat and would have the reports for the next meeting.
James e-mail addressing questions about grade inflation and the issue itself would be added to the agenda under Old Business.

Motion Carried.

Announcements: None

Additions: Patty stated with Max's departure at the end of winter term his seat would need to be filled. She would send out a faculty announce looking for interested parties for an At-Large position for one term. Patty will bring the list of interested parties to the next meeting for a vote.

Reports from Committees: None. Committees did not meet due to the timing conflict with the Presidential Candidate forums.

New Business: **Promotions**
Promotion for Diana Schab from Assistant to Associate Professor.
Anny Mueller moved to approve.
Pat Parker – second.
All in favor. **Motion Carried.**

Agenda for the General Faculty meeting on March 9th.
The senators discussed addition to the agenda of the competencies and new representative icons, placement of both on syllabus and course outline templates, mandatory or voluntary use of icons, change to instructional policy thus the need for a vote from the General Faculty, the deletion of written reports from committees and the return to oral presentations, a presentation from Anthony Collins on the Employment Skills Training Certificate of Completion/Career Pathways, discussion of the CCTI visit (this was tabled and is hoped to be included at Inservice), discussion of addition of committees to the Faculty constitution and approval of constitutional changes.
Patty will have copies of templates, information from Anthony Collins and the draft of the constitution sent out to all faculty for the meeting on the 9th.

Old Business:

Addition of committees to constitution

Randy Sloper moved to send the amended Constitution as written to the General Faculty for a vote.

James Fritz – second.

Patty called for discussion.

Anny addressed pg.8, Sec.5A that she had brought up at the last meeting stating that it should be the senate that appoints with recommendations from the President. After discussion of procedure (senate recommends list, sends to Dean then to President for approval) it was agreed to leave it as is.

James made a friendly amendment to remove "It is" and "that" from the last sentence on the page. All in favor.

Mark Wilson made a friendly amendment to add Distance Education and Retention as standing committees to the constitution.

He provided the following argument: From constitutional policies it is the responsibility of the General Faculty to participate in the curriculum development and method of delivery of programs and courses, academic excellence and service to students, thus the need for a Distance Education and Retention committees.

Randy Sloper offered a friendly amendment not to accept Mark's amendment but to offer it as a separate motion as it was more substantive.

Mark withdrew his friendly amendment.

Anny Mueller called to question (she stated senate had held to their timeline very well).

Patty restated the motion to accept the draft of the constitution as written.

Randy Sloper offered a friendly amendment to include the above corrections.

Patty called a vote. All were in favor. Motion Carried.

Patty stated this document would be added to the General Faculty agenda next week with a vote to be scheduled spring term so that faculty would have a chance to review.

Mark Wilson moved to amend the constitution by adding Distance Education and Retention to the list of Faculty Senate committees.

Pat Parker – second.

Patty called for discussion.

Anny asked for more time to consider the motion as she had questions and would like to study the purpose before discussing.

Mark restated his arguments and discussion of adding standing committees, the need for an institutional researcher, senate/faculty representation included on the Distance Education and Retention committees as they stand now, pilot committees, lack of faculty numbers to fill additional committees, decrease size of some committees to facilitate new, participation as part of workload or voluntary.

Randy restated the amendment.

Pat Parker offered a friendly amendment to address each committee addition separately.

James also agreed the issue should be split.

Patty offered to deal with the updates to the Constitution first and discuss the additions as a separate issue at the General Faculty meeting.

Mark suggested piloting a Senate Distance Education committee and withdrew his amendment.

Patty will ask Karen to report to the Faculty Senate on the subject of Distance Education.

The issue will be added as a discussion item to the General Faculty agenda for March 9th.

Grade Inflation
Referred to next meeting.

Miscellaneous
Patty announced that Staff Development had been given and additional $5,000.00 for the Faculty Excellence award, now totaling $10,000.00. Patty asked that this also be announced at the General Faculty meeting on the ninth.

Adjournment: Meeting was adjourned at 4:55 p.m.
km 3/3/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
February 9, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:05 p.m.

Attendance

Bob Fields	Randy Sloper
James Fritz	Chris Williamson
Max Gulias	Mark Wilson
Anny Mueller	Bill Yates
Pat Parker	

Guests: Glenn Thurkow

Approval of Minutes: **Randy Sloper made a motion to approve the minutes of January 28, 2005**
Anny Mueller– Second **Motion Carried.**

Announcements: -James announced there will be a new show in the Eden Gallery starting Monday, February 14th.
-Bill announced the High School/High School to Work, which includes Thurston High School, Marshfield and SOCC will visit on February 24th.
-Patty announced the Oregon Transfer Module (OTM) was approved by the state and was discussed at Tuesday's meeting of Instructional Council. Many at Southwestern are not happy with the module and Steve is e-mailing Gretchen Schulte for confirmation regarding possible unwrapping upon transfer to the OUS system. A discussion of the intent of the module, advising, how the module and/or what courses will transfer and costs of education took place.

Additions: Max asked about the results of the motion to investigate grade inflation.
Patty stated she had met with Lynda and would have the information agreed upon available at the next meeting.
All discussed what was being asked for specifically, the need for an Institutional Researcher, a list of questions as a way to evaluate the information from the report, and what direction would be taken from the information provided.
Max also inquired about the professional technical list of courses for the revised AAOT (the list from the existing degree will be used) and the list of cultural diversity courses.
Patty stated that Academic Affairs was working on the list and suggestions should be forwarded to Ray Daniels.

Reports from Committees: None

New Business: None

Old Business: **Constitution**
Patty had e-mailed a copy of the constitution with the proposed changes. The following changes were moved and approved with the tabling of possible Budget & Planning committee changes:
-Preamble: page one, paragraph three, first sentence remove the words: practice, the. The last sentence remove the words It is, that.

-Article II: page two section one – Membership.
-A. Remove the Associate Dean of Professional Technical Education, update Associate Dean of Student Services Registrar to Associate Dean of Enrollment and Student Services/Registrar, update the Director of Outreach and Professional Development to the Director of Distance Learning and Community Education.
-B. Second sentence removal of or. Addition of "and full-time adjunct faculty".

-Article II: page three section three – Organization.
-A. Delete President of the College from the first sentence. Add Vice Chair and strike President from the last sentence.
-B. Change President to Office of Instruction (refer to page six, 3C)
-C. Leave as is.

-Article III: page seven section four – Authority and Functions.
-B. Leave as is.

-Article III: page nine section five – Faculty Senate Committees
-D1. a. To read: "It is the responsibility of this committee to review, evaluate, and make recommendations regarding subject matter, methods of instruction, and degree/certificate requirements of the College."
d. The deletion of "regarding another student's personal life or academic record"
-D2. b. The addition of "academic reinstatement".
c. The addition of "a designee".
-D4. Tabled for further discussion
-D9. b. Titles updated: Associate Dean of Enrollment and Student Services/Registrar, Assistant Director of Residential Life with the addition of "and a representative from ASG".

Competencies
Patty e-mailed copies of the fact sheet and approved competencies, the syllabus information from the Faculty Handbook with the competency information included and a syllabi template containing the competency information for discussion and approval.
Randy Sloper moved to adopt the fact sheet.
James Fritz –second.
Patty called for discussion.
After discussion, word-smithing and a substitution for number two (amended document below)
Randy Sloper accepted all friendly amendments and moved to accept the document as amended.
Bill Yates – second **Motion carried**.
Patty asked Mark to write an opening paragraph to be included with the revisions that will be presented to the General Faculty.
Bob suggested changing the title to Discussion Points instead of Fact Sheet.

Changes to syllabi information and template were discussed along with the need for consistent language that students will comprehend, what is mandatory on a syllabus, and the inclusion of "consider including the following" to refer to the bulleted list after the Academic Dishonesty policy in Policies and Procedures on the syllabus information.

Patty stated she would send out revised editions of materials for final review. These would be presented at the next Instructional Council meeting on Tuesday, February 22nd and forwarded to the General Faculty.

Adjournment: Meeting was adjourned at 5:05 p.m.

km 2/10/05

Fact sheet for instructors
Competencies

1. **Each general education competency applies to most but not necessarily all classes.**
   For example, many classes will not have the ability to apply mathematical concepts as a competency for their class. However, most if not all classes should instruct to increase competency in critical thinking.

2. **Choose only the competencies that can be addressed in the course.**

3. **Instructors should be able to assess the general educational competencies that apply to their discipline.**

4. **The competencies are to help students better articulate what they are learning, therefore in the syllabus competencies should be concise, easy to grasp, and easy to remember**.

5. **The competencies should not simply be a kind of "in-come"—a skill simply required of students taking the class.**

   Merely requiring reading or writing, but not offering instruction in them should not qualify these skills as outcomes of a course. However, many instructors could develop some assignments and lessons concerning how to read and write within the context of a specific discipline.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
January 28, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:05 p.m.

Attendance

Bob Fields	Pat Parker
James Fritz	Chris Williamson
Max Gulias	Mark Wilson
Anny Mueller	Bill Yates

Absent: Randy Sloper
Guests: Joanna Blount Brenda Brecke, Jaymee Johnson, Glenn Thurkow

Approval of Minutes: **Pat Parker made a motion to approve the minutes of January 7, 2005**
Anny Mueller– Second **Motion Carried**.

Announcements: None

Additions: Jaymee Johnson to address the new waitlist procedure

Reports from Committees: Anny reported that the Staff Development committee has updated their web site and is now accepting applications on-line (travel requests, etc). Pat asked if there had been any follow up on recipients presenting information from S.D. funded requests. Anny said this was still being looked into.

New Business:

New Waitlist procedure
Jaymee Johnson (IT) reported that Datatel will be making changes to the waitlist process. This will effect how students are added to class lists. There are two options, the first is to continue to have the 1st Stop add the students to class lists as they have in the past. The second is to use the Datatel system, which will lessen the work of staff and monitors waitlists to notify students of a window in which they can add themselves to the class. This window (3-5 days?) will allow for possible issues with prerequisites, holds on accounts, etc to be resolved. Students will be able to check using WebAdvisor and will be notified by e-mail. Jaymee indicated this would be tested soon and possibly be used for spring registration.
Mark Wilson moved to accept the new waitlist procedure.
Anny Mueller – second
All in favor. **Motion Carried**

Vote to change the AAOT
Patty, Mark and Kathy counted the votes this morning. As reported by e-mail the ballot passed 39 to 29 for option 2 to change the AAOT.
Patty is asking Academic Affairs to come up with a list for the Cultural Diversity requirement. The list will not make the catalog but there will be a notation and a list will be provided to advisors once it is created. This will not replace the 3 credits of HE/PE that will be removed. The three-credit course will come out of the Distribution or Electives requirements.

Promotions.
Max Gulias moved to approve Jeff Hayen's request for promotion
Mark Wilson – second.
All in favor. **Motion carried**

Old Business:

Miscellaneous

Patty addressed the need to start planning Inservice for the fall and asked for volunteers to help. Bill and Anny indicated they would be willing. Learning communities, teaching methodologies and competencies will be included.

Max followed up on the motion for Patty to meet with Lynda regarding grade inflation. Patty stated that had occurred on Lynda's last day and she would be following up with Kristi to acquire the reports requested.

Competencies

Patty initiated a discussion regarding the list of competencies that Steve asked for by the end of January. The discussion moved to the memo from Mark compared to the list from the League of Innovations, the placement of a list in the catalog, in syllabi, student comprehension, assessment and definitions.

James Fritz made a motion to adopt the draft as a general set of principles with the understanding that changes could be made later.

Chris Williamson – second

Patty called for discussion. There was more discussion of the same with the inclusion that the draft be included as documentation for institutional history.

Anny called a question. Chris – second

Patty called for a vote on James' motion to adopt the draft as a general set of principles with the understanding that changes could be made later.

All in favor **Motion Carried**

A timeline and construction of a draft of a sample syllabus by Bill Yates was brought up. Patty indicated if there is a General Faculty meeting in March this would be added to the agenda.

Constituion

Patty had heard from Academic Affairs, Academic Standards and Financial Aid regarding changes to their paragraph in the constitution. Library/Media Services and Arts & Lectures had no changes to submit and she was still waiting to hear from Budget & Ledger, Student Affairs and Staff Development. She had only heard from one senator as of today's meeting. Patty said she would compile the information she had and would bring it back to the senate. The changes would have to be approved as separate amendments by the senate and then by the General Faculty and Board of Education.

Adjournment: Meeting was adjourned at 4:55 p.m.

KM 1/31/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
January 7, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:10 p.m.

Attendance
Bob Fields
Max Gulias
Anny Mueller
Pat Parker
Chris Williamson
Mark Wilson

Absent: Bill Yates
Guests: Brenda Brecke, Ray Daniels, Lynda Hatfield, Glenn Thurkow

Approval of Minutes: **Randy Sloper made a Motion to approve the Minutes of November 19, 2004**
Bob Fields– Second **Motion Carried**.

Announcements: None

Additions: AAOT degree comparisons.

Reports from Committees: None

New Business: **Emeritus status for Hugh Malafry**
Max Gulias moved that Hugh Malafry be approved for emeritus status.
Randy Sloper – Second **Motion Carried**

Grade Inflation
Randy asked for a report on grade distribution over several years for comparison of possible grade inflation. He would like to use this information in regards to the CCSSE report and student perception.
Lynda responded that this report has been in existence and would be willing to share it. She would like a set of criteria in place before the report is disseminated to the faculty.
Discussion of reporting by instructor or department, comparison of how many years, relation to other community colleges, student withdrawal, early alert and by type of classes.
Randy Sloper moved that the senate chair (Patty) meet with the Dean (Lynda) before she leaves next week to interpret the information and decide format for dissemination.
Anny Mueller – Second **Motion Carried**

Old Business: **Competencies**
A draft of competencies was created at the December 8th senate meeting, as there were not enough members available for a quorum. Patty asked the senate to approve the draft and forward to the General Faculty for feedback.
Randy Sloper moved to table the draft.
Max Gulias – Second
Patty called for discussion.
Discussion to use grade inflation information, meeting the deadline set by Steve and use in syllabi.
Randy moved the question.
Patty took a hand vote to table the competencies
2 – yea 7 –no **Motion failed**

Patty again asked approval with changes to the draft to send to the General Faculty for feedback.
Discussion of changes suggested: define degree (two- year, certificate,?), and how the draft relates to the college mission statement.
Mark Wilson moved to reduce the competencies to

1. Reading
2. Critical Thinking
3. Communication
4. Computation

and to remove Community and Diversity content
Randy Sloper – Second
Patty called for discussion.
Brenda, Anny, Max and Pat asked that Community and Diversity remain as part of the list of competencies; there was also a discussion of the list order and additions to the list.
Patty called for a vote on Mark's motion
1 –yea 8 –no **Motion failed**
Randy Sloper moved to adopt the draft as written and send out to the General Faculty for feedback.
Pat Parker – Second
Patty called for a vote for the draft with the clarification of the definition of the word degree and review with Steve.
3 –yea 2 –no 2 –abstain **Motion carried**
Brenda stated the insertion of competencies would become part of the three rotation for course outline updates.

AAOT degree change proposals.
Ray Daniels represented the Academic Affairs committee that worked all fall term to come up with two options (see attached draft), the current AAOT and the committee proposal, to take to the General Faculty for approval.
A discussion of the committee proposal, the AAOT and sequences followed.
Chris Williamson moved to adopt the options presented and send to the General Faculty for a vote.
Anny Mueller – Second
Patty called for discussion
A request for more options, discussion of sequence requirements, grade inflation and "C" grade or better.
Mark Wilson moved to close debate and vote on the question
Randy Sloper – Second
Patty took a hand vote
4 –yea 1 –no
Patty then took a hand vote on Chris Williamsons motion to adopt the options presented and send to the General Faculty for a vote.
4 –yea 3 –no 1 –abstain **Motion carried**

The Division meeting scheduled for January 19th will be moved back a week and a General Faculty meeting will be scheduled to discuss changes to the AAOT. Amendments to the document will be accepted then. A paper ballot will take place after the meeting with the results to be placed in the 05/06 catalog.

Adjournment: Meeting was adjourned at 4:55 p.m.
KM 1/10/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
October 1, 2004

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:05 p.m.

Attendance

Bob Fields	Randy Sloper
James Fritz	Chris Williamson
Max Gulias	Mark Wilson
Anny Mueller	Bill Yates
Pat Parker	

Guests: Brenda Brecke, Lynda Hatfield,

Approval of Minutes: **Pat Parker made a Motion to approve the Minutes of September 20, 2004**
Bob Fields– Second **Motion Carried**.

Announcements:
- Pat announced the League of Women Voters would be holding a forum "Why Should You Vote?" on Friday, October 8th from 10:30am –12:00pm in Newmark 224.
- Patty was looking for 2 faculty senate volunteers to attend the meeting with legislature candidates: Randy said he would be attending all of them with Fred Brick as the union representative. Bob said he could attend all the breakfast meetings, Chris & Pat could attend the 10/4 breakfast, Anny and Pat the 5:30, Chris & Bill on the 6th, on the 7th would be Chris, Max and Bill, and on the 8th the morning meeting would be Chris & Bill and the luncheon would be Chris.

Patty stated all faculty and staff were welcome to attend.
- Patty received e-mail from Sarah regarding a Publications Board and the need for faculty representation. After discussion of the board policy and past practices Pat Parker volunteered to fill in temporarily until the at-large faculty position is filled. (This will allow the Southwester and Beacon to stay on schedule with publication deadlines).

Additions: **None**

Reports from Committees: Anny reported from Staff Development. They would be addressing morale issues and would like to send out a list for faculty feedback/input.
Committees chose a chair, vice-chair and secretary (Staff Development also included a Treasurer). Secretaries were asked to submit minutes for posting on the intranet.

Old Business: **Revisions to the Constitution.** In June Patty appointed a sub-committee (Mark, James and Bill) to look into the changes that need to be made to the constitution.
Changes discussed: update titles, bookkeeping, committees, hiring of part-time faculty and distance education. The Faculty Senate assigned these issues as goals for the year. Any changes will be taken to the General Faculty for a vote.
AAOT. A vote will be taken once the Faculty Union is done with the ballot box.
Retention Task Force. With four senators on the task force they will report back. A question need for retention committee was brought up.
Selection of new Dean of Instruction. Steve will be appointing an interim Dean. This will allow the new president to appoint someone of his or her choice.

New Business:

Teaching Excellence award.

Patty brought forward the idea of a faculty excellence award to recognize our peers. A committee (Staff Development) would create criteria and awards would be given out. Steve said he could find some money for a funding the award. Lynda will forward information regarding a national organization and conference.

Promotions.

Max Gulias made a motion to approve all the promotions submitted.
Chris Williamson – second.
All in favor. **Motion carried**

Student Engagement Survey

Steve is having copies of the CCSSE survey made for everyone; they should be distributed some time next week.
The raw data, while somewhat confusing, does look at all instructional areas and will be used as a guide to set goals and courses of action for the institution.
A summary is also being composed to assist in the understanding of the report. The cost of the initial report precluded analysis by the company who did the survey.
Steve will be calling a general staff meeting in early November to discuss the findings.

Adjournment: Meeting was adjourned at 4:50 p.m.

KM 10/4/04

SOUTHWESTERN OREGON COMMUNITY COLLEGE
FACULTY SENATE MINUTES
May 4, 2005

Call to Order: Faculty Senate Chair Patty Scott called the meeting to order at 3:13 p.m.

Attendance

Ray Daniels	Randy Sloper
Bob Fields	Chris Williamson
James Fritz	Mark Wilson
Anny Mueller	Bill Yates
Pat Parker	

Guests: Suzanne Wash

Approval of Minutes: **Randy Sloper made a motion to approve the minutes of April 20, 2005.**
Anny Mueller– second.
All were in favor. **Motion Carried.**

Announcements: Patty announced that over 100 students had attended the three Academic Advising evenings.

Additions: Amendments to the Constitution

Reports from Committees: Patty asked if Staff Development had received any requests for the Teaching Excellence awards. She asked for confirmation of an application form that was to have been e-mailed out and would like to make sure all the funds ($10,000.00) are spent.

Old Business: **Revision of the Cultural Diversity requirement criteria.**
Patty commended the Academic Affairs committee for all their hard work.
Ray Daniels moved to amend the criteria to include socioeconomic under #3.
Pat Parker–second.
Patty called for discussion.
Anny Mueller made a friendly amendment to include the word status.
Ray accepted the friendly amendment.
Additional clarifications of the sentence were discussed.
James Fritz made a friendly amendment to add a fourth criterion to include transfer information.
Discussion that the list includes courses that already transfer, that the addition might diminish the list and students should choose in accordance to their transferring institution.
James withdrew his friendly amendment.
Patty called for a vote to amend the requirement criteria to add "socioeconomic status," to #3.
All were in favor. **Motion passed.**

Distance Education
Discussion of the list of concerns generated at the April 20th meeting ensued. The issues were discussed by dividing them into Union and Academic categories, adding to the In-service agenda, creation of a sub-group to prioritize the list (James, Anny and Patty) and the addition of Retention to the list. The sub-group will meet via e-mail and are to report back at the May 27th meeting.

Grade Inflation

Patty had passed out a report on grade inflation from the Dean of Instruction a while back.

Mark Wilson moved to table the discussion of this issue with three reasons:

1. **Not enough consensus.**
2. **There needed to be a discussion of this issue within a state-wide context.**
3. **What is being done at the state education level?**

Bill Yates – second.

Patty called for discussion.

Randy addressed his main concern was not grade inflation itself but the perception of a grade to the student, the connection to the CCSSE and what level of success a grade denotes.

Randy moved the question.

Bill Yates- second.

Patty called for a vote on Mark's motion to table discussion.

All were in favor. Motion passed.

Randy Sloper moved to present Grading Standards at In-service.

Bill Yates- second.

Patty called for discussion.

Further discussion of grading standards in relation to grade inflation and a grade equaling a level of success.

James Fritz called the question.

Patty restated the motion to add Grading Standards to the faculty In-service agenda.

A vote was taken. All were in favor. Motion passed.

Amendments to the Constitution

A short discussion regarding President Kridelbaugh's request to return Article II, Section 3A to it's original language.

Randy Sloper moved to forward the Constitution as amended by the General Faculty ballot on April 14th to the Southwestern Board of Education.

Anny Mueller – second.

Patty called for discussion.

It was agreed the amendments had gone through the proper process, were approved and should be forwarded on.

Patty called for a vote. All were in favor. Motion passed.

New Business:

Review of the new Cultural Diversity submission form.

Again, Patty commended Academic Affairs for their work.

The same amendment will be reflected on the Submission form under number three.

Discussion of the document wording, the course approval process, the addition of HUM225 to the approved course list and indication of acceptance at which university followed.

Ray Daniels moved to accept the amended submission form and course list.

Bill Yates – second.

Patty called for discussion. A vote was called and all were in favor.

Motion passed.

The documents will be forwarded by e-mail for discussion at the General Faculty meeting on June 1st. A ballot will be sent out to the General Faculty following.

Adjournment: Meeting was adjourned at 4:44 p.m.

km 5/605

EXHIBIT I. C.4

Instructional Council Minutes

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
February 22, 2005

Attendance: Joanna Blount, Blake Bowers, Brenda Brecke, Jane Briggs, Robin Bunnell, Karen Helland, Linda Kridelbaugh, Steve Kridelbaugh, Kathy Metzger, Dan Neal, Sarah Recken, Diana Schab, Mike Scott, Patty Scott

Guests: Sharon Miller, Joy Parker

Course Outlines: ASL101, 102, 103 American Sign Language – new course outlines – approved.

Programs: None

Discussion: CCSSE Survey – Competencies
Syllabus
Syllabus template
Course outline template with competencies added
Mandatory Reading

ASL101, 102, 103 American Sign Language
Sarah addressed the use of sign language as a transfer level foreign language. This is now being accepted as an option at the university level and we will be adding 200 level courses in the future. Zero credit courses will be continued to be offered through Community Ed.

Competencies
Patty brought forward a list of five competencies and their definitions that had been approved by the Faculty Senate at the end of January. These will be sent out with a memo explaining the competencies, how they will be used (Patty also presented draft templates of a syllabus and course outline containing the competency information imbedded in them), and how they will be assessed. A "workshop/training" will be held during the General Faculty meeting on March 9th to answer any questions from faculty and offer examples of syllabi and course outlines using the new competencies.
Dan Neal visited Clover Park Technical College and brought back additional ideas and thoughts for implementing the competencies. Through discussion of his visit it was agreed that a set of symbols would be used in place of the numbering system to help with student comprehension and retention.
Steve asked for the following:
-Patty, Sarah, Diana, Dan and Linda assemble a set of symbols to reflect the competencies agreed upon by the Faculty Senate.
-The symbols will be presented to the Faculty Senate on Wednesday, March 2nd.
-The symbols will be added to the syllabus and course outline templates and presented to Instructional Council on March 8th for approval.
-The templates and/or examples (provided by Dan and Patty) will be presented to the General Faculty on March 9th.
-Faculty will be encouraged to start using the new templates starting spring term 2005.
-Fall inservice will include additional assistance/trainings/workshops to faculty in use of the new templates that will be mandatory for fall term 2005.

Additional comments:
-Dan indicated that faculty was already "doing" the competencies, they were just now being asked to write them down and he did not see this as a difficult request to comply with.
-Steve and the council did not see the use of symbols as a reflection of the educational level of the institution but that most students and adults now learn on a more visual level.

Addition to the agenda
Robin inquired for a faculty member where the appropriate place would be to dispose of confidential student materials. Sarah indicated there were several shredders in various locations around campus and there is a confidential container on the 5th floor that is also available.
Robin also asked to have Peggy Goergen in Brookings brought in on a conference call to attend Instructional Council meetings.

High School to Work
A group of seven or eight representatives of High School to Work will be on campus Wednesday through Friday with an open workshop on Friday from 10:00-11:00 a.m. in Empire Hall, LVE. The group will be attending classes on campus and asking questions to better assist high school students taking college level courses at SOCC.

Additional Discussion Items
-Steve was in Washington, D.C. where the Trio and Perkins programs were almost lost but there is little interest in getting rid of the programs by Congressional members.
-Due to funding at the state level the Health/Science/Technology building won't be funded but the Curry County campus will hopefully move ahead.
-The state budget is still in flux and hopefully the end product won't be as dismal as expected.
-Brenda asked if the core competencies would be in the 2005/2006 catalog? Steve indicated it was too late but would be placed in the following year.
-Part-time faculty and the use of the new syllabus was discussed with the possibility of offering the information at inservice workshops for them and paying them for their attendance.
Brenda and Joanna are to get cost estimates of paying Part-time faculty to attend such a workshop.
-Linda K asked for the inclusion of Turn-It-In in the next budget as many students and faculty are using the software. Joanna indicated this had already been addressed and paid for.
-Steve indicated there would be a raise in tuition and fees to cover some of the short fall from the state.
-Distance education and the bookstore going on-line were also discussed.

Mandatory Reading
Sharon Miller stated the policy had been placed in the catalog and that Kat was writing a rule to prevent registration problems.

Adjournment: Meeting was adjourned at 11:40 a.m.

km 2/22/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
February 8, 2005

Attendance: Joanna Blount, Blake Bowers, Jane Briggs, Robin Bunnell, Evan Davis, Karen Helland, Linda Kridelbaugh, Steve Kridelbaugh, Kathy Metzger, Dan Neal, Sarah Recken, Diana Schab, Patty Scott, Sharon Smith

Guests: Sharon Miller

Course Outlines: CS279 – Network Management I – Method of delivery change – approved.
CS288 – Network Management II – Method of delivery change – approved.

Programs: AAS Web Development and Administration – Inactivate – approved.
(Web Site Fundamentals & Web Production Specialist will add footnote to designate some courses taught as online only)

Discussion: **Additions to agenda:**
Constitution Day, September 17th
Oregon Transfer Module (OTM)
Changes to the AAOT

Steve addressed how he would like the meetings to run while he is interim-Dean. He would like Instructional Council to address outline and program changes within the first hour to be followed by discussion items.

Course Outlines/Programs
Diana addressed the need to change the method of delivery to CS179 & CS288 as the outlines were created several years back but had not yet been used. The changes will allow the material to be covered while keeping them consistent with other CS outlines.

There are currently two students in the AAS Web Development program. The program will be inactivated and the students will be taught out. This program will remain inactive until a time when students who enroll in the Certificate programs will increase the need/desire to reactivate the AAS program.

Steve addressed the state budget stating we might get some relief from the legislature and we might not. The state did not adhere to the funding formula thus causing the issues that now exist.

Constitution Day
An e-mail was received addressing Title IV programs and a government mandated Constitution Day that is to take place September 17th. In keeping with the spirit of the legislation
Patty will ask Fred Brick to speak to this subject on Friday September 16th as part of Inservice, as the 17th is a Saturday and classes are not yet in session.

Oregon Transfer Module
A discussion included the fact that most of the educators at SOCC do not like it as it stands, it really won't help students transferring, how to transcript, acceptance of courses, who will get to count the completers, advising to the AAOT, Financial Aid ramifications, an updated core of general education requirements and Steve's indication that he will contact Gretchen Schutte for clarification on the module. Steve spoke with a number of individuals quit familiar with the subject on a conference telephone call on February 8, 2005. The upshot of all this is that if a four-year college has a general education requirement that is different than the two-year, transferring college, or the four-year college requires more that 45 credits for general education requirements the transferring student will have to take additional courses to fulfill the four-year school's general education requirements. Obviously, not much has changed, if anything.

Steve asked Joanna to present the new module to the SOCC Board of Education for approval at their next meeting.

AAOT
Steve confirmed that with the changes to SOCC's AAOT the catalog would be able to keep to the timeline established.

He also addressed the process of the full year schedule which is under way.

Competencies
Patty stated the Faculty Senate was meeting tomorrow and she would have a final draft/template of the competencies and syllabi for the next Instructional Council.
Steve wanted the new syllabi in place and in use by fall 2005. The information would be added to course outlines following the three-year update rotation.
Patty will have a final draft of the competencies and template of a syllabus at the next Instructional Council meeting.

Instructional Response to the CCSSE
Steve has brought up the CCSSE in a variety of meetings. He wants the issues to be at the forefront and not brushed off. Joanna stated that through a variety of activities the CCSSE is being addressed on campus.
-Steve asked Joanna to report the same information to the SOCC Board of Education at their next meeting.

-Steve would like to have a SOCC employee go to Clover Park College or have someone come down to help with implementation ideas before the next Instructional Council meeting. Dan Neal volunteered to visit Clover Park College to review how they instituted "learned skills" into their course syllabi.

Mandatory Reading
Sharon Miller requested and it was approved to raise the reading level from 9th -10th grade starting fall term 2005. Steve asked Sharon to report back in two weeks as to how to put "teeth" into the program.
Sharon was asked to work with Sarah and Kat to create a process to keep students from dropping/evading reading skills classes if they have tested into them and present this at the next Instructional Council meeting.
The Mandatory Reading information will also be added to the 2005/2006 catalog.

Attendance and Grading
Steve stated while he was at Olney College, attendance was part of the student grade and he felt that given the type of students that enter our institution that an attendance policy would probably help these student to be more successful. The faculty now uses participation instead of attendance as part of the student's grade. Steve asked this to be thought about for discussion at the next meeting.

Next meeting
Competencies
Mandatory Reading
Attendance/Participation and Grading

Adjournment: Meeting was adjourned at 11:48 a.m.
km 2/10/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
January 11, 2005

Attendance: John Berman, Blake Bowers, Brenda Brecke, Robin Bunnell, Even Davis, Lynda Hatfield, Karen Helland, Linda Kridelbaugh, Kathy Metzger, Dan Neal, Sarah Recken, Diana Schab, Mike Scott, Patty Scott, Sharon Smith

Guest(s): Barbara Davey, Ann Sylvia

Course Outlines: MTH75- Elementary Geometry – Reactivating and changing from 2 to 4 credits, prereq from MTH20 to MTH70 – tabled, see discussion.
J203 – Writing for the Media – Course description change and addition of WR121 as prereq - approved
J204 – Visual Communication for Mass Media – WR121 prereq added – tabled, see discussion.

Programs: None

Information Only: Common Meeting Time Schedule
2005-2006 Academic Calendar

Discussion:

Equipment Requests
The list of equipment requests was updated indicating items funded in November. Items not funded will remain on the list and additional requests can be added at any time. If there is money at the end of the academic year the list will be reviewed by the Associate Deans and Division Directors for further funding.

Chemistry prerequisites and changes to the Nursing program.
A clarification of Chemistry and Biology prerequisites for the revised Nursing program was discussed. This will be used for advising and placed in the catalog (see handout).
Amendments to the handout to read:
• Students applying for the nursing program for 2005-2006 need CHEM104 & CHEM105 or CHEM110.
• Students applying for the nursing program for 2006-2007 must have completed a Chemistry sequence (CHEM104, 105, 106, CHEM121,122, 123 or CHEM221, 222, 223) within the last five years.
• Students who begin their pre-requisite nursing requirements, and are applying for acceptance in the nursing program for 2006-2007 (or later), must take BI149.
• Students who have applied, but were not accepted to the nursing program, must take CHEM110 and BI149 for eligibility in the 2006-07 program.
The final draft to be forwarded to Patty Scott, Brenda Brecke, Ann Sylvia and Barbara Davey for approval.

Common Meeting Schedule
The schedule had one change to facilitate a General Faculty meeting for January 19th. The meeting will address possible changes to the AAOT that will be sent to the General Faculty for vote by paper ballot. Everyone please attend.

Academic Calendar
The 05/06 Academic Calendar was sent out. Any changes to the draft should be forwarded to Kristi.

Student Evaluation Rating Form Questions
The Student Affairs committee forwarded a list of questions to use on the revision of the student evaluation form. Joanna will be working with Kristi on the form revision with hopes of use for 05/WI. Sharon Smith suggested changing the wording in question #7 to include audio/visual or media.
There was also a discussion of the scantron system, e-Listen and implementation.
Joanna will work with Student Affairs committee if the questions need to be prioritized.

Course Outlines
Discussions of MTH75 included why reactivate this course and where would it fit in the mathematics sequence. Tabled for further information.
Discussions of J204 included the change of course description no longer relates to the title. Tabled for further information.

CIP form
Linda K has revised the CIP form to reflect the old half-sheet/course outline process. She is meeting with Shellie & Kathy for their input and will put forward to Mike and Lynda for approval.

Structure of Instructional Council and Office of Instruction during interim
Lynda stated that Steve would be the acting Dean of Instruction with Brenda and Joanna assisting with the duties. Paperwork (travel and budget requests, course outlines, signatures, etc.) will be funneled through them. Steve will preside over Instructional Council. Sheldon will attend in his absence.
Sheldon will be supervising the Office of Instruction staff.
Kristi will be working with Joanna on faculty evaluations.
Lynda has sorted out projects and passed to Brenda, Joanna and Sheldon.
Faculty coordinators have been assigned for Computer Science (Diana Schab), Mathematics (Jeff Hayen), Science (Ann Sylvia) and Business (Bruce Locker).
Linda Kridelbaugh and Carol Moore will be assisting with curriculum.

Assessment
Faculty and programs will continue to be evaluated/assessed per the accreditation report.

Grade Distribution/Grade Inflation
This issue was brought forward by the Faculty Senate. Lynda and Patty will review the reports and recommend a method of distribution.

This was Lynda's last meeting as she will be leaving Friday, January 14th. She thanked the group for all the work they had done and that it had been a joy to work with all of them.
She was glad to have been able to include more faculty on Instructional Council and hoped that Faculty and Administration could continue to work together.

Adjournment: Meeting was adjourned at 11:52 a.m.
KM 1/13/05

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
November 30, 2004

Attendance: Joanna Blount, Blake Bowers, Brenda Brecke, Jane Briggs, Peggy Goergen, Lynda Hatfield, Linda Kridelbaugh, Kathy Metzger, Sarah Recken, Mike Scott, Patty Scott, Sharon Smith

Guest(s): None

Course Outlines: BA156 - Title change from Applied to Essentials of Economics – approved.
BA222 Finance - adding BA101 as a prerequisite – approved as amended.
FYI Only – all approved.
Statewide number changes for consistency in the ED area.
ED251 to ED169 Overview of Students with Special Needs
ED123 to ED113 Classroom Techniques in Reading and Language
ED102 to ED270 Practicum
ED253 to ED266 Current Issues in Special Education

Programs: AAS Criminal Justice – Corrections Officer Option – approved.
AS Criminal Justice Emphasis – approved.

Discussion: Lynda informed everyone that this would be a long meeting and she ordered pizza for lunch. Equipment requests would be dealt with last and Lynda asked if there were any last minute additions to the list at this time. Anyone is welcome to add to the list at any point during the year and items that were not funded were carried to the 2004/2005 list.

Course Outline and Program changes.
The outlines were approved with the addition of "or Instructor Consent" to BA222.
There will be additional ED outline changes as they are processed.
Changes to the Criminal Justice programs were discussed. Lynda is checking with the state what constitutes "core courses" in Human Services, Criminal Justice and Business Management programs and certificates.
*Verify that the deletion of CJ215 and CJ232 will not impact the core of each program.

Ability to Benefit/Profit
There are four different policies (ABE/GED, Student Handbook, Catalog, Board Policy). Lynda will be taking this issue to the manager's meeting on Monday to compile one policy for all publications. The ABE/GED policy is Federally and State mandated and will stand as is. The Course Repeat policy was also discussed and may be included in the new policy.

Administrative Faculty Evaluation form
Steve forwarded to Lynda a copy of the faculty evaluation form used at Illinois Eastern Community College when he was there. He would like feedback for possible use at SOCC. This is a much more in-depth evaluation than is currently being used.

Academic Team Coordinator
In discussions between Steve and the faculty it was brought up that the faculty would like to go back to Division Chairs. Lynda handed out a draft of a job description for Academic Team Coordinators (titled to differentiate from Division Directors). She asked that everyone look over the job responsibilities, not whom reports to whom, and supply feedback.
A pilot of this position may be tried with the Business and Technology division.

Assessment
Lynda handed out a draft of the program assessment rotation. Student services, Curry, Distance Learning and Community Education may be added or imbedded in the rotation schedule.

Equipment Requests
A spreadsheet was provided with equipment requests, costs and justifications. This information was supplied from CIP's and purchase orders forwarded to the Office of Instruction.
After discussion the following requests were funded:

Fast Fire Kiln	$3000.00	O of I
12 Carbon Dioxide gas sensors	$3021.17	Perkins
1 Laptop computer for ALSP	$1500.00	O of I
Injury Tracker software	$1000.00	O of I
Chin up bar	$581.22	O of I
Tru Cut Mower	$1899.00	O of I/Sheldon
2 TV/DVD/VCR combos for Library	$739.00	O of I
30 chairs for 3rd floor quiet study	$2262.00	Sheldon
1 Lincoln Invertec	$2390.00	Perkins
1 Syndrowave Tigrunner Torch	$3259.00	Perkins
1 Tungsten grinder	$1000.00	Perkins
Various lab consumables for Nursing	$2365.00	Perkins
Nursing videos	$1126.20	Perkins
Laptop/projector for Curry county	$3200.00	O of I
CISCO hardware for classes	?	O of I?
Shelves for Biology classroom	?	Sheldon
Digital camera for Southwestern	$319.00	O of I
Printer/Connnector for Health/PE	652.00	O of I
Computer for Gold Beach	?	O of I

A final total including shipping will be worked out. All purchase orders, including shipping need to be forwarded to the Office of Instruction for signatures.
The remaining funds will be dispersed to held or remaining items if possible.
Lynda will coordinate with Sheldon and/or others for additional funds.

Adjournment: Meeting was adjourned at 1:05 p.m.
KM 11/30/04

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
November 16, 2004

Attendance: Joanna Blount, Blake Bowers, Brenda Brecke, Jane Briggs, Tim Dailey, Lynda Hatfield, Karen Helland, Linda Kridelbaugh, Kathy Metzger, Sarah Recken, Mike Scott, Patty Scott, Sharon Smith

Guest(s):

Course Outlines: None

Programs: None

Discussion: Lynda mentioned that the next Instructional Council meeting could go long and attendees might want to bring lunch. Discussions of equipment requests and program changes will take place.

Equipment requests.
Lynda asked everyone to turn in equipment requests as soon as possible for addition to the November 30th meeting agenda.

Assessment
Lynda met with Linda Kridelbaugh and Mike Gaudette and they are working on a three-year rotation of programs. A draft of the list for this year includes Human Services, Drafting/Welding, Computer Science, Engineering, Geology/General Science/ Physics, Art/Theater/Journalism, Nursing, Early Childhood Ed and Developmental.
Assessment is to be used to look at the programs, where are they going and what do they need to succeed. Mike will address assessment for non-academic departments. Lynda would like to compare equipment requests with assessment reports.

Drafts of Course Outline and Syllabus
Steve has been meeting with faculty regarding the CCSSE report and is looking for ideas for improvement. The outline and syllabus drafts were based on the Clover Park handouts that Lynda brought back and were presented as possible alternatives.
Patty Scott and other members of the council want to work with faculty to develop SOCC's core abilities.
A draft of the format and core abilities will be worked on for summer. Lynda, Brenda and Joanna will take the draft with an implementation plan to Steve.

Three term schedule timeline
Discussion of the three term schedule including printing of a "book style" schedule, printing spring and summer together, having fall/winter/spring available in time for advising spring term and getting the spring/summer schedule turned in by December 17th.

AAOT

An AAOT discussion will take place on December 10th at the Transfer and Articulation Conference held at LCC. The list of people to attend includes Patty Scott, Catherine Hockman, Blake Bowers, Linda Kridelbaugh, Tim Dailey, James Fritz, and Sarah Recken. Lynda would like more faculty to attend.

The transfer module at the state level, the effects on community colleges and four- year universities, financial aid and transfer evaluations and recommendations from Academic Affairs were discussed.

Miscellaneous

An all student e-mail was discussed as was funding for servers and administration.

Brenda reported Diana Schab and Jim Moyer presented to the OSBA using information from the CCTI grant. The information was well received. Grant funding for career pathways was also discussed.

Adjournment: Meeting was adjourned at 11:35 a.m.

KM 11/16/04

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
November 2, 2004

Attendance: John Berman, Joanna Blount, Brenda Brecke, Jane Briggs, Tim Dailey, Lynda Hatfield, Karen Helland, Linda Kridelbaugh, Kathy Metzger, Dan Neal, Sarah Recken, Patty Scott, Sharon Smith

Guest(s): Bob Gregson

Course Outlines: HD140 Career/Education Exploration – approved as written.

Programs: AAS Baking and Pastry - approved.

Discussion:

Faculty Submission of Office Hours prior to winter term break.
Kristi spoke to the group regarding the ability to automate faculty office hour information in colleague and pull it into an Excel spreadsheet by the Division Director secretaries and others to scheduling meetings, evaluations and the like. It has been requested to have faculty office hours submitted before they leave for Christmas break if possible.

Catalog Submissions and Course Consolidation
Lynda used BA230 as an example of updates that need to take place. She asked that faculty and Division Directors look at their programs and consider courses that have low enrollments to only be offered once or twice a year instead of every term. These program changes are not required to go through Instructional Council but Lynda will need to approve. Colleague reports XTOR and XTOP are available in Kathy's office to check courses in programs and terms offered

Lynda asked that policy information for the catalog be forwarded by November 24th and all major course and program changes be completed by December 31st. She would like to have the catalog printed by April again this year.
Discussion of the new checklists, addition of an EDP form, update of the AAOT wording, formatting of the 2004/2005 catalog, changing the location of the Mission statement to the front of the 2005/2006 catalog, and addition of 2 pages for Distance Learning and a page for Curry County.

CIP Submissions
Lynda stated she had about $16,000.00 for equipment requests. E-mail will be forwarded to faculty and Division Directors for requests accompanied with a CIP. Requests need to be submitted by November 22nd.
Lynda indicated she would be able to provide funding, possibly for some or all of the Academic Affairs committee and Faculty Senate to attend a state meeting on General Education transfer on 11/19 and or the meeting at LCC on 12/10.

The CIP submission with outlines will be discussed with Linda K. and Mike and will be put on the agenda for the next meeting.

Three term schedule and timeline
Lynda stated a draft of the next two academic calendars have been sent out for review. She would also like to have the Division Directors turn in their SU/05 proofs before they leave for break in December. Fall, Winter and Spring 05/06 proofs will go out in January. Brenda stated this would be an issue in hiring of part time faculty.

Outline/Syllabi from Clover Park Technical College
Lynda provided copies of an outline and two syllabi from Clover Park College as a possible template for our use. She asked everyone to look them over and this will be discussed at the next meeting.

Adjournment: Meeting was adjourned at 12:10 p.m.
KM 11/2/04

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
October 19, 2004

Attendance: John Berman, Joanna Blount, Jane Briggs, Tim Dailey, Evan Davis, Lynda Hatfield, Karen Helland, Kathy Metzger, Dan Neal, Sarah Recken, Mike Scott

Guest(s): Blake Bowers

Course Outlines: None

Programs: Childhood Education and Family Studies – Certificate of Completion Approved as amended.

Discussion: **Template for Articulated Transfer Agreement -** Approved as amended.
Changes to GPA and number of signatures required. Blake noted we are at the will of the four-year universities as to how the agreement looks and it's content. Lynda agreed to use the individual university templates if available. Our template can be a starting point or to use if one is not available. Lynda asked to have template placed on the intranet.

Certificate Program Changes
Blake explained the changes to the Childhood Ed Certificate of Completion were made to bring it in line with national programs. The decision to remove the nutrition component was discussed. Lynda asked to consider having some nutrition information embedded in the practicum or work experience courses as part of the program.

Distance Learning
Karen reported information from a distance-learning meeting she had attended. PCC's faculty will be voting this week to change all LDC courses from three to four credits. This will align them with the OUS system. Clackamas is following suit. The CIA is recommending community colleges wait for more information. Lynda indicated Southwestern will work on changes and wait until 2006-2007 to change if at all. Karen reported there are many new presidents and deans of instruction at the other community colleges and all seem to be adding to their distance learning programs.

AAOT
The General Faculty has voted to resume discussion of changes to the AAOT. This will go back to Academic Affairs to work on. Lynda would like to have a vote on changes by the end of fall term.

CCSSE report/Clover Park Technical College
Lynda indicated that everyone on campus would be able to review a copy of the CCSSE report. The report shows Southwestern in a negative light in regards to instruction and student services. Steve and the board of education addressed these issues at the recent retreat. The board and administration will be using the report as a benchmark to help implement improvements. Goals were set and will be measured yearly.
Lynda reminded everyone that the survey was a student perception of the college.

A discussion of the use of critical thinking, student perceptions, the board response to the report, changes to course outline/syllabi templates.
A review of the CIP (Continuous Improvement Plans) form with Linda K and Mike needs to take place. It seems that maybe we are over doing the intent of the form.
Lynda also shared information she brought back from her accreditation visit to Clover Park Technical College. She indicated this was the cleanest and most positive assessment of an institution from students, staff and faculty that she had experienced.
Lynda brought back course outline/syllabi copies and information of "core abilities" which Clover Park uses as assessment tools. Southwestern may want to consider using this type of method. It could tie in with the CCSSE board mandate.

Adjournment: Meeting was adjourned at 11:09 a.m.
KM 10/19/04

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
October 5, 2004

Attendance: John Berman, Joanna Blount, Brenda Brecke, Jane Briggs, Robin Bunnell, Evan Davis, Lynda Hatfield, Karen Helland, Linda Kridelbaugh, Kathy Metzger, Sarah Recken, Patty Scott, Sharon Smith

Guest(s): Karen Sadler

Course Outlines: None

Programs: None

Discussion: Lynda welcomed everyone to the first Instructional Council meeting for the 2004-2005 academic year. She verified faculty representation and asked to have the vacant Math/Science and Health/Human Services positions filled as soon as possible.
It was discussed to have faculty positions appointed one year early or at least by the prior spring term so that participants can set up their calendars.
Lynda brought up a possible change to day and time to meet next year. Participants were asked to bring their schedules to discuss at the next meeting

Two plus Two Articulation Agreement – Eastern Washington University for Athletic Training Program.
This was informational only. People were asked to officially submit articulation agreements to Instructional Council as an agenda item and then to the Office of Instruction for filing purposes. A copy will be forwarded to Financial Aid.

Catalog
Program Changes
Lynda referred to the catalog timeline handout and asked that any course, program, policy or informational changes be submitted through the proper channels by November 24th and for changes to be submitted as they are made. Lynda asked to meet with Patty and Kathy to update the timeline. She would like to have the catalog near completion before she leaves mid-January.
The catalog is needed by April for early registration for returning and high school students in early May.

Catalog Changes
Proposed section dividers and checklist changes were discussed. Patty, John and Evan will forward checklists they for possible incorporation. Lynda asked for feedback at the next meeting.
Curry County and Distance Learning will be given additional pages in the catalog. Peggy and Karen have been contacted for information.

Assessment
Lynda will be meeting with Linda Kridelbaugh, the Associate Deans and Mike to decide which third of the faculty will be evaluated this year. Lynda will update Instructional Council.

Equipment Requests
Lynda will send out a Faculty announce for equipment requests for this academic year. Requests must be submitted with a CIP (Continuous Improvement Plan). If requests are not funded they will be added to the list that will be reviewed throughout the year.

Distance Education
Lynda explained that distance education was a board priority last year and that the Outreach budget was condensed to focus on mainly distance learning while still providing some community education.
Karen Helland spoke about where SOCC was, is and where the institution is going in the venue of Distance Education. There was a discussion about Curry County, course selection, course development, faculty participation/hiring and hiring of the WebCT tech.

e-Listen and TurnItIn
New software is being tested for use. A question bank for e-Listen is being put together and workshops are being offered for the new TurnItIn software to help with the plagiarism/cheating issues.

Adjournment: Meeting was adjourned at 12:11 p.m.
KM 10/704

SOUTHWESTERN OREGON COMMUNITY COLLEGE
INSTRUCTIONAL COUNCIL
April 5, 2005

Attendance: John Berman, Joanna Blount, Blake Bowers, Brenda Brecke, Robin Bunnell, Evan Davis, Karen Helland, Linda Kridelbaugh, Steve Kridelbaugh, Kathy Metzger, Dan Neal, Sarah Recken, Diana Schab, Patty Scott

Guests: Kat Flores, Carl Gerisch

Course Outlines: None

Programs: None

Announcements: -Steve announced the AAS Baking and Pastry program has been approved by the state.
-Patty announced the Retention committee is sponsoring Advising Information Night. She asked that this be announced at the Division meetings tomorrow so that all faculty will know.
-Blake announced a Curry Retreat to take place 4/22 & 4/23. The group will be visiting classroom sites, meeting with the general public and discussing curriculum. He is looking for representation from each department to attend.

Discussion: IT Replacement Plan
League for Innovation Letter
Faculty Survey on Advising Results
E-mail from Bruce Locker regarding Class Schedule
Management of ADA Students
Legislative Educator Internship – US Senate
LENs and CCSE

Library/Computer Lab weekend hours
Steve addressed the issue of no weekend hours for the library and computer labs on campus. Sharon Smith was offered funds to staff the library during the weekend or for subscriptions and database additions. She decided it would better serve the students to use the funds for the latter.
Steve inquired about the number of complaints from students regarding the closures and was informed that other options existed i.e. computers are available at the tutoring center which is open on Sundays, at the housing computer lab and at the local libraries. These computers will be added to the IT Replacement Plan for upgrade.

Equipment Requests
Steve asked if all equipment requests had been forwarded to the Division Directors/Associate Deans? This will be discussed at division meetings tomorrow and will be forwarded later this month.

IT Replacement Plan
Kat provided two handouts documenting the five-year rotation/replacement of computers on campus (*note:* there need to be additions to the plan and additional funding). She stated the college would be using Dell computers (more reliable and a four-year warranty).
Steve announced there would be a technology fee increase of $2.00.

League for Innovation Letter
Steve addressed the issue of the increase of seniors (average age of 55) to our area.
Steve asked attendees to consider how the college could provide better services to this increasing demographic.

Faculty Survey on Advising Results
The Retention committee received 20 responses from the survey sent to faculty in February.
With this data the committee will continue to pursue the items that ranked high on the survey, i.e. trainings, signage and group meetings.

E-mail from Bruce Locker regarding Class Schedule
The e-mail generated discussion of the printed class schedule, Web-Advisor, timeline issues, the advising schedule, a possible on campus class schedule in addition to the schedule mailed to the general public.
Steve asked that Mike Gaudette be added to the next agenda to address class schedule timeline issues.

Management of ADA Students
Steve was contacted by a student stating their ADA needs were not being addressed. After discussion of the ADA processes in place it was agreed that the student in question registered late and did not inform the ADA coordinator or the instructor of his needs for the course.

LENs and CCSE
While at a conference in New York, Steve was introduced to LENS (Learning Exchange Network) training and would like to implement this at Southwestern.
Discussion topics included time commitments, costs, how to implement with new full-time, part-time and tenured full-time faculty, the offering of release time vs. stipends, integrating with Blake Bower's Instructional Strategies Institute proposal and the CCTI grant, and the offering of modules/workshops.
Steve decided that the college would implement LENS training. He will meet with Blake, Diana and Bill for further input.

Agenda items for next meeting
LENS – Diana Schab, Bill Yates
Instructional Strategies Institute – Blake Bowers
Mentoring
Class schedule timelines – Mike Gaudette

Adjournment: Meeting was adjourned at 11:52 a.m.

km 4/6/05

EXHIBIT I. C.5

General Faculty Minutes

Southwestern Oregon Community College
General Faculty Minutes
December 1, 2004

Faculty Senate Chair Patty Scott called the meeting to order at 3:03 p.m. on Wednesday, December 1, 2004.

Announcement of a Quorum

A quorum was met at 3:03 p.m.

Approval of Minutes

Randy Sloper made a Motion to approve the minutes of the June 2, 2004 meeting.
Sharon Miller – Second. **Motion Carried.**

Announcements and Communications

- Sharon Miller acknowledged the early alert idea. It was working well and to keep it up.

Reports from Officers of the College Administration

Steve was out of town.
Lynda announced that there was still space available for the Transfer conference on December 12th at Lane Community College. Registration, meals and travel will be covered. Contact the Office of Instruction if interested.
Equipment requests were processed at Instructional Council on Tuesday. Many requests were filled. If faculty need anything they are asked to forward a CIP (Continuous Improvement Plan) and purchase order (include shipping costs) to their Division Director. These requests will be added to the general list for further funding.
Lynda is retiring in March and would like to complete faculty evaluations before she leaves.
Patty thanked Lynda on behalf of the General Faculty for her service to SOCC. A retirement party is scheduled for Wednesday, January 12th.

Reports of the Faculty Senate and its Committees

Student Affairs – Fred Brick reported the committee addressed three issues:

- The Faculty Constitution – the committee would like to make a change to their responsibilities addressed in the constitution. More involvement directly with students.
-The Faculty evaluation questionnaire- the committee decided on 30 questions that they hoped would address issues and better evaluate faculty.
-Student Grievance policy – looked at a draft. Still waiting to hear from Administration where the draft is.

Academic Affairs – Ray Daniels reported that the committee created a Fact/Fiction information sheet that did not make it out before the faculty voted to continue discussion on the AAOT. The committee will put together a recommendation from faculty feedback and forward a recommendation to the Faculty Senate in January.
The committee recommends constitutional changes to the Academic Affairs committee responsibilities.
Randy Sloper asked that a copy of the fact/fiction sheet be sent to the general faculty.
Patty Scott anticipates the faculty will vote on revisions or not for the AAOT at the winter General Faculty meeting.
(Recommendations from Academic Affairs to Faculty Senate to General Faculty to vote on. The Board will receive this on their consent agenda)

Academic Standards – Tim Dailey reported the committee approved 12 course substitutions, reinstated 3 students and denied no one. 2-3 were tabled and later decided with further information.
Bruce Locker has the information regarding possible changes to the committee's constitutional responsibilities.

Arts and Lectures – Mike Detwiler reported the committee is funding the Messiah (to be performed this weekend 12/4 & 12/5), the Celebration of the Arts, the Holocaust play, poet, Paul J. Woods and Candice Favilla. There are still some funds remaining and the committee recommends no changes to their constitutional responsibilities.

Budget Committee – Christine Scholey reported the budget was set prior to committee assignments and the committee provided no input. The committee recommended dissolution and hoped that the committee members would be able to make an impact in another way. Patty Scott asked that they forward their recommendation to Faculty Senate. Dan Neal reported that the committee would investigate department budgets and possible increases if requested.

Financial Aid – Ron Metzger reported that the committee's constitutional responsibilities were fine. The committee has had limited petitions and was addressing the declared majors/major change issue, which was not as dire as thought. He asked for anecdotes (including student name with their permission) to track issues with Financial Aid.

Library and Media Services – Mel Schwartz reported on the new copy policy, increased check-out time for reserved materials to one week (this will be revisited to see if it is working), databases will be forwarded to faculty to go through and the committee is waiting for the library directors response on possible changes to the constitutional responsibility changes to forward to Faculty Senate.

Staff Development – Marty Burket reported that the committee has updated approval guidelines and these will be forwarded to the general faculty and added to the web site. One group and one individual applied for and received funding. The committee is having a hard time reaching a common meeting time.

Patty asked with Steve in both the President and Dean positions who would champion the budget for the Instructional side of the house. Lynda indicated that Joanna and Brenda would be at those budget meetings for the instructional side. She also told faculty to use their assessment information when requesting additional budget items. Lynda reported that the state budget would include another $1.5 million decrease to community colleges. Steve thinks SOCC will not need to experience severe cuts as before.

Old Business
None

New Business

A. Development of Competencies. Steve has asked the Faculty Senate to develop clear definitions of competencies to help strengthen programs and courses. Patty asked for feedback for a draft to be developed and sent out to the general faculty by mid January.
B. Planning of In-Service. Steve also directed the Faculty Senate to plan the faculty portion of In-Service. Feedback included meeting off campus (Camp Myrtlewood was suggested) for one day and one night. This might also include MASCC and Classified staff. A straw vote was taken and over ½ of the faculty present agreed to this idea. Patty will forward this information to Steve.
C. Proposal for Quality Teaching and Learning Strategies. Bill Yates provided a handout regarding Critical Thinking/Analysis to address common themes and differences, which he hopes will promote dialog across the curriculum. Patty would like to include this in modules at in-service. Interested parties were asked to contact Bill for further information.

Meeting was adjourned at 4:08p.m.

KM
12/2/04

Southwestern Oregon Community College
General Faculty Minutes
March 9, 2005

Faculty Senate Chair Patty Scott called the meeting to order at 3:08 p.m. on Wednesday, March 9, 2005.

Announcement of a Quorum

A quorum was met at 3:08 p.m.

Approval of Minutes

Randy Sloper made a Motion to approve the minutes of the January 19, 2005 meeting.
Pat Parker – Second. Motion Carried.

Announcements and Communications

Christine Scholey asked if anyone else had noticed low enrollments (XCSI). Patty stated that this usually happens and should increase during the next couple of weeks.
Patty Scott had two announcements:

1. A group had met on Friday regarding planning for In-service. Ideas offered were discussion of methodologies, late assignments, what works and what doesn't. There would be another meeting in April with a draft to be sent out in June. People were asked to forward any additional issues/ideas.
2. The retention task force addressed the issue of retention between spring term and the following fall term. As there has never been anything like this in the past there will be activities/opportunities this spring (evening advising, faculty night for students, continuing students will register before high school students) to see if this helps with retention of first year students.

Report from Officers of the College Administration

Robin reported on three issues:

1. The grading announcement that was sent out was incorrect. The correct information states grades to be turned in by Monday at 5:00 p.m.
2. Communication. Information provided at meetings is not being disseminated to the campus community. Robin is proposing a Tips/FAQ in the form of a power point or ? e-mailed once a week or so with updated information. This is in the planning stages and will hopefully be available soon.
3. Dual admittance. Robin indicated students now have the opportunity to complete one application, pay one $50.00 fee and be admitted to SOCC and an Oregon university that is part of the consortium agreement. Students will take their first one or two years here at a lower cost and have access to all of the university student services while working with a university advisor for transfer. Financial aid will pay up to the first 89 credits, SOCC can claim these students as completers and students will have the option of completing a degree here.

Reports from Faculty Senate Committees

Patty compiled the written reports (see following). The process would return to oral presentations for the spring term meeting as discussed and agreed upon by the Senate at the March 2nd meeting.
Ray Daniels moved to accept the reports as written and asked that they be placed in the minutes.
Randy Sloper – second.
Patty called for discussion, a vote was taken and all were in favor. Motion Carried.

Student Affairs

Linda Kridelbaugh reports that the Student Affairs committee completed the recommended faculty evaluation form questions in the fall as well as other miscellaneous work. They will be reviewing the college complete withdrawal policy and returning a recommendation to the Senate in spring.

Arts and Lectures' Committee Summary of Activities as of March 1, 2005

Mike Detwiler, Chair reports that the committee began the academic year 2004/2005 with a budget of $3,000, our committee has arranged to fund the following programs:

1. The Messiah (C. Rosman)	December	$500.
2. Geology Lecture (R.Metzger)	April 2nd	$250.
3. Celebration of the Arts (J. Fritz)	May 20th	$300.
4. Holocaust Lecture (R. Clingan)	May ?	$300.
5. Poetry Reading: C. Favilla, S. v. Horn	May 5th	$200.
6. Poetry Reading: Paul Willis (M. Wilson)	May 12th	$300.

We have $1,150 left.

Academic Affairs Committee Report March 9, 2005

The Academic Affairs Committee has not met as a body during Winter Term for the following reasons:
A. The Jan. 5th date was during the first week of classes which are always extremely busy and at the time we had no official pressing issues that needed our attention.
B. The remainder of the scheduled committee meeting dates were in direct conflict with Presidential Candidate forums which the chair felt needed priority over committee business.
However:
Candice Favilla and Christina Alexander have been diligently working on the proposed list of classes to meet the "Cultural Diversity" requirement in the new AAOT degree structure. The committee will deal with this recommendation early Spring term and hopefully be able to forward a recommendation to Faculty Senate by mid-term.
Ray Daniels, Chair
Academic Affairs Committee

The Financial Aid Committee is presently gearing up for scholarship reviews as part of their duties. I have recently spoken to Marie Simonds in the office of college advancement and she is in the process of putting together packets of scholarship applications for committee members to review. We arrived at a timeline that will give faculty members approximately three weeks to review the applications, while balancing the need for early notification of scholarship recipients with the presence of finals week and spring break.
There have been a minimal number of student appeals to the subcommittee for review of aid denied status. Further, there have been no in person appeals winter term for the financial aid committee.
Ron Metzger, Chair-Financial Aid Committee

Chair, Melanie Schwartz reports that **the Library and Media Services Committee** has reviewed the new copy policy, and adjusted the period for Journal checkout to one week for this term and
we will review those results next term. We agreed that the constitution wording for our committee was appropriate. We recommended distributing database lists to the faculty. We are still working on the Acceptable Use Policy for the library.

Marty Burkett , Chair of **Staff Development** reports that since the Fall 2004 term the Staff Development Committee has approved funding for 15 faculty members totaling $3,838. The total amount of money left to spend is $6,912. Currently there are 6 travel requests waiting for approval. In addition there is $10,000 available through the Foundation for Teaching Excellence Awards. Instructions for filing a travel request and for submitting for Teaching Excellence Awards can be found at the Staff Development website through our Intranet.

Academic Standards Committee Stats

2004-2005 Academic Year

Date of Meeting	Reinstatement Petitions	Reinstatement Approved	Reinstatement Denied	Substitution Petitions	Substitutions Approved	Substitution Tabled	Substitutions Denied	Petitions for Catalog Year change	Catalog Year Change Approved
09/27/04	2	2	0	4	3	1	0	0	0
10/10/04	0	0	0	4	4	0	0	0	0
11/10/04	0	0	0	4	3	1	0	0	0
01/05/05	2	2	0	1	1	0	0	0	0
01/12/05	1	1	0	1	1	0	0	0	0
02/09/05	0	0	0	8	7	0	1	0	0
Yearly totals	5	5	0	22	19	2	1	0	0

Old Business

A. Approval of Constitutional changes from Faculty Senate.
Patty addressed the draft that was forwarded to the General Faculty for review. The line through indicated the elimination of word(s) and the gray highlight indicated the addition of word(s). She stated the language had been cleaned up, position/titles had been updated and changes were made to reflect what really occurred.
Randy Sloper moved to adopt the document as distributed.
Sharon Miller – second.
Patty called for discussion.
Ray Daniels addressed three specific sections and suggested changes.
Ray Daniels moved to amend page 2, article II, section 1B "The employment status will be tenure track faculty, visiting faculty and full time adjunct faculty ." to include "and tenured".
Randy Sloper – second.
Patty called for discussion, a vote was taken and all were in favor. Motion carried.
Ray Daniels moved to amend page 4, article II, section 3E "Any member of the General Faculty may submit agenda items to the President" , change President to Chair.
Randy Sloper – second.
Patty called for discussion, a vote was taken and all were in favor. Motion carried.
Ray discussed the suggestion from Academic Affairs to page 9, article V, section D1A to change subject matter to academic goals.
Patty stated this was discussed by the senators and they agreed the language should remain as is.
Randy and Mark addressed the specificity of subject matter to degrees and certificates.
Ray agreed to leave the language as is.
Ray Daniels moved to forward the amended General Faculty and Faculty Senate Constitution forward for ballot.
Anny Mueller – second.
Patty called for discussion, a vote was taken and all were in favor. Motion carried.
The ballot will be prepared for the beginning of spring term and will require a 2/3 vote.

B. Discussion of addition of new committees to Constitution (Distance Education and Retention)
Discussion as to how the Distance Education and Retention committees now stand, advisory vs. faculty senate committees and how they work, the number of committee assignments, not enough faculty to assign and the issue of workload vs. "volunteer" participation and proposed changes to the Budget and Planning committee.
Beverly Segner-Haller moved that the Faculty Senate also take on the duties of the Budget and Planning committee, participate in the budget process and report back to the General Faculty.
Joy Parker – second.
Patty called for discussion.
Past Budget and Planning committees involvement, the language in the faculty senate constitution, and the need to wait for the new administration to be placed were discussed.

Erin Cramer offered a friendly amendment to restructure the Budget and Planning committee and bring

it back for a vote.
Ray Daniels indicated this was not a proper amendment.
Erin withdrew his friendly amendment.
Further discussion followed.
Anny Mueller called the question.
Beverly's motion was read again: **the Faculty Senate also take on the duties of the Budget and Planning committee, participate in the budget process and report back to the General Faculty.**
There was further discussion to wait for the new administration, language and to work on this spring tern.
Melanie Schwartz called to question.
Patty took a hand vote. **All were not in favor.** **Motion failed.**

C. Competencies
Patty reviewed the history of what and why the competencies were developed. Dan Neal presented information from Clover Park Community College and his own example of a syllabus using the competencies and their corresponding icons.
A template of the syllabus and course outline containing the competencies and icons will be made available on the network neighborhood. There will be workshops and trainings on the use of the new competencies during spring term and inservice. Faculty were requested to have the new forms in use by fall term 2005.
There was additional discussion of outcomes, and the general move towards assessment.

New Business

Employment Skills Training Certificate/Career Pathways
Anthony Collins presented information on the Employment Skills Training (EST) Certificate and a grant providing funding for 10 students to self-design a certificate beginning spring term 2005.
Anthony asked any questions or possible students be forwarded to him.

Meeting was adjourned at 5:00p.m.
km3/10/05

EXHIBIT I. C.6

Board of Education Minutes

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
BOARD OF EDUCATION
MEETING MINUTES
Tioga Hall, Room 505

January 24, 2005

CALL TO ORDER Chair Jensen called the meeting to order at 7:14 p.m.

ATTENDANCE

Board of Education (Quorum Present)

Harry Abel	Clara Radcliffe	*Absent: Mike Murray*
David Bridgham		*Dan Smith*
Marcia Jensen		
Carol Oelke		

Staff/Ex-Officios

Bob Andrews	Steve Kridelbaugh
Joanna Blount	Sheldon Meyer
Blake Bowers	Deb Nicholls
Brenda Brecke	Leanna Olson
Joe Colo	Sarah Recken
Kat Flores	Patty Scott
Mike Gaudette	Randy Sloper

AGENDA CHANGES

Chair Jensen noted that the following addition was made to the agenda:

- 8.201, Student Housing Financing – ADDED
- 6.203, Contingency Transfer #1 – MOVED from Consent Agenda to New Business #8.202

INTRODUCTIONS/ INTERVIEWS/ PRESENTATIONS

Introductions/Presentations

Brenda Brecke, Associate Dean of Workforce Development, introduced Leanna Olson, Parent Co-Coordinator/Lead Teach, to the Board.

BOARD REPORTS/ INFORMATION

BOARD COMMUNITY REPORTS

Community Reports

Jensen indicated that she was working on a marrow donor drive with Coos Bay-North Bend Rotary Clubs. ASG is assisting in the efforts as well. The next event will be held on January 29 @ the Red Lion from 9-2.

Oelke encouraged people to visit the quilt show display at the Coos Art Museum. She noted that the Oregon Symphony (4 members of the string quartet) were in town for a fabulous performance recently and they will be performing the area in the future. The next ensemble is brass and it will be published in The World.

Radcliffe noted that she was coaching Arms and the Man (March 4-6).

Board Goals and President's Goals

Deferred.

OCCA Legislative Positions

Bridgham stated that the legislative committee was now meeting on a weekly basis via phone conference.

Discussion occurred on the following Senate Bills:
SB325 – tax credit for employers
SB342– directs the SBHE and SBE to develop common course numbering system
SB364 – creates workforce 2005 taskforce to examine issues 7-12 and higher education

Presidential Search Update

Revised Presidential Search Calendar, Exhibit 4.014a
A revised schedule was included in the meeting material.

Interview Schedule
A brief discussion occurred on the upcoming interview schedule.

RECOMMENDATIONS FOR THE 02/28/05 MEETING

Chair Jensen encouraged Board Members to contact her or Nicholls with recommendations. Discussion occurred regarding the location of the meeting. It is currently scheduled for

IMPORTANT DATES

- 02/28, Regular Board Meeting – Coquille (location may change)
- 02/13-16/05, ACCT National Legislative Summit, Washington, DC
- 03/01-03/04, OCCA Convention – Salem
- 04/09-12, AACC Annual Convention - Boston

POLICY BASED GOVERNANCE/ REPORTS

DIVISION REPORTS

Arts, Humanities & Social Science – Exhibit 5.011

Copies of the report were included in the meeting material. Sarah Recken, Division Director, encouraged people to view the art exhibit in Eden Hall until February 11. She noted that a book titled Memories, which is a result of Sally Harrold's autobiography class would be available in the Library for viewing.

Curry County – Exhibit 5.013

Copies of the report were included in the meeting material.

Health & Human Services – Exhibit 5.014

Copies of the report were included in the meeting material. Blake Bowers, Division Director, reported that the Human Services Club conducted a blood drive on campus. They received 32 donors and plans are in the making to hold another drive in the spring. He added that the OCCI students finished 2nd place to Lane Community College at a recent competition held at Lane.

Workforce Development – Exhibit 5.015

Copies of the report were included in the meeting material.

EX-OFFICIO REPORTS

Classified Update

Bob Andrews stated that there was not an official report, but that it was always a pleasure to be among the Board Members.

MASSC Update

Joe Colo, MASSC representative, reported that a number of the MASSC employees asked him to approach the Board about holding board meetings off campus. Discussion occurred on the two meetings that have been held off campus during the year (Coquille in February and Reedsport in May). It was noted that the Board made it one of their goals several years ago to hold meetings out in the district, but that attendance didn't support the continuance of that.

M01/05-1 Clara Radcliffe moved to change the location of the February meeting from Coquille to on campus if there was a playoff basketball game at the high school was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

Discussion occurred on how effective the off campus board meetings were.

Faculty Union Update

Randy Sloper, Faculty Union President, mentioned that the Union recently organized the Negotiation Committee and that negotiations would start in March. He commented on the changes made a couple of years ago to the Early Retirement Policy and added that on December 15 the Court of Appeals overturned Judge Gillespie's decision on the case. He added that there would be a need for future conversations on this subject.

Faculty Senate Update

Patty Scott, Faculty Senate Chair, reported that a general faculty meeting was held last Wednesday. The faculty made amendments to the AAOT and ballots are now out for faculty voting on the changes. The proposed change puts the degree closer in line to the State requirements.

CSSEE - Competencies that could be used in syllabi and course outlines, etc. They will be forwarded to the President and then through Instructional Council.

President Kridelbaugh asked Scott to present to the Board the State standard and talk about what other colleges are doing.

Associated Student Government Update

No report.

MEASURES OF INSTITUTIONAL EFFECTIVENESS

Measure #1: FTE by Reimbursement Category, Exhibit 5.031

Copies of the report were included in the meeting materials. Kat Flores briefed the Board.

Measure #9: Degrees and Certificates Report, Exhibit 5.032

Copies of the report were included in the meeting materials. Kat Flores distributed a revised attachment and briefed the Board.

CONSENT AGENDA

M01/05-2 David Bridgham's motion to approve the consent agenda, as amended, was seconded by Harry Abel. Upon call for the vote to approve the consent agenda business, as amended, the motion passed unanimously.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed and approved the regular and executive session meeting minutes dated November 29, 2004 - Exhibits 6.101 and 6.102.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed and approved the executive session meeting minutes dated December 2, 2004 - Exhibit 6.103.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved the November 2004 Check List as presented – Exhibit 6.201.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved the December 2004 Check List as presented – Exhibit 6.202.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed the Hiring Update – Exhibit 6.301.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved a full-time, ten-month administrative contract for Leanna Olson, Parent Cooperative Co-Coordinator/Lead Teacher, at a 2004-2005 annual salary of $23,490 – Exhibit 6.302.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, granted Emeritus Status to Hugh Malafry in accordance with Administrative Policy #6.2.022, Retired Employee Status – Exhibit 6.303.

OLD BUSINESS No "old" business was presented.

NEW BUSINESS **FINANCIAL**

Student Housing Financing – Exhibit 8.201

Copies of the resolution were distributed. Mike Gaudette, Dean of College Advancement, briefed the Board. The new proposal is for four three-story buildings.

M01/05-3 Harry Abel's motion to authorize the financing of additional student housing construction was seconded by Carol Oelke. Upon call for the vote, Harry Abel, Marcia Jensen, Carol Oelke and David Bridgham voted yea; Clara Radcliffe vote nea. The motion passed.

Contingency Transfer #1 – Exhibit 8.202 (moved from Consent Agenda, 6.203)

Copies of the resolution were included in the meeting material.

M01/05-4 Clara Radcliffe's motion to authorize the Business Manager to make the necessary Contingency Budget transfers as presented was seconded by David Bridgham. Upon call for the vote, the motion passed unanimously.

PUBLIC COMMENTS None.

MANAGEMENT REPORTS

PRESIDENT'S REPORT

President Kridelbaugh reported that Commissioner Preus-Braly took to the State Board of Education the funding formula for community colleges. With her model, the reductions are larger than what was expected. He noted that the administration was looking at vacant positions and determining whether or not to fill them. Discussion occurred around a possible $3-6 tuition increase/credit hour and differential tuition for some programs.

The Board requested to view the Power Point presentation on the College that President Kridelbaugh presented at the Bay Area Economic Outlook Forum. It was noted that this presentation would be made at a future meeting.

ACADEMIC REPORT

Associate Deans Brecke and Blount reported that faculty evaluations were done in fall and that winter term's were in process and that part-time faculty's would be conducted soon. It was noted that morale was high on them, they were very positive and had good input from faculty. They added that things were on schedule for the full year schedule and the catalog.

The Baking and Pastry degree is going to the State and the American Culinary Federation (ACF) accreditation was moving forward. The hope is to have accreditation representatives on campus for their visit after the new building is open.

It was noted that the High Schools that Work group would be in the area in February.

ADMINISTRATIVE SERVICES REPORT

Dean Meyer announced that the new President would be announced in March and that the new Dean of Instruction position closes April 1. Each Presidential candidate has been notified of the open Dean's position so that they are aware of the position and that the College wants the new President to be involved with the selection.

November Financial Statement – Exhibit 10.031

Copies of the statement were included in the meeting materials. Joe Colo, Business Manager, briefed the Board on the statement.

COLLEGE ADVANCEMENT REPORT

No report was given.

ADJOURNMENT No further business was submitted for discussion and the meeting was adjourned at 9:05 p.m.

Respectfully submitted,

Marcia Jensen, Board Chair

Stephen J. Kridelbaugh, Clerk

SOUTHWESTERN OREGON COMMUNITY COLLEGE
BOARD OF EDUCATION
MEETING MINUTES

February 28, 2005

CALL TO ORDER Chair Jensen called the meeting to order @ 7:04 p.m.

ATTENDANCE

Board of Education (Quorum Present)

Harry Abel
David Bridgham
Marcia Jensen
Carol Oelke

Absent: Mike Murray
Clara Radcliffe
Dan Smith

Staff/Ex-Officios

Joanna Blount
Blake Bowers
Brenda Brecke
Robin Bunnell
Kat Flores
Mike Gaudette
Peggy Goergen
Amy Hills
Julie Johnson
Steve Kridelbaugh
Sheldon Meyer
Deb Nicholls
Sarah Recken
Patty Scott

Students

Nate Geier
Sorth Thompson

INTRODUCTIONS/ INTERVIEWS/ PRESENTATIONS

Presentation on the College, Exhibit #3.01

Dean Gaudette conducted a short Power Point presentation on the College. He explained that the presentation was put together for President Kridelbaugh to present at a recent Economic Forum and for the Board and others to use in the future.

BOARD REPORTS/ INFORMATION

BOARD COMMUNITY REPORTS

Community Reports

Harry Abel reported that he attended the CCTI presentation at the North Bend School District ORCO Tech School, High Schools that Work meetings, Expressions West Art Competition, Foundation Board Meeting, and numerous Presidential Search interviews and forums.

Marcia Jensen reported that she also attended the CCTI presentation at the North Bend School District ORCO Tech School, Foundation Board Meeting, has been busy with bone marrow drive work, and the Zonta Banquet.

Carol Oelke reported that she attended the National Legislative Summit in Washington DC recently and found it very beneficial.

President Kridelbaugh briefed the Board on the Legislative Summit that he and Oelke attended.

OCCA Legislative Update

Vice-Chair Bridgham reported that they have been meeting weekly, via phone conference call, discussing the legislative session. He will prepare a written report for the next meeting.

The OCCA convention starts tomorrow. The Governor will join the group tomorrow for an hour where he will be presented with baskets from each of the community colleges.

Presidential Search Update

Vice-Chair Bridgham reported that four interviews had been completed and one more was remaining. The day after the last interview, the Board will meet in Executive Session to hopefully narrow the pool. The Board plans to announce the new President at the March 28, 2005 Board Meeting.

Chair Jensen stated that the interview process has been very interesting, the forums have provided important feedback, and the social aspect of the process has been very informative.

Discussion occurred on the processes.

POLICY BASED GOVERNANCE/ REPORTS

DIVISION REPORTS

Arts, Humanities and Social Sciences, Exhibit 5.011

Sarah Recken, Division Director, distributed copies of the Beacon to the Board.

Curry County, Exhibit 5.013

Peggy Goergen, Associate Dean, reported on the Conversational Spanish program – Workplace Spanish.

Health and Human Services, Exhibit 5.014

Blake Bowers, Division Director, reported that he represented the College at the CCTI site visit and that the wrestling team just returned from nationals with great results. He noted that the Men's basketball team would leave Wednesday for the NWAACC Championships and that the department's faculty would be traveling to Curry County on April 22 and 23 to advise students.

Workforce Development, Exhibit 5.015

Brenda Brecke, Associate Dean, followed up on the recent High schools that Work visit. Bill Yates coordinated the visit and everyone was very pleased with the work.

EXOFFICIO REPORTS

Associated Student Government

Amy Hills, ASG President, reported on some of the activities being held (bone marrow drive, talent search, open mic night, Mr. Southwester Pageant, etc.).

Nate Geier reported on the fun "Buy a Date" event held recently.

Hills added that they met with the College Architect on the Student Recreation Center and that the group decided to form a Student Recreation Center Committee to discuss the progress being made on the project and help with the decisions due to cutbacks.

Classified Union

Julie Johnson, Classified President, reported that the Presidential Search was the most important topic on their minds. They are pleased with the process and the involvement they had in it. She announced that Ronda Whaley from the Bookstore was retiring and the Board would be notified of the departing celebration.

Faculty Senate

Patty Scott, Senate Chair, distributed a document on General Education Competencies. She briefed the Board on the competencies.

President Kridelbaugh thanked Scott for completing this work in a timely manner.

Scott then distributed the AAOT Degree approved by the Faculty in January '05. She and President Kridelbaugh briefed the Board on the changes that occurred with the degree. Kridelbaugh reminded the Board that although the approval of the instructional degrees was the responsibility of the Board, they have a true resource in the Faculty Senate for the research and input that goes into the College's degrees.

MEASURES OF INSTITUTIONAL EFFECTIVENESS

Measure #2: Headcount, Exhibit 5.031

Kat Flores, Director of Information Technology, briefed the Board on the report. Associate Dean Brecke added information on the self-support and non-reimbursable courses. Associate Dean Goergen stated that they had tried to convert the classes that no longer receive reimbursement to self-support classes in Curry County.

Discussion occurred on the efforts of the Class Audit program, etc.

SPECIAL REPORTS

Enrollment and Student Services Report, Exhibit 5.041

Associate Dean Robin Bunnell briefed the Board on several highlights of the report.

She noted that the dual admission with the University of Oregon agreement had been signed. SOU, EOU and OIT agreements are also being drafted.

CONSENT AGENDA

M02/05-1 David Bridgham's motion to approve the consent agenda, as presented, was seconded by Harry Abel. Upon call for the vote to approve the consent agenda business, as presented, the motion passed unanimously.

Discussion occurred on the Oregon Transfer Model.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed and approved the executive session meeting minutes dated January 10, 2005 - Exhibit 6.101.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed and approved the executive and regular session meeting minutes dated January 24, 2005 - Exhibits 6.102 and 6.103.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed and approved the executive session meeting minutes dated January 26, 2005 – Exhibit 6.104.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved the January 2005 Check List as presented – Exhibit 6.201.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, accepted a grant in the amount of $5,000 from the Coleman Foundation – Exhibit 6.202.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, reviewed the Hiring Update – Exhibit 6.301.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved a part-time, ten-month administrative contract for Margalee James, Career Pathways Specialist, at a 2004-2005 annual salary of $16000 – Exhibit 6.302.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved a full-time, ten-month administrative contract for Carol Chard, Parent Cooperative Associate Teacher, at an annual salary of $19,140 – Exhibit 6.303.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved a full-time, ten-month Adjunct Faculty contract for Joseph Culhane, GED SCCI Instructor, at an annual salary of $24,800 – Exhibit 6.304.

BE IT RESOLVED, that the Board of Education, Southwestern Oregon Community College District, approved the acceptance of the Oregon Transfer Module (OTM) for the 2005-2006 academic year, as presented - Exhibit 6.801.

OLD BUSINESS None.

NEW BUSINESS **PERSONNEL**

Annual MASSC Appointments, Exhibit 8.301

M02/05-2 Harry Abel's motion to extend the Annual MASSC contracts, as presented, for the 2005-2006 year at a salary no less than their current salary was seconded by David Bridgham. Upon call for the vote, the motion passed unanimously.

Continuing MASSC Appointments, Exhibit 8.302

M02/05-3 David Bridgham's motion to extend the Continuing MASSC contracts, as presented, for the 2005-2006 year at a salary no less than their current salary was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

BOARD POLICIES

College Architect Reappointment, Exhibit 8.501

M02/05-4 Harry Abel's motion to appoint Richard P. Turi as the College's architect for a second two-year term was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

College Auditor Reappointment, Exhibit 8.502

M02/05-5 David Bridgham's motion to appoint Wall & Wall PC as the College's auditor for a second two-year term was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

College Insurance Agent Reappointment, Exhibit 8.503

M02/05-6 Harry Abel declared a conflict of interest. David Bridgham's motion to appoint Abel Insurance as the Board of Education Insurance of Record for a one-year extension was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

College Labor Attorney Reappointment, Exhibit 8.504

M02/05-7 Harry Abel's motion to appoint Williams, Zografos & Peck as the Board of Education Attorney for a one-year extension was seconded by David Bridgham. Upon call for the vote, the motion passed unanimously.

Community College Rules of Procurement, Exhibit 8.505

M02/05-8 Harry Abel's motion to accept the Community College Rules of Procurement, as presented, was seconded by Carol Oelke. Upon call for the vote, the motion passed unanimously.

PUBLIC COMMENTS None heard.

MANAGEMENT REPORTS

President's

President Kridelbaugh reported on various budgetary issues and added that prioritized add backs would be presented in June. He added that Rich Turi was concerned that there was a possibility that the Student Recreation Center bid may come in over estimates. He has since then met with the students and will be preparing a document for consideration with various alternatives if the bid does come in high. The project goes out to bid in March.

Discussion occurred.

Instructional

Associate Dean Brecke noted that the full-year schedule and the catalog was on schedule.

Administrative Services

December Financial Report, Exhibit 10.031

It was noted that the College was tightening up the collections process.

Dean Meyer briefed the Board on the financial statement and the Employee Assistance program. Discussion occurred on extended benefits.

CORRESPONDENCE

Dean Meyer briefed the Board on the following information items:

- 2005-06 Budget Calendar, Exhibit 11.01
- 11.02-11.07, Various Policies

Harry Abel inquired about the email retention/deletion.

Chair Jensen noted that the following correspondence/information items are on file in the President's Office: 11.01, 2005-06 Budget Calendar; 11.02, Harassment Policy; 11.03, Electronic Communication Policy; 11.04, Administrative Action for Non-Payment Policy; 11.05, Grievance Procedure Policy; 11.06, Ability to Profit from Instruction Policy; 11.07, Vacation Leave for MASSC Employees Policy; 11.08, Letter from Buzz Williams dated 02/16/05; 11.09, AACC Letter – Electronic Version – dated 01/21/05; 11.10, Letter from Howard Van Auken, Iowa State University, dated 01/20/05; 11.11, Region #7 Student ADM; 11.12, AACC Letter – Electronic Version – dated 02/04/05; and, 11.13, Oregon's Workforce Development Annual Report Article on BDC.

ADJOURNMENT Chair Jensen adjourned the meeting at 9:30 p.m.

Respectfully submitted,

Marcia Jensen, Board Chair Stephen J. Kridelbaugh, Clerk

EXHIBIT II. A.1

Retention Process:

Curriculum Initiatives

1 = Limited success 2 = Some success, but cannot be implemented across campus 3 = Success with real potential for greater benefit with expanded implementations 4 = A major success, worthy of replication to other campuses	Curriculum Initiatives												Instructional Assistance and Academic Intervention							Student Development Initiatives												
	Learning Communities	Freshman/First Year Seminar	Interdisciplinary / Integrative Learning	Experiential Learning	Collaborative Learning	Writing Across the Curriculum	Math/Science Emphasis	Honors Programs	Common Core	Special First Year Curriculum	Embedding Study Skills in Specific Courses	Other	Learning Centers	Early Warning Systems	Mandatory Assessment	Summer Bridge Program	Developmental Programs	Information Fluency/Library Orientation	Other	Advising	One Stop Enrollment Services	Peer Mentors/Peer Leaders	Student Leadership Programs	Counseling and Support Groups	Residence Life	Student Development Transcripts	Portfolios	Student Success /Degree Plan	Career Guidance	Calling Campaigns; Person-to-Person Contacts)	Child Care	Other
Revised 10/29/04																															
OUS Universities																															
Eastern Oregon University																															
Oregon Institute of Technology																															
Oregon State University																															
Portland State University																															
Southern Oregon University																															
University of Oregon																															
Western Oregon University																															
Oregon Health & Science University																															
SubTotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oregon Community Colleges																															
Blue Mountain Community colletge	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	0	3	0	3	0		0	0	0	0	0	0
Central Oregon Community College	0	0	0	0	0	2	0	0	0	0	0	0	3	1	3	0	4	3	4	3	4	0	1	3	3	0	0	0	3	3	0	3
Chemeketa Commuity Collewge	3	0	2	4	4	4	0	0	3	0	3	0	4	2	3	0	4	3	0	2	4	4	4	4	0	0	3	2	4	1	2	0
Clackamas Community College					-																											
Clatsop Community College																																
Columbia Gorge Community College	0	0	2	0	0	2	0	0	0	0	0	0	0	3	3	0	3	3	0	4	3	0	0	0	0	0	0	0	0	0	0	0
Klamath Community College																																
Lane Community College	4	0	4	4	3	0	0	0	0	3	0	4	0	3	4	4	4	3	0	3	3	4	3	4	0	4	3	3	4	1	4	0
Linn Benton Community College	2	1	1	3	2	2	3	1	4	1	2		4	1	4	1	4	3		4	2	4	4	4			1	1	3	4	4	
Mt. Hood Community College	3	3	3	3	3	0	0	1	3	0	3	0	3	0	3	0	3	3	0	2	3	1	3	3	0	0	0	3	3	1	3	0
Oregon Coast Community College	0	0	0	0	0	0	0	0	0	1	0	0	0	3	3	0	3	2	0	3	3	0	1	0	0	0	0	3	2	0	0	0
Portland Community College	2	0	1	2	2	1	2	2	2	1	1	0	2	2	3	0	2	1	0	2	1/2	1	3	1	0	0	0	2	2	1	1	0
Rogue Community College	1	0	0	3	x	x	x	0	x	0	x	0	3	4	4	0	4	x	x	x	x	x	3	x	0	0	0	x	x	x	4	
Southwestern Oregon Community College	1	2	1	0	3	0	3	0	0	0	0	0	3	3	3	2	3	2	0	3	3	3	3	3	3	0	1	1	2	3	2	0
Tillamook Bay Community College	0	0	0	0	3	0	1	0	0	0	0	0	2	0	0	0	1	3	0	0	1	0	3	0	0	0	0	3	0	0	0	0
Treasure Valley Community College																																
Umpqua Community College	x	0	0	x	0	0	x	x	x	0	0	0	x	x	x	0	x	x	0	x	x	x	x	x	0	0	x	x	x	0	x	x
Sub Total	16	6	14	19	20	11	9	4	12	6	9	4	24	22	33	8	38	27	4	26	31	17	31	22	6	4	8	18	23	14	20	3
Total	16	6	14	19	20	11	9	4	12	6	9	4	24	22	33	8	38	27	4	26	31	17	31	22	6	4	8	18	23	14	20	3

	Campus Climate										Partnerships						Electronic and Online Tools				Institutional Leadership and Direction				
1 = Limited success 2 = Some success, but cannot be implemented across campus 3 = Success with real potential for greater benefit with expanded implementations 4 = A major success, worthy of replication to other campuses	Support for Diversity	International Education	Community-nurturing Facilities; Common Spaces	Relationship Building Activities	Non-traditional Student Support	First-generation Student Success Programs	Ceremonies and Traditions	Convocations and Special Events	Faculty Involvement	Other	Collaboration Between Academic & Student Affairs	Transfer Student Support	Dual Admissions Enrollment	Community Outreach	One-stop Employment Services	Other	On-line Student Services	Degree Audit	On-line Courses	Other	Policies and Procedures	Faculty Development	College-wide Student Retention Initiatives	Systematic Assessment and Reviews	Other
Revised 10/29/04																									
OUS Universities																									
Eastern Oregon University																									
Oregon Institute of Technology																									
Oregon State University																									
Portland State University																									
Southern Oregon University																									
University of Oregon																									
Western Oregon University																									
Oregon Health & Science University																									
SubTotal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oregon Community Colleges																									
Blue Mountain Community colletge	3	0	3	0	3	3	1	0	3	0	0	0	4	0	0	0	0	0	4	0	0	1	0	0	0
Central Oregon Community College	2	1	2	2	1	0	1	3	3	3	3	2	2	2	1	0	3	0	2	0	2	3	2	2	0
Chemeketa Commuity Collewge	4	3	3	3	4	4	3	3	2	0	3	3	4	2	4	0	3	0	4	0	2	3	2	2	0
Clackamas Community College																									
Clatsop Community College																									
Columbia Gorge Community College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Klamath Community College																									
Lane Community College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Linn Benton Community College	4	1	2	2	3	1	3	2	4		4	4	4	4	4		3	2	2		4	4	4	3	0
Mt. Hood Community College	1	2	0	0	3	2	0	0	2	0	3	3	1	1	2	0	3	3	2	0	2	2	3	3	0
Oregon Coast Community College	2	0	0	0	0	0	2	2	1	0	3	3	2	2	3	0	1	1	3	0	2	2	1	0	0
Portland Community College	3	4	1	2	4	4	3	2	2	0	3	4	3	3	3	0	4	0	4	0	3	4	1	0	0
Rogue Community College	3	3	x	x	3	x	x	x	3	0	0	4	3	4	0	0	3	0	3	0	0	3	4	1	0
Southwestern Oregon Community College	1	2	2	2	0	2	3	2	2	0	2	2	2	2	1	0	1	3	3	0	2	2	3	2	0
Tillamook Bay Community College	1	0	3	3	2	0	1	0	3	0	3	0	1	3	0	0	0	0	0	0	1	3	2	3	0
Treasure Valley Community College																									
Umpqua Community College	0	0	0	x	0	x	x	x	x	0	x	x	0	0	x	0	x	x	x	0	x	x	0	0	0
Sub Total	24	16	16	14	23	16	17	14	25	3	24	25	26	23	18	0	21	9	27	0	18	27	22	16	0
Total	24	16	16	14	23	16	17	14	25	3	24	25	26	23	18	0	21	9	27	0	18	27	22	16	0

EXHIBIT II. A.2

Meeting Minutes

Retention Taskforce
Meeting Notes
March 29, 2005

Members present: Bob Fields, James Fritz, Blake Bowers, Patty Scott, Bill Yates, Sally Harrold, Beverly Segnar-Haller

James shared with the group different ideas for signs. The group decided on two different one with the goal of getting students to register early.

Discussion regarding Group Advising Night – Lakeview E and F at 7:00 p.m.

Tuesday, April 26 – Health and Human Service division, students last name A-H
Thursday, April 28 – Arts and Humanities division – students last name – Q-Z
6:30 p.m. – 8:30 p.m. in Lakeview rooms
Tuesday, May 3 - Business, Math, Science and Tech. division - student's I-P

Pizza will arrive at 6:45; presentations begin at 7:00 pm

Power point presentation will be:

1. **AA/OT changes**
2. **Dual admit/Dual enroll possibilities**
3. **Why should you return/ We want you to come back**
4. **Testimonials**

Here is who is doing what:
Blake – taking care of all room details and supplies; talking to Tina about advertising in spring sports rosters;
James – designs for the signs, PowerPoint presentation
Bev – talking to Carl Yeh about getting RA's to get students to these sessions
Patty – work on rules for drawing, write letter to student, help Amy with letter to send parents, get postcard done, talk to Marie about reader board.
Bill and Bob – deciding on who is doing the presentations from your division
Bill- creating an evaluation form
Everyone – talk to colleagues at division meeting about the group advising and how much we can influence retention

If I forget anything or missed something, let me know.

Next meeting on April 5 at 3 p.m. in Stensland 205.

MEMORANDUM
RETENTION TASKFORCE COMMITTEE
SOUTHWESTERN OREGON COMMUNITY COLLEGE

TO: **Steve Kridelbaugh**
FROM: **Patty Scott, Chair Retention Taskforce Committee**
DATE: **May 20, 2004**
RE: **Retention proposals**

The retention taskforce committee includes **Bob Fields, Sally Harrold, Sharon Miller, Blake Bowers, John Speasl, Tim Dailey, James Fritz, Beverly Segner-Haller, and Bill Yates.** This group has been working hard and meeting regularly to investigate retention strategies and develop proposals for implementation next Fall. We have looked at issues in the following areas: Academic Support, Advising, and Barriers. Some barriers that currently exist are being examined and changes that will affect retention are happening in the First Stop Center and Student Housing. Other barriers that we discovered can be addressed for little or no cost, and we think these changes will have a huge impact on retention. We have other proposals that we feel will affect retention, and we are proposing several pilot projects for 04-05.

Proposals from the Barriers sub-group

1. Mandate the creation of a year-long schedule for advising and student planning use. The effect on retention would be to encourage students to think with a year-long mentality instead of term to term, and to encourage better advising.

2. Allow continuing students to register for Summer/Fall term before we allow the High School students to register. This sends a message to our current students that we want them to come back. Currently the reverse happens and classes are closed before continuing students can register.

3. Develop a better process for setting up roommates in housing. Create more Wellness Dorms and investigate getting a Quiet Dorm. Jeff Whitey will be piloting two gender specific dorms starting Fall 2004. This pilot project will be evaluated for potential implementation in all student housing buildings.

4. Provide wellness activities in the Wellness Dorms. Currently, we have Wellness Dorms, but no planned activities or events for the students who specifically request the wellness option.

5. Investigate getting Waterfall Clinic on campus. The Waterfall Clinic is interested and willing to start in the Fall for a cost of $600/ term plus supplies. This would

include one nurse practitioner, CNA, and clerical support for three hours, five times each term.

6. Give each club advisor $500 to encourage more active participation of clubs. There are 14 active clubs. Cost = $7,000. The $500 to be paid to the club advisor in June would be paid only after accountability of club activity has been verified.

7. Create a motor pool account of $3,000 to offset travel costs for club activities. Currently, clubs are charged $.50 per mile for vans, and a $1.50/mile for the bus. Just travel cost alone is enough to price clubs out of many activities.

8. Create a fund to encourage retention activities. Faculty could receive release time or a stipend for extra activities that encourage retention and more student engagement. Example: Fred Brick's movie night.

9. Clean up some degree issues, including AS degree, educate the faculty on recruitment, retention tuition waivers, and streamline AA/OT subcodes.

Proposals from the Academic Support sub-group

1. Because all students must take several terms of writing, there is a need for more help for students in these classes. Increase the available hours in the Writing Center to include two evenings (3 hours each) a week and 4 hours on Sunday afternoon. Cost per year = $3,600 - $4,500 **(see handout #1)**

2. Pilot a program in the Fall for students who have research paper assignments but have not taken Writing classes to help those students to understand the research process and plagiarism. Cost: $2,000 for the year. **(see handout #1)**

3. Since there are high attrition rates (30%) in most of our science classes, we propose a similar Science Center (like we currently have with the Writing Center) where science faculty incorporate mandatory study labs/discussions. Cost = $700 per class per quarter **(See handout #2)**

4. Change of funding for the Perkins grant might affect the tutoring budget in the future. We recommend keeping the budget at its current rate or increasing it.

5. Investigate implementation of Supplemental Instruction. **(see handout #2)**

Proposals from the Advising sub-group

1. Advising is currently a contractual obligation for faculty members. We recommend a pilot program to help determine if advising would be more effective if done only by those faculty who actually want to do it. If the resulting data supports this premise, we would recommend to the Union and Administration that

the contract be changed to eliminate advising as an obligation of all faculty and provide incentives to those faculty who choose to do advising. See the attached for more information on the pilot which includes 4 faculty advising with release time or overload compensation, plus money to pay someone to get this organized over the summer for fall implementation. This plan has the advisor making more frequent contact with the advisee, more training and assessment. Cost per year = $22,250 **(see handout #3)**

2. Earlier contact for new students with advisors. All students who are registered prior to the start of New Student Orientation on September 23 will be assigned an academic advisor. Time will be scheduled during the first day of New Student Orientation for the new students to meet with their advisor. This early meeting will allow the advisor to meet the student and review his or her schedule and make sure the student is taking the correct path. Advising loads may exceed 25 initially but will be balanced to 25 by week 3 of the term. Cost = $300 for supplies

Please see the enclosed information for all details on proposals. If you have any questions on any of this, let me know. The committee looks forward to discussing all of these ideas with you at our next meeting on **May 27 at 3:30 p.m. in Dellwood 21**. We also recommend that a retention committee become a permanent campus committee; this has been recommended to senate as a possible new committee**.**

Retention Task Force
Subcommittee: Barriers to Retention

June 8, 2004

The following are the projects and activities that have been identified by the barriers subcommittee during spring 04' and have either been completed or are at various stages of completion. Exact and current updates for each item will be discussed in this report.

- Year long schedule – is becoming a reality and is under production
- Why can't students test into math 95? – The math department has no faith in the current placement tests (asset and compass). The current placement tests do not correlate to the collegiate curriculum for the best fit for the student. According to George Elkins and Sean Hutcherson, Lane Community College has developed a solid math placement test (and is available on-line) that we should investigate further and if applicable purchase the rights from them to use here at SOCC
- Why is writing 0525 every day? – Evan Davis has shared all the options a student has for taking this class. Most sections are M-F; few are run on T-Th (T-Th still conflict with science labs and the day off that math gives). Evan has agreed to try a M-W section during winter term and assess that for future flexibility in student scheduling
- Coast guard – John Speasl, Sharon Miller, and Shawn Liggett will meet with the Coast Guard to explain our billing policies and how Coast Guard personnel and their families can attend SOCC in an efficient manner. Currently the Coast Guard has some billing misconceptions that can easily be solved
- Gender specific dorms – Jeff Whitey has agreed to pilot two gender specific dorms for 04'-05' academic year. The hope is that this will lend itself to less social disturbances and better academic and overall success at SOCC
- Wellness activities – currently we have wellness dorms but no specific support in wellness activities for those students that have chose this option. In the 04'-05' academic year the HE/PE department faculty have agreed to help plan and promote at least monthly activities/program for those students to help promote the wellness education and lifestyle
- Early billing process - resolved
- Waterfall clinic – waterfall clinic has agreed to come to campus to help provide health care to our student population. This proposed project could start fall 04'. We are considering every other week for three hours or approximately 5 visits on campus during the fall. This would cost SOCC $120 + supplies per visit ($600 + supplies for the entire term). During winter break the program would be assessed to determine if it should continue and if it should, at what frequency

- Why do HS students get to register before our current campus students? This creates inaccurate class enrollment numbers, creates difficulty with our current students scheduling due to decreased class availability, and diminishes the perception of importance of the current campus student. This topic has been brought to instructional council and is currently being discussed and evaluated.
- Current withdraw policy – since the last change in policy has its effectiveness been assessed. There is some concern that the student is ultimately disadvantaged with this current policy. Tim Daily will investigate this starting fall 04' and will begin by getting on the agenda for academic affairs for formal discussion, history and current implications of the withdraw policy.
- AAOT subcodes – currently we have 90 different subcodes. Tim Daily, Bev Segner-Haller and Patty Scott will start in fall 04' to examine these subcodes to determine if they are all necessary in hopes to streamline them and create better advising for students and faculty
- On-line counseling- being researched by Tim Daily
- Questionnaires and exit interviews for housing students. Currently the exit interviews that student housing uses are poorly written and ineffective. John Speasl, Tim Daily, Ron Bell and Jeff Whitey have agreed to collaborate to revamp the exit interview to provide meaningful information for our campus. In addition an end of fall term questionnaire will be developed for those students returning to housing winter to gain insight of any potential issues that could be investigated and or fixed before the end of the year.
- Movie night – currently Fred Brick has a very successful student engagement tool in place where has shows movies in the dorms that tie into his curriculum. The movies and food are paid for by Jeff Whitey. Fred would like another faculty to try some type of program for the students during winter term. Fred typically shows his movies fall and spring terms. This student engagement activity needs to be explained to faculty during inservice fall 04' to gather additional support and involvement
- Campus calendar – Aveena Singh will be able to generate a campus events calendar easily accessible through SOCC homepage. This calendar could include all academic, athletic, student life, ASG, club, etc… important dates. Any staff could see Aveena for a code that would enable them to add or delete events and dates (only theirs and not others, thus the code) for a master calendar showing all activities our campus is involved with on a daily basis. This needs to be explained during the fall 04' inservice.
- Student body cards – currently our campus has two different and incompatible card systems. Our SOCC students and staff would be better served by one system for universal use around campus

- Late night study area – we have none. Blake will discuss this with Dean Meyer to investigate a potential area in Empire Hall for student use possibly 24-7.
- Clearing house for retention activities – no definitive clearinghouse as of yet has been formed. Faculty Senate is discussing this issue.
- There is no centralized location or procedure for students to check out activity equipment. Example: we have canoes on campus. On early evenings and weekends students have no access to equipment purchased for their engagement. The suggestion would be to renovate and slightly expand our current boathouse for this use as well as implement a evening and weekend check-out system possibly work-study students could take on this duty coordinated by Shaun Kohn.
- Student ombudsman – needs investigated for viability and potential success
- Ratemyprofessors.com – needs investigated to see if this could have any positive involvement on our campus
- Early alert – John Speasl will research the effectiveness of the early alert system to promote student success in the classroom and to see if other similar ideas could be established to help increase daily student attendance, all with faculty involvement and support
- Classes that start week five or later – needs investigated
- AAOT at night/weekends – needs investigated
- New employee coverletters/applications/contracts (whichever is appropriate) – Blake will talk with Dean Meyer about the possibility of adding "student centered" wording to emphasize to all new employees the importance of our students.
- Evaluating instructors yearly – would this be valuable? Needs investigated
- Review AS degrees – information is currently available to review the current AS degrees to see if they have served the student need as intended – needs further investigation
- Assess recruiting efforts towards academic interests – information is available to assess the effectiveness – needs further investigation
- Club advisor stipends – suggested $500 (currently 14 clubs $7000 total cost) to any staff who has an active club on campus which will in turn keep students engaged
- Club travel account – proposed $3000 for the year to help clubs with travel costs. Just transportation for the clubs costs $0.50 per van (only nine students and a driver) and the bus costs $1.50 per mile. The transportation costs alone stop many clubs from planning activities for the students due to the exorbanate costs.
- Chemistry 200 series summer 05' – no longer having chemistry 104,5,6 there is an increasing need for chemistry 221,2,3 to be offered during the summer. Ann Sylvia feels that this would not only serve our current campus students in a viable capacity but would bring students

from other regions for this sequence due to lack of offerings at other institutions

- Employee incentives – currently it is felt that there are few – needs investigated
- Student engagement survey – when results of this survey are available assessing them for best utilization around campus
- Mentoring of new teachers – possibly piloting a project by which tenured faculty would collaborate closely with new faculty for smooth assimilation at SOCC – needs investigated
- Limited hours of math, writing and computer labs – needs investigated
- Distance education; retention issues will need investigated

June 10, 2004

To: Retention Committee/Task Force
From: Steve Kridelbaugh
Subj: Items for Discussion and Decisions

- **Do Not Reinvent Wheel**
  - Literature Research,
  - Visit Outstanding Retention Programs at colleges that are similar to SOCC
  - What works, what does not work.
  - Characteristics and demographics similar to our student body.

- **Problems and Issues**
  - Faculty Contract and workload issues.
  - Rewards based upon benchmarks.

- **Retention Committee**
  - On-going, with stable membership for 2 to 3 years.
  - Eventually a Faculty Senate Committee
  - Stipends – Do not Violate Contract
    - Summer Stipends.
    - Workload over and above regular workload.

Retention

- 1.) Preparation/Entrance of Students
  - Provide refresher courses for entrance examinations.

- 2.) Engagement (Faculty – Student Interaction is most important variable.)
  - Internships
  - Advising
    - Early Alert Process
    - Process to work with Early Alert
    - Advising in cohorts
    - Individual Advising
  - Student Activities

- 3.) Institutional and Other Support Systems
  - Tracking, Notification, Action
    Student/Athletes, Scholarship Winners
  - Student Financial Support
    - Tuition Waivers
    - Scholarships
    - College Work Study
    - Institutional Work Study
    - Paid Internships
  - Academic Support
    - Remediation and Remedial Courses
    - Tutoring
    - Supplemental Instruction
  - Measurements and Benchmarks
    - Quarter to Quarter
    - Yearly
    - Degree/Certificate Completion

Comprehensive Advising Program
Pilot/Start-up Budget

Scope of Pilot Program

100 students: Approx. 50 from student housing, approx. 50 local students

4 Faculty Advisors: Chosen from among applicants for diversity of academic discipline

25 Student Advisees per Faculty Advisor

Faculty Costs..... 12,000
The standard arrangement would be 20% release time (3 workload credits per quarter = 9 workload credits per year). Some faculty have requested the option of a $3000 overload stipend for those that can handle it. Faculty costs estimated in the range of $12,000 for the pilot program. Specific costs depend on 20% of individual faculty contracts and number of faculty opting for overload stipend.

Working/Communal Dinner Cost..... 1,950
100 students & 4 faculty will need 3 meals (dinner) furnished per year
312 x $6.25 = $1950

Materials..... 4000
PowerPoint Presentations (on topics such as EDP, University Transfer & AAOT & other degrees), Photocopies, AdvisorTrac or other appropriate software for spreadsheets for managing advising appointments and contacts, collecting data, uploading data to Colleague.

Costs for Advising Committee 2000
Noel-Levitz training materials. Either an on-campus visit by a Noel-Levitz consultant or regional workshop for training advisors will be needed. Develop evaluation materials, policies and procedures for evaluating advising.

Summer Stipend.....2,300
Funding for 1 faculty member ($2000) to create PowerPoint Presentations and handouts. Choose software (coordinating with Patty Scott and Kat Flores), purchase, install and train to teach software use to others, oversee planning and implementation for program launch with faculty during fall in-service and with students during fall 2004 orientation. Three $100 stipends for faculty to meet at most 3 times during late August through mid-September to for training and implementation meetings.

Total First Year Start-up and Pilot Program costs.....$22,250

Comprehensive Advising Program (Pilot)

Based on research and model programs compiled by Noel-Levitz highlighting Best Practices in Retention and Advising

The Advising Continuum

Scheduling...Academic Planning...Mentoring...Professional Development...Career Planning

Advising and Retention Committee

We propose the creation of a permanent Advising and Retention committee to oversee advising. This committee would be composed of at least 3 faculty and 3 administrative members, including the director or a counselor from Student Support Services. It should function as a sub committee of Instructional Council or be created and empowered in a similar manner.

Faculty Advisor Selection: Interested faculty would prepare a 1-page application letter stating their motivation for advising, their skills and qualifications, and commitment to the advising process. Successful applicants will demonstrate proficiency in written and verbal communication skills, organization, empathy, leadership, and charisma. On-going training such as in-service and Noel-Levitz workshops will be provided to Faculty Advisors in the pilot program. The committee will coordinate with Division Directors on periodic performance evaluations on advising.

- The application deadline is Friday, June 11, 2004
- The selection deadline is Friday July 2, 2004.

Advising Pilot Program:

The pilot program will require 4 faculty members chosen from across the academic, vocational, and athletic spectrum. 100 students will participate, with at least 50 from student housing. At least 2 organizational and training meetings in August/September will be necessary to prepare for fall orientation.

- ***Fall Orientation:*** Group meeting and individual appointments (as needed) during in-service and fall student orientation.
- ***Advising working-dinner meetings with advisee cohort (each quarter).*** Meet for a working dinner in Lakeview E to brief students with PowerPoint presentations and/or chalk board lectures on advising responsibilities, degree requirements, creating an academic plan, career planning and professional development. Outline and talking points developed by Advising Committee and supplied to faculty. Handouts and examples provided for students.
- ***Follow-up phone calls and emails to absent students (each quarter):*** Follow up and mentoring to students whose schedule conflicts force them to miss the advising cohort dinner meeting.
- ***6th-7th week individual scheduling appointments (each quarter).***
- ***9th-10th week check-in phone call or email (each quarter).*** Evaluate course performance with student and weigh options

Faculty Advisor Workload.

Under this proposal, the scope of work for the Faculty Advisor includes:

- A maximum of 25 advisees per advisor
- 20% contract release time for advising

The proposal is for release time of 3 workload credits/term; 9 for the school year. The faculty member would have the option of advising as an overload, instead, for $3000 per year. The advisor seeking overload would need to demonstrate the ability to complete advising and reporting duties and a commitment to the advising process. Faculty Advisors in this program will be evaluated on their advising performance by the Advising & Retention committee.

Although all students will not have 30 contact hours per term with the faculty member, the faculty workload includes:

- Noel-Levitz or peer trainings in late summer
- Fall orientation group meetings and private appointments
- Prep, organization, delivery, and straggler follow-up of the working dinner meeting (each quarter)
- Individual 1-hour advising sessions with students at the 6th-7th week for scheduling, EDP review, individual discussion of pre-major plans or possibilities, transfer planning, and capstone project management (each quarter)
- 9th-10th week phone calls evaluating performance in classes and counseling withdrawals or to hang in there on an individual basis (each quarter).
- Completion of AdvisorTrac spreadsheet info on each advising meeting and outcome and reporting to IT for upload to Colleague (each quarter).

A minimum of 60-90 hours of a faculty member's time will be required each quarter for this advising process. That averages out to 6-9 hours per week. This is a large and complex system that will need ongoing assessment and tweaking to work the bugs out. On-going assessment will be necessary to make adjustments to the details of the program.

Advising Materials: A library of materials will need to be created for (and by) Faculty Advisors including PowerPoint presentations on a variety of advising topics and handouts including examples of educational development plans for all discipline/majors, resumes, essay writing for transfer admissions, job application cover letters, etc. These materials would be developed by our faculty advisors and collected and shared by the Advising Committee.

Training: On-going Advising training will be necessary at in-service and Noel-Levitz workshops for information, best practices, and sharing of methods and materials among faculty advisors.

EXHIBIT II. A.3

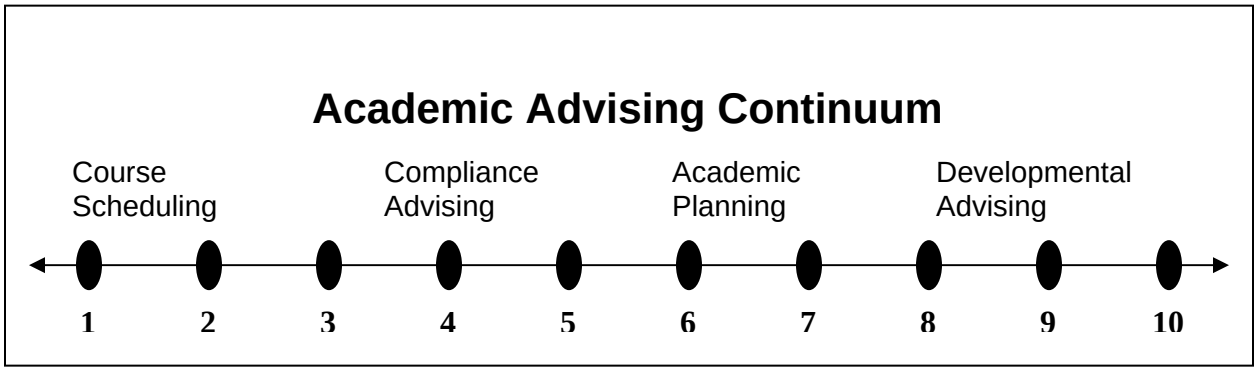
Advising Process

Definition of Advising

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 74

A major task facing most colleges is developing a mutually agreed upon and clearly articulated philosophy and definition of academic advising that is widely embraced by all those engaged in the advising process. Often there can be a disconnect between what an institution may wish their advising program to be and what actually occurs during the advising process.

Continuing current advising practices and expecting different outcomes may not result in the improved advising program institutions desire for their students. This may require a willingness to consider changing the institutional paradigm related to the desired outcomes for the advising program (e.g. developmental advising vs. course scheduling). This transition and paradigm shift will take time and be a continuing effort if it is deemed to be a desirable shift in emphasis. Currently, many academic advising programs are primarily organized to focus more on course scheduling/compliance advising.



While Noel-Levitz has no empirical data to document where the majority of institutions would fall on the above continuum, based on our consulting experience, it would probably be somewhere between one and five.

Employing overload strategies, lowering advisor/advisee ratios, enhanced use of technology, faculty-mentoring programs, more proactive advising for special targeted groups of students, and advisor development programs all represent strategies designed to shift the advising focus more to the right side of the continuum.

Developmental advising is a student–centered approach that integrates the activities of career/life planning and academic advising to assist students to develop a personally relevant educational and career planning experience. However, advisors who may feel they lack the necessary background and training to engage in what they see as basically a counseling or life/career planning function may resist a developmental approach to academic advising. Developmental advising should not be confused personal or psychological counseling: the focus of academic advising remains the instructional program and how the program contributes in a coherent manner to educational career and life goals.

It is important to recognize that individual student readiness for developmental advising may vary considerably. Students are likely, at first, to view advisors in their informational or academic role. Advisors need to help them to go beyond this stage to reach the relational and developmental components of the advising function. Advisors must learn how to translate a question about course selection (an informational questions) into a question of goals—career, academic, and life

goals—by exploring the implications of academic choices for career/life choices. They need to know how to ask cue questions to start the student along the developmental path. Advisors need to focus more on the "why" than "what" questions.

A developmentally oriented advisor must serve in a variety of roles (see definition below). The role of referral agent is particularly important, as a truly developmental approach to advising will require a cooperative and integrated effort among all service and program areas of the institution in order to make the best use of all resources to address the individual student's needs.

Overall, a developmental approach to advising suggest the following definition of academic advising:

"Advising is a developmental process that assists students to clarify their life/career goals and to develop educational plans for realizing these goals. It is a decision-making process that assists students to realize their maximum educational potential through communication and information exchange with and advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary."

David S. Crockett

Teitelbaum (2000) provides an interesting model for thinking about types of student advising needs with corresponding advisor experience levels and alternative advising modalities. The modified Teitelbaum model depicted below displays this information in a simplified way.

One looks as student needs as a continuum ranging from basic information to more complex student problems. The second column matches the level of advisor expertise with the student needs. Finally, the last column lists potential alternative ways for meeting advising demands.

Advising Modalities and Delivery Alternatives

Student Advising Need	Level of Advisor Experience Required	Alternatives for Satisfying need
Information	**Low**	►Printed Material ►College Web site ►Advising site with FAQs linked to email ►Peer Advisors ►Group Advising ►Advising Center
Academic Planning (e.g. general education requirements degree audit, course selection, course scheduling, etc.)	**Medium**	►Para-professional advisors ►Peer advisors ►Web registration
Consultative Advising (e.g., educational and career goals, discipline/program-specific issues, undeclared students, students in transition, students on probation, special needs)	**High**	►One-on-one Advising ►Faculty advisors ►Professional Advisors

Adapted from **Herta Teitelbaum**, " Academic Advising: A Comprehensive Handbook"

Background Information on Advising

Comprehensive Advising promotes student success, engagement and persistence

Advising Delivery Models

- ***Centralized*** (Self-contained)--12% of colleges have this system
  - Campus Advising Center staffed with professional advisors advise all students
- ***Shared*** (Dual, Split, Supplementary, etc.)-- 56% of colleges have one of these systems (Southwestern uses this model)
  - Student Services advises new, at-risk, and unclassified and students
  - Faculty advise program students
- ***Decentralized*** (Faculty only, Satellite)-- 34% of colleges have one of these systems
  - Faculty advise all students

Advisor Load

- 58% of senior faculty at all colleges advise 1-4 hours per week (HERI survey)
- Faculty at 2-year public institutions spend 9.8% of their time advising (ACT Sixth National Survey, NACADA Monograph series, 2004)
- Mean ratio of advisees per faculty advisor (2-year public) 37:1 (Ibid)
- Highest number of advisees per faculty advisor (2-year public) 80:1 (Ibid)
- Lowest number of advisees per faculty advisor (2-year public) 13:1 (Ibid)
- ***Optimal maximum number of advisees per faculty advisor*** ***25:1*** (David Crockett, Noel-Levitz)
- ***The most effective advising programs make advising part of workload or give release time*** (Ibid)
- ***The most effective advising programs use voluntary advisors who meet selection criteria for their skills in advising*** (Ibid)
- ***The most effective advising programs recognize/reward excellence in advising*** (Ibid)

Evaluation of Advising (student evaluation is the easiest and most effective method)
The following areas are identified by both Noel-Levitz and NACADA:

- Advisor is consistently available, on time for appointments
- Keeps regular, adequate office hours
- Is aware of and has access to information you need
- Takes time to become acquainted with you personally
- Discusses your academic goals and progress toward these goals with you
- Refers you, when necessary, to the proper college representative, administrative staff member, or counselor
- Is one with whom you have a congenial relationship
- Has a positive constructive attitude toward advising in general
- Keeps you up to date on change in your course of study

Suggested Weighting Scheme for Evaluating Faculty (Advising)

Areas of Responsibility	Total Points	Students	Peers	Self
Instruction	70			
Classroom Performance	(40)	20	15	5
Advising	(20)	15		5
Course Development	(10)		5	5
Service	10		5	5
Research	10		10	
Professional Development	10		5	5
Totals	**100**	**35**	**40**	**25**

(Braskamp, Brandenburg, and Ory, Evaluating Teaching Effectiveness: A Practical Guide, 1984)

Advisor Recognition/Reward (Aside from inclusion in workload and salaried compensation)

- Stipends for Advising work performed in addition to contractual expectation
- Institution-wide Advisor of the Year Award with monetary award (single award model)
- Advisor Excellence Awards (certificates, plaques) by division (multiple award model)
- Annual Advisor recognition luncheon or dinner
- Master Advisor program or designation (e.g. Southwest Missouri State)
- Feature Articles on outstanding advisors in local newspaper
- Letters of commendation for excellence in advising for personnel file
- A photographic or wall plaque advisor “Hall of Fame”.

Observations on Faculty Advising

- Faculty play a central role in attracting students to a campus and creating a level of engagement and commitment in the student that fosters academic success and completion.
- Good advising may be the single most underestimated characteristic of a successful college experience.
- Faculty Advising is the most common method of advising in higher education
- The majority of faculty view advising as legitimate part of their teaching role
- Faculty Advising capitalizes on faculty discipline-specific knowledge and expertise
- Advising is an important activity for building relationships between faculty and student which serves as a powerful agent for student engagement and success
- Advising is the primary mode to interpret the institution’s academic program to students
- Advising is an extension of good teaching and not tangential to the learning process
- Faculty have a responsibility to assist students to achieve their educational goals

The Three Levels of **Institutional Commitment** Among Students

From **National Conference on Student Retention Resource Document**, 2004, David Crockett, Noel-Levitz, p. 55

On any campus, students fall into three general categories when it comes to their level of investment in that particular institution. The first group is ***the observably committed students***. These are the students who take active steps to identify what they need. They are resourceful. They learn quickly how to work systems and how to find the person or persons who will be their advocates/mentors/guides. Theses students are generally visible, energetic, assertive, and achievement driven. Because they are so vocal and up front about what they need and when they need it, they receive the attention they want—and more.

A common description of an observably committed student is one who is bound for medical school, who realizes the importance of upgrading B+'s to A's. This student is a frequent visitor to labs, frequently checks in with his or her teachers, ask for extra assignments, finds tutoring, etc. Another characteristic of observably committed students is that they have the courage to activate institutional resources to address their needs.

The second group is equally visible—***students who are academically or socially incompatible with the dominant culture of the institution***. For these students there is such a gap between what they need/want and what the institution can or will offer that the dissonance for them is very great. These students either drop out on their own, are assisted by the institution in that direction, or, as participants in a variety of programs for exceptionally drop-out prone students find themselves in such a highly supported environment that they do succeed despite very negative odds.

The third group consists of ***students who are marginally involved***. These students are generally invisible to the institution unless special measures are taken to identify them. These are the students who are polite and unobtrusive and who—for whatever reason—shy away from any situation that would make them stand out or be noticed. These students almost never follow up on vague or impersonal invitations, such as to "drop by my office to chat", or an activity announcement placed on a bulletin board inviting students to come to a meeting or join an organization.

This third group is the largest of the three. It is also the group from which most dropouts come. (Nationwide, just one year after enrollment, nearly one in three college students is not still enrolled in the college he or she first entered. Yet only 5% of students are actually dismissed by their institution. The others choose to leave on their own.) That is why institutions that achieve great improvement in their retention rates target the marginally involved students. (Incidentally, marginally involved students are not necessarily marginal academically by any means. Many campuses lose as many or more high-ability as low-ability students.)

There are several classes of marginally involved students:

- Marginally involved with heavy outside commitments (i.e. families, or full-time or part-time jobs) but with strong commitment to finishing college.
- Marginally involved with few outside commitments and a commitment to finishing college, but not necessarily at a specific institution.
- Marginally involved with few outside commitments, few college commitments, and low commitment to that particular institution. This group is on the periphery of the institution in every sense of the word.

With all these marginally involved students, the key to retention is early identification, early intervention, and good advising.

The first step is identifying which of your students fall into the marginally involved group. Because this group is likely to encompass large numbers of students, it is essential that some sorting mechanism be used to identify which students are at highest risk of dropping out. Included in any system for retention management should be a means of detecting a student's academic motivation, the ease with which they are likely to make the transition to the college environment, the level and type of help that is likely to be needed to be successful in college, and the likelihood that the student will be receptive to interventions on the part of college personnel.

The second step is to establish a method for using information on individual students in a systematic way to increase the likelihood that they will succeed and stay. This is done by tracking and monitoring a student's progress in and interaction with the institution. This step will enable the institution to customize programs and services to meet the needs of individual students—and to reach students early, before they are in trouble or before they decide to drop out.

Once this is accomplished, the third step is to design and deliver programs that will foster student success, based on individual student needs. While these programs may vary from campus to campus and person to person, all successful retention efforts have in common strong orientation and academic advising. And the quality of advising delivered on your campus is directly related to the talent and attitude of your advisors, the kind and quality of information available to advisors on individual students, and the kind and quality of information available to advisors on institutional programs and resources.

Davis S. Crockett
Senior Vice President
Noel-Levitz

Miscellaneous Retention Information

Nine Retention Misconceptions Commonly Held by Some Faculty and Staff

1. Retention means lowering standards
2. Retention efforts are primarily remedial in character
3. Dropouts are Flunkouts
4. Retention is primarily the responsibility of student services
5. Goal should be zero attrition
6. "Quick Fix" strategies are effective
7. Retention and Graduation rates will improve without changing attitudes and behaviors
8. Student drop out for reasons mostly out of institutional control (e.g. finances, work, personal, change of goals)
9. Students bring a cogent map of college success to higher education

Six Ways Faculty Can Aid and Abet Student Success

1. Ensuring student learning and success in the classroom
2. Exhibiting personal interest and concern toward all students
3. Connecting students with the institution
4. Helping students to make a successful transition to higher education
5. Assisting students to formulate realistic educational/career goals
6. Clarifying student expectations

What is Important to Most Faculty?

- Teaching and student learning
- High quality education, instutitutional effectiveness, and student success
- A financially viable and stable institution
- Participating in the academic governance and leadership of the institution

Four Fundamental Ethical Ideas

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 67-68

Utility

The ideal of utility tells us always to act so as to bring about the most favorable possible balance of benefit over harm for the largest number of individuals (valuing all affected individuals as equally important) for the long run as well as the immediate future. This is the notion that has been summarized a bit simplistically in the slogan " the greatest good for the greatest number". Philosophers call utility a ***consequentialist*** principle because it judges actions according to their consequences.

Justice

The principle of justice holds that we must treat all individuals equally, granting no one rights or privileges that are not granted to all. This idea of fairness strikes a responsive chord in most of us.

Justice is not a consequentialist ideal. Fairness is desirable in itself, irrespective of any benefit that may accrue as a result of it.

Respect for Persons

Respect for persons commands us to treat individuals as ends in themselves, never soley as means to our own ends, and to treat them as rational, autonomous agents, not merely as things that can be manipulated. Some rules that follow from these abstractions are (a) to tell people the truth, which they need to know if they are to make decisions; (b) to respect privacy; and (c) to support their autonomy.

This ideal, too, is distinct from the consequentialist approach. People are entitled to make their own decisions and to know the truth while doing so, whether or not the resulting decisions will be best for all concerned or even for themselves. We are forbidden from manipulating others even to bring about worthy goals.

Fidelity

Fidelity commands us to live up to commitments that we have made, both explicitly and implicitly. For example, it requires us to keep our promises. A little less obviously, it states that our choices often commit us to responsibilities we may not be aware of.

As in the cases of justice and respect for persons, fidelity is not based on consequentialism. The obligation to keep promises is not contingent on whether we like the consequences of doing so.

Ethical Principles for Advising

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 69

1. **Seek the best possible education for the advisee**. This is a utilitarian principle. In an educational setting the good that we hope to maximize is education and its attendant benefits, it is not always easy to judge what will be the best education; our obligation is to do our best with the information available. This will benefit students, people with whom they will have later contact, and the society as a whole.

2. **Treat students equitably**; don't play favorites or create special privileges. Treating students equitably does not mean treating them all the same (e.g. advising them all to have the same major). Differences in students' needs require us to spend more time with one than with another and to advise one more intrusively than another. But the fact that we might like one student more or that we might share another's values would not justify differential treatment. This principle clearly follows from the ideal of justice.

3. **Enhance the advisee's ability to make decisions**. This is the key principle of developmental academic advising, so its presence here is welcome. As we all know, we cannot accomplish this goal without permitting the advisee to make decisions. This principle is derived both from utility (because it benefits the student and others in the long run) and respect for persons (because it supports and develops individual autonomy).

4. **Advocate for the advisee with other offices**. Students will not get all the services they might from the college without a little help. This principle comes from fidelity because it is an implicit part of the commitment one makes by becoming an advisor. There are limitations on this principle, imposed by utility, for advocating too hard can reduce one's future effectiveness.

5. **Tell the advisee the truth about college policies and procedures**, and tell others (e.g. faculty, staff, and administration) the truth as well, but respect the confidentiality of interactions with the advisee. The principle of truth-telling is derived from respect for persons, which also includes privacy. Additionally it comes from fidelity, for confidentiality is part of the implicit commitment one makes to an advisee.

6. **Support the institution's educational philosophy and its policies**. We need to make special note of this principle because it may not come naturally to advisors who think for themselves and have their own educational philosophies. This principle derives from fidelity because it is another commitment that is built into the moral contract one makes when accepting an advising position. Note that this principle does not preclude arguing against policies in appropriate forums.

7. **Accord colleagues appropriate professional courtesy and respect**. This is not only about being polite to people; it is also a prohibition against encouraging students to believe negative things about the competence or character of colleagues. Opportunities to observe or violate this duty arise when a student asks which instructor to take a course from or asks for confirmation of something that "they" are saying against a particular individual. This principle is based on utility because an institution where such a rule is not followed loses effectiveness and because a student's inclination to gossip and jump to conclusions is unduly reinforced, with long-term consequences.

Advisor Checklist

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 142-143

The following statements reflect many best practices in advising and are meant as an aid to advisor preparation and reflection.

Availability

1. I have regularly scheduled office hours for advisees to meet with me throughout the term.
2. I have special office hours for advisees during registration.
3. When I schedule office hours for advising, I stay in my office in case students drop in.
4. I publicize my office hours for advising
5. I spend as much time with my advisees as they want.
6. I take the initiative to have my advisees meet with me.

Information

7. I keep up-to-date course schedules in my office.
8. I keep up-to-date catalogs in my office.
9. I know the dates for deadlines such as pre-registration, drop/add, etc.
10. I am aware of the course offerings of my department each term.
11. I keep informed about the current and/or future career possibilities for those with a Bachelors degree in my field.
12. I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I cannot help a student completely with a problem.
13. I know my advisees' first names.
14. I explain to my advisees in what ways I can serve them as an advisor.
15. I have contact information (addresses, phone numbers, emails) for my advisees.
16. I check my advisees' name just prior to our meeting so I will remember it during the interview.
17. I thoroughly explain to my new advisees the requirements for their degree and major.

Helping

18. I keep a record of my appointment dates with each advisee.
19. When I find new information that might be helpful to an advisee, I take the initiative to pass it along to him.
20. If I know a resource that could be potentially helpful to an advisee, I offer to help contact that resource (personally by letter, phone call, etc.).
21. When a goal an advisee has set is unrealistic or impossible in my opinion, I explore this with the advisee.
22. I want to communicate to my advisees that I care about them as people.
23. When it comes to my attention and whenever possible, I try to help my advisees cut college red tape.

24. When I tell an advisee to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.
25. I help my advisees with problems involving study skills or low academic performance.
26. I do not make decisions for my advisees, but place most of my emphasis on helping them makes decisions for themselves.

Advisee Behavior

27. I am interested in my advisees life goals as well as their college goals.
28. I attempt to establish a warm and open working relationship with my advisees.
29. I am able to be honest in communicating my opinions of my advisees, their goals, capabilities, etc. even if that opinion is uncomplimentary
30. When an advisee disagrees with something I say, I try not to become defensive about it.
31. When advisees consider changing colleges, I feel that I am helping in exploring alternatives.
32. I feel helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.
33. I am able to communicate realistic perceptions of my advisees' strengths and potential problems in relation to their major and post-college plans.
34. With respect to abilities, I focus on my advisees' potentials rather than their limitations.

Satisfaction with Advisees

35. With respect to motivation, my advisees are active and striving rather than passive and in need of prodding.
36. With respect to maturity, my advisees are growing, responsible, and capable of self-direction rather than immature and irresponsible.
37. I believe that the goals, priorities, and evaluation of the advising relationship should be determined by a shared process with the advisee.
38. I like my advisees.
39. My advisees appreciate the work I go through to help them.
40. I feel my advising is effective.

Advising Goals

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 69

Basic to the development of an affective advising program is determining what should be the goals of the advising process. The following goals statements have been established by the National Academic Advising Association (NACADA).

1. Assisting students in self-understanding and self-acceptance (values clarification; understanding abilities, aptitudes interests, and limitations). (Personal Development)

2. Assisting Students in their consideration of life goals by relating interests, skills, abilities and values to careers, the world of work, and the nature and purpose of higher education. (Educational /Career Planning)

3. Assisting students in developing an educational plan consistent with life goals and objectives (alternate courses of action, alternate career consideration, and selection of courses). (Educational/Career Planning)

4. Assisting students in developing decision-making skills. (Personal Development)

5. Providing accurate information about institutional policies, procedures, resources, and programs. (General Information/Referral)

6. Making referrals to other campus or community support services. (General Information/Referral)

7. Assisting students in evaluation or re-evaluation of progress toward established goals and educational plans. (Educational/Career Planning)

8. Providing student information to advisors and departments. (General Information/Referral)

Addressing an Ethical Problem in the Advising Process

From **Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 70

1. Adopt the ethical point of view. Distance yourself from whatever personal stake you have and look at the situation disinterestedly.

2. Apply the ethical ideal and ethical principles for academic advising to determine what action they indicate.

3. If a conflict arises, with different principles dictating incompatible solutions:

    a. Seek a way of honoring each of the conflicting principles to some extent,

    b. Compare the case at hand with other (real or imaginary) cases that differ in small ways to identify salient features and determine which principles seem more acceptable to disobey, and

    c. Compare prospective solutions, each of which will violate an ethical principle; try to identify differences in the extent of violation such that one seems less problematic.

—Dr. Marc Lowenstein
Assistant Vice President for Academic Affairs
Richard Stockton College of New Jersey

Advisor Role and Responsibilities

From Modes and Models for Designing and Implementing a Successful Advising Plan**, David Crockett, Noel-Levitz, p. 99-100**

- Help student define/develop realistic educational and career goals
- Assist student to plan a program consistent with his/her abilities/interests
- Monitor progress toward educational;/career goals
- Discuss/reinforce links between academic program and occupation/career
- Interpret/provide rationale for instructional policies, procedures, and requirements
- Monitor educational transactions: schedule, drop/adds, withdrawals, change of major, waivers, graduation requirements
- Maintain an advising file for each student
- Assist student when academic, attitudinal, attendance or other problems require intervention by other professionals
- Inform student of the nature of the advisor/advisee relationship
- Request reassignment of advisee to another advisor, if necessary
- Assist advisee in identifying career opportunities
- Develop a caring relationship with advisee
- Inform student of special services available to them for remediation, academic assistance, and other needs

Advisee Role and Responsibilities

- Clarify student's own personal values, abilities, and goals
- Contact and make appointment with the advisor when required or in need of assistance. If the student finds it impossible to keep the appointment, the student will notify the advisor.
- Become knowledgeable and adhere to institutional policies, procedures, and requirements
- Prepare for advising sessions and bring appropriate resources or materials
- Follow through on actions identified during each advising session
- Evaluate the advising system, when requested, in order to strengthen the advising process
- Request reassignment to a different advisor if necessary
- Accept final responsibility for all decisions

These responsibilities and expectations will be clarified to the student through:

- Posting on college website,
- Email to new students,
- Letter and brochure from coordinator of advising or office of instruction,
- Student Handbook
- Orientation
- Initial individual advising session with advisor
- Group advising session
- Freshman seminar

Group Advising Meeting (2nd or 3rd week of the Quarter)

Advisor meets with all advisees in a group with pizza & beverages working dinner to:

- Create a sense that the institution and the advisor care about them
- Create a locus in the group cohort for bonding, journey through the degree pathway together, identify sub groups and pairs for advising support and commiseration
- Present information to group for efficient & effective use of advisor's time
- Group dynamic provides Q & A, new insights & perspectives
- Instill general expectations for the advising relationship
- Assign EDP draft and student preparation of course scheduling (free of conflicts) for review, approval, and clearing for registration at 8th week advising appointment

Degree Overview:
AA/OT: Associate of Arts/Oregon Transfer degree, statewide, 90-credit transfer degree.
AS/OT Business: Associate of Science/Oregon Transfer degree, 95 credits in business and management for statewide transfer into BS degree Business program or major.
AGS: Associate of General Studies, a degree for local residents to improve job skills or qualify for promotion at local employer. Not recognized outside of service area.
AS: Associate of Science degree, usually a program-specific degree like nursing, Human Services, Computer Science, Athletic Training, Criminal Justice.
AAS: Associate of Applied Science, 90 credit professional and technical degree for vocational programs like Fire Science, Welding, Precision Machining, CISCO degrees and certificates

Goal Setting:
12 or 18 credits per quarter? Don't get overwhelmed, know your limitations and what is right for you. Are you a full-time student living in Student Housing? Are you working full time and attending school on the side? Are you a single parent or juggling other responsibilities? Be realistic about demands on your time. Time management/use of a calendar for keeping appointments. Active Learning/Note taking/Affirmative homework. Engagement & responsibility.

EDP:
Educational/Degree Map? Where do you want to be in 3 years? 5 years? Sit down with the catalog and make a plan to achieve your goals. Hint: don't worry about making commitments you can't keep, the plan can evolve and change (and often does). Assignment: have a draft ready for 8th week advising appointment. Bring a schedule

Cohort:
Stress the possibilities for group synergy; use each other as resources, form advising study group, use the "buddy system" to make and check over EDPs, share you r plans, goals and dreams with each other. Inspire, challenge and support each other.

House Keeping/General, Common Problems:
Roommate problems, Instructor Problems, Financial Aid problems, Library problems, Testing Center problems, Student One Stop, Bookstore, Counseling Center, Cafeteria Food, etc.

EXHIBIT II. A.4

Purpose of General Education/Discipline Content Competencies

SOUTHWESTERN OREGON COMMUNITY COLLEGE
GENERAL FACULTY

To: General Faculty

From: Faculty Senate

RE: The Purpose of the General Education and Discipline Competencies

Date: February 24, 2005

The response of students to last year's CSSE survey indicated that students were often unaware of the more global educational skills taught in their courses. At the urging of President Kridelbaugh, the Faculty Senate explored the adoption of a short list of general educational competencies that will be included in course outlines and syllabi. We see three main purposes for the competencies:

1. To help students better understand and articulate the general educational skills they are already being taught in their courses.

2. To help instructors connect their syllabi and assignments to more global educational goals and discover new ways to address these goals in courses.

3. To clearly articulate general educational competencies that can be assessed.

We recognize that not all these competencies will be taught in every course or addressed by every assignment. Instructors are urged to include only those competencies that can be assessed and are relevant to the course. We hope that by seeing and hearing these college-wide educational competencies, students will more clearly grasp all the skills they are acquiring.

As you think about how to incorporate competencies into your curriculum, please consider the following discussion points.

Discussion Points regarding
Competencies

1. **The competencies are to help students better articulate what they are learning; therefore, in the syllabus competencies should be concise, easy to grasp, and easy to remember.**

2. **Each general education competency applies to most, but not necessarily all classes.** For example, many classes will not have the ability to apply mathematical concepts as a competency for their class. However, most if not all classes should instruct to increase

competency in critical thinking.

3. **Instructors should be able to assess the general educational competencies that apply to their discipline.**

4. **Choose only competencies that the instructors can address in the course.**

5. **A course competency is one that builds upon or enhances a skill or area of knowledge that the student may already have upon entering the course.**

We will be discussing this further at the General Faculty meeting on March 9th. Also, there will be follow-up trainings during Fall inservice. If you have any questions or concerns, please feel free to ask one of the senators.

10-7-04

Report on September 2004 Retention Visit to Community College of Denver Sally Harrold

I visited the Community College of Denver on September 8th and 9th of 2004. While there I talked with people in the Center for Educational Advancement. Within the Academic Support Center, I talked with the following people:

Ken Swiney, Director of Vocational Tutoring and the Academic Technology Center, as well as Professor of Sociology,
Bret Hann, Coordinator of the Writing Center and Assistant Professor of Developmental English,
Debra Valverde,, Educational Case Manager, First Generation Student Success,
Jose Puertas, Learning Technologies Support Specialist,
Cindy Martin, Chair, Developmental Education English,
Mike Rusk, Director Educational Planning and Advising Center,
Darlene Nold, Director of the Testing Center,

I will report on each general area, focusing on the activities that promote retention. I will italicize and star (**) the strategies, activities, or programs that seem useful for Southwestern to consider.

The Learning Support Services include Vocational Tutoring, the Academic Technology Center, and Academic Support Services (tutoring in all other areas). Ken Swiney indicated that students enrolled in vocational programs receive tutoring in academic subjects when they ask for it, but these students are usually tutored under a separate program and in a separate space. I looked at the tutoring services in math, reading, writing, and English as a second language.
Swiney indicated that for all the areas, a key focus was to provide data that indicated how tutoring affected students' grades and retention at CCD. This data was then used to support decisions to purchase up-to-date computers and software for the labs which in turn generated student use and satisfaction. I've attached reports generated through or in cooperation with this office. *Providing additional technical assistance and advice to produce data on support services would demonstrate their effect on students' grades and retention. Such tracking would be beneficial not only to the labs for demonstrating the need for computer equipment and software but also to the institution in applying for funding and in reporting on its effectiveness.* **

Within the different content tutoring areas, Swiney indicated that only the remedial math courses were available in nearly discrete modules for students to work on. In all other areas, students could work on computer programs that enabled them to go at their own pace. I talked extensively with the director of the labs, asking her about the most effective software programs.

Two software programs seemed particularly useful for us to examine further and perhaps to purchase: **

A typing program that enabled students to learn to use the keyboard efficiently **
(Put out by Mavis Beacon)
Enabling students to practice in the labs would generate FTE and would increase students' ability to use computers more efficiently.

+ student readiness focus +

*An English program (particularly for ESL students) to practice and review points of grammar ** (Put out by Addison Wesley Longman and called Focus on Grammar)*

*All the labs have the same computer programs loaded on all the computers so that students can work in any of the labs if others are crowded or if it is simply more convenient to work in one lab.***

A talk with Ruth Brancart, former head of the ESL Program, resulted in the following recommendations for texts:

The Grammar Book by Diane Larsen Freedman (a useful grammar reference book for teachers)
Learner English , put out by Oxford or Cambridge, (uses contrastive analysis of different language groups, valuable information for teachers of students of different languages)

I talked with Bret Hann, Coordinator of the Writing Center, and discovered uses of technology and handouts that would be useful for us to explore:

*they encouraged the use of on-line resources extensively for their students (I will publicize the address of the most useful web sites–helpful to students using bibliographic form–writing.colostate.edu–go to The Writing Studio) * **

*they provided tutoring on line, beginning last year –this practice was true of other labs as well***
(I will investigate their method and the possibility of on-line tutoring) **
Although this service seems valuable, it does not seem as essential in our non-urban, partially residential campus, as it does on their totally commuter campus.

*they provide the handouts from the Writing Center online***
(I will begin to make ours available to Southwestern's students.)

*they provided a set of handouts of basic computer commands for students who weren't familiar with computers. These handouts would enable students to learn at their own pace and would reduce the need for lab staff to use their time to teach students these basic skills***

In terms of *publicity* , Mr. Swiney discussed its importance in informing students and thus affecting retention. Most handouts were similar to ones we have here. However, *one handout* Swiney had generated in the last year seemed is if it would be useful here. *This handout listed the late afternoon, evening, and weekend courses in one convenient handout. ***

I've included a brochure on their federally funded TRIO program, similar to our program here, with a similar high retention rate.

Debra Valverde, Educational Case Manager, First Generation Student Success, a program of 300 at-risk students that CCD has institutionalized after its Title III grant ended. It is also partially supported by Title V funds. The program operates by creating learning communities (of about 20 students) or cohorts of developmental students (of about 30 students). The program supports the students with 4 case managers, 6 to 8 tutors, and independent tutoring labs. Most of the students in the program are developmental (remedial) students who, through the program, receive counseling (advising) with admission, testing, financial aid, as well as tutoring. Students have two orientations (time management and study skills), as well as an email account and centralized data base that enable their case managers to keep in touch with them and for them to receive midterm progress reports. They also have peer mentors. They receive, in short, mentoring, monitoring, intervention, and positive reinforcement as needed. The program has a long waiting list, from which students enter the program as other students graduate. Its retention rate is roughly 85%. The program is the showcase of CCD's retention efforts: expensive but highly successful. *In addition to its large staff, its centralized data base and email accounts facilitate the careful tracking of and constant communication with the students–key factors in the program's success.***

Cindy Martin, Chair of Developmental Education, English, indicated that their developmental writing classes had three levels (these levels are numbered and taught statewide at all community colleges in Colorado):

2 credits	Writing 030–personal writing, descriptive and narrative
3 credits	Writing 060–narrative and some expository writing
3 credits	Writing 090–mainly expository writing in the different modes (comparison/contrast,summary and response)

Of significance here, I think, is *a clear SEQUENTIAL program for students, in which all classes focus on **writing** of increasing complexity. These courses integrate reading and writing as much as possible. These classes are seen as **writing** classes and are taught by faculty who also teach transfer level writing classes (MA required).* **

*These remedial writing classes are evaluated by the portfolio process at the end of each term with 2 faculty readers per portfolio.** (This method improves dispassionate assessment and reduces complaints. This means of assessment is one many faculty here use and one with which we've experimented during past year.)*

In addition, all community colleges in Colorado have mandatory assessment and placment of students in math, reading, and writing. Students must take their first 30 hours of coursework in remedial classes if they place into remedial classes. They must take at least one remedial course thereafter until they complete all their remedial work. **

All students in remedial classes are REQUIRED to spend at least one hour per week per remedial class in the appropriate lab. Their computer system enables easy tracking of these students' fulfillment of this requirement. **

*If a student in any remedial course has participated fully in the course–attendance and completed work defining participation–but still has not mastered the material, that student receives a grade of SP (Satisfactory Progress) and must retake that class. CCD PAYS THE TUITION FOR ALL SP courses. The attached data, generated during the last year, indicates the importance of this policy in students' grades and retention and in the long term benefits to CCD's FTE and economic health. ***

Their reading program consists of three remedial classes and two transferable courses: one that is equivalent to our college reading and a second, sophomore level course (223) that emphasizes critical thinking skills.

*Lab personnel, Cindy Martin, and Mike Rusk, Director of Advising,–all indicated the importance of students' mastering reading skills, spending the requisite hours in the lab (15 for their semester-long program), and progressing through the sequence as important elements in retention. Students exit the program through a final comprehension test. ***

Their remedial math program, which has computer support programs and tutoring, has three levels. Exit from the programs is achieved through passing a standard math test. (They were interested in our math anxiety classes–they have nothing like that in place at the present.)

Martin indicated that they were experimenting with accelerated basic skills classes, particularly one in nursing. The class is on site at a hospital for LPN's, highly motivated adults. The format included a beginning workshop on time management and success; a combination of four two-hour sessions combining math and reading, writing and reading; tutors in the classroom; and small class size. They wanted to create a learning community to foster retention. They are evaluating these efforts, but Martin wants to continue to experiment to find a successful combination of activities.

*A conversation with Martin in a year might offer important information about accelerated basic skills classes. ***

Mike Rusk, Director of Educational Planning and Advising, indicated that advising at CCD is done by professional advisors. Most seriously at-risk students are advised by their case managers in the First Generation Student Success program. Advising is mandatory for all developmental students. His office, which operates on a drop-in basis, advises students for regular courses, as well as for flex time courses, and those offered on evenings and weekends. These professional advisors are evaluated by student evaluations that are emailed to them, by peer evaluation, and by supervisor evaluation.

He indicated that most of the term, his advisors have regular office hours. However, to meet the needs of students, *advisors have evening and weekend hours at limited but critical points in the term.***

*Their orientation program for students includes a required study skills class for all remedial students during the first three weeks of the term.*** (*Other programs are under the*

First Generation Student Success program.)
Rusk also discussed their Early Alert program. It is similar to ours except that one day a term, all classes on campus are closed so that students who are on early alert can meet with their advisors without missing classes. Advisors are required, of course, to be on campus, as are students. Swiney indicated, as did Rusk, that the program has some success, as well as some problems.

It would be worth contacting both Swiney and Rusk about the reevaluation of the Early Alert Program to see how it has been modified this year. **

Rusk also indicated that their retention committee is a campus-wide committee, composed of administrators and faculty. Rusk is co chair of the committee (much as Patti is here).

Darlene Nold, Director of Testing, indicated that the center is used for assessment and placement almost exclusively.

Their center is an ETS center and, thus, can make money which is used to purchase computer equipment and to improve lab facilities.

CCD uses Accuplacer as do all community colleges in Colorado. *The advantages of Accuplacer include its being available online so that it can be administered at many sites, including high schools or more remote sites, provided they have internet access. Results are available immediately.* **

Visiting CCD was very interesting and helpful. Their efforts at improving retention are evident in every area I saw. The faculty and staff work to create a rigorous and caring academic community.

Satisfactory Progress (SP) Grade Evaluation Study Summary

Objective: To evaluate various aspects of the Satisfactory Progress (SP) grade within Auraria Campus Developmental Education courses (Reading / Study Skills, English, Math, ESL).

SP Policies & Procedures: The 2003-04 CCD catalog contains discrepancies on how SPs are treated. For the past several years, it has been generally understood that SPs revert to "No Credit" (NC) after a 15-week "extended" term is completed. This did not always happen. Beginning fall term 2004 (05F), SPs will commence defaulting to "Unsatisfactory" (U) grades after the granted 15-week term.

Approximately 1-2 years ago, an SP committee came together and assembled criteria to better standardize the intent and appropriate application of the SP grade. The result was an SP agreement form between student and instructor that outlines the student criteria for earning an SP grade.

Data Findings:

A.) General findings:

1.) From summer term 2000 (01M) – fall term 2003 (04F), 9% (2337) of all grades given (A, AU, AW, B, C, CR, D, F, I, NC, S, W) were SPs at some point (either for previous grade or final grade).

2.) 24% of these SP students took advantage of the extended term, and 95% of them completed the SP with an A, B, or C grade.

B.) Cohort findings:

A sample Developmental Education math cohort was tracked from fall term 2001 – spring term 2004. The results are as follows:

FTE and Retention Comparison Data for SPs, Fs, and NCs

GRADE	# OF STUDENTS	# WHO RETURNED	% RETURNED	TOTAL FTE UNITS	Current Per FTE $ Amount	Total $
F	81	23	28.40%	11.33	1,832.00	$20,762.67
SP	60	38	63.33%	31.97	1,832.00	$58,562.93

- 28% of students who received an F in this cohort did not return to CCD. These students have since contributed an average of .5 FTE units (per student), totaling ~ $20,762.
- 63% of students who received an SP in this cohort returned to CCD. These students have since contributed an average of .9 FTE units (per student), totaling ~ $58,562.
- 27% of the SP group returned to complete the course the following 15-week term, and 94% of this group earned As, Bs. And Cs. (Compare to overall data noted *in A2 above).*

C.) Faculty Beliefs of Student Preparedness:

A Fall 2002 Faculty/Student Survey was administered to Auraria campus students and instructors for the purpose of evaluating the cut score matrix. This survey was given approximately halfway through the fall 2002 semester. At this point in the semester, instructors were able to determine each student's level of preparedness. It was found that out of the 35 students who received an SP in Math 030, faculty believed that 22 of them were "under prepared."

Ramsey

CEA/IR Crespin, Munder, Wiens, Nold, Thompson, Sullivan, Brancard

SUMMER & FALL SEMESTER 2004

COMMUNITY COLLEGE OF DENVER
BASIC SKILLS ASSESSMENT CUT-SCORE MATRIX

READING COURSES	
ACCUPLACER Reading Comprehension	**REQUIRED COURSES**
*25 – 39	**REA 030** Basic Reading Skills
40 – 61	**REA 060** Foundations of Reading REA 020 Vocabulary Development (optional)
62 – 79	**REA 090** College Preparatory Reading REA 080 Reading, Writing & Speaking (optional)
80 – 120	**REA 151**, 223 & 225 (optional) for elective credit
ACT READING SCORE OF 17 OR SAT VERBAL SCORE OF 430 PLACES IN COLLEGE LEVEL	

Computerized Study Skills Test (CSSAT)	ACCUPLACER Reading Test	RECOMMENDED STUDY SKILLS COURSE
0 – 69	40 +	**AAA-090** Academic Achievement Strategies
70 – 100 OR Instructor Permission	80 – 120	**AAA-109** Advanced Academic Achievement (optional elective credit course)

ENGLISH COURSES	
ACCUPLACER Sentence Skills	**REQUIRED COURSES**
*25 - 49	**ENG 030** Basic Writing Skills or Special Programs
50 – 69	**ENG 060** Writing Fundamentals
70 – 94	**ENG 090** Basic Composition ENG 080 Reading, Writing & Speaking (optional)
95 – 120	**ENG 121** English Composition I
ACT ENGLISH SCORE OF 18 OR SAT VERBAL SCORE OF 440 PLACES INTO ENG 121	

MATH COURSES	
ACCUPLACER Math Tests	**REQUIRED COURSES**
*24 - 56 (AR)	**MAT 030** Fundamentals of Mathematics
57+ (AR) Note: Score of 70+ on AR allows tester to also take EA	**MAT 060** Pre-Algebra
45 – 60 (EA) If EA <45 use AR	**MAT 090** Introductory Algebra MAT 107 Career Math
61 – 84+ (EA)	**MAT 106** Survey of Algebra MAT 109 Geometry **MAT 120** Math for Liberal Arts (students scoring in this range must get math instructor permission to take MAT 120)
85 – 120 (EA) Note: Score of 100+ on EA allows tester to also take CLM	**MAT 120** Math for Liberal Arts (see note above) **MAT 121** College Algebra MAT 123 Finite Math MAT 135 Statistics MAT 155 Math for Elementary Education I
100+ (EA) AND 50 – 79 (CLM)	MAT 122 Trigonometry MAT 125 Survey of Calculus
80 – 120 (CLM)	MAT 201 Calculus I
ACT MATH SCORE OF 19 OR SAT SCORE OF 460 PLACES INTO MAT 121	

KEY TO MATH TESTS: AR – Arithmetic
EA – Elementary Algebra
CLM – College Lev el Math

***NOTE: Students scoring lower than this cut-score might need a referral for special assistance.**

SUMMER & FALL SEMESTER 2004

COMMUNITY COLLEGE OF DENVER

BASIC SKILLS ASSESSMENT CUT-SCORE MATRIX

ENGLISH AS A SECOND LANGUAGE COURSES

READING COURSES FOR ESL		
ACCUPLACER LOEP Reading	**RECOMMENDED COURSE**	**OPTIONAL COURSE(S)**
0 - 24	SEE ESL ADVISOR	
25 - 45	**ESL-041** Basic Reading or ESL 071 Basic Language Skills	ESL-001 Spelling Strategies
46 - 70	**ESL-042** Intermediate Reading or ESL 072 Intermediate Language Skills	
71 – 95	**ESL-043** Advanced Reading	
96+	TAKE READING COMPREHENSION TEST	

ENGLISH COURSES FOR ESL			
GRAMMAR	**RECOMMENDED COURSE**	**OPTIONAL COURSE(S)**	**LOEP LU**
0 - 15	SEE ESL ADVISOR		0 – 24
16 - 30	**ESL-021** Basic Grammar OR ESL 071 Basic Language Skills		25 – 40
31 - 45	**ESL-022** Intermediate Grammar OR ESL 072 Intermediate Lang Skills		41 – 65
46 - 65	**ESL-023** Advanced Grammar	ESL-052 Intermediate Composition (can be taken concurrently with 023)	66 – 90
66 – 75	TAKE ENGLISH WRITING SAMPLE TO PLACE INTO: **ESL-052** Intermediate Composition; **ESL-053** Adv. Composition; OR ENG-090, OR ENG 121		91 +

CONVERSATIONAL COURSES FOR ESL		
LOEP LISTENING	**RECOMMENDED COURSE**	**OPTIONAL COURSE(S)**
0 – 34	SEE ESL ADVISOR	
35 – 49	**ESL-031** Basic Conversation OR ESL 071 Basic Lang Skills	ESL-011 Basic Pronunciation
50 – 69	**ESL-032** Intermediate Conversation OR ESL 072 Intermediate Lang. Skills	ESL-012 Inter Pronunciation
70 – 89	**ESL-033** Advanced Conversation	NOTE: Students must have completed ESL-022 or score >45 on ESL Grammar Test
90 – 120	No Course Required	

Student Survey: Do you want **AA/OT Requirements** to change?

The faculty will be discussing possible changes to the AA/OT degree requirements. Your experience of the AA/OT degree and your opinions of its rigor and requirements will aid in that discussion. The chart below compares the requirements of the Southwestern AA/OT degree to the state AA/OT guidelines. Thanks for completing this survey.

	General Education Requirements	Distribution Requirements			General & Distribution Requirement Total	Electives	Total Degree Credits
		Math/Science/ Computer Science	Social Science	Arts & Letters			
State AA/OT guidelines	8: Writing 3: Speech 4: Math **15 credits**	**15 credits** (3 lab classes from Bio. or Phys. sciences)	**15 credits** (from at least 2 disciplines)	**10 credits** (from at least 2 disciplines)	**55 credits**	**35 credits**	**90 credits**
Current Southwestern **AA/OT degree**	9: Writing 3: Speech 4: Math 3: PE/HE **19 credits**	**18 credits** (lab sequence, +2 courses from another discipline)	**15 credits** (1 sequence, + 2 courses from another discipline)	**15 credits** (1 sequence, + 2 courses from another discipline)	**60** **(with double-dip of Speech & Math)**	**30** **(with double dip)**	**90** **(not to exceed 108)**

Survey conducted in Biology, Geology, Art History, and Basic Design on 1/15/05, and in the Cafeteria, during dinner on 1/16/05 (102 Total respondents):	Yes %	No %
1. Are you currently working on an AA/OT degree? (you may do this survey even if you are not)	75	25
2. Do you value Sequences for the extra depth and breadth of study they offer?	60	40
3. Do you believe that an Associates degree should be completed in 2 years?	85	15
4. Do Sequences create any barriers for you in your work toward degree completion?	65	35
5. Do you intend to complete the AA/OT degree and graduate from Southwestern?	60	40
6. Should Southwestern continue to require Sequences in its AA/OT degree requirements?	56	45
7. Do you value the AA/OT requirement of Sequences for the extra challenges they present?	41	59
8. Our AA/OT requirements exceed the state AA/OT guidelines for requirements. Should they?	45	55
9. Our AA/OT requirements exceed the core requirements of the Oregon universities. Should they?	45	55
10. Should we adopt the state AA/OT guidelines instead of our current degree requirements?	56	44
11. Do you plan to <u>not</u> complete our AA/OT and instead <u>direct-transfer</u> to a college or university?	39	61
12. Did you have a working knowledge of our AA/OT requirements before this survey?	43	57

13. If you did not finish our AA/OT, would it be due to (circle one):	%
a. Inability to complete a Sequence requirement.	22
b. Inability to complete a Math requirement.	13
c. Excess Southwestern requirements that are not required at your intended transfer university.	35
d. Other issue_____	26

14. If Sequences are a barrier for your completion of our AA/OT, is the specific issue (circle one):	%
a. One particular Sequence that is a barrier to my degree completion.	15
b. All Sequences present a barrier to my degree completion.	26
c. Sequences are not a barrier to my degree completion.	39

14. (d) If you did not finish our AA/OT, would it be due to... d. Other issue (fill in the balnk):

Baseball Requirements... Guys... Spanish--Foreign Language Requirement... No problems completing requirements... The extra science credits are unnecessary—its not a science degree!.... Slacking off.... Going on a mission... Baseball...Language requirements...I don't want to spend 3 years in Oregon...I do not need the AA/OT, and the sequences do pose a barrier...I have over 190 quarter hours already...Other college's guidelines, not Southwestern's...Math...Need to get out of Coos Bay!...Hate the people and the teachers...Hate SWOCC...The numbers of credits that need to be distributed in specific areas. I understand the importance of taking from other fields, but beyond the sequences, these credits are of no use to my major, and seem to be an unnecessary obstacle...Life issues...money & time...Am in AA/OT to be pre-nursing...Being required to start in lower classes when I am capable of starting higher. Example—MTH70 when I could start at MTH 95. It's a waste of time and money. Also, the #1 reason I am not graduating with the AA/OT...a & b [referring to sequence requirements & extra required credits above those required at the transfer school]...Mostly the emphasis on Science and Social Science...

Comments:

I love the teachers and what I learned here!

The extra Math/Science requirements screwed me.

Some people don't come to SWOCC able to go to MTH111!

Although I have valued the sequences for the extra knowledge—I think it should be a student's choice and not a requirement.

The sequences depend on the relevance to the degree and the requirements of other colleges. I am getting an AS and also an AA/OT.

I think the sequences are set up as a revenue source for the college—that the courses are arbitrarily broken up into sequences.

I am not completing the AA/OT. I'm meeting the requirements of my [receiving] college's guidelines.

Sequences are hard to take out of order, though allowed. If you do, you miss out. Sucks!

AA/OT seems to be what pre-nursing students have to be in order to get financial aid, yet a lot of the courses have nothing to do with our degree in nursing. Possibly a pre-nursing alternative!!

I was going to just transfer after stacking credits, but now I am so close to getting the AA/OT, I am just going to finish it.

Better testing could be administered. Many people don't take math on computers. Look at High School transcripts of classes taken and grades received.

I think that in a way Southwestern is trying to prepare us for a university atmosphere, but the extra time & money really makes this school less desirable.

I don't think the AA/OT is very friendly to art major students—it doesn't allow enough free time to take art.

AA/OT Faculty Survey Results (Summary)

Results of a faculty survey on the AA/OT developed by Academic Affairs committee and circulated at the General Faculty meeting June 9, 2004. (Original survey instructions): Please answer the following **yes or no**. Include comments where necessary

1. I support the current Southwestern AA/OT for the rigor and challenge it provides students.
   - ***a. Yes = 9***
   - ***b. No =11***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 2***

2. The current rate of completion (approximately 10%) is acceptable.
   - ***a. Yes = 1***
   - ***b. No = 17***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 3***

3. If adoption of the minimum state AA/OT guidelines could be shown to improve completion rates, Southwestern should consider adopting those standards.
   - ***a. Yes = 12***
   - ***b. No = 6***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 4***

4. Ease of transfer to four-year schools is the most important criterion for assessment of the AA/OT.
   - ***a. Yes = 9***
   - b. ***No = 9***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 4***

5. Southwestern should consider elimination of sequences within the AA/OT.
   - ***a. Yes = 8***
   - ***b. No = 9***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 5***

1.

6. The current AA/OT at Southwestern is too rigid, and requires too many "extra" courses and sequences not required by four-year schools or in some majors.
   - ***a. Yes = 11***
   - ***b. No = 5***
   - c. ***Neither "yes" nor "no", ambiguous answer, or left blank = 6***

7. The AA/OT at Southwestern functions well enough; we should delay revision of our AA/OT until statewide changes are made to either community college AA/OT guidelines and/or until general education requirements at four-year schools are standardized.
   - ***a. Yes = 9***
   - ***b. No = 9***
   - ***c. Neither "yes" nor "no", ambiguous answer, or left blank = 4***

8. I advise my students to ignore AA/OT requirements and focus instead on the general education and major requirements of specific four-year schools.
   - ***a. Yes = 12***

b. No = 5
c. Neither "yes" nor "no", ambiguous answer, or left blank = 5

9. Revision of Southwestern AA/OT requirements would have severe consequences for enrollment in my teaching area.
   a. Yes = 3
   b. No = 10
   c. Neither "yes" nor "no", ambiguous answer, or left blank = 9

10. What is your biggest concern regarding the AA/OT?
    a. Concerns in support of our current AA/OT
       i. Are we making students declare an AA/OT before they have formed an intention of transferring? The declaring rate seems inflated. We need a way of teaching whether students transfer with or w/o an AA/OT
       ii. Students are untrained and uncommitted to manage their degree process
       iii. Compared to all other degree programs except the AGS, the AA/OT is the best structured. We should open up the AS and AAS degree programs to give students some options. Creating a broad contrast between "collegiate" and vocational degrees makes no sense to me.
       iv. (maintain) Requirement of HE/PE

    b. Concerns critical of our current AA/OT
       i. Discrepancy in credits required for Math/Science vs. Social Science or Arts & Letters
       ii. Student who wish to pursue foreign language find it difficult to fit into AA/OT requirements
       iii. The first year of foreign languages only count as electives…this may be more of a concern in other degrees than the AA/OT
       iv. Our math requirement is above the level needed by many majors
       v. Since the universities will gladly accept our students w/o the degree, we are making rules for someone who doesn't have to follow them unless they want the AA/OT. The state needs to revamp the degree to current university standards
       vi. It contains too many "extra" courses, etc. that are not needed at the 4-year schools
       vii. It requires classes the universities don't require
       viii. It impedes students, has a deleterious effect on retention, and is unnecessarily rigid
       ix. It is a transfer degree, not a terminal degree. Its purpose is to facilitate transfer. Its purpose is not to be a Bachelors Degree-Lite. It should not be a super-sized Associates degree. It should be achievable by the full-time B to A student in 2 years.
       x. It's not useful. AA degrees in subjects would be better.
       xi. It only serves a small group of students.
       xii. Southwestern's requirements of sequences are assuming learning is linear for everyone. It forces one mode of learning
       xiii. Why do we need it at all? For students pursuing a BA or BS the curriculum they should follow should be dictated by the transfer institution.
       xiv. Beyond ease of transfer, there's no incentive to get the degree. The 4 years schools don't encourage AA/OT
       xv. Students are not finishing in 2 years, or they lack 4-6 credits by the end of 2 years

11. What concerns do you have about revising our AA/OT, perhaps to the state minimum guidelines?

a. Concerns critical of AA/OT revision:

i. I don't want SWOCC to have the reputation in Oregon as the "easy" community college that has lower standards (or the lowest) among all of the community colleges in the state.
ii. Maybe we can define the minimal requirements for all academic pursuits and then teach to that standard. Do you really see this as our purpose?
iii. The speed that we need to make the change.
iv. Wasting time on something not worthwhile
v. I support our AA/OT. It serves as a general education for individuals who may or may not be transferring to a 4-year college.
vi. Without reshaping the "core" curriculum, this will leave students unprepared for 4-year colleges. We need stronger interdisciplinary intro courses (as Title III suggested)
vii. Are we flexible enough to keep up with state guidelines if the state tweaks them often?
viii. It may not change the graduation rate. It will affect sequence faculty loads.
ix. That it will penalize areas that are already struggling to keep enrollments up. And maybe even eliminate them.
x. Students will not see it as credible

b. Concerns in support of AA/OT revision:

i. The minimal guidelines were created, according to the JBAC, to give each community options to adjust the program to community needs, not to serve as a recommendation for all campuses, yet we insist on trying to remove community distinctions between campuses!
ii. Rigor is not found in degree requirements. Rigor is found in the classroom. Requirements define the scope of the degree. The scope of the current SWOCC AA/OT is too large for an associates degree.
iii. I think it's a great and long over due intervention.
iv. It would be helpful to our students and our school
v. That faculty may not understand the importance of bringing the guidelines for the degree into alignment with the state.
vi. It will eliminate the need for some AS degrees—maintaining an AS degree is a huge burden on individual faculty and does not serve the student as well as the AA/OT does (in terms of transfer).
vii. I want to see a distribution requirement so that students have elective opportunities that allow for breadth. We are not addressing what adds to our students' length of stay here—inadequate math/verbal preparation.

12. What discussion format would you find most productive for exchanging ideas about potential changes to the AA/OT or improvement of retention and completion in the current degree program?

a. General faculty meeting with moderator = 2
b. Panel Discussion1= 1
c. Debate = 2
d. Workshop-style with break out sessions = 6
e. Other, ambiguous & non-responsive = 5

Survey WI/04

Reasons why you think students leave school or drop out before graduating?

*Not ready to commit
*Still in the party mode
Take overload of classes to transfer on
*Class fees to high/Hidden charges
*Class options limited
Lack of responsibility and willpower
Disbursement of money
*Classes that have to be taken, some are not necessary and don't transfer
*Student first stop is not friendly and don't help students
Classes or programs are cut
*Feelings of frustration or incompetence
*Financial Aid ran out
Don't like the teachers
Conflicting schedules
Has to support their family financially
SWOCC does not have what students are looking for, classes etc
*Dorms should be optional
The need for a larger town
SWOCC not very organized
The way Anatomy and Physiology is being taught
*Drugs
Students do not have reading skills to keep up in class
Teacher freaked me out
Bad grades, you get frustrated
*Family problems
*Too expensive – housing, food and books
Not enough activities
*Do not like the area
*Town people are rude

Reasons why you think Southwestern is good.

*Atmosphere is pleasant
*Staff/Students are respectful
Close knit school
Advising system works
Learning new things
*Getting the skills and training for a job
One on one with instructors
*Willing to help you
*Small campus and classroom size
*Excellent teachers
Good R.N. program

Variety of classes
Tutoring labs such as writing and math etc
*Learn a career and receive more money
Cheap
Nice Dorms
*Like the school

(* two or more students commented)

Comprehensive Advising Process

Time of Year	1st Year Activities	2nd Year Activities
Summer Quarter	• Answer Advisees questions via email and phone on an ad hoc basis.	• Answer Advisees questions via email and phone on an ad hoc basis. • Contact, encourage, and confirm return to school in the fall.
Fall Orientation	• Explore degree/major options. • Revise Fall Course Scheduling now • Provide academic plan templates from a variety of related disciplines or pre-majors • Beginning and commit to 2 sequences (including Eng Comp.) plus introductory coursework for the freshman year • Encourage students to think strategically about their next 2-3 years at Southwestern. • Organize advising study-groups to of 4-6 students to meet on Monday afternoons to work on tasks.	• Explore/Confirm degree/major options. • Revise Fall Course Scheduling now • Review & revise academic plan • Encourage beginning and committing to 2 sequences for the Sophomore year • Pair up with freshman for peer advising. Self-schedule 2 peer advising meetings each quarter for Academic Plan, Transfer planning, resume writing, etc. • Organize advising study-groups to of 4-6 students to meet on Monday afternoons to work on tasks.
Fall Quarter	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter. Create Academic Plan • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter. Review and revise Academic Plan, Resume, Transfer plan • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.
Winter Break	• Telephone contact, review Fall term grades & confirm return for Winter Term	• Telephone contact, review Fall term grades & confirm return for Winter Term
Winter Quarter	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter Review and revise Academic Plan • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter. Review and revise Academic Plan, Resume, Transfer plan • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.
Spring Quarter	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter. Review and revise Academic Plan • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.	• 2nd week of class Advising working Dinner (see description) • 6th-7th week scheduling appointment for next quarter. Review and revise Academic Plan, Resume, Transfer plan, Capstone project or Portfolio. • 9th or 10th week check-in (week before finals). Evaluate course performance and weigh options.

The Advising Continuum

Scheduling…Academic Planning…Mentoring…Professional Development…Career Planning

Advising Methodologies

Institutional (Student Services)…Faculty: Advisor/Mentor…Student: Peer/Mentor, Cohort, & Self

Advising working-dinner meetings with advisee cohort. Meet for a working dinner in Lakeview E to brief students with PowerPoint presentations and/or chalk board lectures on advising responsibilities, degree requirements, creating an academic plan, career planning and professional development. Outline and talking points developed by Advising Committee and supplied to faculty. Handouts and examples provided for students.

- 1st year students will be assigned homework due at next individual or group meeting on academic planning, picking a major and college survival skills.
- Create 4-6 member peer advising study groups to meet regularly during quarter to complete assigned advising task.
- 2nd year students will be assigned homework in professional development areas such as university transfer, resume writing, application and cover letter writing, portfolio or capstone project preparation.
- 2nd year students serve as peer mentors to 1st year students (groups or individuals)

Follow-up phone calls and emails to absent students in the advisee cohort. Follow up and mentoring to students whose schedule conflicts force them to miss the advising cohort dinner meeting.

Faculty Senate Committee: Advising Oversight and Evaluation. At least 3 faculty members and 2 ex officio members evaluate faculty advising and work on advising issues and policy as they come up. Selects which faculty will advise based on Noel-Levitz Best Practices in recruiting and retention. Faculty will apply to the committee in a 1-page letter stating their motivation for advising, their skills and qualifications, and commitment to the advising process. Successful candidates will possess the attributes desired in an advisor. On-going training such as in-service and Noel-Levitz workshops will be provided. The committee will coordinate with Division Directors on periodic performance evaluations on advising.

Advising Release Time/Workload. Advising counted as 25% of workload or 9 workload credits per year. Faculty in the advising program will need to adjust annual teaching workload to accommodate the advising workload.

Comprehensive Advising Process

Continue recruiting in-district, out of district, Mornings at Southwestern, College 101, Math & Skills Day, 8th grade campus tours, etc. as a comprehensive recruiting program.

In addition to recruiting, we should provide pre-advising workshops for college success at the high schools for juniors and seniors. Students graduating from high school and going to college (any college, not just Southwestern) need to read, write and do mathematics at the college level. High school seniors should be inspired and urged to spend their last semester taking challenging high school courses or college coursework instead of allowing their skills to atrophy. Students need to know that bringing poor high school skills to college will create at least 1 additional year of remedial work in college.

Continue placement testing and advising and other intake activities in Student Support Services leading up to Fall orientation.

Fall Student orientation: all students should have group meetings plus individual meetings where necessary with their advisors to begin an academic plan and schedule appropriate coursework (especially the right sequences) for the year. Revise Fall Schedule now!

Southwestern's Student Support Services already has an excellent model program in place that includes many elements of Best Practices in Advising. In addition, they have a location (lounge) used by students for peer mentoring and academic planning, and a 70% retention rate. There should be closer coordination between faculty advisors and the Student Support Services.

- change two distinct committees

→ A permanent Advising and Retention committee to oversee advising must be created. This committee would be composed of at least 3 faculty and 2 ex officio members, including the director or a counselor from Student Support Services.

Create a library of materials including PowerPoint presentations on a variety of advising topics and handouts including examples of academic plans for all discipline/majors, resumes, essay writing for transfer admissions, job application cover letters, etc. These materials would be developed by our faculty advisors and collected and shared by the Advising Committee.

On-going Advising training will be necessary at in-service and Noel-Levitz workshops for information, best practices, and sharing of methods and materials among faculty advisors. Not all faculty are well suited for advising students. Advisors should have good communication and interpersonal skills and a commitment to the advising process. Under this plan faculty would apply for an advising position by writing a one-page letter stating their interest, qualifications, and commitment to the student advising process. The Advising and Retention committee would select faculty for advising and coordinate with division directors on the evaluation of advising.

Create incentives for student participation in advising, i.e. 1 elective credit for participation, free meal with dinner advising meetings, a stamp card (similar to fall orientation) which is punched/initialed by advisor at every meeting. When the card is full, the advisee gets a prize such as $50 credit at the bookstore or 1 credit tuition waiver. Award students prizes at spring advising working dinner for their advising accomplishments.

Advising Brainstorming and Wish-list

A comprehensive Advising process needs a homeroom or home base. Student Support Services has a room for students in their program to congregate. A suitable space is needed for peer-mentoring/peer-advising or small group advising on a college-wide level.

Create special times for faculty to meet with students individually and in groups; breakfast, lunch, etc or other activities (cocktail- alcohol free hour, or President's tea). The institution should create a weekly afternoon meeting time slot for students on Monday afternoons (like the faculty Wednesday afternoon meeting time). This meeting time would be for clubs, advising, activities, and other student-centered meetings.

Create Learning cohorts. Start with a couple of foundation courses in a discipline, such as cohorts in human services, art, criminal justices, etc.

Advising clusters: One night-time advising activity during the year might involve several humanities professors getting together for a panel or group presentation with all humanities students in either the Lakeview rooms (for dinner) or in the PAC for a convocation on planning for a transfer major or career. Similar seminars could be done in the sciences, social sciences, math and computer science, etc.

Adopt state AA/OT guidelines for Southwestern's AA/OT, aligning us as closely as possible with university (OUS) general education requirements and increasing incentives for degree completion and successful transfer.

20% release time → ? accountability for advising

Assessment of Advisee completion of Advising Benchmarks

SMART (specific, measurable, achievable, realistic, tangible). Developed by James Fritz from NACADA and Noel-Levitz sources

Personal Information

- Name, Gender, Classification, GPA, Transfer?, On/Off Campus, # of quarters assigned to this academic advisor.

General College Resource Information (Presented at Orientation, Student One-Stop)

- Basic knowledge of catalog
- Campus info: building locations, class locations, general campus resources
- Student One-Stop: Financial Aid, WebAdvisor/registration, Cashier
- Student Support Services, Placement Scores, Orientation, Counseling Services

Scheduling Courses (Presented at Orientation, group/individual advising sessions)

- Understands Placement Scores and how they determine course options
- Understands the course schedule and how to read it
- Demonstrates personal initiative/responsibility by preparing own schedule before advising appointment (unprepared, partially prepared, completely prepared)
- Understands scheduling courses according to EDP
- Chosen a course of Study: (undecided, program, or pre-major)
- Student makes responsible decisions in scheduling courses overall

Educational Development Plan (Presented at Orientation, group/individual advising)

- Demonstrates awareness of degrees and certificates offered
- Declaring a Degree pathway: understands the big picture: sees beyond the quarter, sees the arc of the academic year, understands degree scope and timeframe
- Sequences: understands philosophy and practice
- Requirements for a degree: understands General and Distribution requirements
- Understands scheduling courses offered only once a year or once every 2 years
- Demonstrates engagement in Educational Development Planning
  - Takes responsibility/makes informed decisions on EDP and schedule
  - Follows through on Advising decisions
- Student decision-making
  - Uses electives wisely
  - Demonstrates understanding/responsibility/dedication to educational goals
  - Demonstrates achievement in attaining education goals

Mentoring (Presented at Student Support Services, individual/group advising)

- Student demonstrates general engagement in Academics
- Student demonstrates engagement in Extra-curricular activities
- Student follows through on referrals, connects to resources
- Providing supportive environment for student decision-making
- Defining Goals, facilitating goal setting
- Getting Real: aligning student aptitude and ambition
- Professional/Academic Interest-Aptitude Survey

Career/Transfer Planning (Presented at Student Support Services and individual/group advising appointments)

- Choosing a transfer school, major, or program
  - Student researches university catalogs and websites
  - Student understands transfer school, major, or program requirements
- Career prep
  - Student researches career opportunities
  - Student has prepared job application, cover letter, resume, interview skills
- Internship

Student Personality Qualities/Behavior

- Student handbook, student conduct (understanding of normative behavior)
- Personal Qualities
  - Leadership
  - Self Motivation
  - Maturity
  - Dedication
  - Academic Honesty/Ethics
  - Service/Volunteerism
  - Takes responsibility for decisions
  - Keeps advising appointments

Non-Completion, Stop-Out, Drop-Out (Try to ascertain reason for discontinuation)

- Physical Health challenge
- Mental Health challenge
- Family Emergency
- Financial challenge
- Loss of Scholarship
- Move out of district
- Job conflict
- Direct Transfer to University
- Off-Campus Housing challenge
- Eviction from Student Housing
- Cheating/Plagiarism
- Academic probation
- Roommate challenge
- Victim of a crime
- Criminal conviction
- Expulsion
- Death
- Cannot ascertain reason

Advising Information Evening

Southwestern students are invited to attend one of three informal advising information sessions, presented by faculty from the three divisions on campus.

Come eat ***pizza***, learn about ***academic advising*** at Southwestern (including new degree changes and dual enrollment opportunities) and get a ***2005-06 college catalog and schedule of classes.***

All sessions will be held in ***Lakeview E & F in Empire Hall.***

Pizza arrives at 6:45 p.m.
Presentations begin at 7:00 p.m.

If your last name begins with the letter A through H:

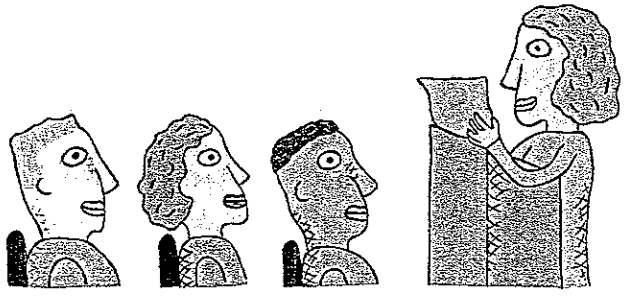
- Tuesday, April 26, 2005
  Presented by the Health & Human Services Division

If your last name begins with the letter Q through Z:

- Thursday, April 28, 2005
  Presented by the Arts, Humanities & Social Sciences Division

If your last name begins with the letter I through P:

- Tuesday, May 3, 2005
  Presented by the Business, Math, Science & Technology Division



Dear Student

We hope that spring term is going well and that it continues to go well. The faculty and staff at Southern are very interested in your success along will being very interested in your returning in the future to complete your educational goals. We are inviting you to an **Advising Information Evening** to hear about some exciting new changes. So, please come have pizza with an advisor and learn about new degree changes, dual enrollment opportunities, get a 2005-06 catalog, and the 2005-06 schedule of classes.

Please attend on of the following sessions based upon the letter of your last name. Each night advisor from different divisions will be available. If that particular night doesn't work, you can attend any night.

Tuesday, April 26 – Health and Human Service division, students last name A-H
Thursday, April 28 – Arts and Humanities division – students last name – Q-Z
Tuesday, May 3 - Business, Math, Science and Tech. division - student's last name I-P

All sessions will be held in Lakeview E and F in Empire Hall at 7:00 p.m. Pizza will arrive at 6:45; presentations begin at 7:00 pm

Advising for Fall term begins on April 25. Early registration begins on May 4. Any student who is currently enrolled in classes Spring term and registers for Fall classes between May 4-22 will be eligible to win prizes. Must attend classes fall term to be eligible to receive a prize. Prizes to include .....

We look forward to seeing you at the evening advising sessions. If you have any questions, please call

Sincerely,

Patty Scott
James Fritz
Sally Harrold
Bill Yates
Beverly Segnar-Haller
Bob Fields
Sharon Miller
Tim Dailey

DRAFT

Advising Night Survey
Sponsored by the Student Retention Task Force.

The following is a summary of survey data taken over three advising evenings during spring 2005 quarter.

General Data:

Advising Evening	Number Surveys Returned	Number in Attendance	Percent Return
April 26th - Tuesday	25	40	62.5%
April 28th – Thursday	15	24	62.5%
May 2nd Tuesday	25	33	76%
Total	**65**	**97**	**67%**

1. This session has helped me to better understand the new AAOT requirements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	42%	47%	9%	0%	0%	2%
Total Part Time	22%	56%	22%	0%	0%	0%
Grand Total	39%	48%	11%	0%	0%	2%

2. After this session I plan to register early (May 4 -8).

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	64%	24%	9%	2%	0%	2%
Total Part Time	56%	4~~0~~%	2%	2%	0%	0%
Grand Total	63%	23%	9%	3%	0%	2%

3. I plan on coming back next year.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	69%	16%	11%	4%	0%	0%
Total Part Time	67%	22%	0%	11%	0%	0%
Grand Total	69%	17%	9%	5%	0%	0%

4. This session has helped me to better understand my academic options.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	42%	38%	13%	4%	2%	2%
Total Part Time	33%	44%	11%	0%	11%	0%
Grand Total	41%	39%	13%	3%	3%	2%

5. This session has motivated me to see my advisor.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	51%	33%	16%	0%	0%	0%
Total Part Time	56%	33%	0%	11%	0%	0%
Grand Total	52%	33%	14%	2%	0%	0%

6. This session has helped to connect me with campus resources.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	31%	36%	24%	7%	0%	2%
Total Part Time	33%	33%	33%	0%	0%	0%
Grand Total	31%	37%	25%	6%	0%	2%

7. I am satisfied with the quality of my academic advising.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	42%	29%	20%	5%	0%	4%
Total Part Time	22%	44%	22%	11%	0%	0%
Grand Total	38%	32%	20%	6%	0%	3%

8. This type of group advising meeting was helpful.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	44%	44%	11%	2%	0%	0%
Total Part Time	44%	44%	0%	0%	11%	0%
Grand Total	44%	44%	9%	2%	2%	0%

9. Southwestern cares about me and my success.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unanswered
Total Full Time	44%	31%	24%	2%	0%	0%
Total Part Time	44%	44%	0%	0%	11%	0%
Grand Total	44%	34%	20%	2%	2%	0%

Please write additional comments or concerns about academic advising below?

Full Time

- Yummy Pizza Too ☺-Thank you
- This has helped, regular advisor not much help.
- Great work; PowerPoint, handouts, food Congratulations
- Cool Pen, Thanks
- More info on funding options-This has given me info on who to contact for more info on dual admission. I had no idea that I could do that! One selling point is the insurance.
- I was under the impression university representatives would be present at this advising session.
- Uummm…Yes! (Note: written around question 9).Yup! ☺ (I think) (Note: Written in comments section.)
- This was really informative! Thank you!

- Nada!
- Good Presentation. Very clear about changes to Southwestern. Thanks!
- Very informative
- More emphasis needed on see your advisor—Don't make any changes without seeing your advisor.

Part Time

- THIS WAS GREAT
- As a pre-Nursing student, I feel very frustrated that there is no more information. I would like to know required classes for the BA degree. I've been told so many things.
- They need to have a meeting on the new nursing changes because no one knows what is going on. No they beat around the bush w/everything and I am getting sick of it. (Note: At the top was written; "2006-but because of all the changes for Nursing I probably won't get out of here until 2009.")

Staff Comments

- Bob was great (note: had a heart drawn at the top-right)
- Ron Bell rocks
- Cathrine was helpful (3 others had like comments)

List of majors that attended the Adviso-Rama nights. Note: this list is based on how respondents listed their major.

Major	Number
IT Management	1
Business	2
Nursing	10
Anthropology	1
Communications	1
Association of Applied Science/Business Management	1
AGS	1
Criminal Justice	2
Computer Science	1
AA/OT Education	1
HS in Gerontology	1
AAOT Prenursing	1
Small Business	1
Educational Assistance Certificate	1
Pre Nursing	2
Business Management/Marketing	1
Business Administration	1
AA/OT	4
ASOT	1
Clerical/Bookkeeping	2
Undecided	9
Foreign Language	1
Journalism	1
English	2
Athletic Training	1
Human Services	1
Fire Science	1
Business Administration/Accounting	1
Interior Design	1
Business Management	2
General	1
Physics	1
Mechanical Engineering	1
AA/OT Nursing	1
Computer Networking	1
Psychology	1
General Engineering	1
Electrical Engineering	1
Writing	1

10-21-04

Advising Assessment Benchmarks

Assess your advisee with respect to the following statements using this rating scale:

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

1. I am accessible during regular office hours and by appointment
2. I assist my advisee to understand and be informed about academic requirements
3. I am knowledgeable about academic courses, programs, college policies and procedures
4. I provide my advisee accurate information about his/her interest areas and major
5. I make referrals for my advisee to persons, offices, or resources
6. I discuss my advisee's academic goals and progress toward these goals
7. I discuss my advisee's long-range career goals with him/her
8. I respect my advisee's right to make his/her own decisions
9. I have a positive, constructive attitude toward my advisee
10. My advisee understands that planning and making decisions about his/her degree/career are ultimately his/her responsibility
11. My advisee responsibly makes and keeps an advising appointments with me at least once a term
12. My advisee follows my academic advice

Advising Self-Evaluation Benchmarks (Current State)

Assess your advisee with respect to the following statements using this rating scale:

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

1. I am accessible during regular office hours and by appointment
2. I assist my advisee to understand and be informed about academic requirements
3. I am knowledgeable about academic courses, programs, college policies and procedures
4. I provide my advisee accurate information about his/her interest areas and major
5. I make referrals for my advisee to persons, offices, or resources
6. I discuss my advisee's academic goals and progress toward these goals
7. I discuss my advisee's long-range career goals with him/her
8. I respect my advisee's right to make his/her own decisions
9. I have a positive, constructive attitude toward my advisee
10. My advisee understands that planning and making decisions about his/her degree/career are ultimately his/her responsibility
11. My advisee responsibly makes and keeps an advising appointments with me at least once a term
12. My advisee follows my academic advice

Advising Student Evaluation Benchmarks (Current State)

Evaluate the relationship between you and your advisor with respect to the following statements using this rating scale:

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

1. My advisor is accessible during regular office hours or by appointment
2. My advisor helps me to understand and be informed about academic requirements
3. My advisor is knowledgeable about general academic courses, programs, college policies and procedures
4. My advisor provides accurate and appropriate information about my interest areas and major
5. When necessary, my advisor refers me to the appropriate person, office, or resource
6. My advisor discusses my academic goals and progress toward these goals
7. My advisor discusses my long-range career goals
8. My advisor respects my right to make my own decisions
9. My advisor has a positive, constructive attitude toward me as an advisee
10. Planning and making decisions about my degree/career are ultimately my responsibility
11. I made and kept an advising appointment with my advisor at least once a term
12. I often follow the academic advice of my advisor

Noel-Levitz Advising Benchmarks

Please Answer all of the questions based on your experiences with your advisor.
Use the following rating scale:

A (4) = Excellent
B (3) = Above Average
C (2) = Average
D (1) = Below Average
F (0) = Poor

1. My advisor is approachable and receptive to my needs
2. My advisor is accessible during regular office hours or by appointment
3. My advisor is someone with whom I could talk freely
4. My advisor is concerned about and takes an interest in me as an individual
5. My advisor helps me to understand and be informed about academic requirements
6. My advisor is knowledgeable about academic courses, programs, and procedures
7. My advisor provides accurate appropriate information about my interest areas and major
8. When necessary, my advisor refers me to the appropriate person, office, or resource
9. My advisor facilitates my self-understanding of my abilities, interests, and potential
10. My advisor encourages my growth and development as a student and individual
11. My advisor discusses my academic goals and progress toward these goals
12. My advisor discusses my long-range career goals
13. My advisor respects my right to make my own decisions
14. My advisor sees advising as a cooperative effort
15. My advisor has a positive, constructive attitude toward me as an advisee

Advising Assessment Benchmarks

Assess your advisee with respect to the following statements using this rating scale:

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

1. I am approachable and receptive to my Advisees
2. I am accessible during regular office hours and by appointment
3. My advisee responsibly makes and keeps all advising appointments
4. My advisee seems at ease in talking with me
5. I am concerned about and take an interest in this advisee as an individual
6. I assist my advisee to understand and be informed about academic requirements
7. I am knowledgeable about academic courses, programs, college policies and procedures
8. I have skill in using Colleague, catalogs, and web resources
9. I provide my advisee accurate information about his/her interest areas and major
10. I take an interest in my advisee's participation in extra-curricular activities that enhance or broaden his/her educational experience
11. I make referrals for my advisee to persons, offices, or resources
12. I have helped deepen my advisee's self-understanding of abilities, interests, and potential
13. I encourage my advisee's growth and development as a student and individual
14. I discuss my advisee's academic goals and progress toward these goals
15. I discuss my advisee's long-range career goals with him/her
16. I have assisted my advisee in developing decision-making skills for degree/career planning
17. I respect my advisee's right to make his/her own decisions
18. I see advising as a cooperative effort
19. I have a positive, constructive attitude toward my advisee
20. My advisee understands that planning and making decisions about his/her degree/career are ultimately his/her responsibility

Advising Evaluation Benchmarks

Evaluate the relationship between you and your advisor with respect to the following statements using this rating scale:

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

1. My advisor is approachable and receptive to my needs
2. My advisor is accessible during regular office hours or by appointment
3. I took responsibility to make and keep all advising appointments with my advisor
4. My advisor is someone with whom I could talk freely
5. My advisor is concerned about and takes an interest in me as an individual
6. My advisor helps me to understand and be informed about academic requirements
7. My advisor is knowledgeable about academic courses, programs, college policies and procedures
8. My advisor demonstrated skill in using the Colleague computer system, catalogs, phone referrals, and web resources
9. My advisor provides accurate appropriate information about my interest areas and major
10. My advisor takes an interest in my participation in extra-curricular activities that enhance or broaden my educational experience
11. When necessary, my advisor refers me to the appropriate person, office, or resource
12. My advisor facilitates my self-understanding of my abilities, interests, and potential
13. My advisor encourages my growth and development as a student and individual
14. My advisor discusses my academic goals and progress toward these goals
15. My advisor discusses my long-range career goals
16. My advisor has assisted me in developing decision-making skills for my degree/career planning
17. My advisor respects my right to make my own decisions
18. My advisor sees advising as a cooperative effort
19. My advisor has a positive, constructive attitude toward me as an advisee
20. Planning and making decisions about my degree/career are ultimately my responsibility

NACADA Advising Student Evaluation (Assessment Benchmarks)

Personal Information

- Gender, Classification
- GPA
- Transfer?
- On/Off Campus
- Number of quarters assigned to this Advisor

Advisor Information

- Current Advisor
- Frequency of Visit (interactions)
- Expectations of Advisor

Advisor Performance

- Accessibility,
- Listening Skills,
- Interpersonal Skills,
- Responsive to Student Needs,
- Addressed Career/Academics,
- Addressed Extra-Curricular Life

Advisor Knowledge

- College Policies & Procedures
- Accurate Information on Academic Requirements
- Accurate Information on Careers
- Accurate Information on Campus Student Services

Advisor Resources

- Use of Colleague computer system, catalogs, phone, referrals, web resources
- Most useful resources recommended

Overall Rating

- Developmental Approach toward Advising
- Listening Skills
- Facilitate Decision Making
- Problem Solving Assistance
- Advisor Strengths
- Suggestions for Improvement
- Recommend to Others?

Attitudes and Beliefs About Academic Advising

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Advising is an integral and necessary part of the higher education process and, effectively delivered, can greatly enhance the quality of students' educational and career decisions.	41	15	1	3	0
2. There is general consensus on the purpose and goals of advising.	2	11	15	30	4
3. The primary purpose of advising should be to provide assistance in course selection and scheduling.	7	18	16	16	5
4. Stronger leadership and administrative support for advising would improve advising at our institution.	19	36	7	3	0
5. Our institution has a renewed interest in/commitment to advising.	10	32	16	4	0
6. If our advising were more effective, our retention would increase.	26	28	7	0	0
7. Our advisors are provided adequate information about their advisees.	3	19	21	18	3
8. Advisor training activities on our campus are well attended and result in improved advising.	0	5	23	29	4
9. The majority of our students would rate advising services as good or excellent.	0	16	24	15	5
10. Part of the evaluation of advising should be evaluation of individual advisors by their advisees.	17	25	8	3	5
11. Advisor effectiveness should be a consideration in promotion, tenure, and merit pay increases.	15	28	4	9	5
12. Our advising system should be more "intrusive" by making advisor/advisee contact mandatory at specific decision points in a student's academic career.	11	26	10	12	4
13. We have an administrative model for the delivery of advising services that clearly designates authority, establishes accountability, and promotes campuswide coordination and integration.	0	8	19	29	9
14. Advising and student support services should coordinate/cooperate more.	9	23	23	4	2
15. Advising is basically a teaching function; most faculty should be involved in academic advising.	11	24	9	11	6
16. Advising is basically a counseling function, and full-time professional advisors should perform most advising.	10	10	15	20	4
17. Only those faculty who so desire should be involved in advising.	19	28	4	9	1
18. Peer advisors can be just as effective as faculty or professional advisors in delivering most dimensions of advising.	3	17	23	16	3
19. Special advising services, as distinguished from services available to all students, should be provided to subgroups that have special advising needs (e.g., adults, transfers, under-prepared, athletes, under-represented, and undeclared).	13	31	9	7	0
20. Overall, we have an effective advising program that is successfully meeting the advising needs of all our students.	0	17	20	24	1

David S. Crockett
Noel-Levitz

9/21/04

October 6, 2004

«XlrMailName»
«XlrAddress»
«XlrCsz»

Dear «LrFirstName»:

An instructor has notified our office that you are experiencing difficulty in satisfactorily completing your course work, and/or your attendance has jeopardized your academic standing. It is Southwestern's goal to provide the assistance you need to maintain satisfactory academic progress in order to attain your educational goals.

To see your mid-term grades for this term, log into WebAdvisor → choose grades → select this term and submit → the class(es) with an IU shows unsatisfactory progress for that class. Please speak with your instructor to resolve the problem with your academic standing.

Please contact ~~with~~ your advisor, **«PstAdvisorName»** at Advisor's Email address or 888-2525, to make an appointment in order to develop a plan for your continued success at Southwestern. One of our peer mentors may be calling you to explain the campus resources.

We also recommend that you take advantage of the **free** labs and tutoring located in Randolph Hall. The Writing Center is located in Randolph 6 (888-7308), and the Learning Resource Center is located in Randolph 4 (888-7234).

Sincerely,

Patty M. Scott

Patty M. Scott
Director, Educational Support Programs & Services

Faculty Survey on **Advising**	Please circle the answer for each question		
Please evaluate each of the following Advising components:	Did it increase your effectiveness?	Did student participation increase due to it?	Do you want it repeated?
Files on new advisees prepared for advisors by Student Support Services	yes no	yes no	yes no
Group meeting with all advisees during Fall Student Orientation	yes no	yes no	yes no
Individual advising appointments during Fall Student Orientation	yes no	yes no	yes no
In-service handouts on a variety of advising topics	yes no	yes no	yes no
In-service presentations on advising topics (Patty Scott, James Fritz)	yes no	yes no	yes no
In-service presentation on Financial Aid changes/updates (Robin Brunell)	yes no	yes no	yes no
In-service Colleague and WebAdvisor training	yes no	yes no	yes no
In-service professional presentations on Retention and Advising topics by outside consultant (David Crockett, Noel-Levitz)	yes no	yes no	yes no
Expanded use of WebAdvisor Midterm Grades tied to Early Alert System (intervention by form letter and peer advisor phone follow-up)	yes no	yes no	yes no
Campus signs reminding students to "See Your Advisor"	yes no	yes no	yes no
Advising appointment sign-up sheets expanded to 3 weeks to offer more opportunity for advisees to schedule (or reschedule) advising appointments	yes no	yes no	yes no
Campus signs reminding students "Time to Register" for next term	yes no	yes no	yes no
Other Advising Questions:			
Did you use WebAdvisor Midterm Grades/Early Alert system during fall term?			yes no
Did an increased number of advisees make appointments than in previous quarters?			yes no
Did an increased number of advisees keep appointments than in previous quarters?			yes no
Overall, were the advisees more engaged in the advising process than in previous quarters?			yes no
Overall, did the advisees come to the advising appointment better prepared than in previous quarters?			yes no
Overall, did you incorporate new or more advising techniques/strategies than in previous quarters?			yes no
Do you enjoy advising students?			yes no
If advising could be restructured to give faculty a choice, which of the following would you choose? a) to advise students b) to not advise and take on a different departmental responsibility of equal effort			a) b)
If advising became more comprehensive, with expanded duties/responsibilities for the advisor, supported by release time or other compensation, and subject to performance evaluation, would you: a) choose to advise in a comprehensive mode b) choose a regular teaching load plus another departmental responsibility of equal effort?			a) b)

Comments:

Advis-o-rama!

Advising Information
Evening at Southwestern

6:30…Welcome, register at the door
6:45…Pizza arrives, pick up program info
7:00…Presentation: what's new for '05-'06

This evening's **Agenda**

- **New!** Changes to AAOT degree
- **New!** University **Dual Admission & Enrollment** Program
- Miscellaneous cool stuff!

New! **AA/OT Changes** for 2005-06

(see yellow sheet in folder)

New opportunities in the AA/OT for **2005-06**

- **Streamlined** to help students better achieve **academic goals**
- **Aligns more closely** with university core curricula
- **Relieves some barriers** to AA/OT graduation

AAOT **General Education** Requirements

Old AAOT	Requirement	New AAOT
3 credits	**Speech**	**3 credits**
4 credits	**Math**	**4 credits**
9 credits	**Writing**	**9 credits**
3 credits	HE/PE	0 credits
19 credits	**Gen Ed Total**	**16 credits**

Change: HE/PE no longer required for the degree, but still recommended as **an important elective**

New for '05-'06 **Diversity** Requirement (3 credits)

- Satisfies **university core curriculum** for a diversity course

Southwestern courses that satisfy the diversity requirement include:

- World Myth & Religion (HUM204)
- Intro to Women Writers (ENG260)
- Gender and Communication (SP220)

AAOT **Distribution** Requirements

- **Arts & Letters** **12 credits**
  - Revised from 15 credits
  - 2 courses in a discipline (replaces 3-course sequence req.)
  - Plus 2 other courses from Arts & Letters
- **Social Sciences** **15 credits**
  - 2 courses in a discipline (replaces 3-course sequence req.)
  - Plus 2 or more other courses from Social Sciences
- **Math/Science/Comp Science** **15 credits**
  - 2 courses in a discipline (replaces 3-course sequence req.)
  - Plus 2 or more other courses from Math/Science/Comp Sci

AAOT **Distribution** Requirements

Old AAOT	Requirement	New AAOT
15 credits	**Arts & Letters**	**12 credits**
3-course sequence		2-course cluster
+ 2 Arts & Ltrs courses		+ 2 Arts & Ltrs courses
15 credits	**Social Sciences**	**15 credits**
3-course sequence		2-course cluster
+ 2 Soc. Sci. courses		+ 2 Soc. Sci. courses
18 credits	**Math/Science/Comp Science**	**15 credits**
3-course sequence		12 credits Lab Science
+ 2 courses		+ 3 credits from the list
48 credits	**Distribution Total**	42 credits

Total **AA/OT** Requirements

Old AAOT	Area	New AAOT
19 credits	**General Education**	**16 credits**
48 credits	**Distribution**	**42 credits**
23 credits	**Electives**	**29 credits**
0 credits	**Diversity**	**3 credits**
90 credits	**= Total =**	**90 credits**

AA/OT changes apply to the '05-'06 Academic Year

- You are governed by the catalog in place when you first enrolled at Southwestern
- Anyone can change to the new catalog year
- Fill out a **change of catalog year form** at Educational Support Programs in Stensland Hall.

New! University **Dual Admission & Dual Enrollment** Program

(see green and red sheets)

University **Dual Admission** Program

- Dual admission is the first stage of a two-part process linking study at Southwestern to a university
- University of Oregon
- Oregon State University

Benefits of Dual Admission

- Save $$$ paying Southwestern tuition rather than university tuition rate
- Work with your advisor at Southwestern and the university to plan college coursework up to 124 credits
- Access to health insurance, student events, and other services of the university
- Simultaneous coursework transcribed at both schools

Financial Savings Example:

- A **Dual Admission Freshman,** living at home (no dorm or food expenses)
- 3.75 High school GPA (gets a tuition waiver!)
- **Could save up to $14,000** a year by taking the first 2 years at Southwestern instead of at the University of Oregon or OSU.

How do I qualify/participate?

- Students ***registering for the first time*** at Southwestern must meet university freshman admissions requirements
- Students ***already registered*** at Southwestern may be officially admitted once university transfer requirements are met

How much does it cost?

- Students follow the university's dual admission process and pay the university's admission fee **ONLY** (usually $50).
- This gets them admitted to the university and Southwestern for the **single fee.**

Other schools will participate soon

- Eastern Oregon University
- Oregon Institute of Technology
- Southern Oregon University
- Oregon Consortium for Nursing is working with Oregon Health Sciences University to allow students to complete a four-year Bachelor of Nursing degree here at SWOCC.

For more information...

- Southwestern's website www.socc.edu/academics/dual/index.htm
- **Lela Wells**, Admissions Specialist, 541-888-7636
- **Shirley Farmer**, University Center, 318 Tioga Hall, 541-888-1518

Group Advising Meeting (2nd or 3rd week of the Quarter)

Advisor meets with all advisees in a group with pizza & beverages working dinner to:

- Create a sense that the institution and the advisor care about them
- Create a locus in the group cohort for bonding, journey through the degree pathway together, identify sub groups and pairs for advising support and commiseration
- Present information to group for efficient & effective use of advisor's time
- Group dynamic provides Q & A, new insights & perspectives
- Instill general expectations for the advising relationship
- Assign EDP draft and student preparation of course scheduling (free of conflicts) for review, approval, and clearing for registration at 8th week advising appointment

Degree Overview:
AA/OT: Associate of Arts/Oregon Transfer degree, statewide, 90-credit transfer degree.
AS/OT Business: Associate of Science/Oregon Transfer degree, 95 credits in business and management for statewide transfer into BS degree Business program or major.
AGS: Associate of General Studies, a degree for local residents to improve job skills or qualify for promotion at local employer. Not recognized outside of service area.
AS: Associate of Science degree, usually a program-specific degree like nursing, Human Services, Computer Science, Athletic Training, Criminal Justice.
AAS: Associate of Applied Science, 90 credit professional and technical degree for vocational programs like Fire Science, Welding, Precision Machining, CISCO degrees and certificates

Goal Setting:
12 or 18 credits per quarter? Don't get overwhelmed, know your limitations and what is right for you. Are you a full-time student living in Student Housing? Are you working full time and attending school on the side? Are you a single parent or juggling other responsibilities? Be realistic about demands on your time. Time management/use of a calendar for keeping appointments. Active Learning/Note taking/Affirmative homework. Engagement & responsibility.

EDP:
Educational/Degree Map? Where do you want to be in 3 years? 5 years? Sit down with the catalog and make a plan to achieve your goals. Hint: don't worry about making commitments you can't keep, the plan can evolve and change (and often does). Assignment: have a draft ready for 8th week advising appointment. Bring a schedule

Cohort:
Stress the possibilities for group synergy; use each other as resources, form advising study group, use the "buddy system" to make and check over EDPs, share you r plans, goals and dreams with each other. Inspire, challenge and support each other.

House Keeping/General, Common Problems:
Roommate problems, Instructor Problems, Financial Aid problems, Library problems, Testing Center problems, Student One Stop, Bookstore, Counseling Center, Cafeteria Food, etc.

Themes in planning your first year…

Creating an **Educational Development Plan** (EDP)

1. **Foundation courses in your major:**
    a. If you are in a degree program with a defined EDP, take the coursework specified by your program. Some degree programs like Nursing or AS/OT in Business allow few or no elective choices.
    b. If you know what your major is going to be when you transfer to a bachelors degree, start taking the foundations coursework in that major now! Create an educational development plan (EDP) with your advisor that supports your bachelors degree (transfer) goals.
    c. If you are undecided AA/OT, create an educational development plan (EDP) with your advisor that maps out the first year of coursework and follow it!

2. **Remedial coursework in Math, Reading, Writing:**
   If your scores on placement tests require some remedial coursework…
    a. Retake the placement tests one or more times to try for a higher placement score! You may be able to improve your placement score to save tou from taking one ore more remedial courses. Ask your advisor or Student Support Services how to retake placement testing.
    b. Begin working immediately and conscientiously on coursework to improve your skill to College level.
    c. Understand that remedial work in one or more areas may require additional time (a portion of a 3rd year or more) to complete the Associates degree

3. **Work on at least 2 degree requirements each quarter:**
    a. If your placement scores indicate WR121, complete WR121, 122, and 123 during your first year!
    b. Get your Math and Speech requirements done during the first year!
    c. Work on at least one distribution requirement outside your major during your first year!

4. **Enroll in at least 15 credits each quarter:**
    a. Although 12 credits is considered full time enrollment for Financial Aid…remember it takes 15 credits each quarter to graduate in 2 years
    b. At the rate of 12 credits per quarter it takes 2 1/3 to 2 2/3 years to complete a degree and graduate.

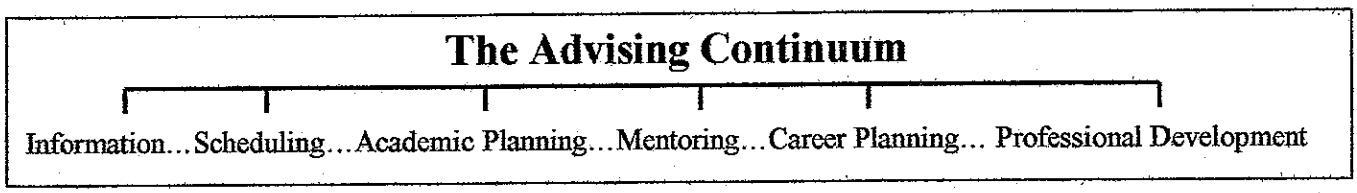
5. **Be committed to your Educational Development Plan**
    a. Take all the courses identified by you and your advisor
    b. Don't drop out of courses without a compelling reason. Confer with the instructor or your advisor before withdrawing from a course.
    c. Keep your eyes on the prize! Set your academic goals and work to achieve them!

James Fritz
Eden 6, 888-7322
jfritz@socc.edu

Comprehensive Faculty Advising Program (A Proposal)

Based on research and model programs from Noel-Levitz and other sources highlighting Best Practices in Advising and Retention

Advising is a process of engaging the student in the big picture of planning and understanding the academic degree they are working on and the transition into the next step of their academic or professional career. An effective advising program incorporates many different aspects of advising as expressed in the Noel-Levitz Advising continuum:



Elements for an Effective Advising process

- Good advising may be the single most underestimated characteristic of creating student engagement and a successful college experience.
- Peer mentoring and peer "study groups" in which students work together on the range of advising and professional development issues increase student engagement.
- Social activities (communal meals) with advisors are opportunities for student cohort building and student-advisor bonding. This occurs when the advisor shows compassion and empathy for students and the students find identification and engagement with the cohort and advisor.
- A student must periodically experience the "high touch" of the advising process to feel a caring and compassionate engagement with the institution, create continuity from quarter to quarter, and advance the student's academic plan and professional development.
- The student becomes engaged in advising when he/she is touched by the institution in meaningful ways, i.e. fall quarter orientation, "cohort" meetings, individual advising appointments, phone calls, emails, and the often overlooked "how ya doin'?" in the hallway.
- The most effective programs have an upper limit of 25 advisees to each faculty member
- The most effective programs select faculty for their advising skills and empathic, nurturing faculty committed to the advising process are chosen.
- The most effective programs make advising 20% of the faculty member's workload.

Advising Committee

A permanent Advising Committee would oversee advising. This committee would be composed of at least 4 faculty and 3 administrative members, including the director of Student Support Services and Dean of Instruction (or Associate Dean). It should be created and empowered in a manner similar to Instructional Council. This committee would oversee advising, evaluate faculty advisors and use continuous improvement model for on-going advising development. It would select faculty advisors based on a set of criteria of desired advising attributes. Faculty interested in advising will apply to the committee in a 1-page letter stating their motivation for advising, their skills and qualifications, and commitment to the advising process. Successful candidates will possess the attributes desired in an advisor. On-going training such as in-service and Noel-Levitz workshops will be provided. The

committee will coordinate with the Office of Instruction on periodic performance evaluations on advising.

Faculty Advisor Selection:
Because all faculty are not well-suited or inclined toward advising, faculty should have the option of participation. Interested faculty would prepare a 1-page application letter stating their motivation for advising, skills and qualifications, and commitment to the advising process. Successful applicants will demonstrate proficiency in creating student engagement, including: written and verbal communication skills, organization, empathy, and leadership. On-going training workshops will be provided to Faculty Advisors in the program.

Advising Course Outline
Advising would be developed and implemented in the same way as other academic courses. A course outline would be developed to guide advisors in the topics for remedial students, freshmen and sophomores. The advising course would be automatic and mandatory for all students each term. The 3-credit, non-transfer course (sub 100-level) would carry no tuition or fees. The advising course would be part of faculty workload and subject to evaluation. This structure also provides the opportunity to capture FTE for all advising students.

Faculty Advisor Workload.
Under this proposal, the scope of work for the Faculty Advisor includes:

- A maximum of 25 advisees per advisor
- 20% contract time for advising (3 credit, non-transfer course equivalent)

The proposal is for contract time of 3 workload credits/term; 9 for the school year. The faculty member would have the option of advising as an overload for $4000 per year. The advisor seeking overload would meet eligibility requirements and demonstrate the ability to complete advising and reporting duties and a commitment to the advising process in addition to a full teaching load. The Advising Committee will evaluate faculty advisors on their advising performance as part of the triennial faculty evaluation. This evaluation will be considered as part of the review process for raises and promotions.

Although students will not have 30 contact hours per term with the faculty member, the faculty advisor workload would be as significant as teaching a 3-credit lecture course.

Advising Materials:
A library of materials will be created for (and by) Faculty Advisors including PowerPoint presentations on a variety of advising topics and handouts including examples of educational development plans for all discipline/majors, resumes, essay writing for transfer admissions, job application cover letters, etc. These materials would be compiled and stored by the Advising Committee.

Training:
On-going advising training will be provided at in-service and workshops throughout the year for information, best practices, and sharing of methods and materials among faculty advisors.

Comprehensive Faculty Advising Program: Under this program, the faculty advisor would receive training and facilitate a series of ongoing activities with advisees in group and individual settings, including:

- ***On-going training*** with Noel-Levitz, other consultant, or peers.
- ***Fall Orientation:*** Group meeting and individual appointments during in-service and fall student orientation.
- ***2nd –3rd week Advising working-dinner meetings with advisee cohort (each quarter).*** Meet for a working dinner to brief students with PowerPoint presentations and/or chalk board lectures on advising responsibilities, degree requirements, creating an academic plan, career planning and professional development. Outline and talking points developed by Advising Committee and supplied to faculty. Handouts and examples provided for students.
  - 1st year students will be assigned homework due at next individual advising meeting on EDP creation, understanding the various degrees & certificates available at Southwestern and basic college survival skills.
  - Create 4-6 member peer advising study groups to meet regularly during quarter to complete assigned advising task.
  - 2nd year students will be assigned homework in reviewing and revising EDP, preparing for university transfer, resume writing, application and cover letter writing, portfolio or capstone project preparation.
  - 2nd (or 3rd) year students volunteer as peer mentors to 1st year students (groups or individuals)
- ***Follow-up phone calls and emails to absent students (each quarter):*** Follow up and mentoring to students whose schedule conflicts cause them to miss the advising cohort dinner meeting.
- ***Individual 1-hour advising sessions*** with students during the 6th-8th week of the quarter for scheduling, EDP review & revision, discussion of pre-major plans, transfer planning, and capstone project management (each quarter)
- ***9th-10th week phone calls*** evaluating student performance in classes and counseling on their options to withdraw or to "hang in there" on an individual basis (each quarter).
- ***Complete Withdrawal/Exit Interview/Ascertain reason for Stop Out or Drop Out***
- ***Tracking Advising benchmarks and reporting.*** Use of AdvisorTrac (software) or other spreadsheet on student advising and assessment benchmarks and reporting to IT for upload to Colleague database (each quarter).

A minimum of 30-60 hours of a faculty member's time will be required each quarter for this advising process. That averages to 3-6 hours per week, similar to the demands of a 3-credit lecture course. This is a comprehensive system that will use a continuous improvement process to make adjustments to the details of the program.

EXHIBIT II. C.3

AAOT Changes

Southwestern presents:

AA/OT degree changes

Beginning in the **2005-06** catalog year

"Why change the AA/OT?"

- **AA/OT: Associate of Arts/Oregon Transfer Degree (90 credits)**
- **Aligns more closely with university core curricula**
- **Relieves some barriers to AA/OT graduation**

Changes to **General Education** Requirements

▪ **Speech**	**3 credits**
▪ **Math** (111 or above)	**4 credits**
▪ **Writing** (WR121, 122, 123 or 227)	**9 credits**
	Total= **16 credits**

Change: HE/PE no longer required for the degree, but still recommended as an important elective

New! **Diversity** Requirement **(3 credits)**

- Satisfies **university core curriculum** for a diversity course

Southwestern courses that satisfy the diversity requirement include:

- World Myth & Religion (HUM204)
- Intro to Women Writers (ENG260)
- Gender and Communication (SP220)

Changes to **Distribution** Requirements

Arts & Letters 12 credits

- Revised from 15 credits
- 2 courses in a discipline (replaces 3-course sequence requirement)
- Plus 2 other courses from Arts & Letters

Social Sciences 15 credits

- 2 courses in a discipline (replaces 3-course sequence requirement)
- Plus 2 or more other courses from Social Sciences

Math/Science/Computer Science 15 credits

- 2 courses in a discipline (replaces 3-course sequence requirement)
- Plus 2 or more other courses from Math/Science/Computer Science

Southwestern presents:

Dual Enrollment

with the **University of Oregon** and **Oregon State University**

"What is Dual Enrollment?"

- **Dual Enrollment** is the second stage of a two-part process linking study at Southwestern to a university.
- **Dual Enrollment** occurs when a student reaches **90 credits of college-level work.** At that point, the student will apply for dual enrollment with the university.
- With dual enrollment, students **receive their financial aid from the university,** while continuing their coursework at Southwestern.
- Access to financial aid continues seamlessly without bumping up against the cap of 90 credits for the Associates degree.
- Continue saving money by paying Southwestern tuition rather than university tuition
- Work with your advisor at Southwestern and the university to plan your college level coursework – up to 124 credits may be taken at Southwestern
- Access to health insurance, student events, and other student services of the university.
- Simultaneously, having that course work transcribed at the university.

"How do I qualify/participate?"

- Students ***registering for the first time*** at Southwestern may participate in the program and must meet the university admissions requirements. Students that do not meet the requirements may attend Southwestern and apply as a transfer student.

"How much does it cost?"

- Students apply for **Dual Enrollment** through the university and pay the university's admission fee ONLY (usually $50). This process gets them admitted to the university AND Southwestern for the **single fee.**

"What other schools will participate? When?"

- Additional colleges are in the process of participating. They include:
  - Eastern Oregon University,
  - Oregon Institute of Technology (OIT)
  - Southern Oregon University
- In addition, the Oregon Consortium for Nursing Education is developing a similar program with the Oregon Health Sciences University that is specifically coordinated for the nursing program students to finish a four-year Bachelor of Nursing Degree here at Southwestern. This will enable students to finish the BN one year earlier than in the past.

For **more information**, see the web page: **http://www.socc.edu/academics/dual/index.htm**
Or contact...

Lela Wells, Admissions Specialist, 541-888-7636
Shirley Farmer, Associate Director, University Center, 318 Tioga Hall, 541-888-1518

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AA/OT Questions:

AA/OT Completion, Drop Out, and Direct Transfer

The AA/OT is the main academic degree and is used by our students for a variety of purposes, including degree attainment and graduation. Is it possible to construct a model of the different student cohorts declaring the AA/OT as their major? For example:

- 20-35% interested in general education, undecided about a major (the perfect AA/OT candidate)
- 20-35% interested in a traditional BA major, doing coursework that interests them, perhaps following the requirements of a destination transfer university program. These students do not intend to complete AA/OT, but will "direct transfer" to the university
- 20-35% interested in a traditional BS major, doing coursework that interests them, perhaps following the requirements of a destination transfer university program. These students also do not intend to complete AA/OT, but will "direct transfer" to the university
- 10-25% students who will "stop out" of higher ed for a time and resume at a later date
- 10-15% students who will "drop out" and not return to higher education

What is the Southwestern AA/OT completion rate? What is the completion rate for each year since implementing the AA/OT? Has there been any change over time? The average rate of completion for the AA/OT statewide is 8%-12% (average time to complete is 4-5 years statewide)

What is an appropriate, achievable target AA/OT completion rate? 12%, 15%?...25%?
What are completion rates for other Associate degrees that we offer?
Direct Transfer: what is the rate for AA/OT students are transferring directly w/o completing?
Stop Out: what is the rate for AA/OT students who stop out and come back to higher-ed later?
Drop Out: what is the rate for AA/OT students who drop out and never come back?

Financial Aid and the AA/OT

How many AA/OT students lose financial aid after 2 or more years because they have too many electives and are not fulfilling the requirements of the AAOT? How many students are advised to circumvent the AA/OT by declaring AA/OT for financial aid purposes but pursue a course of study that conforms to the degree requirements for a university transfer major? Would a revision in AA/OT requirements assist in student retention with respect to Financial Aid and allow more opportunity to complete the degree? Would adoption of the state AA/OT guidelines assist in student retention with respect to Financial Aid and allow more to complete the degree?

One Size Fits All

The AA/OT is a general education transfer degree designed to develop skill sets across the curriculum for university transfer. It encompasses distribution requirements for both a BA (humanities, communication, arts, social science) and BS (math, science, computer science, social science). If the AA/OT is meant to be a transfer degree, do the additional requirements of the Southwestern AA/OT better facilitate university transfer? Given an 8%-12% AA/OT graduation rate, have we set the bar for too high? Does the AA/OT act as a transfer degree that facilitates transfer, or as a terminal degree creating disincentives for transfer?

If the Southwestern AA/OT does not change, is it possible to create an alternative to our AA/OT?

Can the state AA/OT guidelines (55 credit gen-ed requirements) be used as a template for a BA or BS pre-major (The state AA/OT is an approved block transfer degree that could be implemented by the college)?
Can the proposed 45-credit core certificate be used as a template for a BA or BS pre-major (an AS degree articulated to a university). Most university gen-ed requirements are around 45 credits.

SWOT analysis of changing the AA/OT

Review and compile the strengths, weaknesses, opportunities, threats associated with changing the AA/OT (see attached chart as a point of departure)

Comparative **SWOT** Analysis of **AA/OT**

Southwestern's AA/OT		State AA/OT Guidelines
• Builds skill sets across the curriculum • Block transfer degree cannot be unwrapped • Offers depth and breadth in distribution requirements • Sequences provide continuity and immersion for "freshman colloquium experience" or foundations-level training • Enhanced degree perceived by some as appropriately rigorous and challenging	**Strengths**	• Builds skill sets across the curriculum • Block transfer degree cannot be unwrapped • Offers depth and breadth in distribution requirements • Sequences could continue provide continuity and immersion for freshman colloquium experience or foundations-level training • "Right-sized" degree perceived by some as appropriate in scope and proportion for a 2-year, Associates degree • Makes more electives available for academic exploration, recovery from academic setback, or work on pre-major requirements for transfer into a BA or BS program
• 8-12% completion rate is too low • Additional requirements in HE/PE, Math/Science, & Arts/Letters exceed AA/OT guidelines and far exceed university gen-ed requirements • BA and BS programs do not value the skill sets learned outside of the major in the AA/OT. BA & BS programs do not value the extraneous credits • Students pursuing a transfer BA or BS pre-major diverge from AA/OT requirements and jeopardize financial aid • Difficult for capable students to complete in 2 years • Fewer available electives diminish flexibility, reduces academic exploration, recovery from academic setback, or work on requirements for a BA or BS • Perceived by some as disproportionately & inappropriately rigorous for an Associates-level degree • If our AA/OT does not facilitate transfer, then it behaves more like a terminal degree than a transfer degree. Its structure discourages timely completion. Without completion, the benefits of block transfer are lost. • No Diversity requirement	**Weaknesses**	• Perceived by some as setting the bar too low • Perceived by some as not enough depth and breadth • Attempts to "right size" perceived as undermining the integrity of the Southwestern AA/OT degree • Does not conform to other Oregon community colleges • No Sequence requirements in State AA/OT • Still no diversity requirement
• Continue to provide a recognized, "known quantity" for future recruiting • Status Quo is comfortable and familiar • Avoid rancorous and divisive debate in the examination and assessment of Southwestern's AA/OT • Job security in the perception of higher enrollments in courses that fulfill general & distribution requirements	**Opportunities**	• Improvement to Southwestern's graduation rate • Higher enrollment/recruiting with a more attractive degree • Provide a template for BA and BS degree seekers • A bold expression of leadership by Southwestern in creating more transfer opportunities for students • More flexibility to qualify for Financial Aid • Greater probability of degree completion. • Validation & achievement in degree completion strongly correlated to future academic & professional success. • "BA" students can increase credits taken in Arts &Letters • "BS" students can increase credits taken in Math/Science • Create stronger transfer probability to university • An AA/OT degree that is more valued by universities • An AA/OT degree that is more valued by our students
• State is threatening to change the AA/OT for us (all 17 state CCs) if we do not change it ourselves • Fear of loss of local control of curriculum if the state mandates change and conformity • Continuing divergence from university BA & BS majors • Concern about diminishing value and relevance of AA/OT for university-bound students	**Threats**	• Disrespect from other colleges if we break ranks and take AA/OT in a different direction • Low-enrollment in courses that currently fulfill requirements • Reduced enrollment in some sequences • Development of skills sets across the curriculum sacrificed for pre-major transfer emphasis.

Comparison of **Southwestern AA/OT** with **State Guidelines for the AA/OT**

	General Education Requirements	Distribution Requirements			General and Distribution Requirement Total	Electives	Total Degree Credits
		Math/Science/ Computer Science	Social Science	Humanities/ Arts			
AA/OT State guidelines	8: Writing 3: Speech 4: Math **15 credits**	**15**	**15**	**10**	**55**	**35**	**90**
South-western AA/OT	9: Writing 3: Speech 4: Math 3: PE/HE **19 credits**	**18** (1 lab sequence, + 6 credits)	**15** (1 sequence, + 6 credits)	**15** (1 sequence, + 2 ENG or HUM courses)	**67** **(60 credits when adjusted for double dipping of Speech & Math)**	**23** **(30 when adjusted for double dipping)**	**90** **(not to exceed 108)**

Evolution of **Southwestern AA/OT,** 1992 through 2003

	General Education Requirements	Distribution Requirements			General and Distribution Requirement Total	Electives	Total Degree Credits
		Math/Science/ Computer Science	Social Science	Humanities/ Arts			
AA/OT State guidelines	8: Writing 3: Speech 4: Math **15 credits**	15	15	10	55	35	90
1992-96 SWOCC AA/OT	9: Writing 3: Speech 3: HE 4: Math 3: PE **22 credits**	**Seventeen (17) quarter courses including 4 sequences, one from each area plus a fourth from a different discipline in one of the areas. One sequence must be in Literature and one must be a lab science. One of the sequences must be 200-level.** **Of the remaining courses, 9 credits must be taken in one of the two areas remaining, and 6 credits must be taken in the third area** **54 credits**			**76**	**17**	**93 or more**
1997-2001 SWOCC AA/OT	9: Writing 3: Speech 4: Math 3: PE/HE **19 credits**	**18** (1 lab sequence, + 6 credits from another discipline)	**15** (1 sequence, + 6 credits)	**15** (1 sequence, + 2 ENG or HUM courses, 6 credits must be Literature)	**67**	**23**	**90 or more**
2003 Southwestern AA/OT	9: Writing 3: Speech 4: Math 3: PE/HE **19 credits**	**18** (1 lab sequence, + 6 credits)	**15** (1 sequence, + 6 credits)	**15** (1 sequence, + 2 ENG or HUM courses if sequence is not ENG or HUM)	**60 when adjusted for double dipping of Speech & Math**	**30 adjusted for double dipping**	**90 (not to exceed 108)**

EXHIBIT II. C.4

Writing Center Proposal

To: Retention Task Force Members

From: Sally Harrold and Writing Center Staff

Re: Writing Center Proposals

Date: May 18, 2004

The Writing Center staff has two proposals, both of which necessitate additional hours.

PROPOSAL ONE:

For students for whom the WC's current hours are unworkable, including athletes who are away for games or in practice, students who work during WC's current hours, OCCI students, and new groups of students from North Bend High School

The Writing Center proposes for Fall 04 a pilot program of expanded hours:

two evenings (3 hours each) a week	6 hours
Sunday afternoons (4 hours)	4 hours

The increased ten hours would cost $1500 per term.

Cost per year $3600-$4500.

PROPOSAL TWO:

For students who are asked to write research papers in courses when they have not had WR 123, the Writing Center proposes piloting a 0 credit supplemental instruction course to help those students understand the research process and guide them through it. At all points, plagiarism—what is is and how to avoid it—will be a focus of discussion. We will offer the course (6 -7 sessions with follow up possible on individual papers in the Writing Center) fall term and evaluate its success. Sessions could be taught either in the Writing Center or in the classes in which students are required to write the papers. We anticipate teaching a revised version of the course in winter and spring terms as well, though there should be fewer students and, thus, fewer hours needed those terms.

This course should affect retention because students will have more of the skills they need to be successful in their courses, thus lowering frustration and increasing success.

Offering the course and providing materials for it will necessitate increased hours—
50 hours for the fall term, 25 each for winter and spring, a total of 100 extra hours for the 2004-05 academic year.

Cost per year: $2000 (cost of duplicating materials included)

EXHIBIT II. C.5

Skill Building Workshops

10-7-04

Skillbuilding Workshops held during Orientation 2004

Math
26 attended the workshop given by John Christensen and Carol McKillip
21 retested
11 placed one class higher
5 placed 2 classes higher including 2 who went from Math 70 to Math 111
5 tested at the same level

Writing
11 attended the workshop given by Mark Wilson
8 retested
1 placed one class higher
4 placed two classes higher, going from WR 0525 to WR 121
1 went from skill building to WR 121
2 tested at the same level

Reading
6 attended the workshop given by Sharon Miller
5 retested
3 placed up one class
2 stayed the same

apa

Summary of Retention Taskforce activities for accreditation report

The former college president, Stephen J. Kridelbaugh created a retention taskforce in February 2004. He wanted this taskforce to be faculty driven because faculty have the most access to students thus having more ability to influence student success and learning. He selected Patty Scott, Chair of the Faculty Senate, to lead this group. Patty contacted many faculty members, and eight of her peers agreed to serve on this taskforce. The eight faculty members represent all areas of the faculty. The retention taskforce committee includes Bob Fields (Biology Professor and Faculty Senator), Sally Harrold (Writing/Literature Professor and Writing Center coordinator), Sharon Miller (Reading/Study Skills Professor and Tutoring Center coordinator), Blake Bowers (Health/PE, Athletic Trainer), Tim Dailey (SSS counselor and ADA coordinator), James Fritz (Art Professor, Faculty Senator), Beverly Segner-Haller (Human Services Professor), Bill Yates (Computer Science Professor and Faculty Senator), and Patty Scott (Director of Educational Support Programs and Services and Faculty Senate chair). This taskforce reported directly to President Kridelbaugh.

At the first meeting of the taskforce, the group agreed that the task of retaining students at a community college is a daunting one. Therefore, they decided to focus on retention activities that would impact our degree seeking students. The committee established three subgroups: academic support, advising/faculty engagement, and barriers. Committee members met in the subgroups to determine activities to pursue.

In May 2004, the committee met with President Kridelbaugh to present him with several proposals. He agreed to create a budget for retention activities. In addition, the taskforce received support for several proposals. The following is a list of accomplishments which were presented at the campus inservice in September 2004.

Accomplishments:

1. In collaboration with the Office of Instruction a year-long schedule for advising and student planning use was published for the first time. The effect on retention would be to encourage students to think with a year-long mentality instead of term to term, and to encourage better advising. 2. Increased the available hours in the Writing Center to include some evenings and weekends. 3. Received funding to pilot workshops in the fall for students who have research paper assignments but have not taken Writing classes to help them to understand the research process and plagiarism. 4. Received funding to investigate revisions to Supplemental Instruction. 5. Sally Harrold visited Denver Community College (DCC) to investigate retention efforts. DCC is a Vanguard School, winner of awards by the League of Innovation. She specifically looked at developmental education and advising. 6. To increase student engagement for new students, opportunity has been created for advisors to meet with their new advisees prior to the start of classes. All students who are registered prior to the start of New Student Orientation on September 23 are assigned an academic advisor. This early meeting will allow the advisor to meet the student and review his or her schedule and make sure the student is taking the correct path. 7. Two professors from Southern Oregon University (SOU) met with a group of SOCC staff to educate us on the SOU colloquium model – a freshman cohort experience. 8. Several staff attended a Noel-Levitz regional workshop in Portland in January. 9. James Fritz

attended the National Student Retention conference in July. 10 Bill Yates analysed the Student Engagement Survey which provided the campus with a benchmark to make improvements.

During inservice (fall 2004) the retention taskforce hosted an expert from Noel Levitz. This presentation was given for the entire campus in a morning session and for advisors in an afternoon session. This was the first time that the campus staff had heard from a retention expert and learned how each could impact the retention of students no matter what their job function was. The afternoon focused on how advising can impact retention.

During fall term 2004, revisions to the Early Alert system were made. By using WebAdvisor, all instructors had access to the early alert warning system. In analysis of the data, 40% more instructors used midterm grades in fall 2004 that did fall 2003**.** Of the students who got an early alert letter generated from the midterm grade, 75% positively affected their academic standing. This means the student studied harder, used tutoring or other resources, or decided to drop or change to audit, resulting in a grade that did not negatively affect their GPA.

The taskforce analyzed data to determine which students were not retained. We found the following. New students who didn't return winter term 2005 included the following: 60% are male, 85% are 18 or 19 years old, 60% declared AA/OT, 25% are athletes, 21% live in housing, 46% tested below college level in reading, 43% attended orientation and 41.7% used tutoring. Of the 311 students who attended fall term and returned Winter term 2005. 20% went on academic notification and only 5% of them were athletes. Athletes did better than average. Of the 20% who went on academic notification, 60% placed in reading below college level.

Much of the work of the retention taskforce focused on improving advising. The following changes have been made. 1. Better signage to remind students and advisors that it is time for advising and registration, 2. A commitment from the Office of Instruction to publish a year-long schedule, 3. Some type of advising related activity will be offered each term in the evening, 4. The registration schedule was changed to allow continuing students to register before new students for fall term, 5. Language changes in the faculty contract will allow faculty advisors to opt out of being advisors which we hope will lead to a better advising system including training and evaluation, 6. New students are assigned to advisors prior to the start of classes instead of by week 3 of the term, 7. New students are provided with time to meet with their advisor prior to the start of classes.

The retention taskforce will continue its work during 2005-06 at the request of President Hansen. This group has asked the director of admissions and recruitment to join the group so that a connection between recruitment and retention is made. The taskforce will continue to work on retention of degree-seeking students by a continual effort to educate the campus community about retention, encouraging retention related activities such as changes to the advising system and additional activities that increase faculty and student engagement.

Retention Task Force

History

Southwestern student **attrition** rates have been over 50% from freshman to sophomore year. The task force was formed in the spring of the 2003-04 academic year by President Kridlebaugh as a **faculty-centered & faculty driven** body to research, create, suggest and implement (where possible) initiatives to increase student retention on campus.

Personnel & Sub committees

Robert Fields, Sally Harrold, Sharon Miller, Blake Bowers, Tim Dailey, Bill Yates, Beverly-Segner-Haller, James Fritz, Steve Kridlebaugh, Patty Scott, Chair

Academic Support sub committee
–What can augment our academic structure and process to increase retention?

Advising/Faculty Engagement sub committee
–What can augment student advising and faculty engagement to increase retention?

Barriers sub committee
–What other "barriers" exist in the institution that inhibit student retention?

A Retention Snapshot… Fall 04 to Winter 05

Fall Term 2004 Freshmen 377
Winter Term 2005 Freshmen - 310
Facts about those who didn't return……**67**

- •60% male
- •85% 18-19 years old
- •60% declared AA/OT
- •25% Athletes
- •21% in housing
- •43% attended orientation
- •46% reading below college level
- •41.7% used tutoring
- •7 complete withdrawals
- •12 earned all D, F or W
- •32 had a combination of good and bad grades
- •14 had good grades or Ws

Conferences and Research

- •**Noel-Levitz Regional Retention Workshop**
  –attended by 10 faculty & admin. , January 2004
- •**Noel Levitz National Retention Conference**
  –attended by James Fritz , July 2004
- •**David Crockett, Senior VP Noel-Levitz**
  –retention workshop, Fall in-service 2004
- •**Denver Community College**
  – a League of Innovation award-winner, visited by Sally Harrold (visit focus: Developmental. Education & Advising), Winter '05.
- •**Workshop on SOU Colloquium Model**
  –Two SOU professors conducted a 1-day workshop at Southwestern on the SOU freshman cohort experience, early September 2004.
- •**CCSSE analysis to identify retention issues**
  –Bill Yates (on-going)
- •**Academic Impressions National Conference on Student Retention**
  –Attended by Patty Scott, June 2005
- •**Year-long Academic Schedule**
  –Allows students to better plan academic year

Accomplishments

•**Increased Writing Center hours**
•**Writing Center Workshops**
–Plagiarism & Research Paper techniques
•**Supplemental Instruction Review**
–Science Supplemental Instruction Center
•**Midterm grade/Early Alert system link**
–Colleague grades trigger Early Alert notifications
•**Advising period expanded to 2 weeks**
–12% increase in early registration for WI/05•**Student E-mail accounts (beginning FA/05)**
–Allow better faculty-student & institution/student communication
•**Advis-o-rama!**
– evening group advising sessions
•**Registration priority for continuing students for Summer & Fall terms**–before High Schools & other incoming freshmen
•**Early Fall Quarter Registration campaign**
–May registration for Fall quarter returning students
–Signage and prize drawing incentives for early reg**.**

Goals/Agenda for 2005-6

•**Open the process to Faculty/Admin/Staff**
–Periodic reporting, more input, new members
•**Retention Report from last year to this year**
–(data available mid-October)
•**Distribute copies of <u>The Courage to Teach</u>**–Exploring the inner landscape of a teacher's life, by Parker Palmer, Fall quarter
•**January In-Service/Professional Development**
–Morning speaker, Donna Beegle, on the nature of poverty in American society
–Afternoon discussion of <u>The Courage to Teach</u>
•**Housing-oriented retention activities**
–Wellness Dorms, Gender and other Specific-Interest Dorms
•**Explore ways to increase Faculty engagement**
–Increase clubs and other Faculty-led activities
•**Pilot a Comprehensive Advising program**–Create advising cohorts,
–multiple contacts with students each term,
–group advising,
–proactive advising,
–assessment, data gathering, etc.
•**Move toward an Enrollment Management plan**
–Coordination of Recruiting & Retention

Retention Taskforce Report
Fall 2004

ACCOMPLISHMENTS:

- Revisions to Early Alert/ Midterm Grades
- Year Long schedule and commitment to printing it
- Continuing students will be allowed to register before new students for Fall 2005
- Wellness Dorm activities
- Expanded workshops on the topic of plagiarism including working with specific departments to tailor workshops for specific majors
- Improvements to supplemental instruction
- Advising improvements

PROJECTS IN PROGRESS:

- Request budgeting for roving profiles (SOCC email) for all students
- Request $500 waiver for education expenses for a drawing from program $100 for 5 students)
- A request to bring in athletes early fall term for special academic activities
- A request to bring in all students who place in developmental classes one day early for mandatory attendance at Skill Building workshops
- Review of placement tests by math and writing depart6ments
- Request to require all students who get a C or below in WR 0525 to spend one or more hours in the Writing Center

FUTURES TOPICS TO EXPLORE:

- Gender specific dorms
- Student ID cards used across campus
- Travel Stipends for club activities
- Stipends for staff to do student activities
- Money for developmental and support of mental health component to counseling and/or expanded staff for health educator to assist with increased issues in dorms
- Increase hours for library and computer labs.

Retention Stats

New Freshman Fall term 2004 = 377
New Freshman who returned Winter term 2005 = 310
Here is what we know about the 67 students who didn't return
60% are male
85% are 18 or 19 years old
60% declared AA/OT
25% athletes
21% in housing
46% reading below college level in reading
43% attended orientation
41.7% used tutoring
After review of transcripts, 7 complete withdrawals, 12 received all D, F, W, or other unsatisfactory grades, 32 combination of good and bad grades, 14 good grades or W's

Of the 311 students who attended Fall term and returned Winter term 2005
20% went on academic notification and only 5% of them were athletes. Athletes did better than average.
Of the 20% who went on academic notification, **60% placed in reading below college level.**
4 tested in mandatory reading
16 in Rd 0751
36 at Rd 101
4 had no score
13 of 16 did not take Rd 0751
2 out of 4 who tested in mandatory reading, did not take a reading class

Of this same group who went on notification –
57 had advisors
37 were cleared to register by their advisor
6 not cleared by their advisor
17 not cleared in XADE by advisor to register

Use of Midterm grades for Early Alert
40% more instructors used midterm grades that did Fall 2004
Of the students who got an early alert letter generated from the midterm grade, 75% positively affected their academic standing. This means the student studied harder, used tutoring or other resources, or decided to drop or change to audit resulting in a grade that did not negatively affect their GPA.

73% of all new students attended Fall term orientation (HD 50)

Compiled by P. Scott – January 2005
Data from colleague

SOUTHWESTERN OREGON COMMUNITY COLLEGE
2005-2006

COST CENTER -- 2407 STUDENT RETENTION

2002-2003 ACTUAL	2003-2004 ACTUAL	2004-2005 ADJ. BUDGET	TITLE	2005-2006 RECOMMENDED	2005-2006 APPROVED	2005-2006 ADOPTED
0	0	5,000	53211 OPER TRAVEL	5,000		
0	0	20,000	53321 OTHER PURCH SERV	5,000		
0	0	10,000	53511 CONSULTING	5,000		
0	0	35,000		15,000		
0	0	35,000		15,000		
0	0	35,000		15,000		

Retention Task Force

A report to faculty, staff & administration

Who is it?
Why is it?
What has it done?
What's next?

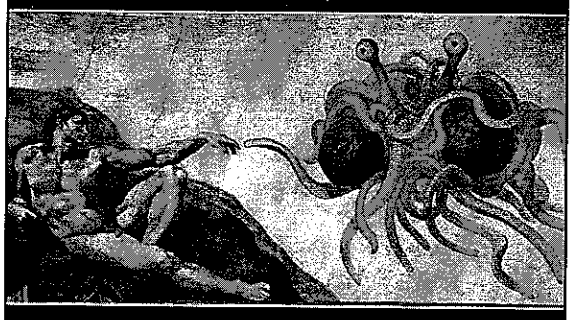
But first, we proudly present the next

really **big idea**

in education reform!

All you need is a little historic & scientific revisionism...
(with an apology to Michelangelo...)

FLYING SPAGHETTI MONSTER



TOUCHED BY HIS NOODLY APPENDAGE

What is the Retention Task Force?

- Formed by President Kridlebaugh in Spring 2003 as a **faculty-centered & faculty driven** body to research, suggest and implement (where possible) initiatives to increase student retention on campus.
- It is an ad hoc committee reporting directly to the president.

Retention Task Force **Members**

- Robert Fields, Sally Harrold, Sharon Miller, Blake Bowers, Tim Dailey, Bill Yates, Beverly-Segner-Haller, James Fritz,
- Steve Kridlebaugh
- Patty Scott, Chair

A Retention Snapshot...

Fall Term 2004 Freshmen	377
Winter Term 2005 Freshmen	- 310
Facts about those who didn't return.....	**67**

- 60% male
- 85% 18-19 years old
- 60% declared AA/OT
- 25% Athletes
- 21% in housing
- 43% attended orientation

- 46% reading below college level
- 41.7% used tutoring
- 7 complete withdrawals
- 12 earned all D, F or W
- 32 had a combination of good and bad grades
- 14 had good grades or Ws

Retention Task Force

Sub Committees

- **Academic Support**
  - What can augment our academic structure and process to increase retention?
- **Advising/Faculty Engagement**
  - What can augment student advising and faculty/student engagement to increase retention?
- **Barriers**
  - What other "barriers" exist in the institution that inhibit student retention?

Retention Task Force

Accomplishments

- **Year-long Academic Schedule**
  - Allows students to better plan academic year
- **Increased Writing Center hours**
- **Writing Center Workshops**
  - Plagiarism & Research Paper techniques
- **Supplemental Instruction Review**
  - Science Supplemental Instruction Center

Retention Task Force

Accomplishments

- **Midterm grade/Early Alert system link**
  - Colleague grades trigger Early Alert notifications
- **Advising period expanded to 2 weeks**
  - 12% increase in early registration for WI/05
- **Student E-mail accounts (beginning FA/05)**
  - Allow better faculty-student & institution/student communication

Retention Task Force

Accomplishments

- **Advis-o-rama!**
  - evening group advising sessions
- **Registration priority for continuing students for Summer & Fall terms**
  - before High Schools & other incoming freshmen
- **Early Fall Quarter Registration campaign**
  - May registration for Fall quarter returning students
  - Signage and prize drawing incentives for early reg.

Coincident Initiatives & New Stuff

(not from Retention Task Force, but it all helps!)

- AA/OT revision
- Dual Admit/Dual Enrollment program
- Evaluation of Advising
  - (new contract provision, yet to be ratified)
- New College President!
- New Dean of Instruction and Student Support Services!

Retention Task Force

Goals/Agenda for 2005-6

- **Open the process to Faculty/Admin/Staff**
  - Periodic reporting, more input, new members
- **Retention Report from last year to this year**
  - (data available mid-October)
- **Distribute copies of The Courage to Teach**
  - Exploring the inner landscape of a teacher's life, by Parker Palmer, Fall quarter
- **January In-Service/Professional Development**
  - Morning speaker, afternoon discussion of The Courage to Teach

Goals/Agenda for 2005-6 (continued)

- **Housing-oriented retention activities**
  - Wellness Dorms, Gender and other Specific-Interest Dorms
- **Explore ways to increase Faculty engagement**
  - Increase clubs and other Faculty-led activities
- **Pilot a Comprehensive Advising program**
  - Create advising cohorts, multiple contacts each term, group advising, proactive advising, assessment, data gathering, etc.
- **Move toward an Enrollment Management plan**
  - Coordination of Recruiting & Retention

What can everybody do to increase retention?

- Treat every student with dignity, respect, and enthusiasm, even if they don't always treat you that way
- Build compassionate behaviors into your classes, advising, office hours, & extra-curricular contact with students.
- Connect, mentor, care, give of yourself, build relationships, be engaged.
- Do not keep students at arm's length

Full-time Retention Analysis

Preliminary analysis of the fall to fall data indicates successful retention within the full-time student category as enrollment has continued to increase in the second year category. Enrollment has inreased more than 10% in the category for students taking 16 or more credits from Fall 2004 to Fall 2005. The retention rate for the 16 more more credit student has increased from 36% to nearly 50%.

2005-06	0	1 to 5	6 to 11	12 to 15	16+	Totals
District	279	173	194	351	92	1089
Oregon	135	48	66	159	78	486
Out State	414	96	109	209	106	934
Other	928	123	30	28	11	1120
Total	1756	440	399	747	287	3629
1st Year	1574	318	191	527	187	2797
2nd Year	182	122	208	220	100	832
Total	1756	440	399	747	287	3629

2004-05	0	1 to 5	6 to 11	12 to 15	16+	Totals
District	233	264	216	353	72	1138
Oregon	159	117	83	172	83	614
Out State	343	207	115	196	93	954
Other	749	304	37	20	8	1118
Total	1484	892	451	741	256	3824
1st Year	1315	673	234	527	201	2950
2nd Year	169	219	217	214	55	874
Total	1484	892	451	741	256	3824

2003-04	0	1 to 5	6 to 11	12 to 15	16+	Totals
District	318	199	222	335	80	1154
Oregon	138	83	100	185	63	569
Out State	349	197	112	155	85	898
Other	779	249	29	25	7	1089
Total	1584	728	463	700	235	3710
1st Year	1395	571	253	484	151	2854
2nd Year	189	157	210	216	84	856
Total	1584	728	484	151	235	3710

Increase/Decrease from 04/FA to 05/FA

	0	1 to 5	6 to 11	12 to 15	16+	Totals
1st Year	259	-355	-43	0	-14	-153
2nd Year	13	-97	-9	6	45	-42
Totals	272	-452	-52	6	31	-195
District	46	-91	-22	-2	20	-49
Oregon	-24	-69	-17	-13	-5	-128
Out of Stat	71	-111	-6	13	13	-20
Other	179	-181	-7	8	3	2
Totals	272	-452	-52	6	31	-195

Increase/Decrease from 03/FA to 04/FA

	0	1 to 5	6 to 11	12 to 15	16+	Totals
1st Year	-80	102	-19	43	50	96
2nd Year	-20	62	7	-2	-29	18
Totals	-100	164	-12	41	21	114
District	21	34	-17	-13	20	45
Oregon	-6	10	3	41	8	56
Out of Stat	-30	55	8	-5	1	29
Other	-100	164	-12	41	21	114
Totals	-115	263	-18	64	50	244

Data for analysis:	2003-04	2004-05	2005-06
1st Year	151	201	NA
2nd Year	NA	55	100
Retention		36.42%	49.75%

EXHIBIT II.C.7a

Professional Development Strategies

Funding Guidelines

As a result of the Community College Survey of Student Engagement (CCSSE) report and Southwestern's continued focus on institutional assessment, the faculty staff development committee revised their guidelines for awarding staff development funds. The merit of the request will now be based on faculty professional goals, program goals, and institutional goals. The institutional goals that the committee have targeted are 3 of the benchmarks from the Community College Survey of Student Engagement: Active and Collaborative Learning, Student- Faculty Interaction and Support for Learners.

Purpose of Staff Development Funding

***Southwestern's* Staff Development Committee** supports and encourages the current teaching staff in activities that "improve instruction and promote professional growth" on campus. Staff development activities include those that obtain new information, skills, or knowledge to enhance or maintain your effectiveness as an instructor.

All part-time and full-time faculty members that are planning to continue teaching at Southwestern for the near future are eligible for Staff Development funds.

By tradition, most of the financial support is in the form of funding for individuals to attend workshops, seminars, trainings, classes, etc. These activities are still strongly supported. In addition, the Staff Development committee also considers funding for other “campus-based” activities such as:

- general interest videos, books, software, and reference materials that improve teaching
- online coursework
- guest workshops
- faculty-led workshops
- independent study

For travel requests, see the *Request to Travel* Checklist.
For non-travel requests, see the Request for Funding Checklist.

Activities that are typically funded:

- improve teaching.
- promote more general professional interest.
- clearly relate to the area of the instructor's teaching assignment, or are of general interest to all faculty.

Activities that are not funded:

- Activity that is operational in nature (required by a curriculum or program).
- Personal or professional development unrelated to the instructor's present or anticipated responsibilities at Southwestern.
- Projects initiated by Southwestern's administration.
- For-credit courses which will be used for advancement on the salary scale (educational increments).
- Membership fees (unless these fees are an inseparable part of registration fees at meetings or workshops).

- Expenses accrued from attending board meetings as a board member.
- Special projects or projects outside the bounds of current goals. (These are better suited for the Teaching Excellence Program.)
- Books, software, tools, etc. that are to be used primarily by the requesting faculty member.

Guidelines for Approval

- The merit of the request will be based on the criteria of professional goals, program goals and institutional goals. **The institutional goals are 3 of the benchmarks from the Community College Survey of Student Involvement. The 3 goals are Active and Collaborative Learning, Student-Faculty Interaction and Support for Learners**. At least one of these criteria must be addressed. Priority will be given to requests that support two or more of the criteria.
- Additional considerations include:
  - how well the request is documented
  - possibility for other funding sources
  - timeliness of request
  - amount of request
  - student and community impact
- Frequency of awards will be considered. Large awards are typically not awarded to the same person more often than once every three years unless there are clear and compelling reasons to do so.
- Amounts requested will be examined to see that they are reasonable. Partial funding may be approved.
- Submitting a plan to share new information with colleagues improves your chances of approval.

For travel requests, see the *Request to Travel* Checklist.
For non-travel requests, see the Request for Funding Checklist.

Staff Development Committee

2004-05 Expenditure Report

Initial Balance: $12,875.00

Staff Member	Activity	Location	Dates of Travel	Requested	Approved	(Projected) Expended	(Projected) Balance
Rob Clingan	Japanese Theatre Workshop	Bloomsburg, PA	07/17–08/14, 2004	$1,587.00	$785.00	$785.00	$12,090.00
Patty Scott	Grant Writing Workshop	San Francisco, CA	08/15–08/18, 2004	$941.00	$926.00	$0.00	$12,090.00
Tim Daily	Assistive Technology Conference	Boulder, CO	11/08–11/13, 2004	$1,120.00	$594.22	$594.22	$11,495.78
Dan Neal	"First to the Finish" Track Clinic	Portland, OR	01/14–01/15, 2005	$322.00	$322.00	$318.70	$11,177.08
Kermit Walker	"First to the Finish" Track Clinic	Portland, OR	01/14–01/15, 2005	$210.00	$210.00	$217.50	$10,959.58
Terry Mendez	"First to the Finish" Track Clinic	Portland, OR	01/14–01/15, 2005	$210.00	$210.00	$215.00	$10,744.58
Corky Franklin	NW Baseball Coaches Convention	Portland, OR	01/21–01/23, 2005	$408.20	$408.20	$354.28	$10,390.30
Susan Browning	On-Line Athletic Trainer Courses			$428.00	$178.00	$178.00	$10,212.30
Erin Cramer	Athletic Trainer Clinical Symposium	Spokane, WA	03/17–03/20, 2005	$1,172.50	$500.00	$500.00	$9,712.30
Charles Long	Soccer-Related Cultural Trip	Sao Paulo, Brazil	04/09–04/16, 2005	$1,800.00	$900.00	$900.00	$8,812.30
Daniel Brouse	NW Biology Conference Reg	Gresham, OR	04/29-05/02, 2005			$100.00	$8,712.30
Linda Kridelbaugh	State Assessment Workshop	Salem, OR	04/20–04/21, 2005	$385.00	$385.00	$381.78	$8,430.52
Nilda DoVale	Culinary Education Conference	Mt. Pleasant, MI	04/20–04/24, 2005	$1,750.00	$835.00	$835.00	$7,595.52
Jeff Hayen	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$164.80	$7,430.72
George Elkins	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$164.80	$7,265.92
Sean Hutcherson	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$161.40	$7,104.52
John Christiansen	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$163.45	$6,941.07
Carol McKillip	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$131.64	$6,809.43
Billie Shannon	State Mathematics Conference	Lincoln City, OR	04/21–04/23, 2005	$327.00	$165.00	$110.00	$6,699.43
Jane Briggs	Adult Basic Education Conference	Anaheim, CA	05/04–05/07, 2005	$1,404.00	$700.00	$700.00	$5,999.43
Ron Metzger	Coquille Tribe Culture Conference	North Bend, OR	05/16-05/17, 2005	$50.00	$50.00	$50.00	$5,949.43
Karen Sadler	PSU E-Learning Systems Management			$396.00	$396.00	$396.00	$3,978.43
Katie Paulson	"Teaching for a Change" Conference	Westminster, CO	06/21–06/25, 2005	$1,455.00	$725.00	$725.00	$5,274.43
Pat Parker	"Teaching for a Change" Conference	Westminster, CO	06/21–06/25, 2005	$1,455.00	$725.00	$900.00	$4,374.43
Anny Mueller 2005-2006	"Teaching for a Change" Conference	Westminster, CO	06/21-06/25, 2005	$2,123.00	$2,125.00	$2,125.00	$2,249.43
Randy Sloper	NSF Activity-Based Physics Institutes	Eugene, OR	06/27–07/02, 2005	$50.00	$50.00	$50.00	$3,928.43
Chris Williamson	CISCO Networking Academy Conven.	Anaheim, CA	07/10–07/14, 2005	$575.00	$575.00	$575.00	$3,353.43

Karen Sadler
ksadler@socc.edu
888-7345

Request for Funding

I would like to submit a request for funding to take an online class from Portland State University. The course I would like to take is EPFA 510 E-Learning Systems Management. I would like to take this non-credit which would cost $396.00.

We have created an online learning community at Southwestern which is growing rapidly. We have increased the number of seats in WebCT from 500 to 700. We have increased the number of our own courses from about 25 to 46 classes Spring term 05. This has taken off and is growing rapidly and we need to understand how to manage, plan and build our e-learning program. We have had a very general plan of offering courses that our students have been taking from Chemeketa. We are doing that. We have some guidelines and in place but as our program grows we are finding we need more guidelines and procedures in place. By taking this course I will be able to help us identify our program needs and help develop program procedures and guidelines.

This information will be shared with Karen Helland the Director of Distance Learning and the Distance Learning Advisory Committee.

One of the institutional goals is support for learners. One of the big issues that Karen Helland has continued to stress is that what we put online for Distance Learning will help all students. The expansion of online learning has included a huge cross-section of our school population. The more services and support we put online for distance learning the more they will help all students. But what services and support should we put online and how? This is part of designing the distance learning program that I think I can learn about in this course. I also believe the growth of online learning will help our retention rates. As the student support person I have talked to numerous people on the phone and vial email that are taking an online class to help balance work, sports and other activities. It often enables them to fill out their schedule completely to 12 hours.

Course description from PDX

This course deals with managing the process of planning, designing, and building e-learning programs and the people responsible for putting these programs together. Topics related to project planning and management will be addressed both in terms of developing programs as well as courses or specific instructional events. Topics include:

- Identifying program needs
- Developing program proposals
- Designing and managing program budgets
- Building functional project teams
- Managing projects and project teams
- Managing institutional obstacles and opportunities
- Developing and supporting instructors
- Assessing and controlling program quality

MEMORANDUM
Southwestern Oregon Community College

TO: **Staff Development Committee**
FROM: **Mathematics Department**
DATE: January 28, 2005
RE: **Request for Funding**

The six full-time faculty members of the mathematics department would like to attend the nineteenth annual Oregon Mathematics Association of Two-Year Colleges (ORMATYC) conference, to be held in Lincoln City, OR. This conference will provide opportunities to attend presentations on various topics related to effective and innovative mathematics instruction, interact with colleagues at other institutions in Oregon and Washington, and meet representatives of the major textbook publishing companies (as well as examine their latest products).

The primary purposes of ORMATYC are:

- to provide a state-wide forum for the exchange of ideas regarding mathematics instruction and standards
- to encourage the development and enhancement of effective mathematics programs
- to promote the professional welfare and development of mathematics instructors, especially those at two-year state colleges
- to promote positive learning experiences for mathematics students, especially those at two-year state colleges

As such, these purposes directly correlate with the institutional goal of *active and collaborative learning*. Furthermore, the activities and benefits of this conference certainly will support the program goals of the mathematics department (which include *improvement in communications between the SOCC math. dept. and other Oregon CC math. depts.*) as well as the professional goals of its members.

Attached to this memorandum are supporting documents, which include an announcement of the conference and the completed Request to Travel forms. The estimated cost for each person to attend is $327. However, only $165 (per person) is being requested since the division dean has agreed to obtain the other half from alternative funding sources. As a result, the total amount requested (for six persons) is $990.

Thank you for your attention to and consideration of this request.

Requesting $725.00 each
Mike Scott to cover
the other half

To: Staff Development Committee
From: Pat Parker and Katie Paulson
Subject: Request to Travel
Date: February 4, 2005

Staff Development Committee:

We are requesting funding to attend an adult education conference focused on incorporating play into adult learning programs. Below we have outlined the information that your committee requests in order to determine funding for professional development proposals. If you would like any additional information please let us know.

1) Expenses Summary:

Hotel: The conference hotel is the Westin, rates are $112.00 per night, double occupancy for 4 nights. Total for both would be: $896.00 ($448.00 per person) plus tax.

Meals: Breakfast: all included in registration fee
Lunches: 4, 1 included in registration fee
Dinners: 5
All meals figured at per diem for a total of $99.00 per person

Registration: $475.00 per person
$450.00 per person if 2-4 attending from SOCC

After April 30th the fee increases to:
$525 per person
$500 per person if 2-4 attending from SOCC

Air Fare: Flight schedule and price attached.
$408.80 per person round trip out of North Bend

Taxi: Estimated fee for travel to and from airport to hotel

We have received approval to fund half of the conference expenses for each of us from our division director. We are requesting the other half from the Staff Development Committee.

2) The conference will address our professional, program and institutional goals in the following ways:

Professional Goals

- As instructors it is important to add new tools to our portfolio and increase our knowledge of how adults learn as well as ways to incorporate that knowledge into our classrooms

- The focus of Katie's graduate school research project is to increase learner motivation

Team/Program Goals

- Create a fun and engaging learning environment
- ALSP cliental often have poor educational experiences and /or are mandated to attend classes, we are constantly striving for new and innovative ways to create a safe and exciting learning environment to deconstruct learning barriers and create a new education history for them.

Institutional Goals

- We believe that creating a positive learning environment will strengthen retention
- We would like to bring a sense of community back to our campus and community partners

3) Our plan to share the information with our department, division and general staff is as follows:

Department

- We would like to put on a daylong in-house training, for the ALSP staff of 16, plus our outreach programs.

General Staff

- The Faculty Senate is planning the fall in-service training for 2005. We would like to share new adult learning strategies with the faculty during in-service.

Community

- We plan on creating and offering non-credit weekend seminars, for FTE, to trainers, educators, partners and community business managers.

Thank you for considering our request for professional development funds. We believe that this conference would be of great benefit to us as individual professionals, as well as, to our department and the college.

Sincerely,

Katie V. Paulson

Pat Parker
Associate Professor
ALSP

Katie Paulson
Adjunct Faculty
ALSP

EXHIBIT III.A

Foundation Planning Process

Southwestern Oregon Community College Foundation Strategic Planning

Paralleling the College's continuous improvement efforts, the Southwestern Oregon Community College Foundation initiated a strategic planning process in January 2005. A skilled facilitator worked with the Foundation Board over several months to develop a vision statement, mission statement, Board member job description, short and long range goals, annual objectives, and an action plan to achieve the objectives. As a result of the comprehensive planning process, the Foundation Board committed $80,000 per year to hire additional professional fundraising staff to implement the ambitious action plan. That position is currently in the hiring process. The Foundation Board is actively implementing the aspects of the action plan that are their responsibility. These include development of a nominating committee and selection criteria for new Foundation Board members, development of job descriptions for ex officio Board members, and soliciting names of potential Foundation Board members for review by the nominating committee.

The current goals and action plan are primarily focused on building the fundraising capacity of the Foundation through development and strengthening of relationships with donors, prospects, and allied professionals by improved communications. As the College completes its strategic planning cycle, the Foundation will align its fundraising priorities and establish fundraising goals to support the College's strategic priorities.

EXHIBIT III.B

Foundation Mission and Goals

Southwestern Foundation Mission Statement – Statement of Purpose

The purpose of the Southwestern Foundation is to support Southwestern's mission of improving people's lives – socially, culturally, economically and educationally – through friend-raising and fundraising

January 27, 2005

Southwestern Foundation Vision Statement

Through Foundation activities, there will be adequate resources to improve every citizen socially, culturally, economically and educationally

January 27, 2005

EXHIBIT III.C

Foundation Strategic Plan

Southwestern Oregon Community College Foundation Strategic Plan

6/27/05

#	**Foundation Goal**	**Timeframe**
1	Increase endowment corpus to $5 million by 2010	5 years
2	Raise $7 million for a Health, Science, and Technology Center by 2010	5 years
3	Provide adequate scholarship support (combination of annual and endowed) to cover 50% of the unmet financial need of all program students by 2020	15 years
4	Establish four endowed chairs of $1 million each in high-cost or at-risk technical professional programs by 2015	10 years

Strategic Area of Focus	Short Term Objective	Measurements of Success	Required Actions	Budget
Board Development	1. By June 30, 2006, the Southwestern Oregon Community College Foundation Board will have a minimum of 20 active members who consistently contribute to the overall mission and vision of the Foundation.	1. By June 30, 2006, there will be an active nominating committee of the Board. 2. By June 30, 2006, there will be 20 active Board members. 3. By June 30 of each year, every Board member will make an annual contribution of at least $1,000. 4. Each Foundation Board member actively serves on a Foundation committee. 5. By June 30, 2006, each Foundation Board member participates in one solicitation.	1. Appoint a nominating committee and meet quarterly. 2. Identify top 25 Foundation prospects based on ideal criteria. 3. Adopt Foundation Board member job description. 4. Adopt conflict of interest policy for Board members. 5. Develop and execute recruitment strategy using president and key influencers. 6. Board chair, College president and at least one other board member attend Executive Institute at CRD National Conference. 7. Conduct a Board training on major gifts cultivation and solicitation. 8. Create investment, fundraising, and award committees and meet quarterly. 9. Develop and implement a comprehensive Foundation Board member orientation.	1. $0 2. $0 3. $0 4. $0 5. $0 6. $3,000 7. $1,500 8. $0 9. $0

			10. The Board will conduct an annual self-evaluation.	10. $0
Staffing	1. The Foundation will be staffed with at least one additional full-time fundraiser. 2. The Foundation will be staffed with at least 0.5 FTE administrative support position.	1. By June 30, 2006, the College or Foundation hires one full-time fundraiser. 2. By June 30, 2006, the College or Foundation hires one-half time administrative assistant.	1. Advertise for and hire an experienced community college fundraiser. 2. Advertise for and hire a competent administrative assistant.	1. $80,000 2. $0
Communication/ Marketing	1. The Foundation will be the "top of mind" first choice for philanthropy on the south coast.	1. By June 30, 2006, the Foundation will develop and market a Leave a Legacy program. 2. By June 30, 2006, successfully publish in local print media at least ten Foundation success stories. 3. By June 30, 2006, establish a planned giving advisory committee that meets quarterly.	1. Solicit Leave A Legacy partners. 2. Write, submit, and follow-up with Foundation news releases. 3. By June 30, 2006, meet personally with all willing allied professionals in the College District and provide planned giving information and marketing materials. 4. Identify top prospects for planned giving advisory committee and confirm their commitment to participate. 5. Review, update, and expand the database of allied professionals receiving the planned giving professional development newsletter. 6. Implement appropriate annual professional development opportunities for allied professionals that fulfills their continuing education requirements (lawyers, insurance agents, real estate, CPAs). 7. Segment the donor database for planned giving prospects and implement quarterly planned giving newsletters. 8. Increase frequency of the Foundation general	1. $0 2. $1,000 3. $0 additional 4. $0 5. $0 6. $3,000 7. $2,000 8. $1,000

			newsletter to quarterly and expand the mailing to incorporate graduates and donors. 9. Prepare and distribute a compelling Foundation annual report to all donors. 10. Continue to include planned giving ads in the RSVP newspaper. 11. Expand the Foundation Web site to include more personal profiles of students and donors, information on giving, and current priorities. 12. Create a community presentation that effectively communicates the value of the College to the community and present it 20X per year. 13. Develop and implement a media campaign to communicate the value of the College to District residents. 14. Develop an effective case statement for investing in the College and Foundation	additional 9. $0 additional 10. $0 additional 11. $1,000 additional 12. $0 13. $20,000 14. $0
Activities to Raise and Manage Money	There will be ongoing fundraising campaigns and fiscal management that will exceed the goals established by the Foundation Board on an annual basis.	1. By June 30, 2006, increase annual donations by 10% over the average of the previous two years. 2. By June 30, 2006, increase endowment corpus by 10% over the previous June 30th. 3. By June 30, 2006, establish a Legacy Society and identify 10 participants. 4. Achieve minimum annual investment returns by June 30th each year within 1% of the S&P 500.	1. Increase the number of prospects in the Foundation database by 25%. 2. Implement current address cross-reference and phone number append for past graduates. 3. Implement a donor and prospect management system focused on personal visits and contacts with major donors. 4. Follow-up regularly on all leads from all sources, until they result in a gift or refusal. 5. Implement an annual telephone appeal using scholarship recipients as solicitors. 6. Implement an annual campaign. 7. Invest in continuing professional development for Foundation staff. 8. Submit competitive applications to businesses	1. $1,000 2. $3,000 3. $0 additional 4. $0 additional 5. $500 6. $0 additional 7. $0 additional 8. $0

			and private foundations consistent with Foundation fundraising priorities. 9. Develop and implement a comprehensive gift acceptance policy. 10. Revise and implement a comprehensive endowment policy. 11. Develop and implement a confidentiality policy. 12. Develop and implement a conflict of interest policy. 13. Develop and implement a comprehensive naming policy. 14. Develop and implement a comprehensive prospect clearing process. 15. Develop and implement a comprehensive policy for trusteeship. 16. Develop and implement a comprehensive donor recognition policy. 17. Develop and implement the capability for online donations. 18. Make at least 6 major gift solicitations ($100,000 or greater) for Foundation priorities.	additional 9. $0 10. $0 11. $0 12. $0 13. $0 14. $0 15. $0 16. $0 17. $0 18. $0
Cultivation of Donors and Prospects	Donors and prospects will be effectively cultivated to begin or increase their giving to the Foundation.	1. By June 30, 2006, increase the number of donors making cumulative gifts of $10,000 or more by 10%. 2. By June 30, 2006, acquire 25 new first-time donors. 3. By June 30, 2006, develop and implement an annual high profile fundraising event that nets $5,000. 4. By June 30, 2006 conduct 10	1. Implement intimate prospect cultivation activities with the College president and key donors and prospects. 2. Identify strategic fundraising priorities for the Foundation. 3. Create, plan, and implement a high profile fundraising special event. 4. Design, manufacture, install, and publicize a donor recognition sculpture. 5. Train staff and use the communications management capability of the College's MIS to	1. $1,000 2. $0 3. $0 4. $5,000 5. $0

		cultivation activities with the College president that are attended by 25 people.	communicate more effectively with donors and prospects. 6. Develop and implement an annual donor recognition event. 7. Train administrative support staff in prospect research. 8. President and Executive Director visit key private foundations, donors, and prospects to develop relationships and communicate priorities.	6. $0 additional 7. $1,000 8. $0

EXHIBIT III.D

Position Description for Director of Major Gifts

SOUTHWESTERN OREGON COMMUNITY COLLEGE
POSITION DESCRIPTION

Director of Major Gifts

Revised Date: **July, 2005**
Status: **Full-time Exempt Specialist, 40 hours per week**
Reports To: **Dean of Marketing, Recruiting, and College Advancement**
Evaluation: **Annually**

PRIMARY PURPOSE: To raise funds through the Southwestern Oregon Community College Foundation to support the College's strategic inititatives.

DESCRIPTION OF DUTIES AND TASKS:

ESSENTIAL JOB FUNCTIONS

1. Effectively cultivate current donors and prospects through development and implementation of appropriate activities including home visitation, campus visits, telephone calls, notes and cards, email, and special events.

2. Develop and implement donor recognition activities that result in greater engagement and successively larger gifts from donors and prospects.

3. Successfully solicit major gifts in coordination with the Foundation Board of Directors, College President, and Executive Director.

4. Effectively cultivate allied professionals through a consistent program of communication, professional development, referrals, providing information and resources, and collaborative gift management.

5. Consistently follow-up on all leads generated through fundraising marketing activities.

6. Coordinate development of appropriate print and electronic communications including newsletters, Web pages, annual reports, case statements, advertising, informational brochures, news releases, annual reports, and solicitations.

7. Develop, implement, and manage a local Leave-A-Legacy program.

8. Participate in the development and implementation of appropriate policies and procedures for effective gift and donor stewardship.

9. Conduct prospect research to identify viable prospects and strategies for successful cultivation and solicitation.

10. Coordinate the maintenance and improvement of an accurate prospect and donor database that allows for segmentation of donors and prospects for increased efficiency and yield.

11. Supervises interns, work study students, and volunteers as necessary to implement Foundation and College Advancement programs, including making work assignments, training, and resolution of work-related problems. Provides feedback to the Dean of Marketing, Recruiting and College Advancement regarding job performance of student workers and others.

12. Demonstrates excellent people skills. Must be able to interact with prospects, students, staff, and the general public in a manner that consistently cultivates a positive relationship with the College and the Southwestern Oregon Community College Foundation.

MARGINAL JOB FUNCTIONS

1. Participate in committees; attend meetings and training sessions as directed.

2. Perform related duties as assigned or directed. Follow safety procedures and maintain work area in a clean and orderly manner.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES

Individuals must possess the following knowledge, skills and abilities or be able to explain and demonstrate that the individual can perform the essential functions of the job, with or without reasonable accommodation, using some other combination of skills and abilities.

1. Ability to read English language at college level, sufficient to read, understand, and correctly use information in various publications related to fundraising.

2. College level English writing skills and proofreading skills for preparation of written materials.

3. Mathematical skills, including addition, subtraction, multiplication, and division, necessary to verify purchase orders, budgets, and reports.

4. Ability to communicate with individuals face to face and over the telephone.

5. Visual ability, corrected, to read and research reference materials used in resource development.

6. Ability to learn and perform all essential job functions accurately with minimal direct supervision within two weeks after beginning work.

7. Must possess a clear, in depth understanding of the mission of the College, the Foundation, and the role of resource development in supporting the College.

8. A level of computer proficiency sufficient to use software such as word processing, spreadsheets and relational data bases to produce correspondence, publications, documents, and reports as required by the position.

9. Valid driver's license and insurance to drive to donors' homes, off-campus appointments, and other duties as assigned.

9. Ability to consistently work within the framework of collegiality and teamwork, using continuous improvement methods for problem solving in the workplace.

OTHER ERGONOMIC REQUIREMENTS

Partially an indoor office working environment. Current office design requires the employee to reach, bend, lift, stoop, crouch, and perform similar physical functions while performing duties. Also requires frequent driving in an automobile (sitting, getting into and out of a vehicle), standing, sitting, and climbing stairs while performing duties. All individuals are required to be able to perform these movements without a significant risk of injury, with or without accommodation, or to otherwise demonstrate or explain how they can perform the essential functions listed above.

QUALIFICATION STANDARDS:

1. Education: Bachelor's degree required. Master's degree preferred.

2. Experience: Two years of successful experience in fund raising and solicitation, outside sales, or related experience.

3. Certifications: Certified Fund Raising Executive credential preferred.

4. Other Preferences: Demonstrated skills in dealing with groups of people to reach shared goals; prior community college experience; experience working with volunteers in the context of fund raising.

5. Sufficient experience to provide: effective oral skills and appropriate use of discretion and judgment when dealing with internal and external constituencies; effective written skills and ability to work independently and make appropriate judgments regarding Foundation policies; imagination and creativity to develop and implement fund raising activities and events.

SIGNATURES

_____ _____

Supervisor Date

_____ _____

Manager Date

_____ _____

EEO Review Date

mjg-9/99

EXHIBIT IV.A

Master Facilities Plan

A

MASTER FACILITIES PLAN:

FOR

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COOS BAY, OREGON

PROJECT NO. 0316

REVISED
AUGUST 2004

A

MASTER FACILITIES PLAN:

FOR

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COOS BAY, OREGON

Prepared By:

Richard P. Turi
Architecture & Planning
P.O. Box 1107
North Bend, Oregon
(541) 756-1111

PROJECT NO. 0316

REVISED
AUGUST 2004

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Introduction

The main campus of Southwestern Oregon Community College is located in the Coos Bay-North Bend area with a satellite building in Brookings. The College also rents or shares facilities in other areas throughout the College district. Southwestern Oregon Community College provides educational programs and services to Coos County, Curry County and western Douglas County. Its outreach program provides traditional classes in Coquille, Powers, Myrtle Point, Bandon, Lakeside/Hauser, Reedsport, Port Orford/Langlois and Gold Beach and non-traditional distance education through Internet Protocol Videoconferencing and the Web.

Southwestern Oregon Community College held its first classes in 1961, moving to its permanent home three years later in 1964. The College has gone through four building phases: 1960's, 1970's, 1980's and the current phase which began in 1994 and is still continuing. The last master facilities plan was completed in February 1993. Since that time, Curry County was annexed to the College district and the College has embarked on a planned strategy of entrepreneurship and out-of-district recruiting to improve its financial stability. This has necessitated the construction of 15 student housing buildings, an office building leased to tenants (Newmark Center), the Oregon Coast Culinary Institute (construction in progress), a student recreation center (in the planning phase) and purchase of a facility in Brookings. Additional construction has included Stensland Hall, the Family Center, an athletic fieldhouse and the Performing Arts Center. In all, the College has added nearly 155,000 square feet of new construction with another 57,000 square feet in design or construction; this has increased the College's facilities by 100% in the last decade.

The College's projections of future capital facilities needs are based on a combination of modest enrollment growth, changing service delivery strategies, recruiting needs and obsolescence of existing structures. The College's long range planning for fiscal stability and educational excellence necessitates complementary physical facilities. Enrollment information and facilities needs will be discussed in more detail further in this document.

Mission Statement

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value life-long learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

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

Board of Education Goals for the Institution (2003-2005):

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2. Continue the development of the Curry County campus in order to support the College Mission.
3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.
5. Support the development of a distance learning program.
6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.

7. Promote cultural awareness in students and the community at large.

8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:

   a. Supporting an aggressive student recruitment program focused on targeted programs, and

   b. Investigating new revenue generating opportunities.

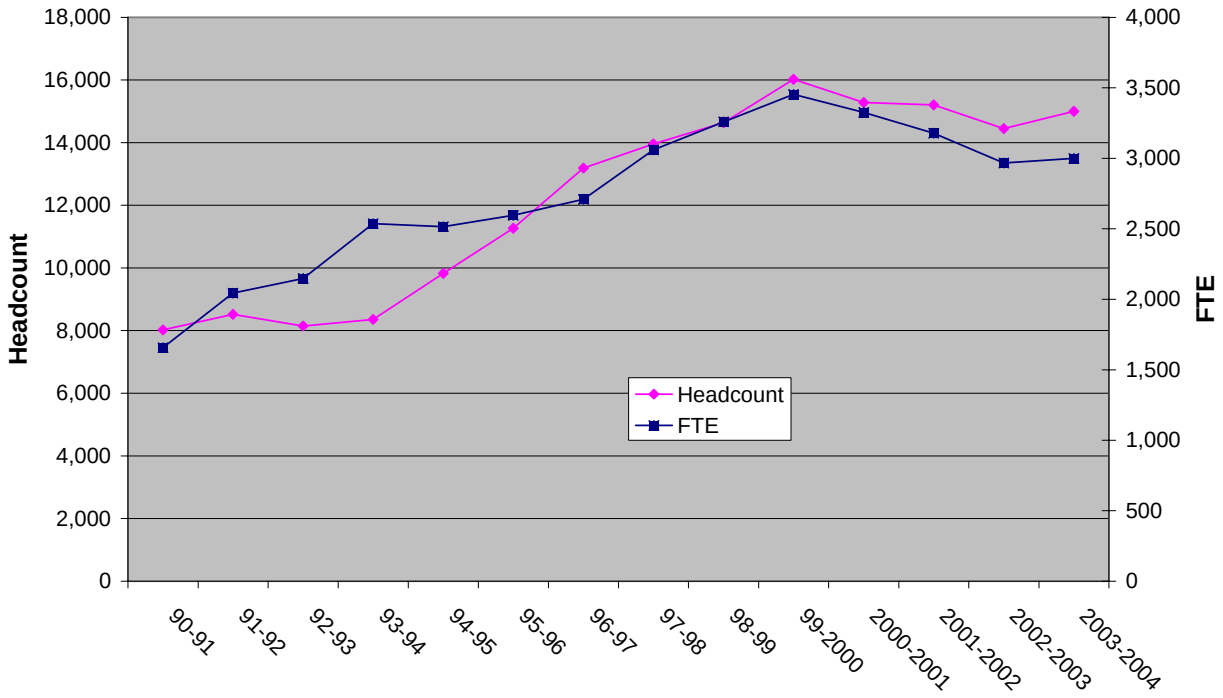
9. Provide affordable education at Southwestern through the budget process.

Internal and External Factors Impacting Facilities Planning

Current and Future Enrollments

The College's headcount and FTE peaked in 1999-2000 at 16,018 students generating 3,450 FTE. Since then, the College's enrollment has declined to about 3,000 FTE for the 2003-2004 year. The College's enrollment is not expected to increase significantly over the next decade. This is because the College district is not growing. In fact, the population of the College district has not changed by +/- 1,000 people over the past 20 years. However, the demographics of the population have changed significantly. Persistent economic hardship in the College district has taken a toll on working-age families. There has been a continual out-migration of young families with children, supplanted by retirees living on transfer payments moving into the area.

Headcount and FTE



A comprehensive analysis of enrollment data identified two current trends. The College has been consistently increasing its out-of-district/out-of-state enrollment of traditional-aged students; unfortunately, this has been offset by in-district declines in enrollment (across all ages). Second, an analysis of future in-district high school graduates shows a slight upward bump with a subsequent decline to current levels over the next seven years. Analysis also indicates no significant impact on high school senior enrollments as

a result of eliminating most high school tuition waivers a year ago. However, the College is implementing a new tuition waiver program next year for high school graduates with a 3.75 GPA or higher. Based on this data, the College is confident that it will continue to attract the same or greater numbers of recent in-district graduates over the next several years that it has in the past. Looking beyond seven years, though, there will be a steady decline in graduating seniors if the current demographics of the community do not change.

The College's increasing focus on out-of-district recruiting and development of the Oregon Coast Culinary Institute have the potential to increase enrollment over the next few years. However, even if the College were able to double its out-of-district FTE through increased recruiting, new sports, new programs (including the Culinary Institute) and construction of additional student housing and the Student Recreation Center, this would add only 450 FTE. This averages to 3% growth per year over the next five years. Consequently, facilities needs on campus will primarily be based not on increased enrollment, but on new programs, changing service delivery strategies (including Web-based courses) and upgrades or replacement of antiquated facilities and equipment.

The Capital Facility Master Planning process confirms these conclusions. Very few priorities identified by faculty, staff and administration were related to inadequate ***capacity*** in existing programs at this time or in the near future.

Educational Programs

Southwestern Oregon Community College provides an educational program of highly diversified coursework. The programs currently available are listed below.

Business/Office Occupations:

- Business Management/Accounting Option
- Accounting
- Bookkeeping/Clerical
- Business Management/Marketing Option
- Marketing
- Business Management/Office Management Option
- Office Administration/Office Occupations
- Business Management/Small Business
- Entrepreneurship Option
- Supervision
- Medical Assistant
- Medical Clerical
- Medical Transcription

Childhood Education:

- Childhood Education and Family Studies
- Paraeducator/Educational Assistant

Computers and Technology:

- **Computer Networking:**
  - Network Design and Administration
  - Network Fundamentals
  - Network Technician
  - Network Certification Exam Preparation
  - Advanced Network Certification Exam Preparation
- **Software Support:**
  - Computer Information Systems: Software Support
  - Software Application Specialist
  - Software Certification Exam Preparation
- **Technical Support:**
  - Technical Support
  - Computer Technician
  - Computer Technician Exam Preparation
- **Web Support:**
  - Web Development and Administration
  - Web Production Specialist
  - Web Site Fundamentals

Criminal Justice:

- Criminal Justice Administration
- Corrections Officer Option
- Law Enforcement Option
- Juvenile Corrections

Culinary:

- Culinary Arts Management Training

Fitness:

- Athletic Training
- Fitness Management

Health Occupations:

- **Allied Health:**
  - Basic Nursing Assistant
  - Medication Aide Training
  - Rural Health Aide
- **Medical Technical:**
  - Pharmacy Technician
  - Surgical Technology
- **Health Occupations:**
  - Nursing
  - Perioperative Nursing

Human Services:

- Human Services
- Human Services: Gerontology Option
- Human Services: Social Services Option
- Human Services: Substance Abuse Option

Manufacturing Technology:

- Manufacturing Technology: Fabrication/Welding Option
- Fabrication/Welding
- Industrial Technology (Apprenticeship)

Natural Resources:

- Turf and Landscape Technology

Public Safety

- Emergency Medical Technician
- Fire Science Technology

Science:

- Engineering
- Mathematics
- Natural Science

There have been significant changes in educational offerings since the last Master Facilities Plan was completed. There have also been changes in the way educational services are delivered. Factors pertinent to prioritization of Master Facilities Plan projects are discussed below.

Health, Science and Technology Center

The College's Nursing program has been expanded from 20 entering students per year to 27 students. The current nursing training lab and classroom was not designed to accommodate more than 20 students.

The College has been required to increase class sizes to meet student demand and budget constraints. The classrooms in the College's primary general classroom building (Sitkum) are small; they are not large enough to add additional seats to accommodate increased class size. In fact, only eighteen general classrooms can hold more than 30 students.

The College's current science laboratories are now 40 years old and have never been updated. The spaces are poorly designed, too small, inadequate to incorporate current laboratory technology, have no instructional technology and are generally incompatible with best practices in instructional delivery.

The College's computer networking and hardware instructional labs are located in the vacated Automotive Technology building (Umpqua). The facility was not designed for technology instruction and is poorly suited for it.

The College has discussed the opportunity to recruit students by developing a marine biology curriculum that capitalizes on its unique coastal location and partners with Oregon Institute of Marine Biology for upper division programs and baccalaureate and advanced degrees. A marine biology program could use existing science labs but would benefit from an appropriately equipped dedicated lab.

The College's highest instructional facilities priority is a new Health, Science and Technology building. It is optimistic that it may be able to build this facility during the next biennium (2005-2007). The State legislature has indicated a willingness to borrow funds to support capital construction projects for community colleges. Colleges will likely be required to provide 40%-50% matching funds which can be derived from savings, borrowing, fundraising, bond elections or other sources.

Oregon Coast Culinary Institute

In 2000, the College researched the feasibility of developing a culinary instruction program as an enterprise. Subsequently, the Oregon Coast Culinary Institute began operation in fall 2001 in rented facilities. The program has grown to three cohorts which are juggled to accommodate lab time at the current facility (which has only one kitchen). To meet the facilities requirements of the current cohorts and create capacity for expanding this popular program the College is currently constructing a new Oregon Coast Culinary Institute with room for 240 students. This project is possible only because the Culinary Institute is operated as an enterprise charging fees adequate to pay all instructional, facilities and operating costs without General Fund support.

Curry County Campus

Curry County was annexed to the College district in 1995. The College was operating in a 5,700 square feet rented facility that it subsequently purchased. Although FTE in Curry County has tripled since 1995, the service level is still only one-third the service level in the rest of the College district. The current facility has an inadequate number of classrooms and computer labs, no science lab, insufficient office space and very limited parking. Although the College makes good use of rented and loaned facilities throughout Curry County, it will not attain service levels comparable to Coos County without improved facilities.

U.S. Borax is developing a 550 acre parcel of property north of Brookings; it has committed seven acres of property to the College for construction of a new campus. The College believes it may be able to leverage its current Curry County construction fund if the State legislature approves capital construction bonding for community colleges. This opportunity, combined with the Curry County portion of the capital construction fee recently approved by the Board of Education, will allow construction of adequate facilities for the expansion of Curry County programming and services.

Tioga Hall

The current library is on two floors of Tioga Hall (2nd and 3rd). This is inefficient and requires the College to have two staff on duty at all times, even when use is very low. Individual study carrels are not connected to the campus network or the Internet, although there are public use computers available in the library.

In addition to education needs, there is inadequate space for the mail room and print shop activities in Tioga Hall. The College would like to expand the 1st and 2nd floors of Tioga Hall to increase study space and consolidate library operations all on one floor and make the collection ADA compliant.

Public Safety Training Center

The College has done some preliminary investigation of the development of a comprehensive Public Safety Training Center as an enterprise. The facilities envisioned would capitalize on the College's unique location to teach marine, aviation, structure and wildfire firefighting techniques. It would also include facilities for rescue training in marine, aviation, swift water and earthquake/collapse environments. It would incorporate hazardous materials response training for radioactive, chemical and biological hazards, explosives and flammables. Law enforcement training could include a target range, forensics lab, SWAT simulations and table top exercises. The facility would likely have to be funded by grants or legislative appropriations to be economically feasible. User fees would be adequate to maintain and operate it.

Black Box

The Performing Arts Center has 501 seats. Many theatrical productions do not draw that large an audience; other productions are more effectively presented in alternative styles (such as theater in the round). A modest facility that would be available for daily rehearsal and seat 80-100 people for productions (with flexible seating, limited sets, lighting and sound) would meet this need. It would also free-up the PAC for other student and community functions and alleviate the many scheduling conflicts that currently occur.

Fairview Hall

There has been a significant reduction in the number of classes taught in the Machine Tool Shop in Fairview Hall. This space is still currently used for limited machining instruction, but may be available for other program uses or renovation in the future.

Prosper Hall

The College started an Athletic Training program in fall 2001. The program has been highly successful and a portion of Prosper Hall was renovated in 2002 to create an appropriate laboratory space. The program may require additional lab space if it continues to grow; the current lab space is at capacity. Construction of the new Student Recreation Center will free-up space for expansion of the laboratory, if required.

Administrative and Student Services Programs

Student Recreation Center

The College's current gymnasium, Fitness Center and weight room are inadequate to meet demand. Students are unable to access the gym for open play or intramurals until after 9 pm. The Fitness Center and weight room are packed at certain times of the day and there is no space to add additional equipment to meet demand. There are limited affordable recreational options for students in the community. The students have proposed, and the Board of Education has accepted, a plan to fund a new Student Recreation Center with a per credit facilities fee. The facility will be available to all students paying the fee at no additional cost. The building will have two gym floors, climbing wall, weight room, Fitness Center, multi-purpose rooms, mat rooms and student government and club offices. This project is currently in the design phase.

There has been discussion about developing an Adventure Recreation program. Such a program would heavily utilize components of the new Student Recreation Center (such as the climbing/bouldering wall), the natural resources surrounding the campus (hiking, biking, canoeing, kayaking, wildlife viewing) and a ropes course (both high and low elements).

Track and Synthetic Turf Field

As a component of the Student Recreation Center project, students have also requested a track and synthetic turf field. Students cannot play on the current soccer field because of water accumulations, mud and holes due to inadequate drainage. The College currently has no track, although it fields a track team each year that must practice at Marshfield High School.

Student Housing

Three phases of student housing have already been constructed in response to increasing demand. Additional increases are anticipated in enrollment of out-of-district traditional-age students due to Oregon Coast Culinary Institute expansion, increased general and targeted recruiting efforts and the addition of men's and women's golf and cross-country. To sustain these increases, the College will likely be required to build another 96 beds (4 buildings) of student housing capacity. Student Housing is operated as an enterprise and all expenses of additional construction and operation are financed by students living in student housing.

Empire Hall

The kitchen area of the cafeteria was expanded in 2000-2001 during construction of the Performing Arts Center. The service area was remodeled in 2002 by the College's food service vendor. Additional future expansion was planned for the dishwashing area and the dining area as the number of students living on campus increases. If the cafeteria becomes too crowded in the future, the College will have to expand the dining and dishwashing areas.

Umpqua Hall

The Automotive Technology program was eliminated in 1994. It was housed in Umpqua Hall and its closure made Umpqua available for alternative uses. It is currently used for the College's computer networking program (for which it is ill-suited) and storage. Should the College be successful in its efforts to construct a Health, Science and Technology building, Umpqua could be converted to additional campus storage and maintenance for the Plant Operations department.

Dellwood Hall

The College implemented a Student First Stop in the lobby of Dellwood Hall in spring 2002. The space has design constraints that cannot be overcome without significant renovation of the building. A proposed expansion of Dellwood Hall would create appropriate First Stop space and allow the integration of additional student services that are currently in Stensland Hall.

Stensland Hall

The Bookstore moved from Tioga into Stensland Hall when construction was completed in 1995. However, it did not gain any square feet in the move. The Bookstore is a successful enterprise that could be more successful if it had additional display space. A proposed renovation of Stensland Hall, and moving staff and services to Dellwood Hall, would allow expansion of the Bookstore.

Americans with Disabilities Act

The College's new construction is compliant with provisions of the Americans with Disabilities Act. However, many older buildings on campus are not compliant. The College has made numerous changes over the past decade to improve accessibility of these pre-existing structures, but more work remains to be done.

Planning Format

Planning efforts for this current document began in the Summer of 2003 when the administrative staff and the architect met to discuss how the planning process might be coordinated. The College desired to perform much of the research themselves and, in essence, provide the architect with the "educational program" that would drive the master plan study. The architect's scope of work involved translating the educational program into a space needs assessment outline, proposing construction alternatives to address the need for additional space, and then finalizing a building program complete with project cost estimates.

The following is a description of the tasks undertaken that led to the creation of this final document.

Task One: Initial meeting between architect and administrative staff to discuss the planning process.

Task Two: College conducted a Capital Facilities Needs Assessment Survey of its staff in the Fall of 2003. Administrative, instructional, and support staff were asked to provide input on space needs on campus, maintenance and repair concerns, and other perceived inadequacies at both the main campus in Coos Bay and at the Curry County Campus in Brookings.

Task Three: Sheldon Meyer, Dean of Administrative Services, organized the input received from all parties into several categorized “charts” (copies found in Appendix). The needs and concerns were separated into two basic categories … High Priority/Financially “Feasible” Issues listed under “4 Year Plan” and Lower Priority/High Expense Issues listed under “10 Year Plan”.

Task Four: Administrative staff and the architect met several times in January 2004 to review, discuss, and edit the perceived “issues” charts. A “short list” of projects was established for further study, program development, and cost estimating.

Task Five: The “short list” of projects was revised and re-arranged several times during the months of February and March 2004. Information received from the Oregon State Board of Education indicated that capital construction plans needed to be prepared with a five-year time frame proposed. Further, all capital construction plans must be updated and revised every two years thereafter.

The final proposed “Project List” for this master planning effort is divided into four (4) categories: Sitework Improvements, Building Construction/Remodel Projects, Major Maintenance/Repair Projects, and ADA Compliance Projects. Each of these categories lists projects that are sub-divided into two groups … “5 Year Time Frame Projects” and “Future – Unspecified Time Frame Projects”.

Task Six: Administrative staff and the architect met again to discuss, in more detail, the list of projects. The architect was then directed to prepare project cost estimates for each project identified as a “5 Year Time Frame” project.

Task Seven: Administrative staff and the architect then reviewed the various project costs. Locations for proposed new structures were also discussed and were tentatively sited on the Campus Site Plan. (See enclosed.)

Task Eight: A final Master Facilities Plan Document was then completed in April 2004.

Existing Conditions

Existing Facilities

Nestled on a heavily wooded site bordering the Empire Lakes, the Southwestern Oregon Community College Campus provides a relaxing and subdued environment for education. The formally organized, neo-classicism of the Campus provides a contrast between the lush, overgrown vegetation of the natural environment and the highly structured and manipulated man-made environment.

The Campus has evolved greatly over the last 40 years. The original "core-group" of buildings (with the exception of Tioga Hall and Prosper Hall) were low profile, delicately designed structures. The 1980's produced five (5) new buildings known as the Lab/Shop Complex (Eden, Sunset, Fairview, Sumner, and Lampa Halls) that still maintain a low profile, but display a design-style that is rather stark and hard-lined, differing greatly from the original theme. The 80's also produced Empire Hall, a building to serve as a Student Center and Campus Cafeteria.

Construction on Campus in the 1990's produced several more buildings including Stensland Hall (bookstore, counseling center, and classroom facility), the Newmark Center (a classroom and social service agency office building), and the Family Center (a childcare/family education facility). The latter two projects, along with the construction of a new main entrance driveway, produced a dramatic visual effect. Where once the College Campus was virtually "hidden" from view due to the dense number of trees and brush, the new construction (located immediately adjacent to Newmark Avenue), "opened-up" this landscape so that portions of the Central Campus were now visible from the street.

Another significant type of construction also began in the 1990's with the College's first phase of on-campus student housing. Once again, the style of architecture selected differed greatly from any previous styles found on Campus, and could best be described as "apartment-like" rather than "institutional".

Athletic facilities increased in the 90's as well, with construction of a new men's baseball field and associated athletic field house. Telephone and data cabling infrastructure was also upgraded all over Campus.

The turn of the century marked even more growth for the College. Additional student housing was constructed and a new 500 seat Performing Arts Center was added-on to Empire Hall. The PAC addition was combined with the expansion of other portions of Empire Hall so that the facility as-a-whole could now effectively operate as a conference facility.

Existing Engineering Systems

Subsurface Conditions

The Southwestern Campus is located in an area where the native soil is comprised of sandy to “clayey sand” material. This material is quite stable due to dense vegetation and mild ground slopes, and normally provides acceptable load-bearing capacity for most building designs. If additional capacity were required, beneath this material is generally found dense sandstone which exhibits exceptional bearing capacity. The exact depth of the sandstone would have to be determined by field borings on a site-by-site basis.

A portion of the Campus exists as natural bogs that have an extensive buildup of organic material. It has been a common practice in the area to remove this material and replace it with an engineered backfill of beach sand.

The winter water table rises quite close to the ground surface, particularly as one gets closer to Empire Lakes. It is anticipated that foundation drains (and perhaps sump pumps) might be necessary at some building sites. Surface water does not appear to be a problem at this time.

Existing Site Utilities

Storm Drainage: The existing on-campus storm drainage system consists largely of open channel concrete structures or earth sided ditches. The continuance of this system is recommended as opposed to the expense it would require to construct subsurface piping systems. All channeled storm water ultimately drains into Empire Lakes.

Sanitary Sewer: A majority of the Campus is connected by a sewer pipe system which collects at a central pumping station located north of Stensland Hall. The pumping station delivers (by pressurized line) the collected sewage to the City sewer system located on Newmark Avenue. Although the pump system is old, it has been well maintained, appears to be operating quite well, and has plenty of capacity should new buildings be added to the Campus inventory.

Student Housing is also connected to a sewer pipe system, but this system collects at a new sewer pump station within the Student Housing Complex and is then pumped to the city sewer system on Newmark Avenue.

The Newmark Center, Family Center, and Fire Science Buildings’ sewer lines all extend to the east and connect to the City of North Bend’s sanitary sewer system.

There is virtually no on-campus sanitary sewer service available for possible building areas north of Tioga Hall and Parking Lots No. 2 and No. 3. The installation of a new sewer pump station would be required for this to be available.

Domestic Water/Fire Protection Water Systems: Water systems were expanded as part of the 1978 Master Plan and still appear to have enough capacity to serve the limited number of additional building sites within the core-area of the College Campus. Like with sanitary sewer facilities, there is very little service available in the possible building areas north of Tioga Hall and Parking Lots No. 2 and No. 3. Main water lines would need to be extended and possibly connected to existing lines serving the adjacent North Bend residential areas.

Electrical Service: The original Campus electrical main service vault, located immediately south of Coaledo Hall, is effectively "at capacity". The new remaining building sites within the core-area of the Campus will need to be analyzed on a site-by-site basis to determine how best to serve them with electrical hook-up. And, as with water and sewer, there is virtually no electrical service currently available for building sites north of Tioga Hall. A new main electrical service vault will need to be considered for development to occur in this area.

Telephone/Data Wiring Infrastructure: An upgrade project in 1995, and subsequent student housing construction, developed conduit systems and splice vaults all over the core-portion of the College Campus. Increased development over the last nine years has used up a good portion of the available conduit space, but some capacity still exists to support future growth. There is extremely limited capacity leaving Randolph Hall (location of the College's telephone and data switching equipment) to access existing underground conduits that do have capacity. Additional conduit exiting Randolph may be required for future construction. There is no capacity to extend directly south from Randolph toward Plant Services.

Existing Building Systems

HVAC Systems: The oldest buildings on Campus (Tioga, Prosper, Randolph, Coaledo, Sitkum, and Dellwood Halls) are still equipped with original heating, cooling, and ventilation equipment. This equipment has been steadily failing due to age. In some cases, replacement parts are no longer available and there are several buildings that contain equipment that has not worked for years. All equipment in these buildings, including unit heaters, air handlers, fans, chillers and associated control systems, should be replaced.

All other buildings on Campus appear to have HVAC systems that are well maintained and functioning adequately.

Plumbing Systems: Outside of the occasional dripping faucet or leaking pipe, plumbing systems within all Campus buildings appear to be functioning well.

Electrical Systems: Many of the older buildings on Campus are maxed-out with electrical capacity, but are still able to perform the functions they do in an acceptable manner. At this time, it does not appear necessary to make special provision for adding electrical service capacity to any building.

Telephone/Data Wiring Systems: In general, most classrooms and labs on Campus need to be upgraded from a "technological" standpoint. Upgrades should include provisions for wired or wireless data transmission, audio speakers, microphone systems, and additional data/video connections.

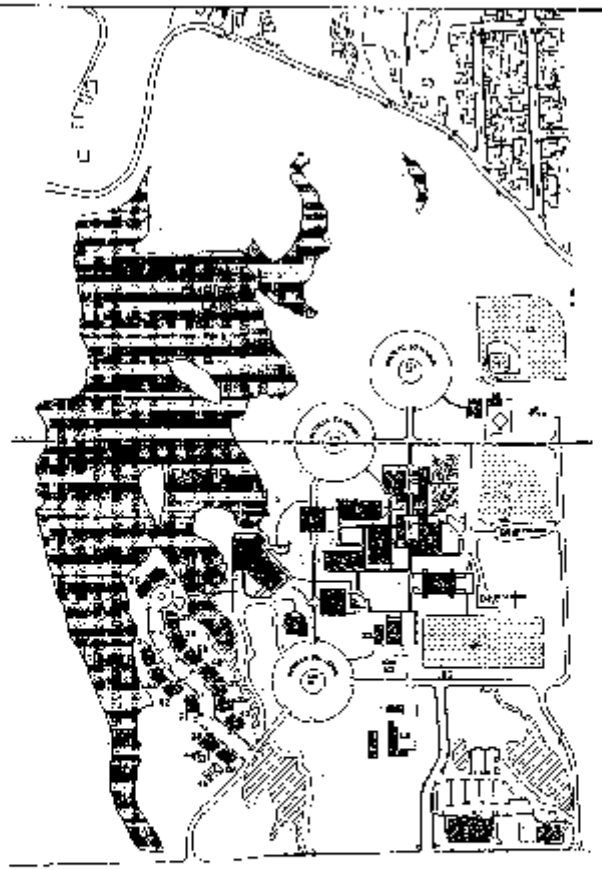
Wetlands

Due to the close proximity of Empire Lakes to the College Campus, the availability of future building sites as they relate to designated wetlands is an important issue to consider. A "wetland" can sometimes be declared "non-buildable" due to its importance to the local eco-system. On other occasions, as with marginal wetlands, construction is allowed only if a mitigation plan is approved. This typically requires the creation of a new, substitute wetlands which is similar in size and natural features to the one that is being built upon. The cost of this mitigation can sometimes be quite expensive.

The southern half of the College Campus property (everything south of Parking Lot No. 2) has been fairly well inventoried for wetlands. The largest, most obvious wetland area is the Empire Lake structure itself and the small islands that are located within it. The City of Coos Bay's Zoning Ordinance also requires that a fifty foot buffer of natural vegetation be maintained between the lake edge and any new construction. If the existing natural vegetation does not extend a full fifty feet, then all the vegetation that is existing currently must remain undisturbed.

Other designated wetland areas are shown on the enclosed “Existing Conditions” Site Map. The northern half of the Campus has not been thoroughly inventoried for the presence of wetlands, although casual field reconnaissance over the years has determined that wetlands are present.

SITE MAPS
OF
EXISTING CAMPUS LAYOUT
AND UTILITIES



1 / 1 OVERVIEW SITE PLAN

NORTH

DIRECTORY

1. BELLWOOD HALL
2. STENSLAND
3. RANDOLPH HALL
4. EMPIRE HALL/ PERF. ARTS CENTER
5. TIOGA HALL
6. SITKUM HALL
7. COALEDO HALL
8. EDEN HALL
9. LAMPA HALL
10. B-2
11. SUNSET HALL
12. SUMNER HALL
13. FAIRVIEW HALL
14. TENNIS COURTS
15. FIELD HOUSE
16. FIRE SCIENCE
17. BASEBALL FIELD
18. FIRE TOWER
19. SOFTBALL FIELD
20. PROSPER HALL
21. UMPQUA HALL
22. B-3 STORAGE
23. OFFICES
24. SOCCER FIELD
25. GUARD SHACK
26. PLANT SERVICES / MAINT.
27. FAMILY CENTER / CHILD CARE
28. NEWMARK CENTER
29. NORTH HEAD
30. LIGHTHOUSE DEPOT
31. ST. GEORGE REEF
32. CAPE BLANCO
33. COQUILLE RIVER
34. CAPE ARAGO
35. UMPQUA RIVER
36. HECETA HEAD
37. YAQUINA HEAD
38. CAPE MEARES
39. TILLAMOOK ROCK
40. POINT ADAMS
41. DESDEMONA SANDS
42. WARRIOR ROCK
43. WILLAMETTE RIVER
44. VOLLEYBALL COURT
45. BASKETBALL COURT

REGISTERED ARCHITECT • OREGON • 40 STATES

2004 MASTER FACILITIES PLAN
SOUTHWESTERN OREGON COMMUNITY COLLEGE
COOS BAY, OREGON

2004 MASTER FACILITIES PLAN

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COOS BAY, OREGON

REGISTERED ARCHITECT STATE OF OREGON

1 EXISTING CONDITIONS SITE PLAN- NORTH SECTION

2

2004 MASTER FACILITIES PLAN
SOUTHWESTERN OREGON COMMUNITY COLLEGE
COOS BAY, OREGON

REGISTERED ARCHITECT
STATE OF OREGON

1/3 EXISTING CONDITIONS SITE PLAN- SOUTH SECTION

2004 MASTER FACILITIES PLAN

SOUTHWESTERN OREGON COMMUNITY COLLEGE

COOS BAY, OREGON

REGISTERED ARCHITECT

STATE OF OREGON

LEGEND

EXISTING WATER

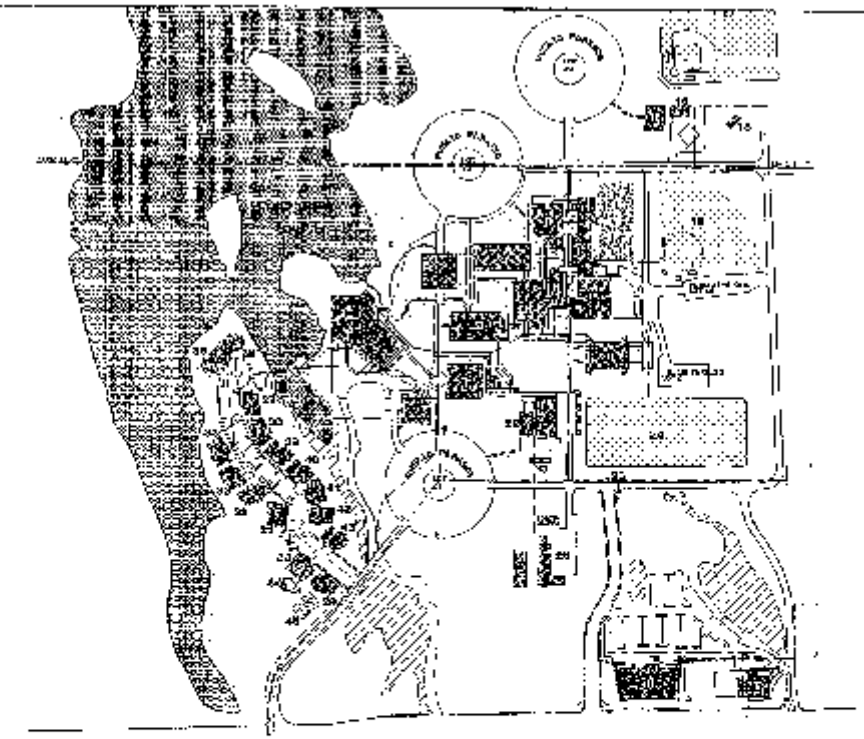
EXISTING WALK

EXISTING STORM

NORTH

1 EXISTING CONDITIONS SITE PLAN- SOUTH SECTION

4 WATER / SANITARY / STORM LINES



LEGEND

EXISTING WASTE
EXISTING WATER
EXISTING STORM

1/4 EXISTING CONDITIONS SITE PLAN- SOUTH SECTION
WATER / SANITARY / STORM LINES

1" = 300'-0"

NORTH

2004 MASTER FACILITIES PLAN
SOUTHWESTERN OREGON COMMUNITY COLLEGE
COOS BAY, OREGON

REGISTERED ARCHITECT • STATE OF OREGON

2004 MASTER FACILITIES PLAN
SOUTHWESTERN OREGON COMMUNITY COLLEGE
COOS BAY, OREGON
EXISTING CONDITIONS SITE PLAN- SOUTH SECTION
ELECTRICAL / PHONE / DATA LINES

Master Plan Narrative

There are many factors driving the need to create a Master Plan to improve facilities throughout the Southwestern Oregon Community College District. Generally speaking, it's the College's desire to adhere to its Mission Statement. To accomplish this, the "built" environment, whether it be classrooms, recreation facilities, or site amenities, must be of a suitable "quality". Instructional space, in particular, must be well designed and "technologically" up-to-date.

Specific factors leading to capital construction needs are as follows:

- Increased student enrollment has created a need for additional space.
- Old, outdated facilities need to be replaced or remodeled to provide students a modern-day learning environment.
- The construction of on-campus student housing has created a need to provide students with recreational activities while living on campus.
- Some buildings are approaching 40 years in age and have systems (mechanical and electrical) that are in need of major retrofit. Site improvements such as roadways, sidewalks, and landscaping are also in need of major maintenance.
- ADA compliance projects continue to be ongoing and may always be so, as stricter requirements are implemented every few years.

Projects List

Immediately following this page are the projects lists developed for the four (4) categories designated below:

- Sitework Improvement Projects.
- Building Construction/Remodel Projects.
- Major Maintenance/Repair Projects.
- ADA Compliance Projects.

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- PROJECTS LIST

SITEWORK IMPROVEMENT PROJECTS	
5 YEAR TIME FRAME	**FUTURE (UNSPECIFIED TIME FRAME)**
o New 8 lane 400 meter track and field facility. o Provide paving at Parking Lot No. 4. o Provide east side vehicle entry/exit by Fire Sciences Facility (requires property acquisition). o Upgrade the Campus “Quad” area with better landscaping and associated site amenities. o Provide ropes course/team building facilities. o Construct storage building at Empire Lakes Floating Docks for canoes, kayaks, etc…	o Roof at tennis courts for year-round usability.

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BUILDING CONSTRUCTION/REMODEL PROJECTS	
5 YEAR TIME FRAME	**FUTURE (UNSPECIFIED TIME FRAME)**
o New 60' x 80' storage building. o Expand Empire Hall dining area and complete kitchen expansion. o Increase student housing. o New Oregon Coast Culinary Institute. o Upgrade all classrooms for technology (data wiring, audio/visual, etc…). o Retrofit all Campus buildings with new cardlock system. o New Curry County Campus. o New Student Recreation Center to include a climbing wall, gym floor with basketball/volleyball equipment, fitness center, dance/judo rooms, student lounge, ASG office space, locker rooms and related support space. o Athletic Field House Building: - Ventilation upgrades. o New Science/Technology Building to include expanded nursing program, health sciences, technical labs, large classrooms, and display space.	o Space for Drama Department teaching lab and small performances ("Black Box"). o New Public Safety Training Center to include fire sciences, Haz mat training, gun/rifle range simulation, ship burn facility, criminal justice program and EMS program. o Tioga Hall Addition To: 1. Consolidate library operations onto one floor. 2. Create more room for print shop and mailroom, including locking mailboxes. o Dellwood Hall Addition/Stensland Hall Remodel: 1. Expand Dellwood to provide better student services center (First Stop), accommodate student counseling center, provide for a fully integrated career and placement center, and create space for the University Center. 2. Remodel Stensland Hall to expand bookstore into former counseling area. o Umpqua Hall Remodel for Plant Services Facility. o Fairview Hall Remodel: - Modifications to machine tools program space.

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MAJOR MAINTENANCE/REPAIR PROJECTS	
5 YEAR TIME FRAME	**FUTURE (UNSPECIFIED TIME FRAME)**
o Upgrade, repair, or replace HVAC systems in Tioga, Dellwood, Sitkum, Randolph, Prosper, and Coaledo Halls. o Resurface all existing paved parking lots and Campus drives. o Resurface tennis courts. o Replace failed insulated glass window units at selected aluminum framed windows.	o Re-roofing of all Campus buildings. o Exterior painting of all Campus buildings.

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ADA COMPLIANCE PROJECTS	
5 YEAR TIME FRAME	**FUTURE (UNSPECIFIED TIME FRAME)**
Projects are prioritized as follows: o No. 1: Provide a sidewalk from Parking Lot No. 1 to Newmark Avenue. - Completion Proposed …… 2005 o No. 2: Provide a sidewalk connecting the Newmark Center area to the central campus. - Completion Proposed …… 2005 o No. 3: Provide better wheelchair access from Tioga Hall to the Campus Quad area. - Completion Proposed …… 2006 o No. 4: Create a wheelchair accessible restroom on the fourth floor of Tioga Hall. - Completion Proposed …… 2007	

Project Scope And Cost Estimates

Projects designated as “5 Year Time Frame” projects were discussed in further detail. Preliminary building programs and/or project descriptions were created for each, thus quantifying a “project scope”. Project cost estimates were then created for each project. Cost estimates all typically include costs for the construction itself, along with costs for property acquisition (when applicable), building permits, plan review fees, local systems development charges (when applicable) and architectural/engineering fees. Project contingencies of 10% to 20% were also added to the cost estimates.

Following this page are the project scope descriptions and associated cost estimates for projects designated under the following four (4) categories.

- Sitework Improvement Projects.
- Building Construction/Remodel Projects.
- Major Maintenance/Repair Projects.
- ADA Compliance Projects.

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PROJECT SCOPE AND COST ESTIMATES
- SITEWORK IMPROVEMENT PROJECTS (5 YEAR)

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o New 8 Lane 400 Meter Track And Field Facility……	$ 850,000
o Provide Asphalt Paving, Curbs, Drainage, And Site Lighting At Parking Lot No. 4 (35,000 Sq. Ft. – 100 Spaces)……	$ 90,000
o East Side Vehicle Entry By Fire Sciences Facility	
- Property Acquisition (From N.B. School District)…….	$ 5,000
- Curbs/Sidewalks……	$ 8,000
- Driveway Widening/Paving……	$ 11,000
- Gate (Existing)……	0
- Miscellaneous……	$ 3,000
Sub-Total……	$ 27,000
o Upgrade Campus Quad Area With Better Landscaping And Associated Site Amenities	
- Replace Sidewalks Around Quad (3,600 Sq. Ft.)……..	$ 25,000
- Provide (4) New Light Fixtures……..	$ 12,000
- Provide New Trees – 10 @ $300/Ea……	$ 3,000
- Miscellaneous……..	$ 5,000
Sub-Total……	$ 45,000
o Provide Ropes Course/Team Building Facilities	
- Construct An Outdoor “Challenge Course” That Is Designed As A “Program” To Create Supportive Group Environments, Increases Participants’ Self-Confidence, And Promote Trust And Creative Thinking……	$ 75,000
o Construct Storage Building At Empire Lakes Floating Docks Structure	
- 12’ x 20’ Building (240 Sq. Ft.)……	$ 10,000
TOTAL……	**$1,097,000**

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PROJECT SCOPE AND COST ESTIMATES
- BUILDING CONSTRUCTION/REMODEL PROJECTS (5 YEAR)

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o New 60' x 80' Storage Building…… - 4,800 Sq. Ft. Pre-Engineered Metal Building Or Pole Structure, 16' Eave Height, Metal Siding And Roof.	$ 120,000
o Expand Empire Hall Dining Area And Complete Kitchen Expansion - 800 Sq. Ft. Expansion Of Dining Area, 400 Sq. Ft. Expansion Of Kitchen Support Space, Installation Of Large Capacity Grease Interceptor, Associated Furnishings & Equipment…….	$ 320,000
o Increase Student Housing - Construct Four (4) New Buildings (96 Beds Total) Of Same Design And Construction Type As Existing…….	$2,700,000
o New Oregon Coast Culinary Institute - Construct New 16,700 Sq. Ft. Culinary Arts Facility, Along With Associated Site Improvements……	$3,400,000
o Upgrade All Classrooms For Technology - Work Per Classroom To Include Wired Or Wireless Data Transmission, (2) Audio Speakers, Wireless Microphone-Receiver-Amplifier (As Required), Video & Cable TV Jacks, Along With Other Additional Wiring Modifications. - 45 Classrooms At $6,000/Each……	$ 270,000

PROJECT SCOPE AND COST ESTIMATES
- BUILDING CONSTRUCTION/REMODEL PROJECTS (5 YEAR)
PAGE TWO

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o Retrofit Various Doors On All Campus Buildings With "Cardlock" Hardware System - Work Will Involve Retrofitting Selected Exterior And Interior Doors On All Buildings With A New Cardlock Entry System. System Will Allow College To Better Control And Monitor Access To Buildings……..	$ 150,000
o New Curry County Campus - A New 17,500 Sq. Ft., One Story Building To Include Classrooms, Labs, And Associated Administrative And Support Space. Site Improvements To Include Curbs, Sidewalks, Landscaping And A Parking Area To Accommodate 100+ Cars……..	$ 2,900,000
o New Science/Technology Building - A New 40,000 Sq. Ft., Two Story Facility To Include An Expanded Nursing Program, Health Sciences, Technical Labs, Large General Purpose Classrooms, Display Space And Associated Support Areas…….	$ 7,000,000
o New Student Recreation Center - A New 40,000 Sq. Ft., 2 Story Facility To Include A Climbing Wall, Gym Floor With Basketball/Volleyball Equipment, Fitness Center, Dance/Judo Rooms, Student Lounge, ASG Office Space, Locker Rooms And Related Support Space…….	$ 4,500,000
o Ventilation Upgrades To Athletic Field House Building - Install Propeller Fans And Intake Air Vents……..	$ 5,000
TOTAL……	**$21,365,000**

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PROJECT SCOPE AND COST ESTIMATES
- MAJOR MAINTENANCE/REPAIR PROJECTS (5 YEAR)

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o Upgrade, Repair Or Replace HVAC Systems In Tioga, Dellwood, Sitkum, Randolph, Coaledo, And Prosper Halls	
- Tioga: Replace Indoor Air Handling Equipment (Located In First Floor Mechanical Room And Roof Top Penthouse), Outdoor Chiller Unit, Remote VAV Units And Controls System……	$ 900,000
- Prosper: Replace Indoor Air Handling Equipment (Located In Stair Towers). Also Replace Control Systems And Exhaust Fans……..	$ 360,000
- Dellwood: Provide New Split System Heat Pump Equipment (4 Units Total). Install Equipment On North And South Sides Of Building Within Newly Constructed Mechanical Closets. Connect To Existing Ductwork…….	$ 64,000
- Sitkum: Replace Individual Electric Unit Heaters With Natural Gas Fired Heaters. Also Replace (2) Exhaust Fans……	$ 37,000
- Randolph: Same Work Description As Sitkum……..	$ 35,000
- Coaledo: Same Work Description As Sitkum…….	$ 37,000
Sub-Total…….	$1,433,000

PROJECT SCOPE AND COST ESTIMATES
- MAJOR MAINTENANCE/REPAIR PROJECTS (5 YEAR)
PAGE TWO

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o Re-Surface Parking Lots/Campus Roads:	
- Parking Lot No. 1…….	$ 84,000
- Parking Lot No. 2…….	$ 84,000
- Parking Lot No. 3…….	$ 84,000
- East Campus Entry Drive (750 L.F.)…….	$ 17,000
- West Campus Entry Drive (800 L.F.)……..	$ 18,000
- Soccer Field Drive (East/West)…….	$ 19,000
- Soccer/Softball Field Drive (North/South)……..	$ 19,000
- Softball/Lot No. 2 Access Drive (East/West)…….	$ 19,000
Sub-Total……..	$ 344,000
o Re-Surface Tennis Courts:	
- 4 @ $4,000/Ea…….	$ 16,000
o Replace Failed Insulated Glass Window Units At Various Aluminum Framed Windows At Fairview, Sumner, And Lampa……..	$ 10,000
TOTAL…….	**$1,803,000**

SOUTHWESTERN OREGON
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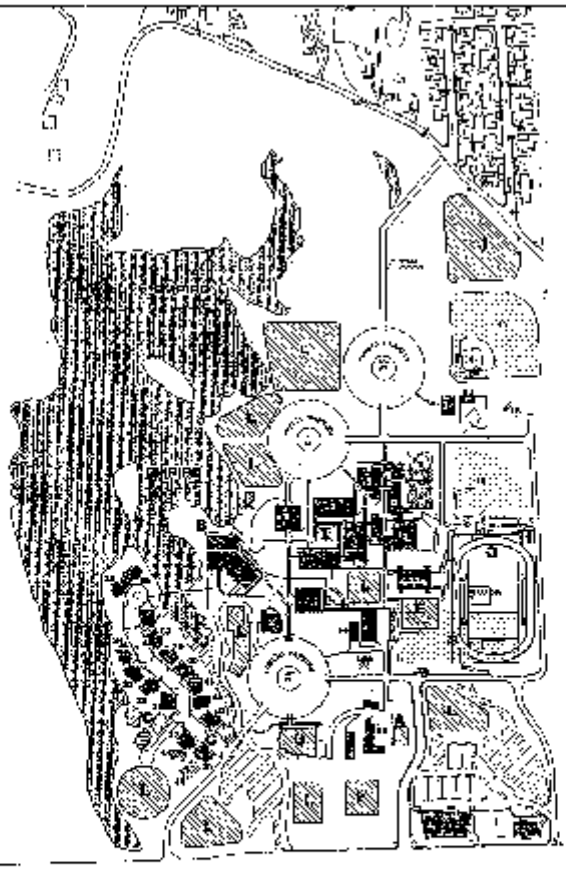
PROJECT SCOPE AND COST ESTIMATES
- ADA COMPLIANCE PROJECTS (5 YEAR)

PROJECT DESCRIPTION	PROJECT COST ESTIMATE
o Priority #1 (2005): Provide Sidewalk From Parking Lot No. 1 To Newmark Avenue (800 L.F. x 4' Wide = 3,200 Sq. Ft.)	
- New Walkway/Curb…….	$ 20,000
- Asphalt Patch-Back…….	$ 1,000
- Miscellaneous…….	$ 1,000
Sub-Total…….	$ 22,000
o Priority #2 (2005): Provide Sidewalk From Newmark Center Area To Campus Central (650 L.F. x 4' Wide = 2,600 Sq. Ft.)	
- New Walkway/Curb…….	$ 16,000
- Asphalt Patch-Back…….	$ 1,000
- Miscellaneous…….	$ 1,000
Sub-Total……..	$ 18,000
o Priority #3 (2006): Provide Better Wheelchair Access From Tioga Hall To Campus Quad Area	
- Replace Walkway From South Tioga Hall Entrance-To-Quad Area With New, Longer Ramp That Has ADA Compliant Slope…….	$ 30,000
o Priority #4 (2007): Create A Wheelchair Accessible Restroom On The Fourth Floor Of Tioga Hall…….	$ 12,000
TOTAL……	**$ 82,000**

SITE MAP
OF
PROPOSED CAPITAL
IMPROVEMENT PROJECTS



EXISTING CAMPUS FACILITIES

1. DELLWOOD HALL
2. STENSLAND
3. RANDOLPH HALL
4. EMPIRE HALL / PERF. ARTS CENTER
5. TIOGA HALL
6. SITKUM HALL
7. COALCOO HALL
8. EDEN HALL
9. LAMPA HALL
10. B-2
11. SUNSET HALL
12. SUMMER HALL
13. FAIRVIEW HALL
14. TENNIS COURTS
15. FIELD HOUSE
16. PINE SCIENCE
17. BASEBALL FIELD
18. PINE TOWER
19. SOFTBALL FIELD
20. PHOSPEH HALL
21. UMPQUA HALL
22. B-3 STORAGE
23. OFFICES
24. SOCCER FIELD
25. GUARD SHACK
26. PLANT SERVICES / MAINT.
27. FAMILY CENTER / CHILD CARE
28. NEWMARK CENTER
29. MORTIC HEAD
30. LIGHTHOUSE DEPOT
31. ST. GEORGE REEF
32. CAPE BLANCO
33. COQUILLE RIVER
34. CAPE ARAGO
35. UMPQUA RIVER
36. HECETA HEAD
37. YAQUINA HEAD
38. CAPE MEARES
39. TILLAMOOK ROCK
40. POINT ADAMS
41. DESDEMONA SANDS
42. WARRIOR ROCK
43. WILLAMETTE RIVER
44. VOLLEYBALL COURT
45. BASKETBALL COURT

PROPOSED MASTER PLAN PROJECTS

(5 YEAR TIME FRAME)

A. 60 x 80 STORAGE BUILDING
B. EMPIRE HALL EXPANSION
C. STUDENT HOUSING EXPANSION
D. D.C.C.I.
E. STUDENT RECREATION CENTER
F. SCIENCE / TECHNOLOGY BUILDING
G. 400 METER TRACK & FIELD FACILITY
H. FULLY DEVELOPED PARKING LOT NO. 4
I. UPGRADE LANDSCAPING AT CAMPUS QUAD
J. AREA FOR ROPE COURSE
K. EMPIRE LAKES STORAGE BUILDING
L. FUTURE BUILDING SITES

1 OVERVIEW SITE PLAN
MASTER PLAN PROJECTS

NORTH

REGISTERED ARCHITECT
OREGON

2004 MASTER FACILITIES PLAN.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
COOS BAY, OREGON

Accessibility For Persons With Disabilities

Background

Handicapped Accessibility issues were first addressed in the 1978 Master Plan and resulted in a number of small retrofit projects aimed at correcting most of the cited deficiencies. Automatic door openers were installed, modifications to restrooms were performed, and additional signage was installed to name just a few items. It was further noted in the 1978 Master Plan that all "new" buildings (Empire, Fairview, Lampa, Eden, Sumner, and Sunset) would be designed to meet all accessibility standards and that any retrofit to existing buildings beyond that noted above wasn't justified due to the expense involved.

The Americans with Disabilities Act (known as ADA) Titles II & III went into effect January 26, 1992. Public colleges fall under Title II which sets accessibility standards for people who suffer from a disability. Failure to comply with these standards potentially exposes the College to discrimination charges, which may carry up to a $300,000 damages claim by a successful applicant and civil penalties of $50,000 for an initial violation. The ADA Standards established in 1992 were far more demanding than the handicap accessibility standards that were in effect in 1978 and during the 1980's. These standards continue to be upgraded and revised, typically with more restrictive requirements, thus placing buildings that were constructed prior to the revisions "out-of-compliance".

The 1993 Master Plan also addressed ADA compliance issues, and a comprehensive campus-wide ADA Compliance Study and Implementation Plan was completed in early 1993.

Compliance Plan

The College has been working over the years to address issues raised in the 1993 ADA Compliance. Compliance projects have been limited to smaller issues, such as signage revisions, installation of automatic door openers, wrapping of exposed piping under lavatory counters and sinks, installing lever handles on latchsets/locksets that previously had round knobs, replacing door thresholds that exceeded the 1/2" maximum offset, and the like.

Conclusions

The College plans to continue with their ADA Compliance Plan, addressing the "smaller projects" on a year-by-year basis. Several larger, ADA compliance projects have been addressed in the list of Master Facilities Plan Projects.

Maintenance/Repair Work

Building and site improvement maintenance is an important issue in regard to preserving the aesthetic quality of the Campus. Routine and periodic maintenance, although an on-going expense, will usually prevent the need for major expenditures associated with building repair work such as dryrot and water damage caused by neglect.

In 1989 the College, in conjunction with the College's architect, developed a three year maintenance plan. The plan identified several projects that were prioritized and placed either in Year One, Two, or Three. Cost estimates were developed to accompany each project and were considered as part of the prioritization process. The plan is reviewed each year to evaluate what was completed in the previous year and to project ahead one additional year so that a three year "plan ahead" program is always in effect. This policy of maintenance is highly commended and is encouraged to continue. Generally, the Campus is in a good state of repair with the exception of the “older” buildings which are having problems with their old and antiquated mechanical systems. These mechanical system issues, along with a few other major maintenance projects, have been addressed as a part of this Master Facilities Plan.

APPENDIX

Master Facilities Planning 2003

Barb Robson – "all others" group

4 Year Reality Plan	*10 Year Dream Plan*
Mailroom/Printshop – larger, locking mailboxes, etc. Privacy/security issue	**Library on one floor to maximize personnel/librarian offices**
Ventilation – Tioga, Dellwood – HVAC all campus/windows that open 1-3-4-5	**More Public Safety officers on duty at a time**
Emergency notification system with verbal communication and backup & posting/all/backup generator for phone/emergency notice/general campus posting area for campus notices/emergency updates	**Beauty school (w/ staff discount) – Enterprise fund**
Use of alternative emergency/$ source	Pool for aqua classes
Library – One level	Separate PBX for Housing/Newmark
Sidewalks – fix	Paperless
Lighting	New elevators
Paperless	Staff lounge
Handicap accessible restrooms, T1, 3, 4, 5	Art museum/studio (display art/consignment)
Emergency lighting in restrooms	New Public Safety Office – located "on" campus
Remove current desks – replace w/ new tables	Art/sculptures all over campus – student work
Replace "bus stop" parking lot 2	New bus
Make more/or all multimedia classrooms	Bigger gym
Storage!!	New carts for maintenance
Meeting rooms – that are available and equipped	New maintenance building
First aid station	Covered sidewalks
Secondary access/exit for campus	Amphitheatre by the stump
Gazebo by lake for picnics w/ BBQ	Planetarium
New (working w/ cool water) water fountains in all buildings	Oceanography program
Use OCCI for food service	Agriculture program
Use the greenhouse – grow plants to offset lack of air in all other buildings	Aviary
Amphitheater	Bigger IT Department (sooner than 10 years)

Robin/Patty –Counseling/Fin. Aid/One Stop

4 Year Reality Plan	*10 Year Dream Plan*
More privacy in 1st Stop	**One building for all student services**
Make all desks/workstations ergonomic & new furniture everywhere/includes multi-purpose testing desks	**New library**
Paperless/imaging machines	**Bigger bookstore**
Better handicap accessibility	User friendly, accessible campus
Better climate control	Weekend & evening college
Better security for handling cash	Better handicap accessibiltiy all over campus
Staff break rooms in all buildings	Olympic pool
Equipment, etc., to keep up with technology change	More adaptable buildings (include planning for growth)
Ropes course/team building facilities	Student health center/mental health
Better science equipment	Off-campus administrative building
Better signage everywhere	Student meditation center
New carpeting	Black box theatre
Better bathrooms	Own space for University Center
Better storage area for records	Fully integrated career & placement center
Dumb waiter in Stensland	Coffee house
Fix the pond in back of Dellwood	Better seating for soccer/baseball games
Fix bathrooms in Dellwood	Expand nursing program facilities
Multi-purpose computer testing desks, and walls	Driving range
Cordless mice	Driver's education
Voice-activated computers	
Wire all classrooms for technology	
New furniture everywhere (especially in classrooms)	
Better wall colors!	
White boards in all classrooms	
Graffiti board outside	
Smart boards in all classrooms	
On-campus reader board (quad!)	
Covered walkways between buildings	
Open up availability of campus facilities to the community	

Curry County

4 Year Reality Plan	10 Year Dream Plan
HVAC/insulation	**Core of up to date computer labs (no windows)** **Cisco/Networking/Repaired upgrade**
Flip computer lab to room or provide more room	**Quiet offices/Good acoustics**
Every classroom has Smart Boards, LCD projectors, network connections & VTEL set up	**Classrooms 8-12 & #s 5, 6, 30**
	Phone system/voice mail/intercom integrated with Coos Bay
	Presence in PO and GB w/ computer labs (PO library)
	Large multipurpose room
	Multi-use science/lab room/nursing
	Art workshop/project based
	Locking cabinets for faculty/students
	Storage
	Attractive grounds/walking paths/bike circuit
	Separate reg/reception/bookstore
	Student or commons area (reception)
	Pet storage
	Kitchen area w/ staff area
	Cooking instruction area
	A/V equipment room/network off limits
	Windows & skylights & task lighting
	Reference library/computers/student study
	Online only bookstore
	Childcare
	Fast food/vending/microwave/coffee area
	P/T instructor area – see back
	Restrooms & shower area
	Staff furnishings – desks, comp, etc
	Sports center – pool, weights, fields, shower, gym, locker room, etc.
	Fire department/fire training area
	Prof-tech area – welding, woodworking, engine repair, etc.
	Forest/coast interpretive center

Curry County	
4 Year Reality Plan	**10 Year Dream Plan**
	Conference center design
	Rooms w/ outside access for night/weekend use
	Security system designed for building/area
	Wall in existing computer lab
	ADA compatible – all needed ??? & software
Joanna - Health & Human Svcs./ OCCI	
Update classrooms	**Student Activity Center w/ swim pool, track (teach lifeguard cert., methods of tch. water aerobics)**
Update window coverings for computer use	**Health Science Facility**
Expand nursing lab to accommodate simulation tech/incr. stds	**Public Safety Building**
Public Safety building	**Gun/rifle range (simulation)**
$Equipment for athletic training/fitness management	**Ship burn facility (lpg)**
Update table/chairs in classrooms	**HazMat training**
Smart boards/white boards	**CRJU, FS, EMS**
Maintain athletic facilities – field, indoor facility (mold)	**Fire house (recruiting tools) (through city, e.g., NBFD engine housed here)**
Connections to/for mobile simulation	**Classrooms, office space, conference room**
Burn to Learn facility (mobile burn trailers) (Increased prog. in district, rent to out district)	**Student study space/lounges**
Local HazMat for trng.	Astroturf athletic fields
Expand stations for culinary arts	Athletic clubhouse
Expand Lib Space. Put on one floor	Track facility
Student study space/lounge	Sim Lab, interface computer & health science tech. labs. More than just nursing (surg. tech, vet tech)
	Resource room for students/student health center
	OCCI facility

Cheryl - Biz/Tech/Math/Sci

4 Year Reality Plan	10 Year Dream Plan
Cooling 4th floor – HVAC Coaledo, Sitkum	**Space to expand – flexible space**
Replace student furniture – Sitkum	**Classroom**
New carpeting – 4th floor	**Lab**
New classroom space – larger classrooms	**Office**
Flex classroom space	**Museum**
Internet access in each classroom	**Storage**
Partner w/ Orco Tech	Business & Tech
Student ID cards	Science & Health Science
Pay for printing	Science & Tech Bldg.
Update employee lists on buildings	Health
Better/user friendly campus map	Or 2 bldgs? – 1 science, 1 technology
Better power supply on 4th floor – wiring – fire inspection	Lots of bandwidth
Safety equipment on every floor – EvacTrac	Museum space (dedicated room & hallways)
Safety Training	Adequate office space
Traffic flow for wheelchairs	Flexible false floor, etc.
Umpqua remodel or replace	Lots of power – backup
Well lit campus – safety – survey students – leave parking lot lights on til 10:30-11:00 p.m.	Suppressors
Increase partnerships – Coquille	Reconfigurable
Distance learning – record lectures	Science – plumbing not as flexible
Student – SOCC email accts.	Lab space – coordinate with classroom space
Student own space on network	Smart rooms
Earthquake safety	Hands on labs – fun, child-oriented?
Media Center – recording room – studio	Business Occ. Bldg.
Black box for PAC	Community projects
Scan – auto login for labs	OCCI
Asbestos floor tiles?	HTR – Hosp., Tourism, Recreation
Wash buildings	Media Bldg
Cover garbage cans – Umpqua	JPR, KCBY, local access
Windows outside in Tioga 3rd and 4th	Recording studio
Keylock systems on all buildings	
Offices that accommodate students	
New microscopes	
Wireless access points in classrooms	
Table space for laptops/recharging stations	

Mike Gaudette -	
Wireless campus	**Library – study rooms/info literacy lab**
Color copiers/digital copiers	**Student rec center – swimming pool, bowling, climbing wall, weight room, mat room, dance studio, racquetball, basketball floor**
Fix accessibility from Tioga to quad	**Tennis courts – resurface & cover**
Emergency phones on campus & parking lots	**Track**
Clustered server farm	**Field turf soccer field**
Deployment & inventory software 18K	**Football stadium**
Web CT server & software	Science/Health/IT – labs/IPV/classrooms/storage
Golfcart for IT	Black box theatre/rehearsal space
More room for printshop/mail room	Mailroom/print shop/locking mailboxes
Campus signage/ADA compliant	Adequate storage & custodial for all new facilities
DVD burners in Media Services	Cargo lift to second floor of PAC
Finish networking campus	Storage for OT
Heater in Randolph women's restroom	More student housing
Re-paint interior walls throughout campus	OCCI bldg – restaurant & banquet facilities
Safety mats for gym	Bigger B-2 bldg
New classroom furniture	9 hole executive golf course
Beautify the quad; make it student friendly	Staff break room
Mini van for plant services	Classroom bldg with larger rooms
Cordless digital phones for all staff	Expand Empire kitchen & dining area
Separate network for public users	Expanded conference facilities
Resurface parking lots	Move music dept & facility to PAC
New kiln	Pave parking lot 4
Sidewalk from parking lot to Newmark	
Automatic irrigation sprinklers	
New switches, storage area network (60K)	
Outdoor recreation equipment	
All bldgs ADA accessible at each door	
Technology to make on-line learning ADA accessible	
Backhoe	
Articulated boom truck	

Mike Gaudette -

4 Year Reality Plan	*10 Year Dream Plan*
Cat 6 to desktop or fiber to desktop	
Fill ditches around soccer field	
HVAC updates	
Equipment for e-911, should have voicemail & caller ID	
It monitoring equipment 60K	
Smart board & video projectors in 3very class	
College software license upgrade	
Sniffer Pro 17K	
Packet shopper for housing	

Brenda - Newmark/ALSP/Grant programs

Newmark Center HVAC system	**Classrooms for ALSP**
Office, classroom, storage space in Newmark & Family Center	**Student Health Center**
Latino center	Twin to Newmark Center (for expansion for ALSP/Family Center/Workforce/storage)
Kitchen upgrade – Newmark & Family Center	Classrooms for Family Center – Parent room, office space, childhood ed classroom
100 computers in 3-5 replacement (wireless?)	Latino Building
Replace windows/paint Coquille Wa School & replace 15 computers School	Student housing (Latino population)
Move space at Coquille “move to Jefferson”	Retail sales training
Fence expanded for Family Center	Call center training center
Carpet/Paint in Newmark Center	Technology – Wireless
Carpet/Paint in Family Center	Distance learning
Projector screens	Multi-purpose – large room for 3-6 month program
In Focus Projector	Rapid response
TV/VCRs	Outreach site in Coquille
Chairs replaced	Expansion of BDC to 2 stories
Handicap traffic pattern	Job placement center
Sidewalk to Newmark/Family Center to camkp8us	Faculty/Staff Center (resource room, lounge)
Library/study lounge in Newmark	

Sara - Arts & Humanities/Soc. Sci.

4 Year Reality Plan	*10 Year Dream Plan*
Eco-tourism – Real estate, hotel mgmt., language immersion, art gallery & foundry, horticulture, performance, OCCI & wine institute, environmental science	**ET Complex**
Upgrade: Rehearsal space, art facilities, foundry, ADA friendly, faculty office complex	**Media Center: TV, radio, publishing, recording, theatre, film, art studio**
Senior College – promote – need new chairs & furniture	**Library – new**
Tie facility development to programs	Swimming pool
Lake use – row team, boat house, canoe rental, kayak	Rehearsal space for theatre
Cruise line	Black box
Computer graphic lab	Renovate 10 year plan
Language/bus/acct immersion lab	Biofeedback lab
Bronze foundry/Eden addition (Fairview?)	Gallery in lobby of PAC
Student SAFE place	Library – real one
Student culture awareness	Retrofit PAC
Kilns/ceramics	Student Center
Classroom space needs	Music bldg - expansion
New buildings w/ windows that open	Randolph is sinking!
Sitkum – new desks, tables	Central faculty – offices – new building to replace Lampa
Real estate training	Swimming pool for all seniors/ADA
ADA friendly – pavement, PAC entry, lighting, culinary bldg.	Develop nursing/geriatric bldg
Sumner II – PowerPoint, Smart Board	Woodshop
Remodel Lampa for additional offices	Photo lab
Tie facility development to specific programs	Tribal presence on campus
Environmental Science tied to ecotourism & seniors	Hotel/Restaurant management
TV/Radio/Publishing media centers	

EXHIBIT IV.B

Summer Maintenance and Repair Projects 2005

Summer 2005
Completed Maintenance and Repair Projects

- Tile installed on the 3rd floor of Tioga Hall
- Tile installed in the mailroom hallway
- Office built on the 2nd floor of Tioga Hall
- Office built on the 4th floor of Tioga Hall
- Remodel Sumner 9 for Nursing
- Resurfaced tennis courts
- Sealcoat parking lot 1
- New carpet installed in hallway of 2nd floor Stensland Hall
- New vinyl flooring installed in lobby of Fairview Hall
- Moved Judo/Karate classroom from OCCI to new location in B-2. Set up classroom
- New paint in hallway of 2nd floor Stensland Hall
- Painted stucco ends of building on Randolph, Sitkum & Coaledo
- Installed new handicap door operator to ESS offices in Stensland Hall
- Moved flags from Empire Lobby to dining room
- Carpets cleaned in bookstore and Fire Science
- Carpets to be cleaned in Lakeview Rooms at PAC 9/16/05 and PAC lobby before school opens
- Clean out and move the old OCCI facility
- Help with set up of new OCCI facility
- Installation of spectrophometer in Coaledo Hall chemistry lab – ongoing
- Created an office in Sumner Hall

- New handicap doors to be installed at tunnel entrance into Empire Hall by end of the month
- Establishing a quarterly carpet cleaning for Family Center
- Purchased a new John Deere tractor with a backhoe for general campus upkeep
- Lease purchase of 2 air porter style vans for motor pool

EXHIBIT IV.C

Status of Five Year Facilities Projects

Fall 2005

PROJECTS 5 year timeframe	STATUS Fall 2005
Building Construction/Remodel Projects	
Increase student housing	Two of four new units have been completed. Expected to be completed in October and November
New Health Sciences and Technology Building	$1.1 million dollars is earmarked for this project.
Build Oregon Coast Culinary (OCCI) facility	Opened Fall 2005
Build Curry County Campus	$2.3 million dollars has been raised; a site is currently being purchased.
Build student recreation Center	Students assessed a fee tied to classes to help
Athletic Field House	Completed ventilation upgrades
Upgrade all classrooms for technology	In progress.
Sitework Improvement Projects	
8 lane 400 meter track and field facility	In Progress. Expected completion October 2005
Paving in Parking Lot 4	Postponed until recreation center completed. Changes to the Recreational facility will impact the size and location of the parking lot.
East side vehicle entry/exit by Fire Sciences facility.	Postponed. Requires property acquisition.
Upgrade campus quad area with landscaping.	Postponed.
Construct storage building at Empire Lakes Floating Dock for canoes, kayaks.	Postponed
Major Maintenance	
Upgrade, repair or replace HVAC systems	
Resurface all existing paved parking lots and campus drives	Complete except for parking Lot 4, which has been postponed until completion of the Student Recreation Center.
Resurface tennis courts	Completed
Replaced insulated glass window units	
ADA Compliance Projects	
Provide better wheelchair access from Tioga Hall	
Provide sidewalk from Parking Lot 1 to Newmark Avenue	
Create wheelchair access on Tioga 4th floor	
Provide sidewalk connecting the Newmark Center to core campus	

EXHIBIT V.A

Technology Strategic Planning Process and Implementation

Technology Plan 2005-2008

Southwestern Oregon Community College
Strategic Plan for Information Technology
2005-2008

Institutional Wide Technology Committee

Sandi Arbuckle – Network Administrator
John Berman – Tech. Prep. Coordinator
Joanna Blount, Ed.D - Assoc. Dean of Collegiate & Prof. Tech. Ed.
Blake Bowers – Division Director Health and Human Services
Brenda Brecke – Associate Dean, Prof. Tech. Ed. & Workforce Development
Daniel Brouse – Assistant Professor, Biology
Robin Bunnell – Associate Dean Enrollment and Student Services/Registrar
Floyd Chase – ALSP Computer Lab Coordinator
Tim Daily – Visiting Counselor, Student Support Services (Disability Services)
Mary Jane Fisher – CCLS Extended Services Director
Kat Flores – Director, Information Technology, Planning, and Research
Carl Gerisch – Instructional Computer Labs and Media Services Supervisor
Peggy Goergen – Associate Dean, Curry County
Karen Helland – Director of Distance Learning and Community Education
Linda Kridelbaugh – Professor, Computer Information Systems
Rocky Lavoie – Assistant Director, Information Technology/System Administrator
Shawn Liggett – Student First Stop Coordinator/Supervisor
Bruce Locker – Professor, Business
Sheldon Meyer, Ph.D – Dean Administrative Services
Laurie Potts – Childhood Education Director
Janet Pretti - Curry County Coordinator/Assistant
Sarah Recken – Division Director of Arts, Humanities and Social Sciences
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Stephen Schoonmaker, Ed.D - Dean of Instruction
Diana Schab – Associate Professor, Computer Information Systems/Engineering
Mike Scott – Adult Learning Skills Program Director
Patty Scott – Professor, Director, Educational Support Programs and Services
Avena Singh – Web Systems Administrator
Sharon Smith – Director of Library Services
Suzanne Wash – Grant Development Specialist
Mark Wilson – Professor, English
Bill Yates – Professor, Computer Information Systems/Computer Sciences

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Southwestern Oregon Community College Mission Statement

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value lifelong learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

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

Technology Mission Statement

To support the college mission by developing, coordinating, and supporting the use of technology to enhance access to and learning opportunities for the students, residents, and College staff of the South Coast. Further, to enhance regional access to education through collaboration with the K-12 system, the Oregon University System, and local businesses and agencies.

Southwestern Oregon Community College
Vision and Strategic Plan
2005-2008

Southwestern Oregon Community College (SOCC) recognizes Information Technology (IT) is a fundamental element supporting the College's mission critical activities of teaching and learning. Because of this, our community goal is to achieve high quality IT services.

We also recognize that Information Technology touches all aspects of the SOCC organization as well as the entire community. From management and functional areas, Curry Campuses, and outreach departments, to local community business and educational institutions, IT is interwoven across the entire College district. As such, an effective IT vision for Southwestern must reflect that IT is not something that is isolated or owned by a single entity; rather it is a set of tools that facilitates achieving the mission and goals of the institution.

The Institution Wide Technology Committee has come together to create a vision based on three years of meetings with College staff comprised of administrators, faculty, staff, and IT professionals. This vision, based on input from this broad campus input, outlines the IT strategies for Southwestern. It articulates our community wide model for information technology in all College departments such as the Library, Newmark Center, Information Technology Department, Brookings and Gold Beach Campuses, Instructional Departments, as well as collaborating with other educational institutions and the business community.

A vision is owned by the entire campus community, yet it relies on institutional commitment at the highest levels to achieve results. We recognize a vision is also a constant work-in-progress, to be revisited on a regular basis with continuing broad participation from the Institution Wide Technology Committee.

The IT vision is presented in two parts. The first part is our vision for the use of IT in support of our core activities; teaching and learning, student support services, library services, and collaboration. The second part is our vision for the infrastructure and funding needed to make the vision a reality.

Use of Information Technology in Teaching and Learning

Southwestern faculty will be leaders in teaching methods including those enhanced by information technology and modern facilities to ensure that the highest quality of teaching and learning takes place. Southwestern learners will know how to take advantage of technology to enrich their education.

It is important to keep the technology in the student spaces up to date to satisfy the expectations of our learners. To that end, Southwestern will continue to maintain and support technology integrated classrooms, computerized classrooms; and instructional computer labs.

Having the technology would be of minimal benefit without a workforce that uses it. It is important to have employees who know and use technology in their teaching and work. To facilitate this, Southwestern will develop and support a center for teaching and learning that

would include but not be limited to; instructional design, multi-media development, graphic design support, instructional programming support, web development support, technology integration support, faculty dialogues on the scholarship of teaching and learning, instructional consultancy, and staff development and training with an updated training calendar available on the web. This will be an inviting, comfortable space full of resources and technology. It will be a place with time to learn and share staffed by a coordinator who works with full/part time faculty, staff, and administrators and co-located staff that would contribute a wealth of services. The Teaching with Technology website will be updated and maintained to support the information for faculty using technology and instruction.

As online and hybrid courses grow at Southwestern, the licensing of a course platform system for more students seats and the availability for all faculty to access the resources is critical. The Office of Distance and Community education with the assistance of faculty and administration will be updating policies to carry out the overall vision of distance learning at Southwestern. This would include developing best practices and standardization of online learning and teaching with technology and increasing availability of student services online. Staffing to support online and hybrid courses is going to be critical as the number of students accessing coursework online grows and the number of faculty teaching increases.

Use of Information Technology in Supporting Student Services.

Regardless of a student's physical location, s/he should have the same access to the services needed to be a successful student. There is a growing demand from the disabled community for education. Creating our Web site in a user-friendly, ADA compliant manner will enhance the experience for those individuals. We also have the opportunity to create a web site that will capture the attention of prospective students, while also promoting public relations.

Use Information Technology in Support of the Library as a Learning Space

The college library is a learning space that ensures equitable access to quality, cost effective resources in a variety of formats. Access to electronic resources is an essential component of the learning environment. Technology allows us to provide a "virtual learning space" to facilitate collaboration between faculty, students, and library staff. Electronic resources in the form of subscription databases and online reference support are especially important value-added assets for the distance learning students who may otherwise not have access to quality information resources. Information technology provides the critical infrastructure and technical support to assure that the campus community can develop research and academic competencies across the curriculum.

Use of Information Technology to Support Administration

The backbone of the College ERP (Enterprise Resource Planning software) is Datatel Colleague. The IT Applications Analyst and Training Specialist will train staff and faculty to use Colleague and WebAdvisor to its fullest. The College will also take advantage of new modules in Colleague

to better support Academic Records, Student Systems, Human Resources, Conferencing, and College Advancement.

Planning, assessment and reporting are very important to the College. The Information Technology Department will improve the tools it provides to make these task easier and more useful.

Information Technology and Collaboration

Southwestern will strengthen college connections to economic and workforce development entities and the business community.

The college will collaborate with area business, economic, and workforce leaders to maintain and improve the technological expertise and capability of the south coast, from Reedsport to the California border. To further this mission, the college, including the Curry County Center, will continue the partnership with local K-12 districts, South Coast ESD and the Southwestern Oregon University Center, begun in 1999, to develop and revise the Regional Education Technology Plan that outlines the educational technology plans for the entire region, K-20.

The college will persist in a leadership role with all of these entities to build a robust technology sector on the south coast, both for economic and workforce (education) development. Southwestern can and will provide quality interns for these area business and workforce entities. Area employers have business needs that may not be able to be met by the limited local workforce; and recently trained interns can provide the needed skills. At the same time, the opportunity for students to intern in the immediate local area places them close to the College supervision that helps to ensure the success of the internship.

Infrastructure of Information Technology

The IT infrastructure will be robust, scaleable, flexible and secure to meet the needs at Southwestern. Recognizing that the demands for new technologies are constantly increasing and changing, the infrastructure will allow for growth and expansion, and adaptation to new technologies and applications.

Southwestern will ensure that faculty, students, and staff have high speed, reliable access to IT regardless of their location. These locations will include but are not limited to classrooms, labs, campus offices, or other geographic locations. Access will be provided using a variety of technologies to suit the end users' needs including VPN, wireless, broadband and the web.

Southwestern will provide a variety of information security options to protect Southwestern resources from disruption, modification, and disclosure. Southwestern will also offer education programs to faculty, staff, and students to keep the campus community informed about these security options and related issues. Essential security initiatives include: providing technology to allow the receiver of digital message to be confident of the sender's identity; issuing secure configuration of workstations and notebooks, and increasing the monitoring and proactive protection of the network.

Southwestern will provide a network architecture that facilitates high-speed data transfer. The network will be reliable and built to support maximum capacity at all sites.

Southwestern will ensure that every user has an IT job log login and a primary support contact for IT. IT support staff will receive on-going training to ensure their skill sets match end user needs. Southwestern will coordinate IT support across campus by enabling cross training and information exchanges among primary support personnel. Service quality initiatives will be implemented to ensure end user satisfaction.

Funding of Information Technology

Southwestern will develop a rational, fair decision model that reflects the full cost of services and current institutional practices. New sources of funding will be sought to minimize substitution or reallocation of funds form other areas. Southwestern will ensure the benefits from shared and individual investment of IT funds are clearly communicated to the Campus community.

Southwestern will provide a robust IT infrastructure and services through a sustainable funding model that is fair, promotes accountability, and is supported by the campus community and the student's technology fee. Technology fee monies should be used only in the support of technology.

The college is currently conducting several federal- and foundation-funded grant programs. To ensure the efficient functioning of these programs, faculty and staff need to be cognizant about how these projects relate to the college mission and are integrated within the college organization, what the expected outcomes of the projects will be, and departmental roles for ensuring these outcomes are met. In addition, faculty and staff need to be aware of all current and submitted grants so that duplication of efforts is avoided in the grant-seeking process.

The Southwestern grants office is formalizing policies, which will align grant-seeking efforts with the strategic and technological goals of the college. Faculty and staff currently involved in grant programs need to assess the activities and outcomes of their programs to identify opportunities and gaps which will guide future mission-driven grant seeking efforts. Coordinating information and reviewing outcomes of current projects enables the college to identify strategies to build on current successes and address areas that need improvement.

The increase of technological resources and equipment through grant-funded projects at Southwestern has created the parallel need for increased levels of technology staff support and, in some cases, specialized technology staff training. Under those circumstances where grant funding allows for the request of indirect costs, a reasonable portion of these funds should be allocated to technology support.

Use of Information Technology in Teaching and Learning

A. Create a Learning and Teaching Center.

Rationale:

Learning and Teaching Center will promote student learning through faculty and staff development. It will provide an environment that will promote professional, instructional and organizational development of Southwestern's educational initiatives. Faculty and staff will have a place to develop their professional skills by promoting innovation through exposure, discourse, reflection, and experimentation. It will increase professional development offerings that will support Southwestern's full and part-time faculty, staff and administration. Training will be more efficient and effective to ensure and maintain high quality teaching and learning. Create annual faculty and staff training calendar. Faculty and staff need training on current and new software being used at the college. A calendar of training events would help faculty and staff to plan ahead so they can participate in the trainings.

Resources Needed:

Center Staff
Physical Space on Campus
Furnishings
Website
Computers, software, other technology instructional equipment
Books, articles, resources

B. Coordination for development of online courses.

Rationale:

There are several barriers for students who might want to expand their educational opportunities. This is especially true for those who live in outlying areas, working students, students with families and those with disabilities. We need to coordinate with appropriate staff and departments on the development of online courses including hiring and training of instructors, scheduling and support of online courses. These classes would be developed to provide a complementary avenue for access to Southwestern courses and generate more FTE for the college.

Resources Needed:

- Course management system that sits on a new server at SOCC or another server approved by IT.
- 1 FTE – Distance Learning Student Technical Support position
- Expand number of online courses and degree programs
- Updated policies and procedures for online course development and scheduling
- Development of a template for standardization of WebCT courses
- Online pay differential for online part-time faculty

- Place SOCC DL programs and classes on national and international education web directories
- Budget for salaries and development costs

C. Increase opportunities for self-study through web-based courses.

Rationale:
Opportunity for self-study through web-based courses with multi-media componenets and CD-ROM based programs for faculty, staff, and students needs to be increased. Several companies have created web based workforce training courses available for colleges to host for little or no cost. The Distance and Community Education Department will expand this area of online learning. This has the possibility to produce revenue for the college.

D. Build an Advanced Science and Technology Center.

Rationale:
An Advanced Technology Center that combines state-of-the-art technology with a well trained and supported staff must be developed to offer quality instruction to the current, transitional, and emerging workforces. The college must be able to deliver this high tech instruction in a high tech facility in order to remain competitive in the IT education marketplace. Distance learning environments, including IPTV systems, must be part of this emerging ATC plan.

E. Add multi media classrooms.

Rationale:
As more instructors are learning to use technology in the classroom, it is getting harder to meet the needs of instructors requesting multimedia rooms during the high occupancy periods. We have had to put trainings and classes in the Umpqua computerized classrooms in order to meet the technology requests. Adding new multimedia classrooms, along with targeted scheduling, should reduce the number of requests that get turned down.

Resources Needed:
$8,000 per room

F. Expand and support online courses.

Rationale:
There are several barriers for students who might want to expand their educational opportunities. This is especially true for those who live in outlying areas, working students, and those with disabilities. These classes would be developed to reduce those barriers and generate more FTE for the college. The Office of Distance and Community Education should coordinate with administrative staff, the Information Technology Department and instructors to develop courses, hire and train instructors, and schedule and support online couses.

Resources Needed:

- Course management system that sits on a new server at SOCC or another server approved by IT.
- 1 FTE – Distance Learning Student Technical Support position
- Expand number of online courses and degree programs
- Place SOCC DL programs and classes on national and international education web directories

G. Increase opportunities for on-line workforce courses.

Rationale:
Southwestern need to create additional opportunities for self-paced through web-based courses with multi-media components and CD-COM based programs for college staff and our communities. Several companies have created web based workforce training courses available for colleges to host. The Distance and Community Education Department is partnering with two such companies but needs to expand the course work. This has the possibility to produce additional revenue for the college needed to maintain the hardware and software used college-wide.

H. Strengthen quality of instruction through staff and faculty training.

Rationale:
The rate of change in technology is fast and furious. The faculty and staff, college-wide, need on-going training to keep pace with these changes. For this training, multiple sources can be used. The CIS faculty can be scheduled to offer classes to other faculty and staff members. The Information Technology staff can take advantage of classes offered on campus, but also needs extensive training to obtain the expertise needed to maintain the hardware and software used college-wide.

Resources Needed:
Offsite classes: $20,000

I. Create annual faculty and staff training calendar.

Rationale:
Faculty and staff need training on current and new software being used at the college. A calendar of training events would help faculty and staff to plan ahead so they can participate in the trainings. Each training session should be offered multiple times so individuals who have conflicts can take it at another time.

J. Implement a student and faculty on-line and call-in technology help desk.

Rationale:
Students at Southwestern have access to a growing number of online services including email, WebAdvisor and WebCT. We need a comprehensive one stop service for all students to access support. A full-time person who can troubleshoot a variety of

problems is mandatory. This position would also supervise and train student to become call center/help desk interns for Southwestern.

Use of Information Technology in Student Services

A. Redesign Southwestern web site to enhance recruiting and retention.

Rationale:
Offering students a user-friendly, ADA compliant website that includes enhanced marketing & recruiting functions and better services, will not only attract new students but retain current students. We can use the website to market, recruit, and increase public relation functions. New programs and services, such as distance learning, will also have better exposure with the redesign of the website.

Resources Needed:
Web Systems Administrator
Interactive Web technology such as Cold Fusion, PHP, etc.
Content management system such as Contribute 3.
Portal technology.

B. Build templates for faculty web pages and technical support.

Rationale:
Faculty departments have identified the need for faculty web page templates and support for maintaining them for their assessment and planning process.

Resources Needed:
Web Systems Administrator
Interactive Web technology such as Cold Fusion, PHP, etc.
Content management system such as Contribute 3.

C. Begin testing roaming profiles for students.

Individual logon accounts would increase accountability and security.
Rationale:
Increases ability to monitor and track individual's activity. Roaming profiles provide a better user experience in a networked campus. With the users data saved on servers rather than the PC it is possible to backup and recover the data without visiting the PC.

Resources Needed:
Staff time and training. Large capacity storage on a robust server with a backup solution.

Funding needed:
Server and network improvements: $20,000

D. Offer on-line support services to all students.

Rationale:
In order to effectively recruit and retain our students, access to services must be made to all students regardless of their physical location. Offering campus services online allows students the opportunity to access the assistance they need any time, day or night.

Southwestern currently offers several services online such as registration, payment, class schedules, textbook purchases, ADA, and applications. However, there are several other services that must also be added in order to effectively assist students regardless of their physical location. Such services include, but are not limited to: tutoring, advising, financial aid, counseling, testing, career exploration, library, labs, and a help desk. In the future, the faculty could also provide virtual office hours.

Use of Information Technology to Support Library Applications

A. Provide access to additional full-text online databases.

Rationale:
Access to full-text electronic resources is an essential element in assuring access to information for all users in contemporary learning environments.

Resources needed:
Budget for acquisitions of electronic subscriptions. Explore additional resource sharing opportunities and agreements in support of this goal.

B. Provide wireless network in the library.

Rationale:
Wireless access is an integral component of expanding the virtual learning space of the college, as well as the library.

Resources needed:
Consultant to evaluate placement of wireless access points (IT has hired a consultant). It is not clear what additional resources might be required from the library.

C. Develop additional web-based instructional modules.

Rationale:
Additional web-based instructional modules for information literacy instruction to support campus and distance learning programs needs to be developed. The contemporary learning environment is one of rapid change and proliferation of information resources in many forms. Effective learners must acquire a number of skills in order to make the best choices from the array of options. Information

literacy skills include the ability to:

- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

[Information Literacy Competency Standards for Higher Education. American Library Association]

Reference librarians have already developed library instruction modules for both face-to-face and online instruction but these require frequent revision and updating.

Resources needed:
Additional staff time and software to enhance instructional content and delivery.

D. Wireless Mobile Lab for instructional use in the library.

Rationale:
Library instruction is currently provided in an area does not have computer access so instruction is limited to demonstration without hands-on practice. A wireless mobile lab would create a better learning environment for students.

Resources needed:
One 24-notebook Capacity Mobile Cart. Twenty-four wireless notebook computers.

E. Electronic distribution of annual library services survey.

Rationale:
The library surveys users on an annual basis. This is a valuable source of information on customer satisfaction and changing expectations regarding library resources and services. The questionnaire is distributed in the library during Spring term. Due to this method of distribution, we get limited input from people who do not come to the library during the survey period. We would like to make the survey instrument available online and/or distribute it to all staff and students via email.

Resources needed:
Staff time to review current survey and develop alternative method of delivery.

F. Electronic reserve.

Rationale:
Faculty use library reserve materials as a means of making additional textual

material available for students. Electronic reserve would make these materials more readily accessible to students.

Resources needed:
Cost of additional module for Innovative Interfaces catalog. Staff time and training in use of new module.

G. Provide option to pay library fines with a credit card.

Rationale:
Students who want to use a credit card to pay library fines or charges must go to the First Stop Center. If the library staff is not notified promptly that charges have been cleared, the student's record is still blocked in Colleague and in the Coastline patron database. This results in a great deal of confusion and frustration for students and staff.

Resources needed:
Dedicated phone line
Monthly fees to maintain dedicated phone line
Machine Rental
Merchant number

Use of Information Technology to Support Administration

A. Purchase additional Colleague Modules.

Rationale:
College sells many modules that the College does not license. Some of them modules would greatly help some of the departments become more efficient, provide legal cash receipting for conferences, raise more money for College Advancement, and save time for overworked staff.

Purchase and install modules to help support job functions in College Advancement, Human Resources, and Conferencing. These modules are Time and Attendance, Colleague Advancement, Activities and Events, and eAdvising in WebAdvisor. Also acquire the Workflow Management module to map processes and procedures to a workflow for accuracy, ease, and time savings.

B. Offer better ways of producing research data and reports.

Rationale:
The need for statistical data and reports increases every year because of Outcomes based assessment. The requests for state and federal reporting is also increasing. The current reporting methods for extracting student data are simple query statements and writing basic programs. There are many options for statistical report writers, some include database snapshots, and some use data warehousing.

After these options are researched and the solution found, the product needs to be purchased and implemented. Training should be provided to all faculty and staff who will need the statistics and reporting.

Infrastructure of Information Technology

A. Create a wireless campus for students, faculty, and staff

Rationale:
Students and faculty expect the College to provide a wireless campus. This would include wireless labs, wireless instructor laptops, and wireless building, thereby integrating computing and instructional technologies into the daily workings of both actual class time and distance learning.

Resources Needed:
Equipment: $50,000

B. Purchase and install enterprise backup solution

Rationale:
The College does not have a centralized backup system and recovery plan. An enterprise backup system will enable the IT department to backup all critical data from the servers in an automated fashion eliminating the chance of human error. The system will also give the department the ability to plan disaster recovery procedures using the software options available with the enterprise system.

Resources needed:
EMC Disk and Tape $25,000

C. T1 external caller ID

Rationale:
Providing requested external phone services such as caller ID and preparing for the implementation of E911 would require an additional T1 and a circuit card for our switch. This would be an increase in our monthly phone cost.

Resources needed:
NEC/Verizon

D. Install Distance Learning Platform on Southwestern Server.

Rationale:
We currently run WebCt on a WebCt hosting computer. To get the flexibility and unlimited use that we need, we will have to purchase a distance learning platform enterprise license and run distance learning on a Southwestern server. This will require a new server and administrator as well as the software.

Resources needed:
Distance learning server
Enterprise license

E. Telecom and tech for BEC

Rationale:
The plans for the BC call for an expansion of the facility as well as an upgrading of the telecommunications and manufacturing technology capabilities. This includes replacing BDC staff computers and creating a wireless business center facility.

F. Migrate to Exchange Enterprise 2003 email and calendar.

Rationale:
The College staff needs a reliable and robust solution for email and calendar use. The current solution, Lotus Notes, does not meet the needs of our staff. We need to Migrate from Lotus Domino to Exchange Enterprise 2003. Standardize clients on Outlook and use Outlook Web Access for web mail.

EXHIBIT V.B

Technology Plan 2005-2007

Southwestern Oregon Community College

Continuing Technologies Plan

2005-2007

Technology Departments

Information Technology Department

Kat Flores – Director, Information Technology, Planning, and Research
Sandi Arbuckle – Systems Administrator
Cari Friesen – Programmer/Analyst
Jaymalee Johnson – Applications and Training Specialist
Rocky Lavoie – System and Security Specialist
Brian Parker – PC and Peripherals Technician
Avena Singh – Web System Administrator
John Taylor – PC and Peripherals Technician

Instructional Computer Labs and Media Services Department

Carl Gerisch – Supervisor, Instructional Computer Labs and Media Services
Laura Taylor – Instructional Computer Lab Technical Assistant
Linda Hutchings – Instructional Computer Lab Technical Assistant
Mary Graham – Instructional Computer Lab and Media Technician
Tracy Kelso – Teleconference/Media Technician

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D. Write IT part of Disaster Recovery Plan **5**

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Southwestern Oregon Community College
Continuing Technologies Plan
2005-2007

Foreword

Educators across the South Coast are critically aware of the increasing need to improve access to quality educational experiences for the residents of the region. The economically depressed nature of the community arising from the decline in the fishing and timber industries has created a catch-22 situation where the need for improved access to educational opportunities is increasing as the resources needed to provide that access decline.

Southwestern Oregon Community College is developing this coordinated technology plan to develop collaborative approaches to using technology to improve access to quality education for all students. For the effective use of technology, an essential component is collaboration between the departments within the community college as well as collaboration with the K-12 system, the Oregon University System, government agencies, and businesses in the region.

Southwestern Oregon Community College Mission Statement

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value lifelong learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

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

Information Technology Mission Statement

To support the college mission and Strategic Plan for Information Technology by developing, coordinating, and supporting the use of technology to enhance access to and learning opportunities for the students and staff of Southwestern Oregon Community College

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Department Goals

Goal 1 – Improve and secure the information technology infrastructure to support the mission of the College.

A. Plan, purchase and install Phase I of wireless campus solution.

Rationale:
Purchase and install first phase of wireless campus for support of wireless labs, wireless instructor laptops, and wireless building, thereby integrating computing and instructional technologies into the daily workings of both actual class time and more dispersed "learning moments" that occur in libraries and through informal communications, in person and via computers.
Phase I includes Empire Hall, Library, Quad area, trailer, and fire tower. Both the trailer and the fire tower do not have fiber and are using dial-up ISP with VPN to access campus network.

Resources Needed:
Site survey and equipment: $35,000

Funding sources:
Technology fee budget and distance learning budget.

B. Plan, purchase and install Phase II of a wireless campus solution.

Rationale:
Purchase and install the rest of the wireless campus for support of the college that is targeted for wireless access but was not part of phase I.

Resources Needed:
Site survey and equipment: $25,000

Funding sources:
Technology fee budget and distance learning budget.

C. Purchase and install enterprise backup software and supporting tape library.

Rationale:
The College does not have a centralized backup system and recovery plan. An enterprise backup system will enable the IT department to backup all critical data from the servers in an automated fashion eliminating the chance of human error. The system will also give the department the ability to plan disaster recovery procedures using the software options available with the enterprise system.

Resources needed:
Software and hardware: $25,000

Funding sources:
General funds

D. Write IT part of Disaster Recovery Plan

Rationale:

The College is vulnerable because there is no written Business Continuity Plan. IT needs to write and test the IT infrastructure and server disaster recovery procedures as part of the College wide Disaster Recovery Plan.

Resources needed:

Staff to create committee to write plan

E. Install new PIX firewall.

Rationale:

The 6 year-old PIX firewall cannot be upgraded and no longer meets the needs of the College. The PIX firewall has a limit of 10MB. The College uses up to 30MB during peak hours. This causes a slow network and poor usage of College resources.

Resources needed:

Consult with Cisco to properly size the model of pix we need.

Funding sources:

Student housing building funds.

F. IDS controls for the network.

Rationale:

Intrusion detection system for the college network will help secure and protect the servers, computers, and the information they contain.

Resources needed:

Intrusion detection involves a monitoring program (Cisco CSA), the pix built in IDS behavior identification, and notification to the administrators. Advanced Pix training Other pieces may be needed as they become available.

Funding sources:

General funds if available or grant funding

G. Investigate raising the HP security to a trusted system.

Rationale:

In the un-trusted mode, HP-UX offers the security mechanisms available in the standard UNIX environment. When configured in the trusted mode, HP-UX provides additional security features such as a more stringent password and authentication system, auditing, terminal access control, and time-base access controls.

Resources needed:

Planning and maintenance window. Make sure this mode is compatible with our business model.

Funding sources:

General funds if available or grant funding

H. Implement LDAP technology.

Rationale:

LDAP is the protocol that allows single sign on authentication for network access, email, colleague, and WebAdvisor.

Resources needed:

Upgrade the network to 2003. Configure all programs / platforms to authenticate to active directory. Special programming and outside consultants may be necessary for all the varied systems.

Funding sources:

General funds if available or grant funding

I. Move WebAdvisor to new platform.

Rationale:

The current SunOne web server does not meet the reliability needs of the students. It must be rebooted every day to clear java memory errors.

Resources needed:

Windows 2003 Server, IIS6.0, Servlet Exec ($1300) servlet engine.

Funding sources:

General funds if available or grant funding

J. Migrate from Lotus Domino to Exchange Enterprise 2003.

Rationale:

Lotus Domino platform has not met the needs of the college. It has more problems than is acceptable. It will not synch reliably with PDA's. It does not support list servs. We currently support 5 different email clients. We could standardize on one email client, Microsoft Outlook.

Resources needed:

Front end and back end email servers with adequate storage. Consultant to help migrate from lotus notes accounts to Microsoft exchange accounts. Exchange training.

Funding sources:

General funds

K. Migrate domain controllers to 2003 Enterprise Server.

Rationale:

Windows 2003 server platform allows more control and security that the 2000 server we currently use.

Resources needed:

The current root domain servers are not capable of running 2003 server. New root domain controllers are needed. Planning and migration strategy need to be finalized.

Funding sources:

General funds if available or grant funding

L. Phone wiring, phone jack numbering and phone documentation.

Rationale:

The phone closets are a disaster in Dellwood, Tioga, and Empire. Old wiring needs to be uninstalled. Current wiring closets may have 3+ splices to connection blocks. Non-standard wiring and materials add to the problem. Attempting to sort this out

increases new installation / moves costs. Internal wiring to the wall jacks is undocumented.
Phone wall jacks need to be numbered with a relevant building/floor/room numbering scheme. This would facilitate phone moves and new installations.

Resources needed:
Wiring Contractor

Funding sources:
General funds if available

M. T1 external caller ID

Rationale:
Providing requested external phone services such as caller ID and preparing for the implementation of E911 would require an additional T1 and a circuit card for our switch. This would be an increase in our monthly phone cost. This would require NEC/Verizon support.

Funding sources:
General funds if available or grant funding

N. Develop and implement plan for correcting and securing phone wiring in IDF (intermediate distribution facilities) and Newmark MDF (main distribution facility).

Rationale:
The MDF / IDF room's are not secure. The rooms are used for storage and access is not controlled. Network and phone equipment is at risk of tampering or damage. Wiring between the MDF and the IDF connection is mislabeled.

Resources needed:
Wiring Contractor and alternate storage

Funding sources:
General funds if available or grant funding

O. Two Digital cards for NEC switch.

Rationale:
We have nearly exhausted our digital ports for the phone switch. Two new digital cards would allow connection for 32 additional digital phones. This will be needed for new student housing, OCCI, and recreation center.

Resources needed:
NEC: $6,500

Funding sources:
General funds if available or grant funding

P. Develop an integrated plan for new Brookings campus.

Rationale:
Work with architect for state of the art system of wiring , computer labs, and necessary equipment for a new college building in Brookings. Work with Curry staff to ensure needs are met.

Resources needed:
None except staff time

Q. Purchase additional Colleague modules.

Rationale:
College sells many modules that the College does not license. Some of them modules would greatly help some of the departments become more efficient, provide legal cash receipting for conferences, raise more money for College Advancement, and save time for overworked staff.

Purchase and install modules to help support job functions in College Advancement, Human Resources, and Conferencing. These modules are Time and Attendance, Colleague Advancement, Activities and Events, and eAdvising in WebAdvisor. Also acquire the Workflow Management module to map processes and procedures to a workflow for accuracy, ease, and time savings.

Resources Needed:
$50,000

Funding sources:
General Fund

Goal 2 – Enhance college Web services.

A. Redesign entire SW Web site to include marketing, recruiting, & public relations functions, ADA compliancy and increased interactivity.

Rationale:
Prospective students now use the Internet as their primary source for the college search. We have the opportunity to create a site that will capture their attention, while at the same time, promote public relations. There is a growing demand from the disabled community for education. Creating our Web site in a user-friendly, ADA compliant manner will enhance the experience for those individuals.

Resources Needed:
Content management system such as Contribute 2.

Funding sources:
No funds needed

B. Offer all student services online.

Rationale:
In order to effectively recruit and retain our students, access to services must be made to all students regardless of their physical location. Offering campus services online allows students the opportunity to access the assistance they need any time, day or night.

Southwestern currently offers several services online such as registration, payment, class schedules, textbook purchases, ADA, and applications. However, there are several other services that must also be added in order to effectively assist students regardless of their physical location. Such services include, but are not limited to: tutoring, advising, financial aid, counseling, testing, career exploration, library, labs, and a help desk. In the future, the faculty could also provide virtual office hours.

Resources Needed:
Web Portal

Funding sources:
General fund and grant funding

C. Build templates for faculty web pages and technical support for building and maintaining faculty web pages.

Rationale:
Faculty departments have identified this need in their assessment and planning process.

Resources Needed:
Webmaster

Funding sources:
None needed.

Goal 3 – Staff Development and Department Improvement.

A. Add keycard to server room and keep department door locked.
   Rationale:
   The current access to the Information Technology department is not restricted. The staff are in offices and have very little line of sight to the front door. The server room does not lock and the department door is kept unlocked so that anyone can walk in without supervision. Keycard access to the server room would provide continual security. Locking the department door would protect both information and …Investigate raising the HP security to a trusted system. Webcams for campus monitoring. IDS controls for the network.

B. Reconfigure server room.

   Rationale:
   The College is now purchasing rack mounted servers. These servers take up very little space. There is now room to turn one end of the server room into another office. This is needed for the System Administrator. The wall in Randolph 1 that is part of the System Administrator office will be removed making more space for the PC technicians.

   Resources needed:
   Maintenance Department

C. Increase training opportunities and create training plan for IT staff.

   Rationale:
   Technology is continually changing, improving and becoming more complex. The College needs to stay up-to-date with the technology and continue to provide the students with the resources they need to succeed. The Information Technology staff has to be trained to administer the new systems, both hardware and software. A good training plan should to be included in the yearly budget. Good quality training will allow the staff the ability to administer the systems properly, efficiently and give them the time to cross-train. The staff also needs to attend Users Group conferences to stay abreast of the latest software developments and opportunities.

   Resources needed:
   Training Budget: $20,000

   Funding sources:
   General funds using technology fee and the IT department budget

EXHIBIT V.C

Technology Plan 2004-2006

Southwestern Oregon Community College

Institution-wide Technology Plan

2004-2006

Technology Plan Committee

Sandi Arbuckle – Systems Administrator
John Berman – Tech. Prep. Coordinator
Joanna Blount – Associate Dean, Collegiate Ed.
Blake Bowers – Division Director Health and Human Services
Brenda Brecke – Associate Dean, Workforce Development
Daniel Brouse – Instructor, Biology
Floyd Chase – ALSP Computer Lab Coordinator
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F. Workforce Development will continue to coordinate with other departments and develop resources for additional software in Outreach labs to meet the continuing needs of the communities 57

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Southwestern Oregon Community College
Institution-wide Technology Plan
2004-2006

Foreword

Educators across the South Coast are critically aware of the increasing need to improve access to quality educational experiences for the residents of the region. The economically depressed nature of the community arising from the decline in the fishing and timber industries has created a catch-22 situation where the need for improved access to educational opportunities is increasing as the resources needed to provide that access decline.

Southwestern Oregon Community College is developing this coordinated technology plan to develop collaborative approaches to using technology to improve access to quality education for all students. For the effective use of technology, an essential component is collaboration between the departments within the community college as well as collaboration with the K-12 system, the Oregon University System, government agencies, and businesses in the region.

Southwestern Oregon Community College Mission Statement

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value lifelong learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

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

Technology Mission Statement

To support the college mission by developing, coordinating, and supporting the use of technology to enhance access to and learning opportunities for the students and residents of the South Coast. Further, to enhance regional access to education through collaboration with the K-12 system, the Oregon University System, and local businesses and agencies.

Strategies

Goal 1 – Improve and secure the information technology infrastructure to support the mission of the College.

A. Purchase and install intrusion and monitoring software

Rationale:
The current network-monitoring software does not meet the College needs. It is not able to detect network intrusion, monitor usage, or perform the analysis we need to protect the College network and keep it running at an optimum level. Cisco Security Agent and Sniffer Pro will provide the IT department with the tools it needs to secure a safe, fast network.

Resources needed:
Cisco Security Agent software: $50,000
Sniffer Pro software: $10,000

Funding sources:
General funds if available or grant funding

Projected implementation date:
July 2006 with funding

Status:
Cisco Security Agent Software was purchased for College servers and staff computers. This software will detect network intrusion and stop viruses or worms from infecting our computers and servers. Sniffer Pro was too expensive and will not be purchased at this time.

B. Purchase and install enterprise backup software and supporting tape library.

Rationale:
The College does not have a centralized backup system and recovery plan. An enterprise backup system will enable the IT department to backup all critical data from the servers in an automated fashion eliminating the chance of human error. The system will also give the department the ability to plan disaster recovery procedures using the software options available with the enterprise system.

Resources needed:
REO Software and Appliance: $12,000

Funding sources:
General funds if available or grant funding

Projected implementation date:
July 2005 with funding

Status:
A rack-mount tape library shell was purchased.

C. Develop standard rack-mount server plan to be used with KVM over IP for workstation access.

Rationale:
The College's current servers are various PCs from inexpensive to very large models. Rack –mount server system using KVM over IP with workstation access enable the IT department to increase reliability of network services. Server-class designated servers have redundant components, higher throughput, and the capacity to manage the increasing network load. KVM over IP will allow remote management capability.

Resources needed:
Racks and KVM switch: $15,000

Funding sources:
General funds if available or grant funding.

Projected implementation date:
On-going.

Status:
Rack was purchased and two dual Xeon processor have been installed. A rack mount tape library system was also installed to use for server tape backups.

On-going.

D. Purchase new Hewlett Packard mainframe computer to run Colleague R18.

Rationale:
The Hewlett Packard will be 6 years hold when Colleague will be upgraded to R18. The current system will not be fast enough and will not have enough disk space when this upgrade occurs. A new server must be leased or purchased to run Colleague. New Disk might be needed before the conversion.

Resources needed:
Computer, installation, setup and support: $120,000 over 4 years

Funding sources:
General funds

Projected implementation date
July 2005

E. Create separate network for Student Housing

Rationale:
Students living in student housing bring to College their own computers with very different hardware, software, virus checkers, and age. They also have very different computing needs that require large amounts of bandwidth and increased probability of receiving and distributing viruses. By moving the students to their own network, the College will be more secure. Currently the College pays $2,000.00 for student anti-virus licenses. The College will save that money if the students are required to provide their own protection.

Resources needed:
Cisco switch: $12,000
Packeteer Packet Shaper: $10,000

Funding sources:
General funds, student housing funds or grant funding

Projected implementation date:
September 2005 with funding

F. Increase training opportunities and create training plan for IT staff

Rationale:
Technology is continually changing, improving and becoming more complex. The College needs to stay up-to-date with the technology and continue to provide the students with the resources they need to succeed. The Information Technology staff has to be trained to administer the new systems, both hardware and software. A good training plan should to be included in the yearly budget. Good quality training will allow the staff the ability to administer the systems properly, efficiently and give them the time to cross-train.

Resources needed:
Training Budget: $15,000

Funding sources:
General funds using technology fee and the IT department budget

Projected implementation date
July 2004

Status:
Training was budgeted for $14,000 using both the IT department budget and the technology fee budget. With this money, four or five staff will be able to take training to stay up-to-date with current technologies.

G. Acquire deployment and inventory software

Rationale:
The College has continued to purchase hardware and software to support the students and staff. The resources needed to install the software and keep track of the inventory have become a problem with the current staffing level. Good deployment software and inventory software will enable the Information Technology staff to support the students and staff with these endeavors.

Resources needed:
Deployment and inventory software: $5,000 - $15,000

Funding sources:
General funds if available or grant funding

Projected implementation date
July 2006 with funding

H. Increase technology budget for replacement equipment, new software, new hardware and training and put the IT department back-fill back into the budget.

Rationale:
The current technology fee does not provide the funds needed to sustain information technology equipment and support. Three more dollars per billing credit would increase the technology fee budget by $100,000. The use of a charge back system for information technology services should also be considered.

Resources needed:
$3.00 more per billing credit.

Funding sources:
Technology fee increase.

Projected implementation date
Summer Term 2004 if approved

Status:
The technology fee was increased by $1.00 per credit. However, this money was used to back-fill the Information Technology Department, not the equipment replacement budget.

I. Increase PC tech support by .5 FTE

Rationale:
The current PC and peripheral support is not adequate to meet the needs of the users. Users have to wait up to 3 months for upgrades.

Resources needed:
One FTE: $14,000

Funding sources:
General fund

Projected implementation date
July 2004 if funded

Status:
The part time PC and peripheral support staff position was changed to a full time position. The increased the Information Technology Department's ability to support the College staff by 20 more hours a week.

J. Purchase and install a Brookings Bookstore System

Rationale:
The Brookings Center currently has books and supply sales of between $40,000 and $60,000 per year with no efficient tracking and point of sale system, except hand tracking. The college should plan towards an integrated system linked to the Colleague database, similar to the Southwestern Bookstore but with considerably less capacity. The plan should be developed considering the possible use of used systems. Such a plan should provide the ability to charge texts to student accounts, including Financial Aid, and tracking of inventory, as well as sales and orders. Such a system will become increasingly important, especially if the new Curry building is to be constructed, with accompanying program growth.

Resources needed:
Booklog - $20,000

Funding sources:
General funds if available or grant funding

Projected implementation date:
2006

Status:
We are moving towards an online bookstore. With this change, the students in Curry would be able to order their books online and have them shipped directly to their homes. This might be more feasible than the cost of purchasing and installing a bookstore system.

K. Dellwood, Tioga, and Empire phone wiring Phone jack numbering and documentation

Rationale:
The phone closets are a disaster in Dellwood, Tioga, and Empire. Old wiring needs to be uninstalled. Current wiring closets may have 3+ splices to connection blocks. Non-standard wiring and materials add to the problem. Attempting to sort this out increases new installation / moves costs. Internal wiring to the wall jacks is undocumented.
Phone wall jacks need to be numbered with a relevant building/floor/room numbering scheme. This would facilitate phone moves and new installations.

Resources needed:
Wiring Contractor

Funding sources:
General funds if available

Projected implementation date
July 2006 if funded

L. T1 external caller ID

Rationale:
Providing requested external phone services such as caller ID and preparing for the implementation of E911 would require an additional T1 and a circuit card for our switch. This would be an increase in our monthly phone cost.

Resources needed:
NEC/Verizon

Funding sources:
General funds if available or grant funding

Projected implementation date
February 2005 if funded

M. Develop and implement plan for correcting and securing phone wiring in IDF (intermediate distribution facilities) and Newmark MDF (main distribution facility)

Rationale:
The MDF / IDF room's are not secure. The rooms are used for storage and access is not controlled. Network and phone equipment is at risk of tampering or damage. Wiring between the MDF and the IDF connection is mislabeled.

Resources needed:
Wiring Contractor and alternate storage

Funding sources:
General funds if available or grant funding

Projected implementation date
February 2005 if funded

N. Two Digital cards for NEC switch

Rationale:
We have nearly exhausted our digital ports for the phone switch. Two new digital cards would allow connection for 32 additional digital phones.

Resources needed:
NEC: $6,500

Funding sources:
General funds if available or grant funding

Projected implementation date
February 2005 if funded

O. Insure that the Information Technology Department is staffed and trained to support new software and hardware.

Rationale:
New software and hardware are continually being purchased and installed in the Information Technology Department. Each time this happens, the software and hardware has to be learned and then added to a staff member's job duties. We must insure that the staffing level increases if needed or that the Information Technology staff is trained so that the users get the support they need.

P. Purchase, install and support Distance Learning Platform on Southwestern Server.

Rationale:
We currently run WebCt on a WebCt hosting computer. To get the flexibility and unlimited use that we need, we will have to purchase a distance learning platform enterprise license and run distance learning on a Southwestern server. This will require a new server and administrator as well as the software.

Resources needed:
Distance learning server: $14,000
Enterprise license: $7,500

Funding sources:
Distance Learning

Projected implementation date
December 2005

Status:
We are currently planning to use the DAS facility to host WebCT. This would ensure 24x7 technical support for the system. It would also mean that support from the Information Technology department would not be needed as the staff has no room for more system administration.

Q. Provide Smartboards to outreach Centers at Brookings and Gold Beach.

Rationale: Students and instructors at outreach locations need to have the same instructional parity as main campus.

Resources needed:
3 Smartboards and related equipment $4038/each for a total of $12,114

Funding sources:
General funds if available or grant funding.

Projected implementation date:
July 2005

R. Develop an integrated plan with college architect for a state of the art system of wiring, computer labs, and necessary equipment for a new college building in Brookings. Work with Curry staff to ensure needs are met.

Rationale:
IT and Curry staff working with the architect will provide the best base of knowledge for a model facility built to serve the needs of the local students and staff.

Resources needed:
None except staff time

Funding sources:
Staff time.

Projected implementation date:
January 2005

Status:
This cannot be implemented until the Curry college has been put on hold until the funding is in place.

S. Research and develop a system of integrated telephone service to and from the Curry locations such as utilized by the SouthCoast ESD, allowing direct dialing between locations.

Rationale:
Such a system is in use and the cost effectiveness can be easily discovered. Since a new telephone system will be needed in the new Brookings building, this would be the ideal time to make such a change.

Resources needed:
IT staff planning time
Cost unknown at this time.

Funding sources:
Curry building fund or grants

Projected implementation date:
January 2005

Status:
This cannot be implemented until the Curry college has been put on hold until the funding is in place.

T. Purchase main core switch and other EOL switches.

Rationale:
Cisco 6500 Core Switch

- The current core switch reached capacity two years ago when the expansion slots were exhausted. We have been installing add-on switches for more capacity. We do not have any more ports available to add add-on switches. This has been a work-around and has made the network slower.
- The current 5500 core switch is EOL. We will no longer be able to get parts or support. Cisco incentives allow significant savings at this time. These may not be available if we postpone this upgrade or face an emergency replacement.
- OCCI, student housing, and recreation center will add 350 or more ports and the demand will be beyond the 5500 capabilities.
- The new 6500 core switch has a 256+8 gigabit backplane for the actual "switching" function. This is a huge increase in speed over the 2 gigabit backplane on the current core switch.
- The demand for the IPV rooms has exceeded their capacity. IPV can become mobile and could be used anywhere on campus where there is connectivity. Because the 6500 can be programmed for priority traffic, IPV video can be run on the College network and does not need to have separate through put.
- The current IPV equipment setup is "jury rigged" using hubs and fiber media converters. To fix this poor setup would necessitate buying $18,000 of equipment. This functionality could be replaced with the 6500 core switch and the funding would not longer be necessary.

Cisco 4500 Switches:

- The current Tioga Hall switches do not have any more ports available.

- Tioga Hall has four 24 switches and one 48 port switch that are daisy-chained. Cisco technicians have informed us that the QOS (quality of service) is lost after daisy-chaining 2 switches. The whole building needs to be put on a large 4500 gigabit switch. The speed of Tioga should increase by a significant margin with room to add more lines.
- A 4500 switch needs to be purchased to optimize the network for use in Newmark because of the number of workstations and the distance from the core switch.

Resources needed:
$150,000

Funding sources:
General Fund

Projected implementation date:
July 2004

Status:
A Cisco core switch model 6509 and three model 4500 switches were replaced for Tioga Hall (2), and the Newmark Center.

U. Purchase software to enable accurate scheduling of class offerings and rooms at Southwestern to eliminate conflicts for both students and faculty.

Rationale:
Currently when scheduling classes for students who are pursuing degrees and certificates at Southwestern, Division Directors must determine if there are any conflicts in the schedule of classes. This is done by hand on a grid that is created for each degree and certificate. Colleague does not have a mechanism to report these conflicts. The impact when an error is made can be a student who needs to take two classes during the same time. Schedule 25 is a separate software application that can be purchased to interface with Colleague. Schedule 25 is able to provide reports with potential conflicts in scheduling. Schedule 25 can also provide enhanced facility planning.

Resources Needed:
$50,000

Funding sources:
Technology fee or grant funds.

Projected implementation date:
July 2006

Goal 2 – Review and develop new technology-related curriculum to ensure students receive appropriate, state-of-the-art education, and training.

A. Develop and maintain degrees and certificates for program ladders

Rationale:

1. Current Curriculum: Review current programs and coursework to maintain currency by upgrading/modifying courses and creating additional courses as needed. Programs need state-of-the-art software and hardware.

a) CIS Department:
   a. Computer Networking Career Ladder:
      i. AAS in Network Design & Administration
      ii. Network Technician Certificate
      iii. Network Fundamentals Certificate of Completion
      iv. Advanced Network Certification Exam Prep Certificate of Completion
      v. Network Certification Exam Prep Certificate of Completion
   b. Technical Support Career Ladder:
      i. AAS in Technical Support
      ii. Computer Technician Certificate
      iii. Computer Technician Certification Exam Prep Certificate of Completion
   c. Web Support Career Ladder:
      i. AAS in Web Development and Administration
      ii. Web Production Specialist Certificate
      iii. Web Site Fundamentals Certificate of Completion
   d. Software Support Career Ladder:
      i. AAS in Computer Information Systems-Software Support
      ii. Software Applications Specialist Certificate
      iii. Software Application Certification Exam Prep Certificate

b) Business Department:
      i. no specific degree/certificates
      ii. Two Ecommerce courses
      iii. Accounting courses using QuickBooks

c) Journalism Department:
      i. no specific degree/certificate
      ii. Five publishing/media courses

d) Art Department:
      i. no specific degree/certificate
      ii. Course sequence in Computer Art

e) Drafting Department:
      i. no specific degree/certificates

ii. Three course sequence in CAD

f) Office Occupation
   i. no specific degree/certificate
   ii. many courses using technology

g) Childhood Education Department:
   i. Educational Assistant Program with emphasis in Technology

h) Many instructors use technology in their classroom presentation and use computer-aided instruction to enhance their courses.

i) ALSP - Customer service, computer skills, Clerical skill building, Computer basics, Word processing basics, Spread sheet basics, Database basics, Presentation software basics

j) Curry County classes.

2. New curriculum ideas: Consider the following ideas technology-related instruction.
   a) Collaborative effort by many departments:
      a. 3-D Imaging program/courses with collaboration from Art, CIS, CAD, CAM, Chemistry, and others
      b. Multimedia degree program by Journalism, Art, CIS
      c. Additional multimedia courses
      d. Proposed collaborative course in The Impact of Computers on Society: privacy, security, cultural impact and related topics
      e. Electronic portfolios as capstone project for AAS degrees or integrated throughout programs

   b) CIS Department:
      a. increase in cybersecurity topics/courses in program
      b. become a k-12 and cc faculty training site for IT and related topics, especially focusing on the issues of rural schools and colleges
      c. OUS additional articulation agreements for CS emphasis AS degree
      d. OUS articulation for MIS emphasis AS degree
      e. OUS articulation for multimedia emphasis AS degree
      f. MOS tests to be used for challenges along with portfolio work
      g. MCSA courses to be added
      h. Wireless technologies program/courses.
      i. Digital telephone technologies program/courses.
      j. “pulling wire” course/certificate for networking homes/business
   c) Business Department:
      a. Additional integration of ecommerce into Business program
      b. Ecommerce program with specific degree/certificates

   d) Journalism Department:
   e) Art Department:

f) Drafting Department:
    a. CAD certificate program
g) Foreign Language Department:
    a. Evolving on-line component to compliment distance and face to face instruction.
    b. DVD equipment for language learning.

h) Office Occupation
    a. Keyboarding course for non-office occupation majors

i) Childhood Education Department:
j) Distance Learning:
    a. Distance Learning technologies (IPV) used for college curriculum delivery
    b. Distance Learning technologies (IPV) included into programs such as, Educational Assistant, Tech Support
    c. Distributed computing for virtual workshops (notebooks, wireless)

k) Encourage more instructors to use technology in their classroom presentation and computer-aided instruction to enhance their courses.
l) Contracted Training
    a. Business specific training

3. Strategies to meet goals:
    a) Career ladder approach to programs: AAS with associated certificates
    b) Multiple entry into coursework and programs, especially from 2+2, ALSP, Outreach Short-term Courses, Industry
    c) Alternate delivery styles: modular, guided study, guided study lab courses
    d) Recruiting students into programs to keep enrollment healthy

Resources Needed:
None

Funding sources:
None

B. Implement interdisciplinary exchange of information and skills for faculty.

Rationale:
Support faculty who are part of the interdisciplinary technology teams, grouping a lead technology facilitator with less experienced faculty. Grants and continuing release time should be integrated into this process to encourage long-term commitment to new instructional delivery methods, both by faculty and administration.
Resources Needed:
None

Funding sources:
None

Projected implementation date
July 2005

C. Study and write a policy regarding acquiring industry standard and state of the art software.

Rationale:
The college needs a plan/policy regarding the purchase of new software. Technical programs and technical courses are based on competencies that a student needs before entering a specific industry. It is unfair to expect students to use software that the industry does not use.
Resources Needed:
None

Funding sources:
None

Projected implementation date
July 2005

Goal 3 – Expand and develop the classrooms, student labs, and student services to prepare students for success in life and work.

A. Create a Science and Technology Center.

Rationale:
An ATC that combines state-of-the-art technology with a well trained and supported staff must be developed to offer quality instruction to the current, transitional, and emerging workforces. The college must be able to deliver this high tech instruction in a high tech facility in order to remain competitive in the IT education marketplace. Distance learning environments, including IPTV systems, must be part of this emerging ATC plan.

Resources Needed:
Umpqua Hall remodel: $200,000
Network upgrade: $10,000
IPTV: $10,000
Computer Lab upgrades: $110,000
Cisco I Lab I upgrade: $10,000
2nd lab for Cisco I: $21,850
New lab for Cisco II: $65,000
New MCP/MCSE lab: $50,000

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
July 2005 if funded

B. Purchase and install IPV equipment and T1 line for connectivity for Curry County location.

Rationale:
The College must be able to deliver instruction to Curry County residents as well as staff. One way to accomplish this is to install IPV in two Curry County locations so that the students and staff can use this technology to be part of the main campus classroom.

Resources Needed:
T1 Line to support the systems: $10,000
Two IPV systems: $60,000

Funding sources:
Grant funding needed

Projected implementation date
After funding is found

C. Resolve electrical problems and build sub floor in Umpqua.

Rationale:
Southwestern Oregon Community College has reached capacity in computerized classroom space. Currently it is offering limited computer technical support and networking classes in the former automotive classroom space. The plan is to reconfigure this building into a usable technology center. The current electrical, telecommunications and physical condition of the building impedes our ability to adequately deliver classes and limit our ability to expand.

Students involved in the technology program in Umpqua Hall gain hands-on experience in computer technology and networking through supervised courses. This space is used to prepare students for Comp TIA A+ and Network+ certifications, as well as the CISCO certifications. These three certifications are nationally recognized standards that are used by industry to establish the qualifications of employees in the high-tech industry.

Due to inadequate electrical service we are unable to expand our labs to offer more hands-on training and experience to our students. Fixtures remaining from previous use as the automotive shop include hydraulic lifts and exhaust outlets in the floor that present a hazard for tripping and obstacles for handicapped access to this area.

The College has the furnishings, computer hardware and materials to successfully expand the lab once the power and safety issues have been addressed.

Electrical improvements – Electrical outlets need to be placed at 6 to 8 foot intervals in the back wall of the bay approximately 6 feet apart in the raised flooring in the bay area to provide adequate electrical connections for computers, monitors, and printers used in the technology labs in the bay area. These outlets need to be placed on several circuits (and circuit breakers) to ensure that none of the circuits are overloaded.

Raised Floor – This will provide a safe environment for students and wiring space for running networking and electrical circuits. A raised floor (between 5 and 8 inches in height) needs to be installed over the concrete floor in three of the five bays. The raised floor will cover the parts of the old hydraulic lift that protrudes from the center bay floor. These parts currently present a physical (tripping) hazard to individuals using Umpqua Hall. The raised floor would also provide a convenient space to run electrical wiring and networking cabling. Wheelchair ramps will also be needed to meet ADA requirements for access to the raised floor area. Cost: 12,000.

Network Improvements – Approximately 100 category 5 network connection outlets need to be installed in the raised floor in the bay area. Running the network cabling under the raised floor will eliminate the tripping hazard presented by the present network wiring in the bay area. The current wiring closet will need to be enlarged to allow for the additional cable terminations. At least one additional 48

port switch will need to be added to the wiring closet to meet the immediate networking needs. Cost $21,000 (includes electrical improvement costs).

Resources Needed:
Improvements: $33,000

Funding Sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected Implementation Date:
2004-2005

D. Method to measure student time in study spaces and labs such as a card reader.

Rationale:
The current system for lab time does not meet the needs of the student lab reporting. A card reading system with Colleague integration is needed to keep time and attendance for students. Such a system should also be used for tracking at other centers, such as Curry, tutoring in the Learning Resource Center, and Writing Center.

Resources Needed:
Software and interface

Funding sources:
Not funded as of this time.

Projected implementation date
When funding is found

E. Work with Oregon Coast Technology School (North Bend School District) to develop coordinated curriculum and instruction.

Rationale:
The Orco Tech Charter School, a magnet school located at North Bend High School, is well matched to the college's CS & CIS programs. Working with staff at the district, the college can provide a smooth transition for Charter School students to college programs. The CCTI and Challenge Grant opportunities have enabled the stakeholders to begin these discussions, which will continue on an on-going basis.

Resources Needed:
Staff release both at the high school and college to work on curriculum. Formation of community partnership with businesses. Staff release time for addressing reduction of remediation, increased retention, and increased academic achievement.

Funding sources:

Current funding adequate. More funding will be need for CCSSE survey and placement of 10th graders once grant is completed.

Status:
Project has been implemented. The components have been implemented. The project will continue to roll out with activities through October 2005.

F. Expand (number) and upgrade multi-media classrooms with CDRW drives, USB extension cords for rear USB ports, DVD drives (and computers powerful enough to play DVDs smoothly), and replace 15" monitors with 17" monitors.

Rationale:
Some of the multi media classroom equipment is either aging or broken. Instructors are requesting technology and multi media more often. DVD players in computers in multi-media classrooms would allow playing DVDs through the projector rather than a TV reducing the need for a separate DVD player and TV. CDRW drives enable students and instructors to save changes done in class to large projects.
USB extension cords are needed to facilitate the use of USB peripherals without breaking the computer or peripheral. With the rise in popularity of portable USB drives, we are seeing a rise in physical damage to computers. Much of this damage is coming from user mishandling while trying to access the USB port on a poorly designed computer case.

Resources needed:
$7,325

- 15 USB cords $75
- 15 DVD/CDRW combo drives $750
- 10 Monitors $2000
- 10 computer upgrades $4500

Status:
Computer upgrades, combo drives, and USB cords completed. Have waited on monitors for prices of LCD monitors to fall. We should be ready for the monitors.

G. Add two new multi media classrooms.

Rationale:
As more instructors are learning to use technology in the classroom, it is getting harder to meet the needs of instructors requesting multimedia rooms during the high occupancy periods. We have had to put trainings and classes in the Umpqua computerized classrooms in order to meet the technology requests. Adding new multimedia classrooms, along with targeted scheduling, should reduce the number of requests that get turned down.

Resources Needed:
$13,200 (2 rooms)

Each room:	
Computer system	$1,629
Projector	$2000
Video splitter	$100
Projector Mount	$300
Amplifier and Speakers	$300
SmartBoard	$1,400
VHS player	$100
Computer Stand	$300
Wiring	$500

Funding sources:
Technology fee

Projected implementation date:
July 2006

Status
Stensland 202 is the only large classroom which gets requests for a multimedia cart on a regular basis. It should be upgraded to a multimedia room.
The computerized classrooms are turning away requests because of the lack of available classrooms at peak times. Some of the classes at peak times have a low number of students. The computerized classrooms are under utilized during the off peak hours. We should explore the possibility of splitting one of the computerized classrooms into two small computerized classrooms to increase the number of computerized classrooms available. This would need the resources mentioned above plus the remodeling costs.

H. Plan a wireless campus.

Rationale:
Plan support for wireless labs, wireless instructor laptops, and wireless building, thereby integrating computing and instructional technologies into the daily workings of both actual class time and more dispersed "learning moments" that occur in libraries and through informal communications, in person and via computers.

Resources Needed:
Consulting for analysis: $5,000
Equipment: $40,000
Staff Support - .5 FTE: $25,000

Funding sources:
Not funded at this time

Projected implementation date

Status:
At this time we plan to install an access point in Empire Hall to test the feasibility of using this method to create a wireless campus. Until the response becomes to large, we plan on using Active Directory to secure the access.

I. Replace projectors in ALSP.

Rationale:
The current multi-media classrooms in ALSP are antiquated and need to be upgraded with new projectors.

Resources Needed:
Improvements: $6,000
Funding sources:
Not funded at this time.

Projected implementation date
Not planned

Status:
Completed with grant funding.

J. Purchase and install instructor software in ALSP for control of classroom and lab computers that doesn't degrade the network.

Rationale:
Only one support person is available to the ALSP labs. Software to help administer and monitor the labs is vital.

Resources Needed:
Improvements: $60,000

Funding sources:
Distance Learning

Projected implementation date
July 2005

Status:
Tested and discarded for now.

K. Purchases laptop computers and lightweight projectors for the four off campus ALSP sites in Bandon, Myrtle Point, Reedsport and the Coos County Jail.

Rationale:
These sites do not have access to computers for instruction. Purchasing equipment that instructors could both prepare and present lessons with would increase the options available to the instructors.

Resources Needed:
Improvements: $12,000

Funding sources:
Not funded at this time. Grants should be pursued.

Projected implementation date
When funding is located

L. Replace thirty computers in order to stay on a four year replacement cycle and be prepared for the anticipated 2006 replacement of the current Windows operating system with Windows Longhorn.

Rationale: Computer skills have become an essential part of job related skills in modern times. Our primary goal is to develop and maintain a "State of the Art" Technology Lab, which will meet the needs of the staff and students of the Adult Learning Skills Program. By providing opportunities for students to experience using computers for academic learning, basic skills development, computer skills development and office skills they are better prepared for the current job market or to advance to the next level of educations

Resources Needed:
Improvements: $30,000

Funding sources:
Not completely funded at this time. Grants should be pursued.

Projected implementation date
When funding is located

M. Ceiling mount a projector in the computer classroom and other classrooms as funds are available. Ceiling mounted, wireless projectors will decrease the setup time for use and increase instructors use of existing technology. Wireless projectors will enable instructors to teach from their preferred location and use laptop computers. Wireless would also reduce the cost and complexity of the projector installation

Resources Needed:
Improvements: $8,000

Funding sources:

Not completely funded at this time. Grants should be pursued.

Projected implementation date
When funding is located

N. Begin testing roaming profiles for students.

Rationale:

Individual logon accounts would increase accountability and security.
Using generic login accounts in the classrooms and labs makes tracking individual's actions harder. Since Microsoft's file security model is based on user accounts, using a generic logon makes it difficult to protect a student's data from another student. With all students using a generic logon, all students have access to each other's work when it is not removed from the system. Each person using the computer has access to anything any previous user has left behind. They also have access to the network storage being used by other generic users. More often than expected, the entire S drive is deleted about a week before finals week. With individual logon accounts the student could prevent deletion of their data by other students.
When an application needs elevated privileges, everyone using that computer, regardless of whether they use the application, get the elevated privileges. This means we have more computers than we would like that provide the students with administrative rights. This lead to a higher incidence of trouble. On average, three or four machines a term need to be wiped clean and reloaded in the middle of the term because a student had experimented with settings they should not have access to. Almost all of these machines are where students had elevated privileges. Other annoyances, such as unauthorized installation of software, jokes, viruses and pornographic images, are more prevalent on machines where the privileges are elevated. Where the students have user rights we see very few severe problems.
With individual logon accounts students could protect their work from the prying eyes of their classmates. It would be much easier to track actions on the computer back to the actual user. We could give elevated privileges to just those students that need them on specific machines for specific programs.

Roaming Profiles Enhance Individual Logon Accounts
When a user logs in to a Windows machine a profile is loaded. The profile saves the users settings, preferences, and data. What is actually saved depends on how the profile is configured.
Without roaming profiles, the first time a user logs on to a specific computer, the computer's default profile is loaded and saved as the user's profile. As long as the user's profile has not been deleted, if they come back and log on to that machine again, they will get their previously saved profile. If they go to another machine for which they never logged on, another profile is created from the machine's

default profile and saved for the user. This leads to each user having many user profiles, each different, being saved on many computers and conversely each computer ends up with many user profiles. The advantage to non-roaming profiles is that you do not need a network connection for them to work.
With roaming profiles, when a user logs on to a computer, rather than loading a profile off the local machine it is loaded from the users saved profile on the network. This way the user has only one profile, and any settings and configurations follow the user wherever they go. As Microsoft says "Moving user's data and settings from the workstation to a server reduces the user's dependence on the workstation's availability, simplifies user data management, and allows centralized account management"[1].
By combining folder redirection with roaming profiles and working with group policies, we could limit the profile size to less than 10 MB. With a 10 MB profile, 100 users simultaneously logging on should take about 5 minutes for everyone to have their profile loaded.
By beginning these tests, we can better determine whether roaming profiles are viable and desired for the entire campus. We would also get a better idea of what infrastructure improvements might be needed to implement roaming profiles, and on what scale.

Resources Needed:
Needed resources are staff time.

- IT staff time to set up the active directory organizational units and group policy objects needed to allow administration by instructional computing staff.
- Instructional computing staff time to create and manage users in the organizational unit being used for the test.

Current network and equipment is sufficient for testing phase.

- Server drive space to hold redirected data and profile data (partially offset by reduced "S" drive and local drive capacity needs).
- Network bandwidth to transmit the data stored on the server.

Campus wide implementation for all users would require server and network improvements.

Funding needed:
Improvements: $60,000

Funding sources:
Not funded at this time

Projected implementation date
Not planned

Status
Still in the plan. Need server operating system installed on test machine (Roamer). Waiting for time.

Goal 4 – Enhance the library's technological capabilities to facilitate information retrieval & to deliver library services to patrons effectively and efficiently.

A. Join larger non-local library consortiums (e.g., ORBIS)

Rationale:
This will allow students on Southwestern's campus to search the library catalog and easily borrow items from a number of other statewide collections. By becoming a member of these consortiums, a number of benefits will result. The college could obtain lower costs for databases through group purchasing, increase the number of holdings accessible to patrons, and produce patron-initiated borrowing.

Resources Needed:
Ongoing annual costs: $14,234
Initial membership fee: $54,000

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within five years

B. Create a library instruction area equipped with state-of-the-art software and hardware.

Rationale:
Currently, library tours, LIB127 classes, and presentations have no dedicated space. All three are conducted in the middle of the library, and this interferes with the concentration of other library users. With a dedicated area for these activities, students involved in the presentations will be able to concentrate better. In addition, other library patrons will not be disturbed during the presentations.

Resources Needed:
Classroom construction: Unknown
Hardware and software: $20,000

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within five years

C. Provide increased access to additional online databases.

Rationale:
Students prefer to search for information using online resources, both on campus and from home. In addition, Curry County students and distance learners also benefit from increased access to online resources. Access to the COASTLINE OPAC has been provided via the library's web page since spring 1999. Currently,

a few selected databases (including full-text periodicals) are subscribed to on an annual basis, and are also available via the library's web page. Funds from the library's budget have been reallocated to pay for some current subscriptions, but additional funds are needed to purchase more databases (e.g., psychology, literature, art, history, science), particularly those with full-text and/or more than one simultaneous user at a time. Subscriptions to titles available in the dated CD-ROM format were discontinued, and in some cases, basic online versions replaced them.

Resources Needed:
Ongoing annual costs for online databases (with more than one simultaneous user at a time.): Unknown

Funding Sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within two to three years

D. Purchase 11 new computers for students use

Rationale:

IT was instructed by President Kridelbaugh to change the configuration of the library's patron access computers. These computers are now on a vlan and no longer have access to the campus network. This action was taken because the computers are for public use.

This creates a problem with timely updates to the Sophos virus checker. The problem has been worked out for the Windows 2000 computers, but the older computers with Windows 98 still cannot access the virus checker. This problem can be solved with the installation of Windows XP. Only 4 of the older computers have the necessary requirements needed for the installation of Windows XP. We need to replace 7 computers.

The monitors we have are older models, and may not support updated hardware and operating system requirements. We also need to replace 7 monitors.

Resources Needed:
11 computers and monitors: $15,000

Funding Sources:
Library equipment replacement money

Projected implementation date:
January 2005
Status:
11 new computers have been ordered for the Library.

E. Provide patrons with the option to pay library fines with a credit card

Rationale:
Currently patrons must contact the First Stop Center in order to pay their fines with a credit card. Once the fine is paid, a copy of the receipt is sent to the library. This has been problematic when the receipt is not sent promptly, especially when the patron is blocked in Colleague. Having the ability to accept credit cards would expedite removing the patron's block in Colleague and the patron's fines from Coastline. We will need 2 dedicated phone lines and 2 machines, one for each floor of the library.

Resources Needed:
Dedicated phone line (2) installation $173.00
Dedicated phone line (2) monthly fee: $64/month
Machine Rental (2): $64/month*
$32 per mo. per box is for a 4-year contract (to be paid even if service is discontinued.)
We will be billed $32 per box plus 1% of the volume processed.
We will need a merchant number. We may be able to use the same merchant as the First Stop Center.

Funding Sources:
Not currently funded.

Projected implementation date:

Goal 5 – Recommend policies for use of technology & technology resources.

A. Write Distance Learning policies and procedures.

Rationale:
The college has recently created a Distance Learning Department in order to develop more online courses. It is important to the quality of these courses that policies and procedures are created for our full-time and part-time instructors. Current Guidelines will be expanded to include WebCT design, timelines, student contacts as well as others.

Resources Needed: Samples from other colleges, distance learning committee, faculty instructional designer.

Funding sources:
Distance Learning

Projected implementation date
July 2005

Goal 6 – Coordinate and sustain grant-funded activities.

A. Create list of grants obtained and grants needed and share it with campus community on website.

Rationale:
The college is currently conducting several federal- and foundation-funded grant programs. To ensure the efficient functioning of these programs, faculty and staff need to be cognizant about how these projects relate to the college mission and are integrated within the college organization, what the expected outcomes of the projects will be, and departmental roles for ensuring these outcomes are met. In addition, faculty and staff need to be aware of all current and submitted grants so that duplication of efforts is avoided in the grant-seeking process.

Resources Needed:
Coordination through the Southwestern grants office via the establishment of a grants office Web page consisting of campus-wide grant program information and grant-seeking resources.

Funding Sources:
No funding sources are required to complete this activity.

Projected Implementation Date:
On-going

B. Coordinate information on current grants and review outcomes.

Rationale:
The Southwestern grants office is formalizing policies, which will align grant-seeking efforts with the strategic and technological goals of the college. Faculty and staff currently involved in grant programs need to assess the activities and outcomes of their programs to identify opportunities and gaps which will guide future mission-driven grant seeking efforts. Coordinating information and reviewing outcomes of current projects enables the college to identify strategies to build on current successes and address areas that need improvement.

Resources Needed: Coordination through the Southwestern grants office.

Funding Sources:
No funding sources are required to complete this activity.

Projected Implementation Date:
On-going

C. Write grants so that part of the indirect costs pay for technology support.

Rationale:
The increase of technological resources and equipment through grant-funded projects at Southwestern has created the parallel need for increased levels of technology staff support and, in some cases, specialized technology staff training. Under those circumstances where grant funders allow for the request of indirect costs, a reasonable portion of these funds should be allocated to technology support.

Projected Implementation Date:
On-going

D. Distance Ed grant to support HS students taking college DL classes.

Rationale:
Funding cuts have been a reality at our District high schools for the last several years. This fact has lead to an increasing scarcity of elective offerings for students enrolled in these schools. One option for lessening the impact to students is to open our Distance Learning catalog to prepared high school students; however, the cost of these classes makes this option unavailable to many. A grant to offset this cost would be very attractive to students and would enable the college to grow this FTE source.

Resources Needed:

Funding Sources:
No funding sources are required to complete this activity.

Projected Implementation Date:
On-going

E. Distance Ed grant to support IPV in Curry County.

Rationale:
This project is much needed and mentioned throughout this technology plan, but resources currently don't allow it to occur. Curry IPV meetings, workshops and classes have to be held at local school buildings and are severely constricted due to other uses and time constraints. The system will not be fully effective until the facilities have portable equipment that can be moved from room to room at the locations.

Resources needed:
Costs mentioned elsewhere in this document.

Funding sources:
Grant to be obtained.

Projected Implementation Date:
January 2005

F. Gain Technology grant to support new Brookings facility for Curry County.

Rationale;
Once the donated site is improved and ready for development, the Curry building project can move forward, likely during 2005. This is an opportunity for the college to develop a showplace for technology and alternative resources, in order to maximize instruction and minimize expense.

Resources needed:
Staff and architect time for planning
Expertise in new and alternative technologies
Funding

Funding Sources:
Grant to be obtained

Projected Implementation Date:
January 2005

Goal 7 – Enhance college Web services.

A. Redesign entire SW Web site to include marketing, recruiting, & public relations functions, ADA compliancy and increased interactivity.

Rationale:
Prospective students now use the Internet as their primary source for the college search. We have the opportunity to create a site that will capture their attention, while at the same time, promote public relations. There is a growing demand from the disabled community for education. Creating our Web site in a user-friendly, ADA compliant manner will enhance the experience for those individuals.

Resources Needed:
Interactive Web technology such as Cold Fusion, PHP, etc.
Content management system such as Contribute 2.

Funding sources:
No funds needed

Projected implementation date:
Jan 2006

Status:
Planning redesign as part of new content management system.

B. Create online application for admission, housing, OCCI and international students.

Rationale:
Offering prospective students the opportunity to complete our applications online will contribute to a more simple and efficient admission process.

Resources Needed:
Interactive Web technology such as Cold Fusion, PHP, etc.
eCommerce
Datatel's AAI (Application for Admission Interface): $2300/yr

Funding sources:
General fund.

Projected implementation date:
July 2005

Status:
Online application for admission is now completed and available online with credit card payment options. The Xap.com Corporation made the application for us for free. Current applications taken on website are entered into Colleague by hand. Still working on the Xap to Colleague automatic upload interface.

C. Install and configure eCommerce functionality on web site

Rationale:
If we offer the ability to pay for our services online, students & parents will have the opportunity to pay for their classes and housing online. Students will be able to complete any applications we require in an online format rather than paper. It will also provide the opportunity for donors to give to Southwestern via the Web site. The purpose of eCommerce is to provide the community and students with a widely used, simple method of payment.

Resources Needed:
Merchant Account
VeriSign: $

Funding sources:
General Fund.

Projected implementation date:
January 2005

Status:
The eCommerce capability will be available Spring term 2005.

D. WebCT Template for faculty.

Rationale:
If faculty have a template they can use when setting up their first WebCT course, it will reduce the time of setting up the course significantly.

Resources Needed:
WebCT

Funding sources:
General fund.

Projected implementation date:
July 2004

Status:
WebCT has been turned over to Karen Sadler, as she has been hired to manage that aspect of Distance Learning.

E. Implement and configure online Bookstore.

Rationale:
If we can offer our students the opportunity to purchase their textbooks online from Southwestern, we won't lose the revenue to other online bookstores such as Amazon or Half.com. Our distance students need a user-friendly method of purchasing their textbooks for online classes.

Resources Needed:
eFollett: $600/yr for textbooks only; $1200 a year for textbooks & general merchandise.

Funding sources:
Bookstore budget.

Projected implementation date:
July 2004

Status:
Online bookstore will be up and running for students to purchase books online via credit card Spring term 2005.

F. Build templates for faculty web pages and technical support for building and maintaining faculty web pages.

Rationale:
Faculty departments have identified this need in their assessment and planning process.

Resources Needed:
Webmaster

Funding sources:
None needed.

Projected implementation date:
July 2004

Status:
Still investigating content management systems to facilitate the building and/or maintenance of faculty websites.

Goal 8 – Provide distance education and teleconferencing to the College and the community.

A. Continue development of a state-of-the-art Distance Learning Center.

Rationale:
Oregon Ed-Net Networks I and II are now gone. Replacing these old style teleconferencing systems is the new IP Video technology. The college has one system on loan from the ESD (an older V-Tel system) and another that was purchased with grant funds and matching funds from the Department of Administrative Services. The college needs to continue upgrading our teleconferencing facilities and work on the partnerships agreed to under the grant we received.

The grant requires the college to offer four college level courses to high schools in the district; provide twenty-four outside teleconferences and/or meeting for business and agencies, provide twelve workshops and/or classes to Outreach sites; and host thirty classes through the Oregon University System.

The college is becoming an active player in delivering college-level distance education courses to the area high schools. In addition, we are continuing our partnerships with Oregon University System schools and are working on training courses for educators, public agencies, and members of the small business community in using interactive videoconferencing.

To continue offering a high level of service in teleconferencing, the college needs to obtain an additional teleconferencing system (to replace the older V-Tel currently on loan to the college), pay for connectivity and hardware upgrades. The new system should be equipped with peripherals adequate for production work for classes and programs we are originating.

In addition, our Brookings campus needs to have an IP videoconferencing unit on site. This will require the purchase of an IP videoconferencing system and paying for connectivity.

Resources Needed:
IP video hardware: $20,000
Connection fees: $1,197/month
Connectivity fees for second main campus system: $405/month
IP video hardware for Brookings campus: $12,000
Connectivity fees for Brookings campus: $1,197/month

Funding sources:
This is partially funded through grants. Further grants will be applied for.

Projected implementation date:
Ongoing

B. Market Southwestern IPV conferencing room to businesses and educational partners.

Rationale:
This will afford the college an opportunity for income generation and creating a service to our community partners. It will also assist in maintaining the technology and staff.

Resources Needed:
Determine who's responsible

Funding sources:
General Fund

Projected implementation date:
2004-2005

C. The Office of Distance and Community Education will coordinate with administrative staff, IT Dept. and instructors on the development of courses, hiring and training of instructors, scheduling and support of online courses.

Rationale:
There are several barriers for students who might want to expand their educational opportunities. This is especially true for those who live in outlying areas, working students, and those with disabilities. These classes would be developed to reduce those barriers and generate more FTE for the college.

Resources Needed:

- Course management system that sits on a new server at SOCC or another server approved by IT.
- 1 FTE – Distance Learning Instructional Designer and Support position
- 1 FTE – Distance Learning Student Technical Support position
- Expand number of online courses and degree programs
- Place SOCC DL programs and classes on national and international education web directories

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within two years.

D. The Workforce Development team, through a coordinated effort of the Office of Outreach, the Community Technology Centers, Contracted Training, and the Business Development Center, will offer new trainings and professional development classes and workshops to outreach areas.

Rationale:
These classes will be delivered through on-line and/or IPV delivery systems. The current new grants at Southwestern will lead the way in creating these workshops.

Resources Needed:
IPV delivery system at the college's Curry center(s) and college-owned online platform. Tech support at each location**.**

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within five years.

E. Workforce Development will continue to coordinate with other departments and develop resources for additional software in Outreach labs to meet the continuing needs of the communities.

Rationale:
These are new labs and new opportunities for access to labs in Outreach sites. The demand and needs of the communities are creating demands on new and state of the art software in those labs. Existing outreach labs do not have the same software resources as provided on main campus for students, such as Reading.

Resources Needed:

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
Within five years.

F. As more distance learning courses are provided by Southwestern faculty, marketing those courses to students will become important. Coordination will be created with the State Distance Learning Council and Southwestern's marketing department.

Rationale:
New programs and new delivery systems need marketing in order to inform students and the college district communities. The Office of Distance and Community Ed will work with the media department to create a DL poster, include articles in the

Schedule, and the website will continue to be updated to include all current information and resources available through Southwestern.

Resources Needed:

Funding sources:
The Distance and Community Education Department

Projected implementation date:
Ongoing

G. Increase opportunities for self-study through web-based courses with multi-media components and CD-ROM based programs for faculty, staff and students.

Rationale:
Several companies have created web based workforce training courses available for colleges to host for little or no cost. The Distance and Community Education Department will investigate which company is the best fit for Southwestern. This has the possibility to produce revenue for the distance learning department.

Resources Needed: none

Funding sources:
Self Supporting

Projected implementation date:
Within one year.

H. Create a distance learning plan for Southwestern.

Rationale:
It is important through the assessment process, to create a distance learning plan that will support the increase of distance learning and the support and resources necessary for quality services to students.

Resources Needed:

Funding sources:
No funds needed

Projected implementation date:
July 2004

J. Create a distance learning sub-committee that reports to the technology committee

Rationale:

This committee will assist in guiding the resources and services involved with distance learning at Southwestern in order to maintain the quality of courses and services provided to students.

Resources Needed: Time

Funding sources:
No funds needed

Projected implementation date:
July 2004

Goal 9 – Promote workforce and economic development in the region through collaboration with education, business, and government partners.

A. Strengthen college connections to economic and workforce development entities and the business community.

Rationale:
The college will collaborate with area business, economic and workforce leaders to maintain and improve the technological expertise and capability of the south coast. One project is to optimize the Coos County Incubator and the Business Enterprise Center (BEC) as a center for telecommunication business development and training. An ongoing process involves finding ways to provide similar opportunities to Curry County and other outreach areas.

Resources Needed:

Funding sources:
None needed.

Projected Implementation Date:
On-going

B. Collaborate with K-12 and Oregon University systems in the field of technology.

Rationale:
Work began early in the 1999-2000 school year on a technology partnership among local K-12 districts, Southwestern Oregon Community College, and the Oregon University System (represented by the Southwestern Oregon University Center.) The South Coast Education Service District facilitated and was part of this discussion. This group, the South Coast Regional Educational Technology Task Force, has developed a revisable document, the Regional Education Technology Plan (January 2002 update.) This document outlines and defines the educational technology plans for the region from Brookings to Reedsport to Powers for K-16 education providers.

This task force will meet quarterly to "discuss changing technology needs, to share information about evolving technology issues within each school district of institution, and, when appropriate, to develop and disseminate the 'state of technology' report." This partnership is a viable means to discuss updating technology uses and needs.

Resources Needed:

Funding sources:
None needed.

Projected Implementation Date:
Ongoing

C. Develop plan to market college-wide training opportunities to the region.

Rationale:
Southwestern is the leader in education and training on the South Coast. Communities need to look at SOCC to meet their training needs. It is important to continually notify the local areas of all trainings offered and to assess their training needs.

Resources Needed:

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected Implementation Date:
Continuous

D. Strengthen internship opportunities for our students through effective partnering with and marketing to our employer community.

Rationale:
Internships offer students an excellent opportunity to gain experience in a business or organization. Interns are able to put to use the knowledge and skills they have learned in the classroom or lab in a "real-world" situation, and in doing so to make themselves more attractive for employment after their studies are completed. Interns are also able to make valuable personal contacts during an internship that may lead to permanent employment.

Area business employers are logical partners for the College to develop internship opportunities. The area employers have business needs that may not be able to be met by the limited local workforce; and recently trained interns can provide the needed skills. At the same time, the opportunity for students to intern in the immediate local area places them close to the College supervision that helps to ensure the success of the internship.

Resources Needed:

Funding sources:
Title III grant funds

Projected Implementation Date:
On-going

E. Telecom and tech for BEC

Rationale:
The Business Development Center (BDC) contracts with the Oregon International Port of Coos Bay to operate the Business Center (BC),. The facility, also known as "The Incubator," has an entrepreneurial mission to assist small early-stage businesses, as well as selected corporate entities such as Affiliated Computer Services (ACS), with training and development needs.

The plans for the BC call for an expansion of the facility as well as an upgrading of the telecommunications and manufacturing technology capabilities.

Resources Needed:

1. BDC
Upgrade of BDC staff computers (addition of wireless capability)
- 3 computers

Addition of one additional work station (with wireless capability)

2. Business Center
Upgrade of SOCC computer lab in the BC (computers & addition of wireless)
Extension of fiber-optic cable throughout the facility
Extension of wireless capability throughout the facility

Funding sources:
No additional funds required at this time

Projected implementation date:
July 2005

Goal 10 – Staff and faculty training.

A. Strengthen quality of instruction through staff and faculty training on revised and new software.

Rationale:
The rate of change in technology is fast and furious. The faculty and staff, college-wide, need on-going training to keep pace with these changes. For this training, multiple sources can be used. The CIS faculty can be scheduled to offer classes to other faculty and staff members. The Information Technology staff can take advantage of classes offered on campus, but also needs extensive training to obtain the expertise needed to maintain the hardware and software used college-wide.

Resources Needed:
Offsite classes: $20,000

Funding sources:
Not funded at this time

Projected implementation date:

B. Maintain, encourage, and enhance technological literacy of faculty and staff.

Rationale:
The distance between the Curry campus and the main campus in Coos Bay limits Curry staff from attending any training outside of the fall in-service workshops. A schedule of classes to be held for Curry staff's access throughout the year would provide parity for this group, and could be provided through distance technology, such as online or IPTV.

Resources Needed:

Funding sources:
This is not currently funded. Grants or other funding sources will be applied for.

Projected implementation date:
2004-2005

C. Add Application Analyst and Training Specialist to Information Technology staff.

Rationale:
Results of an IT survey and feedback by Managers indicated that there is a great desire and need for this position. Colleague has become extremely complex and staff turnover has left our knowledge base lacking. A Colleague user support and training person will work full time to fully test and implement changes, avoid conflict with integration issues, and train all users in all Colleague modules.

Resources Needed:
One FTE: $44,000

Funding sources:
General Fund

Projected implementation date:
July 2004

Status:
A full time position was added to the Information Technology Department. The position, Application Analyst and Training Specialist, will both support and train the users, test and implement changes, and help avoid integration conflict issues.

D. Create annual faculty and staff training calendar.

Rationale:
Faculty and staff need training on current and new software being used at the college. A calendar of training events would help faculty and staff to plan ahead so they can participate in the trainings. Each training session should be offered multiple times so individuals who have conflicts can take it at another time.

Resources Needed:

Funding sources:
General funds, revenue funds, or grant funding

Projected implementation date:
July 2005

E. Create and implement a student and faculty technology help desk.

Rationale:
Create a course for degree seeking CIS students to learn how to become a help desk professional. This course will focus on key information for user support professionals, including decision making, communicating successfully with a client, determining the client specific needs, employ the latest in support industry trends, especially the use of Web and e-mail-based support. The course will need to have a software-support focus and a separate hardware-support focus. The support would be available to college staff and students giving the student real-life experience dealing with users.

Resources Needed:

Funding sources:
General funds, revenue funds, or grant funding

Projected implementation date:
July 2005

F. Add Faculty Instructional Designer position to train and support faculty in distance education.

Rationale:
In order to provide quality instruction and services, full and part-time faculty need a variety of opportunities for distance learning training and support. A Faculty Instructional Designer could support faculty and students and monitor the quality on SOCC's online instruction.

Resources Needed:
One FTE: $44,000

Funding sources:
General funds.

Projected implementation date:
July 2004

Status:
A full time position, WebCT Support Specialist, was created and filled.

Appendix A - 2001-2003 Technology Plan Status Report

Goal 1 - Improve information technology infrastructure to support the mission of the College.

A. Upgrade the mainframe computer with current software releases.
   Colleague R17, Unidata 5.1.36, and Unix 11.0 were all installed and completed by August 2002.

V. Purchase and install Internet device and firewall.
   A Packeteer packet shaper was purchased, configured, and installed to direct traffic throughout the entire network. A Cisco PIX firewall was purchased, configured, and installed to protect the network from viruses and intrusion by unauthorized persons.

W. Study feasibility of migrating from telephony system to IP telephone system.
   An upgrade to the existing NEC phone system was purchased in April 2003. The system will be installed August 2003. The feasibility of migrating to an IP telephone system was deemed to expensive and unnecessary.

X. Establish a network and server with full Internet access at the Curry campuses.
   A wireless solution was obtained for the Brookings student labs. The Bookings staff will use the wireless solution along with VPN for access to the college network and Colleague. Gold Beach is using DSL for connectivity.

Y. Acquire and install Lotus Notes system for staff and faculty.
   Lotus Notes was purchased and has been installed. Most of the college staff have access to schedule calendars, and email.

Z. Reconfigure the college network.
   The college network was reconfigured and includes the PIX firewall, Packeteer packet shaper, and VPN hardware.

AA. Purchase new point of sales system for bookstore
   The Bookstore has decided to purchase Booklog from ComputerWorks. This system will integrate with Colleague and Financial Aid. The system was installed and used for Fall term 2003.

BB. Full T1 line to Brookings Center
   A T1 was not leased, however, the student lab has been connected to a wireless ISP for Internet access. The staff is using VPN to access the college network and Colleague

CC. Develop plan to purchase and install a Brookings Bookstore System
   Due to budget constraints, it was decided to put the POS system in Brookings on hold.

Goal 2 – Review and develop new technology-related curriculum to ensure students receive appropriate, state-of-the-art education, and training.

B. Develop degrees and certificates for program ladders and modularized courses.

Goal 3 – Expand and develop the classrooms and student labs to prepare students for success in life and work.

A. Provide cutting-edge student lab computers and software.
   Each fiscal year new computers have been purchased for the Instructional computer labs. Approximately 52 machines are purchased. Older machines are moved to other areas of the campus. With the help of the technology fee and various grants, software has been upgraded as needed.

B. Create an Advanced Technology Center
   Funding has not been secured. The StRut program was disbanded in August 2003.

C. Add needed instructional software in Curry County.
   Instructional software was purchased for Curry County. However, instructional software upgrades are an ongoing need and will be included in all future technology plans.
D. Provide advanced technology support to the Southwester Publishing Laboratory.
   This was not funded.
E. Resolve electrical problems and build sub floor in Umpqua.
   This was not funded.
F. GIS lab software and class development.
   The software was purchased and a GIS class is now offered by the CIS Department.

Goal 4 – Enhance the library's technological capabilities to facilitate information retrieval & to deliver library services to patrons effectively and efficiently.

A. Increase remote access to online catalog.
   Implementation of the Coos County Library Service District's "Coos Connections" technology project is currently underway.
B. Join larger non-local library consortiums (e.g., ORBIS)
   This was not funded.
C. Create a library instruction area equipped with state-of-the-art software and hardware.
   This was not funded.
D. Explore possibility of adding extra modules of "Millennium" software.
   Grant proposal to the Cheney Foundation for $46,000 to purchase the Millennium serials module was successful.
E. Explore what is needed to improve the speed of Internet access to COASTLINE.
   As a result of changes made by Southwestern's IT Department, the speed of Internet access to COASTLINE has been improved and is no longer a concern.
F. Increase supportive library technology
   This necessary supportive equipment has been purchased for the library utilizing funds from the Technology Fee (Network laser printer) and from the library budget (One typewriter and one scanner).
G. Provide increased access to additional online databases.
   This was not funded.
H. Provide CCLS District wide technology training for administrators and staff.
   This was not funded.
I. Upgrade computers.
   Implementation of The District's "Coos Connections" technology project furnished new computers for staff and the older ones have been upgraded to a uniform level. These computers are now being used to increase patron access.

Goal 5 – Recommend policies for use of technology & technology resources.

A. Write student and staff network use policy.
   Two Information Technology Department policies have been written:
      Acceptable Use of Information Technology Resources
      Student Housing Network Procedure
B. Write Web policy.
   An administrative policy exists on the intranet (4.008 (P) Institutional Guidelines & Procedures for SOCC Web Pages.

Goal 6 – Coordinate and sustain grant-funded activities.

A. Explore ways to sustain funding for Microsoft Grant funded lab assistants.
   One lab assistant has been retained through the use of Carl Perkins grant funding. We continue to investigate the need for additional lab support and ways to funds these assistants.
B. Update list of grants and share same with campus community.
   Mutiple grants have been written this year through the grants office. The CCTI grant from the League of Innovation and the Challenge grant from the State Department of Education were funded to align curriculum and implement various retention strategies in partnership with the League, Department of Education, North Bend adn Gold Beach High Schools. National Science Foundation grants were submitted for Cybersecurity and for Professional Development for Computer Science K-14 teachers.
C. Coordinate information on current grants and review outcomes.
   The CIS faculty have aligned their grant seeking efforts on the grants discussed above. The grants office in partnership with faculty and administrators have identified opportunities that move the CIS department further down their departmental plan.

Goal 7 – Enhance college Web services.

A. Move the college Web site to a college server.
   College Web site was moved to server on campus. We no longer depend on outside sources to host our Web site.
B. Re-write college web pages to provide for dynamic HTML and database access.
   Instituted a Perl/CGI calendaring system to allow for users to update an interactive calendar on the College Web site. Created several online forms for students.
C. Implement Web Advisor
   WebAdvisor registration and grading was implemented Winter term 2002. MyAdvisees will be added in Fall term 2003. This is for faculty advising.
D. Offer and support online classes for faculty.
   Grant paid for WebCT. Faculty now offering classes online through WebCT. The Distance Learning Coordinator is implementing training and support for students and faculty and Web site enhancements.
E. Implement an updated college intranet.
   An updated college intranet has been implemented. It has been re-organized, given better functionality and a more pleasing look. It maintained and continually used by staff for informational needs.

Goal 8 – Use state-of-the-art technology to deliver distance education and teleconferencing to the College and the community.

A. Continue development of a state-of-the-art Distance Learning Center.
   We have been able to return the old technology VTEL system on loan from the SCESD to its rightful owner. Using the savings from not needing any longer to pay the maintenance costs of this VTEL system, we have been able to purchase a new, up-to-date Polycom system for T105, thereby replacing the VTEL system in T103 with the older Polycom system previously in T105. We need to continue to

improve the setup in T105 to make it a better teaching room. However, T105 is now very user friendly for both teachers and students.

The Brookings campus is now able to use the IPV system located in Brookings/Harbor High School. We will be delivering five classes to Brookings via IPV this fall.

B. Remodel teleconferencing rooms.

The remodel of teleconference room Tioga 105 is now complete.

C. Market Southwestern IPV conferencing room to businesses and educational partners.

The college has created several LDC courses that are now delivered through IPV to our Brooking's campus and in partnerhship with Umpqua Community College.

D. The Office of Outreach and Professional Development will coordinate with current staff and faculty on the development of course outlines and scheduling of classes in assisting students with on-line course delivery.

In the fall of 2003, 8 courses were offered by SOCC faculty online. The following was also implemented:

Helpdesk for students and faculty
Online Agreement forms and Guidelines for faculty
Listserve for distance learning faculty
WebCT and IPV trainings were delivered

E. The Workforce Development team, through a coordinated effort of the Office of Outreach, the Community Technology Centers, Contracted Training, and the Business Development Center, will offer new trainings and professional development classes and workshops to outreach areas.

GED online class was started in Fall 2003. This project is still in development.

F. Workforce Development will continue to coordinate with other departments and develop resources for additional software in Outreach labs to meet the continuing needs of the communities.

This is on-going.

G. As more distance learning courses are provided by Southwestern faculty, marketing those courses to students will become important. Coordination will be created with the State Distance Learning Council and Southwestern's marketing department.

In 2002 a Distance Learning eSOCC logo was created by the Webmaster. The Outreach Department started working with the Marketing dept. to create a Distance Learning poster. Several flyers were created for campus use and all distance learning classes have a designated area in the quarterly schedule. All Southwestern distance learning classes are listed on the State Distance Learning Website as available for hosting by other Oregon Community Colleges.

H. Improve access to quality education for residents of the south coast.

The Outreach Dept. regularly meets with community partners, Outreach sites and SOCC committees to determine the current educational and training needs in various communities.

I. Increase opportunities for self-study through web-based courses with multi-media components and CD-ROM based programs for faculty, staff and students.

This project has not been implemented as of yet.

Goal 9 – Promote workforce and economic development in the region through collaboration with education, business, and government partners.

A. Strengthen college connections to economic and workforce development entities and the business community.

   The college has a major presence on the South Coast Telecommunications Task Force that is working on the implementation of a plan to support the development of IT businesses and the workforce needed for that development. A new grant opportunity, CCTI, will further bring the business community into discussion with the college.

B. Collaborate with K-12 and Oregon University systems in the field of technology.

   The Regional Education Task Force will meet this fall to update our Regional Education Technology Plan. The college has representatives on the boards of two of our district's technology charter schools. We are working with K-12, OUS and ODE partners on developing clear IT career pathways through the vehicle of two grant opportunities

   The CCTI grant has greatly enhanced our degree of partnership with North Bend High School. As the project unfolds the partnership with Gold Beach's technology charter school will strengthen. Funds for the grant have been allocated for faculty release time, staff development, and contractual agreements with the high schools to develop a seamless system from high school to college.

C. Develop plan to market college-wide training opportunities to the region.

   Not currently funded

D. Strengthen internship opportunities for our students through effective partnering with and marketing to our employer community.

Goal 10 – Staff and faculty training.

A. Strengthen quality of instruction through staff and faculty training on revised and new software.

B. Maintain, encourage, and enhance technological literacy of faculty and staff.

   This was not implemented. This will carry over into the 2004-2006 IWTC Plan.

EXHIBIT VI. A

Focus/Visioning Groups

On Campus Meeting

From: judith hansen
Sent: Monday, July 11, 2005 8:00 AM
To: general-announce List Member
Subject: [general-announce] College-wide meetings

Good morning everyone! Thank you again for your great welcome last week. I have been looking forward to scheduling informal meetings with those on campus this summer to learn the following:

- Your dreams for SWOCC and your unit in the near and distant future
- Barriers to fulfilling your dreams for SWOCC
- How your unique contributions contribute to our future at SWOCC
- Your hopes for my leadership
- My hopes for our future together

Deb Nicholls will be scheduling these informal meetings by site, building and floor (in Tioga) beginning this week. I'll be looking for a place that we can visit and discuss the above items, and anything else that might be on your mind. If you have questions prior to or after my visit, don't hesitate to contact me or Deb Nicholls. I am really looking forward to getting to know you better, and for you to do the same.

Judith Hansen

EXHIBIT VI. B

Flier Advertising Community Meetings

Southwestern Oregon Community College presents

Community VISIONING GROUPS

Tuesday, October 18, 2005
4:00 PM
Best Western Brookings Inn, Conference Room

Dr. Judith Hansen, Southwestern Oregon Community College President would like to invite community members to participate in local visioning groups. These meetings focus upon the future of Southwestern and the success of our south coast communities! Your opinion is not only important, but welcomed as well.

We hope to see you there!

If you have questions, please feel free to contact Deb Nicholls, Assistant to the President at 541.888.7400.

Southwestern Oregon Community College presents

Community VISIONING GROUPS

Wednesday
October 12, 2005
4:00 PM
Bay Area Hospital, Myrtle Room

Dr. Judith Hansen, Southwestern Oregon Community College President would like to invite community members to participate in local visioning groups. These meetings focus upon the future of Southwestern and the success of our south coast communities! Your opinion is not only important, but welcomed as well.

We hope to see you there!

If you have questions, please feel free to contact Deb Nicholls, Assistant to the President at 541.888.7400.

Southwestern Oregon Community College presents

Community VISIONING GROUPS

Monday
October 10, 2005
5:00 PM
North Bend Middle School Library

Dr. Judith Hansen, Southwestern Oregon Community College President would like to invite community members to participate in local visioning groups. These meetings focus upon the future of Southwestern and the success of our south coast communities! Your opinion is not only important, but welcomed as well.

We hope to see you there!

If you have questions, please feel free to contact Deb Nicholls, Assistant to the President at 541.888.7400.

Southwestern Oregon Community College presents

Community VISIONING GROUPS

Tuesday, October 18, 2005
6:30 PM
Best Western Brookings Inn, Conference Room

Dr. Judith Hansen, Southwestern Oregon Community College President would like to invite community members to participate in local visioning groups. These meetings focus upon the future of Southwestern and the success of our south coast communities! Your opinion is not only important, but welcomed as well.

We hope to see you there!

If you have questions, please feel free to contact Deb Nicholls, Assistant to the President at 541.888.7400.

EXHIBIT VI. C

Responses from Focus/Visioning Groups

SOUTHWESTERN OREGON VISIONING GROUP RESPONSES
JULY-OCTOBER, 2005

Southwestern Dreams

Integrate Coos and Curry Counties as whole college system
System-wide knowledge of college direction and focus prior to announcement
Meeting needs of all communities at places and times they can attend
Partnerships with Port Orford/Gold Beach libraries
Continue to expand outreach for all Curry county sites as new campus is built
Focus on learning that matches focus on costs
Honor for our college that is visible in the community
Community appreciation of Southwestern as a helpful entity
Fiscal solvency through all building projects
Continue to develop academic programs for alcohol and tobacco remediation
Continue to grow
World class customer service
Targeted marketing to unique aspects from other colleges
Integrated communication on (a) decisions that include those affected and (b) meetings that include everyone
Family feeling and attitudes- all employees invited to groups and inservice
Create new good thoughts
Expand personnel for services
Understand and address implications and mis-match of student and instructional information
Student health care center
Appreciation for everyone's contribution to Southwestern success/perception
Expanded opportunities for students through effective scheduling
Maintaining sections/classes and adding sections when the courses have been scheduled
Refreshing what we do by evaluating existing procedures and goals and self assessing for new means to effective ends
Improved advisement procedures for students and advisors
Create effective billing for distribution of resources …. "and world peace"
Be visible in our community
Radio station/new student station
Science building that meets student technical and educational needs
Safety upgrades maintained as top priority
Equipment upgrades that include software, technical, multi-media support
Display/museum areas for instructional buildings
Digital science equipment
Reward for new science curriculum development to meet student technical needs
Science labs as the heart of student learning for professionals that assure a voice for safe professional scientific inquiry
Students working with state of the art equipment
Reconnecting with community
New full-time faculty with targeted recruitment of student majors
Plan for expansion of science programming to match vision/capability

Learning support lab
On-line Collaborative Space
Measure student success, not just numbers
Space for effective service
Mail boxes for full and part time faculty
Ventilation system that matches investment of employees
Space to effectively deliver services
Good all-campus communication
New technology building
College buildings open on weekends
Physical space for all public services
Communication that keeps us informed of college initiatives
Updates/Maintenance of buildings that match new buildings
Grounds upkeep
Reward for service
Improve service to students and community
Improved relations among employees groups for improved morale
Finish CCLS floor
Recruitment for instructional programs that match quality of staff
Organizational structure that matches the scope of services
Communication that provides for effective college processes and activity
New technology building
More technical /career opportunities
Comprehensive plan that includes institutional researchers for back-up of assessment
Advisement/Counseling
Support dollars for classroom learning improvement efforts
Central focus for plans and evaluation of effect of effort on all components
Recognition for community investment (individual and collective)
Appreciation for learning process and understanding of learning styles
Institutional Researcher
Expanded Counseling department
New building for Curry County Campus
Colleague software that allows input of schedule at Curry County Campus
Employee-only area for Curry County Campus employees
Records storage space for Curry County Campus
Mail boxes for part time instructors
Staff involved with architectural development stages of construction
Carefully articulated and maintained rest room spaces
Flexible instructional space, maybe large rooms with heat in floor
Bike, walking trails
Child Care options for the Curry County Campus
Orientation for part timers to include them in our college culture
Communication loop for all sites and campuses through e-mail and tech support
Increase options for fulltime/traditional students
Science lab space that addresses technical advances
Expanded computer lab spaces

Conference Center for Curry Campus that mirrors opportunities in PAC
Connections with area libraries in Curry County
Rewards for college service
Well-thought location of offices for front-line and staff members at all campus locations
Marketing ourselves to the community-all facets of the community that makes a difference in their lives
Formal career enter/exploration placement advisement
Entrepreneurial Institute
Collaboration with and meshing with k-12 systems
K-14 mentality
College is source of innovation/new solutions to community problems
Business Development Institute that is the Economic driver for college and community
Collaborative effort to showcase economic innovation (Innovation Showcase)
College is p-16 advocate
Leadership Institute
Continued improvement of customer service
Retention of students documents term to term, year to year, and completion of education goals
Increased involvement with county
Formalized marketing efforts and more people assigned to full time pr/marketing professional work
Articulated vision for alternative mar…
Healthy communication and relationship systems
Plan for intregated college system that effectively serves each unit and consistent procedures to match that system
Ladies' restrooms with working sinks
Curry campus integration and systems involvement
Entrepreneurial spirit continued efforts
Continued college growth- defined in multiple ways
Disaster recovery plan
Automation of manual tasks- do more with less
South Coast K-14 Academic Learning Center
Software packages that allow us to be more responsive
Departmental interconnectedness that focuses on improvement rather than blame
Communication across departments, among old/new staff; systems and structures consistent with communication
Use summer more effectively for returning students, parents, high school students
See our students as customers and recognize that they are at the center of our mission
Create an environment for our students so that when they leave they find us to be the best
Create campus signage for new comers, that reflects changes
Improve staffing flexibility to implement new ideas
Growing partnerships communities and students
Culinary program offerings to community
Continued growth of student options for coursework, activities
Morale and pride built maintaining classrooms, equipment, offices
Central purchase control

Full utilization of PAC
No smoking campus
Traditional residence hall with live in faculty
Student learning center in residence halls
More viable, variety of technical programs
Faculty and staff part of college marketing
Stay out of a rut
Customer service that continues to meet student needs
Colors on all of the walls
Better coordination of all the efforts and services in community
Local option levies
A four year curriculum
Expansion of cultural base
Arts programs expanded K-12 and at college level – music/theater/fine
Baby boom
More business in to boost employment
This should increase enrollment of student and in turn aid in an increase of programs available to students
More programs available for college and grade school students
Collaboration jobs
Affordable housing
Education programs linked with all college systems within the state
One school system for Coos County
Health care provider education
Life-long learning opportunities
Education for employees
Increased library collection and services
    - Job and vocational training lines of education (building trades, professional services)

More vocational learning opportunities for youth similar to what has been accomplished at North Clackamas School District
Special food products industry. Including special forest product to make teas
Improved regional infrastructure
    - But not necessarily more people

Adequate funding for:
    - Education
    - Other social infrastructure

Education as positive, wholesome, enjoyable for everyone's life and life long
Community College as function
Increasing job and vocational training (replacement for reduced electives at - some do not have chances to pick up skills up to point of graduating)
Increasing high skill job opportunities
Capture all the students on the South Coast with the vision that more training and education is necessary for all
More courses available for training for local business
Reduction of area/community isolation

Linking South Coast communities economically/educationally
Increase vocational output tied to future employer needs
Campus with classes, labs, culinary arts, technology
A community building for different events in the community
A new campus in Brookings that would allow:
- Students to stay in Brookings for school
- Marine, hospitality, forestry (temperate rain forest) studies besides health etc.
- Elderhostel and classes for locals

Large community room
Quality control – academic standards
Lab space for biology, chemistry, anatomy and physiology
Local campus with access to 2 year degrees in variety of areas
High school students have options for college/vocational/internships
Adult education/recreation opportunities
Better health care facilities
College that has classes for both people looking for degrees and for people in the community who have an education
Completion of the Curry co. campus for Bachelors and transfers
Vocational
Community building
Professional tech link to the high school
Strong arts program
Building trades
Teaching and learning centers
Horticulture and landscaping
More access to technology
Food ventilation
Marine and culture
Satellite connection
TV cameras
Classes for all ages
- All user levels

Engineering classes
Vocational
Conference center with breakout meeting facilities
Theater
Building trades program
Strong Arts program – visual, drama/dance, music
Performance space to be used both by College groups as well as community groups
A facility that meets the current & future needs of the residents of Curry County residents
Address booming senior population needs without neglecting the young first-time student
Technology that supports training – V-Tel or broadband internet to broadcast & receive classes to & from Coos Bay & other institutions for college credit or CEU/professional development

That local business people and the public at-large be actively involved in the building of the new campus (in-kind donations)
Summer educator credit programs (2-week sessions)

Barriers to Achieving Southwestern College and Community Dreams
Curry County step child feeling
Limited Web CT seating space
Quality of some student preparation for college work
Lack of focus on learning
Funding processes not consistent with college values
Limited resources to get top equipment
Focus on class enrollment rather than aggregate program enrollments
Black Box performance space
PAC expense for community participation
Limited youth involvement in college
Instructional load limitations
Lack of targeted marketing for all degrees/majors
Too comfortable in what we do
Lack of seeking new funding streams
Lack of community interdependence
Holding on to past expenses/dreams
Lack of colleagues meeting together for consistent goal achievement
Little time for professionals to meet with peers on other campuses
Ineffective telephone billing
Separation between old-timers and new-timers
Old chairs and equipment in buildings and classrooms while new buildings get new equipment
Not always considering on-going costs of maintenance amidst new construction
Short staffing in many offices
Lack of training, team building
Lack of realization of revenue limitations
Self-limiting beliefs
Reactive rather than proactive stance
Distance between administration and staff relationships
No step increases for service
Limited resources for personnel/custodial/maintenance services
Limited work study dollars
Lack of touching base with all affected on any one decision or action
Lack of communication
Better emergency management communication
Lack of college-wide PA system
Communication limitations
Lack of alternative resources
Lack of timely of-campus information
Funding for personnel shortage

Space, staff, morale
Lack of leadership for big picture rather than special programs
Community involvement limitations
Limited part time instructional help for new courses
Staying up with new population needs and explosion on South Coast
Some facilities have limited physical plant
IT support inconsistent throughout district
Loss of Port Orford One-stop Center
Marginalization of off-campus centers
Competition for Economic Development investments
Structure that doesn't facilitate good communication
Lack of mindset that students are our customers
Office assignments
Silo mentality
Effective use of office resources (to improve effectiveness)
Limited interpersonal involvement on campus
Limited opportunities for demonstrating that opinions and thought s are valued and used
Contacts with community organizations
Dollars for technology
Need for Teaching and Learning Center with a water cooler, comfortable how-to environment
Communication of new tasks without consideration of affected parties' existing responsibilities
Staff recruitment
Fear of technology
Geographical, physical isolation
Baby boomlet? – Not necessarily a barrier
Old/new ideas
A way to reach newcomers
No change locally
People, people, people – include our new citizens
Infrastructure not yet in place for economic development
- Highway
- Air travel
- Train
- Water
- Technology network

Attitudes of "no change"
$
Need to find more land that would be suitable for manufactured related business
Finding a champion
Unreliable, unprofessional news medium, unethical
Community that does not feel empowered to make changes
Amount of remedial education required to assimilate High School students into SOCC
Out-of-proportion senior community
Extended & disconnected population

Lack of long-term institutional/historic understanding
Fear of more taxes, negativity
$$
Isolation due to mudslides, bridge outs, etc.
Community attitudes
No airport
Inadequate academic standards
Limited medical resources
No air transportation
Two few apartments to bring students to sufficient level for successful college completion
Money
Place bound students
Not all have computer/technology skills +
Need for variety of offerings
Transportation/location
Healthcare/limited medical
Affordable housing
Negative thinking
- it can't be done
- we're just a small backward community

High school students who don't' see education as important
Money
Place Bound students
Labor pool
Location
Affordable housing
Attitudes
College prepared
Attitudes
Resentment to change
Taxes
Rising cost of building
Our location
Labor pool
Affordable housing
Money
Training of instructors
Demographics
Physical plant limitations
Labor pool
I didn't know there was a college in Brookings
No perceived difference between high school and college classes when they are held in the high school
Affordable housing
Clearly defined and executed marketing strategy

Ask me – Gerry $ to get CBDG funds

Strengths for achieving Southwestern Dreams
Entrepreneurial Spirit
Grant pursuit
NSF Grant
Great PAC facilities
Loyal faculty focused on academic quality
Technological Support
International students
SWOCC.NET
People
Problem solvers
People not afraid to work
People that say ‘what if’
Beautiful campus
Large number of offerings for our size
Great group of people to work with
Positive influence on community
Great students
Good student workers
Alternative resources like ‘Experience Works’
Increased investments from traditional students
Extra care, personal attention for our students
Flexibility
New OCCI
Highly dedicated staff
Always wanting to improve
Passion for our mission/what we are doing
Good together
High level of education in remote area
We make a difference
We help our students to feel good about college
We care about our students/give them extra attention
We have a beautiful campus
Eldershostel
Quick response to expressed student needs
Personal service at outreach centers that maintains enrollments
Quality instructional staff
Ideal locations throughout service area
Quality of untapped resources
Quality of SWOCC family member contributions to our environment
Economic growth environment
Good customer service and positive report of learners
Tremendous staff dedicated to students

Size-not too big, not too small
Genuine respect around campus
Students are great/great student dynamics
Support for technology
Fiscally sound
Wealthy family foundation recreational opportunities
Ford community development
Climate
Available opportunities for the creative (innovative)
Natural beauty – diversity
Closeness to ocean and mountains
People
People
Small enough for incoming amenities
Health care
Community college – opportunities – culinary, arts/theaters – natural
Deep water port
Beautiful coastline
Opportunity for growth/change
Willingness to grow
Great people – tax selves when they see need
    - Pipeline
    - Airport
Beautiful
SWOCC - of service to community
    - Responsiveness
Diversity
Social assets
Need to map our assets
People with great ideas variety of expertise
Great place to live
Turnover
Our local area – oceanography, our forests, forestry, fisheries, ecology
Leaderships
Physical plant in north and south boundaries
Generous, educated population
An educated, generous community
Site
Potential good teachers & planners hiding in the background
Location
Strong educated population, but can be overwhelmed – need to be found
Fiscally conservative
Risk recipient? Means money
Donated land
Many people see the need/desirability
Location

Money appropriation
Generous educated population
Strong leadership
People – staff, returning students, students with future plans like Susan Brady who inspired others and our faculty
Peggy and staff

Leadership Needed for Achieving Southwestern Dreams:
Make communication happen
Create communities with senior citizens
Create initiatives with high school students
Create community involvement in college leadership
Help tuition increases to occur before June so that we don't have to bill retroactively
Help us recognize that decisions take time
Create recognition wall for students on campus
Embrace community
Sell prepaid tuition scholarships
Bring staff together
Continued vision and position of college
Renewal of employee connections
Positive attitude and presence
Positive outlook
Good communication
Draw out team thoughts
See possibilities in the trenches
Consistent positive leadership
See what is
Facilitate college community tours for all campuses
Rewards for innovative programming
Academic plan and faculty investment rewards
Create consistency of procedures and processes
Continued connections to Curry County
Keep construction initiatives on track
Champion good communication
Create an on-line college newspaper
Assure good faculty communication among colleagues
Heal gulfs among employee groups
Web advertisements that match other software, site and students information
Define tracks for degree seeking vs. non-degree seeking student requirements
Continued identification of resources for capital and other needs
Bulldog support for University Center
Remain connected to communities and centers
Stay ahead of regional cultural and growth initiatives for better position of college
Seek and convey scholarship information for communities for better understanding of college costs, and for community scholarship support groups

Opportunities for communication
Walk around
Develop a product from planning that is visible and palpable and evident
Someone out front
Fresh/positive education
Positive magnetic charisma
Flexible
Enthusiasm
Team players
Collaborative
Miles to take risks
Fresh
Positive
Educated
Group – consensual and flexible
Be a catalyst
Expand advisory committee to include more community leaders – get all elected officials on Board
Academic leadership
Strong & flexible
Committed connected
Respected
New instructors
University connections
Political connections with local politicians
Recent graduates
Strong
Flexible
Committed
Respected
Retired professional talent
Visionary – community centered – bringing people together for the common goal
Pro-active, leveraging what you have, use all tools to reduce isolation (geographic)
Ability to carry out mission & vision
Even tempered
Big picture thinking
Trustworthy
Thoughtful
Inclusive
Direct
Visionary
Value to community
Future
TMT
DACUM

- jobs & training needs