

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Coos Bay, Oregon 97420

A SELF-EVALUATION REPORT

Submitted to
The Commission on Higher Schools
Northwest Association
of
Secondary and Higher Schools

April, 1972

PREFACE

Southwestern Oregon Community College is, quite simply, people. Ask any member of our wide College community to describe the institution and his description will include a list of names of those who administer, those who teach, those who learn, and those who support all of these. It will be the purpose of this self-study to celebrate our human resources wherever appropriate, and at the same time to evaluate the philosophy, organization, finances, and the physical facilities that form a foundation and background for the activities of the people. We are proud of our attractive campus and our financial well-being, but individuals engaged in a cooperative effort to serve other individuals give the College its real distinction and make it the fine institution it is.

A brief outline of the history of the College will be found on page 9 of the General College Catalog for 1970-71. It opens with the statement that the College has just graduated its tenth class; 1970-71 was a milestone year. One young man tragically crippled by war, barely able to manipulate the necessary steps but determined to receive his own certificate, participated in that tenth graduation exercise without embarrassment, lending his dignity to the ceremony. That is one instance of a combined effort to help an individual achieve his educational goal and become once again a

useful member of society. It is an example of what ought to be meant by another statement on page 9 of the catalog, that we have "touched directly an estimated 38,500 individuals." The truth is that there are, no doubt, many more who could be so touched, and many others who could be touched more meaningfully than they have been. In this self-study we will go beyond the statistical and documentary to examine our real commitment to purposes we profess, and to measure honestly in humanistic terms our successes and failures.

It is our hope that evaluation for purposes of accreditation will support this commitment of people to people which identifies Southwestern Oregon Community College, and that the process will help us appraise our efforts and redirect them intelligently, if need be. The self-study is dedicated to this goal.

Vanda Publicover, Coordinator
Self-Study

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Drawings:

Debbie Sundbaum, a student at Southwestern Oregon Community College, did the drawings for the cover and divider pages. As of Fall term, 1971, Debbie had accumulated 173 hours of college work. Many of those hours were in art, and Debbie was an enthusiastic, hard-working president of the student Fine Arts Club.

Secretarial Assistance:

One person well deserving of credit, but no longer present on campus to receive it is Jill Donker. Jill was a friend to the self-study project and served it expertly and energetically from early in the summer until the middle of February when she left to join her husband in the Phillipines.

We were fortunate to be able to borrow Camille Hannon, the President's secretary, to begin and end the project. In the beginning we needed her organizational talents, and at the end, her penchant for perfection and energy to sustain it served us well.

Kathi Tupper stepped in late and amazed everyone with her ability to see the typing through without previous involvement with the project or with the College. She seemed always undismayed by the mountain of work.

Committees:

The Steering Committee for the self-study project did a difficult job well. Of primary significance and benefit to the college, committee members repeatedly confronted college concerns honestly and vigorously. The Editorial Committee members have individual talents that blended to provide exceptional editing assistance. All members of the faculty, administration, classified staff, Board of Education and students who participated in this project are worthy of commendation for sustaining such a task over such a long time. The participants were good humored throughout and willing to do work over and over again when that was the assignment, and it frequently was.

The committee rosters are below:

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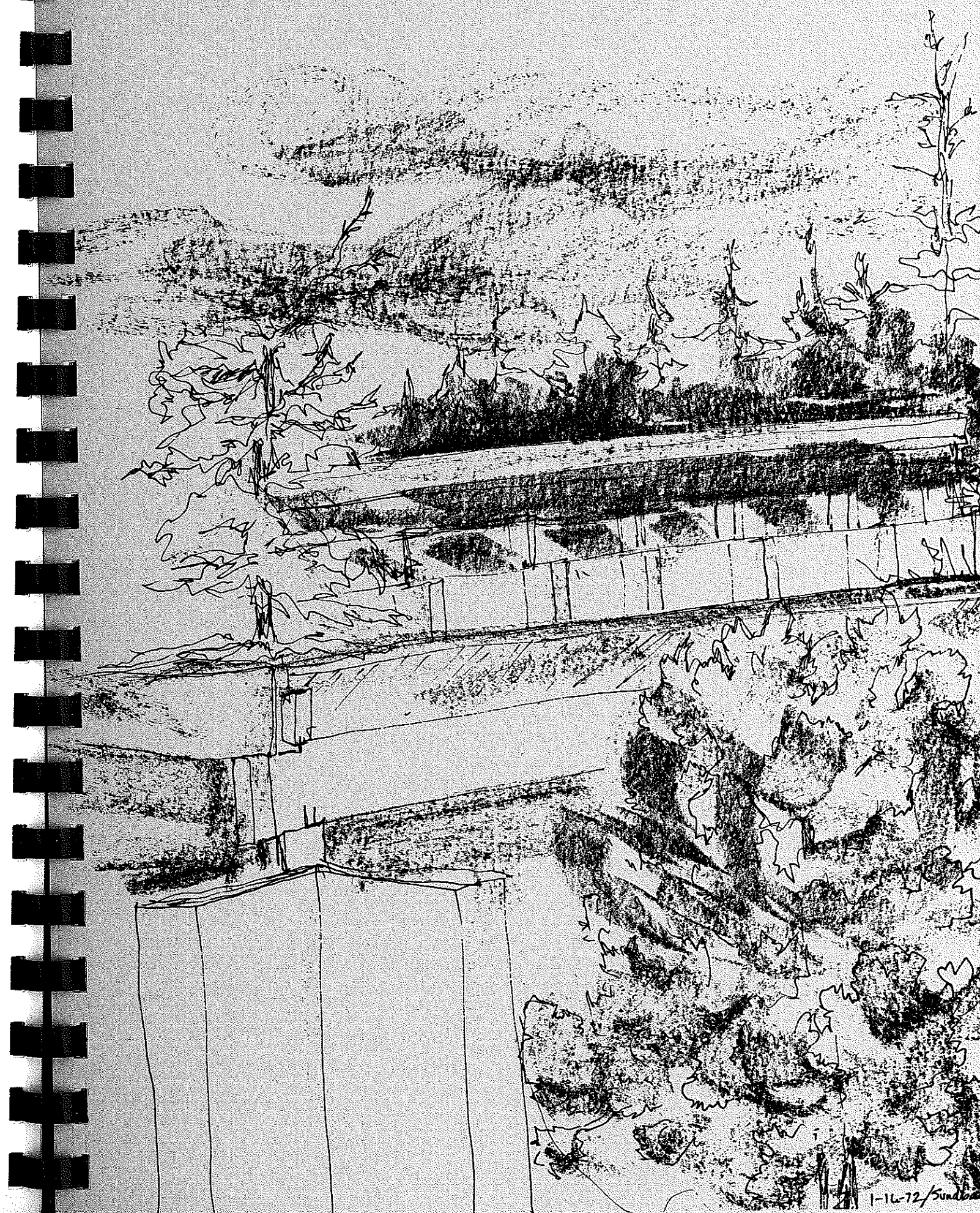
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SECTION I, INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSES

INTRODUCTION:

The statement of purposes of Southwestern Oregon Community College was originally developed in 1968. The Academic Affairs Committee reviewed it during the fall of 1969 and later submitted it to the Faculty Senate where it was approved October, 1970. It is under review again in connection with the self-study. It had not previously been reviewed with the broad participation of students, faculty, administration, and trustees. This process has made us increasingly aware of the need for a declaration of philosophy out of which goals and purposes emerge. Pending that, the following is the current statement of institutional purposes and functions. We make it in terms of the students, and there is general agreement that the key word is "individuals."

INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSES: DESCRIPTION

General Functions of the College:

The community college is an educational institution dedicated to the optimum development of individuals--and our goals and objectives are stated in those terms. Our educational programs and services provide learning experiences for persons who:

1. Need guidance and advice to assist them in establishing and achieving educational, occupational, and personal goals;

2. Wish to broaden their general educational and cultural experiences;

3. Wish to pursue occupational education courses or programs which will prepare them for employment;

4. Wish to pursue instruction which will improve their occupational skills and knowledge;

5. Need preparatory or remedial instruction which will allow them to pursue other educational or personal goals;

6. Wish to pursue lower division (freshman and sophomore level) courses or programs to allow them to transfer to four-year colleges and universities;

7. Wish to participate in programs and activities which will contribute to their general, occupational, or personal growth and development; and

8. Wish to utilize the resources of the College to promote the general welfare of the community.

The statement of purposes is given prominent space in the 1971-72 General College Catalog, as an announcement to the public of the purposes of Southwestern Oregon Community College. General references to the purposes of the College are also included in brochures such as the Southwestern Oregon Community College opportunity brochure, in newsletters, and in news releases. It should be emphasized, however, that the real statement of purposes is made in the classroom and through the offices of the administration. It is in our performance that the public identifies the goals and purposes of the College. There the realization of goals and purposes may be affected by financial exigencies, concerns with class size,

and the degree of faculty commitment,

Open College:

Some general objectives of the College were publicized in a process known to us as "Open College," instituted in the 1970-71 academic year. The idea was conceived informally in conversation within a small group of faculty and officers of the College, and groundwork was begun. An ad hoc committee was appointed winter term, 1969, and plans were made to introduce Open College fall term, 1970.

A week preceding the opening of classes was set aside for advising and informal orientation. During the week students were encouraged to fill out and mark a simple form to show tentative class selections and to identify themselves as prospective students.

We then opened the College to the community without further registration, and with fee payment deferred until the third or fourth week, allowing students the opportunity to find classes they wanted and needed before paying. They were invited to visit classes and to engage in and observe activity as it is in regular session. As far as possible, classes did not close to students, and the class schedule was adjusted to meet student interest and need.

We now identify fall term, 1970, as the term we got off to the best start. There were difficulties encountered by the faculty in adjusting classroom procedures, by the administration in making

schedule changes, and especially by the staff in controlling and accounting for the process. Resistance was generated. Still, Open College was significant in that initially people at all levels in the College were willing to try something new, to take a fresh look at the business of getting a school year under way, to resign the comfort of being able to predict. The faculty was deeply involved in confronting and attempting to realize college goals. New approaches to teaching were stimulated by the new procedure.

A formal evaluation of Open College was made spring term of 1971. The Evaluation Committee recommended that the process be continued and suggested modifications to make it more effective. A full evaluation document is on file and available for review by the accreditation team. It includes a statement of Open College objectives, an analysis to determine which objectives were or were not realized, and a list of recommendations.

INSTITUTIONAL OBJECTIVES: ANALYSIS

Relevance of Objectives to Current Programs:

Our statement of purposes and functions was developed seven or eight years ago, primarily out of faculty and administrative philosophy. The statement was thought then to be applicable to this community, and the analysis committee finds that it still is. Even though we live in a rapidly changing world, and yesterday's ideas tend to become dated, our statement was made recently enough to be pertinent and continuous.

The existing statement of objectives and purposes has not been widely distributed or broadly discussed among those charged with fulfilling it. We suspect that faculty, students, and administrators are not overtly conscious of the statement, and that somewhat by happenstance what is done correlates quite well with what was intended. We suspect this is because we share and adhere to an unwritten philosophy.

In the spirit of the statement of purposes we offer a wide spectrum of transfer courses and occupational courses. We offer courses to meet the diverse interests of the community which range from Wild Edible Plants to Literature of the English Bible. Our program does include opportunities for individuals who need preparatory or remedial instruction. The Study Center, to name one example,

serves this purpose. We do invite our community to participate in many activities--theatrical, musical, athletic--and we do provide a wide range of services including the counseling and advising services specifically named in our statement of purposes. At the same time there is room to improve and grow in every area mentioned, and because we are no longer a pioneering faculty and administration, we have a need to guard against complacency.

Suggested Revision:

In 1968 the statement of purposes and functions was reviewed by the Academic Affairs Committee. The committee did not see a need for revision, and this analysis committee in reviewing the statement today can suggest no revision. As the College progresses into the '70s, we who direct it must maintain an awareness of the necessity of keeping our purposes and objectives relevant to changing times. We should also strive to commit to writing the unwritten philosophy mentioned above in order not to lose sight of it. Hopefully such a statement will be generated in the near future. It would be consistent with our unwritten philosophy for such a statement to appear through the evolutionary process. We are fortunate that the structure of our governance provides for an open and democratic procedure. It provides institutional and community participation in keeping us relevant and purposeful through the broad use of the committee structure. The committees involve students, faculty, administration, and the members of the

community serving on advisory committees to our career curricula. A statement of philosophy should be developed with broad participation of all facets of the college community.

Hiring Practices Relative to Purposes:

Our faculty commitment to our purposes and to the community college concept is general with few exceptions. Over the years we have gathered together a faculty that has outstanding potential. We have been fortunate in building a heterogeneous faculty in face of forces that encourage homogeneity, including some of our documents. This faculty has a nucleus of exceptional, highly talented professors proficient in the art of teaching. Also, many have provided leadership locally, statewide, and even nationally.

Based on these observations, the analysis committee feels that there is a conscious effort to hire on a basis that is consistent with the statement of purposes and functions; conversely, there is strong encouragement to leave for those who prove to be out of step with our purposes and functions. They tend to leave because they are uncomfortable in our educational environment or because we are uncomfortable with them.

Evidence of Purposes Being Achieved:

There is evidence to show that the purposes and functions of this college are being achieved. There is a dearth of statistical

evidence, certainly not enough to compile a complete picture of what happens to students who leave Southwestern Oregon Community College, but there is adequate subjective evidence to support fully not only our past achievement but our present and future educational bent.

If we cannot prove conclusively that all our objectives are being realized, we can demonstrate that we are providing the means and the conditions for realizing them. Accordingly, we have developed such innovative and relevant courses as Man and Society, a general education course for the technical student and the remedial student; we have offered The Ecological Crisis, a relevancy course open to all; and we have provided the Individualized Curriculum for Electronics (ICE), a program with individualized packages for learning. We are committed to basic education; our Study Center offers a remedial and developmental concept of education for all who need it, and Adult Basic Education is a fundamental program striking at illiteracy and educational disability. These and more examples of courses and programs developed to sustain college objectives will be covered in detail in the Educational Programs section of this report.

In an effort to follow the basic community college concept, we have allowed the instructor in his classroom the opportunity for experimentation, conservatism, and even radicalism. We have not provided a similar atmosphere for college-wide innovation. One must see Southwestern Oregon Community College existing in two

worlds--the world of traditionalism, conservatism, maintenance of the status quo, and also the world of innovation and experimentation. Bringing change to higher education is like trying to relocate a cemetery; thus institutionally we raise all kinds of residual resistance to innovation. At the same time, every person working at Southwestern Oregon Community College at whatever level feels free to do innovative things in his own sphere. The feeling of freedom prevails so long as he contains his innovativeness; if not, inhibitory pressures overt and covert may be brought to bear by administrators or by colleagues.

Our approach to our main endeavors, transfer and occupational education, remains largely traditional, and some of us see Southwestern Oregon Community College as a little University of Oregon. Those who do have a tendency to teach for each other or for the administration rather than for students, especially those students who are not interested in a four-year education. At the same time our students will attest to much exceptional teaching and many outstanding educational experiences. Though we may approach our programs somewhat conservatively, we generally do them quite well.

The two worlds of conservatism and innovation are both reflected in our recent Open College experience. Open College is consistent with and is the logical next step beyond the open door concept. Unfortunately, we are not quite ready for that step. In our prevailing educational climate the open college

concept proved uncomfortable for many of our faculty and some of the administration. Considering that it is a radical concept and that our tendency is toward traditionalism, it was remarkably successful.

The findings of the Open College Evaluation Committee indicated an almost universal acceptance and satisfaction with open college. The students were happy, enrollment rose. We lost some students, perhaps because they were able to discover that the courses they enrolled in did not fit the titles and were not what they wanted. But in losing them we did not lose disgruntled people for they were able to make this discovery before paying for a mistake. Yet after fall term, 1970, we retreated to a more traditional concept: classes closed, schedules became more rigid, there was less encouragement for students to try courses.

Open College was a valuable precedent. We did break from tradition, and in the process we learned a good deal about ourselves and about college procedures. We have retained some of the features of Open College; we still have viable the name.

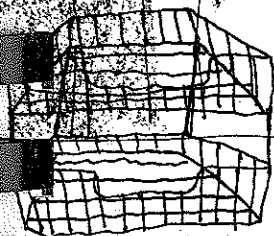
One thing cannot be separated from another and in the web of this college it is easy to see that a student obtains a first-rate education and that this college maintains a position of leadership among community colleges at the state level. Consistent with the community college concept, we are committed to sound purposes and functions, to academic freedom, to the search for truth, and to a balance between traditionalism and innovation. This is not to imply that more cannot or need not be done; there is much that can and

must be done. We have in our personal commitment and in our documents the means to do it.

We should tend toward more individualized, self-realizing learning experiences, toward the broad educational concept of creating a livable world, and toward the development of more humane approaches to human affairs. It is reasonable to assume that these objectives, fit for the '70s, can be realized without citing them specifically in our statement of purposes and functions.

U.S. NAVY DEPARTMENT

WALTZ SAFE & LOCK CO.
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SECTION II, FINANCE

INTRODUCTION:

Southwestern Oregon Community College has operated on a pay-as-you-go basis. In practice this has meant building as funds are available. In our history we have at times wanted and needed facilities, and this is true at the present time. Still, the faculty and community feel a sense of financial stability and the pride of ownership which is perhaps a more important statement of finance than figures and charts will make. The College has no bonded indebtedness. Such financial well-being is important to morale. However, extensive future expansion may nullify the pay-as-you-go philosophy and may incur bonded indebtedness. The financing choices merit a judicious weighing of losses and gains.

In the area of finance there are human resources to be noted as well as financial resources. We acknowledge the President's exceptional liaison with the community and with the Board of Education and the generous support of both. College demands have seemed reasonable to the community as they have been expressed outwardly and most noticeably in pleasant, well-designed, but not showy facilities. Constituents have acknowledged and expressed appreciation for this practice.

The Business Manager has brought his stability to his office. He styles himself a conservative, and a measure of conservatism has been healthy for the College. Other members of the financial staff have a long history with the College. We have not known the insecurity of rapid turnover but have benefited from experience.

The following financial statements describe statistically the College's finances.

SOURCES OF OPERATING INCOME

Description	1968-1969		1969-1970		1970-1971		Budget 1971-1972	
	\$	%	\$	%	\$	%	\$	%
Local Support	566,068	36.4	749,421	36.8	821,350	28.5	868,500	36.1
Student Fees	211,416	13.6	222,922	10.9	272,326	11.9	279,500	11.6
State Support	441,194	28.4	551,635	27.1	651,704	28.5	743,300	30.9
Vocational Support (Federal)	48,267	3.1	36,377	1.8	25,730	1.1	35,700	1.5
Miscellaneous including cash on hand	165,784	10.7	291,704	14.3	279,619	12.2	147,658	6.1
*Auxiliary Services	89,225	5.7	89,210	4.4	113,149	4.9	108,000	4.5
Financial Aid Support	23,219	1.5	67,749	3.3	91,249	4.0	104,450	4.3
**Special Instruction Programs	10,620	.7	28,186	1.4	32,390	1.4	120,000	5.0
TOTAL	\$ 1,555,793		\$ 2,037,204		\$ 2,287,517		\$ 2,407,108	

*Includes student activities and bookstore.

**Includes all instructional programs which are financed over 50% from other than local or state operating revenues.

OPERATING EXPENDITURES

Description	1968-1969		1969-1970		1970-1971		Budget 1971-1972	
	\$	%	\$	%	\$	%	\$	%
Administration	71,191	5.5	86,327	5.6	96,660	5.3	127,560	5.4
Instructional	845,435	65.9	982,916	63.7	1,105,205	60.9	1,448,752	61.1
Research	---0---		---0---		359	.02	8,000	.3
*Community Services	17,848	1.4	21,903	1.4	33,549	1.8	40,656	1.7
Operation and Maintenance	117,528	9.2	141,461	9.2	159,556	8.8	193,740	8.2
Fixed Costs	99,207	7.7	117,598	7.6	145,498	8.0	218,450	9.2
**Auxiliary Services	89,150	6.9	88,867	5.8	104,961	5.8	108,000	4.5
Student Financial Aid	30,000	2.3	67,887	4.4	87,866	4.8	104,450	4.4
***Special Instruction Programs	13,392	1.0	34,380	2.2	81,177	4.5	120,000	5.1
TOTAL	\$ 1,283,751		\$ 1,541,339		\$ 1,814,771		\$ 2,369,608	

*Includes all expenses of information dissemination to the community; costs of special cultural, recreational and informational programs, and expenses involved in coordination of college-community activities.

**Includes student activities and bookstore.

***Includes all instructional programs which are financed over 50% from other than local or state operating revenues.

FINANCE: DESCRIPTION

Budget Preparation:

The timetable for budget preparation extends over four months. Broad participation is provided for, though it narrows in the final stages of budget preparation. Instructional budget requests are gathered from the divisions, reviewed in Administrative Council, and reviewed again by Instructional Council and by the Faculty Budget Committee. The Faculty Budget Committee and Instructional Council make budget recommendations to the President. The Student Services faculty direct their budget requests to the Dean of Student Services. The Community Services personnel direct their budget requests to the Director of Community Services. Buildings and Maintenance requests are directed to the Business Manager. All budget requests are then gathered in the Office of Business Services, and the Business Manager prepares the preliminary budget document for Administrative Council review. The final review of the budget document is made by the President before it is transmitted to the District Budget Committee. The timetable for these steps in budget preparation for 1970-71 was as follows:

<u>Friday, December 18, 1970:</u>	Deadline for divisional preliminary budget requests.
<u>Week of January 4-8, 1971:</u>	Preliminary budget requests reviewed by Administrative Council.
<u>Week of January 11-15, 1971:</u>	Instructional Council and Faculty Budget Committee review preliminary document and make recommendations to the President.

Tuesday, January 12, 1971: The date is set for the first meeting of Budget Committee and publication of notice of first meeting is ordered.

Week of January 18-22, 1971: President makes final review of budget document.

Tuesday, January 26, 1971: Notice of first meeting of District Budget Committee is published.

Thursday, January 28, 1971: Budget document in final form is mailed to District Budget Committee.

Tuesday, February 2, 1971: First official meeting of District Budget Committee.

Budget Committees:

We include the rosters of the District Budget Committee and of the Faculty Budget Committee to show the range of background and concern represented.

DISTRICT BUDGET COMMITTEE

Name	Occupation	Term Expires	Date of Original Appointment
Karl Arney, North Bend	Chain saw distributor and repair	1971	1970
Cedric Cross, Riverton	Dairy farmer	1971	1964
Fred Eason, Coos Bay	Attorney	1973	1962
Tom D. Guerin, Myrtle Point	Rancher	1973	1970
Harry Maxwell, Reedsport	Oil distributor	1972	1970
Mrs. Louis (Ruth) Prahar, Bandon	High school teacher	1972	1970
A.P. Stinchfield, North Bend	Executive, Menasha Corp.	1973	1961

FACULTY BUDGET COMMITTEE

Name	Position	Term Expires	Date of Original Appointment
Jack E. Brookins	President, Southwestern Oregon Community College	Permanent	
Harvey N. Crim	Business Manager, Southwestern Oregon Community College	Permanent	
William Horning	Assistant Professor of Physical Education and Health	Yearly Appointment	1968
Kirk Jones	Readers' Services Librarian	Yearly Appointment	1970
Norman Lemoine	Instructor of Wood Industries Technology	Yearly Appointment	1970
William Sharp	Assistant Professor of Business	Yearly Appointment	1966
Andres Toribio	Assistant Professor of Mathematics	Yearly Appointment	1967

NOTE: William Horning, Kirk Jones, and William Sharp have been replaced by Michael Hodges, Veneita Stender, and Stanley Elberson on the 1972-73 Budget Committee.

Expenditure Control:

Purchase requisition is the standard tool used to provide the information necessary for expenditure control. Purchase requisitions for instructional expenditures are initiated in the divisions, approved by the division chairmen and then by the Dean of Instructional Services. Purchase requisitions from the various offices of college services are approved by the appropriate officers and channeled to the Office of Business Services. The Business Manager compares purchase requisitions with budgeted funds available. If a particular budget has been expended, the Business Manager will refuse approval of the requisition until the Dean of Instructional Services or the President indicates the fund to which the expenditure will be charged. The President has flexibility in adjusting amounts between divisions and between offices. All equipment requisitions cross the President's desk. Divisional requests are authorized by the division chairmen and by the Dean of Instructional Services; requests from college offices are authorized by the appropriate officers. The President endorses the travel requests, and on out-of-state travel recommends approval to the Board of Education. Incidental instructional and departmental supplies do not require such authorization; they are picked up and signed for in the bookstore.

There are three budget areas where faculty and administration have some concerns about expenditure control: audio-visual materials (mainly films), instructional materials services, and travel. The

faculty feel that travel approval is at times arbitrary and unfair; the administration would not agree that this is actual; hence the concern. Funds for audio-visual service, mainly for films, and for instructional materials services have been expended without adequate control. Too often funds have been spent in such a way as to leave shortages toward the end of the year or to allow divisions to exceed their fair share. There is and has been a monthly accounting of these funds reserved for divisional use which is available on request, though it has not been routinely provided to the divisions unless the rate of expenditure in certain areas appeared to be excessive. However, the funds are reported in lump sums, and individual budget requests are not periodically reconciled with the sums nor are funds always reserved for them. Funds for travel and audio-visual materials at times run out before the year ends, though funds for these purposes are generous compared to other community colleges of our size.

FINANCE: ANALYSIS

System for Budget Preparation and Approval:

District budget procedures are set by Oregon State statutes which provide for full participation and require avenues for appeals and for review of budget requests. Initial budget requests are received from members of the faculty through the divisions and from such areas as Student Services, Community Services, Buildings and Grounds, Bookstore, and Special Programs. The Dean of Instructional Services directs the Instructional Council to monitor and revise, if necessary, requests of the faculty coming through the divisions. The system does allow some participation by all members of the College community.

Strengths and Weaknesses:

The main strength of the system is that all segments of the College community have the opportunity for input to the budget.

A weakness develops at times when divisions are unable or have failed to get budget requests in on time. The Senate Budget Committee has thereby lacked sufficient time for a thorough budget review. The same is true also of the Associated Student Government budget requests and the athletic budget requests. In some cases the district budget has been completed before this information has

been submitted. Also, when it becomes necessary to reduce initial budget requests, there is minimal faculty involvement.

Budget Allocations:

Budget allocations for travel and for audio-visual and instructional materials and services generate some confusion and misunderstandings between faculty and administration. The weakness of our travel budget is that up to the present time there have been no allocations to the instructional areas for this item. The members of the Finance Committee think that travel for instructional purposes should be approved on a term-by-term basis. There is also a weakness in making allocations of services to the various instructional areas; specifically, audio-visual (mainly in connection with films) and instructional materials services. The resulting confusion could be lessened if Instructional Council approved annually the allocations of these services in the same way it does for student help.

Sources of Income in Relation to the Operating Budget:

In comparison with other community colleges in Oregon, Southwestern Oregon Community College is in an enviable position; it has a reasonably adequate tax base, and a sufficiency of state and tuition funding. Unless state support is drastically reduced or unless enrollment markedly declines, our tax base will likely be sufficient for the foreseeable future. The State Legislature has increased community college operating support for the coming two

years in spite of cuts made in other areas of educational support.

The main sources of income beyond the local levy are tuition and state operating funds that are determined by the number of students enrolled. This is both a strength and weakness; a strength in that it puts the money where the students are; a weakness in that it sometimes leads to recruiting students merely to make the minimum enrollment (generally 12) for classes.

In addition to regular tuition we assess a fee for the use of off-campus facilities for swimming, bowling, and golf. This additional fee has been one factor enabling us to hold our tuition at the same level for the past nine years.

An inherent income weakness is the dependence on property tax for too large a part of our operating revenues. We should increase efforts to reduce this level of support and to secure more state or federal financing.

We have not made a great effort to secure available federal and state grant funds for the expansion and improvement of our instructional program. There should be more effort to obtain grants that are presently available in many instructional areas.

The least stable period of operation is the summer session. This is recognized by the administration and Faculty Senate, and a study is being made to consider a four-quarter operation including summer session as a full 11 or 12-week term.

Accounting System:

The college accounting system is set up on a cash basis. Monthly or quarterly cost information has not in the past been distributed to the division chairmen, but commencing October, 1971, they will receive a detailed copy of expenditures.

Strengths and Weaknesses:

There needs to be an improvement in channeling information to individual faculty members concerning their budgets. This responsibility is shared by the Office of Business Services and the division chairmen.

The strength of our accounting system has been that it allows the faculty to concentrate more on improving programs than on costs. The administration and business office maintain that the budget is only a reasonable estimate of what will be needed for the coming year, and the faculty are left free to innovate. Any request for an expenditure will be considered if it is justified, and if it is within the limits of our budget resources.

Adequacy of Financial Planning:

The original long-range plan provided for a campus of 2,500-3,000 students by 1972 and facilities adequate for this number. We are very close to those estimates of ten years ago, and we have completed and paid for the buildings that house our current programs. We have proceeded on a pay-as-you-go basis by levying for capital

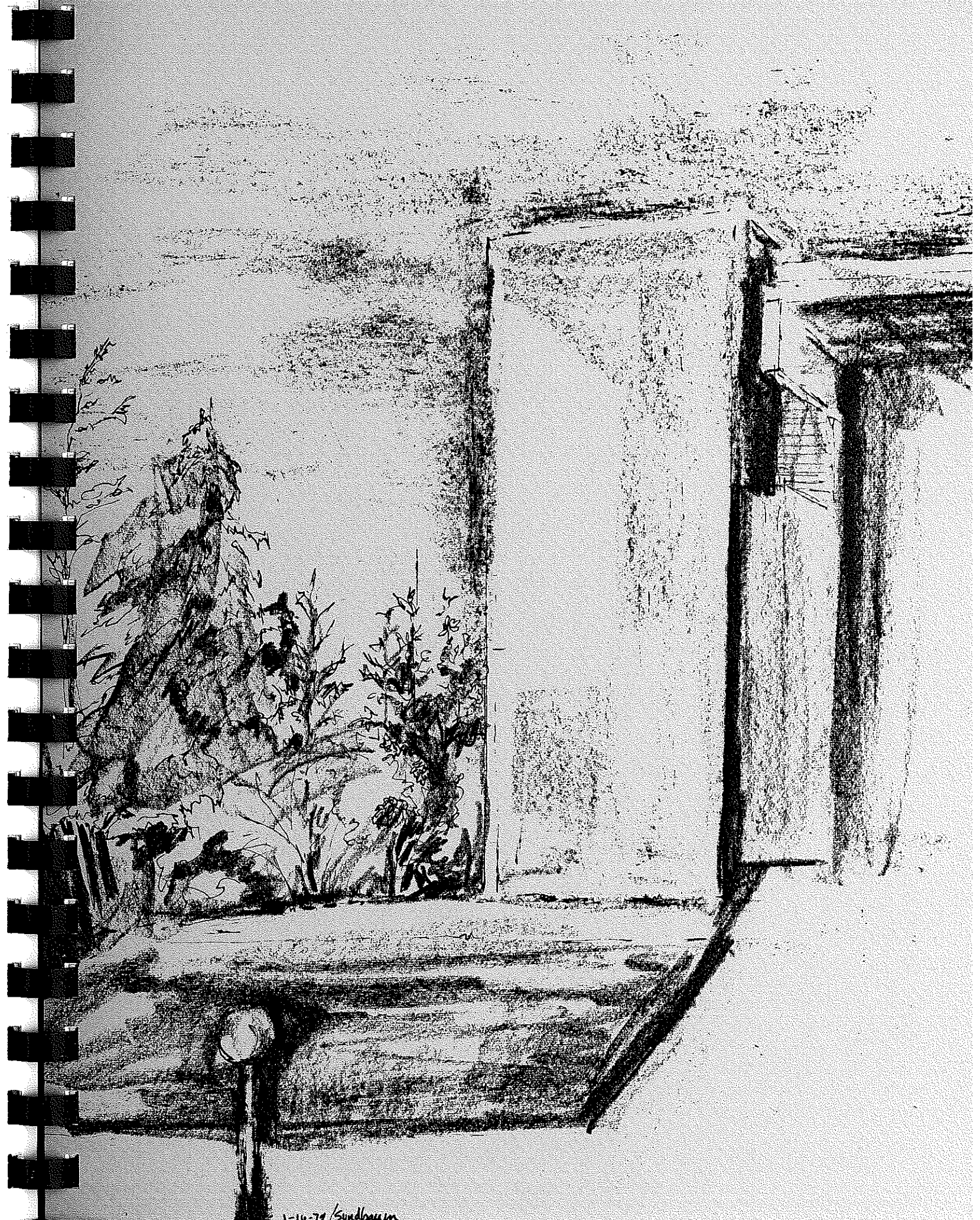
improvements in our annual budget. We have now reached a plateau, and the future growth of the campus should be determined by a realistic approach to the educational needs of the district.

Adequate financial planning depends on the early completion of the now overdue long-range educational plan. The Finance Section Committee believes that to complete the plan, the administration must take the dreams and desires of a discipline-oriented faculty; and after considering the needs of the students and the financial capabilities of the district, develop a program of our needs, our priorities, and a proposal for financing them. If such a program is ever to be completed, some of the priority decisions will require firm administrative leadership.

The Finance Analysis Committee and others on the faculty and staff consider it desirable to approach the future building program of the College as we have in the past on an incremental, pay-as-you-go basis financed by serial levy or by levying for capital improvements in the annual budget. This would avoid placing an excessive tax load on the district in any one period. The alternative is a bond issue for an amount sufficient to complete the campus.

Indebtedness:

The College has no indebtedness, either short-term or long-term. We operate in the black and own our buildings and equipment. We take pride in the security of our zero level of indebtedness.



1-10-72/Sundbom

SECTION III, PHYSICAL PLANT, MATERIALS, AND EQUIPMENT

INTRODUCTION:

The College campus is situated on a 125-acre site bordering the Empire Lakes in Coos Bay and adjacent to the city limits of North Bend. The natural setting is Oregon and the coastal region at its best--small freshwater lakes lined with pine, fir, and alder, brushed with huckleberry and salal. Native vegetation has been pulled into the landscaping of the campus. Coast pines line the main walkway to the Learning Resource Center; wax myrtles surround the campus quadrangle. Kinnikinnic and ivy combine with lawn grass as ground cover. Untouched natural areas wall in the campus on all sides. The forestry students and instructors developed a nature trail into one of these areas around the lakes. The trail crosses a log bridge to an island bordering the natural duck reserve. This became an instructional and recreational area not anticipated by the architects.

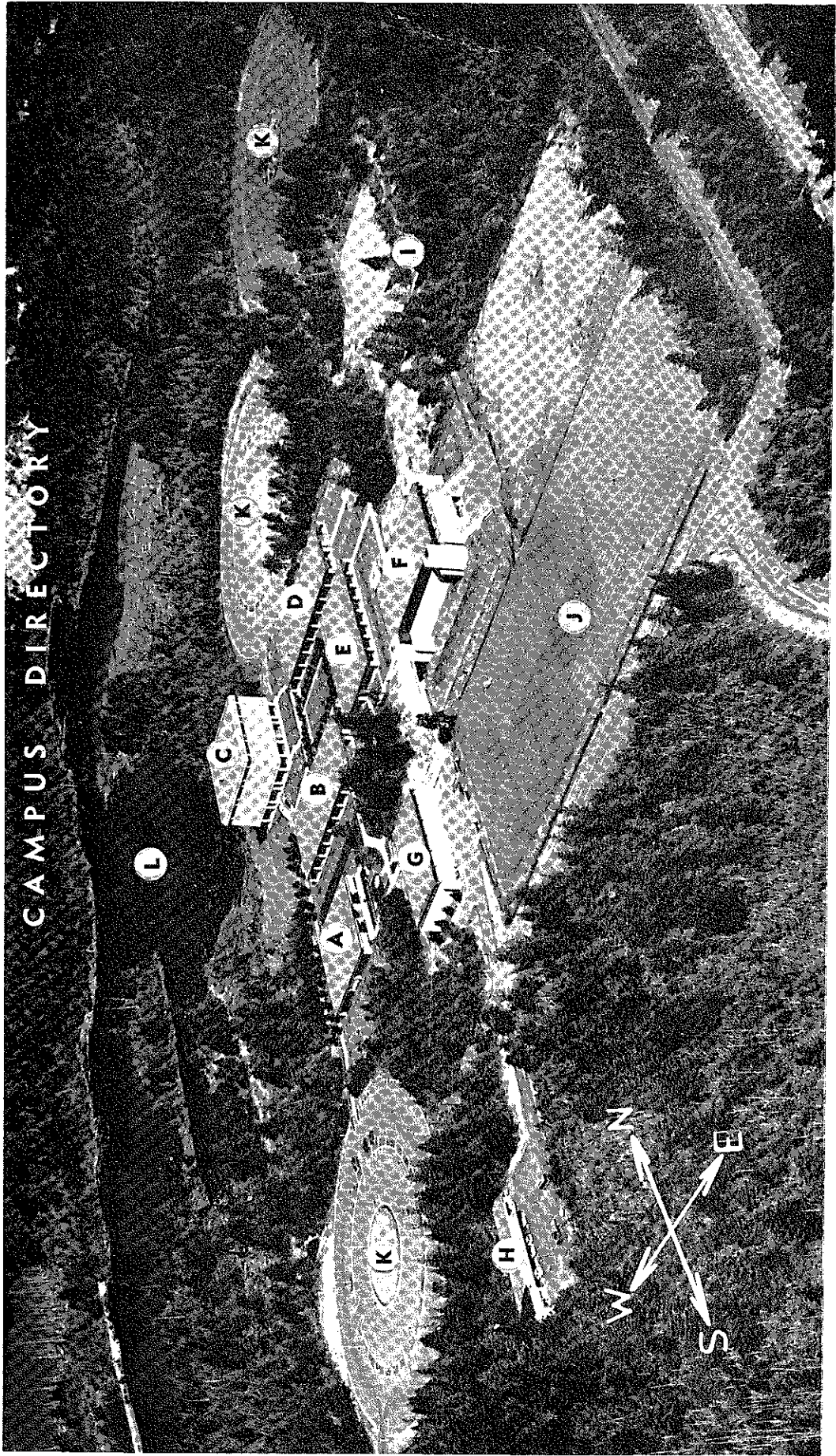
The central quadrangle encourages many activities on our campus--frisbee, chicken and watermelon feeds, poetry readings, and jam sessions--even a bagpipes concert (if that is the appropriate term), and outdoor classes on the occasional hot spring afternoons. It is as a general rule immaculately kept and enticing.

Behind Dellwood Hall is a pool, concrete lined with a con-

crete island, not round and not centered. The shapes suggested its name--the Poet's Eye. It invites study and small performances, perhaps an informal drama rehearsal.

The buildings designed by Skidmore, Owings & Merrill combine cement, wood stained ebony brown, plaster, and glass in geometric patterns reminiscent of Mondrian. The dark-light contrast of the exterior textures is carried inside the buildings and into the classrooms. Color is spare except for desk chairs, people, and the orange carpet in Tioga Hall. The overall design is simple, restrained, functional, and not extravagant. Our taxpayers appreciate this.

CAMPUS DIRECTORY



- A—DELLWOOD HALL
 - Admissions
 - Administration
 - Student Services
 - Community Services
- B—RANDOLPH HALL
 - Classrooms
 - Faculty Offices
 - Faculty Lounge

- C—TIOGA HALL
 - Fine Arts (5)
 - Home Economics (5)
 - Drafting (5)
 - Study Center (4)
 - Listening Center (4)
 - Student Lounge (3)
 - Library (Main)
 - Bookstore (Lower Level)
 - Audio-Visual (Lower Level)

- D—SITKUM HALL
 - Classrooms
 - Faculty Offices
- E—COALEDO HALL
 - Classrooms, Laboratories
 - Faculty Offices
- F—PROSPER HALL
 - Gymnasium
 - Physical Education
 - Theatre

- G—UMPQUA HALL
 - Automotive Shops
 - Industrial Mechanics
 - Machine Shops
 - Welding
- H—MAINTENANCE SHOPS
- I—TENNIS COURTS
- J—PLAYFIELD
- K—PARKING LOTS
- L—EMPIRE LAKES

INSURANCE REPLACEMENT VALUES
As of October 10, 1970

	Building Replacement Cost	Square Feet	Cost	
UMPQUA HALL (1963-64)				
Building	\$ 185,500	9,600	\$ 146,744	
Equipment			101,200	\$ 247,944
RANDOLPH HALL (1964-65)				
Building	311,500	13,700	170,900	
Equipment			112,500	283,400
DELLWOOD HALL (1964-65)				
Building	229,500	9,250	159,400	
Equipment			49,300	208,700
COALEDO HALL (1964-65)				
Building	333,000	11,900	160,000	
Equipment			57,000	217,000
SITKUM HALL (1964-65)				
Building	268,500	11,800	166,500	
Equipment			11,800	178,300
PROSPER HALL (1966-67)				
Building	742,000	24,880	502,340	
Equipment			35,600	537,940
TIOGA HALL (1968-69)				
Building	1,737,500	51,871	1,251,974	
Equipment			301,300	1,553,274
ELECTRICAL VAULT (1963-64)				
Building	7,000	338	5,950	5,950
MAINTENANCE BUILDING (1965-66)				
Building	25,000	2,000	13,500	
Equipment			11,000	24,500

	Building Replacement Cost	Square Feet	Cost	
NORTH BEND ANNEX				
Building	\$ ---0---			
Equipment			\$ 5,800	\$ 5,800
GATEHOUSE				
Building	2,500	64	1,500	1,500
TOTAL				
Buildings			2,578,808	
Equipment			685,500	\$3,264,308

NOTE: Southwestern Oregon Community College does not maintain equipment re-
placement costs.

Master Plan:

The master plan for Southwestern Oregon Community college was completed in 1962 by Dr. Wendell VanLoan, first president of the College. It envisioned within ten years a campus of slightly under 100,000 square feet with a total student full-time equivalent of 1,219; 440 in vocational courses, 720 in lower division courses, and 59 in general education courses. The original long-range plan predicts that at the close of the first decade of the College the campus will be greatly in need of additional vocational facilities and a permanent student-use facility. After ten years of operation, we are a campus of 135,000 square feet with a total full-time equivalent of 1,238; 450 in vocational courses, 630 in lower division transfer, and 159 in general education courses. We are greatly in need of additional vocational facilities and a permanent student-use facility.

The projections of the original long-range plan were remarkably accurate in looking ahead for the first ten years. We now need to look ahead for the next ten. Revision of the long-range plan is now in process, and has in fact been in process for a number of years. Faculty input has been called for several times in the interim. Most recently, during spring term, 1971, information requests at the divisional level covered: a statement of divisional philosophy and objectives and ten-year projections for programs and courses, for staffing and equipment, for budget, and facilities. The division chairmen have conveyed divisional responses to the

President who is using them in writing a draft of the Long-Range Educational and Facilities Plan for Board of Education and faculty discussion. At this writing, January, 1972, there has been no preliminary draft review.

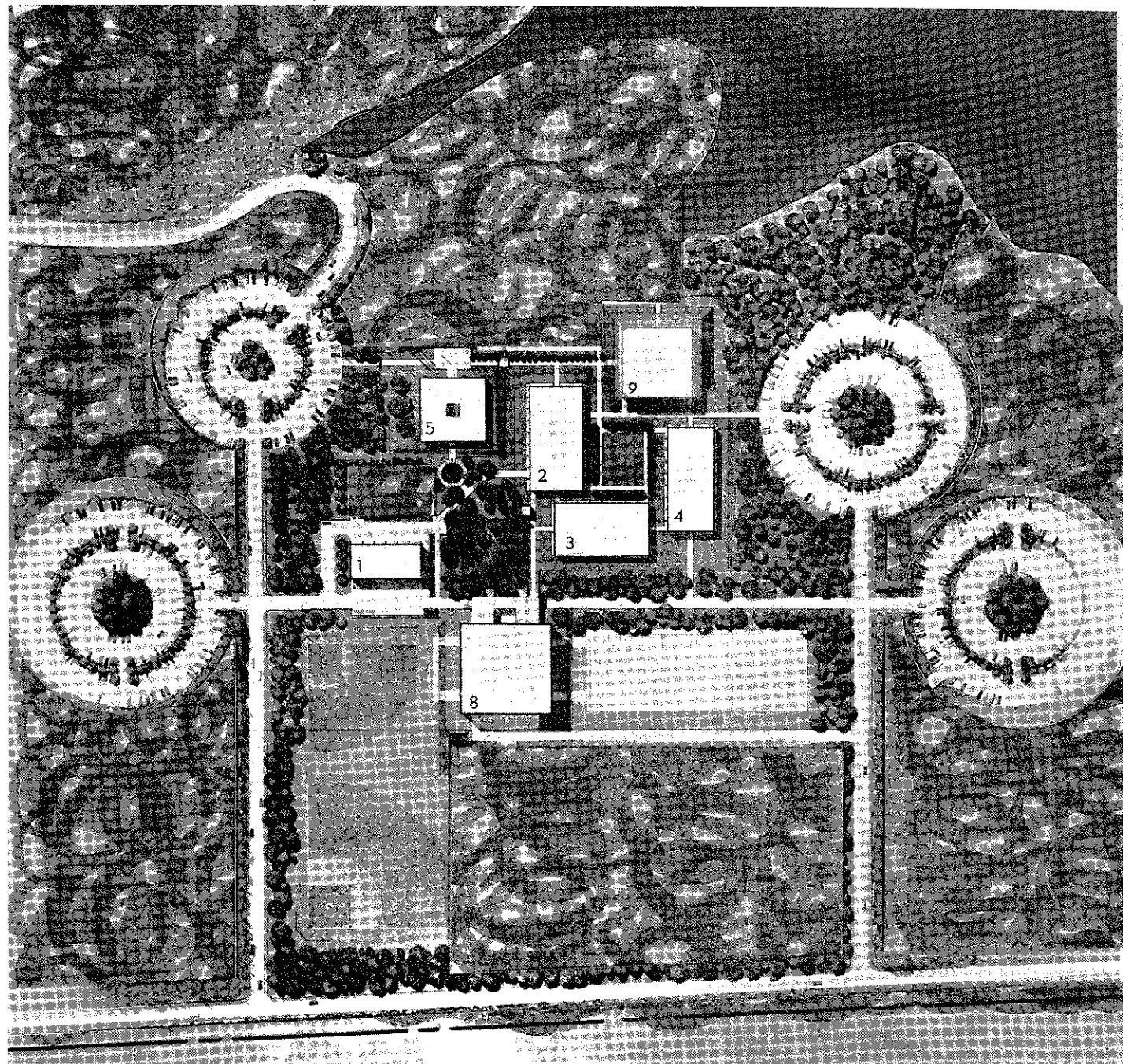
Completion of the present master plan for campus development would require the following additional facilities: shop and technical facility; fine arts facility; College-community center (student union); stage two of the physical education facility; physical plant facility; outdoor physical education facility; and additional parking facility.

In the process of long-range planning, the College is studying the possibility of developing joint College-community-use facilities with local school districts, cities, and the counties. Such facilities might be educational, cultural, and/or recreational. The need for dormitory space is also under study. These studies are being conducted through the Office of the President.

Improvements Under Consideration; Contemplated Construction:

Some projects now under consideration and approved for bid will be completed by the time the accreditation team arrives on campus. The sidewalk will be extended past the tennis courts, parking lots 1 and 2 will be landscaped, and parking lot 3 will be paved.

It is conceivable that the facilities called for in the original master plan will be added in the next five years. Definite proposals wait on revision of the long-range facilities plan and some decisions on a financing program.



MASTER PLAN, SOUTHWESTERN COMMUNITY COLLEGE

Phase I (occupied June, 1964)

1. Technical Building (Umpqua Hall)
2. Laboratory Building (Randolph Hall)

Phase II (occupied September, 1965)

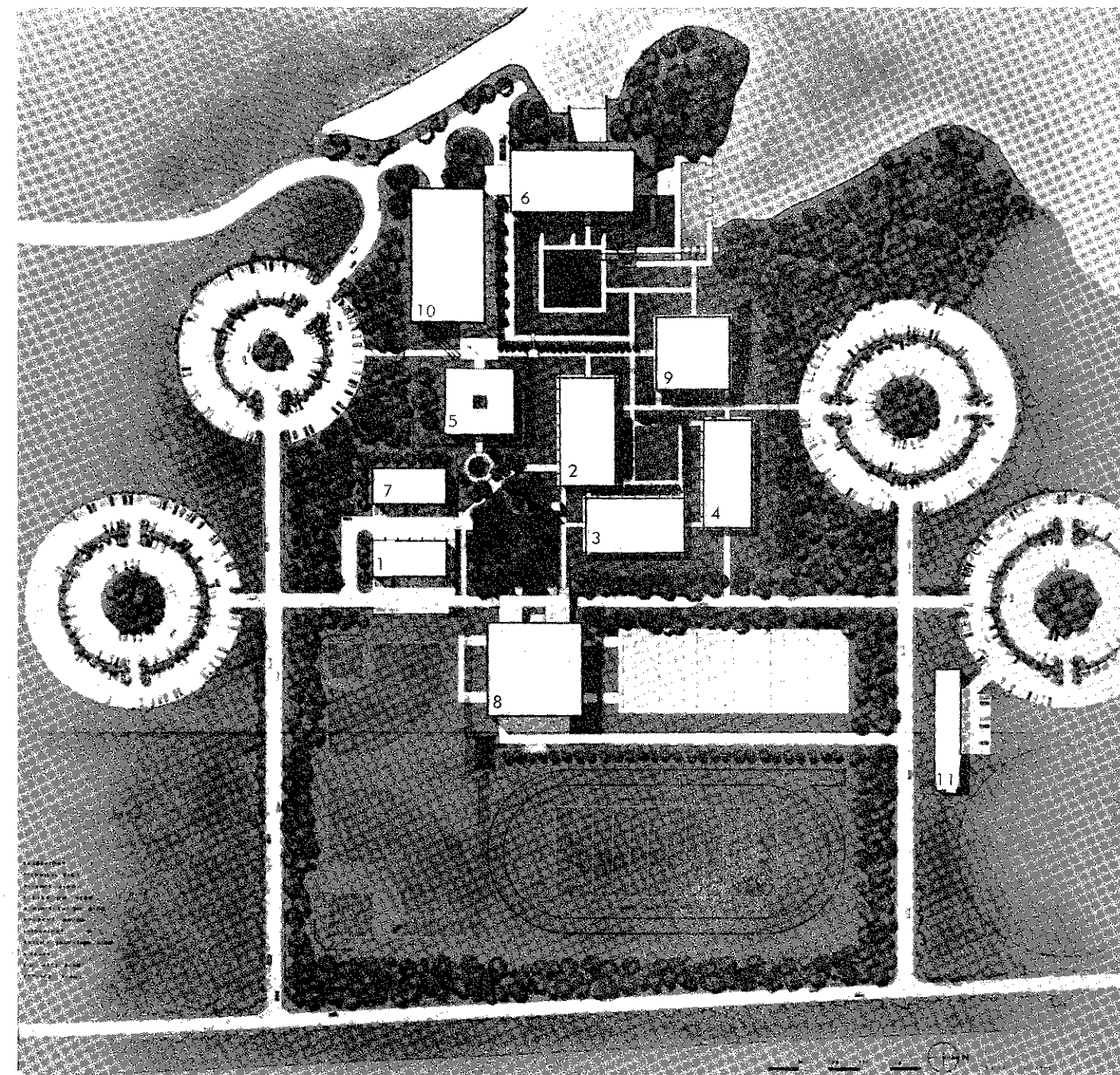
3. Science Laboratory Building (Coaledo Hall)
4. Classroom Building (Sitkum Hall)
5. Administration Building (Dellwood Hall)

Phase III (occupied September, 1967)

8. Physical Education Building (Prosper Hall)
9. Learning Resources Center (Tioga Hall)

Phase IV (occupied September, 1969)

9. Learning Resources Center Addition



MASTER PLAN, SOUTHWESTERN OREGON COMMUNITY COLLEGE

Completed Campus as per 1961 Master Plan

6. College Community Center
7. Technical-Vocational Laboratory Building
10. Fine Arts Building

Diagrams by Skidmore, Owings & Merrill, Architects

Institutional Equipment:

The audio-visual equipment list is included in Section IV, Learning Resource Center under audio-visual inventory. The estimated value of science laboratory and other institutional equipment by subject matter follows.

Plant Utilization:

We report plant utilization in chart form following the equipment value summary.

EQUIPMENT VALUE SUMMARY
June 30, 1971

<u>Arts Division</u>		
Art	\$ 9,020	
Foreign Languages	6,066	
Music	17,798	
Speech and Drama	4,709	
		\$ 37,593
<u>Business Division</u>		
Business Technology	35,461	
Secretarial Technology	17,892	
		53,353
<u>English Division</u>		
Journalism	480	
		480
<u>Life Sciences Division</u>		
Health and Physical Education	30,542	
Life Sciences	9,451	
Mathematics	330	
Home Economics	2,292	
Practical Nursing	1,624	
		44,239
<u>Physical Sciences Division</u>		
Physical Sciences	16,001	
Electronics	19,169	
Industrial Mechanics	102,452	
Wood Industries Technology	21,962	
		159,584
<u>Social Sciences Division</u>		
Social Sciences	509	
		509
<u>General</u>		
General to all instruction	24,219	
General operational equipment	41,382	
General building equipment	56,497	
Learning Resource Center (including books) and Study Center	303,339	
		425,437
TOTAL		\$ 721,195

PERCENT UTILIZATION OF INSTRUCTIONAL FACILITIES

			Classrooms			Laboratories			Fine Arts	Activity
			Large	Medium	Small	Sciences	Technical			
STUDENT STATIONS	DAY	1968	35.9	45.0	31.3	42.4	26.0	31.4	27.6	
		1969	38.3	34.0	15.8	35.1	33.2	51.1	17.8	
		1970	43.2	45.9	69.7	46.0	39.0	37.2	29.3	
	NIGHT	1968	22.1	35.0	30.0	12.0	52.9	19.6	17.8	
		1969	11.8	22.2	12.9	0.0	29.3	26.6	2.0	
		1970	30.8	36.6	60.1	26.0	32.0	45.1	2.82	
	TOTAL	1968	28.8	42.7	31.0	35.4	32.2	28.7	25.3	
		1969	32.2	31.3	15.1	27.0	32.3	45.4	14.2	
		1970	40.3	43.8	67.5	43.6	37.4	39.0	23.2	
INSTRUCTIONAL STATIONS	DAY	1968	50.0	55.8	33.7	50.8	45.7	83.7	43.1	
		1969	57.5	49.2	20.0	46.3	45.6	55.8	18.0	
		1970	71.0	51.4	80.0	73.1	41.6	68.8	19.3	
	NIGHT	1968	58.3	58.3	44.4	22.1	73.8	25.0	12.5	
		1969	25.8	36.6	12.5	0.0	36.4	30.6	3.3	
		1970	57.5	69.8	105.0	60.3	51.1	89.0	5.56	
	TOTAL	1968	51.9	56.4	35.9	44.2	52.2	70.2	36.0	
		1969	50.2	46.3	18.3	35.6	43.4	50.0	14.6	
		1970	67.8	55.7	86.0	70.1	43.8	73.3	16.0	

NOTE: Utilization percentages were computed using a 40-hour day week and a 12-hour night week as the base figure to represent 100 percent utilization.

Maintenance and Housekeeping Standards:

According to the Business Manager, the standard for maintenance and housekeeping is, "to get as much as possible for as little as we can." We define "as much as possible" by our practice of including sufficient funds in the budget for maintenance and custodial each year to maintain the buildings in like-new condition. No major repairs are done by the maintenance crew; painting, carpentry, plumbing, heating, and electrical repairs are arranged for as required.

The landscaping with each building phase has been contracted with a local landscape contractor. Between phases he oversees and keeps up the landscaping of the grounds and the lawns. Weeding and watering are responsibilities of the regular maintenance crew.

Maintenance and Custodial Organization:

The organization of the personnel for the maintenance of buildings and grounds and for custodial work is as follows:

Buildings and Grounds Foreman
 Head Custodian, Day
 Head Custodian, Night
 Custodians -- six full-time, one half-time
 Student Assistants -- approximately six

Aside from the regular crew, there are students enrolled in the College institutional maintenance program who assist. The students (usually six) learn by working with the regular custodial crew and may be shared with public agencies that need custodial assistance.

Maintenance Procedures:

Essentially all routine building custodial work is done on graveyard shift to provide night security on the campus and to avoid those hours when evening classes are in session. Major custodial work is done between terms and during the summer with student employees assisting the custodial crew.

Security:

Aside from night custodial work which doubles for security, there is a security watchman hired to be on duty at all times when classes are not in session. A gatehouse is located at the west entrance of the College.

SECTION III, PHYSICAL PLANT

PHYSICAL PLANT: ANALYSIS

Good Features and Deficiencies:

General:

The College is presently operating in a physical plant which has not yet been completed. Many of the criticisms in this evaluation will be eliminated once the master plan for College building has been realized. In general, the existing facilities offer an aesthetically pleasing and functional educational environment. There are major inadequacies in the industrial mechanics area where student enrollment has exceeded available instructional space, in the physical education area which badly needs additional locker and dressing room space, and in the fine arts area which needs a separate facility. Faculty office space is generally crowded, and those offices temporarily located on the third floor of Tioga are too close to the noise of the student lounge area. The present student lounge, located on the third floor of Tioga, is temporary. It is inadequate as a multi-purpose space combining opportunities for study, recreation, conversation, and food services. The Learning Resource Center also needs more stack space.

Grounds:

There is a serious traffic control problem at both entrances to the College during hours of heavy traffic on Newmark Avenue. Some traffic control provision should be made for entering and exiting traffic. Automobile traffic flow to and around the campus is good, as is foot traffic flow on campus; however, no provision has been made for foot traffic to the campus. There is a need for permanent campus directories at the main walkway entrances to the campus. Parking facilities are conveniently located in relation to education facilities. However, shelters for persons awaiting rides are needed. The physical education department lacks grounds space for courses in track, archery, golf, handball, and baseball. The natural setting of the College contributes greatly to making the education experiences on campus relaxed and enjoyable.

Buildings:

Since all the buildings on campus are constructed with few bearing walls, it is possible to change inner partitions to satisfy class needs, and we have, frequently.

Dellwood Hall houses the Office of the President, the Office of Instructional Services, the Office of Business Services, the Office of Community Services, the Office of Student Services including counseling, testing, financial aids, admissions and records. The business office functions are at a location which is accessible to both students and campus visitors. Both the

counseling center and the admissions office should be closer to the center of student activities. When the admissions and/or counseling service and/or institutional offices are moved to another location at some future time, Dellwood Hall could be remodeled into a more adequate administration complex.

Umpqua Hall does not provide adequate space for the industrial mechanics programs. Umpqua is poorly designed for optimum utilization, and its poor acoustics make effective teaching difficult.

Prosper Hall is used for physical education and theatre and lecture programs. Shower rooms and restrooms are too small to accommodate adequately the size of physical education classes. Sometimes there are conflicts in scheduling among the physical education, theatre, music, and lecture activities. It is difficult to move equipment in and out of the gymnasium level; an elevator is needed. (See Divisional Analyses: Life Sciences and Arts.)

In Randolph Hall business classrooms are inadequately wired for business machines. The computer space was not designed for its present use. The electronics program is located in a classroom space rather than a properly designed laboratory space. (See Divisional Analyses: Business and Physical Sciences.)

Coaledo Hall is used for physical sciences, life sciences, and music. The music program requires additional storage space and adequate work space with suitable acoustics. Additional life

sciences laboratory space is needed, particularly for the growing menagerie of live animals, reptiles, and fish, and also for plant propagation. More storage space is needed for all programs using Coaledo. (See Divisional Analyses: Physical Sciences, Life Sciences, and Arts.)

Sitkum Hall is an adequate general classroom building, containing 12 rooms with a seating capacity of 25 each and one room with a seating capacity of 45. The main problems with Sitkum relate to overscheduling the facilities.

Tioga Hall with the exception of the second and fourth floors is used on a temporary basis. The bookstore on the first level has inadequate storage and display space. The audio-visual department on the same level also needs additional storage and work space. The darkroom facility located in the audio-visual office can only be used by one or two persons at a time. Student government office space and student lounge space on the third floor are overcrowded. The art department on the fifth floor is inconveniently located for work with heavy metal and wood sculpture; classroom working space is also crowded. The home economics space and equipment on the same level are insufficient for a comprehensive program. Also, Tioga is poorly ventilated for its present use.

At the North Bend Annex, rooms for classes are antiquated and inconveniently distant from the main campus.

Facilities Planning:

It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of any new building and also those who are responsible for its maintenance be consulted during planning stages.

Physical Plant Relative to College Needs:

The above analysis is based on an ideal standard for effective implementation of the objectives of the College. Despite inadequacies of the physical plant, however, the faculty, students, and administration of the College utilize the present facilities quite well.

Utilization:

The results of our recent utilization study show that the College is making near maximum use of some spaces and near maximum use of all spaces at certain prime hours. (See Plant Utilization table, page 36.)

Grounds Maintenance and Custodial Work:

The analysis committee has no suggestions for the improvement of grounds maintenance and custodial work. We believe that the grounds department of the College keeps the campus attractively maintained and that the custodial work is competently done.

Maintenance and Custodial Administration and Staff:

The administration of the College has provided whatever the Buildings and Grounds Department has requested for the improvement of College maintenance. The administration of the Buildings and Grounds Department is adequate, and there is sufficient organization. The Buildings and Grounds Foreman has been with the College five and one-half years, and some members of the Buildings and Grounds staff have been with the College even longer. As a result, there is continuity in the Buildings and Grounds Department. There is not a rapid turnover among custodial and maintenance crews.

Audio-Visual:

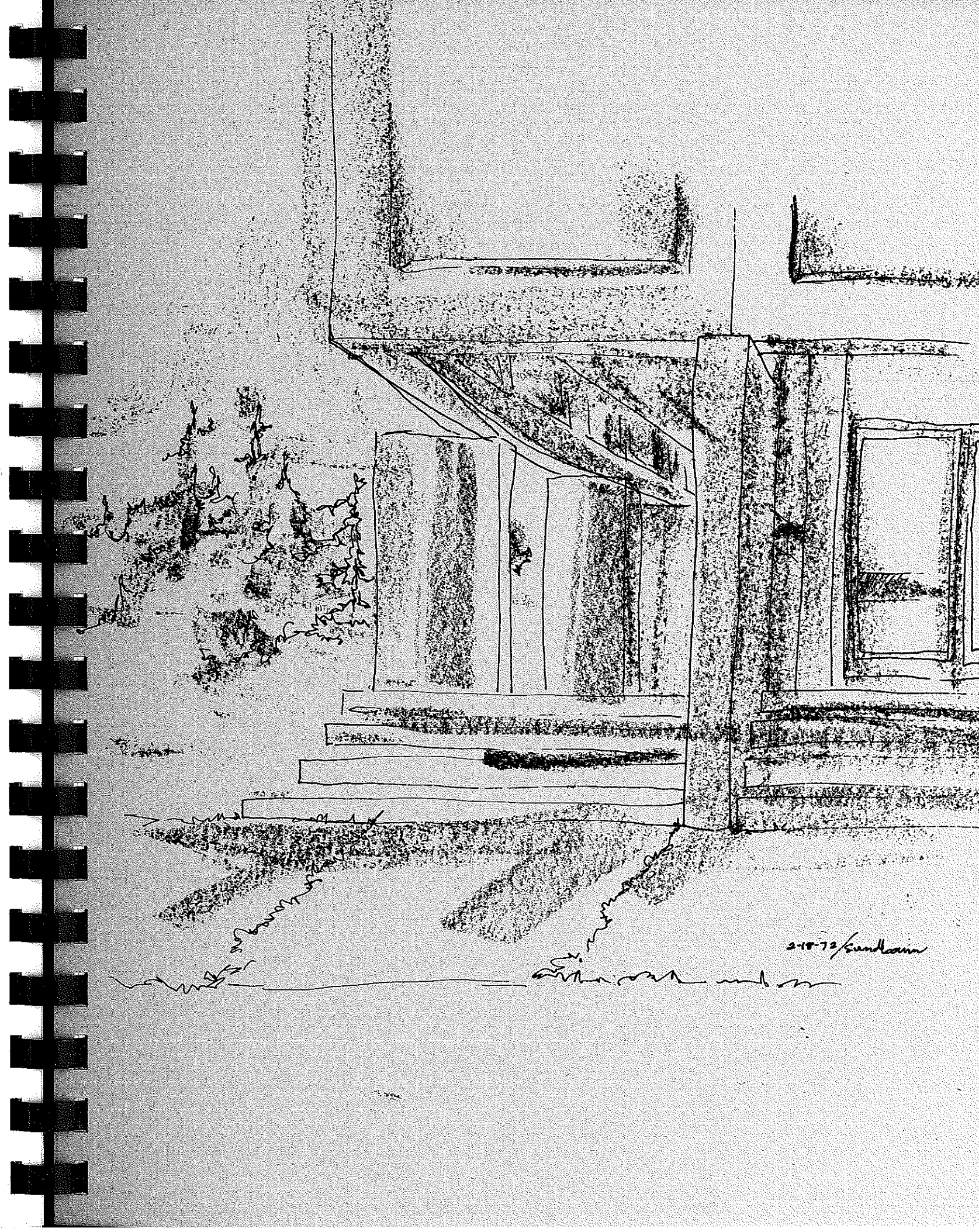
See Section IV, Learning Resource Center.

Science Laboratories and Equipment:

An evaluation of the science laboratories is included in the divisional analysis reports of the Physical Sciences and the Life Sciences Divisions. In general, the laboratories are reasonably well equipped.

Geology was added this year, and the present temporary laboratory has limited equipment. A laboratory area is desirable for some of the social science classes taught in Sitkum.

The geographical area of the College, with its ocean, estuary, sand dunes, and mountains, serves as an excellent extension of the laboratories for biology and geology.



SECTION IV, LEARNING RESOURCE CENTER

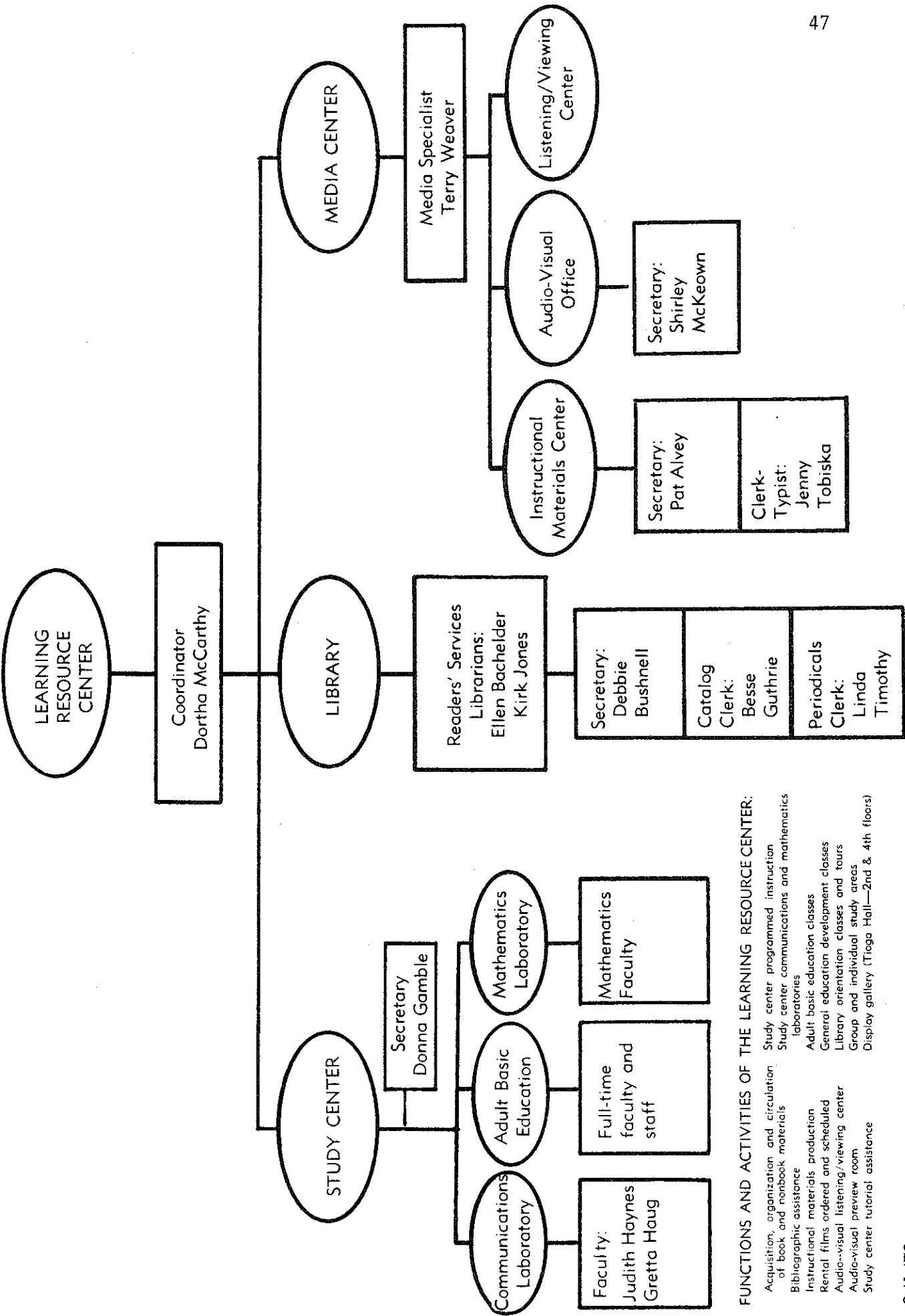
INTRODUCTION:

The Learning Resource Center is located in Tioga Hall which overlooks the Empire Lakes. Tioga Hall is the most imposing building on campus, rising five stories high at the end of the walkway from the southwest parking lot. The reinforced concrete structure has a monolithic quality broken only by glass windows surrounding the second and the fifth floors that offer a magnificent view of the campus and the Empire Lakes and beyond the lakes to the ocean. The lakeside situation of the building complements aesthetically the goals of the Center.

The designation "Learning Resource Center" replaces the more usual title "library." Library would be an appropriate term if it were not for the fact that we have come to associate it mainly with books, and the Learning Resource Center is intended to be more than a building for housing and distributing books. The Center offers a wide range of services and educational experiences and accommodates a wide range of nonbook resource materials and the requisite means of utilizing them. According to the staff, "The Learning Resource Center concept envisions not only a learning location but also a study area and center for media and technology in instruction. It is also a community cultural center and meeting place."

Additional details of the Learning Resource Center facilities are found in the brochure entitled Tioga Hall--Learning Resource Center. A sound-on-slide presentation has been developed by members of the Learning Resource Center staff and is available for viewing and listening. It includes colored slides and commentary covering the wide range of Center activities.

The chart which follows represents the organization of the Learning Resource Center and shows lines of communication and direction. It will serve also as an outline for describing the specialized service centers within the Learning Resource Center: the Library, the Media Center, and the Study Center.



LEARNING RESOURCE CENTER: DESCRIPTION

LIBRARY

The Learning Resource Center does not require borrowers' cards of its patrons. Students at the College may be asked to show their student identification cards; nonstudents are asked to fill out a name and address card.

Broad use of the Center resources is encouraged, and the service to patrons is guided by the American Library Association Library Bill of Rights, which became official policy on our campus with Board of Education approval June, 1970. It includes these six tenets:

(1) As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information, and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

(2) Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

(3) Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

(4) Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

(5) The rights of an individual to the use of a library should not be denied or abridged because of age, race, religion, national origin, or social or political views.

(6) As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available equally to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings are open to the public.

Library Instruction:

With the reputation of being willing to answer questions of all kinds, the library staff are kept busy supplying information on a wide range of topics from birth control to inheritance taxes.

In library talks with students and other community patrons the library staff make it clear that there are no silly questions.

If the staff cannot find answers within the resources of the Center, they make it a point to refer the patron to someone else on campus, or perhaps to someone in an agency or at other information sources of the community or state.

The professional members of the staff lecture to classes on the invitation of instructors. These lectures supply information on the library and how to use it and on how the index and reference tools serve the researcher. Several lectures are presented each term.

The professional library staff conduct tours through the library, perhaps 20 a term, as another approach to instruction, perhaps the most successful and satisfying one. On tour the reference and index tools are located and demonstrated as well as explained.

The preparation of bibliographies on instructor request (such requests are invited and many are made each term) supports instruction, as do collecting and circulating reserve materials requested by instructors to supplement required class texts.

Informal instruction is given daily. There is usually a member of the professional staff on the library floor to assist students and to instruct them individually in the use of the Library.

Acquisitions Policy:

The following selection policy was developed by the Library Committee and approved by the Board of Education in the 1969-70 academic year:

LEARNING RESOURCE CENTER SELECTION POLICY

The Learning Resource Center's collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilm, microprint, and other materials, must be so constituted as to give effective strength and support to the educational program of Southwestern Oregon Community College.

It should provide a generous selection of works to keep the members of the faculty abreast of the latest advances in modern scholarship and to assist them in their professional growth.

In addition, the Learning Resource Center should provide the standard works which represent the heritage of civilization. These works should be continuously supplemented by a wide variety of materials which combine timeliness with enduring value, chosen to arouse the intellectual curiosity of students and to satisfy their recreational reading needs.

It should provide a strong and up-to-date reference collection consisting of the most authoritative reference works and bibliographies in all major fields of knowledge.

It should provide materials presenting all points of view concerning controversial issues.

It should provide resource and reference materials for the community of Southwestern Oregon. However, such materials should be acquired after libraries in the area have been consulted so that duplication of expensive and seldom-used materials can be avoided.

Faculty involvement in the selection of materials is encouraged. Order request forms are provided and instructor requests directed to the Library are generally honored. The library staff does, however, maintain responsibility for the collection.

Technical Services:

Two full-time library assistants and five to six students work in technical services. Here new books, records, filmstrips, microfilm, and periodicals are ordered, checked in, and processed. The new materials are cataloged; the personnel in technical services prepare catalog cards, book cards, pockets, and spine labels.

Cataloging:

The card catalog is located directly in front of the main entrance doors. It is a divided card catalog--subject cards on one side, author and title cards on the other. The collection was originally organized under the Dewey Decimal System. Funds have now been allocated to convert to the Library of Congress

System. This enormous task is under way and is scheduled for completion by the beginning of fall term, 1972.

Interlibrary Resources:

There are off-campus resources available also to the library staff and library patrons through interlibrary loan agreements. The Southern Oregon Library Federation publishes a union list of serials available to participating libraries. The Learning Resource Center has a book catalog of the Oregon State Library, and we borrow frequently from that source and also from the Pacific Northwest Bibliographic Center housed on the University of Washington campus. The Learning Resource Center is an interlibrary reference center working in close connection with city libraries in Coos Bay and North Bend. The reference librarians spend an hour to two hours daily with interlibrary resources.

Listening-Viewing Center:

The Listening-Viewing Center is furnished with comfortable lounge furniture and individual carrels equipped for listening and viewing. The 4,900-volume record collection includes classical, semi-classical, and popular music selections, and spoken word selections. It is a source of pride to the Center and is heavily used. Faculty members use recordings in the classroom for purposes of instruction, but all selections may be checked out by faculty, students, and community patrons for

home study and listening pleasure.

The Listening-Viewing Center also houses the tape and microfilm collections and a microfilm reader-printer. The History Machine is in the Listening-Viewing Center, and films, tapes, and other software are there for patrons to check out.

The Listening-Viewing Center is staffed with students in the work-study program. It is open from 9 a.m. until 5 p.m. Monday through Friday, and from 2 p.m. until 6 p.m. Sunday.

Media Center:

The Media Center includes such services as audio-visual and instructional materials. A media specialist was hired fall term, 1971, to direct the activities of these two centers in cooperation with the Coordinator of the Learning Resource Center.

Audio-Visual:

The Audio-Visual Center provides such materials as films, filmstrips, tapes, and recordings, as well as the equipment for both classroom and administrative use and often for presentations to the community for pleasure and instruction. Orders for films are placed and scheduled through the audio-visual office.

During the 1970-71 academic year the Audio-Visual Center was staffed by a full-time technician and a part-time secretary and by approximately five students' a term who assisted in equipment

delivery and pickup and office work. Staff turnover in all positions was unusually high during the year. Difficulties were encountered for lack of continuity and lack of a professionally trained audio-visual administrator. Instructors complained frequently about audio-visual service. With the addition of the media specialist to the Learning Resource Center staff, improvement was anticipated and has in fact been noted.

The audio-visual inventory appears below:

AUDIO-VISUAL EQUIPMENT INVENTORY

13 tape recorders	4 monitors
2 tape players	1 Ampex lens
35 record players	4 microphones
12 16mm projectors	2 microphone stands
1 opaque projector	45 video tapes
3 sound-on-slide projectors	1 portable PA system
1 history machine	1 3M transparency maker
8 35mm slide projectors	1 eye and ear model
29 slide trays	1 sexless torso
24 cassette player-recorders	1 human skeleton
17 cassette players	1 film storage cart
7 filmstrip projectors	2 speakers
19 overhead projectors	1 visual maker
1 ultra viewer 8mm movie editor	1 training mate - Salesmate II
1 master splicer	1 Goldcrest tripod
2 8mm movie cameras	29 projection screens
1 8mm projector	50 projection carts
2 Super 810 loop projectors	22 headsets
2 video recorders	1 public address amplifier
3 television cameras	1 audio recording console
1 quick set camera stand	1 35mm camera
2 Sampson tripods	
1 4x5 enlarger	

Instructional Materials Center:

The Instructional Materials Center is organized to meet a variety of faculty, student, and administrative needs. The term class schedules are printed in this area as was the self-study you are reading. Fast and accurate service is the aim of the trained personnel who assist the faculty in typing and printing tests, preparing handouts for classroom use, making transparencies, posters, and brochures.

An automated high-speed Multilith duplicator in operation for the last two and a half years shortens the time between instructor request and finished product. In conjunction with the Bruning photocopier it will effectively copy and print at a speed of 150 sheets of paper a minute. The finished product has a quality, professional appearance. Materials can be spiral bound, stapled, three-hole punched, or padded.

Recent acquisitions include a power paper cutter, an electric punch, a laminator, a 20-bin collator, a Varigraph, and a Varsityper Headliner. Ditto and mimeograph machines also stand ready for use.

STUDY CENTER

The Study Center offers a program of individualized instruction and advising designed to help the student toward successful achievement in college courses through the improvement of reading,

writing, listening, and computational and study skills. Members of the faculty work with instructors in the Study Center to achieve these goals, and in fact some of the instructors in the Study Center are also members of instructional divisions.

The study center facilities include a reception area which serves as a study area, a lounge area, and a classroom. Students study together in groups or individually with or without an instructor in an atmosphere that is comfortable and friendly. Instructors' offices are just off the lounge area, accessible to students for consultation with faculty or as small study areas. There is also a small conference classroom available.

The mathematics laboratory is located to the left of the reception area. Students enrolled in mathematics classes sign up for at least one hour in laboratory each week. Students with special needs can take regular mathematics courses here by reading and conference and receive credit. All mathematics instructors may make use of these facilities to assist students individually or in small classes. There are also some advanced mathematics students paid as special tutors or teacher aides.

The communications workshop equipped with 24 carrels is located to the right of the reception area. Reading equipment, machines, programs, and materials are there for student use. Students can check out such materials as books and pamphlets for home study. In the reception room is an extensive file of supplementary materials including articles and worksheets covering a wide range of skills.

Students who took Communications 1.111, 1.112, or 1.113 prior to 1970-71 were required to register also for Communications Workshop. Now students in Communications, in writing and literature classes, or for that matter in any other classes, may be encouraged to seek individual assistance in the workshop as needs arise. They may then enroll in workshop classes or contact workshop instructors. Faculty refer students to the Study Center and communicate with the staff informally or formally by means of a referral sheet to indicate specific assistance needed. The number of referrals and the amount of communication with the Study Center vary from instructor to instructor.

The study center offerings range from remedial programs to extra help sessions or assignments for the especially gifted student. Any student who wants to improve skills, whatever his level or proficiency, is welcome in the Study Center. The range of assistance offered to students is not immediately well known to them; they come as they find out about it.

While there is nationally a tendency in skill centers to fit students to programs, here the desire is to develop programs to serve students. The emphasis is on individualized personal assistance. Though machines are available for special skill development and are in use perhaps 15 to 20 percent of the time, it is the feeling of the staff that machines do not solve all problems. Each student is different from every other student and requires individual assistance. The exception to this is when students

agree to study a particular subject; they are then organized into a class.

Much of the work of the Study Center is diagnostic; and since there are few diagnostic tools for the age group with which we work, staff members are developing their own tools. A spelling diagnostic series is now complete, and further series are planned.

Adult Basic Education:

The Adult Basic Education program offered on the Southwestern Oregon Community College campus is funded by the Department of Health, Education and Welfare, through the State Department of Education, with a percentage of funds matched locally in service, facilities, equipment rental, and salary. By reputation the program is known to be one of the best in Oregon. Oregon State University invited the local instructor to be one of two guest instructors at a summer workshop (1971) on Adult Basic Education.

The Adult Basic Education program utilizes equipment and room facilities of the Study Center. Because of the enrollment a large facility on the fourth floor is required when adult basic education students meet as one group. The students more often meet in small groups with instructors or individually in tutorial sessions. The class meets officially three days and two evenings weekly, but many students spend time each day in the Study Center. During the 1970-71 academic year there were 210 students enrolled in the Adult Basic Education program.

By grade level there were:

Beginning level	(1-3)	41
Intermediate level	(4-6)	85
Advanced level	(7-8)	84

Of the total 210 students, the 84 advanced level students were preparing for the General Educational Development (GED) examinations; 70 passed them.

Student ages range from 16 to 65. Many are high school drop-outs. Other students come through such community agencies as Welfare, Work Incentive, Veterans Administration, Department of Vocational Rehabilitation, and Manpower Development and Training Act.

The aim of the program is not just to teach basic skills, but also to help the student improve his self-concept. One student had attended 36 schools in 12 years and had never learned to read. This year at commencement he received his second-year certificate and his second award for perfect attendance. He displayed more pride than any student who graduated. To achieve such goals, the teacher-student relationships are important, and because a wide range of grade and achievement levels is represented within the group, individualized instruction is felt to be essential.

The program is administered by the Coordinator of the Learning Resource Center. One part-time instructor in a full-time effort develops the curricula in cooperation with three more

part-time instructors employed on campus and two part-time instructors employed in Reedsport (during the 1970-71 academic year only). There are also four part-time aides and a part-time secretary. There have been six unpaid volunteers assisting regularly in the program, working with students from one to ten hours a week.

Volunteers choose to tutor only on a one-to-one basis or in small groups. A wide variety of tutorial methods and techniques is used including the Laubach method of teaching reading, a method employing a special alphabet that often helps students when other methods have failed. The Laubach method is one-to-one tutoring. Such tutoring may be conducted off campus, sometimes in the student's own home.

LEARNING RESOURCE CENTER: ANALYSIS

Book and Periodical Collections:

In making selections of books and periodicals for the library, the professional librarians have been guided mainly by Choice's Opening Day Collection and by faculty and student requests. Spring, 1971, the staff began a systematic comparison of holdings with the Bertalan's The Junior College Library Collection, 1968; Pirie's Books for Junior College Libraries, 1969; the 1971 Vocational/Technical and Two Year Bibliography by University Microfilm.

This fall, 1971, the Learning Resource Center staff continued the comparison using: Choice's revised Opening Day Collection; the Association of American Geographers' A Geographical Bibliography for American College Libraries, 1970; the Bevis' An Inventory of Library Services and Resources of the State of Washington, 1965; Junius Morris' Comparative Collections in Selected Community Colleges in the State of Washington; and Selected List for Biological Curriculum for Two Year Junior Colleges.

The Bertalan, Pirie and University Microfilm lists were routed to faculty to check entries they considered necessary for our collections. The staff checked those titles against the card

catalog and order file, and after analyzing the subject areas lacking materials, placed the necessary orders to fill the gaps. The comparison of holdings with standard library and subject lists will be completed by May, 1972. In the process we have noted some weak subject holdings: nursing, anatomy, and geography. The strong holdings are Shakespeare and costume.

Professional and Nonprofessional Staff:

The professional and nonprofessional staff perform effectively giving people help when they want it and materials when they need them. The training of the professional staff meets American Library Association standards though their experience is limited in number of years. We have a young professional staff.

Coordinator of Learning Resource Center, Dortha McCarthy

Academic Degrees: B.A., English, West Texas State University
M.L., University of Washington

Special Library Training: University of Nevada, summer school, 1959; Central Washington State College, summer school, 1963; U.S. Office of Education Fellowship, University of Washington School of Librarianship, 1966-67; participant, Library Institute, "Libraries and the Unreached," August, 1969.

Experience: Teacher of English in Texas, Utah, Nevada, Washington, 8 years; librarian, Everett Community College, 2 years; Coordinator of Learning Resource Center, Southwestern Oregon Community College, 3 years.

Position Summary: The Coordinator of the Learning Resource Center is the principal administrative officer of the Learning Resource Center; gives

general administrative direction, coordination and leadership to all personnel in the Learning Resource Center; is responsible for planning, directing, and evaluating all functions and activities of the Learning Resource Center.

Readers' Services Librarian/Circulation-Reference, Ellen Bachelder

Academic Degrees: A.A., Everett Community College
B.A., History, University of Washington
M.L., University of Washington

Special Library Training: Student library assistant
Everett Schools, 3 years; Student library assistant,
College, 4 years.

Experience: Librarian, Intermediate School District
#109 (Snohomish County, Washington), 3 months;
Librarian, Southwestern Oregon Community College, 2 years.

Position Summary: The Readers' Services Librarian in charge of circulation and reference supervises the activities of the circulation of book and nonbook media; gives reference service to students, faculty, and community patrons; assists faculty with bibliographies for course work; maintains current the tax guides, Facts on File, Hospital Formulary, state legislative bills, etc.

Readers' Services Librarian/Periodicals-Acquisitions-Reference, Kirk Jones

Academic Degrees: A.A., Broome Technical Community College,
Binghamton, New York
B.A., History, University of Washington
M.L., University of Washington

Experience: United States Army, 4-1/2 years; Librarian
Southwestern Oregon Community College, 2 years.

Position Summary: The Readers' Services Librarian in charge of periodicals, acquisitions, and reference supervises the acquisition of book and nonbook material; supervises the acquisition and organization of periodicals; gives reference service to students, faculty, and community patrons.

Readers' Services Librarian, Roberta Day (part-time)

Academic Degrees: B.A., English, University of Oregon
M.L.S., University of Oregon

Experience: Southwestern Oregon Community College,
part-time, 4 years; professional librarian, South-
western Oregon Community College, half-time, 1
year.

Position Summary: Gives reference service to students,
faculty, and community patrons; maintains the sub-
ject catalog.

Visiting Librarian, David Nelson

Academic Degrees: B.A., Philosophy, Sulpician Seminary
of the Northwest
M.A. candidate, librarianship,
University of Washington, 1970-71

Experience: Spring, 1971, library intern, Shoreline
Community College, Seattle, Washington

Position Summary: Coordinates the reclassification
project; supervises the clerk typists and student
help for reclassification; has one night duty as
reference librarian.

Media Specialist, Terry Weaver

Academic Degrees: A.S., Kansas City Junior College
B.A., Graceland College (Lamoni, Iowa)
M.S. Ed., Indiana University
Ed.D., Indiana University

Experience: Audio-visual Photo Lab Assistant at Indiana
University, 2 years; Director, Teaching Materials
Service, Graceland College, 1 year; Acting Closed
Circuit Television Coordinator and Lecturer in Audio-
Visual Photo Lab, Indiana University, 4 years.

Position Summary: The media specialist gives direction
and coordination to the audio-visual areas, including
film rentals, to the Instructional Materials Center,
and to the Listening-Viewing Center; makes recommenda-
tion of nonbook materials; consults with faculty and
students on the best application of media; coor-
dinates the use of media on the campus.

Study Center Faculty, Gretta Haug

Academic Degrees: B.A., Journalism, Pacific University
M.S.Ed., University of Oregon

Special Training: Summer, 1967: Workshop: Reading Techniques
Summer, 1971: Workshop: The Role of
the Community College
in Meeting the Vocational
Needs of the Disadvantaged
and Handicapped.

Experience: Secondary English teacher, Oregon, 7 years;
Study Center, Southwestern Oregon Community College,
6 years.

Study Center Faculty, Judith Haynes:

Academic Degrees: B.S., Education, Oregon College of
Education
M.S., Education with speciality in
Extreme Learning Problems, Oregon
College of Education.

Special Training: Reading methods of Micronesian teachers,
Summer, 1971.

Traineeship: Summer, 1970, sponsored by Oregon Board
of Education.

Experience: Elementary teacher, Oregon, 4-1/2 years;
teacher, Trust Territory of the Pacific Islands,
2-1/2 years; Study Center, Southwestern Oregon
Community College, 2 years.

Study Center Faculty, William Royer (Part-time)

Academic Degrees: B.G.E.Ed., University of Omaha
M.Ed., Guidance and Counseling,
Oregon State University.

Experience: Teacher, Oregon public schools, 5 years;
Supervisor of Interns, N.D.E.A.: Institute for Elemen-
tary Counselors, Oregon State University, 1 year.

Study Center Faculty, Janice Vaughan, (Part-time)

Academic Degrees: B.A., Humanities and Science,
Oregon State University

Experience: Teaching assistant, Cornell University
1 year; Instructor, Freshman English, Borough of
Manhattan Community College, 1 year; Instructor
Freshman English, Finch College, 1 year; Remedial
Reading Instructor, Angell Job Corps Center,
2-1/2 years.

Duties of the above Study Center Faculty:

Instruct in communications and study skills; provide
tutorial assistance in all subject areas of the college;
plan and prepare individualized programs for teaching
on a one-to-one basis; prepare and evaluate new instructional
materials.

Study Center Faculty, Ray Kelley (half-time Study Center,
half-time Mathematics and Physics)

Academic Degrees: B.S., Montana State University
M.S., Ohio State University (Columbus)
Ph.D., Ohio State University (Columbus)

Experience: Teacher, United States Air Force Academy,
7 years; teacher Ellington Air Force Base, 3 years;
nuclear research, United States Air Force, 6 years;
Study Center, Southwestern Oregon Community College,
1 year, half-time; completing first year full-time.

Duties: Instructs classes in mathematics, physics,
and study skills; provides tutorial assistance
in all subject areas of the college; directs
programmed instruction; prepares instructional
materials; instructs reading and conference mathematics
courses.

Study Center Faculty, William D. Kraus, (half-time Study Center,
half-time Mathematics)

Academic Degrees: B.A., History and B.Ed., Washington
State University
M.A.Ed., University of Oregon

Experience: Teacher, elementary school, 2 years; teacher junior high school, 9 years; teacher senior high school, 1 year; teacher, Southwestern Oregon Community College (night classes), 1 year.

Duties: Instructs classes in mathematics laboratory; assists in programmed instruction; assists in preparation of instructional materials; instructs reading and conference mathematics courses.

Study Center Faculty, Kay Lorence (Part-time)

Academic Background: 219 quarter hours toward a B.A. degree.

Experience: Primary instructor, 12 years; Adult Basic Education instructor, Southwestern Oregon Community College, 3 years.

Duties: Instructs Adult Basic Education classes; tests students for initial placement in the program; schedules sections for course work; prepares instructional materials; evaluates new materials.

Adult Basic Education Instructor, Ethel Bates, (Part-time)

Academic Background: B.A. degree, Augustana College, Rock Island, Illinois; 30 hours Eastern Oregon College, LaGrande, Oregon

Experience: Elementary teacher, Illinois and Oregon 23 years

Adult Basic Education Instructor, Winnifred Landess, (Part-time)

Academic Background: B.S., Southern Oregon College of Education, General Certificate, Oregon College of Education

Experience: Elementary teacher, 34 years

Nonprofessional staff are a vital lifeline of the Learning Resource Center, and the Center would not function without them.

Nonprofessional staff time totals 230 hours per week.

Student assistants worked 15,300 hours from July 1, 1970, through June, 1971. The quality of their work is relative to previous library experience, personality characteristics, and the ability to function in the job tasks assigned.

Technical Services Library Clerk, Besse Guthrie

Academic Background: 1 year college, San Jose State

Experience: Readers' Aide for Marshfield High School, 5 years; Learning Resource Center, Southwestern Oregon Community College, 10 years.

Library Secretary, Debra Bushnell

Academic Background: A.S. Business, Southwestern Oregon Community College

Experience: Sales clerk, 3 years; Student assistant, administration offices, Southwestern Oregon Community College, 6 months. Completing first year at Southwestern Oregon Community College.

Library Clerk, Periodicals, Circulation, Linda Timothy

Academic Background: A.S. Business, Southwestern Oregon Community College

Experience: Student assistant in Southwestern Oregon Community College library, 3 years.

Instructional Materials Secretary, Pat Alvey

Academic Background: 3 years college, Oregon State University

Experience: Office work, 5 years; Instructional Materials Center, Southwestern Oregon Community College, 3 years.

Instructional Materials Clerk, Jennie Tobiska

Experience: Completing first year Instructional Materials Center at Southwestern Oregon Community College.

Audio-Visual Secretary, Shirley McKeown

Experience: Receptionist, 2 years; completing first year at Southwestern Oregon Community College.

Study Center Secretary, Donna Gamble

Academic Background: B.S. Recreation, Oregon State University

Experience: City Park Activity Leader, Watertown, New York; Personal Service Secretary, National Recreation and Park Society, 1 year; completing first year at Southwestern Oregon Community College.

Faculty Participation:

The faculty select approximately 80 percent of the materials for the Learning Resource Center from publishers' blurbs, subject specialty journals, bibliographies, and Choice; students select about 2 percent; the professional librarians select about 18 percent, mainly in the reference collection using standard library journals for evaluating materials. The faculty request materials for their students and also for their own professional use; their requests are not routed through the division chairmen. All new materials are reported to faculty and students by means of a list issued monthly.

All film rentals are faculty initiated, again without division

chairmen authorization. All films on campus during any two-week period are noted in a weekly film list.

All faculty have the opportunity to suggest and evaluate study center materials. Faculty may select or prepare remedial, developmental, and advanced materials for students to use. The mathematics laboratory responds to the concerns of the mathematics faculty in all mathematics classes; however, the laboratory faculty responds also to other faculty concerns in electronics, physics, wood industries, etc.

The Learning Resource Center staff plans capital expenditures after faculty recommendations are made; requests for capital expenditures are then reviewed by the Faculty Library Committee, the Faculty Budget Committee, Administrative Council, the District Budget Committee, and finally the Board of Education.

The informal attitude of all the Learning Resource Center faculty encourages participation by faculty and students in the Learning Resource Center policies and procedures.

Learning Resource Center Facilities:

With the exception of the Study Center and the library office, space for the Learning Resource Center is inadequate. The Center has expanded its services. We are now operating a makeshift audio-visual productions laboratory with minimal equipment. We intend to add photographic, plate-making, and graphic arts equipment and to develop a full-scale audio-visual production laboratory. We

need additional preview rooms and a television studio. The space available, however, is now strained beyond its capacity.

The darkroom has not been constructed to prevent light leakage, and space is limited even for that equipment now on hand. In its present location the darkroom cannot serve as a classroom annex or as an adequate instructional materials production area.

The book collection, located on the second floor, has outgrown its space. By the school year 1972-73 a minimum of one-sixth of the collection must be placed in another location. The Learning Resource Center staff has recommended that an area on the third floor, (now housing student activities, the student lounge, and some faculty offices) be converted into stack space. It would not then be necessary to move the stacks again when the third floor becomes permanent library space.

Lighting throughout the building meets the requirements, but complaints have been made by faculty, staff, and students about the tomb-like atmosphere of the windowless third and fourth floors. The complaints concerning third floor may subside when the third floor is used for stack space as was originally intended by architectural design.

Seating in the Learning Resource Center is adequate; at no time have all the seats been occupied. The library has 55 study carrels and informal seating for 14 in the central lounge area. The Study Center has 60 study carrels and informal seating for 20.

There is some congestion during midterm examinations and during those weeks when term papers are due.

The Learning Resource Center hours of operation seem adequate. Since the last accreditation report the Library and Listening-Viewing Center have been opened to provide service on Sunday from 2 to 6 p.m. Consult the Learning Resource Center brochure for scheduled hours in other areas.

Volumes Owned by Major Classifications:

<u>Classification</u>	<u>July 1, 1971</u>
000	1,225
100	1,289
200	687
300	6,142
400	381
500	2,902
600	2,952
700	2,662
800	5,231
900	5,295
Fiction	2,337
Total	31,103

Volumes accessioned, by classifications, for each of the last three years

<u>Classification</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>
000	116	63	158
100	74	117	124
200	115	77	50
300	772	686	641
400	37	22	-6
500	179	170	176
600	198	348	371
700	373	335	369
800	713	723	696
900	318	353	334
Fiction	239	267	166
Total	3,134	3,161	3,079

Procedures for Discarding Obsolete Materials:

The Learning Resource Center professional staff analyzes worn-out materials for reordering or withdrawal. Because the collection is relatively new and still growing, the staff has seen no need for a policy on discarding obsolete materials.

The Learning Resource Center Budget:

Generally, the Learning Resource Center budget adequately provides for the necessary services to keep pace with the growth of the institution. Since the last evaluation, there has been a ten-fold increase in the Learning Resource Center budget while the student enrollment (head count) has doubled. During the same period, the Library has increased its collection from 14,340 to over 32,000 volumes. The Study Center has been moved to the Learning Resource Center and the Instructional Materials Center has been added. The services of a professional media specialist have been added to the Audio-Visual Center.

At present the Learning Resource Center budget of \$229,746 is approximately 14 percent of the total institutional budget; the Library alone receives about 6 percent, or \$105,720 of the total college budget.

Atmosphere:

The Library and Study Center provide the students and faculty

with comfortable and attractive study areas. Both are carpeted in orange and have small lounge areas with overstuffed chairs. Both the Library and the Study Center exhibit student-faculty art displays. Other areas of the Learning Resource Center are primarily production oriented, and are not as comfortably appointed.

Chatting is not discouraged in the Library. The central lounge area encourages casual conversation with its informality, but the perimeter space, lined with study carrels, has quiet areas. The temporary third floor student lounge has created a traffic flow through the reference area which at times generates noise and confusion. The Listening-Viewing Center is a place of quiet study. The Study Center has both group and individual study areas with varying levels of quiet.

The assurance of the Learning Resource Center staff that "no question is too silly," and the relaxed and friendly atmosphere in all areas of the Learning Resource Center make it a place where people feel free to come--to ask a question, to find a book or magazine, to study alone or in small, informal groups.

The strongest evidence that the atmosphere attracts students and is conducive to excellence in academic performance is that students do in fact come to the Learning Resource Center expecting to be helped, and when they want help, they get it.

Use of the Learning Resource Center:

Circulation figures do not distinguish between faculty and

students or between class reference and personal use of the Learning Resource Center. They do reveal that the Learning Resource Center facilities are used heavily.

CIRCULATION STATISTICS

1968-1971

Academic year 1968-69	16,960
*Summer term, 1969	<u>998</u>
*Total circulation September, 1968 - August, 1969. (Does not include circulation for July.)	17,958
Academic year 1969-70	19,692
Summer term, 1970	<u>1,885</u>
Total circulation September, 1969 - August, 1970	21,577
Academic year 1970-71	29,216
Summer term, 1971	<u>3,232</u>
Total circulation September, 1970 - August, 1971	32,448

Last year the Library circulated approximately 730 books and periodicals per school week. The figures do not however reflect materials used within the library and not checked out.

Instructors often refer students to the reserve sections of the Library or the Listening-Viewing Center. Faculty identify materials to be on reserve and indicate whether they are for use in the Learning Resource Center only or for overnight or three-day use. Faculty may also refer classes or individuals to the Study Center where

materials, study aids, and tutoring are available.

The Study Center is open from 8 a.m. to 4 p.m. and from 7 p.m. to 10 p.m. Monday through Thursday, and from 8 a.m. to 4 p.m. Friday. An average of 100 students per week attend workshop or reading courses in the Study Center, while approximately 100 more drop in for individualized help. Approximately 80 students in the Adult Basic Education program use study center facilities each week. Total enrollment in the program was 210 during the 1971 academic year. The mathematics laboratory instructs between 200 and 250 students each week. Though students in mathematics courses are required to enroll in mathematics laboratory, they are not required to attend. Attendance is recorded on a sign-up sheet. There are approximately 63 students enrolled in reading and conference work in mathematics who also use the laboratory facility.

In the Listening-Viewing Center the average weekly circulation is 200 records and 50 headsets. These figures, like those of the library, do not reflect records and headsets used within the Center and not checked out.

The Audio-Visual Center has office hours from 8 a.m. to 5 p.m. Monday through Friday. Services are also provided from 7 p.m. to 10 p.m. Monday through Thursday and from 2 p.m. to 6 p.m. on Sunday. During the academic year 1968-69, the audio-visual equipment was used 3,220 hours with a weekly average (35 weeks) of 92 hours. In 1969-70, the machines were used 6,650 hours with a weekly average (36 weeks) of 171 hours. Last year there was a drop in usage with

a total of 4,850 machine hours of use, a weekly average (49 weeks) of 115 hours.

The Instructional Materials Center used during the last fiscal year 21,553 masters; approximately 16,000 for instructional purposes, the balance for administrative purposes. The Instructional Materials Center also used 1,221,406 sheets of paper; 653,187 for instructional purposes and 568,219 for administrative purposes.

Most Learning Resource Center tools and materials are available to the community as well as to faculty and students. Most heavily used by community patrons, however, is the Library. The Library has on file more than 1,600 current nonstudent library users' address cards.

Strengths and Weaknesses:

The analysis committee considers the increase in total Learning Resource Center staff during the past three years an overall strength. Other strengths are organized below in relation to the various functions of the Learning Resource Center.

It is a strength of the Library that the book collection is adequate. The change to the Library of Congress classification is a strength. Following reclassification, all cataloging will be done by professionals. We will accept Library of Congress classifications and descriptive cataloging, and many of our books will arrive ready for shelving with the Library of Congress cards included.

Also, through use of the International Loan Code, the Learning Resource Center staff make Interlibrary Loan requests for students, faculty, and community patrons.

The phonograph record collection is the largest community college collection in the state. The 4,900 volumes are fully cataloged in the main card catalog. All of the records will soon have a dual set of catalog cards--one set for the main card catalog and one for the Listening-Viewing Center. All recordings may be circulated to students, faculty, staff, and community patrons.

A professional media specialist was added fall, 1971, to improve services in the Audio-Visual Center. In regard to utilization of the Audio-Visual Center, it is a strength that students as well as faculty may preview, order, and use the software and the equipment for projects related to curriculum.

The Instructional Materials Center does the work directed to it rapidly and well.

The Study Center is prepared to respond to any student or faculty member in any subject area, and it is sensitive to the differing philosophies of divisions and individual instructors. Also, in the Study Center students can get mathematics courses by reading and conference any quarter of the year.

A number of the weaknesses of the Learning Resource Center relate to facilities which it should ideally have. The lack of these facilities limits services, hinders expansion, or congests activities.

The Learning Resource Center needs a television studio and also more than one preview room. It needs a complete audio-visual production area for making graphics. If the space temporarily occupied by the bookstore on the first floor could be devoted to the Instructional Materials Center, the Audio-Visual Center, and Technical Services, some facilities limitations and congestion would be relieved.

It would be desirable to have a projection room with the capability of multi-media presentations and with a large seating capacity. Such a facility does not exist on the campus though it is considered in long-range planning.

For instructional purposes it would be desirable to have seminar rooms with a seating capacity of eight or nine and blackboards. It would also be desirable to have a classroom with a seating capacity of 30 for library instruction.

There is a critical need for stack space.

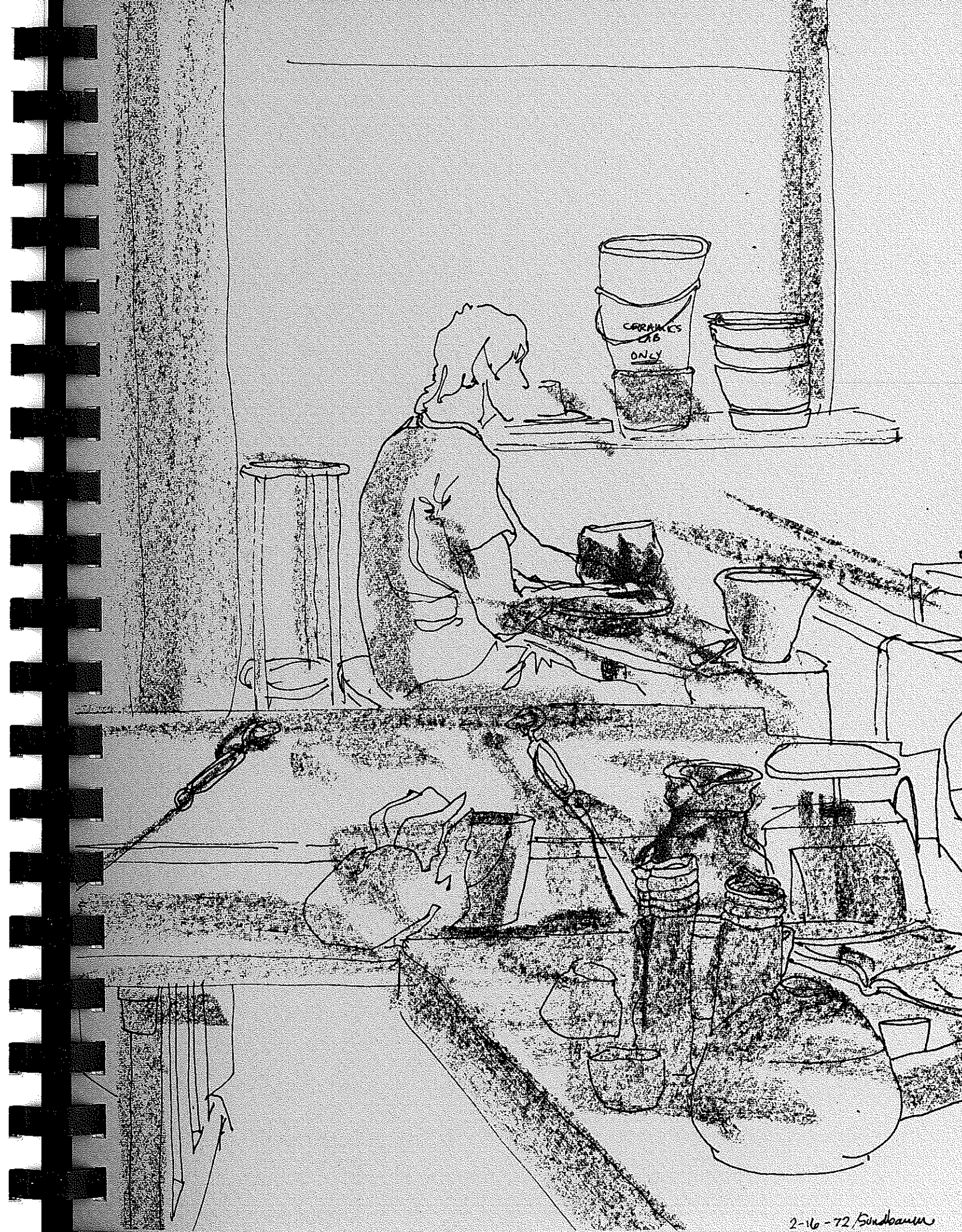
A separate smokers' room in the Listening-Viewing Center would be desirable.

There are weaknesses of the Learning Resource Center that are related to inadequate information about it. Not enough faculty know or use all the resources of the Learning Resource Center. Orientation techniques and procedures for the Learning Resource Center should be developed for campus-wide use by faculty and students.

It is a weakness that the Faculty Senate Library Committee is not more representative of the educational program areas--liberal arts and technical vocational. The current Library Committee is composed of four members from the Social Sciences Division and one from the English Division.

The referral system for the Study Center is not clear. There is not enough communication with the total faculty, and there is not enough faculty participation in the development of study center programs.

Other weaknesses of the Learning Resource Center relate to staffing. For instance, during the 1970-71 academic year, prior to hiring a professional media specialist, audio-visual service was poor. Student help in the Learning Resource Center is sometimes not as accommodating as it could be. Full-time clerical help would better serve the needs of the Learning Resource Center. There are not enough paid and volunteer student tutors for the adult basic education program, the mathematics laboratory, and the communications workshop.



SECTION V, EDUCATIONAL PROGRAMS

INTRODUCTION:

Southwestern Oregon Community College is an Open Door College. We aim to give students from enormously wide backgrounds educational experiences that are meaningful individually and commensurate with ability, but to do this we would need to develop the broadest possible educational programs. We have not fully succeeded, and it is not realistic to assume that we can. Yet there have been frequent individual successes. Many students have valued their experiences at Southwestern Oregon Community College and have felt that their education was meaningful and stimulating. They return periodically to keep up their ties with the school and with favorite teachers. But many others drop out because we have failed in our commitment or they have failed in theirs, or because the educational programs have not met their informed or uninformed expectations.

An Open Door College is open to problems as well as to students. Though our programs are not broad enough to solve all the problems or meet the real needs of all the students, they are developing in keeping with community college goals. In that process we are breaking from a stepchild relationship with the four-year colleges and are attempting to provide instruction appropriate for our students.

EDUCATIONAL PROGRAMS: DESCRIPTION

Academic Year:

The academic year 1970-71 was as follows:

34 weeks
185 faculty duty days
148 actual instructional days
15 examination days

Summer session, 1970, was as follows:

8 weeks
39 actual instructional days

Degrees:

Southwestern Oregon Community College offers two degrees: the Associate in Arts degree and the Associate in Science degree. Certificates of Completion may be awarded to those students who complete the requirements of curricula of less than two years. No specific courses are required for all regular students, but there are requirements leading to the degrees and certificates. These requirements are listed in full on pages 18 and 19 of the catalog, and course requirements in specific curricula are distributed throughout the catalog under the appropriate divisional headings.

At times our degree requirements conflict with the requirements set by four-year colleges for majors in subject or career areas. As a result a student is forced to choose needlessly between getting his Associate in Arts degree from Southwestern Oregon Community

College and meeting the requirements for his chosen major.

Programs Development:

The programs at Southwestern Oregon Community College are essentially inherited from the four-year academic colleges in Oregon and from the State Department of Education. The guiding philosophy for program changes and additions is not apparent. Some curriculum planning has been stimulated solely by the availability of state and federal funds.

There is a misunderstanding as to whether the initiative for program development lies with the faculty or with the administration. This misunderstanding has surfaced in the self-study process and pointed up a disagreement. As a result many members of the faculty do not feel a climate favorable to curriculum development and innovation. Others do. The point for this self-study is not which view is correct but rather that conflicting views exist and may be stifling program development.

The machinery for change and for innovation does exist, and the potential for change is being explored in some areas as will be noted in the divisional analyses, but such potential has not been fully realized by the faculty or widely encouraged by the administration.

The procedure for adding courses and making course changes is generally as follows:

Changes and additions to the transfer curricula have usually

been initiated within the divisions by members of the faculty. A course outline is reviewed by the Dean of Instructional Services and by Instructional Council, and once approved within the institution, it is submitted to the Oregon Board of Education for final approval. The District Board of Education approves new curricula.

Changes and additions to vocational curricula may be generated by lay committees which perform an advisory function within the several vocational areas. Membership on these committees includes field employers and employees. Some lay committees have not been functioning fully but efforts are being made to revitalize participation. One committee which is functioning adequately and illustrates the procedure is the Industrial Mechanics Committee; another is the Wood Industries Committee. They are making specific requests for instruction that will fill the demands for training in those skills for this geographical area.

Approval for curriculum comes from the Division of Community Colleges and Career Education, Oregon Board of Education. Application forms are to provide the following information:

- (1) Substantiation of the need for the curriculum
- (2) Advisory committee advice and counsel in the development of the curriculum
- (3) The minimum completion requirements
- (4) A typical sequence of courses
- (5) Course descriptions

Instructional Council:

The official organ for curriculum control and development is the Instructional Council with the following membership:

Dean of Instructional Services, presiding officer
 Dean of Student Services
 Coordinator of the Learning Resource Center
 Assistant Dean of Instructional Services
 Arts Division Chairman
 Business Division Chairman
 English Division Chairman
 Life Sciences Division Chairman
 Physical Sciences Division Chairman
 Social Sciences Division Chairman

The council meets almost weekly to represent the faculty on a broad scale in matters of curriculum. It functions in an advisory capacity to the Dean of Instructional Services. It is an important communications link between the administration and the faculty.

The council deals with academic policy in areas not covered by the Faculty Senate, and more especially with academic procedures. It allows for college-wide communication on matters of curriculum change and innovation which might otherwise stop at the subject or division level.

Much of the work of the council is and no doubt needs to be routine, but Instructional Council also offers an opportunity for innovation that has not been fully realized. The council is more often a hearing of administrative decisions.

Evening Program:

The fall term, 1970, head count figures show the significance of the evening program:

Total	2,062
Day	1,000
Evening	821
Day/Evening	241

In spite of the fact that the evening program serves nearly half our students, we do comparatively little planning for it, and there is no apparent guiding philosophy directing the program. Frequently the classes offered are determined mainly by instructor availability and teaching preferences, and it is difficult for students to affect the evening schedule because of their limited, nocturnal relationship with the College. Though classes are offered which should allow a student to attend full-time and get a degree with an exclusively evening schedule, class times are not coordinated to permit it. We have on occasion scheduled for the same hour classes that a student should take in turn.

Generally we do not consider the evening program in terms of what we ought to be doing, but tend to perpetuate what we have done. And what we have done is offer a busy schedule of evening classes and a selection of classes from each division organized on a rotation plan. The evening program has been largely an extension of the day program except in business and law enforcement. We have not offered community interest classes to any great extent except in art and business.

Summer School:

The summer program combines regular class offerings with special workshops, some of which are taught by visiting artists. (See the Special Programs section IX of this report.) For two summers we have also offered an intensive General Biology course that allows students to cover three terms work in one summer session.

The intensive courses have been well received. We have also offered reading and conference credit courses in mathematics for nearly all mathematics courses in the catalog, multiplying summer mathematics enrollment by about four. Summer, 1971, we offered an intensive psychology class because of student request.

The summer program has not had adequate enrollment. The summer program, like the evening program, has lacked a guiding philosophy and overall plan. It has grown like Topsy influenced by instructor availability and preference. There has been little leadership. At the end of each summer session we agree to do better next year but instead we perpetuate what we have done in the past.

We now have a reputation for offering and then canceling contingency classes when the required 12 students fail to materialize. Students and faculty feel that summer offerings are only tentative, which has made the summer school planning of both students and faculty tenuous at best. This uncertainty has engendered loss of confidence.

The Faculty Senate appointed an ad hoc committee to review summer school and propose a guiding philosophy. It is now considering whether summer school should be developed as a special session or as a fourth term. The committee has already recommended a summer school coordinator to plan carefully and realistically so that contingency requirements can be dropped. They urge that the schedule of classes be prepared for a much earlier distribution. The 1971 schedule of summer classes was not available until the last week

of spring term.

Class Schedules:

Preparation of the term class schedule is a function of the Office of Instructional Services. Schedules have been consistently late in coming out. For example, the schedule for fall term, 1971, did not appear until August 13th. The effort has not had good coordination or full faculty support. Inaccuracies are common. The schedule for fall term, 1971, does satisfy one long-felt need; it designates the classes being offered fall, winter, and spring so that students can plan for the full year.

Curriculum Evaluation:

No continuous evaluation of the curriculum is formally provided for. Evaluation occurs at the instructor level and in varying degrees at the division level, but the attention to published course outlines lags behind the evolution that occurs in the classroom. This self-study for purposes of accreditation has encouraged vigorous evaluation at all levels and general updating.

Provisions for Gifted and Remedial Students:

There has been more effort institutionally to assist the remedial student than there has been to encourage the gifted student. The provisions for the gifted student are challenge, advanced placement, and reading and conference. Some of the instructional divisions have developed individualized instruction to allow students to progress

at their own pace. These are discussed in the division analysis reports. The challenge and advanced placement provisions are not well advertised or well understood by the faculty and students. Procedures are often sketchy and troublesome, and consequently are little used.

Challenge:

A student may receive credit for a course by examination. The procedures for a student initiating a challenge are in the Faculty Handbook on page 30 and 31. In addition to following these procedures the student pays a fee of \$15 for taking the examination.

The responsibility for attesting to an appropriate examination lies with the division chairman of the subject matter involved. The faculty member administering the test must be aware of his responsibilities to his discipline and at the same time not present artificial obstacles to a student whose initiative and abilities have allowed him an opportunity to master a course without formal course work.

The challenge policy is an interim policy and has been earmarked for revision. It has guided procedure for three years.

Advanced Placement:

There are some options open to gifted students through advanced placement. A memorandum from the chairman of the Academic Standards

Committee to the Faculty Senate, dated November 18, 1966, outlines the advanced placement procedures and possibilities.

Students who complete college-level work in high school under the Advanced Placement Program of the College Entrance Examination Board and who receive a grade 5, 4, 3 in examination administered by the Board may be permitted to register for advanced courses. Request for advanced placement will be made on the student petition form and submitted to the Academic Standards Committee.

Successful completion of the examination administered by the Board will not be the basis for allowing credit or assigning grades. The total number of hours will not be affected; benefit is derived chiefly from the greater personal interest. Students who have been granted advanced privileges under these provisions may not petition for credit by examination in those courses which were waived.

Advanced placement is also open to veterans. They may receive credit for United States Armed Forces Institute courses which parallel regular college offerings or for service courses which have some equivalency as evaluated by the American Council on Education Guide to the Evaluation of Educational Experience in the Armed Forces. Credit is allowed as if the courses were taken on this campus.

Reading and Conference:

Increasingly, credit is being given for regular courses taken by reading and conference, especially in the Physical Sciences Division (see division report). This course option may be initiated by the instructor or student. The reading and conference

procedure was once primarily a means of filling out graduation requirements, but now that the option is more readily available in some areas, it is being sought also by the student who wishes to progress at his own rate or who prefers that procedure to class.

Remedial:

The major efforts to aid students who wish to increase individual skill levels are carried on in the Study Center where students receive personalized instruction and advising to help support successful achievement in college courses through the improvement of reading, writing, listening, mathematical and study skills. The Study Center includes the communications workshop and the mathematics laboratory, the developmental reading program and the federally funded Adult Basic Education Program. Details are included in the Learning Resource Center, Section IV. Study Center is administered by the Coordinator of the Learning Resource Center under the Office of Instructional Services.

Out-Reach Educational Programs:

Southwestern Oregon Community College takes regular course offerings to Bandon, Coquille, and Reedsport. There are salaried coordinators in Coquille and Reedsport to identify course needs in those areas and to assist in advertising, to arrange for facilities, and collect fees.

Our "out-reach" efforts have been small-scale and tenuous. There is a growing desire on campus to take more education out to the people, but there are problems of logistics and there are contingency requirements which deter full-scale efforts and inhibit enthusiasm.

See the Special Services Section IX for additional comments on off-campus programs.

Follow-up Studies:

As a first effort toward a comprehensive ten-year study to assess the efficiency of Southwestern Oregon Community College, the administration initiated a pilot follow-up study during the 1970-71 academic year. A sample of approximately 1,300 students was drawn from several earlier years and mailed postcard questionnaires. Returns from 146 students generally indicated considerable satisfaction with classes and programs at Southwestern Oregon Community college. Most students felt Southwestern Oregon Community College assisted them in preparing for a vocation, improving skills, and preparing for studies elsewhere. The number of returns is disappointing and does not support a conclusive judgment. All questionnaires did not reach their destinations as current addresses were not available through college records. Some of the sample data are included in a booklet entitled The Ten Year Report, along with historical information on the College and future projections.

EDUCATIONAL PROGRAMS: ANALYSIS

Curricular Offerings:

A comparison of the 1966-67 college catalog with that of 1971-72 reveals that approximately 70 courses were dropped from the catalog and approximately 130 were added. With some exceptions, much of the material covered in courses dropped was absorbed by others already included in the educational program or by new courses.

An analysis of the courses dropped indicate that they were largely in the technical-vocational areas. The civil-structural engineering technology program was dropped completely. Several revisions of the electronics-electricity program produced a number of changes in the course offerings as well as in the method of teaching. Beyond these two major areas, there were other courses dropped in practically every division in both the transfer and nontransfer areas. None of these changes, however, indicates a pattern, but the courses were apparently dropped because of a lack of community interest or because their objectives could be met better by another course or program.

Courses have been added in both transfer and technical-vocational areas. The last visitation team indicated a need for offerings in geology, geography, philosophy, and a second year of

music theory in the transfer areas. These additions have been made. Other significant additions in the transfer area include Oceanography, Professional Activities for Physical Education Majors, Introduction to Engineering, the beginning of a transfer program in home economics, and extensive revision of and addition to the theatre program. At the present time, the Dean of Instructional Services sees little reason to expect the addition of significant new programs in the lower division transfer curriculum.

In the nontransfer area there have been some significant changes. Curricula have been developed in real estate, aviation, and data processing. The data processing program is currently going through a change in philosophy, away from the training of programmers toward an emphasis on supporting and supplementing other educational programs. Home economics has seen development of the Child Care Occupational Program under a federal grant, the development of a television course, and significant increase in the variety of courses offered. The Individualized Curriculum for Electronics (ICE) program has the entire electronics-electricity program on an individualized instruction package plan. Though still in the experimental stage, enough is known from the first year of the program to indicate that its chances of success are good. The old electronics-electricity program remains in the catalog and will be removed in the next catalog revision. There have been extensive revisions of the mathematics program. Some courses were

combined and others dropped. The most significant development has been the change in the mathematics laboratory which now provides individual tutoring for any student. Extensive use indicates that it is highly acceptable. The mathematics faculty are offering reading and conference courses to enable students to take mathematics at times that can be adjusted to their schedules. The wood industries program has been redirected toward a two-year terminal program while courses more appropriate to a transfer program have been deleted; courses relevant to the practicing forest technician have been added. The course Man and Society was added as a sequence in the social sciences for nontransfer credit. Replacing a variety of other courses, it is intended to meet the general education requirements of the technical-vocational student. The Man and Society course has undergone extensive revision during the 1971-72 academic year. Communications for nontransfer students has also undergone revision to direct the course toward the technical-vocational area.

Plans for future additions in the technical-vocational area include a marine industries program, a recreation aide program, and, with the development of the Bay Area Hospital, an Associate Degree in Nursing. In areas relating to tourism, plans for curriculum development in hotel-motel, restaurant, and related fields have not gotten beyond the discussion stage, though they have been discussed for at least seven years.

not as far
as I am
concerned

There has been no apparent overall philosophy for changes and additions to the educational program and for curricula development. Though changes and additions have been made, there is a lack of leadership in curriculum development which is very much needed. Both the faculty and the administration feel that it is the other's responsibility to perform this leadership function, and the result is, especially in areas where subject expertise is lacking on campus, that the educational program fails to develop and expand as it should. Students have no formal committee channel for input into educational program planning, though they do serve on such Faculty Senate committees as Academic Standards and Academic Affairs, and these committees deal with matters relating to curriculum planning.

An analysis of the changes in course offerings indicates the following trends and patterns:

- (a) There is an increased use of individualized instruction (communication labs, mathematics labs, ICE program, various business courses).
- (b) Some changes and additions to the curriculum have been in response to community needs (net mending, wildlife management).
- (c) Some programs and courses are being updated as needs change (electronics, wood industries, data processing, Communications, Man and Society).
- (d) There has been increased use of audio-visual materials

(especially films) and of guest lecturers.

Expansion of the curriculum has been limited in some areas because of economic factors--lack of facilities and staffing, and the prospect of the course being nonreimbursable from the state.

In general, the offerings, both credit and noncredit, are appropriate to the stated purposes of the institution. There has been some concern on the part of the community that we retain a balance between lower division transfer programs and technical-vocational training. In 1966, approximately 53 percent of the full-time equivalent students were in transfer programs. During the fall quarter of 1971, approximately 49.5 percent were in lower division transfer programs. Attempts have been made to meet the educational needs and desires of the community. The recommendations of the vocational advisory committees are considered, but some of these committees are for all practical purposes not functioning.

There are conflicts between certain procedures and the stated goals of the College. When enrollment in a particular class falls below 12, the administration may decide to cancel it. Such action prompted by economic concerns presents a conflict between the program of the College and the education of the student. The current economic situation in the community college district has created a scarcity of jobs for vocational students. The response has been to limit the enrollment in particular technical-vocational programs and in effect to deny other interested and

qualified students access to the program. Such procedures conflict with the College's stated purpose of being "an educational institution dedicated to the optimum development of individuals," and with the concept of an open door college; for they become a barrier to the student's achievements of educational, occupational, and personal goals by denying him the opportunity to enter a program or course of his choice.

Effectiveness of General Education Requirements:

The following evidence was found to show the effectiveness of the general education requirements:

- (a) Students are able to meet transfer requirements and gain admission to four-year colleges.
- (b) Southwestern Oregon Community College students are able to meet competition in a four-year college as reported in the follow-up study.
- (c) Southwestern Oregon Community College two-year terminal students are adequately prepared to meet competition in various occupational fields as reported informally to instructors.
- (d) Informal reports by employers of Southwestern Oregon Community College students indicate that students have been adequately prepared for employment.

There is a lack of statistical evidence to back up the last two subjective evaluations. There is some evidence in areas such as wood industries and nursing, but there has been no overall

attempt to evaluate effectiveness.

The general education requirements came from four-year public colleges in Oregon, and they are geared to students who continue their education in four-year colleges. The majority of Southwestern Oregon Community college students do not transfer. The institution should be aware that these inherited requirements could have too much influence also in establishing requirements for our technical-vocational program. The analysis committee felt that the sequence requirements of some curricula may not be the best way for a technical-vocational student to acquire a broad educational experience. He should have the freedom to choose among a greater variety of courses in order to fulfill his general education requirements and be allowed greater individual growth by selecting a quarter of three separate social science courses instead of the sequence.

There have been positive trends towards making the general education requirements more applicable to technical-vocational students through such courses as Man and Society and Communications which relate closely to the world of work.

Course Duplication:

The analysis committee found no indication of course duplication in its short review of course offerings. There are several checks to avoid this problem. New course offerings are evaluated at the divisional level to check for possible overlapping or

duplication. The Instructional Council reviews new courses and checks for duplications at the college level. The constant exchange of communication between divisions and administrative personnel provides another check.

More frequent divisional meetings would be beneficial in providing still another check. There is also a need for better articulation with the high schools in order to avoid duplication between their course offerings and those of the College.

Major Subject Matter Areas:

The number of credit hours required by majors are often influenced by outside agencies. At times they are influenced by such lay advisory committees as wood industries, business, and industrial mechanics which determine the number of credit hours considered necessary in a particular subject area in a two-year terminal program. For the nursing program, requirements are established by the State Board of Nursing. Some limitations are set by the four-year colleges. Also, an individual in the pursuit of his particular educational goal (not a major in the formal, academic sense) may determine his own requirements.

There is opportunity for at least one elective in all major subject areas with the exception of the nursing program. Most programs allow opportunity for more than one elective.

The prerequisites for advanced study are not adequately defined. Some course prerequisites are not stated in the College catalog; i.e., foreign language. It is recommended that all

prerequisites be clearly stated in the catalog. The prerequisites that do exist are not consistently enforced, although this is often a positive factor when instructors evaluate each individual and his particular needs for a course.

Follow-up Studies:

No evaluation of the effectiveness of the educational program could be made because of a lack of data. The College's pilot follow-up study was for the purpose of testing an instrument and procedure for future follow-up studies. There was serious limitation in the scope, design, interpretive value, and the reliability of data obtained. There is a need for full and accurate follow-up studies. The College does receive statistics from the four-year colleges but those available would not yield an overall evaluation. The only other means of evaluating college effectiveness is the above-mentioned informal feedback of employers, former students, and other members of the community, but this does not provide statistics.

DIVISION OF ARTS

INTRODUCTION:

The Arts Division at Southwestern Oregon Community College includes programs in fine arts, foreign languages, music, photography, speech, and theatre. Most of the courses in these programs are designed for the student planning to pursue degree work in the field. Many of the courses are utilized by adults seeking additional learning in the field of the arts.

DIVISION OF ARTS: ANALYSIS

Role:

President Kennedy once said: "The life of the Arts, far from being an interruption, a distraction, in the life of a nation, is very close to the center of a nation's purpose--and is a test of the quality of a nation's civilization." It has also been said that, "All passes, art alone endures." Accordingly, the division believes that the arts are a principal measure of man. The purpose of the division is the academic pursuit of knowledge, understanding, and appreciation. Since knowledge begins with what is known and since an intelligent interpretation of sensory data necessarily precedes understanding, the division believes that

education in the arts is vital to any educational program. We aim at enabling students to better communicate, express, record, and interpret human experience.

Courses, programs, performances, and activities of the division are designed to: (1) provide for the cultural needs of every student and to give meaning to his life by enriching his spirit, (2) prepare students who wish to continue their academic pursuit of the arts in four-year institutions, (3) enable students to meet requirements in the arts for other majors, and (4) provide aesthetic and cultural experiences for members of the community, an objective which the division shares with a community whose history reflects a strong tradition of involvement in the arts.

These goals are met by providing in almost all subject areas a basic two-year program of courses, both lower division collegiate and nontransfer, and additional courses whenever a demonstrated need exists. We meet our goal of bringing cultural experiences to the area through active participation with community organizations. Members of the music faculty and their students work closely with such groups in the community as Little Theatre on the Bay in their musical comedy productions. The speech and theatre faculty members actively support theatre groups in the area. They have been instrumental in organizing the directors to coordinate performances of the local community and school theatres. In addition, they have involved themselves directly with productions of the community

theatre. Members of the art faculty have actively supported the Coos Art Museum and have had one-man exhibitions there. Students were invited to the openings, and many came to see their instructors' works on display.

Programs:

An important goal of the programs of the division is to develop appreciation and fondness for the arts. This goal is achieved through courses and activities which effect: (1) knowledge of the arts, (2) participation in creating art, (3) exposure to works of art, (4) interpretation of what is perceived so that it becomes meaningful to the observer.

The music program is planned to develop appreciation and fondness for good music. We give several concerts a year which are well-attended. Concerts include band, orchestra, chorus, and guest artists. Members of the music faculty are often conductors and guest artists.

The speech and theatre program provides the basic two-year academic course work. This is supplemented with activities and performance opportunities. The faculty is concentrating on building the theatre program. Three years ago we began theatrical production without equipment or facilities; now we have acquired some lighting equipment. We attract many age groups and wide ranges of experience--our casts have spanned ages 16 to 73.

In the art area students are provided with opportunities to participate in creating art in various media. Student work is regularly displayed in Tioga Hall on the fifth floor in proximity

to the art facilities, on the fourth floor in the central lounge area, and on third floor in the faculty lounge.

In foreign languages we offer two years of French and German. Random interviews with former students indicate that our students who wish to major in one of the foreign languages we teach are able to continue successfully at the four-year institutions. For students who do not wish to pursue academically the study of foreign languages we have provided conversational courses in Spanish, Norwegian, and Japanese.

General Education Requirements:

The general education requirements of the College do not relate in any significant way to the division since only one course (Public Speaking) offered by the division is required for any degree or diploma granted by the College. We believe that courses offered by the division ought to be included in the general education requirements of the College, either a course presently offered or a possible sequence in "Correlation of the Arts," "Man and the Arts," or a "Survey of the Arts."

Students:

The number and quality of students who have declared an intention to major in one of the disciplines of the division and who have transferred to and have been successful at four-year institutions over the years have increased. No specific follow-up of students

has been conducted, but evidence of quality and achievement is given by theatrical and musical performances, art exhibits, and what former students tell us of their own success.

Courses:

The courses offered in the division are related directly to the objectives stated. We believe that a two-year program of courses should be offered. Outside the basic two-year programs, courses are added or discontinued as the need arises.

All courses listed in the catalog have been offered within the past two years. Course syllabi are current and complete. Courses and course offerings undergo constant reappraisal. This is insured by careful selection of faculty of high personal and professional integrity, and by frequent requests to faculty members for course reappraisal from all levels of administration, the division chairman, and each other.

Teaching:

Members of the division strive to meet common objectives, but diversity in method is encouraged. Innovation is also encouraged and is often successful. For instance, Sp 111-112 was integrated with Wr 111-112 on an experimental basis. It provided effective coordination and interplay between the two disciplines.

Most media and special aids to teaching are available and employed. Methods and devices to evaluate the effectiveness of

individual instructors are presently undergoing study by the Academic Affairs Committee. Institution-wide procedures have been adopted. Among devices available to instructors are student evaluation forms, video tapes, and class visits by peers. In art, music, and theatre both students' and instructors' works are frequently on public display in the form of theatre productions, musical concerts, and art exhibits.

Faculty:

Harold Buckner, Assistant Professor of Fine Arts, M.F.A.

Specialty: Sculpture and Painting
Previous Experience: Teacher, high school, 3 years;
teacher, junior high school, 1 year; part-time
instructor, community college, 2 years.
Years at SWOCC: 4

Edward Chilla, Instructor of Speech and Theatre, M.F.A.

Specialty: Theatre, Drama, Speech-Communications
Previous Experience: Teaching Assistant, University
of Oregon, 2 years; teacher, high school, 1 year;
teacher, U.S.A.F.E., 2 quarters.
Years at SWOCC: 3

Stanley Elberson, Professor of Speech and Theatre, Ph.D.

Specialty: Theatre
Previous Experience: Instructor, University of Oregon,
3 years; Assistant Professor, Pacific Lutheran Uni-
versity, 8 years.
Years at SWOCC: 4

Madelyn Forman, Visiting Instructor in Fine Arts, M.A.

Specialty: Painting, Printmaking, and Art History
Previous Experience: Teacher, high school, 3 years.
Years at SWOCC: Completing 1 year.

Howard Hall, Associate Professor of Fine Arts, M.F.A.
(presently on sabbatical leave)

Specialty: Painting and Printmaking
Previous Experience: Teacher, high school, 10 years;
special assistant, University of Oregon, 1 year.
Years at SWOCC: 8

Frank Leuck, Assistant Professor of Music, M.M.

Specialty: Music Theory, Band, and Instrumental Music
Previous Experience: Supervisor, public school instrumental music, 13 years; professional music.
Years at SWOCC: 8

David Smith, Assistant Professor of Music and French, M.A.

Specialty: Concert Piano
Previous Experience: Teacher, elementary school, 13 years; teacher, high school, 3 years; concert pianist.
Years at SWOCC: 4

Vernon Sorenson, Associate Professor of Languages, M.A.
Division Chairman

Specialty: German and French
Previous Experience: Business, 10 years; teacher, high school, 1 year; instructor, University of Nevada, 3 years.
Years at SWOCC: 10

The division faculty consists of seven full-time faculty members who have academic rank and about 15 part-time instructors who do not. The number of part-time instructors varies from term to term depending upon the need for their services.

Rank is well balanced, there being out of seven full-time faculty members one professor, two associate professors, three assistant professors, and one instructor. Highest degrees held by full-time members of the division are one Ph.D., three M.F.A.'s,

one M.M., and two M.A.'s. Among these seven full-time faculty members, full-time college teaching experience varies from four years to 13 years and total teaching experience at all educational levels ranges from five or six years to over 20.

All teachers in the division, both full-time and part-time, teach in their field of primary competency and all have had considerable experience in the practice of their art. Southwestern Oregon Community College is not a research-oriented institution; however, some members of the division faculty are engaged in research in their fields.

Weaknesses of the division faculty consist not so much of individual weaknesses but rather of weaknesses resulting ironically from the commitment of the division and the College to satisfy student needs. Almost all instructors must teach in both major and minor fields to provide for diversity in the program.

Facilities:

In general the facilities used by the Division are less than adequate.

The theatre program presently uses the lower portion of the gymnasium where it competes with many other activities. It is a difficult situation at best for play production. In order to

develop a satisfactory and complete theatre program to meet the needs of the community, we need a theatre.

In music and art the facilities are also temporary and inadequate. Rooms are not large enough, there is not enough storage space, and rooms for music practice are not soundproof. In the art area, ventilation is not adequate and constitutes a health hazard. Classroom space is too multipurpose; print-making, painting, two design sections, drawing, and the adult classes in drawing and painting are held in one room. Also, storage is inadequate, and transporting materials is made difficult by the fact that an elevator must be used.

A fine arts complex including a theatre for the performing arts (equipped with a concert grand piano) is greatly needed and would be a tremendous asset to the College in its effort to meet the community need for cultural and aesthetic experiences. Sound reproducing equipment is also needed.

Responsibility for the procurement and maintenance of electronic equipment needed for foreign language instruction has been assumed by the Learning Resource Center. Some of the equipment we have is obsolete and difficult to use. As the needs for media are further identified, we will notify the Learning Resource Center, whose staff is doing a fine job which we appreciate.

For photography, there is no laboratory and little equipment.

Division Procedures:

The division feels that senior members of the faculty in individual subject areas should be designated as those responsible for certain specific tasks. This would provide a clear understanding of the function of each faculty member in the division. Some of these tasks performed by members of the division are: (1) budgeting for subject area materials and equipment, (2) supervising part-time instructors, (3) assigning of courses to instructors in subject areas, (4) recommending talent grant applicants to the responsible board or committee, (5) supervising work-study students, (6) scheduling of productions, shows, exhibits, and concerts, (7) interviewing of faculty applicants, (8) planning and advising for curriculum and physical plant and facilities, (9) conducting inventories of materials and equipment, (10) maintaining and augmenting instructional materials such as slide collections and the music library.

While the division chairman is involved in and responsible for all of the above, the diverse nature of the division necessitates his reliance on other faculty members. It is not always clear which of the responsibilities listed above are part of the profession of teaching and which might be considered "extra" responsibilities. These need to be clarified.

Projections:

Much information will be required to project with any accuracy

the programs, plans, staff needs, and resources of the division for the next ten years. The economic future of the College district, its population growth or decline, and the nature and extent of any changes in the population will all have to be considered.

The student-instructor ratio in the division is such that instructional costs are high. We are eager to change this. With our present faculty and courses we could, we estimate, accommodate about twice the number of students we now serve, on a division basis.

The efforts of the division in the future will be directed toward better cooperation with the community, the administration, and the College in strengthening the courses we now have rather than toward proliferation of courses and programs. We hope to accomplish this by several means:

1. A reexamination of the courses themselves to insure that they will have meaning for the students and the community.
2. A renewed but continuing effort on the part of the faculty to insure that the courses are taught in ways which foster learning and a greater desire to learn.
3. A greater effort, in cooperation with the administration, counselors, advisors, and others to inform prospective and potential students about our courses.
4. The inclusion in the general education requirements of the College of some of our basic courses or sequences in some meaningful way.

To say that we intend to eschew proliferation of courses is not to imply that we will become insensitive to the needs of our community of students, but rather that we will strive to insure that our courses, including those presently offered and any which may be added, will be based on sound and rational educational and budgetary principles.

DIVISION OF BUSINESS

INTRODUCTION:

The Business Division of Southwestern Oregon Community College, with programs in accounting and bookkeeping, business administration, data processing, and secretarial science, offers the student an opportunity to develop a skill or prepare for a career. Two-year degree programs and one-year certificate programs offer a wide variety of occupational preparatory and occupational extension courses. Employed people who need to improve their skills or to keep abreast of new developments in their field may take instruction in specific areas. A wide variety of special interest workshops, seminars, and short courses are announced from time to time in the business field.

DIVISION OF BUSINESS: ANALYSIS

Role:

As a division we support the institutional purposes stated in the college catalog. We believe our specific role is to provide technical training for the semi-professional business occupations, to prepare students for upper division study in business in senior institutions, to establish functional liaison between business faculty and business people of the community, and

to advise students in making decisions about occupational goals.

Vocational-technical programs are offered for persons of a wide range of abilities and educational and social backgrounds. Courses offered under such programs are considered realistic in the light of actual and anticipated opportunities for gainful employment. Courses are determined by student needs, interests, and abilities to benefit from such training.

Lower division study is offered to prepare the student for transfer to business programs at four-year institutions. We offer most of the lower division business courses approved by the Oregon State System of Higher Education, including Accounting, Introduction to Business, Business Law, Shorthand, Typing, Data Processing, and Statistics.

Advising students as they determine their educational and occupational goals is considered an important role of the full-time business faculty. Ideally, we believe that prospective students should be advised at an earlier time, perhaps in the high school freshman or sophomore years. The greatest bulk of our advising occurs just prior to each term, but every effort is made to continue advising the students during the term. Faculty members are available for advising at regular daily office hours or by appointment.

Many students come to us with goals set too high or too low for their capabilities. Their choice of a career is often unrealistic. Our advising process is a concerted effort to encourage students to match their capabilities with an obtainable goal. We encourage

transfer students to choose among four-year college alternatives; we encourage students seeking employment to register for courses that will lead to adequate employability in a reasonable period of time. Especially important is the built-in flexibility. We try to schedule classes so that students can readily shift from one level to another as abilities are gauged. For this reason, the three levels of accounting/bookkeeping are scheduled at the same hours. Some courses are transfer and some are nontransfer. The student is not committed to either a transfer or a technical program, but may choose according to his goals.

The ability of business students to transfer easily to most four-year schools is evidence that we are meeting our objectives in the transfer curricula. All business courses for the Associate in Arts degree are approved by the Oregon State System of Higher Education. Very rarely do four-year schools refuse to accept our transfer business courses. Where specific requirements are made by some four-year schools, special consultation with the school and with the student is necessary.

Our greatest concern is the number of students who do not complete a planned course. We need a more adequately staffed program to advise and assist every student.

Programs:

One and two-year curricula are offered in the technical-vocational area. One-year certificates are given in bookkeeping/

clerical and stenography. Two-year Associate in Science degrees are offered in business technology, secretarial science, and data processing. In preparation for upper division study in business administration and business education, the student can earn an Associate in Arts degree.

In addition to the typical curricula in business technology and secretarial science, we offer more flexible curricula in the newly developed Associate in Science degrees in Business and Data Processing. In the past, a curriculum was a list of courses arbitrarily put together and required of all students who enrolled. In the new curricula the student and his advisor decide which selection of courses will best prepare him for his occupational goals.

Data processing has had the objective of preparing students as computer programmers. We feel this goal is no longer realistic because of limited employment opportunities, and we have shifted the emphasis to service. Our courses now focus on the need for data processing support in such areas as accounting and mathematics. Since the business administration profession is becoming more quantitative, we are expanding our offerings in statistics and computer science.

In 1971-72 we started a full-scale cooperative work experience program with a full-time coordinator. We recommend expansion of this program by involving faculty members from various career areas in coordinating the activities of cooperative work experience students.

Better program planning and student advising will result from continuous evaluation of the prospective student, the enrolled student, and the ex-student. Such evaluation will help us develop programs related more to our goals. Lack of adequate student follow-up gives us too little information for efficient planning.

General Education Requirements:

There is little evidence to indicate a relationship between the institution's general education requirements and the objectives and needs of the division. The general education requirements for the Associate in Arts degree came from external sources and were not derived from local needs. Requirements are not clearly defined and are not generally understood. For an Associate in Science degree some general education courses intended to meet the requirements are resisted and are not considered relevant by the students. The general education requirements for the Associate in Science degree are, however, flexible, allowing students to choose among sequences in fulfilling the requirements.

Students:

Enrollment charts in the Student Section of this report show the fall term and consolidated yearly data for the business majors from 1967 to 1970. The data show an increase in fall term enrollment in Accounting and Bookkeeping, Business Administration,

and Data Processing with fluctuations in Secretarial Science enrollment. Statistics also indicate that the division has a large student attrition from one term to the next. This may be due in part to changes in majors and in part to students becoming employed. As a division, we find the task of comparing student majors over an extended period of time difficult, as majors are ill-defined. There are no common data for federal and state reports and for campus statistics. We know subjectively that the business students exhibit a wide range of ability and background, but the Business Division does not have a profile of its students as a group by majors or by advisors, nor has the Business Division made such a study.

We have found that the division's best source of information on students is from employers and former students. This provides us with data on our successes, but not on those students who left the College without marketable skills.

Our reputation as a training institution has grown with the employment of our students, and we have gained considerable acceptance by local high school business students accordingly. These students often include Southwestern Oregon Community College in their plans.

As a general rule, four-year colleges and universities accept our transfer business courses and recognize Southwestern Oregon Community College as an accredited institution; however, we need more feedback from four-year institutions in the state on the performance of our transfer students.

Courses:

Courses offered are related as precisely to the objectives as possible. We offer nontransfer as well as transfer courses designed to lead directly to job competency. Our courses are intended to lead to a better understanding of the business and economic system. Continued effort is being exerted to make certain nontransfer technical courses acceptable for transfer to four-year institutions. Some former nontransfer courses in the accounting area and in data processing are now being accepted for such credit.

Noncurriculum courses are usually discontinued when they meet with low enrollment. Required courses are eliminated only when a curriculum is changed. A few courses have been eliminated mainly in the second-year sequence because of low enrollment.

Not all courses listed in the catalog have been offered in the past two years. Some courses in the catalog have been offered but canceled for lack of an instructor. Long-range planning and more adequate staffing would help solve this problem. Each time the catalog is revised, a review of courses offered is made and the decision to retain or delete courses follows.

We are continually updating course outlines. Data processing and secretarial science are some of the curricula revised within the last year. All courses are being reviewed this year. The procedure and advisability of double numbering courses for transfer and nontransfer are being evaluated.

Teaching:

As a whole, the division is committed to employing those methods of instruction that help students learn. Lectures, guest speakers, demonstrations, student-involved experiences, and audio-visual media are used. Well-planned, innovative methods are encouraged, and they are later evaluated for effectiveness.

A variety of methods are employed by members of the division for evaluating teaching effectiveness and thereby improving offerings. For instance, the current personalized instruction offered in Stenography is the result of work done by one faculty member during summer course work at Portland State University. Other courses now being offered are also the result of professional study and analysis during workshop and summer courses. Although faculty members have some antipathy to the Report of Yearly Service form submitted annually to the Dean of Instructional Services, there is an acknowledged benefit in the discussion between faculty members and the division chairman which is required in connection with the report. Some faculty members have found the video tape method of evaluation profitable in pinpointing both desirable and undesirable mannerisms or methods of presentation. Faculty members generally feel that student questionnaires and visitations from former students enable them to see strengths and weaknesses they might otherwise not discern.

One of the merits of membership in professional organizations is the opportunity for consultation with faculty of high schools and of two and four-year institutions who are teaching in similar areas. Attendance at meetings of such organizations is encouraged for this

purpose. Sometimes discussions with former students who are employed, and with their employers, result in modification of course offerings. Such discussion may also reinforce the values an instructor sees in a course.

Although lack of planning time during the academic year acts as a deterrent to the development of new practices, innovation in instruction is encouraged. The concept of open-end courses has been considered by the division, but this practice is difficult to implement because it is not readily compatible with existing college practices.

Faculty:

Helen Ferguson, Assistant Professor of Business

Specialty: Secretarial Science
Previous Experience: Executive Secretary, 10 years;
Legal Secretary, 2 years; Teacher, Public Schools,
2 years.
Years at SWOCC: 11

Richard Grossman, Instructor of Business, M.A.

Specialty: Secretarial Science
Previous Experience: Hotel and Restaurant Management, 1 year.
Years at SWOCC: 3

James Love, Assistant Professor Business, M.A.

Specialty: Data Processing
Previous Experience: Business Instructor, Santa Rosa Junior College, 3 years; Part-time Teacher, High School, 6 years; Business Management, 4 years.
Years at SWOCC: 5

Donald Moffitt, Associate Professor of Business, M.Ed.,
Division Chairman

Specialty: Accounting
Previous Experience: Teacher, Adult Education, 1 year;
Business Management, 12 years
Years at SWOCC: 11

Philip Ryan, Associate Professor of Computer Science,
Coordinator of Data Processing Center, M.A.

Specialty: Data Processing
Previous Experience: Instructor, Southern Colorado State College, Central Oregon Community College, 14 years; Data Processing Manager, 4 years; Electrical Engineer, 5 years.
Years at SWOCC: 5

William Sharp, Assistant Professor of Business, M.B.A.

Specialty: Economics, Business Administration
Previous Experience: U.S.A.F., 23 years
Years at SWOCC: 6

Bonnie Koreiva, Coordinator of Work Experience with the
rank of Assistant Professor, M.Ed.

Specialty: Work Experience, Career Planning
Previous Experience: Coordinator, Division of Continuing Education, 2 years; Television Mistress of Ceremonies, Public Relations, and Advertising, 8 years
Years at SWOCC: Completing first year

The division is balanced in rank except that there are no full professors. Six members of the division hold the master's degree. One member holds no academic degree, but was approved by the Oregon Board of Education for teaching transfer and nontransfer courses. The teaching experience average is high, 10.5 years.

Predominant strength lies with each faculty member's having met the academic requirements for teaching transfer courses and practical work experience for vocational-technical courses. Accumulatively, members of the division have had the following experience:

12 years professional secretary, 11 years office management, 7 years data processing management, 5 years business, 3 years hotel business, 1 year technical writer. In addition, five of the six members have from 8 to 21 years of college teaching experience. There is also considerable military experience (23 years) within the division. Subject specialties more than adequately cover secretarial science, accounting, data processing, and business administration. There is a weakness in the marketing area.

Facilities:

In general, physical facilities are adequate, although there is a need for more office space and for some service facilities. In most cases, the division uses modern equipment; specifically, typewriters, office machines, and data processing hardware. Furniture used in the secretarial laboratory is adequate. Rooms are well-lighted and usually comfortable. However, the business machines room does not adequately support instruction, and the furniture and electrical outlets need to be improved to facilitate operation of equipment. Also, faculty offices are generally crowded, poorly ventilated, noisy, and lacking in adequate telephone service.

We are in the process of adding to those media needed for individual instruction in classes. When newly developed courses indicate a need for additional media, faculty members consider carefully before they request equipment.

Division Procedures:

Implementation of the goals of the division is possible with the cooperation of the faculty members. It is they who make themselves available when needed, innovate to meet changing conditions, and work with each other. The division meets usually once a week to accomplish these purposes. Often, faculty from other divisions are invited to the meetings to confer when two divisions have interests in common. Much is accomplished by open discussion. Also, there are frequent informal meetings of two or three staff members. Considerable value is realized from the shared studies and plans of various business faculty members. Improvements generally come from within--not as a result of directives from without.

Projections:

The Business Division does not have sufficient full-time faculty to staff present programs, much less the staff needed to plan and implement new programs. Part-time faculty teach many of the division offerings. It is hoped that in the near future the following changes and additions will be made in the Business Division:

- (a) A comprehensive program of individualized instruction, especially in the skill areas of shorthand, typewriting, and business machines.
- (b) More concentrated short courses allowing vocational students to become employable in a shorter time.

- c) An effective work experience program where students do on-the-job training in their field of interest with related class instruction and a close personal and working relationship between the coordinator of the program and the student.
- d) Office simulation for clerical and secretarial subjects.
- e) A program in hospitality occupations.
- f) Programs in specialized areas such as banking, real estate, insurance, and other retail distribution occupations. Many of the students would be those already employed who need additional training.
- g) A program of middle-management techniques for students who are beyond the clerical level but are not at the professional level.
- h) Short-term community service programs.

Accounting/bookkeeping areas will show increased emphasis on use of the computer. Better methods of input and interpretation of output will be stressed. Less attention will be given to hand bookkeeping procedures. Managerial accounting will be given prominence.

Business administration transfer subjects will move to more quantitative uses of data for management purposes. Emphasis in the nontransfer area will be on additional offerings in marketing and personal services.

Data processing will continue to reduce emphasis on programmer training and will increase emphasis on using the computer as a tool in all disciplines.

Secretarial science will continue its practices in shorthand and typing, and will expand its offerings in machine transcription and specialized secretarial areas; i.e., legal and medical, office personnel relations, office simulation, and actual in-the-office experiences.

Recommended are cooperative programs to provide business operation knowledge to other disciplines--i.e., forestry, automotive, electronics--for students whose occupational goal is to combine a business background with their chosen technical field.

DIVISION OF ENGLISH

INTRODUCTION:

The English Division includes the areas of composition, literature, journalism, communications, philosophy, and creative writing. Most of our courses are offered in the lower division transfer program, but we do offer courses, such as Communications, designed specifically for nontransfer students. Also, in a number of our literature courses students are offered the option of enrolling for transfer or nontransfer credit.

DIVISION OF ENGLISH: ANALYSIS

Role:

The role of the English Division in the institution's educational program is best expressed in the division's "Statement of Philosophy":

The English Division is dedicated to providing people in the community with opportunities to further their educational, vocational, and cultural development. The program of the division focuses upon man's need to find and express himself, both in a historical and a contemporary frame of reference. The concern is, therefore, with the ideas studied, with the artistic expression of them, and with the students as individuals who study them. To this end, the content of courses offered ranges from the development and application of basic communication skills to a consideration of those values required and sustained by humane societies.

The division attempts to offer a well-balanced program and to provide a wide range in course content. We integrate the development of skills with a concern for ideas and the form in which they are expressed. The student is encouraged to see how communications skills are intimately linked to self-knowledge and cultural awareness.

Although we have no procedures for testing the performance of students after they complete our courses, what information we get, either in reports from four-year colleges or from conversations with the students themselves, indicates that they are able to perform well after transferring. It is more difficult to assess our impact on the nontransfer level, but our communications with former students seem to indicate success. One measure of the success we are having with freshman students is the increasing enrollment in sophomore courses such as Problems of Philosophy, Shakespeare, and American Literature.

Programs:

In order to implement our philosophy, we offer programs and majors in all of the traditional areas of English (developmental and remedial skills, composition, communications, creative writing, journalism, reading, literature, and philosophy). Further, we have attempted to respond to the community's interest in and need for intellectual stimulation by offering courses designed specifically for that purpose (Writing for Publication and the Literature of the English Bible); the division, however, recognizes its own

shortcoming in developing too few of these courses. Our offerings should be enlarged to include such courses of current interest as Literature of Contemporary Concern and Film.

General Education Requirements:

The general education requirements of the institution (specifically, the English composition sequence and literature sequence required for an Associate in Arts Degree) form the backbone of the division. We firmly believe, however, that a change in these requirements would have only a temporary effect on our enrollment. We feel that the skills and exposure to ideas we offer are essential and that students would come to recognize this.

While the general education requirements fatten the class rosters, they also inhibit major renovation of our courses. We still think pretty much within the inherited framework of separate courses and of a division separate from the arena where language is used. Why not a humanities or social science sequence with writing workshops on the side?

Students:

Although our courses are heavily enrolled, few students declare themselves as majors in English. The number of students who have declared majors within the division is so small that no meaningful comparison with students over the last five years can be made.

The range of the quality of students in the division's various programs reflects the range of the quality of students in the College. We have students who need to learn how to read and write and also those who have college degrees and attend classes as a part of their continuing educational enrichment.

We have developed no follow-up procedures for evaluating the performance of students after they complete our courses, and we receive little significant feedback from four-year colleges. A follow-up study of graduates of the College would contribute a great deal to a better understanding of the effectiveness of the College as a whole. On our campus there has been some attempt at developing channels for feedback from colleagues in other divisions, but this could not yet be judged effective.

There is evidence in courses such as Imaginative Writing and Philosophy--with increased enrollment and no general education requirement power--that there are students who are becoming involved with words and ideas. The interest shown by students in the creative arts magazine and newspaper may be a reflection to some degree of the division's success with students.

Courses:

Since the division is committed to a broad-based skills and liberal arts program for transfer and vocational students, our courses relate directly to our objectives.

We offer few courses presently that we consider of limited appeal (Written Communications for Supervisors and Journalism)

and, in fact, have felt that we could do a better job of developing courses to meet specific limited needs and desires of our varied community.

All courses listed in the catalog have been offered within the past two years or are being offered.

All course syllabi are being reviewed and updated. Regular division meetings, formal and informal communication among divisional faculty members, the accreditation self-study process, review of library holdings, recommendation of new additions to the library, and textbook review and adoption all contribute to the continual upgrading of courses. In addition, a divisional practice of rotating the instructors in courses every two years helps bring vitality and new approaches to course material.

The communications workshop is not, strictly speaking, a function of the English Division, but of the Learning Resource Center. Still, the courses and assistance offered there are considered a part of the total English program. This is particularly true of developmental and remedial reading and writing.

In the area of remedial and developmental skills, there has to be close connection and efficient communication between the English Division and the Study Center. In recognition of a past weakness in this area, these steps have been suggested:

(1) Members of the English Division and the Study Center staff are encouraged to communicate frequently as to the kinds of problems students are having and possible solutions;

(2) The faculty teaching communications classes and the faculty in the communications workshop have been asked to meet on a monthly basis;

(3) Members of the Study Center staff should be made to feel welcome to attend English Division meetings and discuss common needs and problems.

In addition, members of the English Division and of the Study Center staff should meet on a regular basis (at least once each term) with representatives of the technical and vocational teaching areas in order to help determine the effectiveness of communications and workshop programs. This would be particularly helpful in determining how well we are helping in the development of the skills needed by our nontransfer students.

Teaching:

In recognition of the diversity of our student body, courses offered in more than one section are as varied as the instructors teaching them. We seek to identify uniform goals for our students, but we encourage diversity in approach to these goals.

Students, however, are not as aware as they could be of the diversity of approach offered. They do not know enough about the courses and the people teaching them. More should be done to publicize texts and methods so the students can be aware of the choices they indeed have.

Students are welcome to try any courses in the division which interest them. There are few course prerequisites, and we would

prefer to rely on advising rather than testing in the placement of students in courses. Although placement tests are given, we recommend that advisors use the results along with the student's past academic record and present interests. It must be admitted that we do not get full faculty support here; but we, in turn, have not always provided the faculty with adequate information. We feel that the advising process is improving. The Open College concept is of great aid in this area of encouraging students to try courses and assess for themselves their interests and the possibilities for their success.

All media and special aids available through the Learning Resource Center are available for the improvement of teaching. There is considerable use of films and records in English classes.

The procedure for evaluating individual members of the English Division is the same as for individual members of the general faculty. An important aspect of evaluating the effectiveness of the division results from the exchange of methods, ideas, and experiences in division meetings and from our concern with improving course content as mentioned above.

Faculty:

Phillip Anderson, Assistant Professor of English, M.A.
Division Chairman

Specialty: Literature and Composition
Previous Experience: Graduate Assistant, San Francisco State College, 1 year
Years at SWOCC: 6

Robert Bower, Instructor of English, M.A.

Specialty: Literature and Composition
Previous Experience: Graduate Teaching Assistant, Western Illinois University, 2 years
Years at SWOCC: Completing first year

William Erdman, Visiting Instructor of English, M.A.

Specialty: World Literature and Composition
Previous Experience: Teaching Assistant, University of Oregon, 3 years
Years at SWOCC: Completing first year

Thomas Humphrey, Associate Professor English, M.S.

Specialty: World Literature and Composition
Previous Experience: Teacher, high school, 2 years
Years at SWOCC: 11

Bernell Meacham, Assistant Professor of English and Journalism, M.S.

Specialty: Journalism and Communications
Previous Experience: Professional journalism, 18 years
Years at SWOCC: 9

Erik Muller, Assistant Professor of English, M.A.

Specialty: Communications, Composition, and Literature
Previous experience: Teaching Associate, University of Colorado, 2 years ; Instructor, Philander Smith College, 2 years
Years at SWOCC: 3

John Noland, Assistant Professor of English, M.A.

Specialty: Creative Writing and Composition
Previous experience: Instructor, Oregon State University, 3 years; newspaper and public relations, 2 years
Years at SWOCC: Completing first year

Vanda Publicover, Assistant Professor of English, M.S.

Specialty: Literature and Composition
 Previous Experience: Graduate Assistant, University
 of Oregon, 1 year; Teacher, high school, 1 year;
 business, 10 years
 Years at SWOCC: 5

Robert Shepard, Instructor of English, M.A.

Specialty: Literature, Composition, and
 Communications
 Previous Experience: Graduate Assistant,
 University of Oregon, 1 year
 Years at SWOCC: Completing first year

J. H. Swearingen, Professor of English, Ph.D.

Specialty: Philosophy, Literature, and
 Composition
 Previous Experience: Instructor, Universities of
 Texas and Oregon, 7 years; Teacher, prep school,
 2 years; Teacher, high school, 2 years; Farmer,
 12 years
 Years at SWOCC: 6

The division shows particular strength in the broad experience and flexibility of its faculty. Most of our members have had some kind of previous teaching experience at the college level and a good number have also taught in high school or have had significant work experience. We view the fact that all of our faculty members can teach in several subject areas as a distinct advantage. It allows for flexibility and freshness in approach to subjects. In terms of rank and degrees held the faculty is well balanced. The lack of teachers especially trained in language and composition is the major weakness in the division.

Facilities:

In general, the physical facilities used by the division are adequate and in good condition. There are too few seminar or conference rooms which foster good group interaction. We are handicapped by a lack of facilities in which lectures and films can be presented to large audiences.

There is too little office space on campus and what there is is inadequate. Our offices are mainly shared, and therefore, not conducive to conference work and to advising. The inadequate telephone service results in a lack of privacy in consulting with or about students.

Division Procedures:

We need to reassess our procedures regarding the evaluation of faculty. Evaluation should be a continuous process of help, support, and honest assessment and should not occur only as an expedient for hiring, firing, and promoting.

The division needs to develop a policy on the choosing of summer session faculty.

Division meetings have been primarily concerned with routine business. There is a need for the members of the division to find more time to meet and discuss the problems and concerns of our teaching areas and of education in general. More frequent division meetings and greater involvement in these matters are the proposed solutions.

Projections:

Recognizing the impossibility of making long-range plans with any degree of accuracy, the following is only a rough estimate of faculty growth in the next ten years. Based on an estimated enrollment increase of five percent per year by 1980-81, the English Division, if we continue to staff classes on the same basis as we do now, will need an additional five faculty members. This figure, however, does not anticipate any change in the kinds of courses we offer or the format in which they are offered.

This figure might be significantly altered if we are ever successful in breaking out of the traditional 50-minute, one-quarter framework. We have done a lot of talking about, and should begin doing some planning for, a core humanities program with shorter, specific courses to develop needed skills and to do in-depth study in literature and philosophy.

A top priority need is the development of a Man and the Arts course to augment the Man and Society course offered to nontransfer students. This would be a humanistic course offering a broad background in literature, art, music, and philosophy for both transfer and nontransfer students. Differences in the kind of credit a student receives would be determined by the kind and quality of work he does, but would not affect the material covered in the course.

In order to plan and implement such a course we need to develop some effective means of interdivisionally calling upon the talents and ideas of a large part of the faculty.

DIVISION OF LIFE SCIENCES

INTRODUCTION:

The Life Sciences Division includes the areas of biological sciences, health and physical education, home economics, and nursing. With the exception of nursing, all of these areas offer courses at the lower division transfer level. In addition, all areas are involved with courses for technical-vocational students. It is the philosophy of the division to attempt to provide courses and programs to meet the demonstrated needs of the students and the citizens of the district which fall within the competency of its faculty.

DIVISION OF LIFE SCIENCE: ANALYSIS

Role:

The Life Sciences Division in harmony with the institutional objectives attempts: (1) to give students a deeper appreciation of the natural world, (2) to help the student learn how to live healthfully and to understand individual health problems, (3) to develop the recreational and physical skills of individual students along with attitudes and conduct which demonstrate qualities of leadership, sportsmanship, and cooperation in competitive physical activities,

(4) to provide the programs and courses which help individuals develop competencies in the areas commonly identified with home economics including foods, nutrition, clothing, textiles, home and family management, consumer education, early childhood education, and family life, (5) to provide students with the necessary knowledge and skills to qualify as competent practical nurses, (6) to conduct programs and courses for employment preparation or for improving occupational skills and knowledge, (7) to provide courses needed by students wishing to transfer to four-year colleges, (8) to provide services to the community which are within the scope and competence of the various areas of the division.

We have made no specific follow-up studies of the students transferring to other colleges from the Life Sciences Division. However, the follow-up studies of four-year colleges mentioned in Section V of this report and informal contact between faculty and former students indicate considerable success in attaining some of the above objectives. During the 1970-71 academic year the division chairman met with his counterparts in three state institutions of higher education, and it appears our students transferring to those schools have been satisfactorily prepared for transfer.

For the past several years students in classes in the Life Sciences Division have submitted evaluations of courses and instructors. The response of the students in these questionnaires is that most feel the above-stated objectives have been attained.

In part the objectives in physical education and health are reflected in three general course categories: activities courses, health education courses, and courses for physical education majors. On an informal level, an intramural program is a part of the activities of the physical education staff. Because of heavy teaching assignments, it is felt that the intramural program has suffered from lack of adequate staff attention. With the addition of a new faculty member in physical education and health in the fall of 1971, more time can be devoted to the development of intramurals.

We feel that the area of home economics has made a considerable contribution in adult education by providing information and training in skills for the economically disadvantaged and for the housewives of the district through night courses, through off-campus courses, and through the medium of television. However, the home economics objectives are only partially realized at present. There is a notable lack of offerings in the foods area and in home and family management.

In the biology and physical education areas the faculty recognizes its lack of effort in attempting to learn the needs of the community for services which might be provided. Adult education courses, outreach programs, and various community services have not been given enough attention by our faculty.

The success of the practical nursing program in attaining its objective is reflected, in part, by the high demand for graduates of the program. Graduates have no difficulty obtaining employment

outside the community, obtaining licenses in other states, or entering advanced degree nursing programs.

Majors:

While the division does not offer majors as such, we do offer courses suitable for transfer to four-year colleges which enable students to enter as juniors with majors in a number of areas. We feel that our vocational programs in practical nursing and home economics do meet the purposes of the division as indicated above.

General Education Requirements:

The Life Sciences Division offers courses which satisfy the requirements for the Associate in Science and the Associate in Arts degrees as outlined in the general catalog. However, many members of the division feel that the College needs to reevaluate the general education requirements for the Associate in Science degree. Also, the requirements for the Associate in Arts degree have not kept abreast of changes in general education requirements at four-year colleges.

Students:

There has been an increase in enrollment in the life sciences over the past five years at the rate of 10 percent per year.

Since we are an open door college we anticipate and do indeed get students with a wide range of interests and abilities. Therefore,

the quality of students is widely spread and varies from year to year.

Our students who transfer to the four-year colleges and universities are successful. For example, two of our former students completed upper division work and were admitted to the University of Oregon Medical School at the end of spring term, 1971.

In the area of home economics several of the recent graduates have been selected to fill such responsible positions in the community as head start program teacher, child day care program teacher, and high school home economics teacher. A scholarship for outstanding academic performance was awarded to a home economics student last year.

Our physical education majors (the major is in its third year) transfer and keep abreast in skills, knowledge, and attitudes of students in their classes. Follow-up studies of these transfer students show approximately 65-70 percent are actively pursuing a teaching career in the health and physical education field.

Courses:

Concomitant with the philosophy of the College, changes in course offerings are consistent with the needs and demands of the community.

Some courses have been discontinued because of limited appeal or lack of instructors. These courses may be offered again when the demand arises and when present inadequacies can be met. Most of these are evening courses offered in the area of home economics.

All courses listed in the catalog have been offered in the past two years with the above exceptions.

New courses will be instituted as the need arises. All new course offerings must be approved by the division and the Instructional Council.

Course syllabi are current and complete. All courses are reevaluated by the division. Changes are made based upon the objectives of the subject and the needs of the community.

Teaching:

Filmstrips and motion picture film loops are made available in the Learning Resource Center for life science students. Also, 16 mm films and overhead transparencies are used almost daily in the classroom and laboratories. Video tapes are used by several subject areas of the division.

We attempt, as budget permits, to purchase and use demonstration models for Biology and Botany, such modern equipment as the kymograph, and live specimens of plants and animals.

Location of our campus makes field trips and other outdoor experiences an extensive part of the learning process in Biology. At the present time a self-guiding nature trail on the campus is being developed cooperatively between the biology area and the Wood Industries Technology area. The great diversity of habitats in close proximity to the campus is an advantage enjoyed by few other colleges.

Physical Education for Majors has been an innovative program. Majors have observed some of the physical education facilities and programs within the community in an organized and fully utilized learning experience. This has helped the students in the program plan and use their college class work effectively. The majors' activity classes have had realistic teaching situations as learning experiences. When major students were prepared, the College arranged to bring young boys and girls of various age levels to the campus to be taught a skill and/or activity.

Evaluation of teaching and faculty effectiveness is carried out through student evaluations, staff evaluations, evaluations by outside groups, and reviews of video tapes made by the instructor.

Faculty:

Dale Bates, Assistant Professor of Health and Physical Education, M.S.

Specialty: Physical Education
Previous Experience: Teacher, high school, 8 years;
Instructor, college, 2 years.
Years at SWOCC: 5

Ben Fawver, Professor of Biological Sciences, Ph.D.,
Division Chairman

Specialty: Botany
Previous Experience: Instructor, college, 13 years.
Years at SWOCC: 9

Michael Hodges, Instructor of Health and Physical Education, M.S.

Specialty: Physical Education
Previous Education: Teacher, high school, 6 years.
Years at SWOCC: Completing first year

William Horning, Assistant Professor of Health and Physical Education, M.S.

Specialty: Physical Education
Previous Experience: Teacher, high school, 8 years.
Years at SWOCC: 7

Beverly Kemper, Assistant Professor of Health and Physical Education, M.Ed.

Specialty: Health and Physical Education
Previous Experience: Teacher, high school, 6 years.
Years at SWOCC: 7

Isabelle LaFond, Associate Professor of Practical Nursing, B.S.

Specialty: Practical Nursing
Previous Experience: Nursing, 12 years; Instructor, Lower Columbia Community College, 2 years.
Years at SWOCC: 10

*Thomas Loeber, Assistant Professor of Biological/Political Science, M.S.

Specialty: Biology
Previous Experience: World Health Organization, 4 years; Fish and Game Commission, State of California, 4 years.
Years at SWOCC: 5

*Martha Moehl, Laboratory Assistant, B.S.

Specialty: Biology
Previous Experience: Medical Laboratory Technician, 7 years.
Years at SWOCC: 3

James Shumake, Assistant Professor of Biological Sciences, M.S.

Specialty: Zoology
Previous Experience: Teaching and Research Assistant, 3 years.
Years at SWOCC: 4

*Part-time but more than half-time.

Veneita Stender, Assistant Professor of Home Economics, M.S.

Specialty: Home Economics
Previous Experience: Teacher, high school, 4 years.
Years at SWOCC: 9

We feel there is an adequate balance in both rank and qualifications. Though there are several part-time instructors in home economics, there is one full-time instructor only in that area and also in practical nursing. The addition of a full-time instructor assigned half-time or more to each of these areas would add diversity and improve the quality of these programs. The educational background and special qualifications of each faculty member who teaches one-half time or more in the division are shown in the roster above.

Facilities:

In general, the physical facilities of some of the subject areas of the division are quite adequate. However, in the areas of home economics, nursing, and physical education there are deficiencies.

Although adequate clinical training facilities are available in the local hospitals, the classrooms for the practical nursing programs are located in the old buildings off-campus which are very inadequate.

The home economics laboratory facilities are located in the top floor of the Learning Resource Center building (Tioga Hall)

and are a temporary arrangement which is not consistent with good instructional activities in home economics. The lack of an adequate foods laboratory and space for the child care program is especially critical. It is anticipated that with completion of the planned campus facilities these two conditions will be rectified.

Physical education facilities were planned for construction in two phases and only the first phase has been completed. Completion of the second phase would satisfy some of the following needs. The shower and lavatory areas are sanitary, but because they are small there is a congestion problem there and in the locker room as one class is leaving and another is arriving.

There are only two indoor teaching stations. They are inadequate for the present instructional and intramural programs. One of these two stations, Lower Prosper, is suitable for only two of the activities in the program because of the concrete floor, low ceiling, and concrete pillars breaking up the floor space.

The outdoor activity areas are aesthetically pleasing and in good condition, but only one activity field and four tennis courts limit the scope of the outdoor program. The activity field is only large enough for one class or activity at a time which is inadequate for scheduled classes and intramurals too. There are no track or softball and baseball fields. There is not a safe archery range, and a putting green is needed to teach putting,

chipping, and pitching in the golf classes. Our campus is located on the shore of Empire Lake and we have been wanting to start a course in canoeing and boating. We need a dock and boathouse facility for this activity.

The swimming instruction program takes place approximately two miles from campus at the North Bend pool, available only two evenings per week. A pool on campus would benefit the community as well as open our aquatics program to all students at a convenient time and place.

In biology at the present time facilities and equipment are adequate, but with increased enrollment and class offerings facilities and equipment will be inadequate. At present facilities are being used to maximum capacity. Storeroom capacity, however, is inadequate. There is a particular need for space for keeping living animals and plants.

Division Procedures:

Communications between various areas within the division and between the division and administration have been a problem. In the fall of 1971 divisional meetings were held each two weeks and minutes of meetings were distributed to all full and part-time members of the division. This has been helpful, but because of the diversity of the division and the physically scattered location of the various areas of the division on the campus, communication is still difficult. The division chairman feels that we need to

devote more effort to discussing programs and increasing instructional effectiveness.

The physical education and health faculty feel that a Head of a Physical Education Department should be established because there is a need for more help in the administration function within that area. Since the administrative responsibilities are now divided among the staff, the reestablishment of a department head would result in smoother, more efficient functioning of the total program.

Projections:

We plan to continue being responsive to community needs and national trends in the development of programs, to continue efforts to meet educational needs of disadvantaged groups, and to place greater emphasis on occupational preparation. Priorities include additional full-time staff and more effective facilities and equipment especially in the areas of early childhood education, food service, and practical nursing.

In the area of home economics, there is only one full-time instructor and many part-time faculty. It is felt that the balance needs to be corrected by substitution of at least an additional full-time instructor. Part-time instructors require expenditure of time by the full-time staff in orientation, ordering supplies, and advising students which detracts from the quality of instruction by the regular full-time instructor.

Also the nursing program involves only one full-time faculty

member. If the quality of this program is to be maintained the excessive work load of this instructor must be alleviated. In this case the addition of a part-time clinical supervisor would perhaps alleviate the problem. The nursing program is taught in temporary facilities, but a classroom is being planned to provide adequate modern equipment and space for this area. With the construction of a new regional hospital, paramedical programs will be needed by the community. This will require additional courses and some new equipment. The addition of a health service for students and a community public health service course should be seriously considered.

In physical education a number of additional activities courses such as various aquatics, folk and square dancing, and field hockey are anticipated offerings. Camp counseling and outdoor recreation are also courses that would be desirable additions. Over the next ten years we believe expansion of Prosper Hall on both upper and lower levels to provide a classroom gymnastics area, wrestling room, locker and dressing rooms, handball courts, and other space is of first priority. The addition of a track, baseball-softball area, tennis court lights, golf green, archery range, pool, and other outdoor facilities should be of second priority.

To implement instruction in the above expanded facilities an additional female physical education instructor and an instructor in aquatics will be required.

In the biological sciences several new courses, and facilities

are being considered. The expanded use of the lake on campus for aquatic biology is continuing. Additional storage and a small combination greenhouse and animal room are planned for the future use of biology classes. A science center and museum is being considered as a service to students of the public schools and citizens of the district as well as for our own students.

DIVISION OF PHYSICAL SCIENCES

INTRODUCTION:

The Physical Sciences Division includes the areas of apprenticeship training, aviation, chemistry, construction trades, earth sciences, electronics, general engineering, general sciences, industrial mechanics, mathematics, mathematics laboratory and physical sciences study center, physics, and wood industries. Instruction is provided for technical-vocational students and for those in lower division transfer curricula. It is the philosophy of the division to provide courses to meet the needs of the students and the citizens of the district which fall within the purview and competency of its faculty.

DIVISION OF PHYSICAL SCIENCES: ANALYSIS

Role:

The Physical Sciences Division offers educational programs and services which support the general purposes of the college. The division provides:

- (a) Transferable college programs (ranging from one-term, one-credit courses to full two-year programs) for students seeking a baccalaureate degree;
- (b) Technical-vocational programs (ranging from workshops and

one-term, one-credit courses to full two-year programs) for students seeking employment as technicians, servicemen, tradesmen, or for those who wish to upgrade their qualifications; and

- (c) Cultural enrichment courses not related to employment or academic degrees for those who wish to expand their knowledge.

The selection of courses and programs offered by the Physical Sciences Division must be in response to the needs of the community. Therefore, the division actively promotes communication among concerned individuals and groups in order to learn how existing or potential programs relate to present and projected career opportunities for students and what special purpose courses or short-term community service programs are needed.

In the design, implementation, and evaluation of our courses and programs the division strives to maintain a student-oriented viewpoint. Specifically, the division and its members develop methods for course or program implementation and evaluation which enhance the students' potential for growth. The learning experiences in mathematics, physical science, and technical-vocational programs are made appropriate to the students' educational objectives and needs. Also, by example and teaching, the division members try to make the students aware of the "world of work" and the value of technical careers to modern society. When teaching the methods and knowledge of science they try to make the student aware of the

interrelationship of science with other disciplines and its impact on society.

There are two areas needing a greater consideration of the student viewpoint: textbook selection and course credit. In textbook selection both the academic and practical viewpoints should be considered, perhaps with a choice of texts for the same course. Students should be allowed to take for credit the specific topics they need without getting involved in materials they do not need. We are discussing the desirability of one-credit offerings to meet this goal, though time and expense in preparing software and materials must be considered.

Programs:

The programs offered by this division are designed to prepare the student to achieve his desired goals and do indeed reflect the stated objectives of the division. It is noted that these programs cover a wide range of fields and academic levels within the general area of physical science. The number and types of programs have grown continually since the College was founded in 1961 and are based primarily on the needs of the college district.

General Education Requirements:

The general educational requirements of the College determined about ten years ago need comprehensive review and updating from a student point of view. Two sequences that are required or recommended in some vocational curricula have raised concerns.

The sequence Man and Society has been unpopular with some students since its inception. Students enrolled are primarily technical-vocational. A typical comment is that the course is not "worth their time." The sequence is now an optional selection among other general education offerings. Communications courses have not always met the needs of vocational programs. These needs, stated simply, are that the student should be able to express his ideas orally and on paper with a minimum of spelling and grammatical errors, and that he should be able to learn from printed material. It is anticipated that discussions with the English Division and the Social Sciences Division will result in satisfactory solutions. Already this year Man and Society has been revised, and there has been a change in textbooks and instructional personnel. The communications offerings have also been revamped by the English Division and the study center personnel, and we have received very favorable comments regarding these changes.

Students:

The approximate number of students majoring in vocational curricula of the Physical Sciences Division will be found in the following table:

	<u>Now</u>	<u>1 Year Ago</u>	<u>5 Years Ago</u>
Aviation	12	12	0
Electronics	25	20	6
Industrial Mechanics	50	50	23
Wood Industries	70	70	6

There has been a general increase in the total number of students, with a significant above-normal increase in some areas. In each case, this larger increase has shown consistent strength for the second year. The increase in the number of students can be traced to a substantial effort on the part of instructors to increase the student acceptability of their programs. In two areas, industrial mechanics and wood industries, the major gain was made by relating vocational-technical curricula directly to employment after graduation. In a third area, electronics technology, job potential and the use of open entry-open exit individualized instructional methods are believed responsible for a four-to-one increase in student numbers.

Comparison of student enrollment five years ago with that of today can be assessed only in general terms--reasonably significant progress seems to have been made. Two areas, electronics and wood industries, have seen rather drastic changes in course procedures, content, and goals in order to serve better the community vocational-technical needs.

We have no formal method of follow-up on student achievement. The student's G.P.A. can indicate a student's attainment as he leaves the college, but this is no real indication of how well he will be able to fill the needs of his prospective employer. We feel considerable effort should be made to systematically obtain information on the success of our graduates in their fields. Hopefully, such data will lead to substantial improvements in our present curricula.

There is some follow-up information, such as percentage of student job placements in major fields and percentage of job placements in related fields; however, we need to improve our program of periodically contacting the students themselves after they have left the College.

Courses:

The courses offered in the division are related to the objectives. There are no courses of limited appeal that should be discontinued.

The following courses listed in the catalog were not offered this year and have been deleted from the 1972-73 catalog: 3.314 Power Accessories, 6.108 Materials of Construction, 6.127 Practical Descriptive Geometry, 6.115 Electrical Mathematics, 6.212 Oscillator Circuits and Design, 6.214 Amplifier Circuits and Design, 6.216 Advanced Electronic Circuits, 6.218 Industrial Electronics, 6.234 Wave Generator and Shaping, 6.235 Industrial Television, 6.236 Servo Systems, 6.240 Electronic Data Processing, 6.244 Automation Systems, 6.246 Industrial Electronics, 6.135 Engineering Problems, 6.261 Technical Mathematics, 6.262 Technical Mathematics, 6.266 Technical Mathematics, 6.370 Applied Physics, 6.371 Applied Physics. Some of these courses may be offered in the future to supplement or replace part of the Individualized Curriculum in Electronics if need be.

Teaching:

The division is taking full advantage of the Learning Resource

Center's communications workshop and mathematics laboratory to provide help in specific areas as needed by individuals or small groups of students. The mathematics laboratory has been quite useful in allowing students to circumvent conflicts in scheduling through reading and conference courses, in helping them to eliminate specific mathematics deficiencies, in providing help with homework and with the study of mathematics, physics, and electronics, and in allowing students to proceed at their own pace.

Though many students choose the reading and conference option in order to solve scheduling difficulties, there is some concern because 50 percent or more experience greater difficulty learning in this individualized, self-paced, self-disciplined situation. Other students are entirely successful and choose to repeat the option. There should be a more careful selection of texts and software appropriate for the situation and range of student abilities.

Several of the newer learning aids have been found quite beneficial in working with the individual student, particularly in those areas of the division that are using individualized instruction techniques. The devices that allow the use of the instructor's voice on the audio recording media tend to humanize individual instruction. The instructor can develop new learning increments (packages) quite easily, quickly, and inexpensively as he needs them. Their permanency allows repeated use, and the student may extract information from them with minimal help from the instructor.

One of the instruments with a great potentiality is a sound-

on-slide machine that permits the instructor to combine his voice with each of his own slides for individualizing and personalizing his instruction. A whole sequence can be worked out using this technique.

A second approach in use is that of the Individualized Curriculum for Electronics (ICE) program. Although this program is now based on reference texts, it is constructed so that any learning aid useful in individualized learning can be easily incorporated into the system, either in association with the available individualized packages or as parts of new packages. A number of approaches to humanizing the packages are being used, including the sound-on-slide machine.

The ICE program allows nearly complete freedom for each student to learn without penalty if his pace differs from that of other students. In this program we have witnessed a wide range in learning rates of students. Some slower students have accomplished as few as six or seven credit hours of work in three terms and some have accomplished 15 or more in one term--all in the same class with no significant conflict. We also give partial credit to the nearest tenth credit according to the number of increments the student has completed. Credit is available when the student earns it, not just at the end of the quarter. This new procedure has had close coordination with and much cooperation from the college administration.

It was found at the end of the first year of ICE that some student-to-instructor, but mostly student-to-student, rapport and

group identification customarily found in a lab-lecture course was missing. To overcome this deficiency, as well as another serious one concerning the students' inability to grasp such nebulous concepts as electrostatics and electromagnets, a more conventional electrical concepts course was instituted. This entirely qualitative supplementary program to ICE allows the student to quickly construct and operate simple systems that are designed to increase his understanding of the basic ideas and concepts needed to solve the quantitative aspects of electricity-electronics as set forth in the separate increments of the ICE program itself.

The general utility of the ICE program has been considerably improved by the frequent meeting of ICE instructors to discuss inherent weaknesses in the program, ways of overcoming these weaknesses, possible improvements in the program, and future plans to expand the coverage of the ICE program. Many students prefer this approach over the lecture-lab approach. Those few not concurring generally object because only credit earned is allowed.

The methods currently in use to evaluate the effectiveness of an instructor are visitation by colleagues, self-evaluation by use of closed circuit T.V., student evaluation, and indirect evaluation as indicated by the reputation of the instructor gained in the surrounding community. None of these alone can be considered satisfactory since the result of any one must necessarily be far from objective--in each case the background of the evaluator is instrumental in influencing the rating. A constant rating shown

by all four methods might presume meaningful results. There has been little attempt in the division to combine the results of the separate methods of evaluation, or to establish the relative meaningfulness of them taken individually.

Faculty:

The offerings of this division encompass a wide range of programs including apprenticeship training, technical-vocational programs, and college transfer and nontransfer mathematics and science courses. As a consequence of this diversity, the faculty of this division have varied academic and industrial experience and training, as shown in the following table:

John Anderson, Assistant Professor of Physical Science, M.S.

Specialty: Engineering, Mathematics
Previous Experience: Industry, Design and Production,
7 years.
Years at SWOCC: 7

Wayne Andrews, Associate Professor of Industrial Mechanics

Specialty: Automotive Mechanics, Hydraulics, and
Welding
Previous Experience: Teacher, high school, 7 years.
Years at SWOCC: 11

Carroll Auvil, Instructor of Electronics Technology, B.S.E.E.

Specialty: Electronics/Electricity
Previous Experience: Electronics Management,
Research, and Engineering, 18 years.
Years at SWOCC: 2 years part-time; completing
first year full-time

Rodger Barber, Instructor of Industrial Mechanics

Specialty: Automotive Mechanics
Previous Experience: Automotive Business, 20 years.
Years at SWOCC: 3

Bryce Baxter, Assistant Professor of Mathematics, M.S.

Specialty: Mathematics
Previous Experience: Teacher, high school, 5 years.
Years at SWOCC: 9

Donald Burdg, Associate Professor of Mathematics, M.S.

Specialty: Mathematics
Previous Experience: Instructor, community college,
11 years; Military
Years at SWOCC: 5

Robert Cooper, Instructor of Wood Industries Technology, M.S.

Specialty: Forest Management
Previous Experience: U.S. Forest Service, 2 summers.
Years at SWOCC: Completing first year

Sam Cumpston, Associate Professor of Mathematics and Physics,
M.S., Division Chairman

Specialty: Mathematics and Physics
Previous Experience: Industrial and Military, 20 years.
Years at SWOCC: 7

Philip Goetschalckx, Assistant Professor of Industrial Mechanics

Specialty: Welding, Refrigeration, Machine Shop,
Hydraulics
Previous Experience: Industrial, Electrical-Electronics
Instrumentation, Marine Engineer, 25 years.
Years at SWOCC: 3

John Griffiths, Assistant Professor of Industrial Mechanics,
M.I.E.

Specialty: Welding and Machine Tool Practices

Previous Experience: Instructor, Utah Technical College, 2 years.
Years at SWOCC: Completing first year

Charles Hower, Assistant Professor of Chemistry, Ph.D.

Specialty: Chemistry
Previous Experience: Instructor, University of Idaho, 5 years.
Years at SWOCC: Completing first year

Raymond Kelley, Associate Professor of Physics and Mathematics, Ph.D.

Specialty: Mathematics and Physics
Previous Experience: College Instructor, U.S.A.F.A., Colorado, 7 years; Research, 14 years.
Years at SWOCC: 2 years part-time; completing first year full-time

William Kraus, Instructor of Mathematics, M.A.

Specialty: Mathematics
Previous Experience: Teacher, high school, 1 year.
Years at SWOCC: Completing first year

Norman Lemoine, Assistant Professor of Wood Industries Technology, M.S.

Specialty: Forest Management
Previous Experience: Contract Administrator, Forestry, 4-1/2 years.
Years at SWOCC: 3

Lanny Leslie, Instructor of Wood Industries Technology, B.S.

Specialty: Forest Industry Management
Previous Experience: Industry, 1 year; Bureau of Land Management, 1 year.
Years at SWOCC: 2

Ronald Lilienthal, Associate Professor of Science, Ph.D.

Specialty: Chemistry
Previous Experience: Commercial fishing, 3 years.
Years at SWOCC: 10

Donald Stensland, Instructor of Geology and Oceanography, M.S.

Specialty: Geology
Previous Experience: Instructor, Grays Harbor College, 2 years.
Years at SWOCC: Completing first year

Andres Toribio, Assistant Professor of Mathematics, M.S.

Specialty: Mathematics
Previous Experience: Teacher, high school, 5 years.
Years at SWOCC: 6

It is the feeling of this division that the faculty are highly qualified in their major instructional areas. At times a weakness stems from the requirement that certain faculty members teach courses outside their major field.

Facilities:

The present classroom and laboratory facilities are adequate for the needs of the division with the following exceptions:

- (a) The industrial mechanics building is inadequate for the number of students who are now being served, and the noise level in the present building prevents effective communication and instruction.
- (b) The science laboratories have inadequate storage space and the present laboratories are scheduled at the maximum utilization.
- (c) The physics and geology laboratories are both held in a space that was originally designed for the biology laboratory and it is not well suited for the present use.

The laboratory is not adequate for the instruction of physics because no blackboard space is available for student use. The "bench and stool" seating is uncomfortable for students who are trying to watch a lecturer and take notes. Extremely high use of the room makes it impossible in general to set up demonstrations or laboratory apparatus prior to class. Lack of storage space causes equipment to be piled or stacked. Consequently, the probability of damage is high and accessibility is low. Many experiments are complicated or not performed because air and gas are not available.

The solution to this problem is not simple. As a temporary measure, we are organizing the apparatus so that it is more readily available for instructor use. To cope with the fact that the classroom is not available for setting up demonstrations prior to class we plan to group the apparatus with instructions for specific demonstrations. However, these are only temporary measures and do not solve the fundamental problem of inadequacies in the classroom itself which are detrimental to the quality of physics instruction. It is apparent that facilities should be planned which are better suited for the instruction of physics.

The office space for the division is inadequate, small, and in some cases almost nonexistent. Some offices are a thin wall away from the room where the college band practices.

Division Procedures:

It is believed that further faculty effectiveness can be realized if the following division procedures are instituted or,

in some cases, improved. Certain improvements will require cooperation with faculty outside the division and with college service or administrative offices.

The instructor should advise his potential student more effectively. Present procedures do not insure that an instructor in a curriculum will contact the incoming student in that curriculum during registration. As it is, the student quite often has signed up for a course about which he has no advice or was ill advised by faculty outside the curriculum. This is particularly true of courses where substantial changes have been so recently made that the general faculty has been unable to keep up to date on the new goals and procedures or where the Physical Sciences Division has not communicated changes very effectively.

The division is too large, and communication within the division has needed improvement. The recent delegation of discipline responsibilities has done much to improve the situation. Faculty offices are in short supply and often poorly located with regard to effective interdepartmental communication. Also, telephones are in short supply; a single telephone in some cases serves as many as six separate faculty offices.

Projections:

While the enrollment of the institution rose 21 percent in the 1970-71 academic year, the enrollment in the Physical Sciences Division rose 38 percent. The addition of four new full-time faculty

members in the division this year is in part a result of this enrollment increase. With the larger faculty we are offering new courses that should increase the number of students in the division. If these enrollment trends continue, additional courses and programs should be offered to meet the needs of the students and the community, and staff should be added to teach the programs.

There are many programs that could be added to the present curricula of the College that would either be part of this division or involve faculty of this division. These programs include heavy duty industrial mechanics, diesel engines, small motor repair, marine technology, commercial fishing, laboratory technician, astronomy, body and fender, engineering technology, wood products, and chemistry and environment. These programs should be added where need can be demonstrated and as soon as financing and physical space are available.

We should consider in the near future a community interest, non-transfer course in astronomy or a summer community service offering by a visiting astronomer. We could begin with minimal equipment and field trips to a planetarium.

An additional industrial mechanics building is needed to expand the present program and meet the needs of the community, and to offer such additional programs as diesel engines.

A physics classroom and/or laboratory should provide the following minimum requirements. The area at the front of the room should be equipped with a full-width blackboard for sketches

and development of concepts by the instructor, a large table to support demonstrations so students can see them, and outlets for water, air, gas, and electricity. Physics is based on mathematical concepts; therefore, the classroom should also be fully equipped as a mathematics classroom with the usual seating and lighting facilities and additional blackboard space for students' board work. If the classroom is to be used as a laboratory where students perform experiments, it should be equipped with individual or group laboratory tables designed for physics experiments, outlets for air, gas, and electricity at each station, and adequate lighting for close work. Since demonstrations and experiments should be set up and checked out for proper performance prior to class and laboratory periods, and since this process may involve anywhere from a few minutes to over an hour, the design and scheduling of the classroom and/or laboratory should provide first of all for at least one hour of time prior to every class for set-up of apparatus, and then for readily accessible storage space for all the apparatus to be used.

Certain educational facilities such as a planetarium and natural history museum would benefit both the college student body and the community, as well as this division.

DIVISION OF SOCIAL SCIENCES

INTRODUCTION:

The Division of Social Sciences at Southwestern Oregon Community College presents course offerings in adult education, anthropology, economics, fire training science, geography, history, industrial supervision and management, law enforcement, political science, psychology, social science, and sociology. Lower division transfer courses and other adult nontransfer courses are available to the student interested in seeking learning among the programs and courses offered in this division.

DIVISION OF SOCIAL SCIENCES: ANALYSIS

Role:

The Social Sciences Division subscribes to the general objectives of the College as listed in the catalog for 1971-72. Our fundamental objective is to make every effort to awaken students to an awareness of themselves in relation to human societies, culture and natural environment of the past and present, in order to prepare them for participation in the social, cultural, and natural environment in which they will have to live. If this objective is realized there will be new opportunities for the student to define and develop his basic philosophy of life which hopefully increases his under-

standing and tolerance. This objective is supported by two sub-objectives: (a) to offer introductory and survey courses in the major social science disciplines; and (b) to offer courses for students pursuing a broad spectrum of degree and nondegree course work and curricula.

It is the opinion of the Social Sciences Division and inherent in its several disciplines that this division is fundamental to the educational growth of the student. It is our opinion that considering the institutional philosophy, objectives, and purposes and the divisional objectives and purposes, we are realizing our goals.

Programs:

While the division does not offer majors as such, we do offer programs or opportunities for majors in all of the traditional social science fields (history, economics, psychology, sociology, anthropology, geography, political science, and law enforcement). In addition and to help meet the objectives listed above, we offer such courses as Man and Society and The Ecological Crisis.

General Education Requirements:

The general education requirements for the Associate in Arts and the Associate in Science degrees include a social science sequence. These requirements are largely determined by outside agencies; however, we think that they possess enough flexibility, allowing students various options for meeting the requirements.

Students:

The consolidated yearly enrollment figures in the social sciences for the years 1967-70 show fluctuations in student enrollment (see Student section, Enrollment Chart). Members of the division have received different subjective impressions of change in quality of students during this period. However, the division has not undertaken a quantitative measurement of change in student quality. We question the value of comparing student quality from one year to another on the basis of grade point averages (G.P.A.), course grade curves, or some other quantitative measure. We do believe that follow-up studies of graduates of the College would contribute to a better understanding of the effectiveness of the College.

Courses:

On the whole our courses relate to our objectives outlined above.

The division has a few courses that currently might be termed of "limited appeal." For example a ten-year history of the International Relations course indicates that it has suffered continuing low enrollment; however, such courses must be offered if the division is to meet its responsibilities in providing two-year transfer curricula in various disciplines as stated in the College's catalog. In addition the philosophic commitment to a broad-based liberal arts program would argue against any reduction

of what some already consider minimal offerings.

All courses in the Social Sciences Division listed in the catalog are currently offered or have been offered in the last two years.

Course syllabi are current and complete. The self-study accreditation process, student evaluation, professional meetings, library resources, textbook adoption, and small group interaction within the division all work in conjunction with the professional conscience and integrity of the instructor to assure a continual relevance of course content.

Teaching:

The most successful teaching methods may be as varied as the individual instructors and individual students within any given division. We have seven full-time social science faculty members and six full-time faculty members serving part-time in the Social Sciences Division. We suspect that we have 13 different methods of teaching.

We have most of the media and special aids that are on the market available for the improvement of teaching. For example, we have the "History Machine" and the televised series, Civilisation, by Kenneth Clark.

A great deal of latitude is allowed the individual instructor in the methods and paths he chooses to follow in the evaluative process. We use visitation by one's colleagues; we have access

to student opinion polls and, of course, one can choose to use the video tape monitor. Any or all of these can be used as determined by the instructor.

Faculty:

Robert Croft, Associate Professor of History, M.S.,
Division Chairman

Specialty: Western Civilization
Previous Experience: Librarian, high school, 6 years;
Principal, high school, 4 years.
Years at SWOCC: 11

Robert Dibble, Assistant Professor of Psychology and
Counselor, M.S.

Specialty: General Psychology
Previous Experience: Clinical Assistant, Eastern
Washington State College, 2 years.
Years at SWOCC: 6

Nathan Douthit, Instructor of History, M.A.

Specialty: United States History
Previous Experience: Teaching Assistant, University
of California at Berkeley, 1 year.
Years at SWOCC: 3

James Ferguson, Assistant Professor of Geography, M.A.
(Presently on leave of absence)

Specialty: Geography
Previous Experience: Graduate Assistant, Oregon College
of Education, 1 year; Instructor, Central Oregon
Community College, 2 years.
Years at SWOCC: 5

*Robert Grismer, Assistant Professor of Psychology;
Coordinator of Counseling and Testing, Ph.D.

Specialty: General Psychology

Previous Experience: Administrator, elementary
school, 3 years; Teaching and Counseling
Assistant, University of Notre Dame, 3 years.
Years at SWOCC: 2

Hugh Hoyt, Professor of History, Ph.D. (Presently on
sabbatical leave)

Specialty: United States History
Previous Experience: Assistant Professor, Sacramento
State, Ball State University, 3 years; University
of Oregon by Extension, 3 years.
Years at SWOCC: 8

*Thomas Loeber, Assistant Professor of Political Science, M.S.

Specialty: Government and International Relations
Previous Experience: Library Research Analyst, 4 years;
U.S. Foreign Aid program, 4 years; Anti-poverty
program, 1 year; County Government, California, 4 years.
Years at SWOCC: 5

*Richard McConaughy, Instructor of Psychology and Counselor, M.A.

Specialty: Personality and Development
Previous Experience: Librarian, college, 1 year;
Teacher, high school, 1 year.
Years at SWOCC: 3

Roger Manning, Visiting Instructor of Geography, M.A.

Specialty: Geography
Previous Experience: Instructor, Sacramento City College,
1 summer.
Years at SWOCC: Completing first year

*Arnaldo Rodriguez, Coordinator of Admissions and Records
with rank of Instructor, M.A.

Specialty: Social Science
Previous Experience: Counseling, 3 years.
Years at SWOCC: Completing first year

*Frank Schneider, Coordinator of Student Activities and Instructor of Social Science, B.A.

Specialty: Career Planning
Previous Experience: Management, 10 years; Teacher, elementary, 3 years; Teacher, junior high, 3 years.
Years at SWOCC: Completing first year

William Sharp, Assistant Professor of Business, M.A.

Specialty: Economics
Previous Experience: Military, 23 years; Instructor, Rider College, 2 years.
Years at SWOCC: 6

Ronald Stubbs, Assistant Professor of Anthropology and Sociology, M.A.

Specialty: Anthropology and Sociology
Previous Experience: Business, industrial, field research, 10 years.
Years at SWOCC: 6

* Denotes half-time or less in this division.

We are balanced in terms of distribution of ranks, yet underrepresented in the areas of sociology and anthropology. We believe that balance in rank and specialties is important in fulfilling undergraduate education requirements.

Facilities:

Our classroom facilities are in good general condition; however, it would be desirable to have more conference classrooms and perhaps one or two auditorium facilities. Our physical facilities are inadequate with regard to space and equipment for laboratory work in the various social sciences. Geography, psychology, and anthropology each would like laboratory facilities to introduce

students to the methodology and physical aspects of their disciplines. The Social Sciences Division as a whole wants space for the housing of exhibits and demonstration equipment which students can manipulate. Office space for faculty members in the division is also very inadequate.

Division Procedures:

We need to reassess our divisional guidelines in regard to faculty evaluation, scheduling and teaching assignments, hiring policies, and means of informing members of the division about policy discussion sessions of the Instructional Council. We should have more frequent division meetings.

Projections:

Based on a five-year long-range projection and anticipating that a second five-year projection will reveal a relative stabilization of enrollment after 1975, the Social Sciences Division can anticipate and plan for a growth pattern that will make essential the following staff increase: in September, 1972, we should include one full-time law enforcement faculty member, one full-time and one part-time psychology instructor, and a part-time sociology instructor. 1973 will see continuing growth reflected in our need for additional instructors to fill part-time positions in anthropology, economics, geography, psychology, and ecology. 1974 appears to be a leveling off and regrouping year, but

by 1975 we will need an additional part-time historian. In practical terms this means that in those areas (see the faculty roster) where we now have faculty members on part-time assignment to this division, their assignment to the division can be increased to accommodate some of our needs--for example, in economics and ecology--though this would create problems for the other divisions where those instructors are on part-time assignments. The psychology area would be strengthened by the addition of a full-time psychologist, and the addition of a female psychologist to the division and the area of counseling would be beneficial to the institution as a whole.

Since we plan on broadening the scope of the division by adding a course in Introduction to Education to bolster our present tutorial program, that too will create some staffing problems. By using existing courses and adding only a few new courses, four in 1972 and three in 1973, we feel that we can in September, 1972, add two new two-year curricula to our existing program, and a third in 1973. In our estimation there is a growing need and community demand for Human Services and Child Care Science curricula. These will be established in fall, 1972. The demand for social worker aides is increasing at a rapid rate and we anticipate being able to graduate students in that program in June, 1974. In 1972, the new courses which we will have to offer to accommodate these curricula are: Marriage and Family, Child Psychology, Child Growth and Development, Principles of Preschool Educational Development, Observing Child Behavior, and Supervised Student Participation. In 1973

we will have to offer Introduction to Social Work, Social Psychology, and the Family.

The physical needs of the division are relatively easy to satisfy. Laboratory space is needed for psychology, geography, and anthropology. We are confident that with adequate and prescient budgeting, and with some degree of cooperation respecting other institutional laboratory facilities, the space and the essential equipment can be gained.



SECTION VI, INSTRUCTIONAL STAFF

INSTRUCTIONAL STAFF: DESCRIPTION

INTRODUCTION:

The full-time faculty of Southwestern Oregon Community College now totals 69. The part-time faculty consists of approximately 90 instructors who are teaching in their areas of special interest and special training, ranging from mushroom identification to law enforcement.

We are still a small enough faculty and administration to go together on a three-day retreat during the preliminary week before classes begin fall term. We have engaged Camp Myrtlewood, an hour's drive from campus, for this purpose to open the 1970-71 and 1971-72 academic years. Camp Myrtlewood offers facilities for sleeping and eating and an uninterrupted time and idyllic place for workshops, exchange of ideas, social engagement, and athletic events. In the current year, 1971-72, the classified staff and a large group of students were also included. The aim of these retreats is to encourage better communication, to improve college relationships, and to develop general esprit de corps. The specific work project for 1971-72 was self-study for purposes of accreditation.

The faculty profile charts which accompany this section will

reveal a wide range of educational and geographical background. What they will not show is an equally wide range in personality. The Southwestern Oregon Community College professor is not stereotyped. Faculty diversity anticipates and serves well the wide range of student personalities. Among this faculty there are many who demonstrate a high level of professionalism and provide the students with stimulating educational experiences. There is considerable evidence of genuine concern for the student not only in the classroom but in individual and small group conferences, in advising sessions, and in social contacts where students are helped individually to shape their lives. The faculty generally accepts a good student-faculty rapport as one of the goals of the community college. Faculty personnel charts do not reveal this concern or the number of hours devoted to individual student contact. And one last quality surely an essential in education today is this--collectively we have a good sense of humor.

Faculty Profile Charts:

Faculty profile charts are on the following pages.

INSTITUTIONAL STAFF PROFILE CHART

[illegible]

NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY

NUMBER OF DEGREES				
INSTITUTION GRANTING TERMINAL DEGREE	DOCTOR	MASTER	BACHELOR	
Eastern Washington State		1		
Eastman School of Music		1		
Indiana University	1			
Northwestern University		1		
Ohio State University				
Oregon College of Education		1		
Oregon State University		9		1
Purdue University				1
St. Cloud State		1		
San Francisco State College		2		
San Jose State College		1		
U.S. International University		1		
University of California		4		
University of Chicago		1		
University of Denver		1		
University of Illinois	1			
University of Minnesota		1		
University of Montana		1		
University of New Mexico		1		
University of Notre Dame				
University of Oregon	1			
University of Oregon School of Nursing	2	18		
University of Oregon School of Nursing				1
University of San Francisco		1		
University of Texas	1			
University of Washington	1	4		
Utah State University		1		1
Western Illinois University		1		

1970-71
NUMBER AND SOURCE OF BACHELOR DEGREES FOR FULL TIME FACULTY

NUMBER	SOURCE	NUMBER	SOURCE
1	Augsburg College	1	Sacramento State College
1	Colorado College	2	San Francisco State College
1	Colorado State University	1	San Jose State College
1	Eastern Oregon College	1	Seattle University
1	Ferris Institute	1	Southern Oregon College
1	Florida State University	1	U.S. Military Academy
1	Fontbonne College	1	University of California
1	Graceland College	1	University of Denver
1	Harvard University	1	University of Idaho
1	Humboldt State College	1	University of Maryland
1	Illinois State Normal University	1	University of Massachusetts
1	Immaculate Conception College	1	University of Minnesota
1	Kansas State University	1	University of Missouri
1	Lewis and Clark College	1	University of Montana
1	Lycoming College	1	University of Nevada
1	Marylhurst College	8	University of Oregon
1	Middlebury College	1	University of Oregon School of Nursing
1	Montana State University	1	University of Oregon
1	Oregon College of Education	1	University of Portland
3	Oregon State University	1	University of Texas
1	Pacific Lutheran University	1	University of Utah
1	Pacific University	2	University of Washington
1	Pomona College	3	Utah State University
1	Purdue University	1	Washington State University
1	Reed College	1	West Texas State College
		1	Whitman College
		1	Williams College

INSTRUCTIONAL STAFF: ANALYSIS

Selecting New Faculty Members:

Our policy documents (documents approved by the Board of Education) pertaining to identifying, appraising, negotiating with, and selecting new faculty members, are incomplete and scattered, and they apply only to full-time faculty. In the document, Division Chairman (see Faculty Handbook, page 12), the division chairmen have been assigned the responsibilities of: (1) assisting in identifying vacancies, (2) aiding in the selection of new faculty, (3) recommending new faculty, and (4) participating in the in-service training of new faculty. The Constitution of Southwestern Oregon Community College--General Faculty and Faculty Senate, established the power of the General Faculty to participate in setting policy related to faculty appointments (Article II, section 2, B). The Board adopted the salary scale of the Oregon State System of Higher Education for the full-time faculty and administrators (Appendix "R", Faculty Handbook), and new faculty members are placed on the salary scale according to the criteria in the document, Criteria for Rank, Original Placement and Advancement (Appendix "H", Faculty Handbook). Also, Oregon Board of Education policy documents regarding such matters as instructor approval must be followed (Oregon Community Colleges Policies and Procedures

Manual).

The following procedural documents (documents without Board approval) have evolved in Instructional Council and elsewhere on campus in the absence of policy documents: the document, Recruitment of Faculty (see Faculty Handbook, Page 50), and the Faculty Applicant Check Sheet which is sent to the prospective new faculty member's references to aid in appraisal.

Part of our procedure for selecting faculty is not fully standardized or documental. In practice, requests for additional faculty positions originate with faculty members of divisions, and division chairmen include them with other budget requests submitted to the Dean of Instructional Services. The Dean of Instructional Services presents the requests to the Instructional Council which recommends whether or not positions should be filled. Recommendations are based on faculty-student ratios, the need for new programs, or the need for expanding existing programs while remaining within the boundaries of budget limitations. The Instructional Council's recommendations are forwarded to the President and to Administrative Council. The President presents final recommendations to the Board.

Strengths, Weaknesses, and Recommendations:

While an attempt is being made to follow the procedures under Recruitment of Faculty, in actual practice the general faculty has been largely unaware of the procedures. Hopefully, this has been

remedied in part by the publication of the working draft of the Faculty Handbook (fall, 1971).

According to the document, Recruitment of Faculty, "The Office of Student Services will be responsible for informing the candidate of the strong commitments of the College in student orientation" (Section III, Interviews). In practice, this has not been done. The analysis committee feels that it should be.

We have far more procedure than policy relating to hiring new faculty members. These procedural documents, instituted primarily by the administration, are currently serving in place of policy documents. If this situation is to be changed, the general faculty must take the initiative.

The analysis committee recommends that all faculty selection policies and procedural documents be collected and studied by the Faculty Senate; the Faculty Senate, in consultation with the administration, should then write a document covering the selection and hiring of full-time and part-time faculty members, with the intent that it become policy after Board approval.

While most of our full-time faculty members have significant educational experience outside the state of Oregon, the majority have graduate degrees from the University of Oregon and Oregon State University. More effort should be made to vary geographical and educational backgrounds. Several years ago we found it necessary to actively recruit faculty members and had considerable difficulty in filling some positions. We are still recruiting to some extent, but the

growing number of job inquiries has reduced our efforts to advertise faculty positions broadly. Possibly a more active faculty recruitment program is needed.

There should be more encouragement for the appropriate involvement of students in the selection of new faculty members.

The large percentage of part-time faculty (approximately 90 compared to fewer than 70 full-time faculty members) reflects the need for more full-time and fewer part-time faculty. There is an overabundance of part-time faculty in such fields as business, home economics, and law enforcement. Furthermore, the procedures described for selecting full-time faculty are generally not followed in hiring part-time faculty members. The same procedures should be followed in both cases.

The above comments point out areas of concern but do not constitute a serious indictment of our selection and hiring practices. The Office of Instructional Services generally has had effective consultation with division chairmen and faculty members prior to the actual selection of new faculty members. The committee feels that our general faculty is a strong, well-qualified, and integrated body of professionals, regardless of the exact series of events which brought us here.

The Criteria for Rank, Original Placement and Advancement has separate evaluative criteria for transfer and technical-vocational instructors. The educational standards for transfer faculty tend to be more rigorous than for technical-vocational

faculty. It is possible for full-time technical-vocational faculty members to be hired at Southwestern Oregon Community College with little or no firsthand knowledge or significant experience in higher education; similarly it is possible for full-time lower division transfer faculty members to be hired with little or no firsthand knowledge or significant experience in vocational education. In some instances this has resulted in a misunderstanding of the philosophy of the community college which encompasses transfer and vocational education.

The Oregon Board of Education standards tend to discriminate against the technical-vocational faculty member with educational background. In actual practice, the presence or absence of a baccalaureate degree often makes little difference in rank or salary placement, which is based more decidedly on work experience.

Recognition is given for related industrial experience for technical-vocational faculty, but generally not for transfer faculty. Nonteaching professional experiences should be recognized in our evaluative documents for prospective transfer faculty.

Based on these observations, it is apparent that evaluative criteria should be more standardized for all full-time faculty members.

Evaluation of Policies and Procedures:

While the institution has not embarked on a formal study of faculty recruitment and selection policies and procedures, every

year at the time for negotiating new contracts and at budget time, the policies and procedures are reviewed informally by those involved with implementation. Instructional Council documents are the result of such informal evaluation.

The Faculty Personnel Committee has periodically worked on policy revisions, but none has been approved. In general, the faculty seem more content with the present documents than with the proposed revisions.

Strengths and Weaknesses:

Our institution is relatively young, and our major documents are only a few years old. Our problems are more the result of incomplete documents than of antiquated ones.

We are becoming increasingly impressed and concerned with the academic qualifications of instructors. The faculty is divided on the merits of credentials as a major factor in teaching ability.

The relevance of degrees in technical-vocational areas and the merit of doctoral degrees in community college education need to be studied.

Faculty Involvement in Academic Policies Formation:

The Southwestern Oregon Community College Constitution is a powerful document. It provides for adequate faculty involvement in policy-making through the Faculty Senate which acts in a fiduciary relationship with the general faculty and is the

ex officio coordinating body for all committees concerned with the educational functions of the College.

Though there is documentary provision for the involvement of the faculty in policy-making, there is in practice spasmodically enthusiastic involvement where the opportunity exists. Also, that opportunity is at times invalidated by administrative decisions so that the Senate responds to administrative action and lacks spontaneous creativity, dealing mainly with routine procedural matters. It would seem that the faculty and also the administration have failed to use the Senate as effectively as they could for providing creative leadership in significant college concerns. This failure is shown in the following list of documents developed in the Faculty Senate during the 1970-71 academic year:

<u>Document Number</u>	<u>Title</u>	<u>Date</u>	<u>President's Action</u>
7071-1	Faculty Salary Proposal	12/11/70	Rejected, Fringe Benefit plan proposed instead
7071-2	Instructor's salary for canceled class-Personnel matter	1-13-71	
7071-3	Rain Shelter - recommended construction	1-19-71	Referred to architects
7071-4	Student Interest Survey- approved by Faculty Senate	2-20-71	Approved
7071-5	Student Class Withdrawal Policy	2-23-71	Temporary interim approval
7071-6	Credit for Educational Increment	4-7-71	Referred

<u>Document Number</u>	<u>Title</u>	<u>Date</u>	<u>President's Action</u>
7071-7	Summer Session Contracts-Salary Placement	4-6-71	Not Approved
7071-8	Student Representation on Academic Standards Committee	5-10-71	Referred
7071-9	Special Election of Division Chairman	5-10-71	Referred
7071-10	Golden Age Club Fee and Tuition Waiver	5-24-71	Referred
7071-11	Evaluation of Faculty for Tenure	5-24-71	Referred

Documents do not guarantee faculty participation nor do they indicate the quality of that participation. The general faculty needs to become more interested in and involved with Faculty Senate. The general faculty and Faculty Senate should assume an active role, rather than a reactive role, in policy-making. The harmony between faculty and the administration could be improved if the administration allowed more lead time for consideration of important matters referred to the Faculty Senate and general faculty.

The faculty feels that unilateral implementation of an Instructional Council has in many instances, decreased the faculty's opportunity for involvement. In some instances, where the members of a division have been insistent on being kept informed of the actions of the Instructional Council, more opportunity for faculty involvement has been present.

Fundamental academic procedure is often effected by decisions of the Administrative Council. Faculty participation is excluded

from this group.

In major administrative appointments it has been the general policy to involve faculty personnel, but in such service positions as Coordinator of Counseling, Coordinator of Admissions and Records, Director of Community Services, Media Specialist, etc., faculty have not been involved. These appointments do affect academic procedures.

There seems to be a growing willingness on the part of both the faculty and administration to proliferate procedural documents at the expense of policy documents. These procedural documents are then subject to being declared, when expedient, as only "guidelines" subject to interpretation, or as inapplicable because they are not policy.

Teacher Security:

The Board has adopted the Oregon State System of Higher Education Salary Scale for full-time faculty (See Faculty Handbook, appendix "R"). The salary schedule minimum step placements are:

B.A. or "equivalent", Instructor 1;

M.A. or "equivalent", Instructor 4.

There is adequate flexibility in this scale to allow faculty to have "adequate salaries and ... to live in dignity and comfort," a standard set by the Guide for Self-Study. This does not necessarily mean that such standards are being met for all faculty

members. During the 1970-71 academic year the mean faculty salary at Southwestern Oregon Community College was \$11,537. However, this is not a very meaningful figure as the mode was \$10,000 to \$10,499. We have approximately an \$8,000 range in salaries among our full-time teaching faculty. Consequently, many people at the lower end of the salary schedule work very hard for little pay. Although these conditions exist, our full-time faculty salaries are competitive with those of other community colleges in the state.

In previous years Southwestern Oregon Community College has experienced a fairly high turnover of faculty. This often was not the result of dissatisfaction with teaching conditions. Some faculty returned to college to complete degrees or preferred living in a larger community. Our faculty turnover rate is greatest among nontenured faculty which raises questions related to the faculty recruitment and selection items covered above in this report.

Faculty at Southwestern Oregon Community College enjoy a number of benefits. In lieu of a cost of living increase, an amount equaling 2-1/2 percent of all salaries paid by the College was budgeted for the 1971-72 academic year to finance a fringe benefit package for all faculty and staff. Health insurance, dental insurance, and disability and life insurance are included. To stimulate intellectual and professional growth, provision is made

whereby a faculty member becomes eligible for an extra increment on the completion of 15 hours of approved course work. After six years of continuous service as a regular full-time member of the staff, a member of academic rank may be granted sabbatical leave to better fit himself for service to the institution. Sabbatical leave privileges may be granted also to staff members in special positions of responsibility and trust, even though such positions are without academic classification as to rank. Conditions of sabbatical leave are listed in the document, Conditions of Employment (see Faculty Handbook). Security for faculty is also covered by that document; it includes a brief statement guaranteeing academic freedom and detailing tenure provisions.

Academic Freedom:

The Southwestern Oregon Community College Board of Education has adopted an official policy on academic freedom. This policy appears in the Constitution of Southwestern Oregon Community College-General Faculty and Faculty Senate, Article I, section I; in the document, Conditions of Employment--Faculty, section I; and in the 1941 American Association of University Professors' document on Academic Freedom as it appears on page 16 in the Faculty Handbook.

The faculty member at Southwestern Oregon Community College has freedom in his classroom to discuss his subject matter, to select his materials, and to discuss controversial subjects that

are related to his subject. When there have been pressures from the community because of materials used in classes or as a result of the discussion of controversial subjects by faculty members, the President and the Office of Instructional Services have pointed out to these community groups or individuals the fundamental rights of the teacher in teaching his subject.

In accord with the principles of the American Association of University Professors, the administration has insisted that a faculty member in his personal activities refrain from committing the institution on issues raised by these activities. Faculty members have as individuals become active in political campaigns, have run for political offices, and have been members of such pressure groups as the local environment group. There has been no serious question concerning academic freedom in the recent past.

Many faculty members are still unaware of the fact that if a conflict over academic freedom arises, a faculty member has the right to present his views to the Faculty Senate, and if he is not satisfied there he can appeal to the general faculty.

Teaching Load:

The official college policy on load appears in the document, Conditions of Employment--Faculty, section VII, Teaching Load: "It will not be the general practice of the administration to assign instructors to the maximum load but rather to allow time for service to the institution and the students for a part of the total allowable time." A faculty member teaching transfer courses will have his load

computed on the basis of 15 credit hours, with three credit hours released time for service to the institution. A faculty member teaching nontransfer courses will have his load computed on the basis of 25 clock hours, with five clock hours released time for service to the institution. The provision of released time for faculty members is a recognition of the difficulties of teaching, and provides the faculty member some time to take care of student needs outside the classroom. The administration has tried unilaterally to establish a third classification, service personnel, with a 35-hour load. The faculty has not accepted the service personnel classification or the 35-hour working load.

There are load inequities between transfer course instructors and nontransfer course instructors. For instance, each hour of lecture in transfer or nontransfer courses for the 15-hour transfer faculty member counts as one-fifteenth of his load; for the non-transfer course instructor such lecture hours count as one-twenty-fifth of his load defined as 25 clock hours. In such courses as Accounting which combine lecture and laboratory, the hours are at times counted as one-twenty-fifth of a load.

The 15-credit-hour and 25-clock-hour load policies tend to split the faculty into two groups--transfer and nontransfer. Nontransfer instructors feel that they are being required to carry a heavier load than the transfer instructors.

The load policy does not weigh those laboratory activities which require a great deal of preparation before and after the laboratory session. In divisions where the chairmen recognize the difference between laboratory situations, laboratories have in some cases been given weight equal to a lecture course, while similar laboratory situations in other divisions are counted as part of a 25-hour load.

The President recognizes that there are load inequities, and he is on record as specifically stating that such inequities exist in vocational, science, art, and physical education laboratory courses. He also stated that, faculty-wide, we have the lightest load of the 13 Oregon community colleges. On October 22, 1970, the President rejected the June 5, 1969, load proposal from the Faculty Senate even though the inequities still existed. His basic reason for rejection was the faculty action of January 29, 1970, to approve the following addendum to the existing load document:

- A. Lower division transfer faculty must produce a minimum of 300 student credit hours per term on the average.
- B. Average student clock hours per week for all other faculty shall be a minimum of 340.

The faculty load proposal has a two-year history. Because of inequities, and because the President said that the faculty must develop a load formula or the administration would do so, the Faculty Senate on October 2, 1968, appointed an ad hoc load committee. The Faculty Senate approved the work of this committee June 5, 1969, and sent a load formula to the President for his consideration. On June 10, 1969, the President responded that the proposal was under study. On July 14, 1969, the Senate asked the President to respond to the load proposal; he did so November 26, by stating that the proposal was under study. On October 8, 1970, the Senate again asked the President for a response. During the first faculty meeting of the 1971-72 school year, the President again said that the faculty must study the problem of load inequities and provide a load formula, or the administration would do so. An appraisal of his action might suggest that the President knows what kind of formula he would like adopted, and that he hopes the faculty will eventually provide him with one he can accept.

Faculty Evaluation:

The faculty member is required to have his performance and contributions to the College evaluated yearly (see Criteria for Rank, Original Placement and Advancement, section IV). The Report of Yearly Service is the vehicle used by the faculty member and division chairman to report his performance (see

Faculty Handbook, appendix "P"). This form was designed by the Office of Instructional Services and includes as means of appraising performance optional student evaluations and optional television evaluations. The ranking of these two methods in the report places them above other evaluative criteria. Some faculty members consider the addition of these two methods of evaluation (especially television) unacceptable and question their validity as evaluative tools. The Academic Affairs Committee is studying the evaluative criteria of the Report of Yearly Service and will suggest a new report. The evaluative criteria in the faculty document Criteria for Rank, Original Placement and Advancement also need study and revision.

Faculty members recognize the need for evaluation and their participation in the evaluation process has been thorough and professional.

A document to provide for early planning of evaluative procedures was developed in the Academic Affairs Committee and approved by the Faculty Senate May 24, 1971. Because of the recent adoption of the document not all procedures to evaluate nontenured faculty members have been implemented.

The division chairman and the tenured faculty members of the division will confer with the untenured faculty member for the purpose of establishing evaluation procedures, using methods outlined in the present Report of Yearly Service as a guide. This meeting must be held by November 1 of each academic year.

Each year prior of March 1, all untenured faculty members will be evaluated, normally by all of the tenured faculty of the division. The purpose of the evaluation will be to improve his effectiveness as an instructor in the division and to make an assessment of the desirability of granting tenure.

The evaluation will be carried out by not fewer than five tenured faculty members. In the event that a division has fewer than five tenured members, the number will be supplemented in the following manner: If an odd number is needed, the faculty member being evaluated shall select one more than does the division chairman. If an even number is needed, each shall select an equal number.

The recommendation of the tenured members of the division will be communicated to the Dean of Instructional Services. The recommendation of the Dean of Instructional Services will be communicated to the tenured members of the division.

In case of a difference in the recommendation, a meeting of the tenured members and the Dean of Instructional Services will be held. If the difference cannot be resolved at this meeting, both recommendations will be presented to the Board of Education.

For all untenured faculty members, the results of the evaluation will be communicated to him by the Dean of Instructional Services. The Dean of Instructional Services will inform the faculty member of the recommendation he will make to the Board of Education concerning the faculty member's future status at the institution.

No formal procedure has been established for evaluating part-time faculty.

Faculty Rank Promotion Criteria:

Faculty rank is employed at Southwestern Oregon Community College. The criteria for promotion are documented in Criteria for Rank, Original Placement and Advancement., sections II

and III. Also, a Full Professor and an Associate Professor Committee meet annually to evaluate those faculty members eligible for advancement to those ranks. The committees perform in an advisory capacity to the Dean of Instructional Services. The distribution percentages of rank among the tenured faculty (section I, F) will create serious problems within the next three to four years, leaving many fine instructors frozen in rank. This could lower morale.

The faculty rank system of the College supports the desire of the faculty, administration, and Board of Education to use the State System of Higher Education's salary schedule. The use of this schedule seems to have a positive influence upon the morale and professional development of the faculty. With this schedule faculty rank determines salary.

Years of college teaching is a criterion for determining transfer faculty rank; for nontransfer faculty a criterion is Southwestern Oregon Community College equivalent years which can allow the instructor to count work experience in lieu of years of college teaching. Faculty members in both groups feel that the criteria are not equitable, and transfer faculty especially feel that they are required more years of professional development for an increase in rank.

All of the criteria for original placement and rank advancement for technical-vocational faculty are for the faculty member with less than a master's degree, though many technical-

vocational faculty have advanced degrees. It is difficult to equate the advanced degree with requirements for five-year certificates. The fact that the document does not provide for the technical-vocational faculty member with an advanced degree has had a negative influence on the morale of some faculty members.

Some faculty members feel that advancement to the next rank should be automatic after meeting the criteria as outlined in the official document. The administration disagrees. (Needed revision of the documents has in part been stalemated because of this point of contention and because of the need to examine rank distribution percentages.) The fact that advancement in rank may not be automatic has a negative influence on the morale of some faculty members.

Part-Time Faculty:

Policies and procedures relating to part-time faculty have not been developed, and we recognize this as a serious weakness. There are no written criteria for any form of advancement for part-time faculty. Part-time faculty salary is based on a scale rising from \$5,500 to \$7,500 or \$8.60 to \$11.70 per hour. There is no guaranteed annual increase; there may be an increase at the end of three years' service, but that is not guaranteed either and often does not follow. Some part-time faculty members contribute a full-time effort,

teaching the same number of classes as the full-time faculty. Most do not, however, serve on faculty committees or advise students or otherwise maintain a close relationship with the College, though here again there are some notable exceptions.

The part-time/full-time faculty issue has raised some concern in all the instructional divisions, though there is general awareness of the financial exigencies involved. The part-time faculty teach a variety of courses that could not otherwise be offered without increasing substantially the number of the full-time faculty. There is divided opinion on whether or not this increase is preferable. Part-time faculty do offer special talents in some very specific subject areas, and they are one more tie with the community because of their division of interest, though this last is considered by some to be a drawback. Faculty opinion is not divided, however, on the inequities of part-time salary and assignments.

Division Chairman Selection:

The document describing selection of division chairmen is found in the Faculty Handbook, pages 12-15. This document, approved by the Board July 14, 1970, for the first time allows the faculty a role in the selection of division chairmen. The Office of Instructional Services has also allowed the division chairmen more of a role in defining and implementing educational policies under this new document.

This document has produced harmony in divisions where faculty members are from similar disciplines, such as in the English and Business Divisions. Some disharmony appears to come from the cross section of disciplines the divisional chairman must contend with, rather than from the chairman selection process.

It is still unclear whether the division chairman is answerable to and represents the faculty of his division or whether he is answerable to the views of the administration. The division chairman is responsible to both the faculty of his division and to the administration in the sense that both have the option of not renewing his appointment.



SECTION VII, ADMINISTRATION

ADMINISTRATION: DESCRIPTION

INTRODUCTION:

There is an administrative attitude and personality that will not be fully revealed in the vitas and organization information that follows in this section. Statistics will not convey the interest in and enthusiasm for the College that marks the administration; they will show the number of years of service, and the sum suggests that the current attitude has pervaded the administrative structure for some time to the benefit of the College. The vitas will reveal a good balance of background, academic emphasis, and experience that serves well the broad purposes and programs of the College.

The administration and Board of Education support excellence as a goal for Southwestern Oregon Community College. This is seen in their concerns for the College down to the least brochure. Not everyone finds it comfortable to live with the demands of excellence, and not everyone will agree on the means of achieving it, yet as a guiding principle the insistence on excellence is greatly to be desired over a willingness to go along with mediocrity.

The members of the administrative staff and of the Board of Education serve as a buffer between the community and the college population; they deal with criticism leaving the faculty free to teach and the students free to learn. At the same time the administration and Board do not take an ivory tower position. Their stance in the community is amicable, cooperative, and down-to-earth. As opportunity permits, they take the College to the community and draw the community to the College, and not just in the immediate college vicinity, but throughout the College District by such means as the special outreach Board meetings detailed below.

The College is strongly represented by its administration throughout the state of Oregon and beyond it. The wide reputation of Southwestern Oregon Community College is not an accident.

Board of Education:

Membership:

The Board of Education of the Southwestern Oregon Community College District is composed of seven members, elected at large for four-year terms from residents of the Community College District. Elections are conducted in accordance with Oregon Revised Statutes; the Coos County Clerk is the elections officer of the district. To qualify, a person must be both a resident and a registered voter of the district. In the event of a vacancy, a majority vote of the members remaining on the Board determines who fills the vacancy until the next election.

Board of Education members serve without salary, but "they shall be allowed the actual and necessary expenses incurred by them in the performance of their duties." (See House Bill, 1014, Community College Code, "Board Organization; rules, expenses," Appendix I).

Members of the Board of Education:

Ben R. Chandler, Jr.

Occupation: Industrial Supply Distributor, I-H
Farm Equipment
Date of Original Appointment or Election: 1962
Date of Last Appointment or Election: 1968
Term Expires: 1972

Robert T. Detlefsen

Occupation: Farmer, Rancher
Date of Original Appointment or Election: 1969
Term Expires: 1973

Merlen L. Freeman

Occupation: Heavy Equipment Operator, Weyerhaeuser
Company (President, local, I.W.A.)
Date of Original Appointment or Election: 1965
Date of Last Appointment or Election: 1969
Term Expires: 1973

Lloyd W. Kuni

Occupation: Partner, Concrete Redi-Mix Plant
(retired)
Date of Original Appointment or Election: 1970
Term Expires: 1974

Mrs. Guy Mauney (Maxine)

Occupation: Junior High School Teacher
Date of Original Appointment or Election: 1967
Date of Last Appointment or Election: 1968
Term Expires: 1972

Ralph P. Stuller

Occupation: High School Counselor, Teacher
Date of Original Appointment or Election: 1966
Date of Last Appointment or Election: 1970
Term Expires: 1974

Amelia Lipton Quinn

Occupation: Physician
Date of Original Appointment or Election: 1971
Term Expires: 1975

The President of Southwestern Oregon Community College is chief administrative officer and is appointed Clerk and Budget Officer of the district. He does not have ex officio standing or voting power on the Board. Because of his full-time relationship with the College his knowledge provides background for Board action, and to that extent influences decision. With the assistance of the administrative staff, he assumes the responsibility of keeping the Board well-informed on College activities.

During the past year three ex officio, nonvoting members were added to the Board: the chairman of the Faculty Senate, the President of the Associated Student Government, and the chairman of the Classified Staff Association. These additional members bring to the Board a breadth of information and point of view.

Organization:

The College district and Board of Education were chartered under the laws of the State of Oregon as a result of the vote of

the people of the College district on May 1, 1961. The charter for the College was awarded to this College by Governor Mark O. Hatfield in October, 1964.

The legal organization of the Board provides that a chairman and vice chairman be elected from its members after July 1st of each year.

The Board meets in regular session the second Tuesday of each month and at other times at the call of the chairman.

Authority and Powers:

The Board of Education is established in accordance with provisions in the Oregon Revised Statutes. Except where noted in these statutes, the Board is responsible to no group except the voters of the district. No body other than the Oregon Board of Education has power to review or reverse the Board's action.

The legal powers of the Board are prescribed by the Oregon Revised Statutes (see Appendix I).

Recent Activities and Accomplishments of the Board:

The Board of Education supported the innovative Open College procedure for the 1970-71 academic year (see Section I), and was willing to assume the risks that are inherently involved in radical procedural change.

During the past year the Board added (as previously noted) the three ex officio nonvoting members representing the faculty,

the students, and the classified staff. This reflects the willingness of the Board to listen to and to encourage participation by those most directly affected by their decisions.

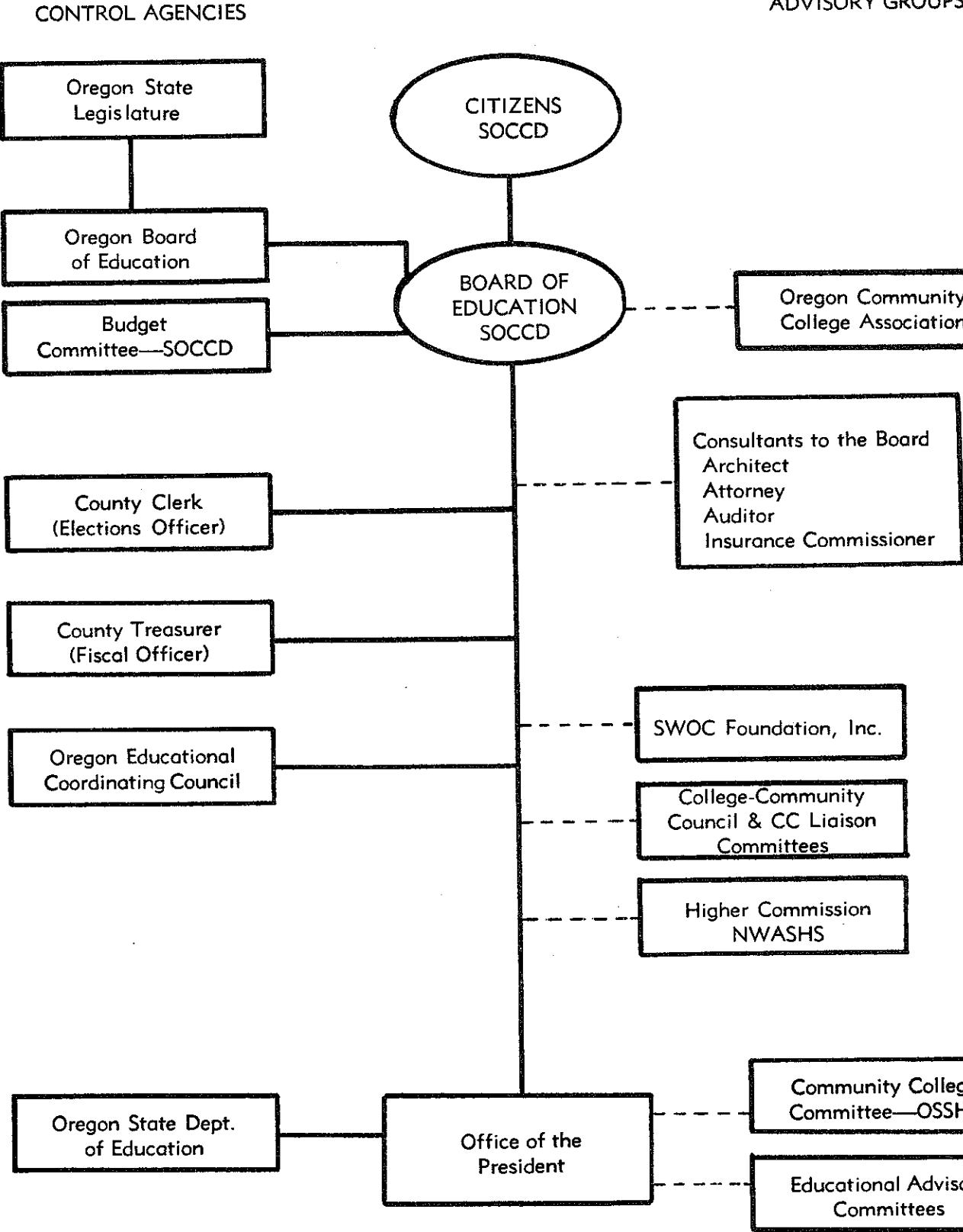
The Board instituted a series of special "outreach" Board meetings in several communities of the College district. Meetings were held in Reedsport, Bandon, Coquille, and Myrtle Point in an effort to hear from and speak to the disparate areas served by the College.

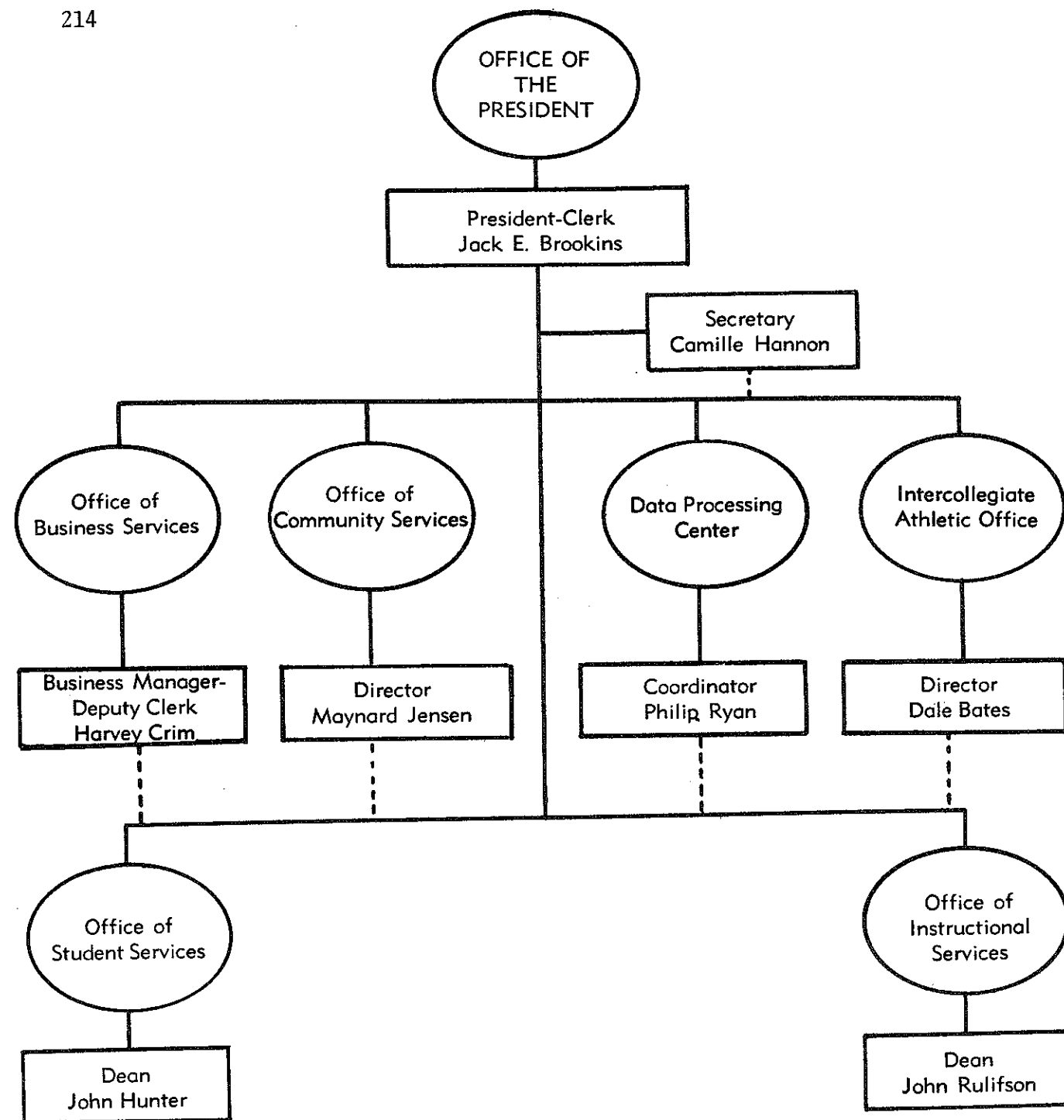
The Board added the fringe benefit plan for the 1971-72 academic year in lieu of a cost of living increase. An amount equalling 2-1/2 percent of all salaries paid by the College was budgeted to finance the fringe benefit package for all faculty and staff. The following benefits are included: health insurance, dental insurance, disability and life insurance.

The Board encouraged and gave support to the task of revising the long-range educational and facility plans for the College district. They instituted a feasibility study to determine whether it would be advisable to expand the College district to include Curry County.

Administrative Structure:

The organization chart showing the administrative structure is below.

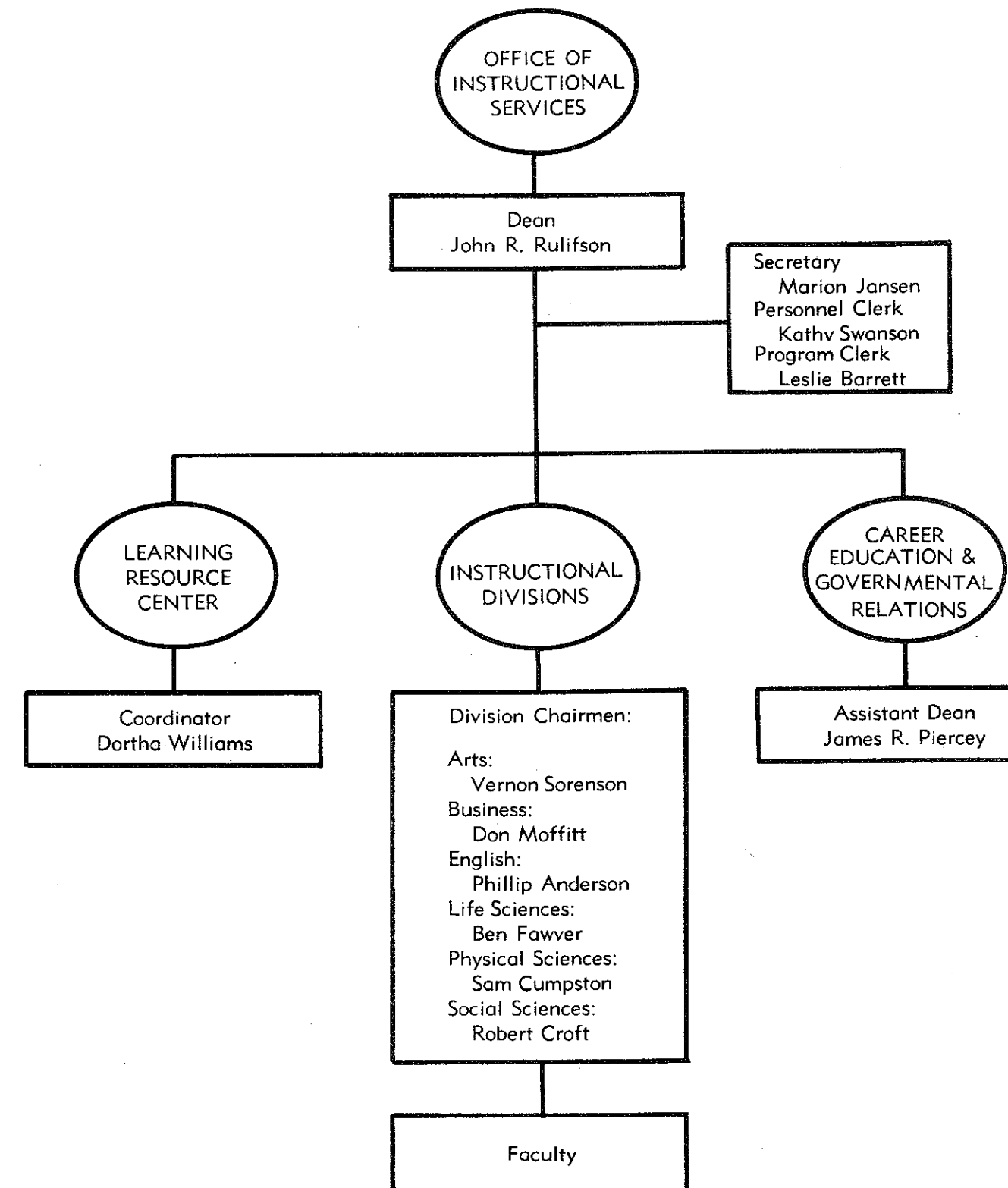




FUNCTIONS AND ACTIVITIES OF THE OFFICE OF THE PRESIDENT:

College Planning and Development	District Clerk
Community Relations	SWOC Foundation, Inc.
Relations with Oregon State Department of Education and Oregon State System of Higher Education	Institutional Research
Accreditation	Data Processing Center
Chairman of the General Faculty	Budget Officer
	Intercollegiate Athletics

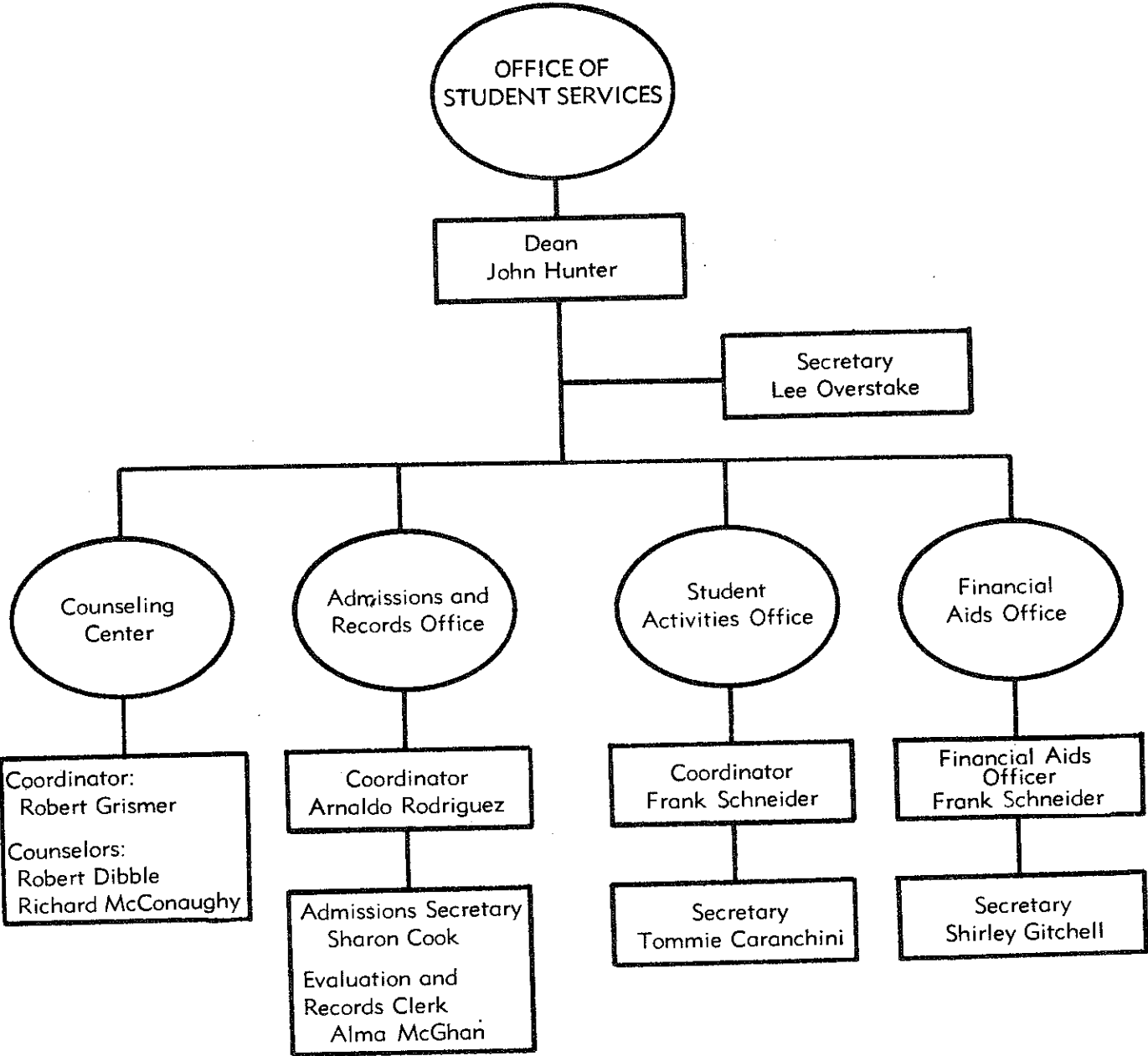
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FUNCTIONS AND ACTIVITIES OF THE OFFICE OF INSTRUCTIONAL SERVICES:

Curriculum Development	Instructional Development
Learning Resource Center	Articulation (High School/College Relations, Curriculum)
Faculty Recruitment	Faculty Certification and Approval (State)
Class Scheduling	Final Examination Schedule
Educational Advisory Committees	
Continuing Education Classes, O.S.S.H.E.	

3/1/72



FUNCTIONS AND ACTIVITIES OF THE OFFICE OF STUDENT SERVICES:

Counseling Center
Placement and Follow-up
Admissions and Records
Student Health Service
Student Housing
Registration

Financial Aids and Employment
Student Activities and Government
High School/College Relations
(admissions-orientation)
Student Center
Commencement
Standard Testing

Principal Administrative Officers:

Jack E. Brookins, President-Clerk

Professional Training: B.Ed. Colorado State University, 1950; M.Ed. Colorado State University, 1954; Candidate Ed. D. University of California, Berkeley.

Experience: Six years elementary and secondary; 15 years higher education; Dean of Vocational Education, Southwestern Oregon Community College, 1964-65; President-Clerk, Southwestern Oregon Community College, 1965 to present.

Position Summary: The President of Southwestern Oregon Community College is the chief administrative officer of the Community College District. He is the executive officer of the Board of Education, the District Budget Officer, the Clerk of the Community College District, and the chairman of the general faculty. He gives general administrative direction and leadership to all programs and activities of the College District and is responsible for planning, directing, coordinating and evaluating all College functions and activities. He is personally responsible for College planning and development, and for community relations with service control agencies outside the institution such as the Oregon State Department of Education and the Educational Coordinating Council.

John R. Rulifson, Dean of Instructional Services

Professional Training: B.A. University of Portland, 1953; M.A. University of Washington, 1957; Ph.D. University of Washington, 1967.

Experience: Instructor, Everett Jr. College, 1957-67; Chairman, Social Sciences Division, Everett Jr. College, 1961-67; Dean of Instructional Services, Southwestern Oregon Community College, 1967 to present.

Position Summary: The Dean of Instructional Services is the principal administrative officer of the Office of Instructional Services. He gives general administrative direction and leadership to all personnel in the office. He is responsible for the planning, coordinating, directing, and evaluating of all functions of the Office of Instructional Services.

He is the person primarily responsible for improvement of instruction and curriculum development. He is assisted by the Assistant Dean of Instructional Services in career education and governmental relations, by the Coordinator of the Learning Resource Center, and by the division chairmen.

James R. Piercey, Assistant Dean of Instructional Services

Professional Training: A.A. Everett Community College, 1952; B.S. Western Washington College, 1959; M.Ed. University of Washington, 1967.

Experience: Automotive machinist, 1949-57; instructor, Everett Public Schools, 1957-67; Assistant Dean of Instructional Services, Southwestern Oregon Community College, 1967 to present.

Position Summary: The Assistant Dean of Instructional Services assists the Dean of Instructional Services in the performance of his duties and responsibilities and is the College staff officer and consultant in career education and governmental relations. He assists the division chairmen in the organization and operation of advisory committees for the College. He is responsible for the coordination of all state, federal, and private institution grant fund programs.

John G. Hunter, Dean of Student Services

Professional Training: B.S. Oregon State University, 1964; M.Ed. University of Oregon, 1967.

Experience: General Science Teacher, Baker, Oregon, 1964-66; Research Assistant, University of Oregon, January, 1967-June, 1967; Intern counselor, Tongue Point Job Corps Center (University of Oregon), June, 1968-September, 1968; Coordinator of Admissions and Records and instructor of Psychology, Southwestern Oregon Community College, 1968-71.

Position Summary: The Dean of Student Services is the principal administrative officer of the Office of Student Services. He gives general administrative direction, coordination, and leadership to all personnel in the office. He is responsible for planning, directing, coordinating, and evaluating all functions and activities of the Office of Student Services. He is assisted by coordinators in the following areas: admissions and records, counseling, and student activities.

Harvey N. Crim, Business Manager

Professional Training: B.S. Oregon State University, 1951.

Experience: City Recorder and Municipal Judge, City of Coquille, Oregon, 1954-58; Georgia Pacific Corporation, Cost Accounting Sales and Traffic Management, 1959-62; Business Manager-Deputy Clerk, Southwestern Oregon Community College, 1963 to present.

Position Summary: The Business Manager is the principal administrative officer of the Office of Business Services. He gives general administrative direction and leadership to all personnel in the office. He is responsible for planning, coordinating, directing, and evaluating all the functions and activities of the Office of Business Services. He is also the deputy clerk of the Community College District. He is assisted in his office by a Foreman of the Buildings and Grounds Department.

Maynard F. Jensen, Director of Community Services

Professional Training: B.S. University of Oregon, 1966; M.S. University of Oregon, 1971.

Experience: Owner and editor-publisher of Lind (Washington) Leader, weekly newspaper and commercial printing firm, 1952-62; Lockup foreman and printer, University of Oregon Press, 1962-67; Assistant Head, statewide Division of Continuing Education Information Services, Eugene, 1967-71.

Position Summary: The Director of Community Services is the principal administrative officer of the Office of Community Services. He gives general administrative direction and leadership to all the personnel in the office. He is responsible for planning, directing, coordinating, and evaluating all functions and activities of the Office of Community Services. He serves as executive secretary of the Southwestern Oregon Community College Foundation, Inc., and assists the President in the development and operation of the Community-College Council and Community-College Liaison Committees. He is assisted by a Public Information Assistant and provides public information services to all offices and divisions of the College.

Academic Rank:

The President, Dean and Assistant Dean of Instructional Services, and the Dean of Student Services have academic status. Faculty rank is awarded to them in areas of teaching competence the same as to any regular faculty member. (See Faculty Handbook.) The Business Manager and the Director of Community Services are members of the Classified Staff and do not have academic status.

Advisory and Communications Bodies:

Administrative Council:

Membership on the Administrative Council is as follows:

President, presiding officer
 Dean of Instructional Services
 Assistant Dean of Instructional Services
 Dean of Student Services
 Business Manager
 Director of Community Services

The Administrative Council is advisory to the President on College matters and serves as a clearinghouse and communications body. Members of the faculty may be called to the council for special work or informal sessions. With that exception the council is closed to all but the administrative officers. The council meets weekly, or more or less often as conditions dictate.

Because decisions made in Administrative Council often relate to academic procedures, the Faculty Senate and the Associated Student Government officially requested membership on the Council at the close of the 1969-70 academic year. The desire was for an

opportunity to affect decision-making instead of reacting to decisions already made. The requests were not granted.

College Council:

A College Council was organized as a response to the Faculty Senate and Student Government requests for Administration Council representation.

Membership was to be:

Two members of the Administration
 Two members of the Classified Staff
 Two members of the Faculty
 Two members of the Associated Student Government

The College Council met sporadically toward the close of the 1969-70 academic year. It did not meet during the 1970-71 academic year.

Faculty Senate:

The Faculty Senate representing the general faculty communicates directly with the President. Full details on organization and authority will be found in the Constitution of Southwestern Oregon Community College (see Faculty Handbook). The Senate's effectiveness is evaluated in the Instructional Staff Analysis section of this report. The Faculty Senate is the coordinating body for the faculty committees.

Faculty Committees:

Academic Standards:

Appointed by the President
 with Faculty Senate approval.
 Dean of Student Services is a
 permanent member.

Faculty Personnel:	Elected by the Faculty Senate.
Academic Affairs:	Appointed by the Dean of Instructional Services with Faculty Senate approval.
Budget:	Appointed by the President with Faculty Senate approval. President and Business Manager are permanent members.
Elections:	Appointed by Faculty Senate.
Student Affairs:	Appointed by the President upon recommendation of Dean of Student Services.
Library:	Appointed by the Faculty Senate. The Coordinator of the Learning Resource Center is an ex officio member.
Scholarship and Loan:	Appointed by the President with Faculty Senate approval.
Arts and Lectures:	Advisory committee: the committee and its membership is not covered by the constitution.

Classified Staff Association:

The Classified Staff has set up an association, which also communicates with the President on College matters and staff concerns.

The Southwestern Oregon Community College Staff Association sustains the following purposes:

- (1) To further the mutual interests of the College and to accept responsibility for debate and recommendations for development of College policy.
- (2) To advance the efficiency, welfare, and status of the classified personnel. To exchange experiences and expertise among the various departments in order to implement the highest levels of professionalism in all areas of classified personnel.

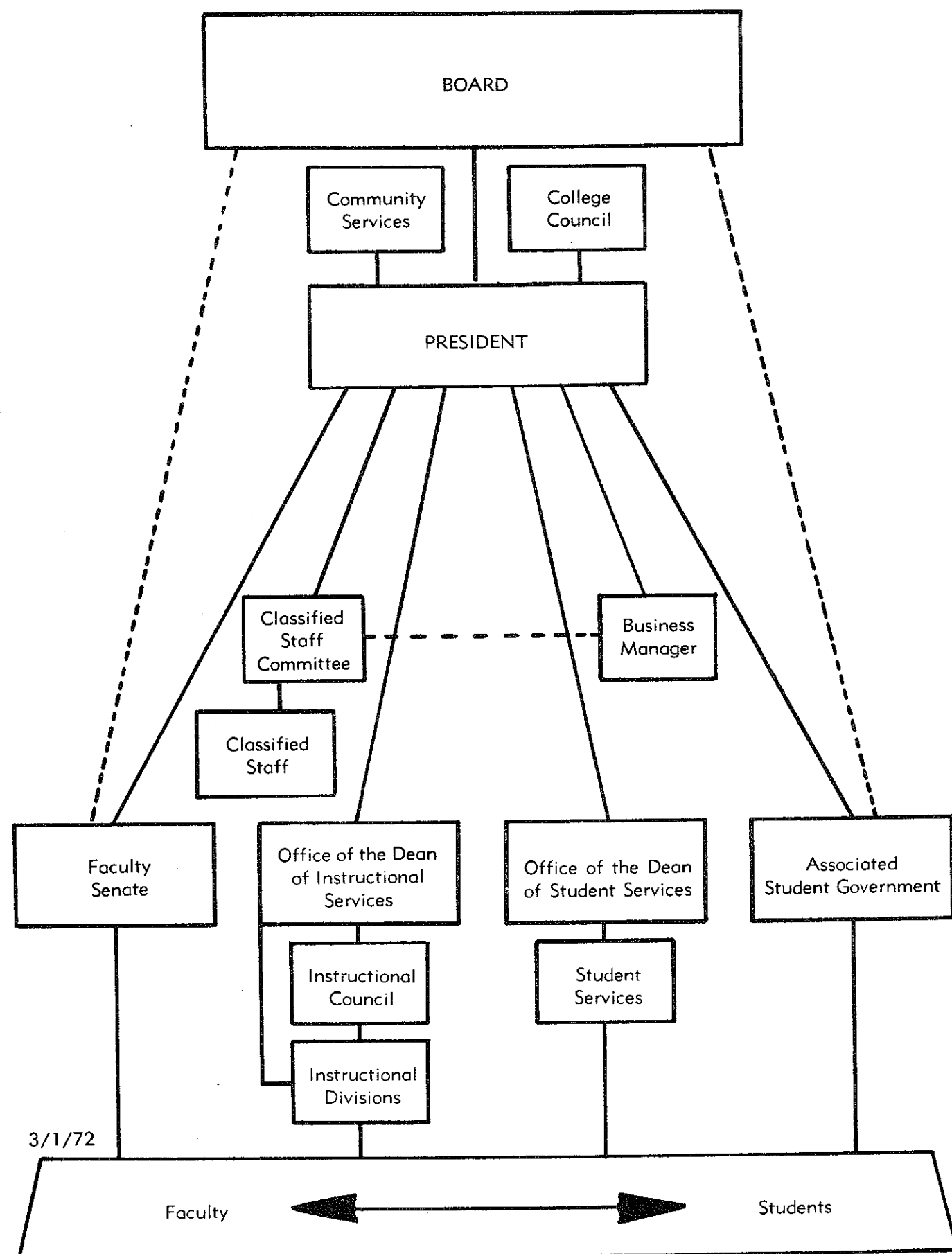
- (3) To stimulate the growth and professional advancement of the membership.

The first officers of the association were elected constitutionally in the 1969-70 academic year, though organization, encouraged by the President, began locally in 1968-69 and by representation in the Oregon Community College Association.

By forming an association, the clerical and custodial staff may now speak with a united voice to the administration and to the Board of Education through their ex officio representative on that body. The staff now feels a stronger tie to the institution and an ability to participate in its affairs. Beyond that, real gains have been made in drawing the staff together not just politically but by acquaintance and communication. A steady increase in the participation of the membership shows a growing respect for the association.

Communications Chart:

The position of the College Council as an advisory council to the President is reflected on the communications chart which follows and which was approved by the Faculty Senate November, 1969, and has interim approval of the President. Administrative Council does not appear on the chart. The chart was developed by the faculty with the expectation that the College Council would replace the Administrative Council as the President's advisory and communications body.



Administration of the Financial Program:

The President-Clerk is the budget officer of the College District. He is responsible to the Board of Education for the development and administration of the budget. The Business Manager-Deputy Clerk coordinates the preparation of the budget document with the other administrative officers and the division chairmen. (See the Finance section for Preparation Procedure and Budget Calendar.)

The budget is presented to the governing Board and the District Budget Committee by the President as District Budget Officer.

Allocations for each of the divisions are made on a line-item basis. The President does have flexibility in adjusting amounts as necessary among the divisions. If one division is budgeted more heavily than necessary for the number of students enrolled and another division faces an emergency because of a greater student load, adjustments can be made between division budgets. The President may also adjust amounts between the noninstructional areas.

Monthly reports of all College expenditures are prepared. When it appears that a particular division or department is spending at too rapid a rate, it is notified by the Business Manager through the Dean of Instructional Services. If a particular budget has been expended, the Business Manager will refuse approval of requisitions until the Dean of Instructional Services indicates the fund to which the expenditure will be charged. (See Finance

section for additional details on expenditure control procedures.)

Sound financial practices for the institution are prescribed by Oregon Statutes and confirmed by annual audit. Monthly statements of expenditures are available on request to all division chairmen. They are not routinely distributed.

Administration of the Physical Plant:

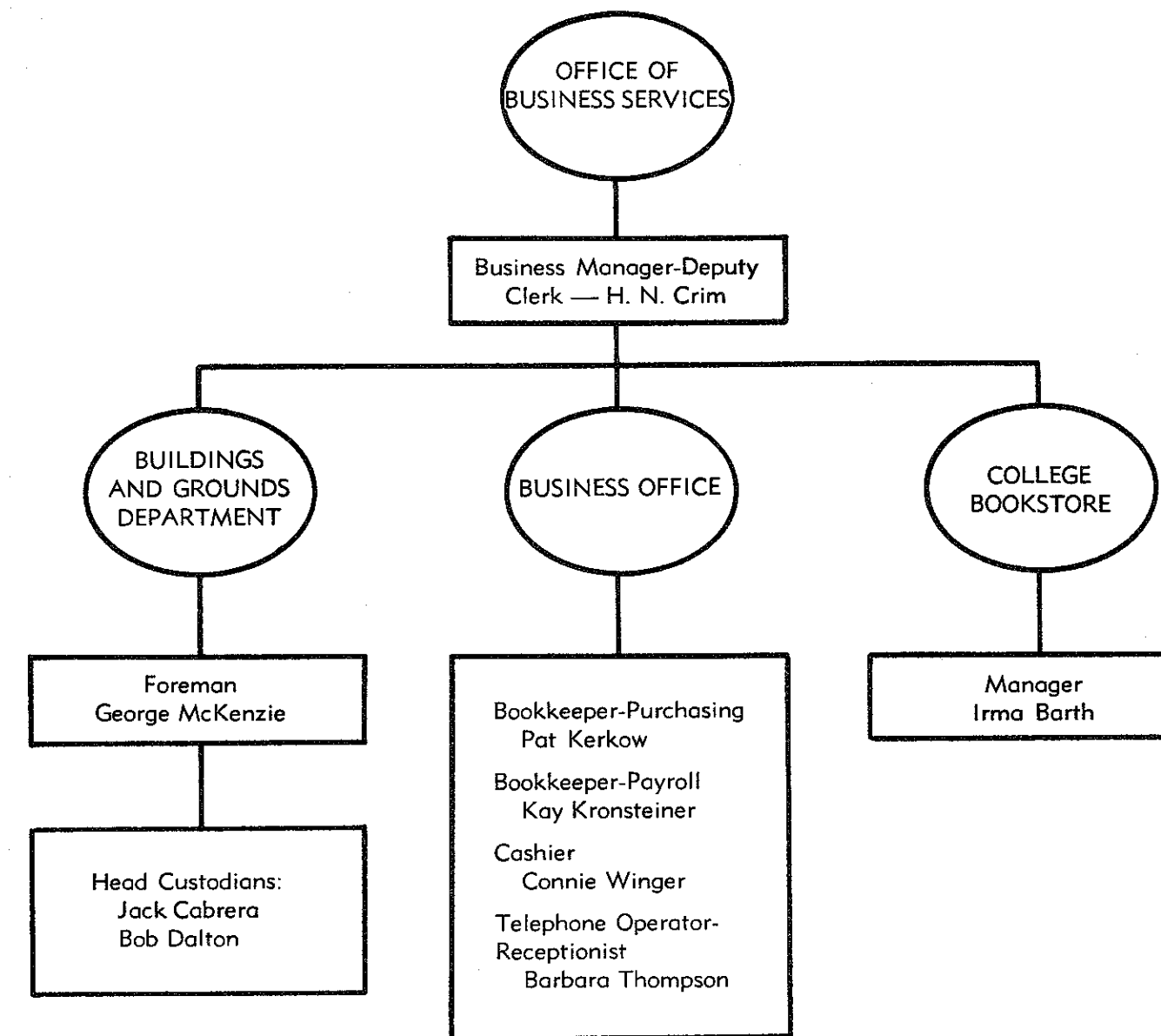
The College has a Building Maintenance and Grounds Foreman who has full authority over all maintenance and custodial crews and is responsible for selecting personnel. He is directed by the Business Manager.

The foreman has full authority to purchase supplies and equipment as necessary within budgeted amounts. The procedure for authorizing purchases by the Building Maintenance and Grounds Foreman is the same as for any other member of the College staff--through the Business Manager, and in the case of equipment, through the President.

This organization for the administration of the physical plant is charted below.

Physical Plant Development:

The President administers physical plant development. Planning procedures are covered in the Physical Plant section III of this report.



FUNCTIONS AND ACTIVITIES OF THE OFFICE OF BUSINESS SERVICES:

Fiscal Accounting	Classified Staff Employment
Purchasing	Property Accounting
Bookstore	Payroll
Motor Pool	Buildings and Grounds
Insurance	Budget Preparation and Administration
Telephone—PBX	Deputy Clerk
Campus Maintenance	Campus Mail—Postal Service

Public Relations Program:

The institution directs its appeal in general to all citizens of the Southwestern Oregon Community College District and in particular to past, present, and potential students, to labor, business and industrial communities, and to senior citizens.

During the 1970-71 academic year, personnel was limited to a Coordinator of Community Services, doing most of the active public relations work, and a secretary who handled some writing and all of the mechanical problems of distributing the news.

The procedures included in the program were: writing weekly news releases; writing daily releases for one daily newspaper, five radio stations, and one television station; distributing bulletins, brochures, and flyers by mail and by hand; preparing and placing recruitment advertising each term; coordinating speakers for group meetings; preparing and coordinating slide presentations for informational speakers; preparing and presenting exhibits, interviews, press conferences, and similar activities; and organizing and conducting campus tours.

For the 1971-72 academic year a Director of Community Services has been hired. See the position summary included in this section under the topic Principal Administrative Officers for an outline of the expanded concept of the authority and duties of the Director of Community Services. The position of Public Information Assistant was also created and filled.

Data Processing Center:

The Data Processing Center provides support to the administrative offices, to the various disciplines of the College, and to the institution as a whole. The philosophy for the center is that machines serve people. The Coordinator sees himself as something of a double agent using the machine as a means rather than an end in a field where often the real goal is a bigger machine.

The coordinator divides his time between the classroom and the Data Processing Center. In addition there are two full-time operator-programmers and approximately six students a term, each working 15 hours a week.

The center utilizes a National Cash Register Century computing system (a general purpose digital computer) and numerous support devices. It is in use from approximately 6:30 a.m. to 11:00 p.m. seven days a week as a teaching center and a production center. Scheduling is complicated because it is difficult to separate student functions from operating functions. Students have priority if a choice must be made.

The following chart shows percent utilization of the Data Processing Center:

1970-71									
Instruction 58.5%							Administration 41.5%		
Arts	Bus.	Eng.	Life Sci.	Phy. Sci.	Soc. Sci.	Misc.	Serv.	Bus. Office	Off. of Instr.
	39.0			8.8	2.2	8.5	17.3	13.8	10.4

ADMINISTRATION: ANALYSIS

The Attitude of the Faculty Toward the Administration:

The President maintains an open door for purposes of communication, and encourages an informal relationship with the staff and faculty. Too much of the time, however, there is opposition between the faculty and the administration. In various situations resentment has developed as a result of divergent views. A potential source of resentment or frustration is any situation where the recommendations of the Faculty Senate are rejected by the administration. Some feelings of antagonism are likely to occur when the reason for the rejection is not adequately clarified in the view of the Senate. Examples include rejection of Faculty Senate recommendations on two faculty promotions, Spring, 1969, and rejection of the Faculty Senate load proposal, January, 1970. In another example, confusion resulted over what the agreement really was for gaining a two-step faculty salary increase for 1970-71. There were doubts regarding work load, the time span the agreement was to cover, etc., though the proposal was presented verbally and in writing. That proposal is included in the Instructional Staff section of this report on page 199. Still another example of the sources of friction is the arbitrary and unilateral decision to reclassify certain faculty members

as service personnel without reference to or foundation in basic documents which govern the faculty.

There is not enough effective interaction between the faculty and the administration to encourage confidence in the administration's concern for the welfare of the faculty as individuals and as a group. Faculty grievances are voiced to the administration through various formal and informal channels, although communication does not always effect change.

The goals and the desires of the administration and the faculty are not and probably should not be identical; a healthy amount of friction should exist.

Means of Communication with the Faculty:

Faculty meetings and the weekly bulletin are means whereby the administration communicates regularly with the faculty. Orientation meetings acquaint new faculty with overall organization, procedures, and policies of the College. There are, however, fewer opportunities for the part-time faculty to become well-informed. As new procedures and policies are adopted and are communicated to full-time faculty, the same information is not always transmitted to the part-time faculty. Coordination of formal or informal procedures and policies, and distribution of information for part-time faculty is not adequate for them to function with maximum effectiveness. Sometimes the communication between full-time and part-time faculty covers this material effectively;

more often it does not. Basic policy statements and procedures were gathered in a Faculty Handbook, summer, 1971. No single source of basic policy statements and procedures had previously been available. The new handbooks were distributed to the full-time faculty and were made available to those members of the part-time faculty who wanted them.

Weak Points in the Administrative Organization:

Many times faculty members are not aware of which administrative officer has the responsibility for implementing a given policy or for making specific decisions. Uniform and equitable interpretations and applications of policy too often do not exist between individual members of the administration for example in matters of faculty load. The development of the Faculty Handbook may alleviate misinterpretations, add clarity, and supply needed information.

Budgetary Allocations:

Where possible, objective data such as full-time equivalent figures and plant utilization figures are used by the administration to justify budget items, along with reports of newly developed or expanded courses or programs. All budgetary requests are initiated by members of the college community at the division level. In part the divisions also have the responsibility of providing the justification for their requests. These needs are reviewed by the Instructional Council, the Faculty Budget Committee, and Administrative Council. Generally it is the administration which sets

priorities, and the faculty is usually not aware of the data applied at the time when such priorities are set.

Existing Controls Over Purchases and Expenditures:

The existing controls over purchases and expenditures are not unduly restrictive, but procedures for requesting purchases are not always clearly understood by all faculty members. A written reply to the individual or to the division concerning rejection of a request is not forthcoming on a consistent basis.

The Operating Staff for the Physical Plant:

The operating staff for the physical plant is adequate, competent, and stable according to information provided by the Business Manager who administers that department. For detailed analysis see the Physical Plant section of this report.

Comparative Studies of Costs of Building and Maintenance:

Each year, at the time of budget consideration, maintenance costs are thoroughly investigated and introduced into the budget in order to continue proper maintenance care. Routine maintenance has prevented considerable additional cost that might otherwise have accrued through neglect.

An analysis of the plant maintenance costs, according to the Oregon Community College's Association 1970-71 Budget Maker's Guide, part II, shows that Southwestern Oregon Community College's costs

of building and maintenance are slightly above average, for community colleges in Oregon, but such costs do not appear to be excessive.

Frequency and Adequacy of Plant Utilization Studies:

A plant utilization study is prepared annually at the beginning of each fall term and at other times if a problem of utilization arises. It is done on the basis of a formula designed to show room utilization and station utilization. The facility study includes the cost of total space for each building, its intended use, its actual size, the nature of the building, the nature of the space, square footage, capacity, and classification of space. Continuing use of the study is made by the Office of the President, the Office of Instructional Services, and the Instructional Council to produce a more efficient balance of instructional staff, students, equipment, and plant potential, and for assigning priorities. The study is also used when new construction is being considered. The frequency and adequacy of the study seems sufficient for operational and planning purposes. The plant utilization chart for 1970-71 is included in the Physical Plant section of this report. The study could be used more effectively, however, to identify problems of overuse and underuse of facilities, to plan for alleviation of these problems, and to reassess priorities.

Strengths and Weaknesses of the Public Relations Program:

Examples of current good public relations activities are television programs, speeches to local groups, lectures, films, special programs, special interest workshops, outreach programs, course offerings in outlying areas, cooperation with some groups and agencies, counselor visitations to high schools, and campus visitations arranged for various groups. See the Special Services section IX for details on these and other public relations activities.

Though the College has worked at bringing community groups, organizations, and agencies together to discuss and form common goals, and has employed available College resources to serve the community, the College has not been active enough in initiating such cooperation.

When pertinent information is prepared and provided by divisions or instructors concerning college offerings, meetings, or other campus activities, the Office of Community Services has the major responsibility for transmitting this information to the public. In the past the responsibility in some cases has fallen totally on the shoulders of divisions or individual instructors to prepare and deliver materials for publication. This situation has improved with the reorganization of the Office of Community Services this year. The instructor's responsibility should not go beyond furnishing accurate and adequate information.

In some significant though minor instances, public relations are poor. People are sometimes given erroneous information on

the phone--by substitute receptionists and student secretarial aides who have not been properly informed by the faculty or by the administration. Sometimes there is no referral to the proper source of information.

Faculty and student activities should complement the public relations program. Instructors and student leaders often do not become involved on an informal basis with members of the community to inform them of what is happening at the College and to survey interests and/or needs of the community. Also, more cooperation and interaction are needed between the College instructors and high school teachers in coordinating efforts to improve the educational experiences of the students in our Community College District.

Ways of Strengthening the Board of Education:

The analysis committee feels that there should be more informal involvement and interaction between faculty, administration, staff, students, and members of the Board of Education. Such interaction could result in a feeling of cooperative effort to further our common goals.

In the Faculty Senate minutes of December 19, 1969, the following item was recorded: "It was the general feeling that there is a need to improve the Board's understanding of the feelings of the faculty in regard to communications between faculty and administration." Since that time the Chairman of the Faculty Senate has been appointed an ex officio member of the Board and has the opportunity to convey

faculty attitudes and concerns regarding such matters. Ex officio appointments were also extended to the President of the Associated Student Government and to the Chairman of the Classified Staff Association.



SECTION VIII, STUDENTS

INTRODUCTION:

The term "student body" implies some unitary characteristics. In this sense of the word Southwestern Oregon Community College does not have a student body. The only common characteristic of all students is that they are attending the same institution. An extremely wide range of people makes up our student community.

As would be expected, we have a significant number of students just out of high school, but we also have some students who are concurrently enrolled in high school and Southwestern Oregon Community College. We enroll transfers from other colleges and students who have already graduated from colleges. There is a large group of students on public assistance programs. Some students are attending the College while on active military duty, and we have a large number of veterans. A significant group is preparing for General Educational Development Exams, and there are a number of Golden Agers. Of the student total, 2,062, fall, 1970, 1,052 were married, and slightly more than half were employed.

The open door admissions policy encourages such diversity, and Southwestern Oregon Community College encourages it even more. For instance, we have organized the Golden Age Club and invite residents of the College District who are 65 years of age or older

or senior citizens 60 years of age who are drawing social security or equivalent government retirement benefits to apply for membership. There are no dues in the club, and club members are eligible for the following benefits: (1) waiver of tuition and student activity fees in all except music performance and activity courses; (2) free admission to all college sponsored performances and activities.

This explains in part why our mean student age fall term, 1970, was 30.7; our youngest student was 11, and the oldest 83. This wide range of age and experience is not considered a detriment but is welcomed in the classroom; the exchange among students across the age span is stimulating.

An effective student personnel program begins with the recognition and understanding of the diversity of students attending Southwestern Oregon Community College.

STUDENTS: DESCRIPTION

STUDENT PERSONNEL PROGRAM

Objectives:

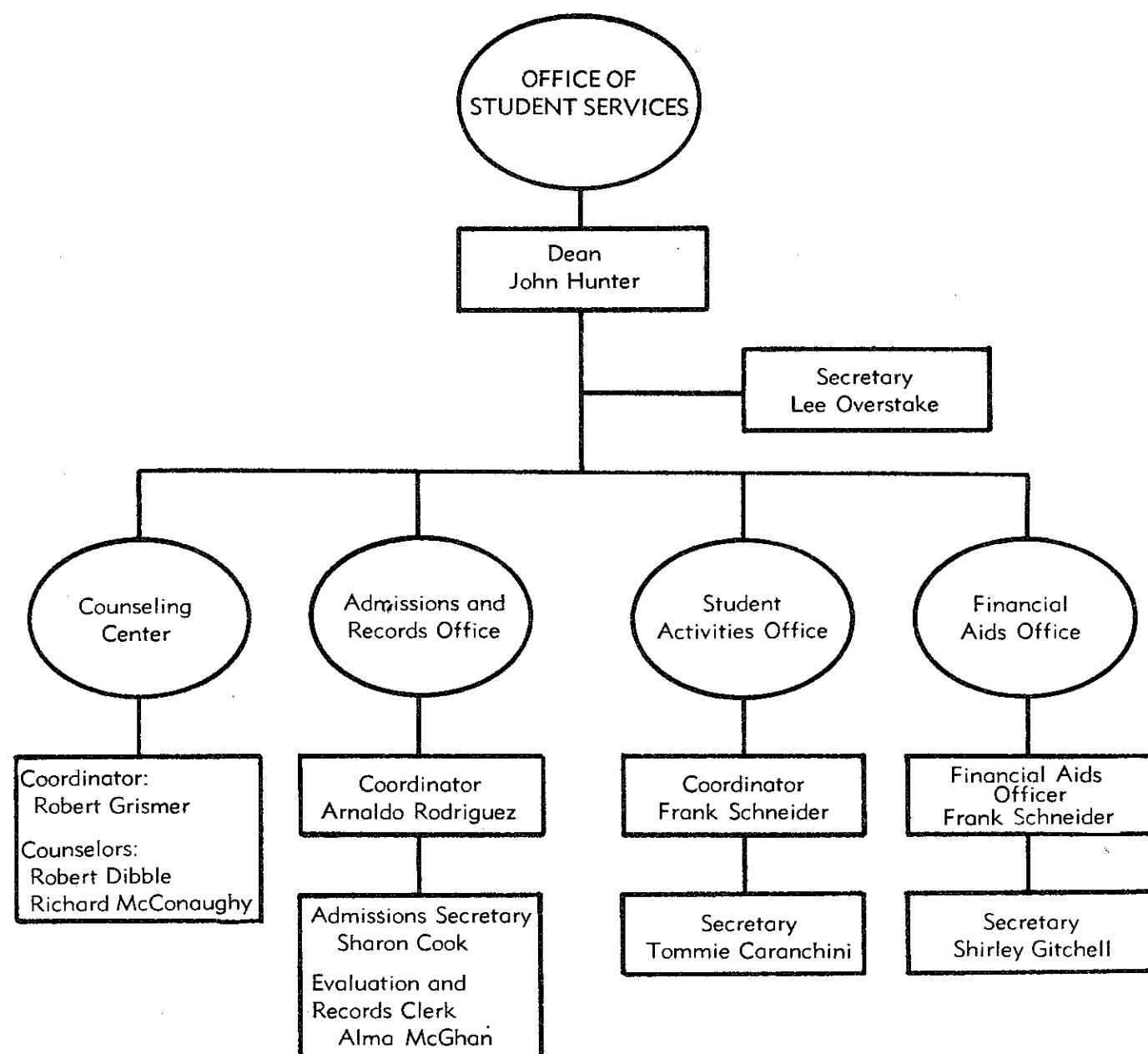
Members of the student personnel services staff have identified the following purposes of the student personnel services program:

- (1) to support, encourage, and facilitate the intellectual, social, psychological, and physical development of each student;
- (2) to be concerned with the development of the College as a social system within the larger community which is the environmental setting for individual student growth;

- (3) to plan, organize, and carry out those experiences which are directly aimed at student self-discovery, self-acceptance, and self-fulfillment.

Organization:

The organization chart below shows diagrammatically how the Office of Student Services is organized and administered. The Dean of Student Services has been assisted by coordinators of counseling, admissions and records, and student activities; and also by a financial aids secretary. The faculty members of the student services staff met weekly insofar as possible during the 1970-71 academic year to plan and coordinate the program.



FUNCTIONS AND ACTIVITIES OF THE OFFICE OF STUDENT SERVICES:

Counseling Center
Placement and Follow-up
Admissions and Records
Student Health Service
Student Housing
Registration

Financial Aids and Employment
Student Activities and Government
High School/College Relations
(admissions-orientation)
Student Center
Commencement
Standard Testing

Student Participation:

Students have opportunities for participation in the student services program in the classroom, as members of Faculty Senate committees, and through the Associated Student Government. All faculty members of the student personnel staff are members also of the teaching faculty. They are in daily contact with students in the classroom and are aware of student concerns. Similar opportunities for students to be heard occur in advising and counseling sessions with staff members.

Students are represented equally with faculty on the two Faculty Senate committees that deal with student policies: the Academic Standards Committee and the Student Affairs Committee. Except for the Faculty Personnel Committee, students are also represented on other Faculty Senate Committees, though student membership on those committees is limited to two. The Academic Standards Committee works with academic records in petitionary situations and deals with policy matters related to student academic concerns. The committee reports policy recommendations to the Faculty Senate. The Committee is also an advisory committee to the Coordinator of Admissions and Records who is a permanent member. The Student Affairs Committee is organized to deal with student personnel matters. The committee has been little used by the students or faculty, but it can provide a hearing for student appeals.

Students speak directly to college matters and student

personnel matters through their organization, the Associated Student Government, and its officers. A member of the student services staff is appointed Coordinator of Student Activities. He attends the weekly Associated Student Government meetings and carries the concerns and decisions of the student group to the student services staff meetings.

Student Rights:

A brief statement covering student conduct and appeals appears in the college catalog, page 29. The expectation is that students will abide by the laws of the land which will be enforced by the constituted authority. The rights and responsibilities of the students are those of the citizenry; we do not apply a separate set of rules.

There is some provision made for student review of academic requirements:

Under unusual circumstances, current academic requirements may be reviewed by the College at the request of individual students. Requests for such reviews originate with the student who must fill out and file a petition form obtainable from the admissions office.

Such petitions are filed by the student with the Academic Standards Committee.

ADMISSIONS AND RECORDS

Southwestern Oregon Community College has a Coordinator of Admissions and Records who is both Admissions Officer and Registrar.

The two functions are combined in one office. The Coordinator is assisted by an admissions secretary and an evaluation and records clerk. The office is supported by the Data Processing Center, and the responsibility of admissions and records is shared with the Coordinator of Data Processing.

The admission policy of the college is stated in the catalog, page 11. It is an open door policy; the emphasis is, therefore, on placement rather than admissions, and the intent is to place the student at a level where he may perform most satisfactorily.

Probation and suspension lists are regularly produced by the admissions and records office, but these are not primarily for disciplinary purposes, but to identify early the students who are having academic difficulties so that they may receive the help they need. The office makes an effort to contact the student and his advisor and to encourage adjustments in class and study scheduling in the student's best interest.

Functions:

The functions of the Office of Admissions and Records are listed in the position summary of the Coordinator which follows:

POSITION TITLE: Coordinator of Admissions and Records

RESPONSIBLE TO: Dean of Student Services

POSITION SUMMARY:

The Coordinator of Admissions and Records is responsible for assisting the Dean of Student Services by administering and supervising a program of student admissions, registration, records, and related services. He gives general administrative direction, coordination, and leadership to all personnel in the admissions office.

High School Articulation:

During the 1970-71 academic year, counselors from the student services staff were assigned to cover each of the seven high schools in the Community College district. The intent was for them to meet with high school counselors each month for purposes of articulation. The counselors did function in that capacity though they did not all keep up with the monthly commitment.

Each year the student services staff organizes a Counselor's Day on campus for high school counselors and principals from each of the seven district high schools. A morning session provides an opportunity for questions and discussion of problems in articulation. Time is then allowed for the high school principals and counselors to interview former students regarding the difficulties and successes they have had adjusting to college as a result of their high school experiences. A closing session provides for an exchange of information between high school and college participants. The college advisors' handbook is provided for all high school counselors.

The Coordinator of Admissions and Records meets with the Oregon High School-College Relations Council which offers an opportunity for disseminating and receiving admissions information. Participants included six high school principals, six high school counselors, and a representative from every institution of higher education in Oregon. The conference convenes three times yearly.

Statistics on Student Progress:

Statistical information on dropouts has not been a priority concern of the College, and information is sketchy and inadequate. The data on page 248 was included in the Open College Evaluation Report and is the most substantial collection of such statistics to date. It is not as adequate a record of admissions follow-up purposes as is desirable.

Readmission figures are not meaningful at this time for this institution. Many of our students take one course because it is their interest at the moment. Some time, perhaps years later, they may take another course in pursuance of another interest. That readmission can only be interpreted appropriately in relation to community college objectives.

The academic delinquency for 1970-71 is as follows: Fall term, 1970, 93 students were placed on probation; Spring term, 1971, 26 students (unduplicated head count) were on probation; Fall term, 1970, 16 students were suspended; Spring term, 1971, 17 students were suspended. The College operates on an interim withdrawal policy which allows students to withdraw as late as the last day of class before finals week. This policy must be taken into account in interpreting the delinquency figures. Students generally avoid probation and suspension by withdrawing from those classes where they are having problems. The interim withdrawal policy is now under review (spring term, 1972), and indications are that it will be discontinued.

The percentage of students who graduated in relation to admissions was 5.33 percent of the total enrollment, 26.62 percent of the full-time student enrollment. There were 94 graduating students spring term, 1971. The 12 nursing graduates, summer, 1970, would increase the total for the year to 106, and the percentages to 6 and 30, respectively. As a College we have not really worked at getting our students to graduate formally from this institution. The intent has been to help students achieve a maturity of educational decision-making, and at that point to encourage them to transfer if it is in their best educational interest.

DROP-OUT CHARACTERISTICS
FALL TO WINTER QUARTER 1969-70 and 1970-71

	FALL QUARTER, 1969	DROP-OUT (NOT IN WINTER, 1970)	
CHARACTERISTIC	COUNT (PERCENT)	COUNT (PERCENT)	PERCENT LOSS
HEAD COUNT	1794	734	41
SEX	MALE 893 (49.7) FEMALE 901 (50.3)	MALE 316 (43) FEMALE 418 (57)	M 35.4 F 46/3
YEAR IN COLLEGE	1st 1467 (81.7) 2nd 327 (18.3)	1st 543 (87.6) 2nd 91 (12.4)	1st 43.8 2nd 27.8
TIME	D/N 224 (12.5) DAY 818 (45.6) NIGHT 752 (41.9)	D/N 52 (7.) DAY 303 (41.3) NIGHT 379 (51.7)	D/N 23.2 D 37 N 50.3
LOAD	PART 1447 (80.7) FULL 347 (19.3)	PART 680 (92.6) FULL 54 (7.4)	PART 47.0 FULL 15.6
CURRICULUM	LDC 660 (36.7) OTHER 1134 (63.3)	LDC 169 (23) OTHER 565 (77)	LDC 25.6 OTHER 49.7

	FALL QUARTER, 1970	DROP-OUT (NOT IN WINTER, 1971)	
HEAD COUNT	2062	841	40.8
SEX	MALE 1037 (50.3) FEMALE 1025 (49.7)	MALE 342 (40.7) FEMALE 499 (59.3)	M 33.0 F 48.7
YEAR IN COLLEGE	1st 1780 (86.3) 2nd 282 (13.7)	1st 771 (91.7) 2nd 70 (8.3)	1st 43.3 2nd 24.8
TIME	D/N 1000 (48.5) NIGHT 821 (39.8) D/N 241 (11.7)	D/N 306 (36.4) NIGHT 478 (56.8) D/N 57 (6.8)	D 30.6 N 58.2 D/N 23.6
LOAD	PART 1673 (81.1) FULL 389 (18.9)	PART 783 (93.1) FULL 58 (6.9)	PART 46.8 FULL 14.9
CURRICULUM	LDC 663 (32.1) OTHER 1399 (67.9)	LDC 135 (16.1) OTHER 706 (83.9)	LDC 20.4 OTHER 49.8

Success of Students:

Statistics on the success of students transferring to other accredited institutions have not been developed by the College except in the pilot study conducted in connection with the tenth-year anniversary of the College (see the Educational Programs section of this report). Follow-up efforts have been fragmentary. We do glean some information on the success of students from statistics produced by other institutions and by the Oregon State Office of Institutional Research. There is statistical information on student success in the Office of the Chancellor, Oregon State System of Higher Education, though it is not routinely distributed. On page 251 is a sample of data accumulated by Oregon State University on students from Southwestern Oregon Community College who transferred fall term, 1970.

There have been no follow-up studies on the success of vocational students. The faculties in the vocational-technical areas have follow-up employment information on some students. For the year-end reports to the State Department of Education the Office of Admissions and Records accumulates some follow-up statistics on students in vocational-technical fields. Statistics include the number of students enrolled in vocational-technical programs, the number who did not complete the programs, the number who left prior to completion with marketable skills, the number of graduates who were employed in areas not related to their

training, and the number of graduates not employed.

Enrollment Figures:

Enrollment figures are reported by chart on pages 252 and 253.

Number of Graduates:

The number of graduates by division for each of the last three years is reported by chart on page 254.

Projected Enrollment Figures:

The projected enrollment figures for the next ten years are reported on page 255.

First-Term OSU GPA of Students Who Transferred
from SOUTHWESTERN OREGON COMMUNITY COLLEGE

MALE	OSU School	Number of Students by College Class					Trans- fer GPA	Fall OSU GPA	Fall OSU GPA Range	N Below 2.00
		Fr	So	Jr	Sr	Total				
	B&T	1	1	-	-	2	2.93	2.16	1.26-3.07	1
	Educ	1	1	-	-	2	2.47	3.03	2.90-3.16	-
	Engr	1	3	2	-	6	2.62	2.18	1.61-2.87	2
	H&SS	-	2	-	-	2	3.04	2.97	2.73-3.21	-
	Phar	-	1	-	-	1	2.37	2.76		-
	Sci	1	2	3	-	6	2.86	2.52	1.53-3.50	1
	Total Male	4	10	5	-	19		2.52	1.26-3.50	4
FEMALE										
		Fr	So	Jr	Sr	Total				
	Educ	-	1	-	-	1	3.68	3.60		-
	H&SS	-	-	1	-	1	2.62	4.00		-
	Sci	-	-	1	-	1	3.22	3.12		-
	Total Female	-	1	2	-	3		3.59	3.12-4.00	-

Males. The percent of success of the males from Southwestern Oregon Community College was noticeably higher than the other comparable groups. Only four of the 19 males earned GPA's below the 2.0 and none was suspended.

A total of 10 males completed 15 or more hours (range from eight to 17) and the average load of all Southwestern Oregon Community College males was 14.1 credits.

Females. Only three females transferred to OSU from Southwestern Oregon Community College. All three did well academically. One student earned a 4.00 GPA on nine hours.

ENROLLMENT CHART

	FALL TERM ENROLLMENT			CONSOLIDATED YEARLY ENROLLMENT			SUMMER SESSION ENROLLMENT		
	1967	1968	1969	1967	1968	1969	1967	1968	1969
ART DIVISION:									
Art	15.31	10.89	16.77	19.34	38.01	52.11	2.84	3.55	4.57
Foreign Languages	5.51	6.43	5.30	6.33	13.86	11.95	0.00	0.00	0.00
Music	4.19	4.26	5.84	6.47	12.95	18.27	2.62	2.53	2.73
Speech and Drama	2.87	4.27	4.73	6.02	10.09	17.27	0.00	0.00	0.00
BUSINESS DIVISION:									
Accounting and Bookkeeping	6.35	9.27	8.82	9.07	17.80	21.00	0.00	.80	0.00
Business Administration	9.71	10.08	10.04	15.38	26.10	76.90	0.00	.88	0.00
Data Processing	4.55	6.17	8.17	8.70	10.95	20.94	0.00	0.00	0.00
Secretarial Science	24.15	20.14	13.53	19.47	56.18	38.70	2.24	3.21	0.00
ENGLISH DIVISION:									
English	39.86	52.99	52.50	60.68	121.43	135.02	5.36	6.38	4.10
Journalism	.60	.51	.69	.51	1.87	1.96	0.00	0.00	0.00
Philosophy	.00	.00	1.33	1.40	.00	4.66	0.00	0.00	0.00
LIFE SCIENCE DIVISION:									
Biological Sciences	15.07	15.82	16.09	14.93	36.82	48.35	1.78	2.49	1.42
Home Economics	10.10	8.25	9.31	16.90	28.12	28.06	2.45	1.43	1.13
Physical Education and Health	12.89	12.09	14.24	14.09	33.98	38.57	.84	1.16	1.02
Practical Nursing	7.19	7.93	7.37	7.93	21.57	21.67	0.00	0.00	0.00
PHYSICAL SCIENCE DIVISION:									
Apprenticeship	4.06	4.33	7.33	4.83	11.99	19.31	0.00	0.00	0.00
Aviation	.92	2.32	2.85	1.85	6.86	6.61	.92	.85	.71
Chemistry	4.44	5.78	5.22	5.74	11.28	11.80	.33	0.00	0.00
Construction Trades	4.92	5.20	.90	3.35	9.41	4.29	2.75	0.00	0.00
Electronics Technology	8.31	4.32	4.13	6.57	19.28	9.92	0.00	0.00	0.00
General Science	3.56	3.29	3.38	1.87	9.51	7.12	.71	0.00	0.00
Industrial Courses (Mechanics)	8.49	12.23	16.94	19.02	24.75	41.00	0.00	8.69	0.00

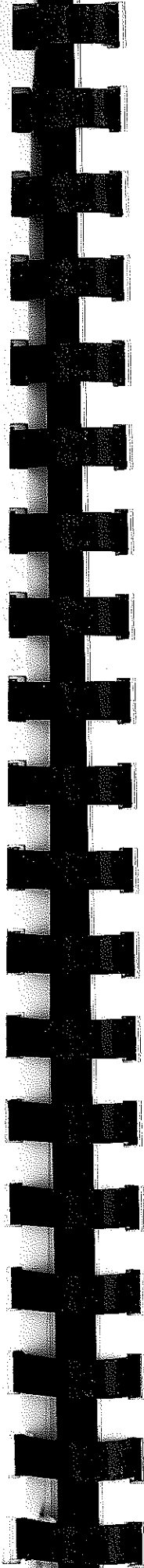
	FALL TERM ENROLLMENT			CONSOLIDATED YEARLY ENROLLMENT			SUMMER SESSION ENROLLMENT		
	1967	1968	1969	1970	1967	1968	1969	1970	1970
PHYSICAL SCIENCE DIVISION,									
continued									
Mathematics	27.80	26.29	13.63	28.24	58.17	64.30	49.65	89.61	
Physics	5.07	4.14	5.87	5.40	12.39	11.66	13.83	12.80	
Wood Industries	2.44	3.70	8.67	14.50	5.80	11.67	32.30	47.34	
SOCIAL SCIENCE DIVISION:									
Anthropology	2.80	5.20	4.20	5.20	9.40	15.33	12.60	14.80	
Economics	3.00	3.53	3.73	4.00	6.80	8.53	8.86	11.33	
Fire Fighting	2.25				6.13	8.57	9.83	4.88	
Geography	2.60	3.00	5.07	4.13	10.40	12.14	11.87	14.26	
History	15.67	15.40	16.47	16.40	44.21	48.13	44.53	48.67	
Industrial Supervision	1.69	2.20	1.65	1.40	3.44	9.14	5.54	2.18	
Law Enforcement	1.89	3.93	3.85	6.20	6.29	10.59	12.15	22.51	
Political Science	1.33	1.40	2.07	1.07	3.99	4.20	5.60	5.00	
Psychology	11.00	11.27	10.67	18.82	32.67	38.87	30.14	49.75	
Social Science	.03	2.50	2.50	2.00	6.05	7.16	6.73	6.51	
Sociology	2.07	1.07	1.60	3.00	5.47	3.27	5.07	9.50	
ADULT EDUCATION (General)	8.14	33.04	25.05	53.09	60.21	72.00	89.85	144.95	

NOTE: Nonreimbursable student figures are not included in this report.
Fall term and summer term enrollment figures were calculated as follows:

FTE (Transfer) = (No. of Students)(Credit Hours Per Course)
45

FTE (Nontransfer) = (No. of Students)(Clock Hours per Week)(No. of Weeks)
680

The consolidated yearly enrollment figures are the sum of the fall, winter, and spring figures.



GRADUATES OF SOUTHWESTERN OREGON COMMUNITY COLLEGE, 1969, 1970, 1971

Associate in Arts Degrees	Associate in Science Degrees by Technical Division										One Year Certificates		
	Law	Wood Ind	Ind. Mech.	Elect.	Eng.	Civ.	Data Sec. Proc.	Bus. Tech.	Super Train.	Steno.	Bkpgg.	Nrsg.	
						1969							
24	-	2	6	7	2	1	1	-	7	1	5	13	
						1970							
21	1	6	2	2	-	4	2	-	7	-	2	12	
						1971							
45	2	15	7	2	-	-	7	12	3	2	-	13	

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Approved State Projections Through 1980-81

Aca- demic Year	REIMBURSABLE			NONREIMBURSABLE			Separate Contract Classes	TOTAL FTE
	Lower Division	Vocational	Other Reimbursable	Total Reimbursable	Out-of- State Students	Nonreimburs- able Courses		
1971-72	605.0 (50.0%)	454.0 (35.0%)	121.0 (10.0%)	1210.0 (95.5%)	25.0	3.0	35.0	1275.0
1972-73	635.0	508.0	127.0	1270.0	27.0	3.0	35.0	1335.0
1973-74	666.0	534.0	132.0	1320.0	28.0	3.0	39.0	1390.0
1974-75	690.0	552.0	138.0	1380.0	29.0	3.0	43.0	1455.0
1975-76	720.0	576.0	144.0	1440.0	30.0	3.0	42.0	1515.0
1976-77	735.0	588.0	147.0	1470.0	31.0	3.0	41.0	1545.0
1977-78	750.0	600.0	150.0	1500.0	32.0	3.0	45.0	1580.0
1978-79	775.0	620.0	155.0	1550.0	33.0	3.0	44.0	1630.0
1979-80	800.0	640.0	160.0	1600.0	34.0	3.0	48.0	1685.0
1980-81	825.0	660.0	165.0	1650.0	35.0	3.0	47.0	1735.0

STUDENT ORIENTATION

Program:

The College had no formalized student orientation program for the 1970-71 academic year. We depended on faculty advisors and student assistants to orient students to the College. Student assistants were an addition to the procedure that was stimulated by Open College planning. Six students were trained to assist other students with registration and advising procedures and to acquaint them with the College.

In previous years Southwestern Oregon Community College has held special summer orientation sessions. Placement test scores were returned to students and generally interpreted at the sessions, and members of the student services staff explained in great detail the services available to students through the student services program. Students seemed to expect more individual assistance with scheduling and were not vitally interested in general orientation discussions. Also, near the opening of fall term, prior to registration, the student services staff conducted a general meeting of prospective students as another orientation aid.

Somewhere between the two extremes of no formalized orientation and a heavy orientation program is a mean that the staff now hopes to achieve. The orientation planning and procedures for the 1971-72 academic year will be reviewed in the analysis section of this report.

ADVISING, COUNSELING AND TESTING

Advising:

Advising at Southwestern Oregon Community College is an obligation of all full-time faculty, and not a function assigned solely to the counseling staff. Faculty contracts are based on a one-fifth time commitment to advising and committee assignments. That time commitment is also a large financial commitment to the advising program and suggests the importance we philosophically attach to it.

For the 1970-71 academic year an advising procedure was developed in connection with Open College. Unless a student had a specific advisor preference, he was given a faculty contact card drawn from a random advisor file. It was intended that the faculty member so selected would be the student's first contact to provide general orientation to the College and that he would become acquainted with the student and his educational goals. He might then refer the student to a faculty advisor with background in the student's specific field of interest or he might advise the student himself.

Not all faculty found the procedure compatible with their advising capacities, and there was considerable leakage between what was intended and what actually occurred. This procedure was modified fall term, 1971, to the extent that random contacts were assigned only to those advisors who found the procedure acceptable, and others had the choice of advising solely within an area of their

competence.

No advisor signatures are required on student enrollment forms though an advisor appointment is strongly urged in all printed procedural guides.

In past years students have been assigned advisors according to the student's stated interest. The more rigid procedure did have the advantage of allowing for a distribution to advisors of information on advisees including student progress statistics. Advisor signatures were required on student enrollment forms though there was no means of enforcing the requirement. Students could fill the blank provided for advisor signature and did so as a matter of expediency when advisors were not readily available.

Somewhere between a very loose advising procedure and the rigid advising procedure are some appropriate modifications for the 1971-72 academic year which the student services staff is developing and will direct. The most recent findings and decisions relating to advising will be reviewed in the analysis section of this report.

"Operation Outreach," an innovative approach to advising was instituted summer, 1971. The College's nine-passenger bus became a mobile advising unit known as "The Going Thing," and traveled to Coos and Curry County fairs with advising materials and at least one member of the faculty and of the student body to talk to prospective students about Southwestern Oregon Community College and the various programs it offers. It also visited all the communities in the College district before the opening of fall term, 1971.

Counseling:

A new position, Coordinator of Guidance and Counseling, was created for the 1971-72 academic year to assist the Dean of Student Services by providing leadership and organization in the area of counseling. The position summary which follows lists the responsibilities of the counseling coordinator and suggests the organization structure for that area.

POSITION TITLE: Coordinator of Guidance and Counseling

RESPONSIBLE TO: Dean of Student Services

POSITION SUMMARY:

The Coordinator of Guidance and Counseling assists the Dean of Student Services by planning, directing, and evaluating a program of student guidance, counseling, and supportive services. He performs such other duties as may be assigned by the Dean of Student Services.

There are three counselors who have a half-time teaching assignment and a half-time counseling assignment. The Dean of Student Services, the Coordinator of Student Activities, and the Coordinator of Admissions and Records are trained counselors but have little time officially committed to counseling. Certain counseling responsibilities are assigned specifically to individual counselors. Veterans and foreign students counseling and advisement is one assignment; supervision of tutorial programs is another.

The counselors combine their efforts with those of coordinators to develop and assist with the total student program. They provide liaison with high school counselors for purposes of articulation. The equivalent of one and one-half full-time counselors is thinly

spread over a wide range of student activities, teaching, and counseling, and over a long time period. Counseling services are available to day and evening students.

Testing:

Facilities for testing include two rooms, well ventilated and lighted according to prevailing standards for testing. A less desirable room is available for overflow. A locked file provides security for confidential test materials and records.

A variety of tests are available to students on request: vocational interest and aptitude tests and also personality and intelligence measures. The vocational and interest tests are widely used by students. Personality tests are often assigned in connection with classes in psychology.

The student services staff has put together a battery of placement exams for students of Southwestern Oregon Community College normed on the local student population. Placement exams are not required of all entering students though students are encouraged to take them.

We provide a testing center and a proctor service to those in the community who may be required to take a proctored exam (mainly post-baccalaureate degree testing). We are a testing center also for General Educational Development exams and for the American College testing program.

FINANCIAL AIDS

The financial aid brochure includes the following introductory statement: "Financial aid is available at Southwestern Oregon Community College in the forms of scholarships, loans, grants and employment. Student need is a basic criterion for most of the financial aids." Details of financial aids open to students will be found in the financial aids brochure.

Organization:

The Financial Aids Secretary puts together for students several financial aid choices. The intent is to find some means of meeting student need, and the intent is consistently realized, though it may not always be realized in accordance with student preference. Students cannot always be given their first choice of the kind of assistance they will receive. The Scholarship and Loan Committee of the Faculty Senate makes policy decisions regarding the financial aids program, guides procedures, and reviews student requests and files. The program is administered by the Dean of Student Services.

The Financial Aids Secretary is especially knowledgeable in the program details. However, the student advising aspect of the program and the secretarial and report-making responsibilities, including keeping ledgers and sending statements, in addition to the range of activities related to the program such as placement are more time demanding than can be covered by a single classified

staff position. Students have priority in the program, and where a time commitment choice must be made it has consistently favored student needs and advising.

To continue excellence in the program some assistance and reorganization are recognized essentials. For the 1971-72 academic year a part-time financial aids officer has been hired to coordinate the program and to assist with the advising responsibility, but there has been no provision for clerical relief.

Southwestern Oregon Community College Foundation, Inc.:

The foundation was incorporated in 1962 to sustain the following purposes:

- (1) To accept gifts, donations, bequests or devises of real or personal property for the purpose of granting scholarships and loaning money to students of Southwestern Oregon Community College.
- (2) To create and grant scholarships to students of Southwestern Oregon Community College, and make loans to said students for educational purposes.
- (3) To make provisions, according to regulations to be adopted by the Board of Directors, for the repayment of loans made to students of Southwestern Oregon Community College.
- (4) To invest, sell, or exchange or otherwise dispose of, trade or acquire securities, real property, personal property of any description in order to use to best advantage all sums acquired by Southwestern Oregon Community College Foundation, Inc., for the scholarship and student loan program of the corporation.
- (5) To open and operate all necessary bank accounts to properly permit the operation of the corporation for the purposes set out herein.
- (6) To carry on advertising and public relations programs to acquaint the citizens of the State of Oregon with the scholarship and student loan program of the corporation

and to encourage participation therein by citizens of interest in donating, devising or bequeathing real or personal property to the corporation.

The foundation is assisted with these purposes by the Faculty Senate Scholarship and Loan Committee.

The foundation has not met regularly for several years. Reorganization is in process with perhaps an expanded concept of purposes: "To exercise all rights and powers granted to nonprofit corporations under the laws of the State of Oregon as now existing or as may hereafter be amended."

BOOKSTORE

Facilities:

The bookstore at Southwestern Oregon Community College is located on the first level of Tioga Hall. After a history of moves from one building to another it has settled temporarily into a location which has provided more display and storage space. The book stacks are open for the students to select their own texts which are organized by subject matter and course. Bookstore personnel are on hand to help with the selection.

The bookstore has all required texts and also books which may be recommended by instructors but not required. We do not maintain a stock of reference books other than dictionaries. A good selection of school supplies generally comparable in price to the downtown stores is maintained. Such miscellaneous items as windbreakers, college stickers, and sweat shirts are available in the bookstore

though the stock primarily supports instruction. The bookstore does provide a special book order service for faculty, students, and members of the community to supplement the textbook stock.

Bookstore Accounts:

There are no bookstore accounts as such. Bookstore is an account in the general accounting system and is so included in the regular audit of Yergen & Meyer, certified public accountants. For bookstore account figures refer to the finance section of this report.

HOUSING AND FOOD SERVICE

Housing:

There is no on-campus housing for students.

Food Service:

The College has not provided a food service. Food vending machines are in the Tioga third-floor student lounge by contractual agreement. The proceeds accrue to the Associated Student Government with 30 percent directed to it by the Southwestern Oregon Community College Foundation for scholarships.

Students eat in the student lounge, primarily in close proximity to the vending machines where 8-foot dining tables have been provided for that purpose. The eating facility is temporary, which is its chief virtue.

A fresh food bar is now being installed which may offer some improvement. A cafeteria is considered in long-range planning.

HEALTH SERVICES

The College does not provide a health service or health staff.

A physical examination is not required of all entering students. It is required of all students in the nursing program and of those who participate in intercollegiate athletics.

EXTRACURRICULAR ACTIVITIES

Student Government:

The Associated Student Government constitution opens with the following statement of purpose:

We, the students of Southwestern Oregon Community College, in order to establish a representative government; to encourage the development of leaders and participants in the community; to stimulate an awareness of the rights and responsibilities of students in relation to the community; to improve student cultural, social, and physical welfare; and to promote the general welfare of this institution, do hereby ordain and establish this constitution.

The student organization is directed by an executive board and by a student council which meets weekly. The executive board includes the following officers: President, Vice-President, Secretary, Treasurer, Publicity Manager, and Social Chairman.

The Student Council includes all the above officers and four sophomore and four freshman representatives. Clubs recognized by Associated Student Government also have one vote each on Student Council.

The constitution of the Associated Student Government details the organization and duties of the executive board, the council, and the individual officers, and provides for elections. The full constitution is included in the 1970-71 student handbook. The constitution was last revised in 1968. Provisions were intentionally kept loose to allow for growth, development, and changing circumstances. The constitution is again under review for revision purposes. Such revision must be presented to the members of the Associated Student Government and approved by two-thirds of the votes cast. It must also be ratified by the Administrative Council of Southwestern Oregon Community College and by the Board of Education.

During the 1970-71 academic year the following representative activities were promoted by the Associated Student Government to sustain its purpose at Southwestern Oregon Community College, and to provide in part for the extracurricular experiences of the students.

- (1) School dances, including a New Year's Eve dance for the young community.
- (2) A Halloween party, well attended, for children of the community.
- (3) Speakers, such as Archie Moore sponsored jointly with Marshfield High School, speaking on the topic, "Youth Today."
- (4) Noon pop concerts in the student lounge.

A survey of the recent history of Associated Student Government reveals an annual pattern of early enthusiasm and

activity dwindling toward the end of the academic year leading to some disintegration of the organization and loss of student officers to sustain it. Associated Student Government is set up as a representative organization with machinery for representation provided by the constitution. How effectively the total student community is in fact represented is a subject of annual debate. Some students feel they are not well represented; the rebuttal is that if they are not well represented it is because they remain apathetic and uninvolved. Major problems identified by the students are lack of continuity because of rapid student turnover, the 11 to 83 age range, and the wide range of interests.

Student Clubs:

The following student clubs were active during the 1970-71 academic year: Fine Arts Club, Phi Beta Lambda business club, The Campus Christian Fellowship Club, The Ski Club, and The Environmental Forestry Club.

An OSPIRG (Oregon Student Public Interest Research Group) movement stimulated by the Ralph Nader visit has most recently engaged the active interest of a sizable group of students. They have organized on-campus to support the statewide movement. Elections were held, and enthusiasm remains high.

Student Publication:

Student publications include the Student Handbook, The Southwester (campus newspaper), and Beacon, a campus arts

publication, this last year called Spindrift.

Publications are guided by a Publications Board which determines policy and approves financing. The Publications Board has the following membership: editor of each of the student publications, business manager of each, editorial faculty advisors, business faculty advisor, two student council representatives, chairman of the English Division, and an administrative representative appointed by the President of the College. The Board is guided by a publications policy that is intended to "preserve the tradition of a student controlled publications program." The policy supports freedom of the press and good taste, and has been approved by the District Board of Education.

The Southwester was published more or less weekly during the 1970-71 year. Publication dates were adjusted to the academic calendar. The editor is selected by the Publications Board from students who submit applications. The advisor is the journalism instructor, and the journalism class provides some manpower to support the newspaper effort. The paper is tabloid size, carrying news and articles directed toward student interest, interspersed with photographs. Make-up and appearance are editorial prerogatives and change with editorships, as do content and point of view.

Editors of the Beacon are selected for each edition by the Publications Board from students who apply. A member of the English faculty has served as advisor. Spindrift combined photographs and photographed reproductions of student art projects

along with student poetry and short story in a professional quality publication.

Finances:

The budget which sustained the student government program for 1970-71 is compared to the budget for 1971-72 below. The several sources of income are indicated.

ASSOCIATED STUDENT GOVERNMENT BUDGET
1971-72

	1970-71 Budget	1971-72 Budget
RECEIPTS		
Estimated Cash Balance	\$ 250	\$ 250
Student Body Fees	10,450	11,500
Dance Receipts	1,600	1,600
Vending Machines	500	850
Miscellaneous Income	-0-	1,100
TOTAL	\$12,800	\$15,300
EXPENSES		
Secretarial and Clerical	\$ -0-	\$ 1,500
Southwester	4,170	3,650
Cultural and Social Activities	2,800	3,910
Organization Support	800	1,000
Printing	400	540
Office Expenses	400	900
Dues	50	200
Arts and Cultural Events	630	-0- *
Travel	1,500	1,800
Publicity	850	900
Awards Ceremony	400	400
Office Furniture	300	-0- **
Emergency Fund	500	500
TOTAL	\$12,800	\$15,300

*The budget items for arts, cultural events, dances, etc., are combined into one budgetary listing under "Cultural and Social Activities."

**The budget items for office furniture and office expenses are combined into one budgetary listing under "Office Expenses."

During the past academic year the \$10 activity fee charged all full-time students was apportioned as follows: \$3.90, Associated Student Government funds; \$2.60, athletic funds; \$1.30, insurance; \$2.20, building reserve fund. The apportionment for each year is determined from budgets submitted by the Associated

Student Government and by the athletic department and approved with other budget concerns by the Board of Education.

Student government monies are managed by the Student Council which directs its treasurer on expenditures and budget preparation. Checks carry only the student president's and the student treasurer's signatures.

Extracurricular Activities Program:

The Faculty Senate Arts and Lectures Committee in response to student, faculty, and community interests schedules and makes arrangements for a selection of speeches and performances. Funds are budgeted annually for this purpose. Last year's major presentation was the consumer advocate Ralph Nader. The large expense involved in bringing Ralph Nader to the campus limited the year's program and called into question the philosophy of the Arts and Lectures Committee. Is it to be a public relations committee serving only broad community interests with major attractions, or will it serve also the narrower intellectual and cultural interests related to various academic areas? No specific guidelines have been adopted to resolve the question.

Other extracurricular programs are sponsored by various divisions financed by division funds. They include such offerings as poetry readings by poets on the Northwest Poetry Circuit and

environmental speakers. An art film series has been put together by members of the faculty for students, faculty, and the community.

Drama and music programs offer students opportunities to perform. Three dramatic productions were presented during the 1970-71 academic year: The Seeing Ear and the Hearing Eye, The Imaginary Invalid, by Moliere, and a montage of one act plays billed as New Voices. There are two major music productions, Christmas and spring, and numerous band concerts throughout the year.

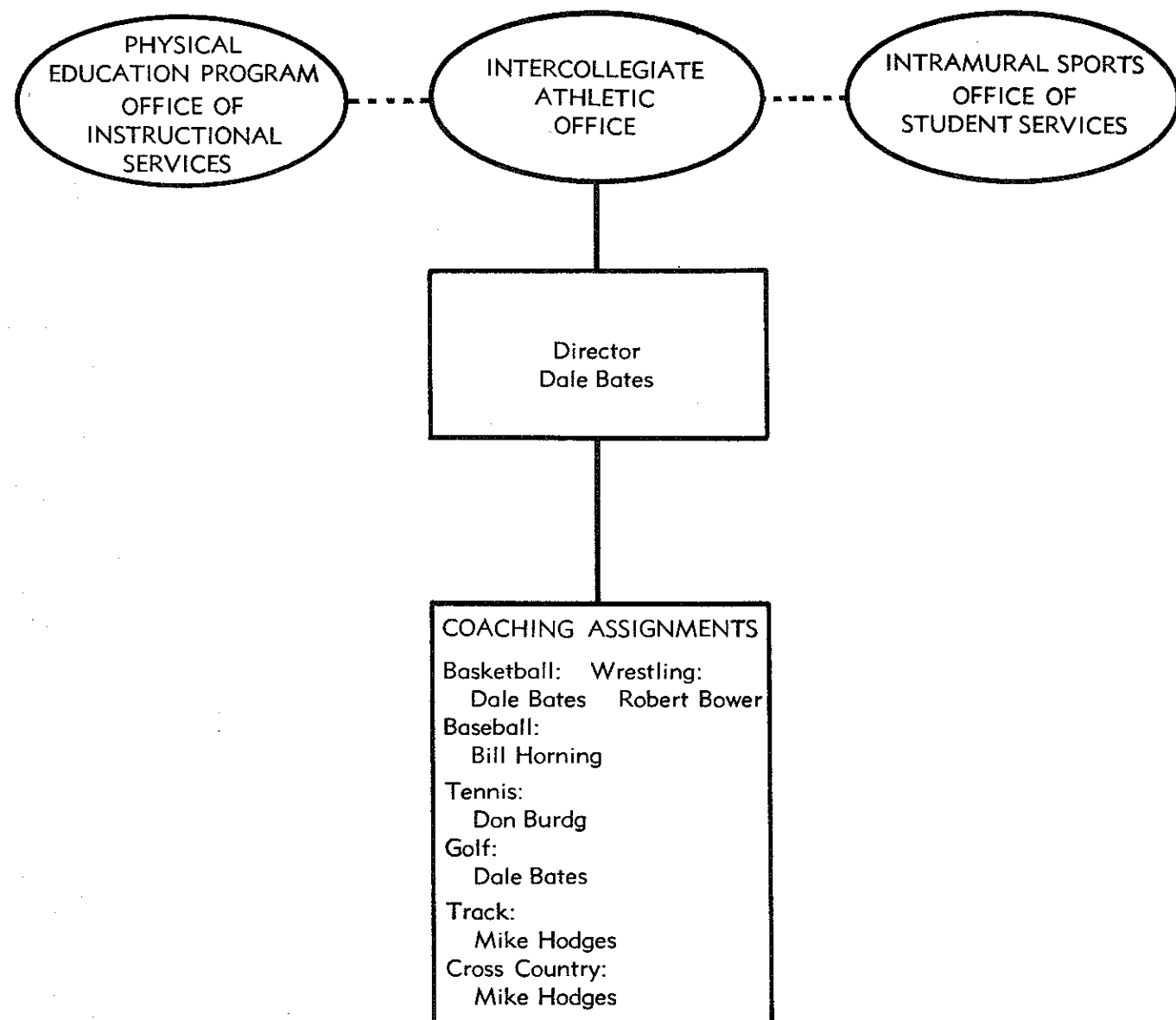
Further details of the extracurricular activities programs will be found in the Special Services section of this report.

ATHLETICS

Intercollegiate Athletics Program:

Southwestern Oregon Community College is a member of the National Junior College Athletic Association and the Oregon Community College Athletic Association. Competition in five sports, cross-country, basketball, baseball, track, and golf, has been arranged with other colleges of the Oregon Association and with junior varsity and freshman teams from four-year institutions. Competition in wrestling and tennis will be added in the 1971-72 academic year.

The chart below suggests diagrammatically the organization and direction of the program.



----- Denotes cooperation and multiple staffing

Athletic Personnel:

Members of the athletic staff are employed full-time and given rank and placement the same as other members of the full-time faculty. Released time is allowed for coaching responsibilities in the athletic program. In addition each staff member teaches and serves on senate committees.

All coaches assume the following duties: responsibility for scheduling their sports, care and purchase of equipment, completion of eligibility forms, inventory of equipment, recruitment, and community relations.

Coaching positions for 1971-72 are:

Dale Bates: Director of Athletics, basketball and golf coach, Assistant Professor of Health and Physical Education

Robert Bower: Wrestling coach, Instructor of English.

Donald Burdg: Tennis coach, Associate Professor of Mathematics.

Mike Hodges: Cross-country and Track coach, Assistant Professor of Health and Physical Education.

William Horning: Baseball coach, Assistant Professor of Health and Physical Education.

Academic Standards and Aid Programs:

The athlete must have a grade point average (GPA) of 1.50 or better during the term of enrollment previous to his competition, or he must be a high school graduate or its equivalent and carrying at least ten hours of college work. The Athletic Director considers

the minimal requirements appropriate for a community college with an open door admissions philosophy, because they permit a wider participation than is generally allowed in four-year institutions.

All scholarship and financial aid requests are reviewed by the Scholarship and Loan Committee of the Faculty Senate. Athletes must apply in the financial aids office and meet the same standards as other students. Some work is available on a part-time basis in the health, physical education, and athletic program at the minimum wage of \$1.60 per hour. A student may earn \$25 to \$30 a month. A limited number of talent grants which cover the in-district tuition are available to athletes.

Intramural Program:

The intramural program offers the following activities to all students except varsity athletes, and to faculty and staff: touch football, basketball, badminton, tennis, golf, slow pitch softball, and cross-country. The intramural program runs from 12:00 to 1:00 Monday, Wednesday, and Friday. Coaching and supervision responsibility for the intramural program rotates each term among members of the full-time health and physical education faculty. The program is minimal because of a lack of student enthusiasm and because of off-campus student interests. Also, more demands are being made for the instructional use of facilities.

PLACEMENT

Southwestern Oregon Community College does not have a placement office. Some placement service is available through the Financial Aids Office and through the efforts of faculty in vocational areas. Some placement efforts are a part of the cooperative work experience program and more will doubtless occur with the new appointment of a coordinator of that program for the 1971-72 academic year. It is felt generally that a placement center would aid program planning in vocational fields by providing some indication of job availability and demands.

ALUMNI RELATIONS

There is no alumni organization.

Follow-up contacts with alumni are planned and were initiated with the pilot follow-up study for the ten-year anniversary of Southwestern Oregon Community College. Returns were limited in part because alumni address lists were not current. (See Section V, Educational Programs). Alumni interest in the College is shown in the many visits former students make to the campus and with their instructors.

STUDENTS: ANALYSIS AND APPRAISAL

STUDENT PERSONNEL PROGRAM

Objectives:

The objectives of the Student Personnel Services complement and supplement the educational program of the College, and so, correlate with the purposes of the Institution. The student services objectives support the educational program by directing attention to the total development of individual students and to the development of the College as a learning environment. They aim at increasing the intrinsic worth of a wide diversity of individuals to themselves and to their community.

By offering various experiences through intramural and extracurricular activities, the student services program attempts to broaden students' educational and cultural experiences. By trying to develop the College as a social system within the larger community, the program attempts to provide an environment for individual student growth. How successful these attempts have been is difficult to assess. The College is a nonresident institution. Many students arrive in time for classes and leave as soon as they have attended them.

Administrative Organization:

The organizational chart shows the organization for the

administration of the student personnel program. The organization allows for proper administration and flow of information. However, those directly involved indicate that it does not always function properly or always effectively. Breakdowns have been noted in areas of advising, bookstore, food service, and placement. It should be noted, however, that the last three services are not fully developed on this campus.

The Dean of Student Services represents the concerns of the student services program at Administrative Council and Instructional Council and in unstructured decision-making sessions with other administrators. The President of the Associated Student Government represents student concerns at meetings of the Board of Education; he is an ex officio member of the Board.

The student services--advising, counseling, financial aids--are organized to take the best possible advantage of the talents of the professional staff in support of the objectives of the College; advisors are selected from among the entire staff to advise in their fields of preparation, financial aids are administered in part by a financial aids committee broadly representative of the college community, and counselors teach as well as counsel for the reason, among others, that they will then have the opportunity to be aware of student and instructor concerns within the educational program.

Physical Facilities and Financial Support:

The physical facilities used for the student personnel

program are not entirely adequate nor is the space available ideally situated. At present, there is a space limitation and, to some extent, a security concern in the admissions area. Because of instructional demands on the facilities of the College, there is at times not adequate conference and testing space. Admissions and records, financial aids, student activities, testing, placement, housing, health services, and follow-up would be better served by a facility that would allow centralization of these functions.

There has not been adequate justification or planning for increased financial support for financial aids administration, placement, health services, or counseling. The justification of these functions in terms of the priorities of the total college has lagged, along with the funding.

Financial support is not adequate in the counseling area; specifically, where the demand on the one and one-half full-time counselors exceeds what they are able to do. Each full-time faculty member does have a one-fifth-time obligation to the College for advising and other service to the institution. Faculty advising supplements the counseling program.

Projections:

Based on our present enrollment and educational program, the Student Services Staff has projected a need for a full-time Coordinator of Financial Aids and Placement, one and one-half additional counselors (based on a conservative one-counselor-to-

400-FTE ratio), and a half-time health services advisor. We will then need appropriate facilities for health services. We need now a student facility with food services. The food services may come as a by-product of an educational program in food services. Also, we need to consider provisions for student housing.

Policy Statements:

Some policy statements are published in the Student Handbook and the General Catalog. The student, faculty, and Board do not all understand policy statements though clarification is available on published policies. A majority of the analysis committee feels that there should be a compilation of all policies in writing.

Due process is provided for through the Academic Standards Committee and the Student Affairs Committee, as described in the Catalog on page 29.

Student Dissent:

Development of a student code of conduct on student dissent implies the creation of rules and regulations of behavior for students which are distinct from those imposed on other members of the institution or citizens of the community. The best interests of the students will not be served by drafting a separate code of conduct, but rather by assuming that students are entitled to the same rights and have the same obligations as any other citizens of the community. If, or when, the institution adopts for its total

community a code of rights and responsibilities bearing on dissent, the student code should be an integral part of it.

ADMISSIONS AND RECORDS

Administration of Admission Requirements:

Southwestern Oregon Community College does not have a set of written admission requirements other than the broad statement in the general catalog: "Persons who are high school graduates and others who are 18 years of age and have the ability to profit from instruction may be admitted to the College. In special cases high school students may be admitted if they are recommended by their high school principal." The admission policy is administered firmly in a manner appropriate for a two-year comprehensive college.

Instructional divisions have made exceptions to the admissions policy in the Practical Nursing Program and Wood Industries Program where it has become necessary to limit the size of enrollments because of job opportunities and training facilities. The apprenticeship committees limit entry into apprenticeship training and hence into apprenticeship courses at the College.

A contradiction appears to exist between the admission policy and the probation and suspension policies. Under these policies certain GPA levels are to be maintained by students or they cannot be allowed to continue at Southwestern Oregon Community College. In practice those students who petition are usually readmitted after advising and counseling, and in this way the suspension

procedure does bring to our attention those students who are having persistent academic problems and those who may not "have the ability to profit from instruction." However, there are students who do not submit petitions for readmission, who are not identified and counseled, and who simply do not return to the College, even though they may "have the ability to profit from instruction." If such a suspension procedure is continued each student should automatically be contacted by the counseling staff and an attempt should be made to define that student's educational problems.

Coordination of Admission Policies:

The institution-wide coordination of all admission policies is satisfactory because requirements or restrictions are minimal as stated above. The admission requirements for the specific programs where enrollments are limited should be made clearer, especially in the general catalog. Further plans for institution-wide coordination and formulation of admission policies will be required if it becomes necessary to limit enrollment in other programs.

Transmission of Records to Counselors and Advisors:

Pertinent documents on students were not transmitted to advisors during the 1970-71 academic year because the advising procedure was not designed to permit it. Records were available

in the Admissions Office.

The 1971-72 advising program invites the student to select and record his own advisor, and at the end of each quarter advisors are provided with information on the students they are advising. This is a similar procedure to the one followed prior to 1970-71. Further information is available from the admissions office and may be requested either by the student or by his advisor. Neither advisors nor counselors have been provided with follow-up information on former students as an assist in the modification of subsequent advising and counseling practices.

Communication With Faculty and Students:

More adequate signs as procedural guidelines for students are needed at critical points during registration and payment of fees. Registration information needs to be more consistently presented in the student newspaper, in the weekly College bulletin, in the public media, and by poster. Faculty receive registration information in meetings and by distributions. Class enrollment sheets are distributed to each instructor during preregistration to aid in advising. Schedule information is not consistently made available in places off-campus where potential students may have occasion to obtain copies.

Internal communication between instructional divisions and the records office has frequently been incomplete for classes which begin at irregular times and for off-campus offerings.

Routine Reports:

Routine term and annual reports made for the administration, faculty, and students appear to be satisfactory. Long-term and short-term follow-up reports which go beyond those required for state and federal reporting purposes are generally lacking and are needed for institutional planning.

Academic Recording System:

The academic recording system is satisfactory for the institution at this time and for the anticipated needs. The microfilming of existing records will allow for better space utilization and complete duplication of records for security purposes. Recent academic records are, for the most part, in machine readable form accessible for research purposes.

Some records kept by the Coordinator of Admissions and Records are in an 8-hour fireproof safe. Active student records are in portable files in the office during the day; for security purposes they are put in the safe from 5 p.m. to 8 a.m. every working day and over weekends and vacations. The active records are in the office in 45-minute fireproof file cabinets.

Publications:

The quarterly bulletin of the American Association of Collegiate Registrars and Admissions Officers and the publications

of the Pacific Association of Collegiate Registrars and Admissions Officers have been used in the design of the present admissions and records system. The pamphlet An Adequate Permanent Record and Transcript Guide and the Handbook of Data and Definition in Higher Education are available. The former has been used as a guide in the design of our current permanent card system. When deviations from these guides are made, they are justified by the particular needs of this institution.

Attendance at regional meetings of the Pacific Association of Collegiate Registrars and Admissions Officers and at national conferences also serve as guides for the efficient running of the Office of Admissions and Records. Procedures discussed at these meetings are studied to see if changes are needed at Southwestern Oregon Community College.

Equipment and Space:

While equipment is adequate at the present time, the physical facilities of the office are not adequate. There is a shortage of file space, which the microfilming project may help alleviate.

The organization of the office is inefficient in that two secretaries in the office continually need to leave their desk work to answer student questions. When they return to their desks, they have to pick up from where they left off with the inherent possibility of error. We need a full-time clerk who can answer questions for students, thus leaving the two secretaries free for

desk work especially during the registration period. When the demand is not so heavy for answering student questions there are enough filing and related projects to warrant another full-time person in the office.

The registration process in use at Southwestern Oregon Community College entails three separate stages: the obtaining of necessary registration material, advising, and payment of fees. At the present time these three functions take place in separate facilities because of limited space in the Office of Admissions and Records. Those persons directly involved in the registration procedure feel that a more centralized system of handling registration needs to be developed. It should include space for students to fill out course selection sheets. The space for payment of fees should be secure for handling money and at the same time accessible to all students.

Accessibility:

The Admissions Office is centrally located and is easily accessible.

STUDENT ORIENTATION

Program:

The student orientation program for the 1970-71 academic year was inadequate. The program relied primarily on faculty advisors for the assistance and guidance necessary for the beginning

student. However, many students did not seek advisors, or if they did, there was not always time for orientation and advising. Some students assisted the orientation program. They directed students to destinations on campus and helped new students with the advising and registration procedure.

Student and faculty opinion indicates the program was not adequate, and seemed disorganized and ineffective. The needed changes were implemented this year on a trial basis. A general orientation meeting was held the first day of preregistration during which the Dean of Student Services gave a brief overview of the College's programs, policies, and procedures. The student assistant feature of the 1970-71 orientation program was retained.

Evaluation:

The orientation process is reviewed annually in the spring by the student services staff. The evaluation and planning would be helped by inviting student assistants to participate directly in the orientation program planning sessions.

Fulfillment of Purposes:

There is little evidence that the major orientation objective to help the student to identify with this institution has been achieved. The orientation process has been effective only to the extent that students have become acquainted with the essential

operations of enrolling. However, in spite of reservations about the orientation program, faculty and student questionnaires returned fall term, 1970, indicated general satisfaction with student orientation to the College.

ADVISING, COUNSELING, AND TESTING

Organization of Advising:

The organization for the academic advising program is adequate. The academic advising program is organized by the Coordinator of Counseling and Guidance who is directly responsible to the Dean of Student Services. All full-time faculty members act as advisors, with most of them advising primarily in their area of academic interest. Counselors help direct students to appropriate advisors and also advise in their areas of academic interest.

Student Advisement Load:

The number of advisees per advisor ranges from one to 40; the mean is approximately 12. Faculty members are normally released from one-fifth of their teaching load for advising and committee work. This policy is equitable in most cases; however, advising overloads do exist in some instructional areas, especially during the first and last weeks of a term. This is due in part to the fact that student interests are not evenly spread, and effort is made to select advisors on the basis of their interests and

abilities to advise in given areas. Also, some faculty members are especially competent and interested in being advisors, and they have been given more advisees; they should perhaps be released from committee work for advising. It should also be noted that some advisors have few or no advisees.

Evaluation:

Informal feedback from faculty and students and formal feedback from questionnaires contribute to a continuous evaluation of the advising, counseling, and testing programs. Also, a substantial portion of student services staff's weekly meetings is devoted to evaluating and improving these programs, and as a result changes and adaptations are implemented. The Dean of Student Services has also reinstituted a Report of Yearly Service on the student personnel program to provide data upon which evaluation of the student services area of the College can be based.

These changes in counseling resulted from recent evaluation:

(1) the staff has made consulting services available to Child Care program students and Office Procedures classes, (2) specific counseling assignments were redistributed in an attempt to achieve greater equity, (3) the position of Coordinator of Counseling was created, (4) contact with high school counselors has been increased in order to improve articulation, (5) there has been more on-campus publicity for counseling services that are offered.

In Advising there were these changes: (1) advisors have

accepted new assignments in an attempt to achieve more equity, (2) students who have not yet declared a major may now select their advisors from among faculty members who indicate a willingness to advise undecided students, (3) registration forms were changed to collect information from students regarding their major and advisor choices.

As a result of evaluation: (1) placement testing is encouraged in order to provide information to the advisor and student, though it is not now required, (2) the placement testing service for students wishing admission to the College was advertised in the public media, and counselors emphasized the desirability of taking placement exams.

Noteworthy and Deficient Aspects:

Even with the small staff considerable service is available to the total student population.

In counseling there has been strong, direct support of instruction through consultation with instructors regarding programs and students, by participation in classes, and in contact with individual students in Adult Basic Education, Licensed Practical Nursing, Office Procedures, Early Childhood Education, and in Electronics. There is, however, an obvious need for an additional counselor; the position should be filled by a woman.

When faculty members and students do meet for advising, the result is often good. Some faculty members take considerable time

to conscientiously discharge their obligation. A number of students complain, however, that their advisors are not available; and advisors indicate that when they are available, students do not come for assistance. Students are commonly aware that advice is available, but many choose to make important academic decisions without benefit of advice, in some instances to their own detriment.

Several improvements in the area of advising information are in order. There is a time lapse between make-up and distribution of the Curricular Handbook for Advisors and Counselors prepared and distributed by the Oregon Board of Education. For this reason reminders to advisors to verify subject matter requirements with current college catalogs should be sent each fall. Improvements could be made in distributing information to advisors regarding their advisees. At the same time advisors should be cognizant of the confidential nature of a student's academic records. During registration week a daily bulletin should be published containing pertinent information needed by advisors and students, in addition to the class closure and schedule change information now distributed.

Our strong commitment to discharge the obligation of an open door college to assist students in identifying their limitations and abilities is exemplified in the fact that interest, aptitude, and achievement testing are available to students with the cost of these services being borne entirely by the College District. The usual testing center charges for administration of a General Educational Development Testing Program are also absorbed by the College, leaving only the Oregon Board of Education processing

charges to be paid by the student. Students in increasing numbers are making use of these testing services.

Many students are not taking placement tests and placement test results are not consistently used by advisors. An analysis of use, validity, and alternate forms of placement testing has been undertaken by the student services staff. Faculty have criticized placement tests, especially mathematics, for not discriminating precisely the level of student ability for placement purposes.

FINANCIAL AIDS

Business-like Supervision:

In order to insure business-like supervision of funds and follow-up on recipients, students applying for financial aids must follow a set procedure that includes an initial interview and application. A file is maintained for each student who has been placed on any financial aid program; it includes the application, the forms required by the government, and a promissory note when a loan is involved. The records involving each student are kept current monthly or quarterly according to the requirement of the student's program.

There are formal and informal follow-up procedures for students receiving financial aid including evaluation of transcripts and consultation with students when they have grade or class problems. Students are advised to contact the office at least once a term. Student files are also reviewed by the Scholarship and Loan Committee each term.

The high rate of delinquency in the repayment of emergency loans and National Defense Student loans indicates the need for tighter control of funds in the form of more frequent billing and more timely contact with borrowers.

Procedures for Determining Need:

The procedure for determining the need of applicants includes the use of the Parents' Confidential Financial Statement. Many students resist obtaining this required form; however, the discrepancy between information obtained from the parent's statement and from the student's estimate of his parents financial status justifies the continued use of this procedure. The guidelines recommended for determining financial aid are satisfactory and should be continued.

Students in Special Categories:

Students who receive financial aid from scholarship funds, talent grants, and general employment may receive aid in excess of their demonstrated need. Scholarship funds and talent grants are given to students without regard to need. This policy is supported by the philosophy that these funds attract exceptional students to our campus, and, therefore, provide enrichment in the classes and programs of which they are a part. General employment is available to students who are not able to demonstrate need, as it is defined for financial aid purposes, but who nevertheless wish employment in order to meet expenses.

Part-time Employment Program:

Approximately 50 percent of the students enrolled at the College worked part or full-time on or off-campus fall term, 1971. Twenty-seven percent of the full-time students enrolled (12 hours or more) were employed from college work-study or general employment funds. All students employed through available college funds worked from three to 15 hours per week and averaged 11 hours per week. The College does not accumulate data on wages and hours of students who work off-campus or on students who are unable to work off-campus because of unavailable jobs. Eighteen dollars is the average weekly wage of students employed through campus funds during an academic year. The College was unable to employ 2 percent of the full-time students who had applied for the available college employment, 1970-71.

Strengths of the program are: (1) whenever possible, jobs are matched with educational goals; (2) jobs established off-campus through the federal work-study program benefit the student, the community, and the College and create good will; (3) students' needs, capabilities, and interests are considered individually before they are sent off-campus for interviews.

There are weaknesses of the student employment program: (1) difficulties arise when on-campus supervisors fail to give enough job instruction to provide a learning experience for the student; (2) communication between the Office of Financial Aids and the job supervisor is not always sufficient to prevent the

development of poor work habits by the student or to assist the supervisor with his training responsibilities, (3) there is more demand for students who already have certain job skills than for those students who need training.

Academic Scholarship Program:

The academic scholarship program provides assistance to 7 percent of the full-time students through scholarships and talent grants. The average scholarship stipend or grant given each student is \$80 per term. Sixty-six percent of the qualified students are denied scholarships because of insufficient funds; however, 25 percent of these receive assistance through other financial aid programs. The Southwestern Oregon Community College District is the only institutional source of scholarship funds.

The strengths of the scholarship program are: (1) merit scholarships offer a means of scholastic recognition and financial aid to students who have maintained high grade point averages regardless of need; (2) each scholarship applicant is carefully screened by the Scholarship and Loan Committee before selection; (3) students of all ages are eligible to apply if they plan to be full-time students the following year.

There are these weaknesses: (1) media coverage and advertising have generally not been effective in attracting students to apply for scholarships, (2) some high school counselors have not followed procedural guidelines and have selected scholarship recipients in

a de facto manner by encouraging only as many students to apply as there are scholarships available to students at their school, (3) not enough college instructors encourage students to apply.

There is a recommended allocation of talent grants among areas of the College; however, the distribution of grants within areas is sometimes unsatisfactory. The allocation procedure for talent grants is presently being reviewed.

Short-term and Long-term Loans:

Within the limits of the available loan funds almost any student can receive a short-term loan for the amount of tuition and fees as long as he does not have an outstanding loan with the College. Short-term emergency loans are made almost immediately after receiving an application. Students who apply for emergency loans are often high risk borrowers and have poor records of repayment. As a result of this high risk loan category and because of the increased demand, there is often a shortage of funds. To correct this situation a need for better follow-up procedures is indicated and is being developed. Seventeen percent of the student body received help from short-term emergency loans and from National Defense Student Loans during the 1970-71 fiscal year. The 90-day emergency loans ranged from \$24 to \$150, with a mean of \$100. The ten-year National Defense Student Loans ranged from \$150 to \$1,000 with a mean of \$430. Long-term student loans administered from Foundation funds range from \$116 to \$320 with the mean of \$166. Twenty-eight

percent of the students who received National Defense Loans are delinquent in their payments. One percent of the students who received long-term loans from institutional funds are delinquent.

Projections:

At present we do not have access to educational program projections and therefore cannot project the financial aid need in relation to the projected educational program. In relation to our present program, there will certainly be need for a full-time Financial Aids Director and for an additional full-time secretary. There is need for sufficient office space to accommodate the financial aids staff and records. It is essential that funds to assist students increase in proportion to the increase in enrollment in order to maintain at least the present level of support.

BOOKSTORE

Policies:

No formal board sets policies for the bookstore. The administration and Instructional Council consider bookstore matters when the need arises. Students are not involved in such considerations. Student involvement would enable them to understand better the operation of the bookstore and to express their views on bookstore matters.

Net Losses or Profits:

BOOKSTORE SUMMARY - 1969-70

Total Sales		\$60,869
Inventory, July, 1969	\$24,050	
Purchase of Texts	47,342	
Other Purchases	1,684	
	<u>73,076</u>	
Less Inventory - June 30, 1970	24,124	<u>48,952</u>
GROSS PROFIT		11,916
Less Expenses:		
Secretarial and Clerical		
Salaries	\$ 4,773	
Other help - Students	494	
Materials and Supplies	<u>179</u>	<u>5,446</u>
NET PROFIT		\$ 6,468

In addition to the above expenses, \$2,814.79 in salaries were paid directly from the general fund, and work study students earned \$1,591.06, of which 20 percent was borne by the general fund. No allocations were made for utilities, custodial care, or space rental.

BOOKSTORE SUMMARY - 1970-71

Total Sales		\$79,044
Inventory, January 1, 1970	\$24,124	
Purchase of Texts	62,988	
Other Purchases	6,277	
	<u>93,389</u>	
Less Inventory, January 30, 1971	24,266	<u>69,123</u>
GROSS PROFIT		9,921
Less Expenses:		
Secretarial and Clerical		
Salaries	\$ 8,887	
Other Salaries	862	
Supplies	9	
Travel	<u>22</u>	<u>9,780</u>
NET PROFIT		\$ 141

In addition to the above expenses, \$1,058 of work study salaries were paid, and the general fund bore 20 percent of this figure. It should be noted that again no allocations were made for utilities, custodial costs, or space rental. The prime difference between this year and last is that this year all secretarial and clerical help with the exception of work study was charged directly to the bookstore operation.

No separate bookstore summary was done in the academic year 1968-69.

In actuality the bookstore has never and is not now showing a profit because as stated above no charges have been made for utilities, custodial costs or space rental. The balance recorded as Net Profit is transferred to the Building Reserve Fund each year.

Noteworthy and Deficient Aspects:

It is especially noteworthy in the operation of the bookstore that books are ordered at the individual request of faculty, students, and members of the community. Such order-service greatly expands the service of the bookstore. It is an example also of the noteworthy service and cooperation that characterize the bookstore personnel.

Deficiencies which have been noted are mainly the result of limited display and storage space. The stock of student supplies could be expanded to include such items as tape cartridges,

a wider selection of art supplies, and equipment for sports taught on campus. The bookstore does not offer a selection of paperbacks in noncurriculum areas. At this time the book selection is strictly curriculum oriented.

Contemplated Improvement:

The present bookstore facility is temporary. Future plans are for a large permanent space in a student-use facility, which will allow expansion of services and stock and will provide adequate storage.

HOUSING AND FOOD SERVICES

Food Service Reputation:

The food service has a bad reputation among the students. Some students report arbitrarily raised prices. Though quantity seems adequate, students generally are dissatisfied with the quality and limited variety.

Dining Facility:

There is no dining hall, and the present dining facility is temporary. It is bright, but not pleasant, possibly because the light is artificial, and the decor sterile. In addition, the tables are not cleaned often enough and usually are littered with empty cups, full ashtrays, wrappers, and cartons. The environment encourages people to be sloppy. More space, a pleasing decor,

windows, a larger seating capacity, smaller tables, some noise level control, and better bussing and clean-up procedures are sorely needed.

Safety and Supervision:

The provisions for safety and supervision of the food service have been limited to periodic inspections by governmental bodies. The new food bar requires a restaurant license, and safety and supervision will be provided by county sanitarians, as well as by the Business Manager of the College.

Projections:

Dormitories and a cafeteria are considered in long-range planning. A permanent dining facility and improved food services are high priority concerns.

HEALTH SERVICES

There are no health services at Southwestern Oregon Community College.

Instruction in Personal Health Hygiene:

A course in personal health, He250, is a requirement for graduation in most programs.

Projections:

Long-range planning should include a health service commensurate

with community college concerns and risks. A first aid program would be a practical first step.

EXTRACURRICULAR ACTIVITIES

Objectives:

There are no clear-cut objectives for the extracurricular program. There is no evidence that any of the activities listed as extracurricular specifically exemplify any clear objective.

Participation:

The percentage of students participating in extracurricular activities is small. No statistics are available regarding attendance at College dances, but casual observers report that more high school students than college students attend. Student publications are not a potent force except among a limited number of students. Participation in student elections and student government is marked by general apathy; only 400 out of a student body of over 2,000 voted in the fall, 1971, election.

Controls:

Control of student publications is effected through the Publications Policy Statement, a document that guides the Publications Board which represents administration, faculty, and students. The statement places immediate responsibility for conduct of the student newspaper, the student magazine, and the student

handbook in the hands of the editors appointed by members of the Publications Board with Associated Student Government approval.

Noteworthy and Deficient Aspects:

Noteworthy in the extracurricular area is the trend toward cooperative activities involving student government and other campus groups. This is marked by increased joint endeavors and decreased duplication of efforts. Also noteworthy is the effort of the student government to determine the needs and interests of students regarding extracurricular activities. A survey has been taken and will be used to develop a more meaningful program.

Weaknesses in the program are a failure to recognize the diversity of the student body, a lack of leadership, and the failure to identify the interests of students outside the classroom. Members of the Student Council and members of this analysis committee believe there is a strong need to motivate students or at the least to find out what extracurricular activities appeal to them. The survey mentioned above is a first step in this direction.

A member of the faculty has a half-time assignment as Coordinator of Student Activities. This year the coordinator has not been allowed this measure of time because of other institutional demands. Student activities should not be in competition with other demands for faculty coordinating time.

ATHLETICS (Intercollegiate):

Academic Requirements:

Academic requirements based on standards for eligibility of the National Junior College Athletic Association are considered reasonable, with the exception of the "sit-out" provision for athletes transferring from one community college to another. The Athletic Director of the College considers a one-quarter "sit-out" more reasonable than the full year "sit-out" now required.

Academic eligibility is checked each term before athletes are allowed to participate on the intercollegiate squads.

Coaching Duties and Positions:

An evaluation of the duties and positions of coaches as listed in the description section of this report indicates that faculty supervision of intercollegiate athletics is stretched too thin. Southwestern Oregon Community College allows released time for coaching activities, but not to the extent of many community colleges. For example, the Athletic Director at this College does not feel he is allowed enough time for both coaching and directing responsibilities.

Policy and Funding:

Control of policy and funding of intercollegiate athletics is mainly in the hands of the President. The only control by faculty is that vested in the Athletic Director and the coaches. The

Athletic Director with the cooperation of the coaches puts together the athletic budget for the review of the President, after which it becomes part of the budget document and proceeds through the channels for budget approval. Student involvement is limited mainly to participation in the activities. Inequities may arise out of policy which circumvents students and faculty. Athletic activities are financed in part by student fees, but student leaders do not approve the athletic budget. The allocations from student fees to athletics, insurance, building reserve, etc., are the province of the administration. The analysis committee thinks that the College should be working toward a joint management body (administration, faculty, and students) that would determine athletic policy and financing.

Financial Assistance for Athletes:

Eleven talent grants and some other financial aids are included in the budget from student tuition. The physical education department employs 20 students as part of the financial assistance program. While any student may apply, athletes are generally given preference. No athletes while on academic probation received such financial aids as are awarded because of athletic ability, according to reports and records of the Scholarship and Loan Committee.

ATHLETICS (Intramural):

Program:

A community college intramural program is limited because the

nonresident student body often has strong community ties. This is true at Southwestern Oregon Community College. On the other hand, the community college has a unique opportunity to promote community participation in physical activity by way of class, workshop, and intramural offerings designed to appeal to the interests of local citizens. The College has failed to meet these interests to any great extent. We offer activities for spectators, but the community may be better served by offering activities for sports participants as well.

The College should undertake a survey to determine the needs and desires of the community regarding physical activities. Based on findings of the survey, intramural activities should be organized, financed, and staffed by the College. Frequent surveys should monitor changing community interests.

There is a consistent relationship between the development of an intramural program and of a comprehensive educational program which provides training in the skills for intramural activity. For example, the volleyball class should provide the training for satisfactory intramural performance. Students need to be better informed about intramural activities and related classes. They also need some participation in the planning of such activities and courses.

Facilities and Faculty Supervision:

The facilities for the existing intramural program are adequate. However, our facilities will not allow the recommended

expansion of the intramural program, or accommodate a substantial increase in the number of participants and the number of activities offered.

Faculty supervision for the current program is not sufficient.

PLACEMENT

Placement service at this institution is informal but often effective within the Business Division and the Industrial Mechanics and Wood Industries areas. There is minimal follow-up of students employed, and such follow-up as exists in the above areas is informal and conducted by the faculty.

Improvements Suggested:

A formal placement service should be instituted with at least a part-time coordinator of placement services responsible for solicitation of and contact with prospective employers, and for follow-up.

ALUMNI RELATIONS

Program:

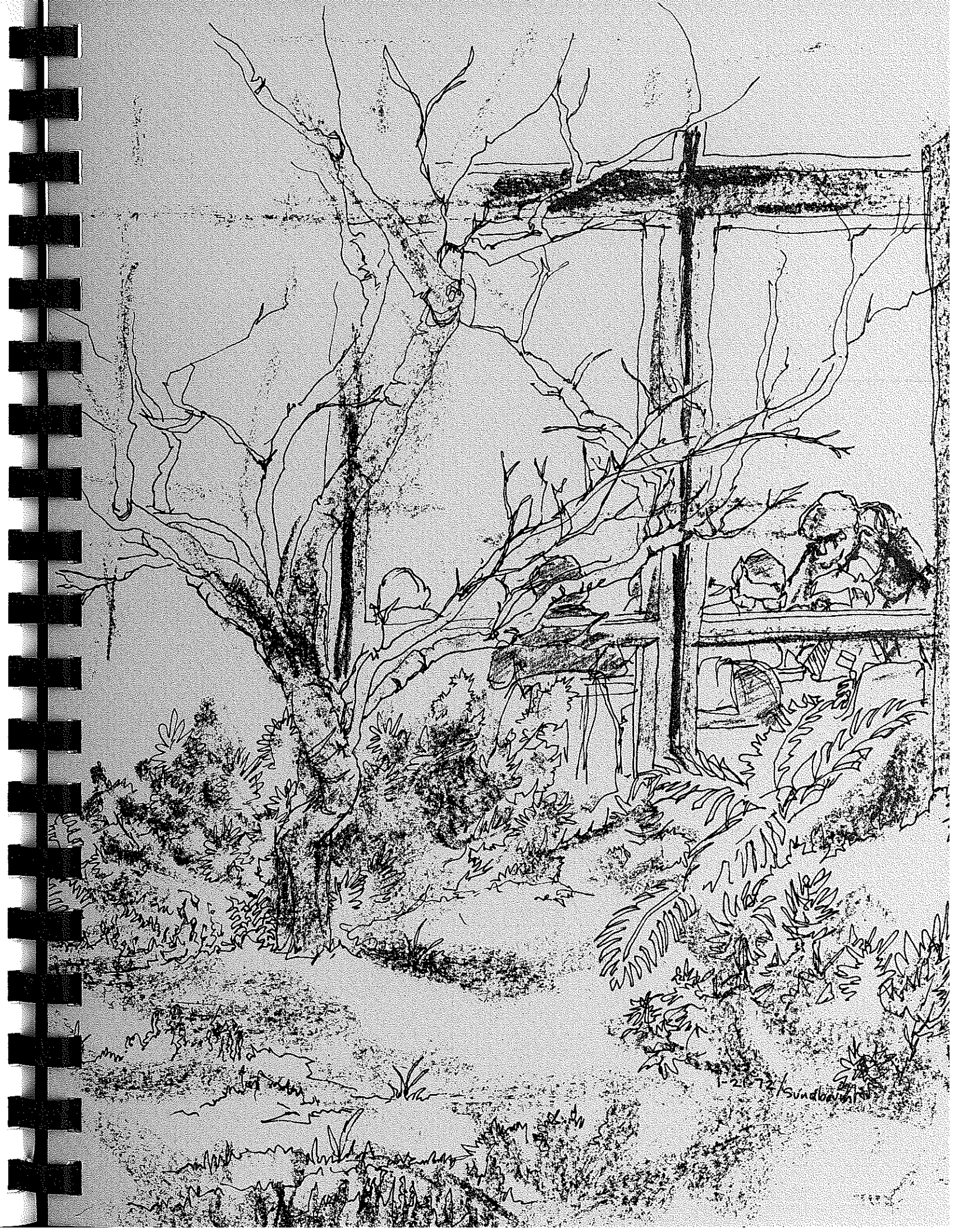
There is no alumni program.

Records:

There are no records for alumni other than their academic records for the time that they were here. Alumni addresses are not current.

Suggested Improvements:

There should be follow-up studies on alumni, and records should be kept to help us determine the College's effectiveness and success in meeting its institutional purposes and objectives. Studies on placement, job success, and employer-employee satisfaction would enable the College to analyze its success in the occupational and liberal arts programs. Such follow-up is planned, and a pilot study in 1970-71 was a first step in this direction.



1-2-72 / Sundown

SECTION IX, SPECIAL SERVICES AND ACTIVITIES

SPECIAL SERVICES AND ACTIVITIES: DESCRIPTION

INTRODUCTION:

The administrative staff and many members of the faculty are heavily involved in community organizations and serve on their boards and advisory committees. It is across the table at the meetings of groups such as these that the ideas for special activities, courses, and workshops often originate. The College generally responds to such community requests. If it is to be a class we ask that 12 students take it, and provided that an instructor can be found and funding arranged, the class is on. Class titles for the 1970-71 academic year ranged from Fish Net Mending and Mushroom Identification to Conversational Japanese and Administrative Nursing. This suggests the variety of responses the College makes to its constituents. Some programs are motivated by the availability of state and federal grant monies and by reimbursement potential, but more are motivated by the desire to meet the needs and interests of the wide college community.

Workshops and special classes are not the only special activities we offer our Community College District. The full range of special services includes judging art shows and speech and essay

contests. Southwestern Oregon Community College is active in the area of special services and programs.

Workshops:

The general rule is that if the learning experience of a workshop can be approved by the state and is thereby reimbursable, we develop a course outline for approval, provide a course number, and offer it as a course. Some regular course offerings began in this way. The home economics staff offered a knits workshop when new knit fabrics were first on the market, and the workshop grew into a full term course now offered regularly.

Workshops vary in duration and in provisions for funding, and requests for them come from many sources. The examples which follow indicate the variation.

The school lunch workshop is an all-day session held once a year for all school lunch workers in the district and Curry County. The request for it originated in a school superintendents' meeting, and it is a joint project with the Intermediate Education District.

An all-day training workshop for volunteer firemen was set up to help the local fire department with the requirement to provide a teacher and nine hours of instruction to meet state regulations.

A mushroom identification and cookery workshop ran to four sessions in response to community interest. The workshop was run also in Reedsport and Bandon.

The administrative nursing seminar ran to six sessions. It was funded by a federal health administration grant and required a \$15 fee for registrants.

The millwright's workshop on rigging ran to 12 sessions. It was funded by the International Woodworkers of America and by state reimbursement.

All the above are examples of workshops offered during the 1970-71 academic year; they suggest the range of such activities and the variety of arrangements for meeting specific community requests. The list of workshops for an academic year is a long list.

Special Summer Sessions:

In addition to classes selected from the regular education program, Southwestern Oregon Community College offers some special summer workshops, generally in the area of the arts. Such offerings in summer, 1971, were the choral workshop, the pottery and ceramic sculpture workshop, and the children's music workshop. These workshops were conducted by visiting artists. We offered also a summer theatre workshop leading to the summer dramatic presentation of Fun in the Dark. For several years the summer Shakespeare classes have gone to the Oregon Shakespearean Festival in Ashland; on campus they concentrate on those plays which will be seen on the stage.

Interest in summer offerings is unpredictable; the summer

session concept is now under faculty and administrative review. For additional comments see the Educational Program section of this report.

Other Programs and Group Meetings:

We offer one-evening or one-day programs on topics of community interest. There is a foods program yearly, last year on seafood preparation. Also there is a clothing program on some special sewing technique or new fabric. There was a band concert and clinic spring term, 1971. Such programs as these generally include an outside specialist.

We provide instructive sessions as they are requested by such special community groups as the Girl Scout leaders, who asked for assistance with youth group leadership. In such cases the group provides the audience; we do not advertise to the community. These are significant cooperative efforts which draw the College and community together.

In cooperation with Community Action, we have provided sessions on consumer education, nutrition, and home management for low income groups. These sessions are usually financed with vocational and consumer homemaking funds. Students referred by various community agencies are screened by Community Action, which provides transportation and tuition.

Southwestern Oregon Community College opens its facilities to community clubs, organizations, and agencies for meetings and business sessions. We provide facilities for lectures and assist

with arrangements. The Ministerial Association used College facilities for a course on The Acts of the Apostles. Another ministerial group including some members also of the Ministerial Association used College facilities for a series of lectures by theologian, Neill Hamilton.

The College through the Faculty Senate has a committee for scheduling and arranging for special lectures and performances open to the community. The Arts and Lectures Committee considers faculty, student, and community interests when selecting the annual program. The Coordinator of Community Services served on the committee as executive secretary for scheduling and advertising the programs. (For additional comments see the Student Section of this report, Extracurricular Activities.)

Tours, Displays, and Appearances:

Members of the faculty at Southwestern Oregon Community College conduct instructional tours through College educational facilities. Groups from schools in the district have been conducted through the Learning Resource Center. The Data Processing Center has been opened to student groups of all ages and to adult groups for a faculty conducted "computer kindergarten." Also, science displays have been set up for student groups.

Members of the administrative staff and faculty often speak for clubs and service organizations, and visual presentations have been prepared for such occasions. Appearances on local television programs occur frequently.

Television:

Southwestern Oregon Community College has recently ventured for the first time into television programming. A 15-minute program was designed for a low income audience, though responses came from a wider range of viewers. A proposal was written for the funding which covered the program expenses. Full-time and part-time members of the home economics staff conducted seminars in connection with the programs, as follow-up and expansion of the program topics. The programs were video taped for adult programs or classes and made available to other schools.

Division of Continuing Education:

Southwestern Oregon Community College has cooperated extensively with the Division of Continuing Education of the State System of Higher Education. Our role has been to provide facilities for the office and the coordinator of the Southern Region (Coos, Curry, Douglas, Jackson, and Josephine Counties); to provide facilities for classes, workshops, and meetings; and to provide such services as duplication, mail preparation, referral, publicity, and audio-visual.

The regional office was closed at the end of the 1970-71 academic year, but many services to the Division of Continuing Education are being carried on. The Office of Instructional Services now provides information on the program and serves as a clearing-house for communications.

Day Care for Children:

For some time, members of the faculty have been aware of the need for a day care facility for the children of mothers who wish to attend classes. Plans are mainly in the discussion stage, and discussion is periodic, but persistent. No formal proposal has been submitted to the administration, and the faculty who would be concerned with the program have not felt strong administrative support, although a day care facility is included in long-range planning.

The first steps toward meeting the need were taken this year in connection with a training program offered in infant and child care. A member of the administrative staff identified a funding source for the program, and funds were awarded on the basis of a proposal written by a member of the faculty. To provide students enrolled in the program with practical experience, child care was offered two days a week under the supervision of a member of our staff at the Neighborhood Facility across the lake from the College. The service, slight because of limited facilities, was for low income people of the community. Toward the end of the year, the program went through a rigorous evaluation and, as a result of favorable evaluation and additional funds, the program was continued for 1971-72.

The faculty generally feels that the effort has not had the

full support or confidence of all members of the administration. If full support and confidence do in fact exist, they have not been adequately communicated.

Associated Student Government set up a standing committee to support the day care program and conducted a survey to determine student interest. Returns indicated that a child care facility would be heavily utilized.

SECTION IX, SPECIAL SERVICES: ANALYSIS

Off-Campus Programs, Staff:

Two local residents act as part-time coordinators in areas served by Southwestern Oregon Community College's off-campus programs. One covers the Reedsport-Gardiner area and the other covers Coquille and the south county. The year 1970-71 was not as effectively covered as previous years as is reflected in fewer courses and smaller enrollments. There were also changes in personnel.

The off-campus teaching staff is largely made up of part-time persons from the areas where the classes are offered. Full-time faculty are occasionally reluctant to teach courses off-campus, especially at night. Also, there seems to have been within some divisions little emphasis on off-campus use of full-time faculty. Sometimes instructors cannot be scheduled to teach off-campus without an overload. The off-campus staff is supposed to be selected by the same divisional procedures as are used for the recruitment of on-campus full and part-time faculty. In practice the divisions are less involved, and the procedure is less formal.

People used for part-time teaching off-campus have the necessary background preparation and are usually engaged full-time in closely related occupations. For instance, there are certified

public accountants teaching bookkeeping, lawyers teaching business law, and professional welders teaching welding. A weakness in staffing the program is that instructors are not always available for all courses requested. We have been unable to fill requests for classes in refrigeration, nutrition, and drafting. One contributing factor may be the low part-time faculty salary scale.

Financial Resources for Off-Campus Programs:

Programs and staff are financed from the general fund, or in some cases by private and public sources other than by state reimbursement and tuition. An insurance underwriters course was funded by the American insurance Underwriters Association, and the Net Mending class was funded by the United States Department of Labor.

There have been adequate financial resources available to meet requests for off-campus courses. At the same time, we have not budgeted for noncredit informational programs, and federal funding for these has decreased. For example, the consumer education television series was discontinued because of the cessation of federal funding.

Facilities for Off-Campus Programs:

We have generally used high school classrooms, churches, or other public and private facilities for off-campus programs. Classroom facilities have been adequate for those classes offered to date.

There are a number of weaknesses in support facilities and services. There are no library facilities conveniently located to support off-campus programs; students must come to the campus for assistance. Also, some support services such as duplicating, audio-visual, and bookstore are not always convenient. Where they are available, the logistics are not always coordinated to support instruction effectively and the off-campus staff may not be aware of the arrangements made for such services.

General Reactions to Off-Campus Programs:

Off-campus courses have been generally well-received--a small, but good effort. There are indications that communities are anxious to have a greater variety of programs brought to them, so that we have considerable opportunity to expand the off-campus program. A number of students return for additional courses, and the classes generally average 14-15 students per course. However, in at least five instances during the 1970-71 academic year courses were scheduled in response to indicated interest and then had to be canceled because of low enrollment. During the 1970-71 academic year there were no transfer courses taught off-campus.

The College has taken some steps to evaluate formally the interest in and need for off-campus offerings, but additional surveys should be made to gather more specific and conclusive information as a basis for further planning. The administration and faculty will need to commit more time and more financial resources to the

expansion of off-campus programming. There needs to be a clarification of where the initiative to develop such courses rests.

Publicity and public relations efforts have not always supported off-campus efforts effectively. It should be noted, however, that not all publicity forwarded to the various news media has been published. With unpredictable responses from the media we may in the future need to rely less on newspaper publicity and more on direct public relations efforts. "The Going Thing," a van equipped with personnel and printed information, has been initiated and may help solve the publicity lag by trips to communities in advance of proposed off-campus offerings.

Degree Credit in Special Service Programs:

In all special services "out-reach" offerings that correspond to regular transfer and vocational classes the degree credit is equal to that of the regular college programs. For some special workshops and programs, no degree credits are offered. As new programs are added decisions concerning credit are made to fit the individual requirements of the program. In all such instances the College appears to have been academically responsible in the assignment of degree credits for special service programs.

As the outreach program develops, the current on-campus system of double-numbering classes to fit the needs of both transfer students and those engaged in vocational programs or pursuing adult education interests should be extended to some classes taught in outlying areas.

Special Services Relative to Purposes:

In order to evaluate special services in relation to the purposes for which they were designed, special services are here divided into three broad categories: special instructional services, cultural and entertainment activities, public relations and promotions.

Special Instructional Services:

In this category are workshops and courses devised by the Office of Instructional Services in cooperation with the appropriate divisions in response to the requests of citizen groups. Included are credit and noncredit extension courses taken off-campus.

The out-reach program is not extensive, and the courses conducted have been primarily in art, business, and home economics with no transfer level courses offered. The total number of courses conducted during the 1970-71 year was low, ranging from two in Myrtle Point to eight in Coquille. Enrollment ranged from 12 to 22 students per course within the same range as similar courses conducted on campus. Expressed responses have been generally favorable.

Special Cultural and Entertainment Activities:

In this category are lecture programs and concerts originating both from campus and outside sources. These programs have generally been selected by the College rather than suggested by the public. The general purpose has been to present a well-balanced variety of

cultural, entertainment, or informative programs as a community service.

The academic year 1970-71 is not a good year on which to base an evaluation of the offerings arranged for by the Arts and Lectures Committee, for the selection was not well-balanced or extensive. Programs that were presented, however, were well attended. Ralph Nader drew an audience of 1,200 in one evening, and 7,000 people came to see the Moon Rocks Show over a three day period. Campus drama, art, and music events, though slow in capturing community interest, now attract substantial audiences.

Public Relations and Promotions:

In this category are promotional activities, community and college communication, and public relations services.

We intend to build two-way informational channels so that the College can be responsive to the community and vice versa. Some activities in this category are designed to promote the College and its programs. Another purpose is to coordinate college and community activities to avoid a needless duplication of efforts. These activities are a means of gathering information for the administration relative to the probable public relations impact of proposed programs or policies.

Planned promotions with the news media have not always been effective. Media relations have been unpredictable and in some instructional or committee areas such as arts and lectures, drama,

and physical education, faculty have found it more satisfactory to bypass the Office of Community Services to make their own media contacts and provide their own information and materials.

We have frequently provided campus speakers at the request of community groups but efforts to organize a speakers bureau have not been productive.

Improvement in all areas is anticipated in the 1971-72 academic year. The Office of Community Services has been reorganized and the position of Director of Community Services created with added responsibilities in the community relations area. A second new position, Public Information Assistant, has also been filled. Emphasis will be on planned publicity and promotional programs and improved liaison between the College and the community.

Justification in Terms of Institution's Central Purposes:

Every special service activity or program examined by the analysis committee conforms in a fundamental way to the institution's stated purposes. In the outreach program the emphasis has been on broadening preparatory and remedial opportunities and on helping students start a transfer college program. The special workshops have been designed to help people improve their occupational skills and knowledge and also to broaden their general educational and cultural experiences. Similarly, the other programs, the group meetings, the sessions in cooperation with Community Action tours,

the television programming can all be identified as meeting a wide variety of educational, vocational, cultural, and human needs within the community.

Additional Special Services Activities Needed:

Since its inception, Southwestern Oregon Community College has been primarily concerned with the development of sound basic curricula in demonstrated areas of community need, and the necessary physical facilities and supportive services to maintain them. The building of needed classrooms and other structures is still in progress. With this in mind, it would appear that existing resources should be dedicated to expanding and strengthening current special services programs, rather than to planning for new programs and services.

As our master facilities building plan is more nearly realized and as the development of curricular programs stabilizes, the College will then be in a better position to direct its efforts toward developing new special service programs. One of the requirements in this area may be additional funds to provide for a special services coordinator; more divisional and instructional time and commitment will also be required.

The role of the faculty and administration in any planned expansion of special services must be clarified. Released time for faculty members who develop and implement new programs would enable them to work effectively at this task and still attend to their teaching duties. Some members of the faculty are now

assuming special service responsibilities in addition to their full-time teaching loads.

Improvement is needed in arts and lectures programming. More cultural events should be provided for the college and the community, with a better balance in programs. For the coming year, the Arts and Lectures Committee of the Faculty Senate has been reorganized and a larger budget allocated than in previous years. Considerable improvement in terms of number and quality of programs is anticipated.

The development of a speakers bureau needs to be undertaken to provide increased scheduling of campus speakers for community groups. This project is currently in progress.

Another special service deserving of consideration is the arranging for televised credit classes on local commercial television. Arrangements of this type, successful on other campuses, would enable the College to reach still greater numbers of people in the community. Other special service activities which have been considered and are desirable include arrangements for day care centers for small children of students, and some provisions for providing car pools or other means of transportation for persons who are normally unable to travel to the campus.





"He's telling about how we believe in the Sacred Hippopotamus who created Man out of oyster shells---don't ask me how he keeps a straight face!"

ENG.-RE-ENGROSSED

House Bill 1014

Ordered by the Senate May 18
(Including Amendments by House February 11 and February 22
and by Senate May 18)

Sponsored by COMMITTEE ON HEALTH, EDUCATION AND WELFARE
(at the request of the Interim Committee on Education)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Deletes phrase "area education district" and inserts "community college district." Creates office of board of education within each district, to consist of seven elective members. Directs that boards are responsible for general supervision and control of community colleges. Authorizes boards to acquire, condemn, operate, improve, lease and convey property; fix standards for admission and prescribe educational program subject to policies of State Board of Education; employ personnel; issue bonds upon voter approval and levy taxes to pay maturing interest and principal of bonds; and issue short-term notes for current expenses. **Authorizes district to provide for education by contract with other institution, district or agency.** Further defines organizational procedure, status and administrative powers of boards. Designates treasurer or fiscal officer of county as fiscal officer of community college district. Establishes procedure for excluding areas from or including new areas within district boundaries. Designates State Board of Education as boundary board for changes in district boundaries. Makes other changes. **Declares policy for function, financing and fees for community colleges.**

NOTE: Matter in bold face in an amended section is new; matter [italic and bracketed] is existing law to be omitted; complete new sections begin with **SECTION.**

A BILL FOR AN ACT

1
2 Relating to community colleges; creating new provisions; amending ORS
3 294.080, 294.311, 294.356, 294.440, 326.011, 326.051, 328.001, 328.205,
4 328.210, 328.213, 328.245, 330.005, 336.155, 341.005, 341.025, 341.045, 341.076,
5 341.085, 341.095, 341.105, 341.125, 341.155, 341.165, 341.175, 341.275,
6 341.280, 341.415, 341.425, 341.435, 341.485, 341.535, 341.635, 341.655,
7 341.935, 341.945 and 341.950; repealing ORS 341.135, 341.195, 341.205,
8 341.215, 341.225, 341.235, 341.245, 341.255, 341.285, 341.295, 341.515, 341.545,
9 341.605, 341.615 and 341.645; and providing penalties.

10 **Be It Enacted by the People of the State of Oregon:**

DEFINITIONS

11
12 Section 1. ORS 341.005 is amended to read:

13 341.005. As used in this chapter and in ORS 328.245 and 352.370, unless
14 the context otherwise requires:

15 [(1) "Area education district" means a district which includes the
16 area of more than one common school district and is formed under this
17 chapter to operate a community college.]

18 (1) "Board" means the board of education of a community college
19 district.

20 (2) "Board member" means a member of the board of education of a
21 community college district.

22 [(2)] (3) "Community college" means a public [secondary school
23 established by a school district or by an area education district] institution
24 operated by a community college district for the purposes of providing
25 courses of study limited to not more than two years' full-time attendance
26 and designed to meet the needs of a geographical area by providing edu-
27 cational services, including but not limited to vocational or technical
28 education programs or lower division collegiate programs.

29 (4) "Community college district" or "district" means a district formed
30 under this chapter to operate one or more community colleges or to secure
31 educational services available at a community college.

32 (5) "County fiscal officer" means the county treasurer or county fiscal
33 officer of the county in which the chief administrative officer of the com-
34 munity college district maintains his office.

1 [(3)] (6) "Full-time student" means a student who carries for three
2 terms, each of which provides for not less than 10 weeks or its equivalent
3 of instructional time:

4 (a) Fifteen term hours per week in lower division collegiate courses; or

5 (b) Twenty clock hours per week of other instruction.

6 [(4)] (7) "Operating expenses" means the sum of the expenditures
7 of [an area education] a community college district for administration,
8 instruction, necessary student services, operation and maintenance of
9 plant and fixed charges, as determined in accordance with the rules of
10 the State Board of Education.

11 (8) "Petitioning territory" means a community college district petition-
12 ing to have an area outside the district included in the district or to have
13 an area inside the district excluded from the district, or an area outside the
14 district petitioning to be included within the district.

15 (9) "Principal county" means the county in which the chief administra-
16 tive officer of the community college district maintains his office.

17 [(5) "Project" means:]

18 [(a) Construction of new buildings.]

19 [(b) Purchase of suitable existing buildings with the necessary re-
20 modeling of such buildings.]

21 [(c) Remodeling of existing buildings owned by the district.]

22 [(6)] (10) "Qualified voter" means any person who has registered
23 under the general election laws at least 30 days before the election [or
24 whose name is on the registration list for the last preceding general
25 election].

26 [(7)] (11) "State board" means the State Board of Education.

27 [(8)] (12) "Term hour" means a 50-minute period of course work a
28 week per student for approximately one-third of a school year.

BOARD ORGANIZATION; RULES; EXPENSES

30 **SECTION 2.** (1) After July 1 of each year, the board of a district shall
31 meet and organize by electing a chairman and a vice chairman from its
32 members.

33 (2) The board shall provide for the time and place of its regular
34 meetings, at any of which it may adjourn to the next succeeding regular

1 meeting or to some specified time prior thereto. Special meetings shall
2 be convened by order of the chairman of the board or upon the request
3 of four board members at least 24 hours before such meeting is to be held,
4 or by common consent of the board members. Notice of any special meeting
5 shall be given to the members pursuant to bylaws of the board.

6 (3) A majority of the board members shall constitute a quorum for
7 the transaction of business.

8 (4) The board shall adopt rules for the government of the conduct of
9 its members and its proceedings. The board shall keep a journal and, on
10 the call of any one of its members, shall cause the yeas and nays to be
11 taken and entered upon its journal upon any question before it.

12 (5) Any duty imposed upon the board as a body shall be performed
13 at a regular or special meeting and shall be made a matter of record. The
14 consent to any particular measure obtained from individual board mem-
15 bers when the board is not in session shall not be an act of the board and
16 shall not be binding upon the district.

17 (6) Members of the board shall receive no compensation for their
18 services, but they shall be allowed the actual and necessary expenses
19 incurred by them in the performance of their duties.

20 STATUS OF THE BOARD

21 SECTION 3. (1) Districts are bodies corporate, and the board is
22 authorized to sue and be sued in the corporate name.

23 (2) The members of the board of a district in their official capacity
24 shall be known as the board of education of the community college district.

25 ADMINISTRATIVE POWERS OF THE BOARD

26 SECTION 4. The board of education of a community college district
27 shall be responsible for the general supervision and control of any and all
28 community colleges operated by the district. Consistent with any applicable
29 rules and regulations of the State Board of Education, the board may:

30 (1) Subject to ORS chapter 237, employ administrative officers, pro-
31 fessional personnel and other employees, define their duties, terms and con-
32 ditions of employment and prescribe compensation therefor.

33 (2) Enact rules for the government of the community college, includ-

1 ing professional personnel and other employees thereof and students therein.

2 (3) Prescribe the educational program.

3 (4) Control use of and access to the grounds, buildings, books, records,
4 equipment and other property of the district.

5 (5) Acquire, receive, hold control, convey, sell, manage, operate, lease,
6 lease-purchase, lend, invest, improve and develop any and all property of
7 whatever nature given to or appropriated for the use, support or benefit
8 of any activity under the control of the board, according to the terms and
9 conditions of such gift or appropriation.

10 (6) Purchase real property upon a contractual basis when the period
11 of time allowed for payment under the contract does not exceed five years.

12 (7) Subject to ORS chapter 279, purchase relocatable classrooms and
13 other relocatable structures in instalment transactions in which deferred
14 instalments of the purchase price are payable over not more than 10 years
15 from the date such property is delivered to the district for occupancy and
16 are secured by a security interest in such property. Such transactions may
17 take the form of, but are not limited to lease-purchase agreements.

18 (8) Establish, lease for not more than 10 years with or without an op-
19 tion to purchase, operate, equip and maintain food service facilities, book-
20 stores and other revenue producing facilities connected with the operation
21 of the community college.

22 (9) Fix standards of admission to the community college, prescribe
23 and collect tuition for admission to the community college, including
24 fixing different tuition rates for students who reside in the district, students
25 who do not reside in the district but are residents of the state and students
26 who do not reside in the state.

27 (10) Prescribe and collect fees and expend funds so raised for special
28 programs and services for the students and for programs for the cultural
29 and physical development of the students.

30 (11) Provide and disseminate to the public information relating to the
31 program, operation and finances of the community college.

32 (12) Establish or contract for advisory and consultant services.

33 (13) Take, hold and dispose of mortgages on real and personal property
34 acquired by way of gift or arising out of transactions entered into in

1 accordance with the powers, duties and authority of the board and institute,
2 maintain and participate in suits and actions and other judicial proceedings
3 in the name of the district for the foreclosure of such mortgages.

4 (14) Maintain programs, services and facilities, and, in connection
5 therewith, cooperate and enter into agreements with any person or public
6 or private agency.

7 (15) Provide student services including health, guidance, counseling
8 and placement services, and contract therefor.

9 (16) Join appropriate associations and pay any required dues therefor
10 from resources of the district.

11 (17) Apply for federal funds and accept and enter into any contracts
12 or agreements for the receipt of such funds from the Federal Government
13 or its agencies for educational purposes.

14 (18) Exercise any other power, duty or responsibility necessary to
15 carry out the functions under this section or required by law.

16 (19) Prescribe rules for the use and access to public records of the
17 district that are consistent with ORS 192.030. However, the following rec-
18 ords shall not be made available to public inspection for any purpose
19 except with the consent of the person who is the subject of the record,
20 student or faculty, or upon order of a court of competent jurisdiction:

21 (a) Student records relating to matters such as grades, conduct, per-
22 sonal and academic evaluations, results of psychometric testing, discipli-
23 nary actions, if any, and other personal matters.

24 (b) Faculty records relating to matters such as conduct, personal
25 and academic evaluations, disciplinary actions, if any, and other personal
26 matters.

27 **SECTION 4a.** All contracts and security interests within the purview
28 of subsection (7) of section 4 of this Act which came into being at any time
29 before the effective date of this Act hereby are recognized and confirmed,
30 and it shall be no defense to the enforcement of any such contract or se-
31 curity interest that the board neglected to advertise for sealed bids before
32 entering into the transaction.

33 **SECTION 5.** (1) The board may adopt such regulations as it considers
34 necessary to provide for the policing, control and regulations of traffic

1 and parking of vehicles on property under the jurisdiction of the board.
2 Such regulations may provide for the registration of vehicles, the desig-
3 nation and posting of parking areas, and the assessment and collection
4 of reasonable fees and charges for parking and shall be filed in accordance
5 with the provisions of ORS 183.010 to 183.040.

6 (2) The regulations adopted pursuant to subsection (1) of this section
7 may be enforced administratively under procedures adopted by the board.
8 Administrative and disciplinary sanctions may be imposed upon students,
9 faculty, and staff for violation of the regulations. The board may establish
10 hearing procedures for the determination of controversies in connection
11 with imposition of fines or penalties.

12 (3) Upon agreement between the board and a city or county in which
13 all or part of the community college campus is located, proceedings to
14 enforce regulations adopted pursuant to subsection (1) of this section
15 shall be brought in the name of the city or county enforcing the regulation
16 in the district, justice or municipal court in the county in which the
17 violation occurred. The fines, penalties and costs recovered shall be paid
18 to the clerk of the court involved in accordance with the agreement
19 between the board and the city or county with which the agreement is
20 made.

21 (4) The regulations adopted pursuant to subsection (1) of this section
22 may also be enforced by the impoundment of vehicles, and a reasonable
23 fee may be enacted for the cost of impoundment and storage, if any, prior
24 to the release of the vehicles to their owners.

25 (5) Every peace officer acting within the jurisdictional authority of a
26 governmental unit of the place where the violation occurs shall enforce
27 the regulations adopted by the board under subsection (1) of this section
28 if an agreement has been entered into pursuant to subsection (3) of this
29 section. The board, for the purpose of enforcing its regulations governing
30 traffic control, may appoint peace officers who shall have the same author-
31 ity as other peace officers as defined in ORS 133.170.

32 (6) Issuance of traffic citations to enforce the regulations adopted by
33 the board under subsection (1) of this section shall conform to the require-
34 ments of ORS 484.150 to 484.220. However, in proceedings brought to

1 enforce parking regulations, it shall be sufficient to charge the defendant
2 by an unsworn written notice in accordance with the provisions of ORS
3 221.340.

4 (7) Violation of any regulation adopted by the board pursuant to
5 subsection (1) of this section enforced pursuant to subsection (3) of this
6 section is a misdemeanor.

7 **SECTION 6.** A board may obtain by condemnation the title to any
8 land it is authorized to acquire. Condemnation proceedings instituted by
9 the board shall be conducted in accordance with and subject to the pro-
10 visions of ORS chapter 35 except that the relator therein shall be the board.

11 **SECTION 7.** (1) A board may acquire by gift or by purchase interests
12 in intellectual property of any kind, whether patentable or copyrightable
13 or not, including patents, copyrights, inventions, discoveries, processes and
14 ideas. The board may also agree to aid in the development of property
15 acquired pursuant to this section and to pay an assignor of any interest in
16 intellectual property a share of any moneys received on account of the
17 board's ownership or management of the property.

18 (2) A board may manage, develop or dispose of by assignment, sale,
19 lease, license or other action deemed advisable by the board, property
20 acquired under subsection (1) of this section, and may contract with any
21 person or agency, board, commission or department of this or any other state
22 or with the Federal Government regarding the management, development
23 or disposition thereof. The board may make gratuitous assignments of such
24 property to any trust or fund, the sole beneficiary of which is the district
25 or any of the institutions or activities under its control, subject to the
26 share, if any, agreed to be paid to the assignor. The board may reassign
27 such property to the inventor, author or discoverer.

28 (3) A board may determine the terms and conditions of any trans-
29 action authorized by this section and need not require competitive bids
30 in connection therewith. No formal publicity or advertising is required
31 regarding property for the development of which the board wishes to
32 contract, but the board shall make reasonable efforts to disseminate such
33 information in appropriate research and industrial circles.

1 (4) Moneys received by the board as a result of ownership or manage-
2 ment of property acquired under this section or of transactions regarding
3 such property shall be credited to a special fund which shall only be
4 applied to payment of the agreed share, if any, to assignors, the remainder,
5 if any, may be used for general expenses of the college.

6 **POLICY AND POWERS OF THE STATE BOARD**

7 Section 8. ORS 326.011 is amended to read:

8 326.011. In establishing policy for the administration and operation
9 of the public **elementary and secondary** schools [of] **and public com-**
10 **munity colleges** in the State of Oregon and in carrying out its duties as
11 prescribed by law, the State Board of Education shall consider the goals
12 of modern education, the requirements of a sound, comprehensive curricu-
13 lum best suited to the needs of the students and the public and any other
14 factors consistent with the maintenance of a modern and efficient **elemen-**
15 **tary and secondary** school system **and community college program.**

16 Section 9. ORS 326.051 is amended to read:

17 326.051. (1) In addition to such other duties as are prescribed by
18 law, the State Board of Education shall:

19 (a) Establish state standards for public **elementary and secondary**
20 schools, considering first the goals of modern education and the require-
21 ments of a sound comprehensive curriculum with particular emphasis on
22 establishment of the highest practical scholarship standards and, in second-
23 ary schools, establishment of academic standards necessary to enable
24 students to attend **community colleges** and institutions of higher education
25 both within and without the State of Oregon, and considering also the
26 health, safety, and scholastic needs of the students, the population, climate,
27 economy and geography of the school districts and any other factors
28 necessary to the maintenance of a modern and efficient school system.

29 (b) Report to the Legislative Assembly biennially, as provided in
30 ORS 293.640, including in its report information on the general condition
31 of the public **elementary and secondary** schools [of] **and community col-**
32 **leges** in the state and all information that in the judgment of the state
33 board may be useful to the public, or for the advancement of the educa-
34 tional interests of the state.

(c) Adopt rules for the general *[government]* governance of public elementary and secondary schools *[, for the maintenance of discipline therein and for the performance of the board's functions]* and community colleges.

(d) Prescribe required or minimum courses of study.

(2) The State Board of Education may:

(a) Consistent with the laws of this state, accept money or property not otherwise provided for under paragraph (b) of this subsection, which is donated for the use or benefit of the public elementary and secondary schools and community colleges and use such money or property for the purpose for which it was donated. Until it is used, the board shall deposit any money received under this paragraph in a special fund with the State Treasurer as provided in ORS 293.265 to 293.275.

(b) Apply for federal funds and accept and enter into any contracts or agreements in behalf of the state for the receipt of such funds from the Federal Government or its agencies for educational purposes, including but not limited to any funds available for the school lunch program, for vocational educational purposes, for adult education and any grants available to the state or its political subdivisions for general federal aid for public elementary and secondary schools and community colleges and their auxiliary services, improvement of teacher preparation, teacher salaries, construction of school buildings, administration of the Department of Education and any other educational activities under the jurisdiction of the State Board of Education.

(c) Administer the state program provided for in Public Law 90-302 (82 Stat. 117).

ELECTIONS GENERALLY

SECTION 10. Unless the context clearly indicates otherwise, the provisions of ORS 260.210 to 260.390 and 260.610 to 260.760 pertaining to elections shall apply to all community college district elections and, in so far as practicable, the general duties of a community college election board shall conform to the election board duties fixed by the general election laws of the State of Oregon.

SECTION 11. (1) Except as provided in ORS 294.421 (Local Budget Law), notice of community college elections, community college district organization and merger, community college district budgets and community college district purchasing shall be given only as provided in this section.

(2) Whenever notice is required, the board shall cause the notice to be published in one or more of the newspapers published in the district and having a general circulation in the district. If no newspaper is published in the district, the notice shall be published in some newspaper designated by the board and having circulation throughout the district. The notice shall be published in at least two issues of each designated newspaper. The first publication shall be not more than 25 days nor less than 15 days preceding the election and the last publication shall be not more than 14 days nor less than eight days preceding the election.

(3) The board may also cause broadcasting of any notice required to be published in the manner provided in ORS 193.310 to 193.360.

(4) The board shall cause the time and place of publishing each of the notices required by subsection (1) of this section and the content of such notices to be recorded in the minutes of the board.

SECTION 12. (1) Any person who is a registered voter in a precinct or the part of a precinct that is within a district 30 days prior to a district election shall be qualified to vote on any matter at the election.

(2) A qualified voter may vote as an absent voter, as defined in subsection (1) of ORS 253.010, in the same manner as is provided in ORS 253.010 to 253.150.

SECTION 13. (1) The board shall obtain or cause to be prepared an official roster of qualified voters of the district and deliver the roster to the chairman of the election.

(2) The county clerk of the principal county shall, in consultation with county clerks of the affected counties, prepare a list or lists of names and addresses of the registered voters of the precinct or precincts that are within the boundaries of the district or overlap such boundaries, who were registered at least 30 days prior to such election. The county clerk of the principal counties may make a reasonable charge for prepar-

ing such lists, and the board is authorized to pay for the lists from district funds, but such payment shall be in a reasonable amount.

(3) Voters at the election shall sign the official roster.

SECTION 14. A person offering to vote in a community college district election may be challenged in the manner provided in ORS 250.350 and 250.400 or in a manner consistent with the manner provided for the election in conjunction with which the district election is being held.

SECTION 15. (1) The hours during which a polling place shall be open shall be from 8 a.m. to 8 p.m.

(2) The ballots shall be uniform, and shall be provided by the board. Provision shall be made for a number of blank spaces equal to the number of board members to be elected, in which the voter may write the names of persons not printed on the ballot for whom he wishes to vote.

(3) When there is more than one candidate for a position of board member, the names and position numbers, if any, of the candidates shall be rotated on the ballot at the election in the same manner as the names of candidates are rotated on the ballot in partisan primary elections as provided in ORS 249.362.

(4) The ballots for district elections may be printed separately or may be printed on the same sheet as the ballots used for the election in conjunction with which the district election is being held.

(5) The number or name of the precinct for which the ballots are intended shall be stated thereon.

(6) In a district election, except one affecting only a county other than the principal county, the county clerk of the principal county shall, in consultation with county clerks of the affected counties, subdivide the district into election precincts and shall designate the number of election boards, the number of clerks on each election board, and the number of voting booths at the various polling places. He shall designate the chairman and clerks of each election board who shall be qualified voters of the district. The county clerk of the principal county may consolidate election precincts and reduce the number of election boards, election clerks, and voting booths to the extent he considers necessary to conduct the election. If a vacancy occurs in any election board sub-

sequent to appointment and prior to the election, the county clerk of the principal county shall appoint a qualified person to fill such vacancy.

(7) In elections affecting only zones in counties other than the principal county, the county clerk of the affected county shall perform the duties of the county clerk of the principal county.

SECTION 16. (1) The powers of initiative, referendum and recall reserved to the people by section 1, Article IV and section 18, Article II of the Oregon Constitution may be exercised at any primary election, any general election or any special election called as provided in section 11 of this 1971 Act.

(2) There may be submitted at any such election to the qualified voters of such districts the matter of recall of board members, questions as to the issuance of bonds, the levy of taxes for the support of community colleges which may not be levied without the affirmative vote of the people, and any other questions concerning community colleges which may be submitted to the qualified voters of such districts under the powers of initiative and referendum.

SECTION 17. The board may call a special election at any time upon questions as to the issuance of bonds, the levy of taxes which may not be levied without the affirmative vote of the people, the recall of directors, and any other questions which may be submitted to the qualified voters of such districts. A special election may be called to be held in conjunction with any other special election held by the district in such year.

SECTION 18. Any of the questions to be submitted to the qualified voters of any district must be submitted in the form of a resolution of its board. The resolution shall specify the questions to be voted upon and the date for holding any special election. A certified copy of the resolution and the ballot title as prepared by the board shall be transmitted to the county clerk of the principal county not less than 20 days before the date of the election. The board may adopt any such resolution, and must adopt the resolution when petitioned by the requisite number of qualified voters of the district.

SECTION 19. (1) The Secretary of State shall designate a ballot number for any measure or question to be submitted to the qualified

1 voters of a district at an election to be held at the same time as a primary
2 or general election if the district is located in more than one county.

3 (2) The district board shall give written notice of any measure
4 or question to be submitted to the Secretary of State not later than 65 days
5 before the date of the election.

6 (3) At the time referred to in ORS 254.090 the Secretary of State shall
7 certify the ballot numbers to the county clerk of the principal county. He
8 shall cause such numbers to be printed on the official ballot as certified
9 by the Secretary of State.

10 **SECTION 20.** The election and the canvass and return of votes shall
11 be conducted under the general supervision of the county clerk of the prin-
12 cipal county in the same manner and under the same penalties as prescribed
13 by law relative to county elections.

14 **SECTION 21.** The district shall pay to the county fiscal officer the
15 proportionate part of the actual expenses of any election conducted for the
16 district in conjunction with any other election as may be agreed upon by
17 the board of the district and the board of county commissioners of the
18 principal county. If the election is not conducted in conjunction with any
19 other election, the district shall pay the entire cost thereof.

20 **SECTION 22.** During the period following an election or other action
21 resulting in a boundary change in a district and prior to the date the
22 change becomes effective, the district or districts from which an area
23 will be separated as a result of the boundary change may hold elections for
24 all legal purposes but the voters in the area to be separated as a result
25 of the boundary change shall not be qualified to vote in any such election.
26 The election on any measure in such district or districts shall not affect
27 or encumber the area to be separated.

28 **NOMINATION AND ELECTION OF BOARD MEMBERS**

29 **SECTION 23.** (1) A person is qualified to be a candidate for election
30 to the board if he is a qualified voter who resides in the district and, if
31 the district is zoned and the position sought is one elected or nominated
32 by zone, in a zone from which nominating petitions are accepted.

33 (2) The name of any person qualified under subsection (1) of this
34 section shall be placed on the ballot as a candidate for the office of

1 board member upon the filing with the county clerk of the principal
2 county at least 70 days prior to the date of the annual district election, a
3 petition of nomination.

4 (3) If the nomination is for an at-large position, the petition of nomi-
5 nation must be signed by at least 10 qualified voters or at least three
6 percent of the qualified voters for the office of board member at the last
7 election, whichever number is greater; however, no more than 50 such
8 signatures shall be required.

9 (4) If the nomination is for a position nominated or elected by zone,
10 the petition of nomination must be signed by 25 qualified voters residing
11 in the zone from which the board member is to be nominated or elected.

12 (5) Unless an acceptance of nomination by the nominee is filed with
13 the county clerk of the principal county at least 70 days prior to the date
14 of such election, such nomination is void.

15 Section 24. ORS 341.280 is amended to read:

16 341.280. (1) The board members *[of education of an area education*
17 *district]* may be elected in one of the following methods or a combination
18 thereof:

19 (a) Elected by qualified voters of zones as nearly equal in population
20 as possible according to the latest federal census.

21 (b) Elected at large by position number by the qualified voters of
22 the district.

23 (2) Candidates for election from zones shall be nominated by qualified
24 voters of the zones. Candidates for election at large may be nominated
25 by qualified voters of zones or by qualified voters of the district, as deter-
26 mined under subsection (3) of this section.

27 (3) Where the method selected under subsection (2) of this section
28 includes a combination of nomination of candidates from and by zones
29 and of nomination of candidates at large, the number of candidates to be
30 nominated in each manner shall be specified in the petition submitted
31 under ORS 341.025 or under ORS *[341.175]* 341.165.

32 **SECTION 25.** At each state-wide primary election, board members
33 shall be elected for a term of four years to succeed the board members
34 whose terms of office expire on June 30 of that year. All such elections of

1 board members shall be held subject to the provisions of ORS 251.015 to
2 251.090, 255.031 to 266.061, 255.990, 260.010 to 260.520 and 260.610 to 260.820,
3 so far as applicable.

4 (2) The candidate for the office of board member who receives the
5 plurality of the votes shall be elected. A tie at an election of board mem-
6 bers shall be decided by lot.

7 (3) The term of office of all board members shall begin on July 1
8 next following the date of election. Board members shall serve until their
9 successors are elected and qualified.

10 (4) Board members must qualify by taking the oath of office.

11 Section 26. ORS 341.275 is amended to read:

12 341.275. (1) The *[area education district]* board *[of education]* shall
13 be composed of seven *[qualified]* members nominated and elected in a
14 manner described in ORS 341.280, to be determined pursuant to ORS
15 341.025 or *[341.175]* **341.165**. The election shall be conducted in accordance
16 with *[the provisions for elections in a school district with a population of*
17 *less than 300,000, according to the latest federal census, under ORS 331.080*
18 *and 331.090]* **sections 10 to 31 of this 1971 Act. [A qualified]** **To be elected**
19 **a board member** *[is a person who is]* **must be** both a resident and a quali-
20 fied voter of *[that area education]* **the district**. If the *[area education]*
21 district has been zoned *[,]* **and the board member** *[shall reside in the zone*
22 *from which he]* is nominated, elected or appointed, depending on the
23 method of nomination or election determined pursuant to ORS 341.025 or
24 *[341.175]* **341.165** *[,]* **from a zone, he must also reside in the zone from**
25 **which he is nominated, elected or appointed.** *[Except as provided in sub-*
26 *section (2) of this section, members shall take office on July 1 following*
27 *their election.]*

28 *[(2) If a vacancy occurs on the area education district board, a majority*
29 *of the members remaining on the board shall elect a member to fill the*
30 *vacancy until the next annual election.]*

31 *[(3)]* (2) In any election in which a person receiving a sufficient
32 number of votes for election *[is not qualified]* **does not meet the residence**
33 **and voter qualification**, the person receiving the next largest number of

1 votes who *[is qualified to be a member]* **does possess such qualifications**
2 **shall be declared elected.**

3 **SECTION 27.** (1) The board shall declare the office of a board mem-
4 ber vacant if it finds any of the following:

5 (a) The incumbent has died or resigned.

6 (b) The incumbent has been removed or recalled from office or his
7 election thereto has been declared void by the judgment or decree of a
8 court of competent jurisdiction.

9 (c) The incumbent has ceased to be a resident of the district from
10 which he was nominated or elected.

11 (d) The incumbent has ceased to discharge the duties of his office
12 for two consecutive months unless prevented therefrom by sickness or
13 other unavoidable cause or unless excused by the chairman of the board.

14 (2) A board member who is nominated or elected by zone and who
15 changes his permanent residence from one zone of a district to another
16 zone or who by a change in zone boundaries no longer resides in the zone
17 from which he was nominated or elected is entitled to continue to serve
18 as board member until the next state-wide primary election when a suc-
19 cessor shall be elected by the qualified voters to serve for the remainder
20 of the unexpired term.

21 (3) When a vacancy is declared under subsection (1) of this section,
22 the remaining board members shall meet and elect a person to fill the
23 vacancy from any of the qualified voters of the district if the position
24 is one filled by both nomination and election at-large, and otherwise
25 from any of the qualified voters of the zone from which the vacancy occurs.
26 (4) If the offices of a majority of the board members are vacant at
27 the same time, the governing body of the principal county shall elect
28 persons to fill the vacancies from any of the qualified voters of the district
29 if the positions are filled by both nomination and election at-large, and
30 otherwise from any of the qualified voters of the zone from which the
31 vacancy occurs.

32 (5) The board member elected under subsection (3) or (4) of this
33 section to fill a vacancy shall serve as board member until the next

1 state-wide primary election when a successor shall be elected by the quali-
2 fied voters to serve for the remainder of the unexpired term.

3 Section 28. ORS 341.175 is amended to read:

4 341.175. (1) The boundaries of zones established within *[an] a [area*
5 *education]* district, whether established upon formation of the district or
6 thereafter, from which *[directors]* board members are to be nominated
7 or elected shall be as nearly equal in population as is feasible according
8 to the latest federal census and shall be adjusted by the board to reflect
9 boundary changes of the district. *[according to the federal census.]*

10 (2) The method of nominating and electing *[directors]* board members
11 established pursuant to ORS 341.025 or 341.165 may be changed to another
12 method described in ORS 341.280 by submitting the question of such change
13 to the qualified voters at *[the annual school]* the next state-wide primary
14 election for their approval or rejection. The question shall be so submitted
15 when a petition, requesting the change and signed by at least 500 or at least
16 10 percent of such voters, whichever is less, is presented to the *[district]*
17 board *[requesting the change]*.

18 **SECTION 29.** Any qualified voter of a district aggrieved by the
19 adjustment of or failure to adjust boundaries of a zone pursuant to sub-
20 section (1) of ORS 341.175 on the basis that population is not as nearly
21 equal as is feasible is entitled to appear before the board at a public
22 hearing to present his case. If the board refuses to make the requested
23 adjustment in the boundaries, he may appeal from the decision of the
24 board to the circuit court. The appeal shall be by writ of review.

25 **SECTION 30.** (1) In all proceedings for the nomination or election
26 of candidates for or to the office of a board member in a district that
27 elects any board member to an at-large position, every petition for nomi-
28 nation, declaration of candidacy, ballot or other document used in con-
29 nection with the nomination or election of an at-large position shall state
30 the position number of the position to which the candidate aspires, and
31 his name shall appear on the ballot only for the designated position. Each
32 voter has the right to vote for only one candidate for each position, and
33 the candidate for each position receiving the highest number of votes for
34 the position is considered elected.

1 (2) The positions of board members elected at-large, and their re-
2 spective successors in office, shall be designated by numbers as Position
3 No. 1, Position No. 2, and so on.

4 **SECTION 31.** Position numbers for board members elected at-large,
5 and their respective successors in office in the event of vacancies before
6 the expiration of their terms, in districts changing the method of election
7 of any of the board members shall be determined by drawing by the
8 affected board members under the supervision of the county clerk of the
9 principal county. As soon as possible after the drawing, the county clerk
10 of the principal county shall furnish a certified statement to each affected
11 board member of the position number drawn by him. A copy of the
12 statement shall be filed with the county clerk of the principal county and
13 with the administrative office of the district.

14 **RECALL AND REMOVAL OF BOARD MEMBERS**

15 **SECTION 32.** (1) The petition for the recall of a board member shall
16 be filed with the county clerk of the principal county.

17 (2) The petition shall contain the name of the board member whose
18 recall is demanded and a statement in 200 words or less of the reasons
19 why the recall is demanded.

20 (3) The petition must be signed by a number of qualified voters of
21 the district equal to 500 or 10 percent, whichever is the larger, of the total
22 number of votes cast for the single position on the board that received
23 the highest number of votes in the last preceding district election. How-
24 ever, no greater number of qualified voters shall be required to sign the
25 petition than is required by the provisions of section 18, Article II of the
26 Constitution of the State of Oregon.

27 (4) The petition shall be verified by the oath of a qualified voter of
28 the district, showing that each signer of the petition is a qualified voter
29 of the district and that the signatures on the petition are genuine.

30 **SECTION 33.** (1) No petition for the recall of a board member shall
31 be accepted for filing unless the board member against whom the petition
32 is filed has served at least six months of the term of office for which he
33 was elected.

(2) After one recall election has been held, no further recall petitions shall be accepted for filing against the same board member during the term of office for which he was elected unless the petitioners pay the district the amount of its expenses for the preceding recall election.

SECTION 34. (1) A board member against whom a recall petition has been filed is eligible to continue performance of his official duties.

(2) If the board member resigns his position within five days after the date on which the petition is filed, the resignation shall take effect on the day it is submitted. If the board member does not resign, a special election shall be called to be held in the district within 25 days of the date on which the petition is filed to determine whether the board member shall be recalled.

(3) As nearly as is practicable and in a manner consistent with section 18, Article II of the Constitution of the State of Oregon, the election procedure and the method of determining the result shall be the same as is provided by law for the election of board members in the district.

(4) The ballot used in the recall election shall contain a statement of not more than 200 words giving the reasons for demanding the recall and a statement of not more than 200 words giving the board member's justification of the conduct of his office.

SECTION 35. In addition to recall, a board member guilty of misfeasance or malfeasance in office, may be removed from office by a court of competent jurisdiction in an appropriate proceeding.

SECTION 36. After the effective date of this Act, the term of office of any board member whose term would expire in a year in which no state-wide primary election is held in this state, or his successor appointed to fill a vacancy in office, shall be extended one year from the date on which that term would otherwise have expired.

FINANCES

SECTION 37. (1) A community college district may contract a bonded indebtedness for any one or more of the following purposes in and for the district:

(a) To acquire, construct, reconstruct, improve, repair, equip or furnish a college building or buildings or additions thereto;

(b) To acquire or to improve all property, real and personal, appurtenant thereto or connected therewith, including self-financing facilities;

(c) To fund or refund outstanding indebtedness; and

(d) To provide for the payment of the debt.

(2) The community college district may use the proceeds received from the sale of bonds to pay for any costs incurred by the district in issuing and selling such bonds, including but not limited to, attorney fees and the cost of publishing notices of bond elections, printing such bonds and advertising such bonds for sale.

SECTION 38. (1) To provide funds for the purposes for which a community college district may contract a bonded indebtedness under section 37 of this 1971 Act, the board of the district may, whenever a majority thereof so decide, or shall, upon the petition of at least 10 percent or at least 100, whichever is less, of the qualified voters of the district, cause notice of the election to be given.

(2) The petition under subsection (1) of this section shall be in substantially the following form:

_____, Oregon, _____, 19____
To the board of education of _____ Community College
District:

We, the undersigned qualified voters, respectfully request you to submit to the qualified voters the question of contracting a bonded indebtedness in the sum of \$_____ for the purpose of _____ in and for such district, and that you call a community college district bond election for that purpose.

(3) The notice under subsection (1) of this section shall be in substantially the following form:

1 COMMUNITY COLLEGE DISTRICT BOND

2 ELECTION NOTICE

3 State of Oregon

4 Community College District: _____

5 Notice hereby is given that at the community college district bond
6 election hereby called, to be held at _____, in and for the
7 _____ Community College District, the _____ day of _____,
8 19____, between the hours of 8 a.m. and 8 p.m. there will be submitted to
9 the qualified voters thereof the question of contracting a bonded indebted-
10 ness in the sum of \$_____ for the purpose of _____
11 in and for such community college district.

12 The vote shall be by ballot upon which shall be the words "Bonds Yes"
13 and "Bonds No," and the voter shall place a cross (x) or a check mark (✓)
14 between the word "Bonds" and the word "Yes," or between the word
15 "Bonds" and the word "No," whichever indicates his choice.

16 By order of the board of education of the _____ Com-
17 munity College District, made this _____ day of _____, 19____.
18 _____, Chairman, Board of Education of the _____,
19 Community College District.

20 Attest:

21 _____, District Clerk

22 _____
23 (4) The polls for the reception of the ballots cast for or against the
24 contraction of such indebtedness shall on the date and at the place described
25 in the notice be opened at the hour of 8 a.m. and remain open until the
26 hour of 8 p.m. of the same day, at which hour the polls shall be closed.

27 **SECTION 39.** Notice of the elections under section 38 shall be given
28 as provided in section 11 of this 1971 Act.

29 **SECTION 40.** If a majority of the ballots cast in a district bond elec-
30 tion are marked "Bonds—Yes," the board of the district, without further
31 vote of the qualified voters, is authorized to issue negotiable coupon bonds
32 of the district.

1 **SECTION 41.** The bonds shall:

2 (1) Bear interest not to exceed a net effective rate of seven percent
3 (.07), payable semiannually.

4 (2) Bear the original or facsimile signature of the chairman of the
5 board and be attested by the district clerk.

6 (3) Have annexed interest coupons bearing the original or facsimile
7 signatures of the chairman of the board and the district clerk.

8 **SECTION 42.** The principal and interest on district bonds are payable
9 in lawful money of the United States of America at the office of the county
10 fiscal officer or at the place the bonds are issued as provided in ORS
11 287.008.

12 **SECTION 43.** The aggregate amount of such district bonded indebted-
13 ness shall not exceed one and one-half percent (.015) of the true cash
14 value of all taxable property within the district, computed in accordance
15 with ORS 308.207.

16 **SECTION 44.** (1) The county fiscal officer shall register each com-
17 munity college district bond, including refunding bonds, in a record main-
18 tained for that purpose in his office, noting the community college district,
19 amount, date, time and place of payment, rate of interest and such other
20 facts as he may consider proper. He shall cause the bonds to be delivered
21 promptly to the purchasers thereof upon payment therefor, and if the
22 place of delivery is outside the city in which the county fiscal officer's
23 office is situated, the cost of delivery of the bonds shall be paid by the
24 issuing district.

25 (2) The county fiscal officer shall hold the proceeds of the sale of all
26 bonds for the community college district subject to the order of the board
27 of the district to be used solely for the purpose for which the bonds were
28 issued. The county fiscal officer is authorized to deliver the proceeds of
29 the sale of the bonds to the person designated as custodian of the com-
30 munity college district funds under section 50 of this 1971 Act.

31 (3) When the bonds have been so executed, registered and delivered,
32 their legality shall not be open to contest by the community college dis-
33 trict, or by any person for or on its behalf, for any reason whatever.

1 **SECTION 45.** (1) The board of the district shall ascertain and levy
2 annually, in addition to all other taxes, a direct ad valorem tax on all the
3 taxable property in the district, sufficient to pay the maturing interest
4 and principal of all community college district bonds outstanding promptly
5 when and as such payments become due. The amount of the tax may be
6 increased by an amount sufficient to retire any bonds which may be call-
7 able. The board shall annually file a copy of its budget and levies with the
8 county fiscal officer. The board shall in each year include such taxes in
9 the district budget for such year. Such taxes shall in each year be certified,
10 extended upon the tax rolls and collected by the same officers in the
11 same manner and at the same time as the taxes for general district
12 purposes.

13 (2) The funds derived from such tax levies shall be retained by the
14 county fiscal officer without being paid to the district or to any officer
15 thereof, and shall be kept by him in a separate fund to be known as and
16 designated "_____ Community College District Bond Interest
17 and Sinking Fund," which shall be irrevocably pledged to and used solely
18 for the payment of the interest accruing on and the principal of the bonds
19 when due, so long as any of the bonds or the coupons thereto appertaining
20 remain outstanding and unpaid. The interest earnings of such fund shall
21 be credited thereto and become a part thereof. For failure to retain and
22 account for such funds, as provided in this section, the county fiscal officer
23 shall be liable upon his official bond.

24 (3) The fund shall not be diverted or used for any other purpose; but
25 if a surplus remains after all interest and principal have been paid on all
26 community college district bonds then outstanding and unpaid, the surplus
27 may be transferred to such other fund as the board of the district may
28 direct.

29 (4) If the tax required by subsection (1) of this section is not levied
30 by the board of the district, the county fiscal officer shall certify the
31 county share, based on the proportion of the assessed valuation of the
32 community college district located in the county, to the governing body
33 of each county in which territory of the district is located which shall

1 then levy a tax on all taxable property within the county that is in the
2 district sufficient to raise the required amount.

3 (5) The county assessors shall extend the tax so levied upon the county
4 tax rolls for such district. The county sheriffs shall collect this tax and
5 pay the sums collected into the fund kept by the county fiscal officer
6 pursuant to subsection (2) of this section.

7 **SECTION 46.** (1) The county fiscal officer must cause to be paid out
8 of any money in his hands belonging to the community college district,
9 the interest on or principal of, as the case may be, any bond issued by the
10 district promptly when and as the same becomes due at the place of pay-
11 ment designated in such coupons or bonds. All coupons or bonds so paid
12 must be immediately reported to the board of the district.

13 (2) The county fiscal officer shall not be required to remit to the
14 purchaser of any bonds or coupons the amount necessary to redeem them
15 until the day such bonds or coupons are due.

16 **SECTION 47.** (1) Whenever the sinking fund mentioned in section 45
17 of this 1971 Act equals the amount, principal and interest, of any bond then
18 due or subject at the option of the district to be paid or redeemed when
19 authorized by the board of the district, the county fiscal officer shall notify
20 the holder of such bond and publish a notice in the newspaper published
21 in the district in compliance with ORS 193.010 to 193.100. The notice shall
22 state that the county fiscal officer will, within 30 days from the date of
23 the notice, redeem and pay any such bond then redeemable and payable,
24 giving priority according to the date of issuance numerically. Upon presen-
25 tation of any such bond at the place of payment specified therein, the
26 county fiscal officer shall cause the bond to be paid. If any holder of such
27 bond fails to present it at the time mentioned in the notice, the interest
28 thereon shall cease, and the county fiscal officer shall thereafter pay only
29 the amount of such bond and the interest accrued thereon up to the last
30 day of the time of redemption mentioned in the notice.

31 (2) When any bonds are so redeemed or paid, the county fiscal officer
32 shall cause the same to be canceled and write across the face thereof
33 "redeemed" and the date of redemption, and shall deliver it to the board
34 of the district, taking its receipt therefor.

1 **SECTION 48.** (1) Whenever any community college district has any
2 outstanding bonded indebtedness, which is due or subject at the option of
3 the district to be paid or redeemed, the district, by and through the board
4 of the district, may:

5 (a) Issue and exchange, for any such indebtedness, its bonds bearing
6 not to exceed seven percent (.07) per annum; or

7 (b) Issue and sell such bonds and apply the proceeds of such sale in
8 payment of the indebtedness for the payment of which the refunding
9 bonds are proposed to be issued.

10 (2) Refunding bonds issued under subsection (1) of this section shall
11 in all respects conform to, and be governed, as to their issue, by the pro-
12 visions of sections 38 to 43 of this 1971 Act and ORS 287.008 regardless
13 of the exemption by ORS 287.008 of bonds issued to refund outstanding
14 bonds.

15 (3) The refunding of indebtedness and issuing of bonds for such pur-
16 pose shall not require an election, but may be done by resolution of the
17 board of the district at any legally called board meeting. The debt limita-
18 tions imposed by law shall not affect the right of any district to issue
19 refunding bonds under authority of this section. The validity of any bonds
20 so issued, or of the indebtedness thereby refunded, shall not thereafter be
21 open to contest by the district, or by any person, for or on his behalf, for
22 any reason whatever.

23 **SECTION 49.** All bonds, including funding and refunding bonds, shall
24 be advertised for sale in accordance with the provisions governing publi-
25 cation of notices in section 11 of this 1971 Act. All bids shall be in writing
26 and publicly opened at the time and place specified in the advertisement,
27 and the bonds shall be sold by the board to the highest bidder. If the bids
28 are not satisfactory the board may reject any or all of them and readver-
29 tise as provided in this section. Bonds shall be sold for no less than par
30 and accrued interest.

31 **SECTION 50.** (1) The board of a community college district shall
32 designate a custodian of funds of the district. Funds shall be disbursed only
33 in the manner provided by subsection (3) of this section.

1 (2) For the purpose of receiving deposits of community college funds,
2 the board of the district shall designate such bank or banks within the
3 county or counties in which the district is located, as the board deems
4 safe and proper depositories for district funds. The custodian designated
5 under subsection (1) of this section shall not be liable personally or upon
6 his official bond for moneys lost by reason of failure or insolvency of any
7 bank which becomes a depository under this subsection.

8 (3) When funds are available for payment, district obligations shall
9 be paid by check bearing the original signature of the custodian of the
10 district funds; or if authorized by the board of the district, the custodian's
11 facsimile signature.

12 (4) Where a statute specifies a warrant as the means by which district
13 obligations shall be paid, warrant means "check" if funds are available
14 for payment.

15 **SECTION 51.** (1) The board of a community college district shall
16 cause to have prepared an annual audit of the books and accounts of the
17 district, including but not limited to student body funds, athletic funds,
18 cafeteria funds, and other similar funds collected by the college. The audit
19 statements must be filed with the administrative office for the district on
20 or before November 1 of the year in which the audit is conducted.

21 (2) Accountants employed under this section must be selected from
22 the roster of authorized municipal accountants maintained by the State
23 Board of Accountancy under ORS 297.670.

24 **SECTION 52.** (1) As used in this section, "community college district
25 obligation" includes salaries of district employees and other regularly con-
26 tracted services.

27 (2) Warrants in payment of district obligations shall be issued only
28 when there are insufficient funds to pay the warrant and shall be indorsed
29 "not paid for want of funds." Warrants may be issued at the end of each
30 month, if necessary. Warrants shall not be issued without a vote of the
31 board of the district. They must be signed by the chairman of the board
32 and countersigned by the district clerk. If the chairman is absent or unable
33 to execute the warrants, the board may authorize any member of the
34 board to act as chairman in executing the warrants.

1 (3) Unless the board of the district has designated a lower rate of
2 interest, which rate must appear on the face of the warrants, warrants
3 indorsed "not paid for want of funds" shall draw interest at a rate not to
4 exceed seven percent (.07) from date of indorsement until called.

5 (4) Funds becoming available for payment of warrants indorsed "not
6 paid for want of funds" shall be applied in payment in the order in which
7 the warrants were so indorsed.

8 (5) At the last regular school board meeting of the district preceding
9 July 1 in each year, the district clerk shall certify to the board a list of all
10 district warrants which were called for payment more than seven years
11 prior to July 1 next following the meeting, and which have not been paid.
12 The certification shall state the amount of each of such warrants, to whom
13 issued, and date of issuance. The board of the district shall cause notice
14 to be published in some newspaper having a general circulation in the
15 district. The notice shall contain a statement that if such warrants are not
16 presented for payment within 60 days from July 1, they will be canceled,
17 and payment thereof will be refused.

18 (6) At the first regular meeting of the board in each district after the
19 expiration of 60 days from July 1 in each year, the board shall make an
20 order that all such warrants which have not been so presented for pay-
21 ment, describing them, shall be canceled and the board shall so cancel.

22 (7) Nothing in this section prohibits a board from paying, upon any
23 claim arising from the canceling of any such warrant, the principal of the
24 warrant when presented without interest if not indorsed for want of funds
25 and, if indorsed for want of funds, with interest to the date such warrant
26 was called.

27 **SECTION 53.** (1) The board of a community college district may
28 contract indebtedness by the issuance of short-term promissory notes for
29 the purpose of meeting current expenses, retiring outstanding bonds or
30 warrants, or paying the interest thereon, whenever provision therefor has
31 been made in its duly adopted budget. In the exercise of the authority
32 given in this subsection, the board may contract or refund short-term
33 loans which shall at no time exceed in the aggregate 80 percent of the
34 ad valorem taxes upon real and personal property theretofore levied and

1 remaining uncollected for such district for the tax year in which the notes
2 are issued and 80 percent of other budgeted and unpledged revenues
3 which the board estimates will be received from other sources during
4 such tax year.

5 (2) The board of a district may, at its option, borrow moneys pursuant
6 to this section or ORS 287.402 to 287.432.

7 (3) The board of the district in which indebtedness was incurred
8 under this section shall levy an annual tax on all taxable property in the
9 district sufficient to meet the interest payments and retire the indebted-
10 ness, but no tax shall be necessary where other provisions are made for
11 payment of the indebtedness.

12 Section 54. ORS 294.080 is amended to read:

13 294.080. (1) Except as provided in subsection (2) of this section, the
14 county treasurer shall credit to the general fund of the county all interest
15 received from any investment made from the general cash balance of any
16 funds in the hands of the county treasurer. If the entire investment is
17 made from a specific fund, however, the treasurer shall credit the interest
18 to the fund from which the investment was made.

19 (2) The county fiscal officer of a community college district, as defined
20 in ORS 341.005, shall credit to the general fund of the district all interest
21 received from any investment made by funds in the hands of the county
22 fiscal officer. If the entire investment is made from a specific fund, how-
23 ever, the county fiscal officer shall credit the interest to the fund from
24 which the investment was made.

25 Section 55. ORS 294.311 is amended to read:

26 294.311. As used in ORS 294.305 to 294.520, unless the context requires
27 otherwise:

28 (1) "Accrual basis" means the system of accounting under which
29 revenues are recorded when earned or when levies are made, and expendi-
30 tures are recorded as soon as they result in liabilities for benefits received,
31 notwithstanding that the receipt of the revenue or payment of the ex-
32 penditure may take place, in whole or in part, in another accounting period.

33 (2) "Activity" means that portion of the work of an organizational unit

1 relating to a specific function or class of functions, a project or program,
2 a subproject or subprogram or any convenient division thereof.

3 (3) "Appropriation" means an authorization granted by the governing
4 body to make expenditures and to incur obligations for specific purposes,
5 and shall be limited to a single fiscal year.

6 (4) "Budget" means a plan of financial operation embodying an esti-
7 mate of expenditures for a given period or purpose and the proposed
8 means of financing the estimated expenditures.

9 (5) "Budget document" means the estimates of expenditures and
10 budget resources as set forth on the estimate sheets, tax levy and the
11 financial summary.

12 (6) "Budget resources" means resources to which recourse can be had
13 to meet obligations and expenditures during the fiscal year covered by
14 the budget.

15 (7) "Cash basis" means the system of accounting under which revenues
16 are accounted for only when received in cash, and expenditures are
17 accounted for only when paid.

18 (8) "Current year" means the fiscal year in progress.

19 (9) "Encumbrances" means obligations in the form of purchase orders,
20 contracts or salary commitments which are chargeable to an appropriation
21 and for which a part of the appropriation is reserved. Obligations cease to
22 be encumbrances when paid or when the actual liability is set up.

23 (10) "Ensuing year" means the fiscal year following the current year.

24 (11) "Expenditure" means, if the accounts are kept on the accrual
25 basis, the total charge incurred, whether paid or unpaid, including expense,
26 provision for retirement of debt not reported as a liability of a fund from
27 which retained and capital outlay. If the accounts are kept on the cash
28 basis, the term covers only actual disbursement, the drawing of the check
29 or warrant for these purposes and not encumbrances.

30 (12) "Fiscal year" means for municipal corporations with the power
31 to levy a tax upon property, the fiscal year commencing on July 1 and
32 closing on June 30, and for all other municipal corporations, an accounting
33 period of 12 months ending on the last day of any month.

1 (13) "Governing body" means the city council, board of commissioners,
2 board of directors, county court or other managing board of a municipal
3 corporation including a board managing a municipally owned public utility
4 or a dock commission.

5 (14) "Grant" means a donation or contribution by one governmental
6 unit to another unit. The donation or contribution may be made to aid
7 in the support of a specified purpose or function or general purpose.

8 (15) "Imprest cash account" means an account for handling minor dis-
9 bursements whereby a fixed amount of money, designated as petty cash,
10 is set aside for this purpose.

11 (16) "Liabilities" means debt or other legal obligations arising out of
12 transactions in the past which must be liquidated, renewed or refunded
13 at some future date. The term should not be confined to items payable
14 but not necessarily due. The term does not include encumbrances.

15 (17) "Municipal corporation" means any county, city, port, school dis-
16 trict, union high school district, **community college district** and all other
17 public or quasi-public corporations including a municipal utility or dock
18 commission operated by a separate board or commission.

19 (18) "Net working capital" means the sum of the cash balance, accounts
20 receivable expected to be realized during the ensuing year, inventories,
21 supplies and prepaid expenses less current liabilities. This term is not
22 applicable to a strict cash basis accounting.

23 (19) "Organizational unit" means any administrative subdivision of a
24 municipal corporation, especially one charged with carrying on one or
25 more functions or activities.

26 (20) "Population" means the number of inhabitants of a municipal
27 corporation according to certified estimates of population made by the
28 State Board of Higher Education.

29 (21) "Public utility" means those public utility operations authorized
30 by ORS chapter 225.

31 (22) "Receipts" means cash received unless otherwise qualified.

32 (23) "Revenue" means the gross receipts and receivables of a govern-
33 mental unit derived from taxes, licenses, fees and from all other sources,

1 but excluding appropriations, allotments and return of principal from
2 investment of surplus funds.

3 (24) "Special revenue fund" means a fund properly authorized and
4 used to finance particular activities from the receipts of specific taxes or
5 other revenues.

6 (25) "Working capital fund" means a fund of a fixed amount estab-
7 lished to finance activities of a service nature. The amounts expended
8 from the fund are restored thereto either by transfer from other funds or
9 by repayment from other sources.

10 Section 56. ORS 294.356 is amended to read:

11 294.356. (1) Each school district **and each community college district**
12 shall prepare its estimates of expenditures required by ORS 294.351 in
13 accordance with the classification of revenue and expenditure accounts
14 prescribed by rules and regulations of the State Board of Education with
15 the approval of the Department of Revenue.

16 (2) Notwithstanding subsections (2) [through] to (5) of ORS 294.351,
17 each municipal corporation which operates a public utility or hospital
18 shall prepare its estimates for such operations in accordance with the
19 generally accepted system of accounts for such operation or in accordance
20 with the general system of accounts contained in ORS 294.311 to 294.520.

21 **Note:** Sections 57 and 57a were deleted by amendment.

22 **COMMUNITY COLLEGE DISTRICT EMERGENCY FUNDS**

23 Section 58. ORS 294.440 is amended to read:

24 294.440. Whenever the board of directors of any school district **or the**
25 **board of education of any community college district** has declared the
26 existence of an emergency necessitating a greater expenditure of public
27 money for any specific purpose or purposes than the amount appropriated
28 therefor in order to provide or maintain and operate, or both, adequate
29 school **or college** facilities, supplies and personnel for the proper instruction
30 of the pupils who are attending or will attend the public schools **or college**
31 within such district during the remainder of the budget year, such board
32 [of directors] may make excess expenditures for such specific purpose

1 or purposes beyond the amount appropriated therefor to the extent that
2 all funds for such excess expenditures are:

3 (1) Advanced or committed to such district by apportionment, grant,
4 contribution or allocation from the United States, or any agency thereof.
5 In connection therewith, the [school] district may enter into and carry
6 out any plan of financing sponsored by the United States, or any agency
7 thereof, upon such terms and conditions and subject to such lawful rules
8 and regulations as may be prescribed by the United States, or a proper
9 agency thereof;

10 [(2) Made available to such district from the Basic School Support
11 Emergency Fund referred to in ORS 327.065; or]

12 [(3)] (2) Made available to [such] a common or union high school
13 district by the intermediate education district board from an emergency
14 aid fund established under ORS 334.370 or from a distressed school district
15 fund established under ORS 334.290.

16 **Note:** Section 59 was deleted by amendment.

17 Section 60. ORS 328.001 is amended to read:

18 328.001. As used in this chapter, unless the context requires otherwise:

19 (1) "Administrative office for the county" means the administrative
20 office of the county school district, of the intermediate education district,
21 or of the administrative school district which includes an entire county.

22 (2) "School district" includes common and union high school districts
23 [and area education districts].

24 Section 61. ORS 328.205 is amended to read:

25 328.205. (1) Common and union high school districts [and area edu-
26 cation districts] may contract a bonded indebtedness for any one or more
27 of the following purposes in and for the district:

28 (a) To acquire, construct, reconstruct, improve, repair, equip or furnish
29 a school building or school buildings or additions thereto;

30 (b) To acquire or to improve all property, real and personal, appur-
31 tenant thereto or connected therewith, including school busses;

32 (c) To fund or refund outstanding indebtedness; and

33 (d) To provide for the payment of the debt.

(2) However, when a common or union high school district is found under ORS 327.103 not to be a standard school or when a school district is operating a conditionally standard school under subsection (3) of ORS 327.103, the school district may contract a bonded indebtedness only for the purposes enumerated in subsection (1) of this section that are approved by the Superintendent of Public Instruction.

(3) The school district may use the proceeds received from the sale of school district bonds to pay for any costs incurred by such school district in issuing and selling such bonds including, but not limited to, attorney fees and the cost of publishing notices of bond elections, printing such bonds and advertising such bonds for sale.

Section 62. ORS 328.210 is amended to read:

328.210. (1) To provide funds for the purposes for which a common or union high school district [or an area education district] may contract a bonded indebtedness under ORS 328.205, the board of the district may, whenever a majority thereof so decide, or shall, upon the petition of at least 10 percent or at least 100, whichever is the lesser, of the qualified voters of the district, cause notice of the election to be given.

(2) The petition under subsection (1) of this section shall be in substantially the following form:

 _____ Oregon, _____, 19____
 To the district school board of School District No. _____ of _____
 _____ County, Oregon:

We, the undersigned qualified voters, respectfully request you to submit to the qualified voters the question of contracting a bonded indebtedness in the sum of \$_____ for the purpose of _____ in and for such school district, and that you call a school district bond election for that purpose.

(3) The notice under subsection (1) of this section shall be in substantially the following form:

SCHOOL DISTRICT BOND

ELECTION NOTICE

State of Oregon
 County of _____ } ss.
 School District No. _____

Notice hereby is given that at the school district bond election hereby called, to be held at _____, in and for School District No. _____ of _____ County, Oregon, _____, the _____ day of _____, 19____, between the hours of 2 p.m. and 8 p.m. there will be submitted to the qualified voters thereof the question of contracting a bonded indebtedness in the sum of \$_____ for the purpose of _____ in and for such school district.

The vote shall be by ballot upon which shall be the words "Bonds Yes" and "Bonds No," and the voter shall place a cross (x) or a check mark (✓) between the word "Bonds" and the word "Yes," or between the word "Bonds" and the word "No," whichever indicates his choice.

The polls for the reception of the ballots cast for or against the contraction of such indebtedness will, on the date and at the place described above, be opened at the hour of 2 p.m. and remain open until the hour of 8 p.m. of the same day, at which hour the polls shall be closed. The district school board may by resolution authorize that the polls be opened at the hour of 8 a.m. but the polls must remain open until 8 p.m. of the same day.

By order of the district school board of school district No. _____ of _____ County, Oregon, made this _____ day of _____, 19____. _____ Chairman, District School Board.

Attest:

_____, District Clerk.

Section 63. ORS 328.213 is amended to read:

328.213. (1) When authorized by a majority of the qualified voters,

1 the board of a common or union high school district [*or an area education*
2 *district*] may contract a district debt for an amount which together with
3 outstanding bonded indebtedness shall not exceed the bonding limit of the
4 district as provided by ORS 328.245, for the purposes specified in ORS
5 328.205 and issue negotiable interest-bearing warrants of the district,
6 evidencing such debt, and fix the time of payment of the warrants. Such
7 warrants shall be considered a type of bond.

8 (2) The school district may, not oftener than once a year, levy a tax
9 on the taxable property of the district to pay the warrant interest or
10 principal when due, which taxes shall be collected in the same manner as
11 other school taxes. These warrants shall be sold, and the principal and
12 interest provided for and paid when due in the manner provided by law
13 for bonds issued under this chapter.

14 Section 64. ORS 328.245 is amended to read:

15 328.245. The aggregate amount of such district bonded indebtedness,
16 including indebtedness authorized under ORS 328.213, shall not exceed
17 the following percentages of true cash value of all taxable property within
18 the district, computed in accordance with ORS 308.207:

19 (1) For each grade from the first to eighth for which the district
20 operates schools, fifty-five one-hundredths of one percent (.0055) of the
21 true cash value.

22 (2) For each grade from the 9th to 12th for which the district operates
23 schools, seventy-five one-hundredths of one percent (.0075) of the true
24 cash value.

25 [(3) *For a community college operated by a school district or an area*
26 *education district, one and one-half percent (.015) of the true cash value,*
27 *but the additional indebtedness authorized under this subsection may be*
28 *used only for the purposes of the community college.*]

29 Note: Section 65 was deleted by amendment.

30 Section 66. ORS 341.635 is amended to read:

31 341.635. (1) In determining the amount of apportionment to the [*edu-*
32 *cation center or*] community college from the General Fund under ORS
33 341.625, tuition and fees allowed for scholarships authorized by ORS 341.485
34 shall be considered as paid by the student.

1 (2) The operating district shall include the high school student attend-
2 ing the community college in determining the number of equivalent full-
3 time students in classes for purposes of ORS 341.625 and other laws govern-
4 ing the distribution of state and federal funds to such colleges.

5 Section 67. ORS 341.655 is amended to read:

6 341.655. (1) As used in this section "approved expenses" means the
7 operating expenses of [*area education districts or school*] **community**
8 **college** districts for vocational and technical education programs which
9 have been approved by the Superintendent of Public Instruction.

10 (2) Federal moneys received for purposes of reimbursing [*area edu-*
11 *cation districts and school*] **community college** districts for vocational and
12 technical education programs may be used by the districts to pay approved
13 expenses.

14 Note: Sections 68 and 69 were deleted by amendment.

15 Section 70. ORS 341.935 is amended to read:

16 341.935. (1) The board of a **community college** district [*operating a*
17 *community college*] applying for funds under ORS 341.915 to 341.950 shall
18 submit to the state board:

19 (a) A general description of construction proposed for the community
20 college, including such information as the state board may require.

21 (b) Evidence of the ability to finance costs in excess of state funds
22 available.

23 (c) Itemized estimate of the cost of the proposed construction.

24 (d) If the construction includes purchase of existing buildings, a
25 certified statement of the purchase price and an appraisal of the value
26 of the buildings.

27 (2) The state board shall determine priorities in the allocation of
28 funds.

29 Section 71. ORS 341.945 is amended to read:

30 341.945. (1) If, prior to completion of construction, it is found desir-
31 able or necessary to modify the conditions of the contract covering the
32 construction or the specifications, the board of the **community college**
33 district must submit such modifications to the state board for approval if

1 the modifications would result in an increase in state funds required to
2 complete the construction.

3 (2) Upon completion of construction, the board of the **community**
4 **college** district shall provide the state board with an account of the costs
5 and expenditures of the project. Subject to the availability of funds, the
6 state board shall cause to have paid to the district the remaining amount
7 due the district after allowing for any modification in the original plans.

8 Section 72. ORS 341.950 is amended to read:

9 341.950. The board of the **community college** district shall submit such
10 records and reports during the construction period and after completion
11 thereof as the state board may require.

12 DISTRICT FORMATION

13 Section 73. ORS 341.025 is amended to read:

14 341.025. (1) Whenever the qualified voters of contiguous territory
15 desire the formation of [*an area education*] a **community college** district,
16 they may sign a petition requesting the formation of [*an area education*]
17 **such a** district and present it to the state board.

18 (2) The petition must be substantially in the form established by the
19 state board which shall furnish the petition form and:

20 (a) Must contain the minimum number of signatures fixed by the
21 state board of **500, or 10 percent of the qualified voters, whichever is**
22 **the lesser** from each county or part of a county within the designated
23 territory;

24 (b) Must designate the boundaries of the territory to be included
25 in the proposed district which may include all or part of the territory
26 lying within the boundaries of a school district that maintains a com-
27 munity college and may be located in more than one county;

28 (c) Must request that the territory be organized into [*an area educa-*
29 *tion*] a district;

30 (d) May specify or reserve the right to specify the location for the
31 proposed community college or may request the state board to determine
32 the location;

1 (e) Must specify the method of election of the board of educa-
2 tion of the proposed district from among the methods described in ORS
3 341.280; [*and*]

4 (f) May specify that the proposed community college limit its voca-
5 tional education offerings or lower division college program to those pro-
6 vided pursuant to a contract entered into with another community college
7 district, an independent college or university, the State Board of Higher
8 Education, a private vocational school or a public school district; and

9 [(f)] (g) Must contain any other information required by rules of the
10 state board.

11 Section 74. ORS 341.045 is amended to read:

12 341.045. (1) The state board shall examine the petition to determine
13 whether it is complete. If the petition is complete and if formation of
14 the district is consistent with the overall plan for all education in the
15 state, the state board shall undertake a study of the feasibility of a com-
16 munity college in the geographical area proposed by the petition, including
17 but not limited to:

18 (a) Educational needs of the area.

19 (b) Potential enrollment levels.

20 (c) Size and duration of a serial levy or size of a tax base required
21 to meet the local share of operating and capital expenses.

22 (d) Relationship of proposed district to the overall plan for all edu-
23 cation in the state.

24 (e) Boundaries of the proposed [*area education*] district.

25 (2) Upon completion of its study, the state board shall set a date for
26 a public hearing on the petition and study and shall give notice of the
27 hearing in the manner provided in [ORS 331.010] **section 11 of this 1971 Act.**

28 (3) The notice of hearing shall state:

29 (a) A study has been conducted on a proposed [*area education*] district.

30 (b) The boundaries of the proposed [*area education*] district [*and the*
31 *location of the proposed community college, if the location is specified*
32 *in the petition filed under ORS 341.025*].

33 (c) Whether the proposed community college district specifies pro-

1 viding its courses through contract with agencies authorized to enter into
2 such contracts.

3 [(c)] (d) The time and place set for the hearing on the petition.

4 **SECTION 74a.** Sections 74b and 74c of this Act are added to and
5 made a part of ORS chapter 341.

6 **SECTION 74b.** (1) Any community college district for which the
7 petition of formation specified the material described in paragraph (f)
8 of subsection (2) of ORS 341.025 is not authorized to issue bonds or pur-
9 chase real property.

10 (2) At any regular district election held not sooner than three years
11 after the formation of a community college district that provides its courses
12 through contract, the district board may submit to the qualified voters of
13 the district the question of whether the district shall continue to provide
14 courses through contract or shall commence to provide courses directly.
15 If the qualified voters of the district authorize the providing of courses
16 directly by the district, the district may exercise all of the powers vested
17 in a community college.

18 **SECTION 74c.** Any district formed pursuant to this chapter that pro-
19 vides its courses through contract pursuant to ORS 341.440 and 341.445
20 shall be called an "area education district" but shall in all other respects
21 be governed by laws applicable to community college districts except as
22 the law specifically provides otherwise.

23 Section 75. ORS 341.076 is amended to read:

24 341.076. (1) If, upon final hearing of the study, the state board
25 approves formation of *[an area education]* a **community college** district,
26 with boundaries either as originally presented or as altered pursuant
27 to the hearing, the state board shall make its recommendation to the
28 Legislative Assembly, or if it is not in session, to the Emergency Board,
29 describing the exterior boundaries and the zone boundaries for the election
30 of members of the board of education of the *[area education]* **community**
31 **college** district, if any [, and if requested in the petition, designating the
32 location of the community college]. If no appeal from this recommendation
33 is filed within 60 days after the date of the recommendation, the recom-
34 mendation becomes final.

1 (2) If an appeal is filed, the recommendation becomes final on the
2 date the recommendation is affirmed by the court. However, if the recom-
3 mendation is not affirmed, the state board shall not submit its recommenda-
4 tion to the Legislative Assembly or to the Emergency Board but may
5 reconsider the conclusions of its study and if it revises those conclusions,
6 it may set a date for a new hearing.

7 (3) Appeals shall be governed by ORS 183.480.

8 Section 76. ORS 341.085 is amended to read:

9 341.085. (1) An election for the purpose of presenting the question
10 of formation of *[an area education]* a district and establishing a tax base
11 or authorizing a serial levy therefor, **or both**, *[and designating the location*
12 *of the community college]* and the boundaries of the zones, if the *[location*
13 *or the]* zones were recommended by the state board, shall be held to sub-
14 mit the question to the qualified voters of the *[area]* **proposed district**
15 designated in the recommendation of the state board. The election shall be
16 held not less than 30 nor more than 90 days after the effective date of the
17 appropriation required by ORS 341.102. The election date shall be uniform
18 throughout the proposed *[area education]* district, and shall be set by the
19 state board. However, if the question of establishing a new tax base is
20 to be submitted, the election must be held on the same date as the next
21 regular primary state-wide election or the next regular biennial state-wide
22 general election, as determined by the state board. Notice of the election
23 shall be given in the manner provided in *[ORS 331.010]* **section 11 of this**
24 **1971 Act.** The state board shall make all necessary arrangements for the
25 election, including provisions for election *[judges]* **chairmen**, size and
26 location of precincts and location and number of polling places and shall
27 pay all expenses therefor from funds appropriated therefor under ORS
28 341.102. *[So far as practical, the state board shall use schoolhouses which*
29 *shall be furnished free of cost for polling places.]* In making the arrange-
30 ments for the election, the state board shall use, as far as practical, the
31 procedures established for elections in **section 15 of this 1971 Act.** *[a school*
32 *district of less than 300,000 persons under ORS 331.080 and 331.090.]*

33 (2) Any person who is a qualified voter in a precinct or in the portion
34 of a precinct which is located within the boundaries of the proposed *[area*

1 education] district [and who has continuously resided in the proposed
2 district for the six months immediately preceding the election] may vote
3 on any matter arising at the election under subsection (1) of this section.

4 Section 77. ORS 341.095 is amended to read:

5 341.095. (1) The state board shall include as a part of the election
6 called for formation of a [an area education] district the question of a
7 tax base therefor or the question of a serial levy for not to exceed five
8 years, **or both**, to finance the district's share of operating **and capital**
9 expenses. The amount of the tax base or serial levy shall be specified by
10 the state board as a result of its study and the hearing held under ORS
11 341.055. The state board may also include the question of incurring in-
12 debtedness [of not more than \$5,000] to pay organizational expenses of the
13 district between the time the district is approved and the first budget
14 is adopted. If the question of incurring indebtedness is approved, the
15 district may borrow money on its negotiable, short-term, promissory notes
16 in an aggregate amount not to exceed the limit approved at the election
17 and may, notwithstanding ORS 294.326, expend such money without the
18 preparation and adoption of a budget.

19 (2) In preparing its first budget, the [area education district] board
20 of the district shall provide for the repayment of the indebtedness incurred
21 for organizational expenses under subsection (1) of this section.

22 Section 78. ORS 341.105 is amended to read:

23 341.105. (1) At the request of the state board, [a] the county clerk
24 of the principal county shall, in consultation with county clerks of the
25 affected counties, prepare a list or lists of names and addresses of the
26 qualified voters [of his county] who reside in the proposed [area educa-
27 tion] district. [The county clerk may make a reasonable charge for pre-
28 paring such lists, and] The state board is authorized to pay the charge as
29 determined under section 13 of this 1971 Act.

30 (2) Poll books are required to be used at [area education] district
31 elections. Persons voting in [area education] district elections shall be
32 required to sign the poll book.

1 Section 79. ORS 341.125 is amended to read:

2 341.125. (1) The first board of education of [an area education] a
3 district shall be elected at the same election as the election at which votes
4 are cast for the formation of the [area education] district. Nominations
5 for the board of education **positions to be filled by nomination and election**
6 **at-large** shall be made by petition requesting that such person's name be
7 placed on the ballot and signed with the signatures of at least 50 qualified
8 voters residing in the proposed [area education] district. If the district
9 has been zoned **and the position is to be filled by nomination or election**
10 **by zone**, the petition shall be signed by at least [50] 25 qualified voters
11 residing in the zone. The petition shall be presented to the state board at
12 least [30] 70 days prior to the election. Upon receipt of petitions which
13 [contain the requirements specified by] **comply with applicable law**,
14 the state board shall cause the names of such nominees to be placed upon
15 the ballot.

16 (2) Seven [qualified] members shall be elected to the first board,
17 [to serve terms of four, four, three, three, two, two and one years respec-
18 tively in accordance with the number of votes each receives with the
19 members receiving the largest number of votes serving the four-year
20 terms] **four to serve terms of four years and three for two years**. The terms
21 of office of the members of the first board shall be computed from [the
22 date of the annual school election prior to the date of election of the board,]
23 the date of June 30 subsequent to the date of their election, but the mem-
24 bers shall take office immediately following the election. If for any reason
25 [an area education] a district is not formed, the election of **board** members
26 for that proposed district is void.

27 (3) If the [area] district has been zoned, the state board [may pro-
28 vide that a zone shall be represented by more than one member on the
29 board of education and] shall **designate the positions to be nominated or**
30 **elected by zone** and shall specify the length of the term to be served by
31 each [such] member of the first board elected by zone. [who is first
32 elected in accordance with the number of votes received in the election.
33 If a zone is represented by only one member, the state board shall specify

1 the length of the term to be served by each member from each zone in
2 the district.]

3 (4) The length of the term of office of members of the first board
4 elected at-large shall be determined in accordance with the number of
5 votes each receives in the election. Those receiving the highest number
6 of votes may serve the four-year terms, subject to any term designations
7 made by the state board under subsection (3) of this section.

8 Section 80. ORS 341.155 is amended to read:

9 341.155. If a petition signed by at least 500 or at least 10 percent,
10 whichever is less, of the qualified voters of [an area education] a district
11 is presented to the board of such district requesting that existing zones
12 be abolished, the board shall submit the question to the qualified voters
13 of the district at the next [annual] state-wide primary election for their
14 approval or rejection.

15 Section 81. ORS 341.165 is amended to read:

16 341.165. (1) If a petition signed by at least 500 or at least 10 per-
17 cent, whichever is less, of the qualified voters of [an area education] a
18 district is presented to the board of such district requesting that the
19 district be zoned for the purpose of **nominating or electing one or more**
20 board members, the board shall submit the question to the qualified
21 voters of the district at the next [annual school] state-wide primary
22 election for their approval or rejection. The petition shall describe the
23 **proposed** boundaries of the zones and shall specify whether in [electing]
24 **filling each position on** the board of education a qualified voter of the
25 district shall be entitled to **sign a petition of nomination or** to vote for a
26 candidate from any zone or only for a candidate from the zone in which
27 the voter resides.

28 (2) If the qualified voters of the district approve the establishment
29 of zones, board members shall continue to serve until their terms of office
30 expire. As vacancies occur, [they] **positions to be filled by nomination or**
31 **election by zone** shall be filled by persons who reside within zones which
32 are not represented on the board. If more than one zone is not represented
33 on the board when a vacancy occurs, the zone entitled to elect a [director]
34 **board member** shall be decided by lot.

PREEXISTING ASSETS AND LIABILITIES

2 Note: Section 82 was deleted by amendment.

BOUNDARY CHANGES

4 SECTION 83. (1) The State Board of Education shall constitute the
5 boundary board for making any changes in the boundaries of community
6 college districts. The state board on its own motion or on petition from a
7 petitioning territory may propose changes in the boundaries of the
8 community college district. The state board must find that the proposed
9 change will have no substantially adverse effect upon the ability of the
10 affected districts to provide and continue their program and is not made
11 solely for tax advantages to property owners in the district or area
12 affected by the proposed change.

13 (2) The petitions shall be in a form prescribed by the state board
14 and must contain such information as the state board may require. The
15 petition shall contain a minimum number of signatures as fixed by the
16 state board.

17 (3) Before any order changing boundaries of an existing district is
18 entered, the state board shall set dates for a public hearing in the
19 area to be included in the district or excluded from the district by
20 the proposed boundary change and shall give notice in the manner required
21 in section 11 of this 1971 Act. At the time set in the notice, the state
22 board or its authorized representative shall conduct a public hearing on
23 the motion or petition and may adjourn the hearing from time to time.

24 (4) If, upon final hearing, the state board approves the motion or
25 petition, it shall make an order describing the revised boundaries of the
26 district.

27 (5) Any division of assets required by a change in the boundaries
28 of a district shall be made pursuant to section 85 of this 1971 Act.

29 (6) When the boundaries of a district are changed, if the order of
30 the state board or the election held under section 84 of this 1971 Act:

31 (a) Occurs between July 1 and March 31, inclusive, the change shall
32 take effect the June 30 following the order or election favoring the
33 change.

1 (b) Occurs between April 1 and June 30, inclusive, the change shall
2 take effect the June 30 of the following year.

3 **SECTION 84.** (1) The state board must submit the question of a
4 proposed boundary change to a vote only if:

5 (a) The state board enters the order to revise the boundaries of a
6 community college district;

7 (b) A remonstrance signed by at least five percent or at least 500,
8 whichever is less, of the qualified voters either in an area to be included
9 in the district or excluded from the district by the proposed boundary
10 change or in the community college district is filed with the state board
11 within 20 days after the date on which the hearing under subsection (3)
12 of section 74 of this 1971 Act is adjourned finally; and

13 (c) Area to be included in the district is not surrounded by the terri-
14 tory of a single community college district.

15 (2) When necessary under subsection (1) of this section, the question
16 shall be submitted to the qualified voters of the area or district filing
17 a remonstrance or in both if remonstrances meeting the requirements of
18 of subsection (1) of this section are filed from both, not later than 60
19 days after the entry of the order. The state board shall give notice of
20 the election in the manner provided in section 11 of this 1971 Act.

21 (3) If the majority of votes cast in the area or in the district from
22 which a remonstrance was filed oppose the change, the change is defeated
23 and the same or a substantially similar change shall not be considered
24 until at least 12 months have elapsed from the date of the election at
25 which the change was defeated. If the vote is favorable in the area or
26 district from which a remonstrance was filed, the state board shall declare
27 the change effective on the date determined under section 83 of this
28 1971 Act.

29 **SECTION 85.** (1) When changes in district boundaries are made by
30 the detachment of territory or an annexation of territory and another
31 community college district is affected, the boards of the districts shall
32 make an equitable division of the then existing assets and liabilities
33 between the districts affected by such change and provide the manner of
34 consummating the division.

1 (2) In case of failure to agree within 20 days from the time of such
2 change, the matter shall be decided by a board of arbitrators. The board
3 of arbitrators shall consist of one member appointed by each of the
4 boards of the affected districts and an additional member appointed by
5 the other appointees.

6 (3) In the event any such board fails to appoint an arbitrator within
7 30 days, the State Board of Education shall appoint such arbitrator. In
8 the event the arbitrators selected fail to appoint the additional arbitrator
9 within 30 days after the appointment of the arbitrator last appointed,
10 the State Board of Education shall notify the judge senior in service of
11 the circuit court of the principal county. Within 10 days after receiving
12 such notice, the judge shall appoint one additional arbitrator.

13 (4) Each member of the board of arbitrators shall be entitled to the
14 sum of \$100 per day for each day's service, and necessary expenses, while
15 serving in his official capacity. Expenses thus incurred shall be equally
16 apportioned among the districts concerned.

17 (5) The decision of the arbitrators is final and may be reviewed only
18 by a writ of review.

19 (6) Assets include all property and moneys belonging to the district
20 at the time of division. Liabilities include all debts for which the respec-
21 tive districts in their corporate capacities are liable at the time of division.
22 In determining the assets, property shall be estimated at its fair value.
23 The assets and liabilities shall be divided between the districts in pro-
24 portion to the last assessed value of the real and personal property. The
25 district retaining the real property shall pay the other districts concerned
26 such sums as are determined in accordance with the provisions of this
27 section. All funds to be apportioned during the current fiscal year, after
28 such division, shall be made in proportion to the number of persons
29 in each district according to the latest federal census.

30 **Section 86.** ORS 330.005 is amended to read:

31 330.005. (1) For public school purposes, this state is divided into sub-
32 divisions known as school districts.

1 (2) For purposes of the school laws of this state, unless the context
2 requires otherwise, "school district" includes:

3 (a) "Administrative school district," a common school district formed
4 in accordance with ORS 330.505 to 330.780.

5 [(b) "Area education district," a school district formed to provide
6 post-high school education under ORS chapter 341.]

7 [(c)] (b) "Common school district," a school district other than a union
8 high school district formed primarily to provide education in all or part
9 of grades 1 through 12 to pupils residing within the district.

10 [(d)] (c) "Joint school district," a common or union high school dis-
11 trict with territory in more than one county.

12 [(e)] (d) "Union high school district," a school district, other than a
13 common school district, formed in accordance with ORS 335.210 to 335.485
14 (1963 Replacement Part).

15 (3) "Governing body of the county" means the county court, the
16 board of county commissioners or the unit of government designated by
17 the county charter to exercise the power or duty prescribed in the section
18 in which the term occurs.

19 Section 87. ORS 336.155 is amended to read:

20 336.155. (1) The district school board of any school district which
21 is not located within [an area education] a community college district
22 [and which is not operating a community college] may enter into a con-
23 tract with the State Board of Higher Education, acting through the
24 Division of Continuing Education, for the holding of lower division col-
25 legiate courses to be conducted under the joint supervision of the Division
26 of Continuing Education and the district school board. The courses are
27 not a "community college" within the meaning of ORS chapter 341.

28 (2) The district school board of any school district which is not
29 located within [an area education] a community college district [and
30 does not meet the requirements to establish a community college] may
31 enter into a contract with the Department of Education for the holding
32 of post-high school vocational courses to be conducted under the joint
33 supervision of the Department of Education and the district school board.

1 (3) The district school board may expend district funds from its
2 regular budget for courses of the type contracted for in subsection (1) or
3 (2) of this section. The board shall not be eligible for reimbursement
4 under ORS 341.625 for any programs authorized by this section.

5 (4) If at any time during the contract period [either the district
6 school board or an area education] a community college district whose
7 boundaries include territory located in the contracting district establish
8 a community college, any contract authorized by this section shall be
9 terminated.

10 (5) The Department of Education and the Division of Continuing
11 Education shall establish procedures to assure that duplication of classes
12 does not occur.

13 Section 88. ORS 341.415 is amended to read:

14 341.415. The official name of every community college [or education
15 center] shall include the words "community college."

16 Section 89. ORS 341.425 is amended to read:

17 341.425. (1) Before an educational program is commenced at any
18 community college, the [area education district] board [or the district
19 school board] shall apply to the state board for permission to commence
20 the program. The application shall be made prior to July 1 of the first
21 year in which courses are offered and shall include a full statement of the
22 courses offered the first year. After the first year of the program, course
23 additions, deletions or changes must be presented to the state board or
24 a representative of the Department of Education authorized to act for
25 the state board for approval.

26 (2) Until the community college becomes accredited by the North-
27 west Association of Secondary and Higher Schools or its successor, the
28 state board shall prepare a list of courses which, when approved by the
29 State Board of Higher Education, will be recognized for transfer credit
30 by all state institutions of higher education. Upon request of the state
31 board, the State Board of Higher Education may approve additional
32 courses for transfer credit at any time. However, the requirement of
33 approval of courses for transfer credit does not limit the authority of
34 the community college to make application for, or the state board to

1 approve applications for, other courses which may be recognized for
2 transfer credit at any public or private institution of higher education
3 under the applicable rules of such institutions.

4 (3) After receiving the approval of courses for transfer credits from
5 the State Board of Higher Education and after suggesting any modifi-
6 cations in the proposed program of studies, the state board shall approve
7 or disapprove the application of a district.

8 Section 90. ORS 341.435 is amended to read:

9 341.435. The *[area education district]* board *[or the district school*
10 *board]* shall determine the locations of classes to be held in *[each]* the
11 district after considering geographical and population factors, available
12 buildings and sites, other institutions, both public and private, offering
13 like kinds of courses, and other important factors.

14 Section 91. ORS 341.485 is amended to read:

15 341.485. (1) In addition to any other scholarships provided by law,
16 *[the district board of a school district which operates an education center*
17 *or community college and]* the board *[of education of an area education*
18 *district]* may award tuition and fee-exempting scholarships in the *[center*
19 *or]* college to students applying for enrollment or who are enrolled in
20 the *[center or]* college.

21 (2) Scholarships shall be awarded on the basis of the student's:

22 (a) Demonstrated ability to profit from either vocational, technical
23 or college transfer courses; and

24 (b) Need for financial assistance.

25 (3) In addition to the qualifications specified in subsection (2) of
26 this section, the board awarding the scholarship may prescribe qualifi-
27 cations that are of such nature that scholarships awarded under this
28 section will benefit both the student and the people of this state.

29 Section 92. ORS 341.535 is amended to read:

30 341.535. *[(1) The area education district board or district school board*
31 *is authorized to employ administrators, instructors and other personnel*
32 *to staff the district program.]*

1 *[(2)]* (1) Instructors of lower division collegiate courses at a com-
2 munity college shall not be required to have teaching certificates. How-
3 ever, all instructors shall be subject to the approval of the state board.

4 *[(3)]* (2) Until the community college operated by the district be-
5 comes accredited by the Northwest Association of Secondary and Higher
6 Schools or its successor, the board shall obtain the approval of the State
7 Board of Higher Education before employing any person to teach transfer
8 courses required to be approved by the State Board of Higher Education.

9 *[(4)]* (3) ORS 342.601 and 342.602 *[shall]* does not apply to employees
10 of a community college.

MISCELLANEOUS

12 SECTION 93. (1) Any reference to area education districts in the
13 statutes is intended to be and shall be considered a reference to com-
14 munity college district.

15 (2) The Legislative Counsel, for the purpose of harmonizing and
16 clarifying the provisions of statute sections published in Oregon Revised
17 Statutes, may substitute for words designating area education districts,
18 whenever they occur in the statute sections to be published in Oregon
19 Revised Statutes, words designating community college districts.

20 (3) Immediately after the effective date of this Act, the board of edu-
21 cation of each community college district shall by resolution duly adopted
22 and recorded in the minutes change the name of the district from the "
23 _____Area Education District" to the "
24 _____Community
25 College District". However, nothing in this subsection authorizes changing
26 the name of the community college.

26 SECTION 94. (1) Subject to the requirements of subsection (2) of
27 this section, the name of any community college district or community
28 college may be changed by resolution of the district board of education
29 after public hearing and with the approval of the State Board of Educa-
30 tion. Notice of the hearing shall be given as provided in section 11 of this
31 Act. The proposed change shall take effect 21 days after the final ad-
32 journment of the public hearing unless a remonstrance is filed under sub-
33 section (2) of this section.

(2) If a remonstrance to the proposed name change is filed with the district board within 20 days after the final adjournment of the public hearing under subsection (1) of this section, the district board must submit the question of the proposed name change to the qualified voters of the district unless the board rescinds its resolution. The remonstrance must be signed by at least five percent or at least 50, whichever is less, of the qualified voters of the district. The proposed name change shall be submitted to the qualified voters at the regular school election next following adoption of the resolution.

(3) If the majority of votes cast at the election favor the change, it shall take effect upon the canvass and return of the vote. If the majority of votes cast oppose the change, it shall not take effect.

SECTION 95. When territory is annexed to or merged with a community college district, the new territory shall become liable for its share of the existing debt of the community college district.

SECTION 96. Petitions submitted to an area education district pursuant to ORS 341.215 prior to the effective date of this Act that comply with the requirements of ORS 341.215 and 341.225 shall be considered to comply with any form prescribed under section 83 of this Act and such petitions shall be treated as petitions under sections 83 and 84 of this Act if no action has been taken on such petitions pursuant to ORS 341.235 prior to the effective date of this Act. Such petitions shall have the same force and effect as if they had been filed pursuant to section 83 of this Act and the State Board of Education shall proceed on the matter that is the subject of the petition in the manner provided in sections 83 to 85 of this Act.

SECTION 97. The Legislative Assembly finds that:

(1) The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as vocational-technical subjects. It is designed to provide terminal two-year programs for some, serve a transitional purpose for others who will continue college work and serve to determine future educational needs for other students. For adults it can provide means for continuation of their academic education, voca-

tional training or the attainment of entirely new skills as demands for old skills and old occupations are supplanted by new technologies.

(2) Each community college should be so located as to be within commuting time of a substantial majority of its students. As an economical method of providing education close to the student's home, the community college should remain a commuting institution.

(3) The community college should not follow the established organizational patterns of other secondary and higher education institutions in order to maintain a unique quality of flexibility, the ability to change to meet changing needs.

(4) The community college is a post-high school institution under the general supervision of the State Board of Education. It should not be a "starter" institution intended to evolve into a four-year baccalaureate institution. It should be concerned with programs terminating after two years or less, with exceptions made only for certain curricular offerings of a technical nature which may require more than two years for completion.

(5) The community college should continue to be prohibited by law from becoming a four-year institution.

(6) Admission to the community college should be open to high school graduates or to non-high school graduates who can profit from the instruction offered.

(7) There should be close cooperation between those directing the community college program and those responsible for higher education, so that lower-division college transfer programs of the community college will provide adequate preparation for entering four-year institutions, and so that students will be able to transfer with a minimum of difficulty.

(8) The community college should offer as comprehensive a program as the needs and resources of the area which it serves dictate. Cost to student and quality of instruction in established private institutions should be among the factors in determining necessary duplication of effort.

(9) It should be the policy of the community college to open its facilities to the high schools of its area on a sound contractual basis, for appropriate secondary courses, either academic or vocational, when it is

1 within its ability to provide facilities and it is determined that the high
2 school cannot or does not offer them.

3 (10) To establish programs designed to meet the needs of the area
4 served, surveys of the educational and service needs of the district should
5 be made. Specific technical and vocational courses should be related not
6 only to the employment opportunities of the area but of the state and
7 nation as well. Such determination should be made in consultation with
8 representatives of labor, business, industry, agriculture and other in-
9 terested groups.

10 (11) The State Board of Education should be responsible for co-
11 ordinating the community college program of the state and should have
12 general supervisory responsibilities for that program. The State Board of
13 Education should prepare estimates and make the requests for legisla-
14 tive appropriations for a reasonable and consistent basis of support and
15 establish standards for the distribution of that support.

16 (12) The initiative for the establishment of new community colleges
17 should come from the localities to be served, as a response to demonstrated
18 educational needs of an area. However, these localities must not only be
19 willing to assume the responsibility for the institutions but must be able to
20 provide resources needed for an adequate educational and service program.

21 (13) The governing board of the community college should be charged
22 with the policy-making function. With respect to educational program-
23 ing, the governing board should in cooperation with the State Board of
24 Education: (a) Identify educational needs of the district; and (b) bring
25 together the resources necessary to meet the needs.

26 (14) The state should maintain a policy of substantial state partici-
27 pation in community college building costs and the maintenance of an ade-
28 quate level of state support for operation. However, no state funds should
29 be appropriated for buildings such as dormitories or athletic facilities
30 for spectator sports. In the event that students from beyond commuting
31 distance attend a community college, housing should be noncampus. The
32 operating district should provide a substantial portion of the funds for
33 capital improvement as well as for operation of a community college.

1 (15) State appropriations for community colleges should be made
2 separately from those for other segments of education.

3 (16) The formula for the distribution of funds for operating costs
4 should reflect the heavier operating costs and capital outlay for certain
5 vocational-technical courses. Federal funds received for vocational-tech-
6 nical training should be used for that purpose only and be distributed sep-
7 arately from funds appropriated by the state and should be exempted
8 from the computations of the present distribution formula for operating
9 costs.

10 (17) The cost of education to the individual should be sufficiently low
11 to permit students of low-income families to attend. This is particularly
12 true of tuition costs. However, students should pay an amount sufficient
13 to provide an incentive to profit from the instructional program offered.

14 (18) Any eligible Oregon resident should have the right to attend
15 a community college even though not residing in a district operating one,
16 subject to the right of the governing board to limit the size of classes and
17 to give preference to students residing in the district. Local districts should
18 have the authority to negotiate the terms and conditions with the govern-
19 ing boards for the enrollment of students residing in such local districts.

20 **SECTION 98.** Unit captions in this Act are for the convenience of the
21 user and are not intended to be and shall not be part of the statute law
22 of this state.

23 **SECTION 99.** Sections 2 to 7, 10 to 23, 25, 27, 29 to 35, 37 to 53, 84, 85, 94,
24 95 and 97 of this Act are added to and made a part of ORS chapter 341.

25 **REPEALER**

26 **SECTION 100.** ORS 341.135, 341.195, 341.205, 341.215, 341.225, 341.235,
27 341.245, 341.255, 341.285, 341.295, 341.515, 341.545, 341.605, 341.615 and 341.645
28 are repealed.
