

1987

INTERIM REPORT FOR REAFFIRMATION OF ACCREDITATION

RESPONSES TO RECOMMENDATIONS

PART A

DIVISION OF ARTS AND SOCIAL SCIENCE

Recommendations

1. **Division should hold meetings open to all faculty and administration on current courses taught.**

In the past, we have suggested that time be provided during faculty orientation week for dissemination about current and new courses. One Camp Myrtlewood in-service session was devoted to this. Both the Art and Music programs have increased their visibility to students through a variety of activities. But for the most part faculty members in the division still rely on individual efforts to inform the faculty and administration about courses.

2. **There should be more faculty involvement in budget and finance before decisions are made.**

Faculty involvement in budget and finance has improved greatly in the last two years. Division chairpersons have participated more fully in the budget process through the Instructional Council. The administration has provided more information to the Faculty Senate Budget Committee. The Budget Committee actively met with the administration and faculty in preparing its recommendation for the 1987-88 budget.

3. **A combined Criminal Justice, Psychology and Anthropology lab should be instituted.**

A combined Criminal Justice, Psychology, and Anthropology lab is still needed, but has not been resubmitted as a proposal lately due to budgetary constraints.

DIVISION OF ENGLISH

Recommendations

1. **Remodeling Tioga to provide office space for all faculty more comparable to those in other buildings.**

Many faculty offices have been relocated from Tioga to Lampa Hall, the new faculty office building. Our present plan is to remodel the fourth floor of Tioga to provide more usable space for Developmental Education. Then only part time faculty and full time faculty with the majority of their teaching load in Developmental Education would have office space in Tioga. Other division faculty would then, hopefully, be relocated to Lampa Hall or in proximity.

2. Alternatives to present procedures for grading student compositions.

The Division feels that students deserve to have the papers they write read and evaluated by their instructors. To help alleviate the inordinate workload this places on writing instructors, we currently allocate a workload factor (1.25 per credit) and have tried to maintain a reasonable class size limit. Even so the writing teacher reads from 225-250 papers per course. To the end of maintaining effectiveness in the teaching of writing and alleviating the workload, members of the division have worked with editing groups, minimal marking, and individual student conferences.

3. Improving communication with high school English instructors.

We have met with high school teachers to discuss common concerns and have committed ourselves to a future meeting to explain and discuss our methods, texts, and requirements on papers.

DEPARTMENT OF DEVELOPMENTAL EDUCATION (English Division)

Recommendations

1. The Division Chairman take a more active part in the administration of the department.

A full time faculty member of the Developmental Education Department has served as Division Chair. Other faculty teaching in the area regularly attend and participate in the Division meetings.

The Division Chair has responsibility for managing the resources and overseeing the instructional program of the department.

2. The Developmental "Department" staff be integrated into the division's activities.

See #1 above.

3. The college attempt to provide some full-time instructors, not necessarily a director, to assure continuity in the program. Perhaps full-time English instructors could be encouraged to accept part of their assignment in the developmental area a la the Writing Workshop and Adult High School Diploma Program models.

There has been no increase in full-time staffing in Developmental Education. Full time faculty in English and Math teach some developmental courses. Others are taught by part-time faculty. Part-time faculty also augment the reading program. The college currently has a math, reading and writing lab available on a drop-in basis.

A proposal for a Developmental Education Coordinator was developed by the English Division and submitted as part of a budgetary decision package, but due to lack of security in a relatively firm

economic base the position was not filled. The English Division will again be reviewing this total area as a response to the outcome of the Mission & Goals Committee that places Developmental Education on the list of goals. (Appendix A, Part B)

- 4. The inclusion of an expanded developmental Mathematics program within the "department" be considered.**

The only progress the college has made in this area is the granting of math credit by R&C through the ABE program. Further work needs to be done in this area and will be part of a total Developmental Education Program.

- 5. The Tioga Hall ventilation system be corrected as soon as possible.**

The ventilation in Tioga is better but not good.

DIVISION OF BUSINESS

Recommendations

- 1. Consideration should be given to in-depth analysis of the community needs and to development of curriculum and instruction responding to educational needs.**

The Business Division curricula are undergoing extensive evaluation at this time. Aside from a self-study done for the Oregon State Department of Education a validation team is scheduled to visit in May. After the team visit a three year plan for program development will be instituted.

- 2. Staff members are encouraged to train or retrain, upgrading their knowledge and skills of the automated office functions.**

Formally and informally faculty in accounting, secretarial science and data processing are keeping abreast of current technology. This is extremely difficult due to the rapid changes taking place in office automation, and the college's distance from concentrated training/users centers.

- 3. Emphasis should be on course re-evaluation and planning, flexible scheduling, and updated office equipment through a well-developed long-range plan. Changes should be implemented by adding new concepts, courses, and curricula which are more reflective of employment in the area of information systems.**

Faculty are constantly working on updating equipment and last year submitted a three year plan resulting in the allocation of approximately \$26,000 of VocEd funds to bring secretarial science and computer technology up to speed. Courses have been revised to reflect changes in information systems and currently curricula are being reviewed through the evaluation process. Flexible scheduling has been more difficult to achieve due to staffing problems.

Extended day and evening offerings occur mostly in the supervision and data processing areas. A full-time replacement tenure track faculty position has been approved for the Business/Economics Program for 1987-88. This will give the Division an opportunity to more fully assess and develop the Business Management area of the curriculum.

4. **One of the highest priorities in the Business Division program should be the improvement of language arts. Other important areas which should be emphasized are communication and computer skills, good work attitudes, job acquisition skills and interpersonal skills.**

Since the accreditation report these areas have been incorporated into programs and courses with greater emphasis, for example, the Introduction to Business course has a one hour segment where students work with faculty on skills development.

5. **The Division should consider the value and feasibility of open-entry/open-exit programs to improve and enhance the ability of students to succeed working at their own pace and to accommodate the needs of the full-time employees who seek re-entry and retraining in the local community.**

The Division is attempting to schedule classes to assist employees in accomplishing program objectives. More work needs to be done on assessment and placement and this concept is being looked at campus wide through the Title III Grant awarded this year.

6. **Staff involvement with a business advisory committee is necessary to seek input on existing curriculum and guidance for future expansion of the program.**

The Business Division Advisory Committee has been divided into two committees: Secretarial Science/Data Processing and Business Supervision. This was done to get broader input into community needs and course offerings. The committees have been meeting regularly and taking an active part in program improvement and expansion.

7. **It is recommended that a reserve fund be allocated for replacing, updating, and adding new equipment on rotation basis.**

Equipment plans (new and replacement) have been developed and are being carried out within budgetary constraints. (Appendix A)

Because the forestry program is now part of the Business Division so a response to recommendation #2 from page 20 of the Evaluation Report is given here.

8. **Develop a plan to replace forestry equipment such as chains, stereoscopic viewers, axes and other minor equipment.**

A three year plan for new and replacement equipment has been

developed and is revised annually in line with the budgetary process.

DIVISION OF LIFE SCIENCES

The Life Sciences Division is made up of the programs in Biology, Health Occupations, Home Economics, Chemistry and Physical Education. The Fisheries Technology Program was terminated because of low enrollment that followed from the depressed fisheries industry. The responses that follow are to those recommendations directed to programs in the Life Sciences Division.

Recommendations

1. Develop a plan for regular service for transits and microscopes.

A plan for the regular service of microscopes and other equipment has not yet been developed. We have, however, employed a person in a new staff position to work in the science labs. One of this person's responsibilities is to maintain and repair laboratory equipment. The maintenance and service of laboratory equipment is very much improved and is not currently a problem.

2. Develop a plan to replace forestry equipment such as chains, stereoscopic viewers, axes and other minor equipment.

See comments in Business Division section, page 4 of this report.

3. Develop a long-range plan to replace transits and microscopes.

The division has a long range plan for equipment replacement and new equipment acquisition which is updated every year.

4. Follow through on the planned construction of a greenhouse and animal room.

The construction of a greenhouse and animal room was dropped from the last building program and there are no plans at this time for new buildings.

5. Plan to purchase a multi-channel physiograph in the near future.

A used multi-channel physiograph has been donated to the college by Bay Area Hospital. This equipment is in good working order and meets the needs of the Biological Sciences at this time.

6. Develop a more effective administrative, peer and student evaluation that is directed toward improving the effectiveness of the classroom teacher.

The process for teacher evaluation has not changed. However, the process has been carried out with more vigor and candor than in previous years and as a consequence the process has led to more effective evaluations.

7. **Improved communication from administration to faculty needs to be developed, especially to evaluate and acknowledge the excellent work done by the faculty on campus and in the community.**

The organization of the college has been extensively changed with the arrival of a new president. The effectiveness of communication between administration and faculty should be evaluated after the new model has been given a chance to evolve further.

DEPARTMENT OF NURSING/HEALTH OCCUPATIONS (Life Sciences Division)

Recommendations

1. **Begin establishment of master plan for prioritizing budget needs and methods for offsetting possible decreases in nursing capitation grant monies.**

Health Occupations has a three year master plan for equipment acquisition and replacement which is updated yearly.

2. **Proceed with filling of vacant full-time nursing position.**

The vacant full-time nursing position has been filled.

3. **Do review of early acquisitions in printed material and AV software for reaffirmation of currency of information and continued use.**

This is done as time permits. The emphasis in AV software has changed from slide-tape to video. Some video tapes are being provided by the college which assures currency.

4. **Continue process for student input into curriculum organization and evaluation, with additional analysis into ways to possibly broaden this input.**

Student input into curriculum evaluation is extensive and occurs informally and also through formal channels. Student representatives attend nursing faculty meetings. Students also have regular weekly meetings during which curricula and other aspects of the program are discussed.

5. **Proceed with planning to establish "preceptorship" program for second-year students.**

The preceptorship program was established in 1983 and is working well.

6. **Consider ways to expand present student follow-up system to gather more specific program evaluation information.**

Student follow-up for program evaluation is still not done on a systematic basis. This needs to be improved.

7. **Maintain present communication with potential employers of graduates to insure "early warning" of possible decreasing placement opportunities for graduates. Consider development of contingency plan should employment outlook become critical.**

This recommendation is being carried out by the extensive use of advisory committees (Nursing, Geriatrics, EMT) which meet quarterly.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND ATHLETICS (Life Sciences Division)

Recommendations

1. **There is a real need for expanded and remodeled facilities, particularly locker rooms, showers, restrooms, equipment, training and storage rooms. More teaching stations are needed.**

No funds have been made available for remodeling or increased staff. As part of the need to improve access, an elevator was installed at a cost of approximately \$60,000.

The PE faculty have been extensively involved in looking at a total Wellness Program for our students moving away from health per se and a large number of heavy activity classes to more graduated activity classes in an attempt to address the changing make-up of our student body, the average age being 34. As this movement along with decreased athletic programs materializes an assessment of the faculty composition as well as the type of teaching stations will need to be done.

2. **Some secretarial help should be provided for the Department in addition to the work study students.**

No further direct secretarial support has occurred, although the faculty in PE can benefit from the added typing pool through IMC. The receptionist in Dellwood is responsible for taking messages for faculty.

3. **There is a need for additional equipment such as lockers and a commercial washing machine.**

This equipment has not been acquired due to budget limitations.

SCIENCE DEPARTMENT (Life Sciences Division)

Recommendations

1. **The faculty in this division need to become more involved in computer science both individually and in their courses.**

Improvement has been made in our use of Computer Assisted Instruction. We have purchased about 10 programs for use by students in the computer lab. Occasional use is made of computers in

classroom instruction. In any case, this recommendation is well founded and additional improvement is needed. We have made a request this year to purchase a computer that will be dedicated to the science labs. Approval of this request would very much increase exposure of our faculty and students to computers and would be a substantial response to this recommendation.

2. **Regular clerical assistance for the division chairman and instructors would allow them more for instructional activities.**

There still is no regular clerical assistance to division chairs. This is viewed as a serious problem in some divisions but not in the Life Science Division.

3. **Building modifications should be made in the area where the mathematics lab is located to provide visual contact for the instructor on duty so as to enable him to observe into, and out of, the office/testing area.**

This recommendation is addressed in the Physical Science Division report page 8.

4. **Greater articulation of engineering and science programs with the four-year colleges and universities could result in a better retention of second-year students and improved enrollments in the calculus, physics and organic chemistry classes.**

Articulation with science and engineering programs at four-year schools is adequate. Better articulation with local high schools is needed and would probably improve enrollment in science and math courses.

DIVISION OF PHYSICAL SCIENCES (Math, Physics and Earth Science)

Responses to recommendations 1, 2, and 4 can be found under the Life Sciences report above.

3. **Building modifications should be made in the area where the mathematics lab is located to provide visual contact for the instructor on duty so as to enable him to observe into, and out of, the office/testing area.**

The math lab is currently located on the 5th floor of Tioga and the instructor on duty is in the same room. Future plans involve looking at locating adjunct labs in more visible and accessible areas for students.

TECHNICAL VOCATIONAL PROGRAMS (Physical Sciences Division)

Recommendations

1. **Better communication should be developed among the Industrial Mechanics faculty and with the administration in matters pertaining**

to program curriculums, course scheduling, and laboratory facilities.

The chairperson of this division indicates frequently held division meetings, and the chairperson is a member of Instructional Council where curriculum, scheduling and facilities are discussed.

2. **The new Electronics program should be carefully planned utilizing coordinated textbooks, lab manuals, lab equipment and component packages. Student lab stations should be uniformly organized and the vast array of miscellaneous paraphernalia disposed of.**

The Electronics program underwent an extensive evaluation process in 1985-86. The evaluation involved a team from industry and resulted in a complete revamping of the program offerings. The transfer program was put on hold and a curriculum in Electronic Service Technology was instituted. Monies were allocated to support the transtion in the 1986-87 and 87-88 budget.

3. **The teaching materials and audiovisual devices in the Welding laboratory areas should be organized and properly stored.**

The Welding laboratory has undergone reorganization with the hiring of a new faculty member in that area. Storage areas are much better organized.

CONTINUING AND ADULT EDUCATION

Recommendations:

1. **A needs assessment sampling the total district seems essential to help planning for Community and Adult Education. A need exists to plan for stability and consistency in off-campus programs.**

With a decline in population, a community education needs assessment may be instituted. Our programming in this area has remained relatively stable, but a shift has occurred to specific targeted job related training in contractual arrangements with business and industry.

Developing a pool of resource part-time faculty will aid in the programming. The purchase of new computers for the Community Education offices will facilitate more efficient cost effective programming.

2. **Greater publicity and recognition should be given to off-campus coordinators to encourage more input from citizens in outlying communities.**

An inservice program has begun that will provide outreach coordinators with an understanding of the organizational changes occurring under the new administration. Monies have been designated in the upcoming budget to support this staff development.

Coordinators will be working as a team to improve the system for gaining citizen/community input for classes, workshops and faculty.

3. **Some method should be found to avoid cutting off-campus programs as drastically as they have recently experienced. Greater support from full-time faculty would be a start.**

Since the college as a whole is dealing with fiscal limitations, Community Education has shared equally in cutbacks. The college work on redefining its Missions and Goals has reinforced its mission to support off-campus education. As financial conditions improve, off-campus scheduling of classes should also improve. Effort is being made to improve communication of information on off-campus activities to the full time faculty and college staff.

4. **Authority and responsibility of individuals involved in running programs off-campus should be clearly delineated and understood by the total faculty.**

Cooperative teamwork is critical to the education mission of the college. The process of reviewing policies and procedures has begun with the involvement of Faculty Senate and Instructional Council.

5. **Consideration should be given to the establishment of advisory committees for Continuing and Adult Education wherever they are taught.**

Recommendation #1 addresses this issue. The goal of Community Education is to gain more input from the various outreach areas. Establishing advisory committees, focus groups, town meetings, breakfast meetings are in the planning stage.

STUDENT SERVICES

Recommendations

1. **The advisement and placement testing system needs to be re-examined and the role and responsibility of faculty and staff clearly defined and communicated.**

The student advisement program was reviewed during the spring of 1986 and a Mission Statement, Institutional Goals, Policy Statements, and a Faculty Advisor position description was developed. Data Processing involvement in the advisor/student tracking process was initiated. (Appendix B)

Placement testing is currently being reviewed within the Student Affairs Committee of the Faculty Senate as part of a comprehensive review of all entry/access services to the college. (Appendix C)

2. **Data Processing priorities, access and support to the student record keeping function should be evaluated and additional technological resources and/or methods examined in similar size and like institutions.**

Reorganization of the Student Development Division from a departmentally based organizational chart to a program/services model will enhance student support services. Division of the current Admissions and Records Office into an Admissions Track and Enrollment Management Track will utilize Data Processing resources to a greater degree. Title III grant funding will be used to develop a comprehensive computerized student information system.

3. Consideration of the physical centralization of student services would enhance fiscal and personnel resource utilization.

Student Development Services were centralized into Dellwood Hall during August/September 1986. Student Activities/ASG were given the Empire Hall 2nd floor offices where Counseling-related Student Services were previously located. Student Development services in Dellwood Hall include: Admissions and Records, Financial Aid, Counseling Center, Veterans/Agency Counselor, Career Information Placement Center, Cooperative Work Experience and the college Receptionist. Business Office services and RSVP are also located in Dellwood Hall.

4. A statement of student rights and responsibilities needs to be finalized, approved and disseminated.

A Student Rights and Responsibilities statement has been drafted. (Appendix E)

5. A dialogue of the need for the campus to provide placement and job seeking skill development should be discussed and reviewed within the context of institutional commitment and philosophy for occupational training and upgrading.

A Career Information Placement Center was developed during the 1985-86 academic year. The Center is in Dellwood Hall, room 16. The college is also entering into working partnerships with the local Employment Training Department and Employment Development Department where agency staff are located on campus, linking agency services with student needs.

Placement Services will also be a topic for review by the Student Affairs Committee of the Faculty Senate and will be included in Title III activities. (Appendices C and D)

6. The counseling function is not currently staffed in accordance with the written goals and objectives of the institution; when feasible, the addition of professional counselors should be considered.

The college has expanded counseling services and employs two FTE counselors. Counseling services currently provided are included within the retention column of the Student Development Division Organizational Chart. (Appendix D) Determining prioritization of college services focusing on Entry/Access, Retention, or Placement

Services should determine counselor/student ratios in the near and intermediate term.

7. The campus needs to improve the visibility and directional graphics for programs and services.

A campus signing committee was established during fall term 1986 to provide recommendations for campus directional signs. That review is currently in progress with the intention to implement summer 1987.

GENERAL COMMENDATION AND RECOMMENDATIONS

General Recommendations

The college is currently undergoing the challenge of institutional renewal through staff, program, and organizational development in an era of changing expectations, declining resources and enrollments, changing demographics, aging faculty, and rapidly changing technology. The approach is one of participatory governance and a reordering of goals and priorities. The response to Part B question #2, page 13, speaks to this in more detail.

Participatory governance occurs through President's Council, Instructional Council and Faculty Senate. The representation in these groups can be viewed in Appendix F. The decision making process involves more active participation from campus groups and there are open discussions about any possible change in policy or procedure prior to Board of Education presentation.

New leadership has heightened a sense of uncertainty in some areas as change normally does. Overall though, the college community does experience their involvement in the participatory process. There are active, creative and involved groups on the campus who are encouraged to respond to institutional changes.

Evaluation as it currently exists is a contractual issue, subsequently the evaluation system for faculty has not changed since the accreditation visit. There has been some experimentation with two systems, but they were not found to be any more effective than the one being used.

Administration and faculty need to further explore this area and develop an evaluation process that will provide systematic opportunities for the improvement of instruction as well as the summative part that is needed by administration for personnel services.

The new president openly expresses a positive philosophy on evaluation and views it as a method to assist individual faculty to develop to their full potential in whatever avenue they choose.

Job descriptions are being developed for administrative, faculty and classified staff. The job description is the focal point for evaluation

of administrators and classified staff. The President's evaluation tool (Appendix G) is an example of how administrative staff wish to be evaluated according to their job description.

Subject: Equipment Repair, Replacement, and New
Equipment estimates for the next three
years.

To: Bob Barber

From: Bob Cooper
Business Division
Chairperson

Date: January 20, 1986

Below please find estimates for computer technology, secretarial-clerical, and forestry.

	Equipment Repair			Equipment Replacement			New Equipment		
	86-87	87-88	88-89	86-87	87-88	88-89	86-87	87-88	88-89
1) Computer technology	10,000	10,000	10,000	2500	2500	2500	9000	20,000	9000
secretary- clerical	4,918	5,134	5,134	2700	7000	7000	0	0	0
forestry	555	600	600	310	400	400	1073	1073	1073

1) 1/4 of total annual maintenance for "Prime repair" charge to Business Division. \$6,000 of the \$10,000 is the "Prime" charge.

2) See memo from Bill McGuire reference 3 yr. Equipment plan.

3) Replacement typewriters in R2 (10/yr.) and replacement calculators in R6 (5/yr.)

C.C. John Robinson

THE THREE YEAR PLAN FOR COMPUTERS AND PERIPHERALS

	<u>WHAT WE HAVE NOW</u>	<u>86-87 TO ADD THE FIRST YEAR</u>	<u>87-88 TO ADD THE SECOND YEAR</u>	<u>88-89 TO ADD THE THIRD YEAR</u>
Room 7, 9	6 IBM-PC 2 Printers 4 Apple IIe 2 Printers 2 Macintosh 1 Printer	6 IBM-PC 2 Printers 1 IBM-PC/AT Network 2 Apple IIe 1 Printer	2 Apple IIe 1 Printer	2 Apple IIe 1 Printer 2 Macintosh 1 Printer
Room 2		6 IBM-PC 2 Printers	18 IBM-PC 1 IBM-PC/AT Network 1 Printer	
Other Rooms		3 IBM-PC (1 for Bill McGuire's office and 2 for faculty use).		

SOUTHWESTERN OREGON COMMUNITY COLLEGE

FACULTY ADVISING

PRIMARY PURPOSE:

The primary purpose of an academic advising program is to assist students in the development of meaningful educational plans which are compatible with their life goals.

PHILOSOPHY STATEMENT:

The ultimate responsibility for decisions about life goals and educational plans rests with the individual student. The academic advisor assists students by helping to identify and assess alternatives and the consequences of decisions.

INSTITUTIONAL GOALS FOR ACADEMIC ADVISING:

- *clarification of life and career goals as they relate to current social trends (for example--the transition from an industrially based economy to an information processing society
- *development of suitable educational plans
- *selection of appropriate courses and other educational experiences
- *interpretation of institutional requirements at Southwestern Oregon Community College and transfer institutions
- *increasing student awareness of educational resources available
- *evaluation of student progress toward goals
- *reinforcement of student self-direction
- *referral to and use of other institutional and community support services, when appropriate

ADVISING POLICY:

All students pursuing a major and registering for 12 or more credits Fall, Winter, or Spring term or 8 credit hours Summer term shall be assigned a faculty advisor. Students pursuing a major part-time shall be referred to the Counseling Center. Upon completing 60 credits in a degree field, part-time students pursuing a major shall be assigned a faculty advisor.

MEMORANDUM

TO All College Staff

SUBJECT Student Information System

FROM Jon Sapper

DATE January 22, 1987

The Student Development Division will be designing a comprehensive Student Information System as specified in the Title III Grant.

The basis for all Student Development functions (entry/access, retention, and placement services) will be developed with direct faculty input through the Faculty Senate.

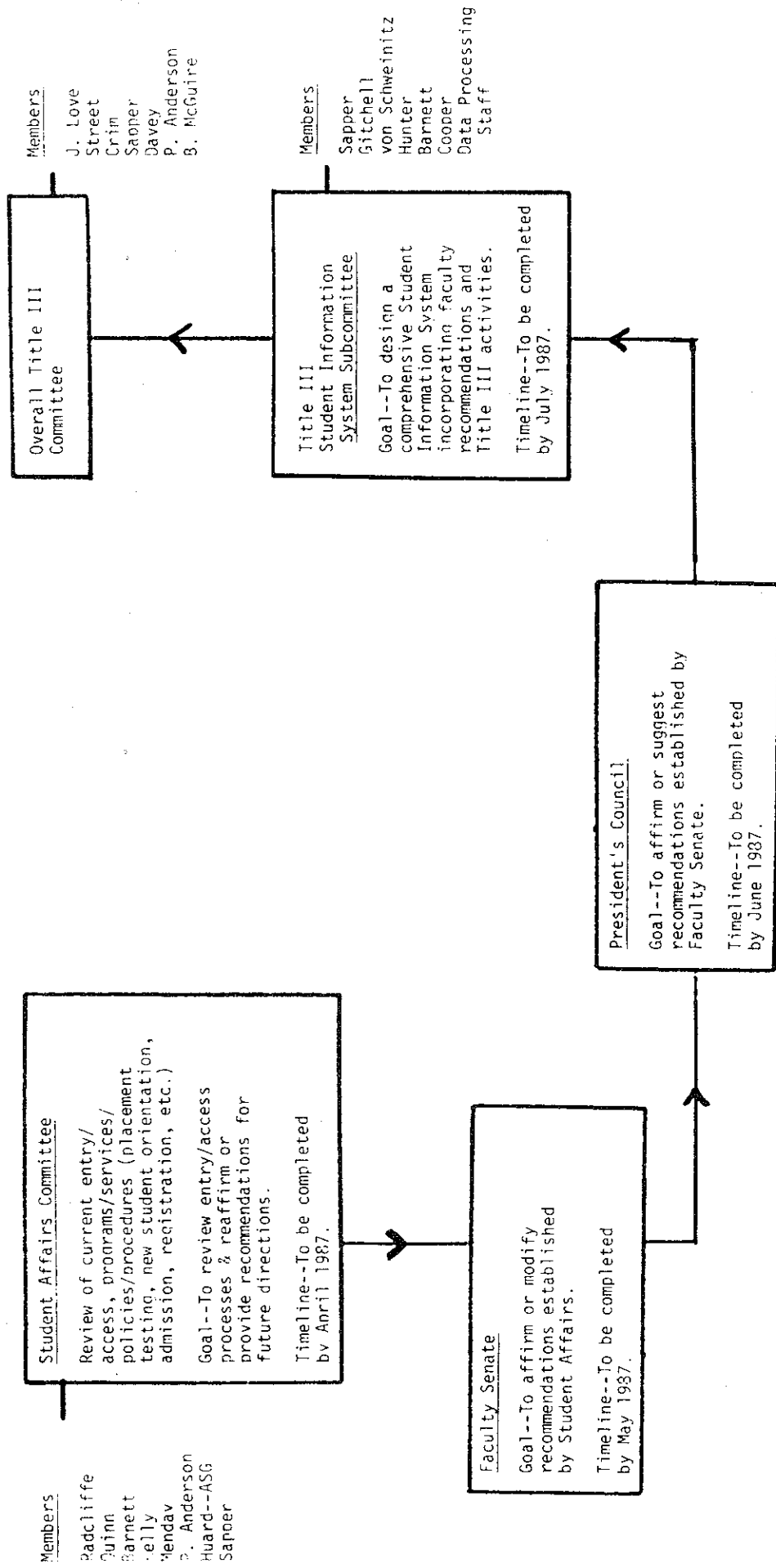
The process and timelines are outlined on the following page.

The same process will be followed during the next 2 1/2 years for review of retention services and placement services.

The Title III Student Information Systems Subcommittee will be the committee to design and implement the Title III Grant components. Those components and timelines for implementation are as follows:

<u>Component</u>	<u>Timeline</u>	<u>Person Responsible</u>
Financial Aid	Oct. 87-Sept. 88	Shirley Gitchell
Degree Audit	Oct. 87-Sept. 88	Jean von Schweinitz
Placement	Oct. 87-Sept. 88	Sharon Barnett
Counseling, Assessment, Advising	Oct. 88-Sept. 89	Sharon Barnett/John Hunter
Academic Alert/Early Warning	Oct. 88-Sept. 89	John Hunter

Process for Review of
Entry/Access Procedures
at
Southwestern Oregon Community College



MEMORANDUM

APPENDIX D
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TO Student Development Staff

SUBJECT Student Development Programs/Services

FROM Jon Sapper *JS*

DATE February 17, 1987

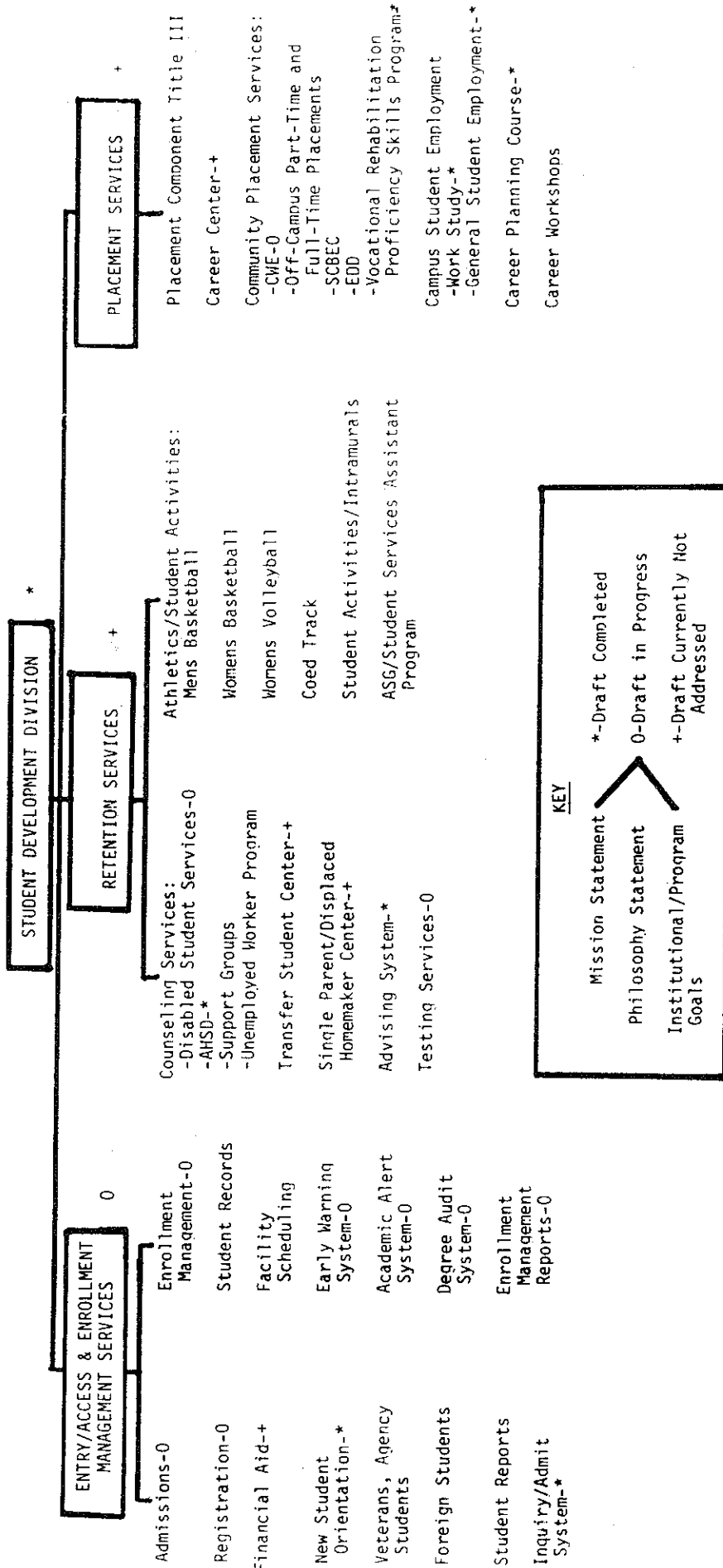
Attached is a draft plan for Programs and Services within the Student Development Division. Alignment is based on the philosophy that Student Development Services should address 3 areas: Entry/Access Services; Retention Services; and Placement Services. Although some programs/services could be listed under several categories, initial placement was based on the area(s) to be emphasized in the program.

Please review and share your comments with me.

WESTERN OREGON COMMUNITY COLLEGE

COOS BAY, OREGON 97420

PROGRAMS & SERVICES



KEY

- *-Draft Completed
- 0-Draft in Progress
- + -Draft Currently Not Addressed

DRAFTSTUDENT RIGHTS
AND
RESPONSIBILITIES STATEMENT

4.0 Responsibilities

4.1 Students have the responsibility to obey and follow College policy and procedures, the ASG constitution and bylaws, federal and state statutes, and city ordinances. The ASG constitution and bylaws and College policy and procedures shall provide means for student involvement and participation in the formulation and alteration of College policies and procedures regarding academic and student affairs.

4.2 Students are responsible for the effects of their decisions and behavior which become destructive to the educational goals and processes of Southwestern Oregon Community College. Those decisions and behaviors which are destructive are reportable to the College for disciplinary action. Examples of activities which may result in disciplinary action include, but are not limited to the following.

4.2.1 Failure to maintain academic honesty

4.2.2 Falsification, forgery, alteration or misuses of student records, keys, or identification.

4.2.3 Unauthorized entry and/or use of College-owned or controlled property, equipment, facilities, and blocking access to or from such areas.

4.2.4 Failure to comply with direction from College staff acting in the performance of their duties.

4.2.5 Possession, use, or threatened use of firearms, ammunition, explosives, knives, dangerous chemicals, or any other objects which are being used as weapons on College property or at College sponsored or supervised activities except as expressly authorized by law or College regulation. (Ref. ORS 166,360,166.380, Coos Bay City Ordinances)

4.2.6 Use of alcoholic beverages, narcotics, dangerous or controlled substances in any College buildings or on any part of the College campus at any time. (Ref Board Policy No. 10,004-- General information)

COUNCIL/COMMITTEE GROUP MEMBERS

PRESIDENT'S COUNCIL (Meets weekly)

President
 Dean of Instruction
 Director Student Development
 Business Manager
 Director Human Resources/Research
 Director Community Education/Marketing
 Faculty Senate President
 Affirmative Action Officer
 Classified Staff Representative
 Public Information Officer

ACADEMIC STANDARDS

6 faculty members
 1 manager
 1 administrator

ELECTIONS

2 faculty members

PERSONNEL

6 faculty members
 1 ex-officio
 2 classified staff

INSTRUCTIONAL COUNCIL (Meets weekly)

Dean of Instruction
 Director of Learning Resource Center
 Five Division Chairpersons

STUDENT AFFAIRS

6 faculty members
 1 ex-officio
 1 manager

FACULTY SENATE (Meets at least weekly)

Chair
 Vice Chair
 Secretary
 2 members appointed by President
 8 elected members

ACADEMIC AFFAIRS

5 faculty members

BUDGET COMMITTEE

6 faculty member
 1 manager

LIBRARY

4 faculty member
 1 ex-officio

ARTS & LECTURES

6 faculty members
 1 classified staff

SCHOLARSHIP & LOAN

6 faculty members
 1 manager
 1 administrator

SOUTHWESTERN OREGON COMMUNITY COLLEGE
PRESIDENTIAL EVALUATION
1985-86

RATING* SCALE:

1	2	3	4	5
Need for Improvement		Average		Exemplary

IMPORTANCE
1 2 3 4 5
LOW HIGH

RATING*
1 - 5 (Above)

PERFORMANCE RESPONSIBILITIES (JOB DESCRIPTION BASED)

1. The President assists the Board of Education by:

_____ (a) recommending clear goals and objectives for the college and by keeping the Board informed of progress that is being made toward achieving goals and objectives

Comments:

Examples:

_____ (b) maintaining liaison with the Board of Education attorney, architect, insurance agent of record, and labor relations consultant

Comments:

Examples:

_____ (c) preparing all agendas for Board meetings, including recommendations for the Board on all matters requiring Board action, and by providing information and reports needed to insure informed Board decisions

Comments:

Examples:

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- _____ (d) attending all meetings of the Board and
by participating in all deliberations of
the Board _____

Comments:

Examples:

- _____ (e) carrying out Board-approved policies, the
rules and regulations of the Oregon Board
of Education, the laws and regulations of
the State of Oregon and the Federal
government _____

Comments:

Examples:

2. The President provides educational leadership
by:

- _____ (a) providing the best possible learning
environment to enhance student develop-
ment, making the educational process
his/her primary concern _____

Comments:

Examples:

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_____ (b) recommending priorities for the institution after considering advice from administrators, faculty, staff, advisory committees and lay people in the District _____

Comments:

Examples:

3. The President leads and serves in the community by:

_____ (a) concerning him/herself with public policy that affects education in the community _____

Comments:

Examples:

_____ (b) keeping the community informed about the college _____

Comments:

Examples:

_____ (c) representing the college in meetings, conferences, and public events which affect the college _____

Comments:

Examples:

Presidential Evaluation, 1985-86
Page -4-

4. The President manages the college staff by:

_____ (a) involving others, especially the administrative staff, in making decisions by delegating authority and responsibility and by expecting a high level of performance _____

Comments:

Examples:

_____ (b) employing and developing a staff who are committed to providing education to a diverse population consistent with the purposes and goals of the college _____

Comments:

Examples:

_____ (c) developing and putting into action administrative policies and procedures consistent with Board policy _____

Comments:

Examples:

Presidential Evaluation, 1985-86
Page -5-

_____ (d) nominating to the Board the appointment
of all professional personnel, defining
the duties and assigning of work to all
personnel _____

Comments:

Examples:

_____ (e) hiring all non-professional personnel _____

Comments:

Examples:

_____ (f) suspending from duty any employee of the
college for just cause _____

Comments:

Examples:

_____ (g) performing personnel functions for the
administrative/supervisory/confidential
staff _____

Comments:

Examples:

Presidential Evaluation, 1985-86
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5. The President is responsible for college
business and finances by:

_____ (a) serving as the college budget officer and
custodian of funds _____

Comments:

Examples:

_____ (b) preparing the annual college budget _____

Comments:

Examples:

_____ (c) recommending to the Board of Education
policies and procedures supporting
efficient allocation and management of
available resources _____

Comments:

Examples:

Presidential Evaluation, 1985-86

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6. The President exhibits personal qualities that:

_____ (a) reflect high standards of ethics, honesty, and integrity in personal and professional matters _____

Comments:

Examples:

_____ (b) provide genuine leadership while retaining sympathy, empathy, and responsiveness to the college community _____

Comments:

Examples:

EVALUATOR:

Name: _____

Signature: _____

Date: _____

INTERIM REPORT FOR REAFFIRMATION OF ACCREDITATION

REPORT OUTLINE

PART B

- 1. What changes, if any, have been made in the objectives of the institution, and why have they been made? How have these changes been reflected in the program of the institution?**

Essentially the objectives of the institution have remained the same over the past five years. In 1985 a committee was appointed to review the college's Mission and Goals. An extensive review of demographic data, emerging trends locally and in Oregon and the OECC state plan for higher education among other documents were reviewed by a campus committee with broad representation. In 1986 a consultant was hired to assist us in the development of a strategic plan and a larger committee was appointed that involved community, Board and campus representatives. After many months of meetings a list of goals were established and sent to the campus community for review. (Appendix A). Some additions and revisions were made by the faculty. The timeline indicates that by June of 1987 Action Statements will have been developed and incorporated into the Planning Document.

In the process of developing our mission and goals there has been an increased awareness related to the realization that our community has changed over the years and some of our services need further development especially support services, for example, adult learner, displaced workers, and single heads of household. Developmental education has taken on greater emphasis in the academic arena with faculty reviewing assessment criteria for courses and curricula.

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

In 1985 the Faculty Senate through its committees reviewed the Associate in Arts degree requirements. This was done in response to improving transferability to senior colleges and universities. Changes that were adopted by the Board of Education relate to PE and Math. (Appendix B).

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

Due to a decrease in the fishing industry and fleet, the Fisheries Technology program has been placed on a three year hold with the State Department of Education.

In response to community input, a new two year Associate in Science degree Medical Office Assistant program began in 1985.

Last year an extensive evaluation of our Electronics program was completed by a committee representing college faculty, industry and advisory board. As a result of the evaluation, a decision was made to put the electronics technology transfer program on hold and to further develop the electronics service curriculum. The enrollment in electronics had dropped significantly over the past five years. The revised curriculum began fall 1986, and we are already beginning to see increases in enrollment.

No other significant changes have been made in programs at Southwestern Oregon Community College.

4. **If postgraduate programs are offered, what significant changes have been made, and why have they been made?**

Not applicable.

5. **What changes have been made in the post graduate non-degree or credential programs and in the special programs (summer session, extension, correspondence, travel, and foreign centers), and why have they been made?**

Not applicable.

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

The Student Affairs Committee of the Faculty Senate is currently reviewing all aspects of entry/access at the college, including admissions. All college policies related to entry/access are being reviewed with input requested from various sectors. The Academic Standards Committee of the Faculty Senate was recently asked to review policies 7.054, 7.056, 7.056(P) and 7.062, which have made the following recommendations to the Faculty Senate in spring 1987.

Policy 7.054 - Admission into Course and Programs with Enrollment Limitations. (Appendix C)

The Committee recommended that this policy be revised.
A copy of the recommended revised policy is attached.

Policy 7.056 - Admission Criteria for Programs and Courses with Enrollment Limitations. (Appendix D)

The Committee recommended that this policy be deleted.

Policy 7.056(P) - Admission Criteria for the Nursing Program.
(Appendix E)

The Committee recommended that this policy be deleted. A new set of admissions criteria has been approved by the

Life Sciences Division and Instructional Council and will go to Faculty Senate.

Policy 7.062 - Philosophy and Procedure Statement on Academic Notification (Appendix F)

The Committee recommended revision to bring this statement into line with practice.

The Admissions Office began putting student records on the computer in winter 1984. We did our first on-line registration in fall 1984. As we have gotten further along with interacting directly with the computer we have eliminated active paper transcripts, and we have taken over from the Data Processing Center many of the tasks related to computerized student records. Admissions' staff now do all the data entry related to registration: post payment, enter and verify GPA's, name and address changes, etc. At the end of each term, grades are now turned into Admissions and Admissions' staff check them and enter them into the computer. Admissions is currently putting our microfilm index on the computer; this will allow for more space in the vault.

We have not developed an "exit interview" procedure in a formal sense. There have been informal efforts to talk briefly with a student who is dropping out to determine if the reason for dropping is something we can help with. These efforts have not shown appreciable results in retaining these students.

Returning students have the opportunity each term to get registered early and get the classes they need. We have made it easier for them by suspending payment until the Thursday before classes start, or until they receive their financial aid check, whichever is applicable. Numbers of early registrants have increased.

Telephone registration was made available in spring term 1986. It has proven popular and has cut down the number of mail-in registrations. Students are better served in that they know immediately that they have their place in class.

The statement in the catalog regarding transfer students previous record from another institution has been changed to read "previous work from another accredited institution."

Advisors now receive from admissions a copy of their advisees' updated transcripts at the end of each term.

The vault has been adapted to our needs by putting in shelves for files and removing most of the file cabinets. Personal files are now stored on these shelves, along with inactive transcripts and other records. This has enabled us to get rid of the bank of file cabinets in the Admissions Office and utilize the space to create better work spaces with screens, as well as to house the two printers we use.

The President's office and Office of Instruction has moved out of Dellwood creating space to centralize Student Services here. We are now able to conduct registration in Dellwood rather than having to transport our equipment to some other place on campus and leave only a skeleton crew in the Admissions Office each registration period. Students are better served because their records, Financial Aid, the Counseling Office and the Cashier's Office are all in the same building with registration.

**Pattern of Enrollment at End of Fourth Week of Fall Term Classes
Unduplicated Headcount 82-86**

<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
3474	3141	3283	3489	3500

Pattern of Enrollment at End of Fall Term 82-86

<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
3877	3674	4049	4222	4713

7. **Have any significant changes been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved?**

There have been no significant changes in policies that would affect faculty. The number of full time faculty has fallen from 58 in 1981-82 to 52 in 1986-87. This next academic year the budget includes monies to replace 2 of these lost positions. Also one of our retiring faculty will be replaced as well as converting two visiting positions to tenure track positions.

**FACULTY SALARY INCREASES
1981-82 to 1986-87**

Full-Time Faculty

1981-82	5.0%
1982-83	Frozen
1983-84	6.1%
1984-85	5.9%
1985-86	2.2%
1986-87	2.2%

Additional steps have periodically been added to the salary schedule over the years. The college has maintained contributions to medical-dental insurance, Public Employees Retirement System and early retirement incentives. No new benefits have been instituted.

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

The college has expended slightly over \$4 million dollars in constructing and equipping the five buildings highlighted in Appendix G. In addition, there has been expended some \$45,000 remodeling Dellwood Hall into our main Student Development Center and the fifth floor of Tioga into administrative offices. The campus has been made more accessible for our impaired students via modifications campuswide at a cost of \$50-60,000.

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

There has been no significant change in the Learning Resource Center's physical facilities since 1982. There have been changes in services.

The Instructional Materials Center has continued to do in-house printing and is increasing its volume as the costs of off-campus printing increases. No new equipment has been purchased even though more forms and one-color brochures are being processed. The new desk top publishing being developed on campus will impact the equipment and staff needs of this area. We have added a part-time typist from 4:00 p.m. to 8:00 p.m. four days a week, which has improved turnaround time on materials and has given evening faculty direct access to the services of the IMC. The Faculty Senate has been especially pleased with those extended hours. This current year is a planning year for charge backs into cost centers using our Title III new capability.

The Audiovisual Center remains in the crowded space on first floor Tioga, and the storage areas located in other campus spaces are no longer adequate to store the video equipment we now have. We have experienced two major changes in AV services. One is the demand of video equipment and programs; the other is computer software and hardware involvement and consultation. The Coos Cooperative Library Service grant to provide public access computers in six public libraries and the college library has involved the staff with three different software packages, public instruction, and troubleshooting. The desk top printing network between Community Services Offices and the AV graphics staff is beginning to take shape and has involved learning two more software programs.

We are unable to fill the requests for video players or for purchasing or renting programs requested. Budget changes and priorities are being considered. The area on 3rd floor Tioga for listening/viewing continues to be crowded and often inaccessible when equipment is taken from the area to go into classrooms. Each term six or seven Western Oregon State College students taking various classes use the video facilities to take courses via Western's Remote Campus project. This use takes equipment from the users of the college, but is allowing for cooperative ventures with other institutions.

The Library continues to serve curricular needs, with approximately 40,000 monographs circulated each year. In-house use of the reserve system has grown, primarily because faculty are requiring more specific outside readings. The nursing, history, and writing students continue to be our heaviest users. Circulation to non-students continues to be about one-half of the total circulation. The recent \$7,000 purchase of a microfilm-fiche reader-printer will reinstate our ability to use our existing film and fiche as well as the interlibrary loans we receive.

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

In November of 1984 the college was successful in gaining approval of a new tax base totalling \$2,590,000. While this was some \$500,000 less than recommended by the college administration, it has enabled the college to weather several very lean years without having to seek voter approval on our budget. The economics of the college district and also our enrollment have slipped in this same period of time, and it is our hope that from this point on we will be able to slowly start rebuilding our programs. State support has also gone down in this period, while the local taxpayers currently carry some 56% of our total operating cost. In the coming year, our current recommendation is to raise tuition slightly and continue to work for additional state support commitment from the legislature.

11. Have any significant changes been made in the administrative structure and personnel? Explain

In July 1985, Dr. Robert Barber came aboard as President replacing Mr. Jack Brookins who retired. In July 1986 an Interim Dean of Instruction was appointed after an in-house search. Dr. John Rulifson went on a year sabbatical and it is anticipated that he will return fall 1987 as Professor of History. John Hunter, Dean of Students, joined our counseling staff and Jon Sapper was hired as Director of Student Development.

Currently, we are searching for a permanent Dean of Instruction and have established an Interim Associate Dean position for 1987-88. The Associate Dean position will focus on Career Education, an area that has gone without direct leadership since the resignation of Jack Stevenson, Director of Career Education, several years ago.

The Administrative structure currently is made up of the President and five division managers: Director of Human Resources/Research (formerly Administrative Assistant); Director of Student Development; Director of Community Services; Dean of Instruction, Business Manager.

The remaining organizational structure has not undergone any significant changes over the past five years.

12. What old plans for the future have been realized, and what new ones

have been formulated?

The college has been able to meet many of the goals of its old plans. One of the more visible projects completed was the lab/shop complex plan. This included the shops for our Industrial Mechanics program and the labs for Forestry, Home Economics, Nursing, Music and Art. Our programs have been upgraded by the space and equipment. The college has also become more involved with vocational program improvements through comprehensive evaluation. The importance we have placed on these programs has also strengthened our ability to connect more closely with the regional high schools. We have developed television instruction with Powers High School and have integrated over 30 Marshfield (Coos Bay) students into our on-campus curriculum.

The college has also made substantial strides in improving our student development goals. We have centralized services in Dellwood, expanded counseling, placement, testing, and women's support programs. Our increased activity in grants and soft money has supported this process. Our recent Title III Grant has allowed us to move toward a more integrated management information system leading to effective academic monitoring. It has also allowed us to computerize our budgeting process. We have also strengthened our relationship with the employment division and our local JTPA contractor through our improved intake and placement services.

Less obvious but important goals recently achieved include the passage of an adequate, though modest, tax base and the reorganization of the College Foundation by the original incorporators. Both of these achievements will provide for a more stable environment allowing planning and modest growth. The area where new goals need to be set include expanding our adult basic and developmental education services, moving our high school articulation program to more of 2+2 model, and developing our staff development program more to further strengthen the instructional/administrative skills of our staff. The college governance system has taken on renewed importance under the new president and there is an expanded level of participation in this planning and decision making. The college's five-year plan is just about complete and the staff is prepared to enter into a new thrust for excellence.

**STRATEGIC GOALS - PLANNING TIMELINE
PHASE I***

Prioritization
1-2yr 2-4yr 4-6yr

INSTRUCTION

- | | | |
|-------|-------|---|
| MG/FR | | 1. The college will maintain high academic quality in all of its instructional programs by attracting as well as retaining an outstanding faculty, and providing excellent instructional support. |
| MG/FR | | 2. The college will reevaluate its career/occupational programs with regard to curriculum, staffing and length of program, in order to ensure that the content is timely and that the instruction leads to marketable skills and employability. |
| MG/FR | | 3. The college will ensure it is scheduling courses and services at times and places in an attempt to meet the educational needs of the full range of students interested in attending SWOCC. |
| FR | MG | 4. The college will expand the ABE/GED and developmental programs in an effort to provide and strengthen educational opportunities for the undereducated. |
| FR | MG | 5. The college will strengthen the lower division programs. |
| | MG/FR | 6. The college will require a core curriculum in all degree programs. |
| | MG/FR | 7. The college will first assess, then integrate where appropriate current technologies into all programs. |
| | MG/FR | 8. The college will develop, maintain, and encourage life-long learning. |
| FR | | 9. The college will require general education as an essential component of all degree and certificate programs. |

STUDENT DEVELOPMENT

- | | | |
|----|----|---|
| MG | FR | 10. The college will make student development opportunities more accessible to all students, traditional and nontraditional, to include life/career planning, testing services, placement services, academic advising and counseling and support services related to student success. |
| FR | MG | 11. The college will strengthen the recruitment efforts of the traditional full-time student. |

MG: Missions & Goals Committee first prioritization

FR: Faculty Recommendations

*** See Note on Page 2**

Strategic Goals - Planning Timeline**Prioritization****1-2yr 2-4yr 4-6yr**

MG	FR	STAFF DEVELOPMENT 12. The college will improve opportunities for growth of skill and knowledge through an ongoing staff development program.
MG/FR		BUDGET 13. The college will ensure it has an adequate financial base for the services provided by effectively lobbying the legislature for the community college's fair share of resources, increasing the communities' understanding of the college's effectiveness in serving the region, and attracting more students.
	MG	BROKERING 14. The college will maximize the use of educational resources by facilitating a closer working relationship with other community based public and private agencies.

MG: Missions and Goals Committee first prioritization**FR: Faculty Recommendation**

* The First Phase of the Long Range Plan was to identify Strategic Goals and place them in a prioritized timeline. The committee chose not to make a decision on goal placement, taking into consideration the faculty recommendations, until there was further clarification of specific action statements and corresponding budget implications. The action statements will be identified in the second phase of the planning, after which the committee will again meet to make a decision on goal placement.

M&G:1fb

ASSOCIATE IN ARTS DEGREE

1981-82

1. Not less than 93 credits of college parallel courses approved by the Oregon Board of Education for transfer credit.
2. Grade point average minimum of 2.00 (C average).
3. English Composition, 9 credits (Wr 121, 122, 123 or 227)
4. Health Education: HE 250, 3 credits for both men and women.
5. Physical Education: 5 terms with not more than one credit hour per term in activity courses (PE 185). Courses must be in different activities or levels (i.e. beginning, intermediate, advanced). Exceptions, which must be approved by the Academic Standards Committee, may be allowed for the following reasons:
 Health: A written statement by a physician must be filed with the Admissions Office at the beginning of the term.
 Veterans: Students who have completed six months active service in the U.S. armed forces are exempt from three terms of the Physical Education requirement. They must file official evidence of service with the Admissions Office.
 Other: On rare occasions, an exemption may be granted for other reasons.
6. One-year sequence in each of the following three groups: Literature, Science or Mathematics, and Social Sciences, plus a fourth sequence chosen from one of these three groups or Language/Philosophy or Art and

1986-87

1. Not less and 93 credits of college parallel courses approved by the Oregon Board of Education for transfer credit. (Students may transfer up to 108 community college credits to four-year Oregon state system institutions.)
2. Grade point average minimum of 2.0 (C average).
3. English Composition, 9 credits (Wr121, 122, 123, or 227).
4. Health Education, 3 credits, HE 250.
5. Physical Education, 3 credits, PE185 (with three additional credits, if desired, as electives); or student may take an authorized Wellness and Physical Assessment course as designated by the college. No more than 6 credits of Physical Activities classes (PE185) may be used in meeting the 93 credit requirements or counted in the student's final GPA for the AA Degree. Courses must be in different activities or levels (i.e. beginning, intermediate, advanced).
6. One-year sequence in each of the following three groups: Literature, Science or Mathematics, and Social Sciences, plus a fourth sequence chosen from one of these three groups or from "Additional Fourth Sequence Options" (See "Approved Sequences" below).
7. If the fourth sequence is taken in one of the social sciences, it must be in a different discipline.
8. At least one of the sequences must be numbered in the 200 series.

Associate in Arts Degree
Page 2

1981-82

- Music. (See "Group Requirements" which follow for listing of acceptable sequences in each group.)
- 7. If the fourth sequence is taken in one of the Social Sciences, it must be in a different discipline.
- 8. At least one of the sequences must be numbered in the 200 series.
- 9. A student must have completed 24 credits and have attended Southwestern Oregon Community College for at least two terms (including the final term) before the Associate in Arts degree is awarded.

kr

1986-87

- 9. Mathematics Requirement - This requirement may be met by taking MTH50 Intermediate Algebra I, 4 credits, or its equivalent. May also be fulfilled by passing a MTH50 equivalence examination.
- 10. A student must have completed 24 credits and have attended Southwestern Oregon Community College two terms (including the final term) before the Associate in Arts degree is awarded.

ADMISSION INTO COURSES AND PROGRAMS
WITH ENROLLMENT LIMITS

It is the policy of the Board of Education of the Southwestern Oregon Community College District that when it is in the best interests of the college, enrollment in specific programs or courses may be limited. Specific criteria for admission into programs or courses with enrollment limitations shall be approved by the president.

Adopted by Board of Education Action:

7.054 August 18, 1975

ADMISSION CRITERIA FOR PROGRAMS AND COURSES
WITH LIMITED ENROLLMENT

It is the policy of the Board of Education of the Southwestern Oregon Community College District that admission criteria for programs or courses with limited enrollment will ensure that:

- (1) Every effort shall be made to select students who appear to have the greatest potential for service to their community in their chosen career;
- (2) All potential students shall have an equal opportunity for admission consideration regardless of age, handicap, parental status, national origin, race, color, political affiliation, marital status, religion, or sex;
- (3) Preference shall be given to in-district students.

Adopted by Board of Education Action:

7.056 August 18, 1975

ADMISSION CRITERIA FOR THE NURSING PROGRAM

1. Preference shall be given to in-district students.
2. Selection shall be by random drawings from pools of qualified candidates.
3. Residency status shall be determined as of April 30th by the Director of Admissions and Records.
4. First Year Program:

Qualified candidates will be placed in the in-district pool, or in the out-of-district/in-state with no nursing program pool, or in the out-of-district/in-state with a nursing program pool, or in the out-of-state pool.

Names shall be drawn first from the in-district pool until the openings have been filled and five alternates have been selected or the pool is exhausted.

Secondly, names shall be drawn from the out-of-district/in-state with no nursing program pool until the openings have been filled and five alternates have been selected or the pool is exhausted.

Thirdly, names shall be drawn from the out-of-district/in-state with a nursing program pool.

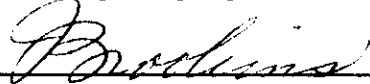
Fourthly, names shall be drawn from the out-of-state pool.

5. Second Year Program:

Openings in the second year program shall be given first to students who are currently enrolled in and satisfactorily completing the requirements of the first year program.

If openings remain, names will be randomly drawn from a pool of qualified candidates established from in-district applicants who are Oregon Licensed Practical Nurses.

If there are additional openings, second year program pools of qualified candidates will be established and random drawings will be conducted for the same additional groupings as for the first year program.



Approved by the president

January 25, 1979
Date

PHILOSOPHY AND PROCEDURE STATEMENT
ON ACADEMIC NOTIFICATION

Consistent with the purpose of Southwestern Oregon Community College to provide for the optimum development of individuals, an academic notification system has been developed to monitor the academic progress of students.

Full-time students and part-time students pursuing completion of a program are notified of possible lack of academic progress when:

- a. the term GPA is less than 2.0.
- b. the student receives two or more Y's and/or F's in a term.

Full-time students and part-time students pursuing completion of a program are placed on probation when:

- a. after two terms of enrollment or thereafter, the cumulative GPA falls below 2.0.
- b. for two consecutive terms, the student receives two or more Y's and/or F's.

The student will continue on probation until the cumulative GPA is 2.0 or better, provided that during this time satisfactory academic progress is maintained.

If, while on probation, a student does not make satisfactory academic progress, that student and the advisor will be notified that the student is subject to suspension. The student and the advisor will meet in special session with the Academic Standards Committee as soon as practical. Based on the results of this meeting, the Committee may either specify the conditions for continued enrollment or suspend the student.

A suspended student may petition the Academic Standards Committee for reinstatement at any time that he or she feels an ability to profit from instruction can be demonstrated.

The admissions office will implement the Academic Notification policy.

Approved for Implementation by
the President Spring Term, 1981

SOUTHWESTERN OREGON COMMUNITY COLLEGE
Coos Bay, Oregon 97420

CAPITAL CONSTRUCTION

	<u>Original Cost</u>	<u>Replacement Costs</u>	<u>Gross Area Square Feet</u>
<u>PERMANENT CONSTRUCTION</u>			
<u>Umpqua Hall (1963-64)</u>			
Auto Shop			
Added Balcony (1966)	\$ 264,593	\$ 664,000	11,410
<u>Randolph Hall (1963-64)</u>			
Business/Data Processing	183,263	928,000	12,836
<u>Dellwood Hall (1964-65)</u>			
Administration	221,209	682,000	9,310
<u>Sitkum Hall (1964-65)</u>			
Classroom Building	208,897	799,000	10,131
<u>Coaledo Hall (1964-65)</u>			
Science Laboratories Remodel (1982)	263,206	1,097,000	11,789
<u>Prosper Hall (1966-67)</u>			
Physical Education	538,679	2,275,000	25,835
<u>Tioga Hall</u>			
Learning Resource Center Floors 1 and 2 (1966-67) Floors 3, 4, and 5 (1968-69)	1,631,520	5,176,000	54,002
<u>Empire Hall (1979-80)</u>			
College Community Center	1,354,545	1,516,000	17,006
<u>Eden Hall (1981-82)</u>			
Art and Lecture Hall	788,170	788,170	10,607
<u>Sunset Hall (1981-82)</u>			
Music	302,400	302,400	3,803
<u>Sumner Hall (1981-82)</u>			
Nursing, Forestry, Home Economics	783,881	783,881	9,069
<u>Fairview Hall (1981-82)</u>			
Machine Tools and Welding	942,587	942,587	17,006
<u>Lampa Hall (1982-83)</u>			
Faculty Offices/Media Center	314,196	314,196	3,960
<u>Fire Tower Training Facility</u>			
Tower and Site (1980-81) Truck Garage and Paving (1982-83)	179,000	200,000	1,800
<u>CAMPUS SITE AND SITE DEVELOPMENT</u>			
Includes purchase of 125 acres, three parking lots, roads, paving, walks, lights, utilities upgrading, landscaping, playing field, softball field, tennis courts, electrical vault	1,577,113	2,000,000	
<u>TEMPORARY CONSTRUCTION</u>			
<u>Two Metal Buildings (1973-74)</u>			
B-2 -- Theatre	35,000	49,000	1,800
B-3 -- Vehicle Storage	45,174	95,000	3,200
<u>Empire Annex (1976-77)</u>	99,096	277,000	5,000
<u>Photography Lab (1977-78)</u>	40,158	54,000	720
<u>Maintenance Building</u>	20,000	84,000	4,712
<u>EQUIPMENT</u>	2,573,508	3,000,000	
<u>GRAND TOTAL</u>	<u>\$12,366,195</u>	<u>\$22,027,234</u>	<u>213,996</u>

SOURCE OF CONSTRUCTION AND EQUIPMENT FUNDS

Local Taxpayers	58%	\$ 7,227,399
State Assistance	36%	4,472,000
Federal Grant	6%	666,796
	<u>100%</u>	<u>\$12,366,195</u>

