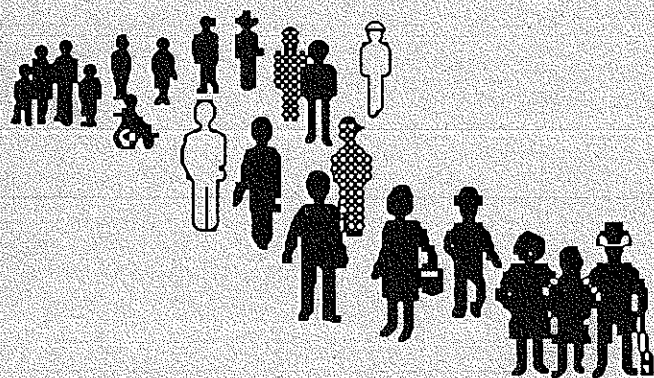


SOUTHWESTERN OREGON COMMUNITY COLLEGE



**Self-Study Report
for Accreditation
April 1992**



**SOUTHWESTERN
OREGON
COMMUNITY
COLLEGE**

Office of the President
503 888-7400 FAX 503 888-3258

February 21, 1992

Commission on Colleges
Northwest Association of Schools and Colleges
3700-B University Way, N.E.
Seattle, Washington 98105

Dear Commissioners:

On behalf of the Board of Education and the college staff, it is with a great deal of pride that we submit the Report of Self-Study at Southwestern Oregon Community College, April 1992. The report represents a culmination of a process that began in October, 1990, touching everyone and every activity of the college.

The college began its self-study activities using campus work groups chaired by a member of the Self-Study Steering Committee. The campus community responded to the seven following questions:

1. What do you identify as your goals in the educational process of the institution?
2. What are the three most important problems faced by your department/area in meeting those goals?
3. What are your suggested solutions to these department/area problems?
4. What are the three most important problems faced by the college?
5. What are the solutions proposed by your department/area to the college problems?
6. What are the college's greatest strengths?
7. What are the greatest opportunities for the college (for growth, improvement, development, etc.)?

Responses were analyzed and sub-committees were formed to address problems and challenges identified by the campus community. Recruitment and retention of students and the development of a shared college vision were the two issues identified as most important.

The following committees were formed and met throughout the year to examine and discuss self-study issues:

1. Shared Vision
2. Recruitment, Retention, Marketing and Public Information
3. Finance and Physical Plant
4. Instructional Staff and Education Programs:
 - a. Overview Committee
 - b. Career Tech
 - c. Arts and Humanities
 - d. Health and Human Services
 - e. Math and Science
 - f. Student Development
 - g. Continuing Education and Other Instructional Activities
 - h. Library and Media Center
 - i. Students

During the Fall 1991 Inservice, sub-committees met again and reviewed the Accreditation Handbook standards and subcommittee reports. Draft reports were distributed and reviewed in January, during Winter Inservice, and a final review of the self-study report was accomplished by the various committees and the Board of Education in mid-February.

The issues identified in the self-study process continue to be addressed. Our progress will be available in report-form for the survey team members upon their arrival at Southwestern Oregon Community College.

Southwestern Oregon Community College is looking forward to meeting with survey team members in April. The faculty and staff at the college are quality educators and support personnel, who have a contagious enthusiasm for our students and life long learning.

Sincerely,



Stephen J. Kridelbaugh
President

ACKNOWLEDGEMENT

Recognition should go to President Kridelbaugh and Dean Anderson for their direction in this project, to the Committee Chairpersons for their leadership, and to the Steering Committee and Committee Members for their diligent discussions, readings, and rereading efforts. Joyce Hammer and Julie Johnson have been invaluable in the input and formatting of this document. The editorial skills of Phill Anderson and Patricia Bruneau-Gaber have been heavily used. Our special thanks to Phyllis Love who was responsible for the cover and divider design. Especially helpful have been Pat Alvey and her staff in the Print Shop where this document was printed.

Recognition, too, should go to all the Board, administration, faculty members, staff, and students who helped with the study and saw the College complete its 30th year and begin in 1991-92 its fourth decade of existence. The various committee rosters are located on the dividers. The Steering Committee roster follows:

STEERING COMMITTEE

Dortha McCarthy, Chairperson	Director, EEO/AA, Learning Resource Center/International Students
Phill Anderson	Dean of Instructional and Student Services
Patricia Bruneau-Gaber	Associate Dean of Extended Learning
Jill Christiana	Accounts Payable Bookkeeper
Ray Daniels	College Technology Studies
Mary Jane Fisher	Periodicals/Circulation, Learning Resource Center
Kirk Jones	Head Librarian, Learning Resource Center
Dan Kelly	Physics and Mathematics Faculty
Ron Pullen	Mathematics Faculty, Faculty Senate Chair
Melanie Schwartz	Art Faculty, Arts and Humanities Division Chair
Terry Sherman	Associated Student Government

ACKNOWLEDGMENTS

COMMITTEES

I. Shared Vision: Jill Christiana, Steering Committee Liaison

President's Council and others

Ron Olson, Chair

Kathy Wright

John Hunter

Kevin Kimball

Dortha McCarthy

Shirley Gitchell

Barbara Johnson

Joanne White

Steve Erickson

C.J. Gradenwitz

Mary Jane Fisher

Jeri Bennett-Stillmaker

Jean von Schweinitz

Shirley Bridgham

Clara Radcliffe

Melanie Schwartz

Martha Dunlap

Barbara Grosshans

Ron Pullen

Jan Newlander

Christy Sutton

Ray Daniels

Ron Stubbs

Greg Barker

Sally Harrold

Tom Nicholls

Jim Love

Terry Sherman

Barbara Davey

Patricia Bruneau-Gaber

Phill Anderson

Ruth Thrall

Linda Grosso

Jacqueline McNeill

Carole Kelly

Judy Swenson

II. Finance: Patricia Bruneau-Gaber, Steering Committee Liaison

Faculty Senate Budget and Planning Committee and others

Jim Love

Ken Jensen

Patricia Reese

Ron Wheadon

Francis Karroll

Kevin Kimball

John Noland

Andy Toribio

Deena Flynn

Roz Cohen

III. Recruitment: Melanie Schwartz, Steering Committee Liaison

Senate Academic Affairs Committee and others

Barbara Davey, Chair

Hans Boettcher

Jan Hooper

Jean von Schweinitz

Linda Severson-Studer

John Hunter

Robin Bunnell

Bob Bower

Evan Davis

Margaret McGuire

Shirley Bridgham

Barry Cotterill

Phill Anderson

Ann Fauss

IV. Programs and Program Development

A. Educational Programs and Instructional Staff: Ron Pullen, Steering Committee Liaison

Bob Bower, Chair
Ron Pullen
Terry Weaver
Hunter Fales
Jackie McNeill
Betty Oyler
Cindy Tessman
Ron Stubbs
Patricia Bruneau-Gaber
Barbara Davey
Dortha McCarthy
Jan Newlander

Phill Anderson
Jim Shumake
Elaine Case
Willi Furrer
Sharon Miller
Debra Nicholls
George Elkins
Jerri Bennett-Stillmaker
Ray Daniels
John Hunter
Melanie Schwartz

B. Continuing education and Other Instructional Activities: Patricia Bruneau-Gaber, Steering Committee Liaison

Jan Newlander
Bob Miller
Barbara Shreckengost
Nancy Watts
Elaine Case
Judy Bender

C.J. Gradenwitz
Ivan Cook
Brenda Brecke
Dennis Hanhi
Veneita Stender

C. Students (Admissions, Registration, Orientation, Food Services, Health Services, Financial Aid, Bookstore, Extracurricular Activities, Athletics): Terry Sherman, Steering Committee Liaison

Jean von Schweinitz
Rhonda Edwards
Tom Nicholls
Don Burdg
Sharon Lemoine
Dorothy Wilson
Keith Hulsey

Sharleen Lillebo
Barry Cotterill
Carol Vernon
John Speasl
Lori Lund
Judy Ocobock

D. Learning Resource Center (Library & Media Center): Kirk Jones, Steering Committee Liaison

Terry Weaver, Chair
Christine Scholey
Don Stensland
Sharon Tashjian
Ruth Thrall
Suzy Carson

Lanny Leslie
Bob Shepard
Kirk Jones
Mary Stricker
Judy Swenson

E. Health and Human Services Departments: Mary Jane Fisher, Steering Committee Liaison

Avis Dowers, Chair
Jerri Bennett-Stillmaker, Division Chair
Rosemary Plank, Nursing
Richard Raposa, Justice Services
Veneita Stender, Home Economics

Kristen Crusoe, Nursing
Bev Kemper, Physical Education/Health
Angie Quinn, Nursing
John Speasl, Athletic Director
Ron Wheadon, Human Services

F. Arts and Humanities Departments: Melanie Schwartz, Steering Committee Liaison and Division Chair

Bob Bower, English
Evan Davis, English
Sally Harrold, English
Margaret McGuire, Philosophy
Clara Radcliffe, English
Bob Shepard, English

Ed Chilla, Speech, Theatre
Nathan Douthit, History
Kirk Jones, Learning Resource Center
John/Jean Noland, English
Chris Rosman, Music
Carol Vernon, Fine Arts

G. Career Technology Studies Departments: Ray Daniels, Steering Committee Liaison and Division Chair

Hans Boettcher, Machine Tool
Willi Furrer, Business
Rich Grossman, Secretarial Science
Jan Hooper, Computer Information Systems
Ken Jensen, Welding
Lanny Leslie, Business
Tom Ransford, Electronics
Terry Weaver, Audiovisual

Peggy Fralick, Office Occupations
Dorothy Gillett, Secretarial Science
Dennis Hanhi, Electronics
Steve Hooper, Automotive
Bill Lemoine, Forestry
Bob Miller, Business
Darrell Saxton, Fire Technology

H. Math and Sciences Department: Dan Kelly, Steering Committee Liaison

Ron Stubbs, Division Chair
Steve Erickson, Psychology
Dan Kelly, Physics
Bill McGuire, Math
Jim Shumake, Biological Science
Andy Toribio, Math

Don Burdg, Math
Chuck Hower, Chemistry & Physics
Ron Lilienthal, Chemistry
Ron Pullen, Math
Don Stensland, Earth Science

I. Student Development Departments: Jean von Schweinitz, Steering Committee Liaison

John Hunter, Division Chair
Ann Fauss, Counselor
Margaret McGuire, ABE/ESL
Christine Nicholls, Developmental Education

Barry Cotterill, Counselor
Lee Hodges, Developmental Education
Tom Nicholls, Student Activities
Nancy Watts, Community Skills Center

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I INSTITUTIONAL OBJECTIVES

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CHAPTER I

THE COLLEGE

PURPOSE

Southwestern Oregon Community College is dedicated to the education and the development of individuals. Education is important to human development and socio-economic growth. Learning beyond basic job skills is equally important - learning to live and work with other people, learning how to get involved with other people, learning how to get involved in the community, understanding and using history, art, science and literature.

The college Board of Education believes in education for everyone who may profit from instruction, and the dignity of the choices individuals make in seeking an education.

College educational programs and services can provide learning experiences for students who:

1. Are seeking guidance and counseling to assist them in establishing personal goals;
2. Wish to broaden their general educational and cultural experiences in order to broaden their occupational or personal growth and development;
3. Will pursue course work for new employment, to upgrade existing job development skills;
4. Need remedial or developmental education;
5. Wish to pursue the first two years of a four-year transfer college program;
6. Wish to utilize the resources of the college to promote the general welfare of the community.

The community college, as the name suggests, is a college serving the total community - men and women of all ages and a multitude of interests. The college Board of Education encourages citizen participation in the college and strives to make campus services and facilities readily available to meet public needs.

Physical Location and Geographical Impact

The campus of Southwestern Oregon Community College is located within Coos County, Oregon. Coos County is a principally rural setting located in the southwestern region of Oregon within the coastal mountains of the Cascades and bordered by the Pacific Ocean. Coos County is comprised of heavily forested mountains and hills and occupies approximately 2,629 square miles of land. Two-thirds of the land is privately owned, the remaining one-third managed by the Bureau of Land Management and the U.S. Forest Service. Coos County is known nationally and internationally for its prime timber production and ideal timber growing areas (Business Employment Outlook 85). Coos County is separated from the remainder of the state by geography and poor road access. Southwestern Oregon Community College is the sole post-secondary institution in southwestern Oregon. Access to other post-secondary institutions in the state is difficult for students and faculty. The most accessible four-year institution of higher education is over two and one-half hours drive from Coos Bay. For many citizens of the south coast, Southwestern Oregon Community College is one of the primary sources of social and cultural enrichment. Opportunities for faculty to broaden and maintain their fields of study are time consuming and require substantial prior planning to achieve, not to mention additional costs for travel and lodging. The physical location and isolation of the college district is a strength in that it has forced the college to develop and maintain a diverse program of educational and cultural events. Isolation has been a detriment by restricting the general population's access to a broader range of educational and cultural advantages.

Coos County, Western Douglas County and Oregon's Population

The Southwestern Oregon Community College District is composed of Coos and Western Douglas Counties, an area of approximately 2,000 square miles with an estimated population of 66,025. The two largest population centers are the cities of Coos Bay and North Bend. Together they comprise approximately 23,830 citizens or roughly one-third of the college district population base. The remaining cities within the college district include Bandon, Coquille, Lakeside, Myrtle Point, Powers, and Reedsport.

The population base within the college district in 1970 was 60,544. Between 1970 and 1980, the population within the college district grew by 8,477 to 69,021 and in 1990 back to 66,025.

As a whole, population trends by age groups in Oregon can be characterized by five generalizations: elementary age groups will grow slowly to the year 2000; high school age groups will decline in the 1980's and increase gradually in the 1990's; College age groups will fluctuate in the near future; the 25-44 age group will grow most rapidly through 1990; and the 44-54 age group will grow most rapidly from 1990-2000 (Oregon State Department of Education). As the 35-44 and 44-54 age groups mature, Oregon will experience a natural increase in the number of older citizens, as will the nation as a whole, going into the 21st century. Oregon is a microcosm of national trends in distribution of age groups. Table 1 describes age group changes which are occurring during the 1980's in the United States.

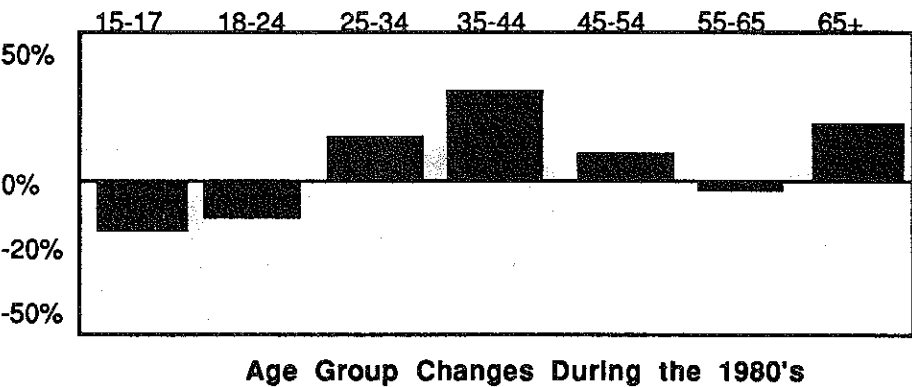


Table 1
(All One System, 1985)

This table shows the decline in the youth population accompanied by increases in the post-35 or "Baby Boom" generation, as well as more people over 65.

Student/User Population

A complete record of the changing nature of the college's student population is not available due to a transition in record keeping methods and data collection. Despite this limitation, a variety of analytical data is available.

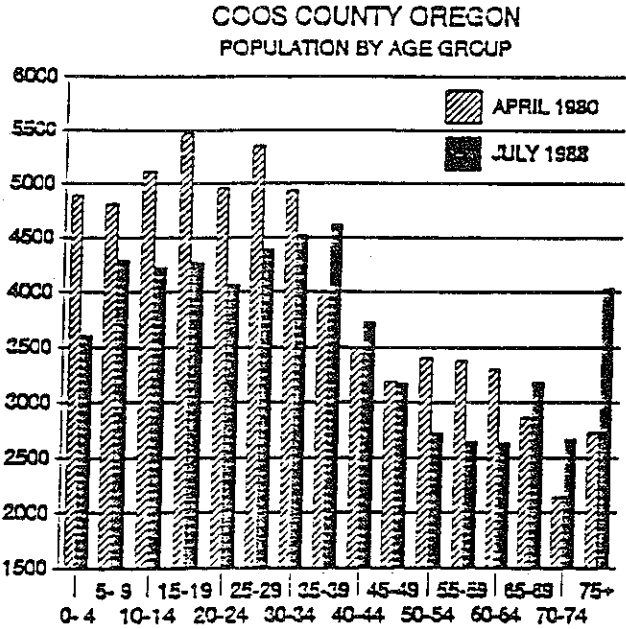
The district has a large low-income population made up of dislocated workers, displaced homemakers, single parents, and people working in part-time jobs, struggling below the poverty line. The average per capita income in Coos County is \$12,000, \$2,000 lower than the state average of \$14,000 and nearly \$4,000 lower than the national average. Human service agencies report that, over 18 percent of the district population have incomes at or below the federal poverty level. Education and job training are desperately needed by this group and Southwestern Oregon Community College is the only local opportunity.

Over 37 percent of the district's female-householder families are below the poverty line, nearly double the total percentage of all families at this level (18.2 percent). The increasing feminization of poverty has placed heavy demands on the assessment, educational and vocational services of the college. Coos County is ranked third in the state in the percentage of families with a female head of household below the poverty level. A high proportion of this group relies on college programs to gain job skills because a college education is their primary avenue to self-sufficiency.

The Confederated Tribes Of Coos, Umpqua, and Lower Siuslaw Indians and the Coquille Indian Tribe presently comprise the largest minority group. The district population is diverse but less so than other parts of the country. The percentage of ethnic minorities is relatively small, but increasing with a growing Hispanic population.

From 1980 to 1988, the district saw an 8 percent decline in the population due to the extensive

erosion of the wood product industry. It is assumed that the outflux would have been larger had not persons of retirement age moved into the county. The Portland State University Center for Population studies anticipates a 1.2 percent growth rate annually into the mid 1990's. The median age of Coos County residents had increased from 32 in 1985, to 39 in 1988. Due to the decline in population, many age categories had experienced reductions by 1988. This is significant because the college enrollment reflects this shift. The most apparent losses were in young, working-age groups (20-29); middle to older, working-age groups (45-59); young family members; and the 15 to 19 age group as shown in the chart below.



Another factor of significance is the low percentage of high school graduates; only 67.8 percent of those persons 18 years or older in Coos County have completed high school. Statewide, the high school completion rate is 75.8 percent. This low completion rate, while not conclusive in itself, is indicative of a large population which could benefit from basic education programs.

Coos County population trends can be summarized as follows:

- 1. high school age groups, which declined in the late 1980's, will increase gradually in the 1990's;
- 2. traditional college age groups will fluctuate in the near future;
- 3. the 35-44 age group will grow most rapidly through the 1990's;
- 4. the 40-55 age group will grow most rapidly from 1990-2000 (Oregon State Department of Education);
- 5. the 65+ age group will continue moderate growth.

These trends are reflected in the college's Student Profile.

Student Profile

Student Profile Fall Term 1990-91 at Southwestern Oregon Community College was:

Total Students Served	4,646	
In District Residency	3,753	81 %
(% of student population)		
Male-Female Ratio		
Male	1,912	41 %
Female	2,734	59 %
Traditional Student (age 18-21)	636	14 %
Median Age	37	
Full-Time (12 + Credits)	625	13 %
Part-Time	4,021	87 %

Non-Traditional Student Survey

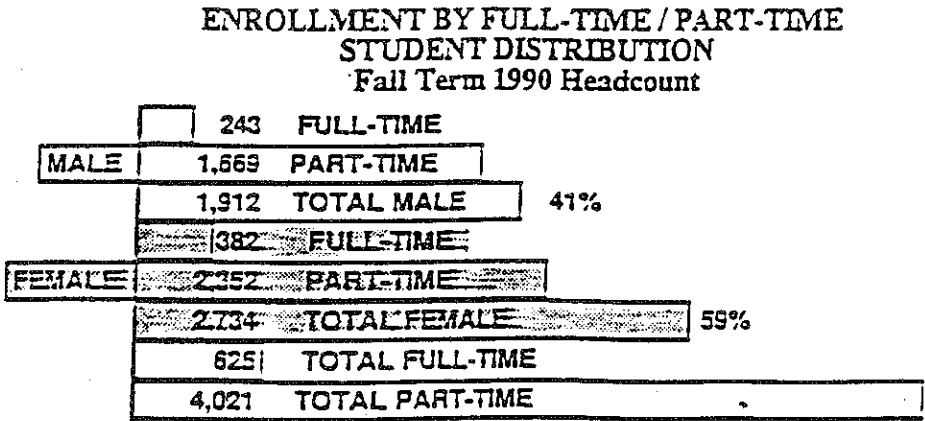
A survey of Southwestern Oregon Community College's nontraditional student population indicates that this grouping represents:

- Students from a deprived background of rural isolation;
- First generation college students; adults who recognized a severe need for educational opportunity to improve employment options;
- Working adults pursuing employment upgrading to meet technology requirements of the workplace;
- Displaced or laid-off workers preparing for new employment opportunities;
- Younger adults maintaining part-time employment for family support while attending classes part-time;
- Single parents with below poverty level incomes.

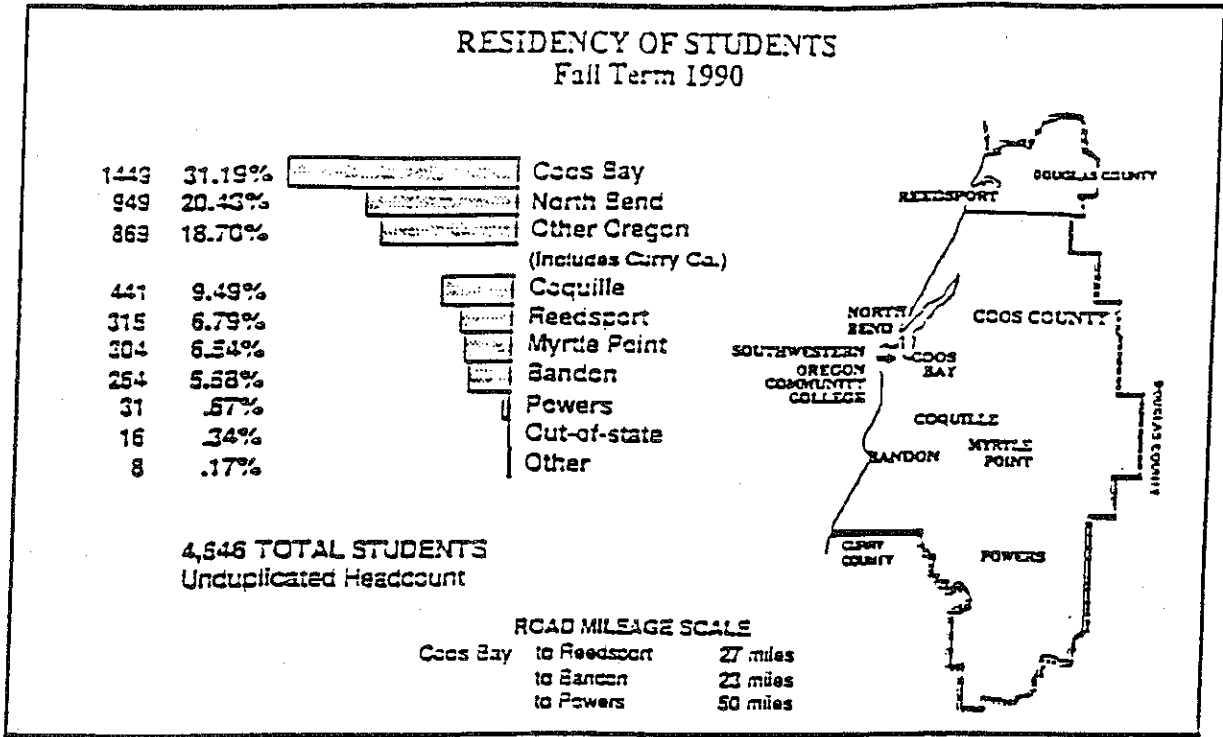
Over 50 percent of the nontraditional population is academically underprepared and needs remediation, basic skills in reading, writing and mathematics, plus other support services for retention. This population increased in 1990 when the new Welfare Reform Program began in Oregon. The college gained 180-200 additional at-risk students under this initiative.

Enrollment Patterns

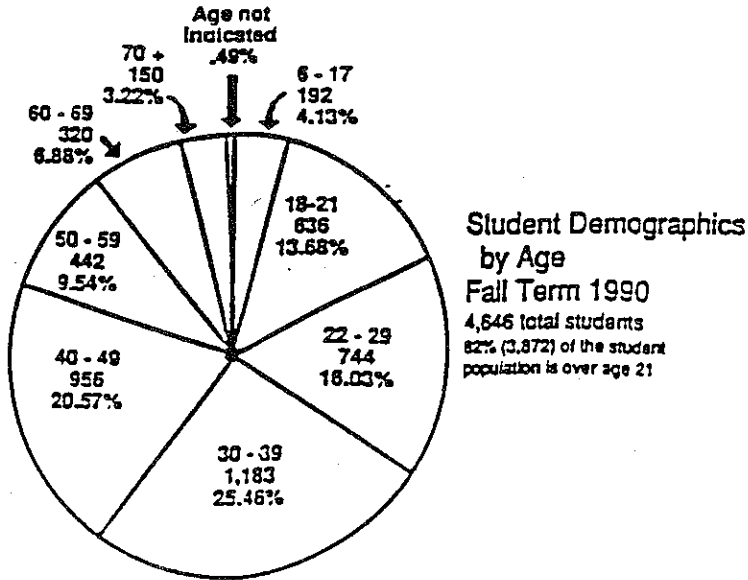
A dramatic change from full-time students to part-time students is taking place. In 1990-91, the number of full-time students was down 20 percent from 1985 levels.



The impact of this imbalance has hit the college in several areas. First, our new part-time student population requires more services, counseling, advising, career planning, basic skill remediation and other services. Many are serious students who cannot be full-time students due to financial limitations, family duties, work or other responsibilities. Secondly, many of these new students are from the outlying towns as seen on the following chart.



The college serves more women than men. In Fall 1990, 59 percent of our students were women, 41 percent men. This percentage is consistent with other community colleges in Oregon, but higher than the national ratio of 46.5 percent men and 53.5 percent women enrolled in higher education. (National Center for Education Statistics.)



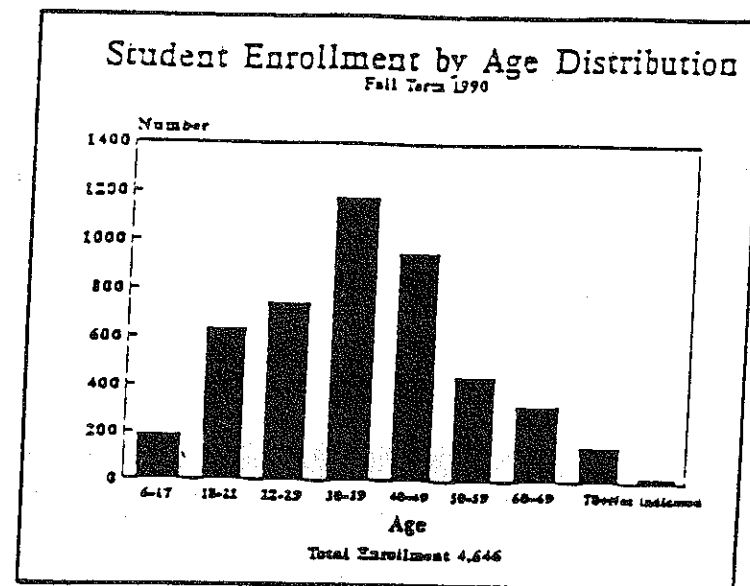
The college has experienced a gradual decrease in the number of traditional students enrolling directly from high school to the community college. Approximately one-sixth of the student population is representative of the so-called "traditional" student. A third aspect of the general enrollment trend is the continuing increase in the number of adult students.

Student Full-Time Equivalences (FTE) 1979 - 80 through 1990 - 91

	Lower Division	Vocational	Other Reimbursable	Separate Contract	TOTAL
1979 - 80	479.0 (29.3%)	606.9 (37.1%)	488.6 (29.9%)	60.9 (3.7%)	1,635.4 FTE
1980 - 81	605.3 (33.2%)	661.2 (36.3%)	494.5 (27.2%)	60.1 (3.8%)	1,821.6 FTE
1981 - 82	627.3 (39.1%)	598.9 (37.4%)	333.4 (20.8%)	42.9 (2.7%)	1,602.5 FTE
1982 - 83	610.3 (38.8%)	585.6 (37.2%)	373.1 (23.7%)	6.0 (0.3%)	1,575.0 FTE
1983 - 84	618.7 (40.6%)	552.1 (36.3%)	350.1 (23.0%)	1.5 (0.1%)	1,522.4 FTE
1984 - 85	587.0 (40.9%)	502.3 (35.0%)	336.1 (23.4%)	10.0 (0.7%)	1,435.5 FTE
1985 - 86	573.1 (38.9%)	484.0 (32.9%)	408.4 (27.7%)	7.8 (0.5%)	1,474.4 FTE
1986 - 87	533.0 (35.7%)	503.6 (33.7%)	437.0 (29.2%)	18.7 (1.2%)	1,492.3 FTE
1987 - 88	546.2 (37.7%)	455.4 (31.4%)	427.6 (29.5%)	19.2 (1.3%)	1,448.4 FTE
1988 - 89	543.2 (35.0%)	537.5 (34.4%)	462.0 (29.7%)	12.1 (0.7%)	1,560.5 FTE
1989 - 90	519.9 (34.8%)	529.1 (35.4%)	437.3 (29.3%)	7.1 (0.5%)	1,493.5 FTE
1990 - 91	519.9 (32.0%)	519.4 (32.0%)	557.4 (35.0%)	15.7 (1.0%)	1,612.5 FTE

Separate Contract (also includes non-reimbursable): Courses and programs for which the State of Oregon will not provide part of the total cost.

Reimbursable: Courses and programs for which the State of Oregon will provide part of the total cost.



It is worth noting the interdependence which has developed between the College and human service agencies located in the district. One recent example of this increased association is the Single Parent and Displaced Homemaker Program. During the 1985-86 academic year, the program assisted 210 individuals. Sixty-five people were provided funding to attend the college on a part-time basis and 33 full time. Referrals for this program have come from public and private agencies. Other examples of increased cooperation between the College and agencies are the Displaced Worker Program, the Trade Retraining Act, and the Human Services Program, Workforce 2000 and Business Development Center. In its report on new perspectives for the future, the Commission on Futures Research stressed the need for joint efforts to solve problems during the next three decades (Commission on Futures Research). In the past, education and human services have been major competitors for scarce tax dollars.

THE PLANNING PROCESS

In the spring of 1984, Southwestern Oregon Community College began the process of planning and designing a five-year plan for the college district. The five-year plan and managerial action statements developed through this process should be viewed as strategic. The planning attempts to outline critical major goals established as a response to the most important changes or problems revealed by the environmental assessment. The plan should be utilized as a conceptual framework for future decision making and planning, not as a formula specifying each future activity and a timeline. In 1990-91 The Board began meetings to discuss Missions and Goals.

The District long-term plan, goals and managerial action statements are the first products of an ongoing planning review process. The college's decision to begin an annual long-term planning effort over the past year was prompted by a variety of factors: The Board's interest in reexamining the Missions and Goals of the College; President Kridelbaugh's view that annual analysis of the college's planning process is crucial to the maintenance of viable lower division transfer (academic), occupational, and career vocational programs which will meet current and future community needs; the District's lack of research concerning both its programs and its community's needs; the need for the college to reflect the changing nature of students, specifically adult students, through a diverse student development program; and the need to provide for basic articulation with the long-term planning processes of the Oregon State Department of Education, the Oregon Educational Coordinating Commission and the Oregon System of Higher Education.

From its inception, emphasis has been given to the long-term plan as a continuing process. The process is not only crucial to the college's Board of Education, administration, faculty, staff and students, but to the community as a whole. Effective long-term planning requires a common sense of purpose be shared by participating parties. The outcome should not be just another document, but an action-oriented evolutionary process which will assist the college in adjusting its programs and allocating resources to rapidly changing conditions in the economies and demographics within the college, community, state, and northwest region.

Since long-term planning is an ongoing activity, the plan which has been developed in this first effort should be seen as a base document to be further developed and improved as the Board of Education, administration, faculty, and community continue to integrate the planning process into the current activities of the college.

LONG-TERM PLANNING PROCESS

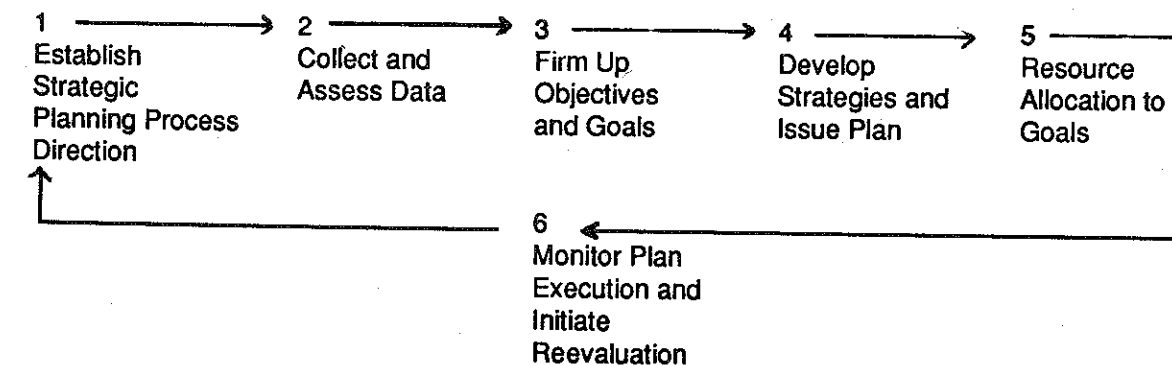


Table 2 is a description of the long-term planning process. It provides a visual description of the annual process of planning initiated by Southwestern Oregon Community College.

The Missions and Goals Committee was hereafter responsible for guidance of the college's planning process, defining overall institutional directions, and establishing a series of institutional goals consistent with emerging and developing patterns within the college student population and community. During its Fall 1986 meeting, the committee established a process of action to assist in defining goals for the five-year plan. Three primary tasks were specified to guide and assist the activities of the committee: development of trends and assumptions and their impact on the college; a review of the strengths and

weaknesses of the college; and the impact of the five-year goals. The committee also discussed the five planning principles from the Oregon Educational Coordinating Commission's planning document for Oregon education. The action tasks defined by the committee and the principles, consisting of Stability, Excellence, Access, Diversity, and Accountability, served as a conceptual foundation for the long-term planning process at Southwestern Oregon Community College. At each stage of the planning process, direction of the committee's activities was initiated and facilitated by Robert Barber and Jim Love. The facilitators were responsible for coordinating the committee's discussions and exercises, as well as insuring that timelines would be followed. Included in the appendix (Appendix exhibit 1) is a copy of the committee's activities.

The environmental review summary which follows is an assessment of current trends the college is experiencing, and includes anticipated trends which will influence college enrollments and user patterns. The trends reflect changing community populations, regional economic and labor patterns, and social trends such as continuing changes in the family unit, as well as changes in our national demographics.

Environmental Assessment Summary

When Coos County is compared to the current and emerging population patterns and trends within the State of Oregon, it appears to be consistent in most areas despite a few specific differences. Age groups in the 35-44 and 65 and older categories are the fastest growing. Reduced numbers of younger adults and teenagers can be anticipated into the 1990's. However, this increase will not reach the levels of the baby boom era. Another area of significance within Coos County is the low rate of high school completion. Approximately 32.2% of our current population has not achieved a high school equivalency. This rate is disproportionate to the majority of Oregon counties, and suggests an unmet service population for the college, and a potential source of new students for existing programs once these individuals' basic adult education and literacy needs are addressed. When other trends are reviewed, Coos County appears to largely follow the patterns of the rest of Oregon. The five trends acknowledged by the Oregon State Department of Education include a gradual increase in the numbers of elementary students to the year 2000, a decline in the number of high school students through the 80's with a gradual increase in this population in the 1990's, fluctuation of college age groups into the immediate future, rapid increases in the 35-44 age group in the 1990's and a concomitant increase in the 44-54 age group in the years 1990 through 2000.

A comparison between the college's student/user population and those in the state's community college system reveals some degree of dissimilarity. Postsecondary institutions can anticipate continued declines in the numbers of traditional high school graduates, whereas Southwestern Oregon Community College should not see a continued decline in the number of incoming high school graduates. High school graduate enrollments peaked in 1979-80 and have declined substantially since then to our current stabilized levels. Overall the college is currently undergoing a period of fluctuating enrollment patterns. It is anticipated the numbers of part-time students will increase gradually into the 1990's. Unlike the rest of Oregon's community colleges, Southwestern Oregon Community College is not anticipating an increase in the numbers of minority students.

One area of concern which may be comparative to other community colleges is retention. Two issues are apparent from the available data on retention. First, the college is losing a large number of students during the first and third term of each academic year and second, an aggressive program of student development is necessary to counter this loss. Issues related to retention include greater research and data collection and the consideration of enhancement of student developmental services including but not necessarily limited to career counseling and testing and academic counseling services.

Financial projections for the college currently are difficult because of Ballot Measure 5. The immediate future will require financial restraint and regular review of expenditures and projected costs. A long-term plan for the acquisition of equipment will assist the college in meeting the challenge of changes in technology and related curriculum adaptation. The long-term financial assessment for the college is favorable if replacement revenues are found for the property taxes lost as a result of Ballot Measure 5.

Education is projected to become a major industry with increased importance to our region and country. As workers are displaced and changes in the work place accelerate due to rapidly changing conditions in industry and productivity, the need for retraining will increase. Competition for career

advancement and training to improve chances for upward or lateral mobility are other examples of the importance of education. Retraining and education will provide underemployed and displaced workers with new skills and abilities to meet the needs of the changing work place of the future (Commission on Futures Research).

Southwestern Oregon Community College's strategic planning was the focus of more than a year of concentrated effort throughout the college. Through the work of a college/community missions and goals committee, a set of 13 goals were formed for 1987-1994 and prioritized by December of 1986, ending the first phase of the project.

The second phase began in the spring of 1987 and involved the generations of objectives for each of the goals. Both faculty and managers worked hard to develop concrete plans for the implementation of the established goals. Many hours of work brought a proliferation of creative ideas for the forward movement of the college. These objectives, aimed at meeting the challenges ahead, were compiled during the summer of 1987 and brought to the Faculty Senate and the college community for review in the fall.

The college's strategic plan is a printed document which includes the college's mission statement, environmental review, goals and objectives. The document has been distributed to the campus community on a frequent basis since its adoption by the Board of Education in 1987. The document is included in the college's Board of Education member handbook. The mission statement is included in the college catalogue, page 1, under the heading "The College Purpose". Printed copies are available in the Accreditation Meeting Room.

The third phase of the strategic plan's development was slated for 1988-89. During this phase, the college was to finalize the calendar of action steps and determine budgetary implications.

The President asked members of the college faculty to review the college's strategic plan as a prelude to the college's budget process since only two of the seven board members were serving when the document was drafted.

The Board of Education met on November 28, 1989 and reviewed the college's strategic plan. The Board of Education reviewed trends, assumptions, goals/objectives, and strategies during the November 1989 Planning Retreat.

On December 19, 1989, the President's Council reviewed the Strategic Plan, assigned goal/objective review prior to submitting changes to the Board of Education. Information collected from the campus community was incorporated into a draft document.

President Barber intended to have the campus community finalize revision to the strategic planning document after the budget process in February or March of 1990. Shortly thereafter, Dr. Barber announced that he would be resigning as President of the college effective July 1990. Ideas, suggestions, revisions, etc., suggested by the entire campus community prior to Dr. Barber's departure were incorporated into the college's strategic plan as a working draft document. However, review of the strategic plan was postponed as the Board of Education began the process of selecting the fourth President of Southwestern Oregon Community College.

Dr. Kridelbaugh arrived on campus in September 1990. On November 2, 1990, President Kridelbaugh attended the Oregon Community College Association's Board Member Leadership Institute titled, "Strategic Planning: Beyond Rose-Colored Glasses". On November 8, 1990, President Kridelbaugh met with members of the President's Council, counselors and other members of the general faculty and staff expressing interest in enrollment, retention and recruitment. Using the strategic planning process, college staff examined external and internal environments to determine the college's strengths and weakness and to develop measurable goals and objectives designed to improve student enrollment and retention. Twenty-two goals were identified during this process.

Members of the President's Council reviewed the goals, implementation costs, line responsibility and developed review and evaluation time frames. Goals identified during the staff retreat were shared with the campus community. The Board of Education met in January, 1991 to review identified strengths, weaknesses, opportunities and threats facing the college.

In March 1991, the president incorporated the planning goals developed during the November 8,

1990 enrollment, retention, and recruitment retreat.

Integrated Technology Dacum
 Drug & Alcohol Dacum
 Military Waiver for Desert Storm Service Men & Women
 Dislocated Worker Tuition Waiver
 Senior Coordinator (Goal #7)
 Mandatory Placement
 Business Development Center/Workforce 2000 Skills Center
 Adult Foster Care Programs
 International Student Director
 ESL Outreach Centers
 Ballot Measure 5 Overview
 New Certificate Programs
 New Programs Under Development in Health Services
 Institutional Program Review System
 International Paper Site Contract
 Shutter Creek Site Contract
 New Degree Structures (with General Education Requirements)
 Review of Safety Procedures
 Safety Committee
 Recruitment and retention program
 Regular meetings of President's Council, Faculty Senate, etc.

The sixteen goals and sub-objectives that were developed in the late eighties is an umbrella document with which the College can effect great and meaningful change. The basic premise is that the College does not have to re-examine its mission and goals on a yearly basis, since the goal statement is so broad and covers all aspects of college operations. (There is in fact neither the money nor human resources at the College so that all goals and objectives can be worked on equally throughout the year.)

The College identifies through its committees, faculty, staff, and Board one or two yearly problems that will be addressed each year. The institutional staff will agree with the yearly thrusts and then objectives that are achievable, measurable, and that will be evaluated will be created for that year. Specific individuals will be assigned the responsibility and authority to achieve the yearly objectives. As an example, for the 1991-92 academic year the thrust that has been identified and selected is student retention. There have been yearly objectives identified that will focus the college's attention on making meaningful improvement in the retention rate of our students. These yearly objectives are subsumed under one or more of the sixteen college goals in the Master Plan. Through such a strategic planning process, the Master Plan is a document that is vibrant and the yearly process will force the College to improve its operations, programs, and services for our students and community.

Furthermore, the all full-time college staff through the evaluation process will be asked to identify for themselves one to three goals for the current academic year that will help the College move to a better retention rate.

ANALYSIS and APPRAISAL

In 1989-90, as a culmination of a two-year process, the degree structure was changed significantly. The intent of this redesign was two fold. One was to differentiate degrees intended as a basis for transfer from those intended to lead to immediate employment. Second was a need to develop consistence in the general education core for the programs within each degree. These changes fell within the parameters of the mission statement, and particularly served to implement goals 2, 5, 6 and 8 of the strategic plan. The result has been an extensive review of all programs within each degree. Additionally, in response to the needs of the community, the college has added nineteen new degree and diploma programs and dropped four in the period from 1986.

The addition of diploma and certificate programs since the last accreditation visit relate to the mission statement that states that college educational programs and services provide learning experiences for a diverse group of students who wish to pursue occupational education courses for programs which will

prepare them for employment and who wish to pursue instruction that will improve their occupational skills and knowledge. The addition and deletion of diploma and certificate programs is based on needs, changes in demands by students and labor market trends both locally and state wide.

In order to analyze the understanding of the Mission Statement and Objectives, the campus community responded to a questionnaire in May, 1991. (See at the end of this Section I.)

There was a good response from the campus community to the survey and the results were very positive. Committee discussion analyzing the results also included how the student body could become more aware of the institutional mission and objectives. The college will have a student newspaper by Spring of 1992, which should help to meet this need.

Also discussed were the following additional avenues of evidence:

- * A community needs assessment has not been done in a complete way, only by various smaller subject areas. It may be time to do another community assessment.
- * The number of two-year associate degrees and certificates are measures of goal/objective attainment.
- * The number of full-time equivalent students served by the college by quarter, program, day and evening, on and off-campus are measures of goal/objective attainment.
- * The cost of FTE is a measure of efficiency.
- * The number of educational programs or services started each year is a measure of goal/objective attainment.
- * Monthly meetings held with business, labor, educational, industry and other community leaders elicits their attitudes and feelings about the college.
- * The budget - whether or not the institutional has the monetary and other resources to accomplish its goals and objectives.

Evidence of utilizing a sufficient range of outcome measures to access achievement of our mission and objectives includes the following:

Advisory committee work and reports
 FTE reports
 Faculty evaluation process
 Staff evaluation process
 Budget process for general operations and equipment
 Grants awarded and reporting process
 Co-sponsored activities
 Community meetings and focus groups
 Board of Education work and training
 Committee work and reports of the Faculty Senate and Ad Hoc committees.

Various partial outcome measures are used at SWOCC including statistics on such items as enrollment increases or decreases, average GPA's, passing rates, program costs per students, and retention/attrition rates. Occasional student follow-up surveys help give a picture of later career and/or further academic success. Other formal measures exist where certification or grant specifications mandate it. Examples include the Nursing License and GED tests as well as the ABE and other state and federal grant programs. Some informal measures include student evaluations of classes, observations by faculty and administrators, and occasional student satisfaction surveys. There is a strategic plan and statement of goals which are periodically reviewed and revised.

To be considered comprehensive the measures which have previously been used need to be formally instituted on a regular, on-going basis. The results should be made public. A system of summative (outcome) and formative (process) evaluations of ALL programs in the college should be instituted and carried out systematically. As part of these evaluations, a set of program standards including such items as entrance and exit criteria, retention and passing rates, and the average GPA should be created and used to measure the outcome data from each year's classes.

SIGNIFICANT CURRICULUM CHANGES OVER THE LAST FIVE YEARS

NEW TO 1990-91: AAS in Marketing and Management
Professional Certificate of Marketing

NEW TO 1989-90: Accounting Program
Automotive Technology Diploma Program
Emergency Dispatcher Comm. Training (9-1-1)
Forestry Diploma Program
Machine Tool Technology Diploma
Marketing Program
Medical Clerical Diploma
Medical Transcriptionist Diploma Program
*Microcomputer Operator Diploma Program
Office Management Diploma Program
Welding Technology Diploma Program
Professional Certificate in Finance
Professional Certificate in Supervision
Office Admin. Program: Word Processing Option

**OFFERED LAST
IN 1989-90:** Law Enforcement Program
*Microcomputer Operator Diploma Program

NEW TO 1987-89: Legal Assistant Diploma Program

NEW TO 1986-88: Geriatric Nursing Assistant Certificate Program
Home Health Care Certificate Program

**LAST OFFERED
IN 1986-88:** AS in Commercial Fishing Technology
AS in Electronic Service

AA Degrees in 89-90 are AS degrees in 90-91 w/ exception of Human Services which is now AAS. 89-90 AS degrees are now AAS degrees.

SIGNIFICANT CURRICULUM CHANGES FROM 1985-86 TO 1990-91:

AS Banking & Finance - AAS Banking & Finance (change 87-89)
AS Electronic Technology - AAS Electronic Technology (change 86-88)
AS Fire Science Tech. - AAS Fire Science Technology (change 86-88)
AS Ind. Mech. Machine Tool - AAS Machine Tool Tech. (change 87-89)
AA Social Work - AAS Human Services w/ options (changes 90-91) AS
Supervisory Training - AAS Mngt. & Superv. Trng. (change 87-89)
AS Medical Office Asst. - AAS Medical Office Assist. (change 87-89)
AS Nursing - AAS Nursing (change 90-91)
AS Industrial Mechanics Welding - AAS Welding (change 87-89)
D Steno-Clerical - D O. Admin. Steno Clerical Option (change 87-89)
D Legal Secretary - D O. Admin. Legal Sec. Option (change 87-89)
D Emergency Medical Technician - D Emerg. Med. Tech. (change 90-91)

SOUTHWESTERN OREGON COMMUNITY COLLEGE
Coos Bay, Oregon 97420
(503) 888-2525

To: Board of Education
Faculty
Teacher and Laboratory Aides
Administration
Classified Staff
Associated Student Government

From: Jim Love

Subj: Accreditation Survey - Institutional Mission

For the accreditation self study, the college community must provide indications that the college's Mission Statement and Objectives are understood and supported by the college community and the governing board.

This is a requirement of Standard I - Institutional Mission and Objectives, Section B, 2, page 32.

With this memorandum is a copy of the college's Mission Statement and Objectives and a questionnaire.

Please review the Mission Statment and Objectives and respond to the questionnaire.

Return the questionnaire the Carrie Colvin's mailbox or deliver it to the Office of Administrative Services.

MISSION STATEMENT

Southwestern Oregon Community College is an educational institution dedicated to the optimum development of individuals. Education is important to human development and growth socially, economically and politically. Learning job skills is important, and just as important is learning to live and work with other people, knowing how to get involved in society's work, understanding our history, art, science and literature. We believe in education for everyone who may profit from it and in the dignity of choice of finding your place in society.

OBJECTIVES:

College educational programs and services provide learning experiences for a diverse group of students who:

1. Need guidance and counseling 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 for programs which will prepare them for employment.
4. Wish to pursue instruction that will improve their occupational skills and knowledge.
5. Need preparatory or remedial instruction that will allow them to pursue other educational or personal goals.
6. Wish to pursue college parallel (freshman or sophomore level) courses or programs to allow them to transfer to four-year colleges and universities.
7. Wish to participate in programs and activities that will contribute to their general, occupational or personal growth and development.
8. Wish to utilize the resources of the college to promote the general welfare of the community.

Revised November 7, 1991

Board of Education Meeting Minutes:

- M11/91-1** Mr. Littlefield's motion for the Board of Education to formally approve the following statement as a vision statement for the college to be used by the college staff until amended by the Board was seconded by Mr. Kreskey:

"The Board of Education and the staff of Southwestern Oregon Community College is an educational institution dedicated to the optimum development of individuals by providing the highest quality programs and exemplary service to students and the community."

- M11/91-2** Mr. Littlefield moved to amend the motion adopting the aforementioned vision statement as the first sentence of the college's mission statement as published in the strategic plan. Mr. Kreskey seconded. Upon call of the vote to approve the motion, as amended, Ms. Eymann, Mr. Hamlin, Mr. Laird, Mr. Littlefield, Mr. Kreskey and Ms. Poole voted yea. Motion carried. Members of the Board recommended that the vision sentence be set in bold type when reprinted.

Revised November 7, 1991

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

ACCREDITATION QUESTIONNAIRE - THE COLLEGE'S MISSION AND OBJECTIVES

1. Please check the box that describes your association with the college.

<input type="checkbox"/> Board of Education	<input type="checkbox"/> Administration
<input type="checkbox"/> Faculty	<input type="checkbox"/> Classified Staff
<input type="checkbox"/> Teacher and Laboratory Aides	<input type="checkbox"/> Student

2. On the scale below, please mark the number that best describes your understanding of Southwestern Oregon Community College's Mission Statement and Objectives.

1	2	3	4	5
---	---	---	---	---

- 1 - I do not understand the Mission Statement and Objectives.
- 2 - I understand about twenty-five percent of the Mission Statement and Objectives
- 3 - I understand one-half of the Mission Statement and Objectives.
- 4 - I understand seventy-five percent of the Mission Statement and Objectives.
- 5 - I understand all of the College's Mission Statement and Objectives.

3. Please rate your support of the college's Mission statement below.

1	2	3	4	5
No Support	Little Support	Average Support	Mostly Supported	Total Support

4. The college's objectives are numbered one through eight. Please write the number of each objective on the LINE next to the statement that best describes your support for the objective. For example if you have total support for objective one, write a one (1) on the line next to item five.

1	No Support	_____
2	Little Support	_____
3	Average Support	_____
4	Mostly Supported	_____
5	Total Support	_____

THANK YOU FOR YOUR HELP.

ACCREDITATION MISSION AND OBJECTIVES SURVEY

POSITION	UNDERSTAND MISSION/OBJ	SUPPORT MISSION	SUPPORT OBJECTIVES							
			1	2	3	4	5	6	7	8
Admin	5	5	Total	Total	Total	Average	Total	Mostly	Total	Total
Admin	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Admin	5	5	Average	Total	Total	Total	Total	Total	Total	Mostl
Admin	4	4	Total	Mostly	Total	Total	Total	Total	Total	Avera
Admin	5	5	Total	Mostly	Mostly	Mostly	Total	Total	Mostly	Avera
Admin	3	3	Total	Total	Mostly	Mostly	Mostly	Total	Mostly	Avera
Admin	4	4	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostl
Admin	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Admin	4	4	Total	Mostly	Total	Total	Mostly	Total	Mostly	Mostl
Board of Ed	5	5	Total	Total	Total	Total	Total	Total	Mostly	Total
Board of Ed	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Board of Ed	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	4	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostl
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	4	5	Mostly	Mostly	Total	Mostly	Total	Total	Total	Mostl
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	3	2	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Classified	2	2	No	Average	Little	Little	No	Little	No	Littl
Classified	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	4	Mostly	Total	Total	Total	Total	Mostly	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Average	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Average	Total	Total	Total	Total	Mostly	Mostl
Faculty	5	4	Total	Mostly	Total	Total	Total	Total	Total	Avera
Faculty	4	4	Total	Total	Average	Mostly	Total	Total	Mostly	Avera
Faculty	4	4	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Mostly	Total	Total	Mostly	Mostl
Faculty	5	5	Mostly	Total	Total	Total	Mostly	Total	Mostly	Mostl
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	4	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Faculty	5	4	Mostly	Total	Total	Mostly	Mostly	Total	Average	Avera
Other	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Other	5	5	Total	Total	Total	Total	Total	Total	Total	Total
Other	2	1	No		Total	Total	Mostly	Average	Little	Total

II FINANCE

II. FINANCE SELF-STUDY COMMITTEE

Patricia Bruneau-Gaber, Steering Committee Liaison

Faculty Senate Budget and Planning Committee and others

Jim Love	Kevin Kimball
Ken Jensen	John Noland
Patricia Reese	Andy Toribio
Ron Wheadon	Deena Flynn
Francis Kartoll	Roz Cohen

CHAPTER II

FINANCE

The Finance and Physical Plant Committee membership included the Faculty Senate Budget and Planning Committee and representatives from the classified staff, the Finance Director and the Dean of Administrative Services. Description documents for committee consideration were prepared by individual members of the committee and presented to the committee for discussion and appraisal.

AIMS

The purpose of the Business Office is to ensure that the resources allocated to the college's cost centers, especially instruction, are accessible to the administrators, division chairs, coordinators, and faculty and that college guidelines are followed.

ANALYSIS

Prior to Ballot Measure 5, sources of income have been quite predictable. Measure 5 has caused our local property taxes to be limited and state funding levels are uncertain. We need to look at new sources of income to prepare for the possible loss of income. We need to have increased state funding that the college can rely on and use for long-term budgeting.

Before the passage of Oregon's Measure 5 (property tax limitation), the college regularly prepared five year financial projections. The college was able to anticipate property tax revenues and plan for additional revenues from the college's tax base or consider increasing tax revenues via voter approval of an increased tax base, serial levy, or one year levy elections. Measure 5 removed all of these taxing options, capped property taxes, and transferred to the state legislature all of the responsibility for making up lost tax revenues.

Previously, the college could also anticipate some inflationary growth in state FTE reimbursement and could plan for increased FTE reimbursement with increases in enrollment. Now that the state has to make up the lost property taxes, there is no promise of increased FTE funding nor a guarantee that the same funding level will be maintained. Oregon Community College Services has had a proposed formula funding system for state reimbursement in moratorium for at least two bienniums.

Before Measure 5, the administration and Board have been able to plan for the financial resources necessary to carry out the college mission. Tuition revenues have been locally controlled and this college has, by design, placed itself at about the mean for Oregon community colleges. Revenues have not exceeded expenditures. The ending fund balance has been stable but not excessive in relation to the total college budget.

For the future, beyond the two years of this biennium, the college must develop scenarios based on projected levels of state funding, which are unknown at this time. These scenarios should then be matched against expenditure projections and forecast budgets developed. The Finance Director has been trained in developing models for computer-enhanced financial planning.

Upon completion of the 1990-91 audit, we will begin to develop, pilot test and implement a new system for financial planning. This should be a system that can consider the many possibilities of funding Oregon community colleges in the era of the tax limitation.

In the current operating fund (General Fund), the college has a fund balance carry over from year to year. The fund balance has varied less than five per cent of the total general fund budget. The fund balance is included in the budget process each year. The plant fund has had minimal funding and activity until 1990-91. The fund has been activated for remodeling purposes. The student loan fund has been part of the Foundation until 1990-91. It has now been moved into trust funds.

The college has always maintained an operating surplus. Since almost half of the college's resources comes from local property taxes, the college tries to operate efficiently and minimize resources received from local taxpayers. The college is able to minimize the fund balance and still have an operating surplus by accurately budgeting the prior year's ending fund balance as a resource in the succeeding year. Over

the years, resources have been adequate and have met all college basic requirements. However, there has been and always will be a demand for additional resources in almost every area of the college.

The college does not have any "quasi-endowment" funds. Any quasi-endowment funds would be located in Southwestern Oregon Community College Foundation, which is a separate, non-profit organization. Significant steps are being taken in 1990-91 to reactivate the Foundation, clarify its purpose, and make it an important fund raising arm of the college.

The relationship of direct instructional costs to indirect instructional costs over the last three years has changed very little. There has been surprisingly little change in the total and in the components. As the percentages have not changed, it would indicate that no problems have developed over the last three years, though it does not answer the question, "Is there an existing problem?" Problems are identified and addressed as they emerge through monthly budget reports, budget building and adjustment, and procedures to prevent over expenditures of funds.

In a comparison of three fall terms of teachers, classes, and students, the teacher-student ratio for full-time teachers has dropped from 1/14.1 to 1/12.4 and part-time teachers has increased from 1/15 to 1/15.5. The trend has been to decrease the number of part-time teachers and maintain constant the number of full-time teachers, with only slight increase of teacher-student ratio for part-time. In 1990-91 our college had the highest cost per FTE of any Oregon community college.

When comparing direct costs per FTE for the last three years (in Oregon, FTE is used rather than student credit hour), we see that cost per FTE has declined as FTE has increased. Our increase in FTE is moving at a faster rate than the increase in the budget. Direct cost per FTE has increased sharply in some disciplines (chemistry, physics) while other disciplines show a decrease in cost per FTE (electronics, computer science, developmental education). In some cases, there is a correlation between numbers of students enrolled and cost per student: as program enrollment goes up, as in electronics and computer science, the cost goes down. (See tables following.)

Other than leases, the college does not have any items that could be considered long-term or short-term indebtedness. The college has used operating leases to acquire photocopy machines, computers, athletic equipment, offset press and garbage compactor. The college does not have any indebtedness, short-term or long-term.

ANALYSIS

STRENGTHS - Budget System

The budget system for the college provides the necessary information and controls for the college, in addition to meeting all the legal requirements. Opportunities for staff and public input are provided through the budget development process which includes scheduled meetings open to the staff and public, hearings, and specific staff meetings of departments, divisions, the Faculty Senate, and the Instructional Council. The budget process includes set guidelines and an established system where changes can be made. The budget is managed by an in-house program and changes to the system can be made by college programmers.

WEAKNESSES - Budget System

The college budget is developed for one year at a time. The budget system is not fully automated and is not integrated with the college accounting system, nor is it tied to the process for payroll and payroll taxes, which require manual processes. The automated system used does not produce all the necessary management reports or required legal reports. The budget system must conform to a format based on a legal structure which is not always useful to the college. The budget process is time consuming and there is inadequate training for many individuals who are required to monitor and develop budgets. Many employees of the college do not understand the budget development process. The budget system is not tied to specific college goals by name or number and does not provide for long term-budgeting, only year-by-year. Budget changes require time and paperwork.

STRENGTHS - Accounting System

The financial accounting system provides the necessary detailed and summary information for the college staff and the Board of Education, and special reports can be generated when necessary. The internal controls and built-in safeguards provide financial security; computer access is restricted but it can be flexible. The computerized accounting system provides a variety of checks and balances and there is the ability to make corrections when errors are found or adjustments must be made. Flexible software allows information to be pulled from the data in different ways. The college's computer programmers have a good understanding of the accounting system and can make improvements to the system. There are no outstanding audit comments and no material losses have occurred at the college.

WEAKNESSES - Accounting System

The financial accounting system is not integrated; it is a grouping of automated manual processes. The system is constantly being upgraded by programmers who are making requested changes to the system on a daily basis. These changes may affect other areas of the budget with affects that have not been anticipated. The accounts receivable and billing programs are not automated. The payroll system requires large duplication of effort across the campus. It is not integrated with the budget process, the Offices of Human Resources or the accounting system. Payroll information sometimes does not tie to the budget or contracts. The accounting and/or payroll system does not provide requested information about contracted part-time instructors. The accounting system permits errors to be posted, and corrections can be time consuming. Journal entries must be made manually every month. The accounting system does not produce all necessary reports. Many reports are not user friendly, and most users cannot generate their own reports. The system makes it difficult to produce new reports or to make changes without the assistance of the programming staff. The financial accounting system does not use the budget as a control over expenditures. There are not built-in safeguards to prevent overexpenditure in budget appropriations.

STRATEGIES FOR DEVELOPMENT

Continue to explore the selection and financing of an integrated college management system and student management system, perhaps like Colleague. The college has evaluated Colleague for three years and has submitted one Title III grant for an integrated system. The grant was not funded. We will apply again.

Begin to develop with college programmers or purchase an integrated Payroll and Personnel System that can be effectively bridged to the PRIME mainframe.

Develop a computerized process for budget changes that will provide for speedy input into the financial system and on-line distribution to staff with budget monitoring responsibility.

Assist in the development of new resources for the college.

Be a proactive partner with budget managers in monitoring and controlling expenditures.

Begin to centralize major purchases in order to take advantage of discounts and large order purchasing.

Implement an integrated system for resource projections and expenditures.

BUDGET PREPARATION AND APPROVAL

The budget development process is identified in the budget calendar and is governed in part by the Oregon Revised Statutes (ORS), Sections 294.305 to 294.520, 294.555 and 294.565, Local Budget Law. In addition to ORS requirements, the college must follow the budget process identified in the Faculty Agreement. The budget development process includes:

1. The Budget Officer (the college President) presents a budget message at the first regularly scheduled meeting of the Budget Committee.
2. Development of the budget by on-campus individuals and groups, including the Faculty Senate Budget Committee, the Instructional Council and the Support Services Council.

- 3. Review of the developed budget by the Budget Committee, made up of members of the community who have expressed interest in serving on the committee and who are appointed by the Board of Education.
- 4. Public hearings are conducted to obtain information and recommendations from individuals living in the college district.
- 5. Budget information is published in the local newspaper. Copies of the budget and budget information are available to fill any requests for information.
- 6. The Budget Committee approves the budget and the Board of Education adopts the budget. Members of the Budget Committee are the Board of Education and an equal number of qualified appointees. During 1990-91, in addition to the Board of Education, the Budget Committee members with their term expiration date were the following:

Margaret Collins	6/30/94
Harvey Crim	6/30/94
Cindy Finlayson	6/30/91
Linda Power	6/30/93
Chuck Reigard	6/30/94
Debra Thommen	6/30/91
James Vancho	6/30/93

BUDGET CONTROL

Control over purchasing and expenditures is managed through signature approval, budget authorization and budget monitoring. Board policy #8.074 identifies purchasing procedures and limits of signature authority, levels for purchases that require Board notification, Board authorization levels for quotes and bids. The college maintains and regularly updates a one-page purchasing authority signature listing, which identifies the individuals at each level of purchasing authority. When all required procedures are followed and all signatures are obtained, purchase requests are manually compared with budget allocations. Expenditures are not made without budget authority.

Although the budget is prepared in great detail, control over expenditures is not required by line item. The level of budget control required by management can be more restrictive and detailed than what the college must maintain as required by Oregon Revised Statutes. Management does have flexibility in how it requires budgets to be monitored.

Budget expenditures for the 1990-91 fiscal year were monitored by object class within each account. Plans for budget expenditures for the 1991-92 fiscal year are to be changed to being monitored by budget and control group. Although line items could be over expended, no account should have over expended any object class. If the Business Office received a request to expend funds in excess of an account's budgeted object class, the Business Office would attach a red "Business Office Budget Appropriation Memo" form and return it with the request. During the last half of the year, each month a report of over expenditures by object class for each account was distributed to managers, division chairs and supervisors.

Monthly reports are prepared and distributed to responsible individuals. Plans for budget expenditures for the 1991-92 fiscal year are to be monitored by budget control group. From the reports, individuals can identify errors or corrections that need to be made. If corrections or adjustments are necessary, they can be made by completing the appropriate form, either a "Request for Actual Transfer" or a "Request for Budget Transfer".

Audit Summary. The audit summary and full audit documents are in the office of the Financial Director, Kevin Kimball in Dellwood Hall.

IPEDS reports are available in Mr. Kimball's office.

Southwestern Oregon Community College
ACCREDITATION

FINANCE – B (4)

Analyze the trend in the net assets of the institution. Indicate what is happening in the current operating fund, plant fund, and loan fund.

In the current operating fund (general fund), we have a fund balance carry over from year to year as shown below and on the following graph. The beginning and ending fund balance is included in the budget process each year. The college's general fund balance has varied less than five percent of the total general fund budget each year.

General Fund	Beginning of Year	End of Year	Amount of Change	Percent of Change	Percent of Total Fund Budget
1991-92 est.	1,084,136	250,000	834,136	333.65%	9.38%
1990-91	870,358	1,084,136	(213,778)	-19.72%	-2.63%
1989-90	548,354	870,358	(322,004)	-37.00%	-4.08%
1988-89	496,843	548,354	(51,511)	-9.39%	-0.71%
1987-88	598,869	496,843	102,026	20.53%	1.61%
1986-87	454,487	598,869	(144,382)	-24.11%	-2.46%
1985-86	667,346	454,487	212,859	46.84%	3.54%
1984-85	895,071	667,346	227,725	34.12%	3.75%
1983-84	802,694	895,071	(92,377)	-10.32%	-1.63%
1982-83	764,407	802,694	(38,287)	-4.77%	-0.72%
1981-82	549,633	764,407	(214,774)	-28.10%	-4.09%

In the early 1980's, the college utilized state grant money and built Eden, Fairview, Lampa, Sumner and Sunset halls. In the mid 1980's, money from the plant fund was used on several remodeling projects across the campus. In 1988-89, Randolph and Tioga halls were remodeled. The plant fund has had minimal funding and activity in the last few years. The college no longer receives state grant money for building or remodeling. In the 1990's, the general fund is transferring funds to the plant fund for the purpose of repairing roofs.

Plant Fund:	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
1991-92 est.	161,932	252,000	258,000	155,932
1990-91	6,794	158,109	2,971	161,932
1989-90	1,857	5,657	720	6,794
1988-89	115,972	208,412	322,527	1,857
1987-88	158,906	53,569	96,503	115,972
1986-87	166,491	47,475	55,060	158,906
1985-86	168,428	68,781	70,718	166,491
1984-85	259,509	101,892	192,973	168,428
1983-84	(50,191)	568,681	258,981	259,509
1982-83	45,287	874,810	970,288	(50,191)
1981-82	37,169	1,626,342	1,618,224	45,287

The loan fund has been part of the Foundation until the 1991-92 fiscal year when the college moved it into the trust funds.

SOUTHWESTERN OREGON COMMUNITY COLLEGE DIRECT AND INDIRECT INSTRUCTIONAL EXPENSES (DETAIL)

FINANCE - B(7)

TABLE 5(a)	1988-89		1989-90		1990-91	
	Amount	Percent	Amount	Percent	Amount	Percent
DIRECT INSTRUCTIONAL EXPENSES:						
Management Salary	52,468	1.22%	48,199	1.09%	28,738	0.65%
Faculty Salary	2,128,023	49.51%	2,124,127	47.87%	2,123,799	47.97%
Classified Staff Salary	54,356	1.26%	63,661	1.43%	76,685	1.73%
Other Wages	14,280	0.33%	12,111	0.27%	2,714	0.06%
Payroll Taxes and Insurance	832,551	19.37%	887,698	20.01%	893,326	20.18%
Materials and Supplies	76,809	1.79%	64,742	1.46%	72,897	1.65%
Travel	29,591	0.69%	33,001	0.74%	14,357	0.32%
Purchased Services	59,798	1.39%	87,046	1.96%	88,488	2.00%
Contracted Services	19,078	0.44%	11,842	0.27%	5,882	0.13%
Insurance	1,018	0.02%	1,335	0.03%	1,004	0.02%
Leased Equipment	408	0.01%	505	0.01%	0	0.00%
Materials for Resale	17,569	0.41%	22,413	0.51%	20,386	0.46%
Equipment Repairs	3,282	0.08%	4,438	0.10%	14,130	0.32%
Equipment	67,354	1.57%	50,111	1.13%	63,350	1.43%
Remodeling	120	0.00%	514	0.01%	13,135	0.30%
Total Direct Instructional Exp.	3,356,705	78.10%	3,411,743	76.89%	3,418,891	77.22%
INDIRECT INSTRUCTIONAL EXPENSES:						
Management Salary	161,026	3.75%	209,066	4.71%	187,892	4.24%
Faculty Salary	155,315	3.61%	172,546	3.89%	188,535	4.26%
Classified Staff Salary	168,620	3.92%	193,254	4.36%	217,117	4.90%
Other Wages	67,060	1.56%	18,317	0.41%	0	0.00%
Payroll Taxes and Insurance	205,137	4.77%	234,602	5.29%	237,719	5.37%
Materials and Supplies	37,303	0.87%	35,212	0.79%	37,209	0.84%
Travel	12,021	0.28%	27,260	0.61%	15,149	0.34%
Purchased Services	85,811	2.00%	75,651	1.71%	79,025	1.78%
Contracted Services	4,957	0.12%	4,075	0.09%	4,064	0.09%
Insurance	0	0.00%	0	0.00%	0	0.00%
Leased Equipment	0	0.00%	0	0.00%	249	0.01%
Materials for Resale	0	0.00%	0	0.00%	73	0.00%
Equipment Repairs	1,119	0.03%	1,210	0.03%	979	0.02%
Equipment	42,645	0.99%	52,501	1.18%	40,604	0.92%
Remodeling	225	0.01%	1,530	0.03%	0	0.00%
Total Indirect Instructional Exp.	941,239	21.90%	1,025,223	23.11%	1,008,615	22.78%
Total Direct and Indirect Instructional Expenses	4,297,944	100.00%	4,436,966	100.00%	4,427,506	100.00%

SOUTHWESTERN OREGON COMMUNITY COLLEGE DIRECT AND INDIRECT INSTRUCTIONAL EXPENSES (SUMMARY)

FINANCE - B(7)

TABLE 5(b)	1988-89		1989-90		1990-91	
	Amount	Percent	Amount	Percent	Amount	Percent
DIRECT INSTRUCTIONAL EXPENSES:						
Personal Services	3,081,679	71.70%	3,135,797	70.67%	3,125,261	70.59%
Materials and Services	207,553	4.83%	225,322	5.08%	217,144	4.90%
Capital Outlay	67,474	1.57%	50,624	1.14%	76,486	1.73%
Total Direct Instructional Expenses	3,356,705	78.10%	3,411,743	76.89%	3,418,891	77.22%
INDIRECT INSTRUCTIONAL EXPENSES:						
Personal Services	757,158	17.62%	827,785	18.66%	831,263	18.77%
Materials and Services	141,211	3.29%	143,407	3.23%	136,748	3.09%
Capital Outlay	42,870	1.00%	54,031	1.22%	40,604	0.92%
Total Indirect Instructional Expenses	941,239	21.90%	1,025,223	23.11%	1,008,615	22.78%
Total Direct and Indirect Instructional Expenses	4,297,944	100.00%	4,436,966	100.00%	4,427,506	100.00%

INSTRUCTION EXPENSE PERCENTAGE BY DIRECT TOTALS AND INDIRECT TOTALS

DIRECT INSTRUCTIONAL EXPENSES:						
Personal Services	3,081,679	91.81%	3,135,797	91.91%	3,125,261	91.41%
Materials and Services	207,553	6.18%	225,322	6.60%	217,144	6.35%
Capital Outlay	67,474	2.01%	50,624	1.48%	76,486	2.24%
Total Direct Instructional Expenses	3,356,705	100.00%	3,411,743	100.00%	3,418,891	100.00%
INDIRECT INSTRUCTIONAL EXPENSES:						
Personal Services	757,158	80.44%	827,785	80.74%	831,263	82.42%
Materials and Services	141,211	15.00%	143,407	13.99%	136,748	13.56%
Capital Outlay	42,870	4.55%	54,031	5.27%	40,604	4.03%
Total Indirect Instructional Expenses	941,239	100.00%	1,025,223	100.00%	1,008,615	100.00%

SOUTHWESTERN OREGON COMMUNITY COLLEGE
OPERATING REVENUE ACCREDITATION REPORT

Current Funds Operating Revenue (Table #1)						Ref. A(1)	
Source (IPEDS Format)	1988-89		1989-90		1990-91		1991-92 (Budget)
	Amount	Percent	Amount	Percent	Amount	Percent	
Tuition and Fees	\$945,252	10.00%	\$1,007,295	9.95%	\$1,138,546	9.98%	\$1,051,143 8.20%
Government Appropriations							
Federal	0	0.00%	0	0.00%	0	0.00%	0 0.00%
State	2,056,056	21.75%	2,114,380	20.88%	2,114,112	18.53%	2,837,135 22.14%
Local	3,786,530	40.06%	4,304,768	42.51%	4,502,755	39.46%	3,876,996 30.25%
Government Grants and Contracts							
Federal - Unrestricted	41,354	0.44%	46,756	0.46%	42,810	0.38%	46,000 0.36%
Restricted	1,270,253	13.44%	1,334,801	13.18%	1,238,750	10.86%	2,686,303 20.96%
State - Unrestricted	219,105	2.32%	105,319	1.04%	55,082	0.48%	141,000 1.10%
Restricted	161,177	1.71%	119,145	1.18%	527,782	4.63%	630,000 4.92%
Local - Unrestricted	0	0.00%	75,754	0.75%	0	0.00%	0 0.00%
Restricted	56,694	0.60%	83,170	0.82%	61,315	0.54%	56,687 0.44%
Private Gifts, Grants and Contracts	145,032	1.53%	0	0.00%	405,221	3.55%	146,190 1.14%
Auxiliary Enterprises	350,152	3.70%	449,984	4.44%	464,883	4.07%	641,886 5.01%
Other Sources	421,159	4.46%	486,164	4.80%	859,532	7.53%	702,821 5.48%
Total Current Funds Revenue	\$9,452,764	100.00%	\$10,127,536	100.00%	\$11,410,788	100.00%	\$12,816,161 100.00%

SOUTHWESTERN OREGON COMMUNITY COLLEGE
OPERATING EXPENSES ACCREDITATION REPORT

Current Funds Expenditures and Transfers (Table #2)						Ref. A(2)	
Function (IPEDS Format)	1988-89		1989-90		1990-91		1991-92 (Budget)
	Amount	Percent	Amount	Percent	Amount	Percent	
Education and General:							
Instruction	\$3,599,089	38.66%	\$3,683,195	37.90%	\$4,291,071	39.58%	\$4,919,128 35.06%
Public Service	217,015	2.33%	591,318	6.08%	521,092	4.81%	741,913 5.29%
Academic Support (Excluding Libraries)							
Library Expenditures	935,668	10.05%	850,319	8.75%	889,128	8.20%	862,206 6.14%
Student Services	384,050	4.12%	269,239	2.77%	279,684	2.58%	306,560 2.18%
Institutional Support	913,923	9.82%	876,482	9.02%	852,725	7.87%	975,879 6.95%
Plant Operation and Maintenance	1,192,581	12.81%	1,437,070	14.79%	1,544,839	14.25%	2,183,346 15.56%
Scholarships and Fellowships:							
Awards from Unrestricted Funds	745,060	8.00%	710,488	7.31%	687,932	6.35%	1,046,315 7.46%
Awards from Restricted Funds							
Mandatory Transfers	63,639	0.68%	78,390	0.81%	83,280	0.77%	110,088 0.78%
Nonmandatory Transfers	767,656	8.24%	764,706	7.87%	898,267	8.29%	1,419,438 10.12%
Mandatory Transfers	0	0.00%	0	0.00%	64,474	0.59%	51,591 0.37%
Nonmandatory Transfers	50,368	0.54%	32,576	0.34%	157,968	1.46%	612,600 4.37%
Total Educational and General Expenditures and Transfers	8,869,049	95.26%	9,293,783	95.63%	10,270,460	94.74%	13,229,064 94.28%
Auxiliary Enterprises	441,712	4.74%	424,709	4.37%	569,793	5.26%	802,741 5.72%
Total Current Funds Expenditures and Transfers	\$9,310,761	100.00%	\$9,718,492	100.00%	\$10,840,253	100.00%	\$14,031,805 100.00%

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
OPERATING SURPLUS/DEFICIT ACCREDITATION REPORT**

Current Funds Operating Surplus or Deficit (Table #3)

Ref. A(3)

Source (IPEDS Format)	1988-89 Amount	1989-90 Amount	1990-91 Amount	1991-92 Budget Amount
Current Fund Revenues	\$9,452,764	\$10,127,536	\$11,410,788	\$12,816,161
Current Funds Expenditure and transfers	9,310,761	9,718,492	10,840,253	14,031,805
Operating Surplus	\$142,003	\$409,044	\$570,535	(\$1,215,644)
Operating Surplus as a Percentage of Revenues	1.50%	4.04%	5.00%	-9.49%
Operating Surplus as a Percentage of Expenditures	1.53%	4.21%	5.26%	-8.66%

GENERAL FUND:				
Revenues	\$6,869,022	\$7,419,593	\$7,677,686	\$7,914,259
Expenditures & Transfers	6,817,511	7,097,589	7,463,908	8,639,259
Operating Surplus	\$51,511	\$322,004	\$213,778	(\$725,000)
Operating Surplus as a Percentage of Revenues	0.75%	4.34%	2.78%	-9.16%
Operating Surplus as a Percentage of Expenditures	0.76%	4.54%	2.86%	-8.39%

**SOUTHWESTERN OREGON COMMUNITY COLLEGE
SOURCES OF FINANCIAL AID***

Table 4	1988-89		1989-90		1990-91		1991-92 (Budget)	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Annual Private Contributions	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Government State Aid	103,967	13.12%	103,186	12.81%	133,883	14.07%	180,000	13.05%
Federal Aid (PELL, SEOG, WS)	669,876	84.54%	674,554	83.74%	774,130	81.33%	1,151,689	83.49%
Endowment Earnings	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Institutional Aid	18,546	2.34%	27,839	3.46%	43,838	4.61%	47,745	3.46%
Total Financial Aid	792,389	100.00%	805,579	100.00%	951,851	100.00%	1,379,434	100.00%

* Excludes all loan programs and campus work which is not work study (Federal CWSF).

In Oregon, FTE is calculated with two formulas. Lower Division Courses (LDC) use the credit hour to calculate FTE. For all other areas, FTE calculations are based on clock hours.

DIRECT COST PER FTE BY DISCIPLINE AND OUTREACH LOCATION- 1989-90 TO 1990-91

DIRECT COST PER FTE BY DISCIPLINE

ACCOUNT NUMBER	NAME	1988-89 FINAL EXPENDITURES	1988-89 INDISTRICT FTE	DIRECT COST PER FTE	1989-90 FINAL EXPENDITURES	1989-90 INDISTRICT FTE	DIRECT COST PER FTE	1990-91 FINAL EXPENDITURES	1990-91 INDISTRICT FTE	DIRECT COST PER FTE
11101	FINE ARTS	\$110,872	48	\$2,310	\$123,016	53	\$2,321	\$107,664	49	\$2,197
11102	MUSIC	\$87,621	27	\$3,245	\$74,027	19	\$3,896	\$86,164	26	\$3,314
11103	SPEECH	\$38,466	11	\$3,497	\$45,807	19	\$2,411	\$49,752	23	\$2,163
11104	FOREIGN LANGUAGE	\$20,353	25	\$814	\$23,209	20	\$1,160	\$18,445	13	\$1,419
11127	SOCIAL SCIENCE	\$204,239	114	\$1,792	\$133,989	70	\$1,909	\$89,729	67	\$1,339
11128	JUSTICE SERVICES	\$103,683	96	\$1,080	\$80,665	77	\$1,048	\$71,109	82	\$867
11146	DRIVER'S EDUCATION	+++++	+++++	+++++	\$7,110	8	\$889	+++++	+++++	+++++
11152	FIRE SCIENCE	\$45,022	70	\$643	\$47,549	66	\$720	\$88,692	50	\$1,478
11161	GENERAL TO CAREER TECH.	+++++	+++++	+++++	\$8,470	7	\$1,210	\$8,001	10	\$800
11162	HUMAN SERVICES	+++++	+++++	+++++	\$45,204	17	\$2,571	\$54,843	19	\$2,886
11205	COMPUTER TECH	\$152,033	58	\$2,621	\$144,056	71	\$2,030	\$125,122	66	\$1,896
11206	OFFICE OCCUPATIONS	\$175,271	91	\$1,926	\$171,669	77	\$2,225	\$184,140	84	\$2,192
11207	FOREST TECHNOLOGY	\$71,193	30	\$2,373	\$79,324	22	\$3,606	\$75,902	30	\$2,530
11209	GENERAL TO BUSINESS	\$207,327	114	\$1,819	\$73,205	61	\$1,201	\$108,411	56	\$1,936
11253	ACCOUNTING	+++++	+++++	+++++	\$85,375	58	\$1,472	\$88,205	51	\$1,730
11310	ENGLISH	\$347,249	146	\$2,376	\$305,680	140	\$2,188	\$347,885	145	\$2,399
11313	HISTORY	+++++	+++++	+++++	\$84,570	22	\$3,844	\$55,654	21	\$2,650
11329	DEVELOPMENTAL ED	\$125,515	33	\$3,788	\$89,750	39	\$2,301	\$122,483	56	\$2,187
11330	ADULT BASIC ED	\$197,295	134	\$1,472	\$195,031	154	\$1,268	\$220,775	215	\$1,027
11411	BIOLOGICAL SCIENCES	\$66,256	27	\$2,454	\$79,543	27	\$2,946	\$86,147	31	\$2,779
11412	CHEMISTRY	\$81,272	24	\$3,386	\$85,911	30	\$2,860	\$108,377	27	\$4,014
11413	HOME ECONOMICS	\$48,607	19	\$2,558	\$25,646	15	\$1,672	\$20,085	34	\$591
11414	PHYSICAL EDUCATION	\$175,564	78	\$2,252	\$152,902	73	\$2,101	\$155,429	64	\$2,429
11415	HEALTH OCCUPATIONS	\$213,947	86	\$2,488	\$253,503	103	\$2,461	\$266,373	91	\$2,927
11517	APPRENTICESHIP	\$3,936	5	\$787	\$5,797	7	\$828	\$3,037	5	\$607
11518	ELECTRONICS	\$88,385	15	\$5,892	\$94,424	25	\$3,777	\$61,656	28	\$2,202
11519	PHYSICS	\$13,802	4	\$3,451	\$53,634	9	\$5,959	\$51,485	5	\$10,297
11520	MATHEMATICS	\$197,657	94	\$2,103	\$225,719	107	\$2,110	\$231,485	122	\$1,897
11521	AUTO MECHANICS	\$54,086	10	\$5,409	\$56,522	11	\$5,175	\$61,529	15	\$4,102
11523	MACHINE TOOLS	\$73,421	11	\$6,675	\$47,130	10	\$4,713	\$48,244	8	\$6,031
11524	WELDING	\$79,240	23	\$3,445	\$101,041	29	\$3,446	\$96,920	38	\$2,551
11525	EARTH SCIENCES	\$46,262	21	\$2,203	\$74,107	21	\$3,534	\$54,471	19	\$2,867
11526	GEN TO PHYSICAL SCI	\$37,626	10	\$3,763	\$11,898	4	\$2,975	\$3,177	4	\$794
14007	COOPERATIVE WORK EXP	\$11,573	40	\$289	\$13,634	39	\$350	\$20,685	22	\$940
11950	NONREIMBURSABLE	\$2,897	6	\$483	\$3,895	5	\$779	\$3,341	5	\$666
MISCELLANEOUS			1470			1515			1586	
ADD OUTREACH COSTS		\$217,952	34		\$185,986	11		\$207,807	26	
TOTAL COST PER FTE		\$3,298,120	1504	\$2,193	\$3,289,396	1526	\$2,155	\$3,383,224	1612	\$2,099

SOUTHWESTERN OREGON COMMUNITY COLLEGE

DIRECT COST OF FTE BY OUTREACH LOCATION

ACCOUNT NUMBER	NAME	1988-89 FINAL EXPENDITURES	1988-89 INDISTRICT FTE	DIRECT COST PER FTE	1989-90 FINAL EXPENDITURES	1989-90 INDISTRICT FTE	DIRECT COST PER FTE	1990-91 FINAL EXPENDITURES	1990-91 INDISTRICT FTE	DIRECT COST PER FTE
11831	BANDON	\$22,818	15	\$1,495	\$13,556	17	\$803	\$17,531	13	\$1,349
11832	MYRTLE POINT	\$18,751	14	\$1,308	\$15,363	25	\$614	\$18,590	16	\$1,162
11833	REEDSPORT	\$26,826	24	\$1,109	\$19,018	34	\$559	\$25,872	18	\$1,437
11834	POWERS	\$2,400	2	\$1,052	\$31	1	\$31	\$889	1	\$889
11835	COQUILLE	\$32,758	28	\$1,183	\$21,038	29	\$725	\$27,036	22	\$1,229
11836	LAKEVIEW	\$4,501	1	\$1,573	\$3,167	11	\$288	\$2,940	3	\$980
11837	EXTENDED LEARNING	\$39,515	46	\$858	\$25,931	46	\$565	\$30,684	33	\$930
11960	SMALL BUSINESS DEV.	\$70,383	16	\$4,399	\$87,792	22	\$3,991	\$84,265	17	\$4,957

NOTES:

+++++ There were no cost centers for these disciplines.

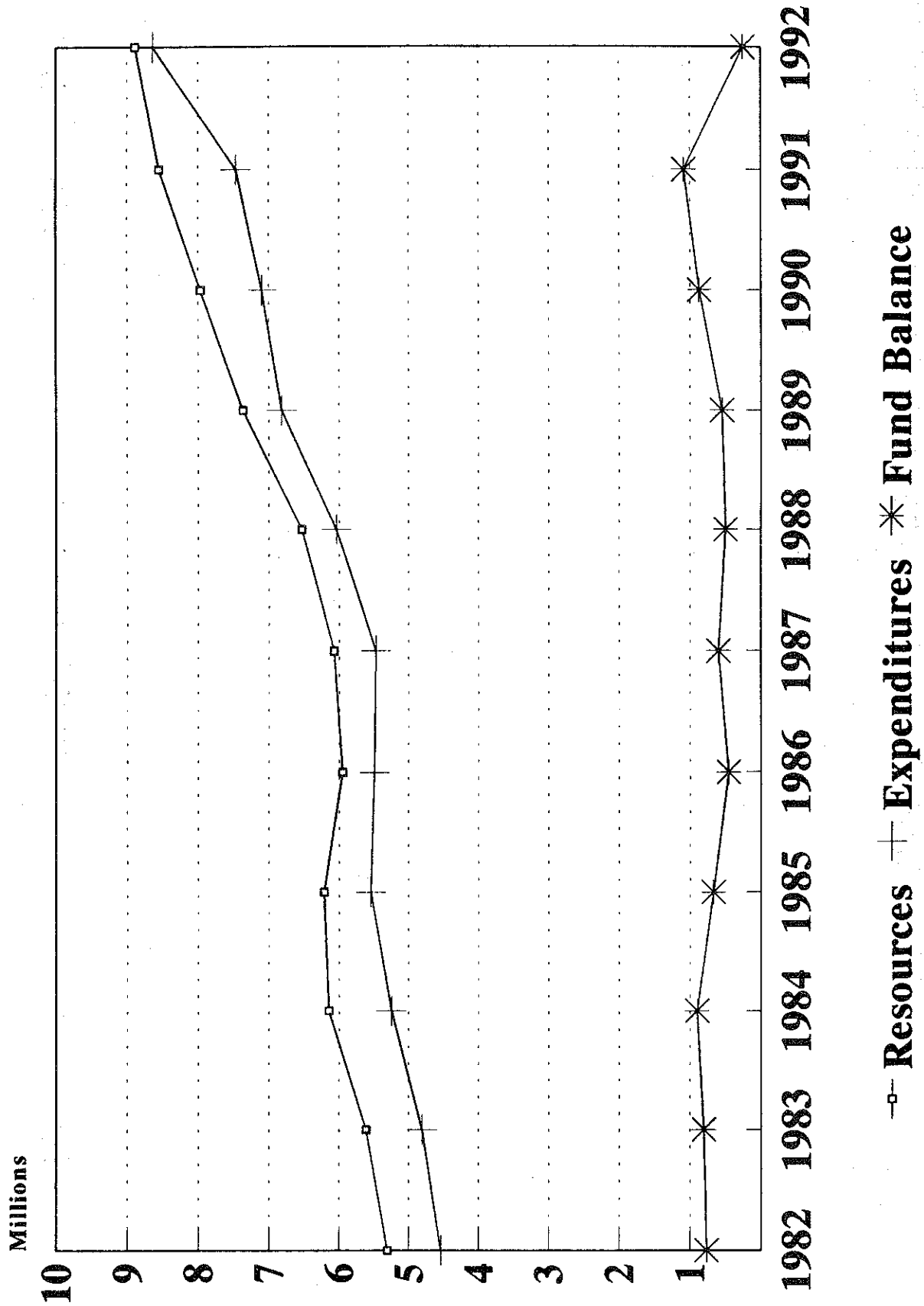
There are limitations in the college's management information system:

...The Total Cost Per FTE represents the total direct cost associated with the total FTE.

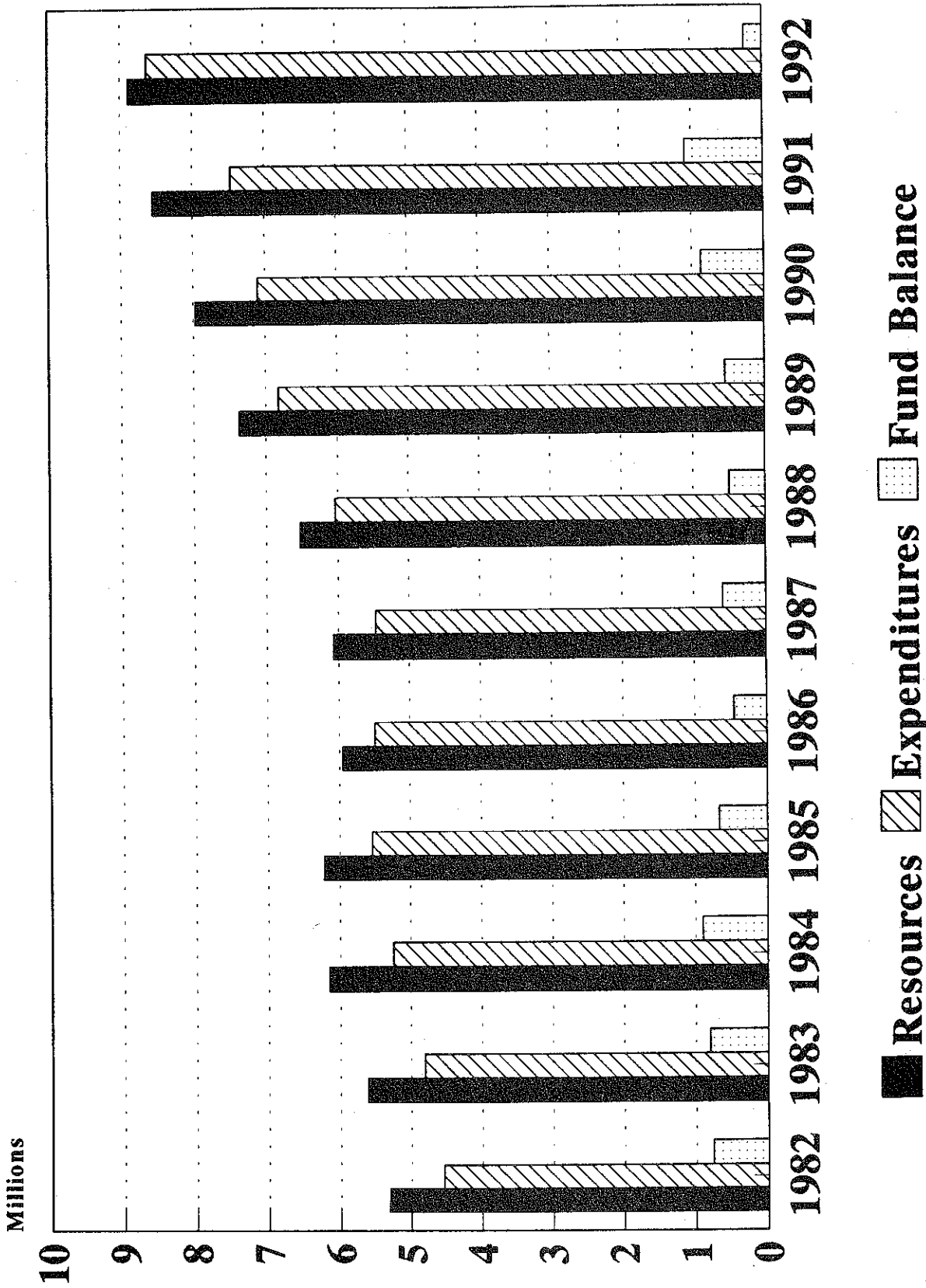
...The Direct Cost Per FTE for each discipline may be slightly understated because the college's management information system does not accommodate the distribution of the outreach costs to the various disciplines. The direct costs associated with the outreach FTE are only included in the Total Cost Per FTE amount.

The Direct Cost Per FTE for the Outreach Locations include the cost for all FTE regardless of the discipline.

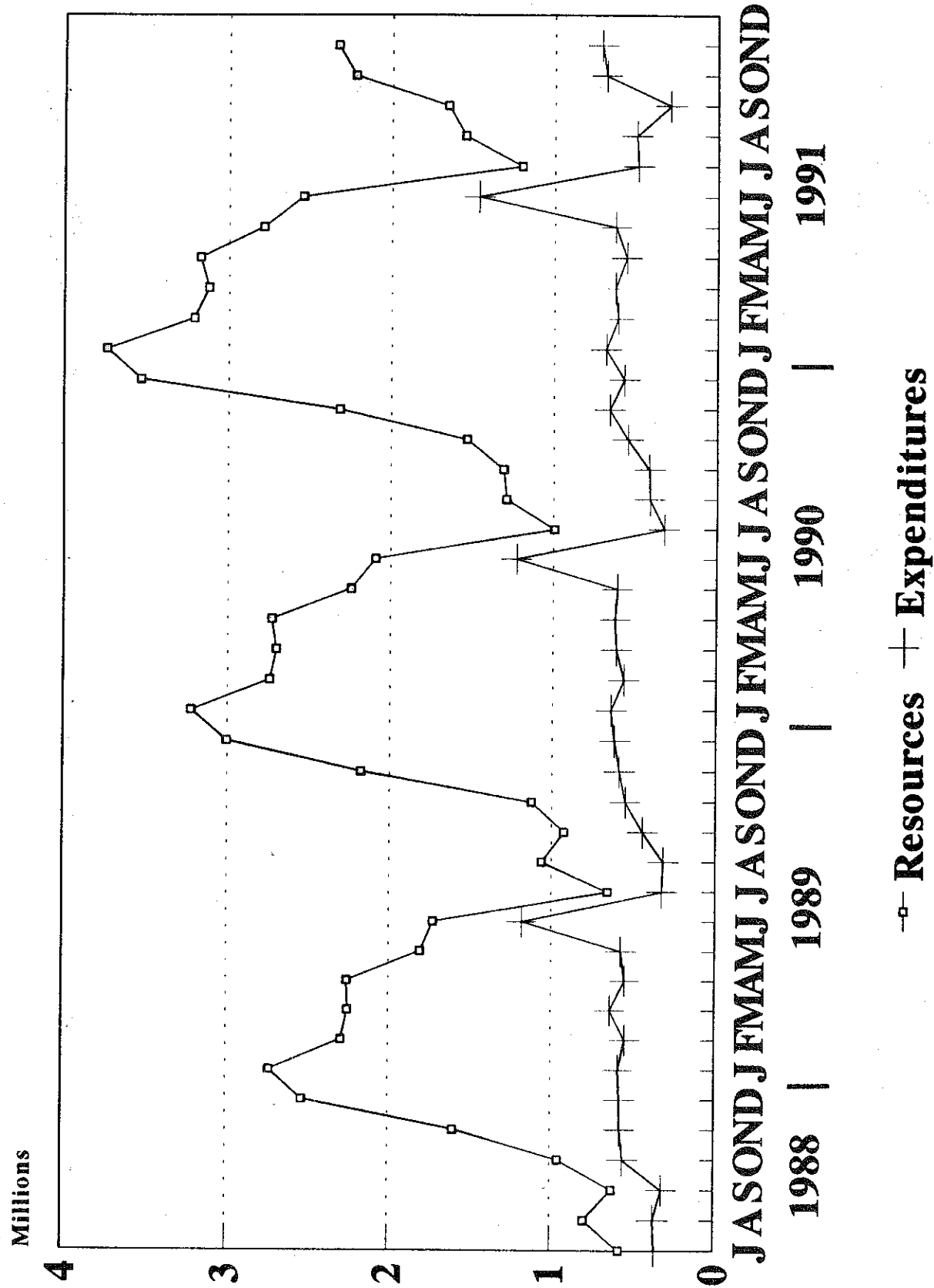
SOUTHWESTERN OREGON COMMUNITY COLLEGE **General Fund Annual Transactions**



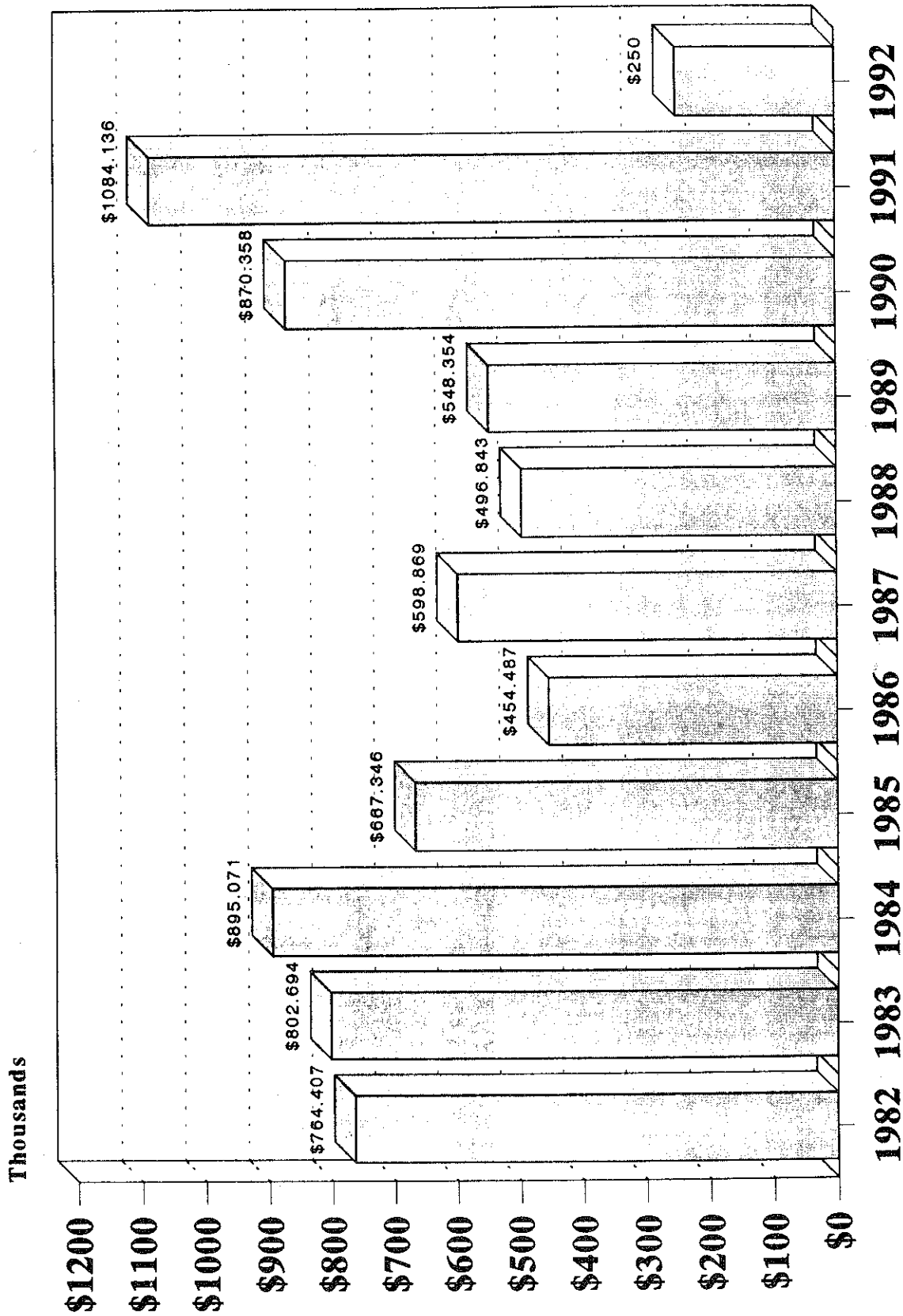
SOUTHWESTERN OREGON COMMUNITY COLLEGE **General Fund Annual Transactions**



SOUTHWESTERN OREGON COMMUNITY COLLEGE General Fund Monthly Transactions



SOUTHWESTERN OREGON COMMUNITY COLLEGE General Fund Balance



III PHYSICAL PLANT

III. PHYSICAL PLANT SELF-STUDY COMMITTEE

Patricia Bruneau-Gaber, Steering Committee Liaison

Faculty Senate Budget and Planning Committee and others

Jim Love

Ken Jensen

Patricia Reese

Ron Wheadon

Francis Karroll

Kevin Kimball

John Noland

Andy Toribio

Deena Flynn

Roz Cohen

CHAPTER III

PHYSICAL PLANT, MATERIALS AND EQUIPMENT

AIMS

The aim of the Office of Plant Services is to have facilities and equipment that are responsive to the needs of the instructional programs. The physical plant is a reflection of the mission and goals of the college and has a direct impact on the instructional program.

ANALYSIS

The physical plant is in a beautiful setting. The 153-acre site provides ample space for buildings and parking. (A dramatic increase in enrollment in the fall of 1991 has put a severe strain on parking and classroom facilities.) The most current master plan for the college is dated 1975. The college architect was directed to develop a new master plan beginning Fall, 1991. The grounds crew and the custodial and maintenance staff work hard at keeping the plant attractive. A trail system around Empire Lake, with benches provided by the Forestry Club, is used for walking classes as well as leisure. There are also designated spaces or buildings for Associated Student Government, game room, library, cafeteria, physical education, tutoring, student services and child care. Designated spaces or buildings for art, music, community lectures (Eden Hall), vocational programs, telecourses/ teleconferences, and general classrooms support the instructional needs of part-time as well as full-time students.

In Fall 1991, room use is at its maximum between 9:00 a.m. and 3:00 p.m. on weekdays. The peak usage, however, is at 7:00 and 8:00 p.m. on Tuesdays. Some programs report inadequate and inappropriate resources and facilities. There is a campus-wide lack of quiet study space with adequate lighting. Some rooms lack adequate chalk boards. Noise from heater vents creates problems for instructors and students in some rooms.

The library does not have enough space for students or for the number of volumes. Many faculty report a need for increased laboratory space to accommodate the increased number of students. There are not adequate viewing areas for telecourse/ teleconferences with the increase of activity in this area due to installation of ED-NET, nor are there enough rooms empty for campus or community meetings. There are inadequate facilities for Arts and Lecture Committee events, particularly a space to hold between 100 to 500 people. Instructors and students report poor air quality in Tioga.

The roofs of some buildings were repaired in summer 1991, as was the facia of one of the buildings. Some of our campus buildings are 20+ years old and will need on-going maintenance and repair. In 1990-91, \$150,000 was transferred from the General Fund to the Plant Fund. In 1991-92, \$200,000 was transferred to the Plant Fund for roof repair. After the two transfers, no other money is budgeted for major repairs. There is no long-term maintenance program and no funding plan, although one was begun in 1990. The administration and Board of Education recognize that some of the physical plant is thirty years old and that the problem must be resolved through the budgetary process.

No facilities were designed for computers, causing additional work and expense when computers are installed in offices or classrooms. The phone service has become outdated, the line capacity in some buildings is at its maximum, and the telephone company will no longer make repairs after 1994.

The equipment for programs is at best adequate, but not the most current. The process for purchase of equipment includes requests by faculty through the division to the Instructional Council for prioritization. Equipment dollars have been essentially limited to State Lottery funds and grants for the past two years, though in 1990-91, \$19,045 is in the General Fund for administrative equipment, since requests for state lottery funds for equipment must be tied to instructional workforce goals. Some programs receive generous donations from other agencies and businesses, without which it would be very difficult to continue operations.

In the fall of 1990, the college opened the "downtown center" which houses the Business Development Center, a lecture hall and the Workforce 2000 Skills Center. This facility is leased for three years in partnership with the South Coast Business Employment District. Both programs have adequate equipment, learning resources and reference materials specific to the needs of the population served by

these programs. The Skills Center needs to upgrade the telephone system.

MAINTENANCE AND HOUSEKEEPING STANDARDS

STRENGTHS

Many people have commented on the beautiful physical setting of the campus, with the lake as one of its main assets. The landscaping consists of many native plants and trees. The lawns are extensive, but well maintained.

For the money allotted, the maintenance of the buildings is quite good. The buildings are clean; and, for the most part, they have a freshly painted appearance. The floors are redone yearly in many of the buildings. The HVAC systems are checked quarterly, with filters being changed as needed. The water and sanitary sewer capacity seem adequate.

We have an excellent custodial staff. It is rare to get any complaints about the appearance of the buildings. The custodial staff works a swing shift. They each have their own permanent work area. Faculty, staff and students become familiar with the person in charge of a particular station.

WEAKNESSES

Although the money for improvements has been used well, there are many areas of the campus that need major work. The "quad" requires an upgrade. There are few remaining trees in that area due to the damage done by storms. The sidewalks on the south side of Dellwood Hall are cracked and need to be replaced. The softball field needs work. There are many outside areas that require more shrubs and bark mulch. There have been complaints about inadequate lighting in the parking lot areas. The parking lots have densely shrubbed center islands that need to be thinned for security reasons. There is no place for students to sit outside comfortably. Some students and staff feel there is inadequate security late at night.

Although an attempt is made to avoid mowing outside of classroom areas, sometimes it is unavoidable. The maintenance department has no choice but to mow during the daytime. This situation does not sit well with many of the faculty. There are also complaints that the weed-eating done in the parking lots gets grass all over vehicles. Again, the maintenance department has no choice in this situation, since the campus is open seven days a week to the public. With increased use on weekends, there is a need to review and possibly revise the housekeeping schedule.

PLANT UTILIZATION STUDY

There is no plant utilization study at the present time. Efforts have begun to develop a process and to determine what standards the college will use for the study.

STAFF

The department has had a stable staff, with little turnover for many years. A new director and a new custodial supervisor were hired to replace a previous director who worked at the college for nearly 10 years and a custodial supervisor who had worked at the college for eight years. The daytime maintenance person has been here for three years. The grounds keeper has been at that job title for nearly two years, after six years as a custodian. Of the seven custodians, several individuals have worked at that job title for over five years. The watchman has been at that job title for over a year and was previously a custodian. The part-time watchmen have been employed for over five years. The secretary of Plant Services has been five years in her position.

The administrative organization provides for a system of communication among employees in Plant Services. The Director of Plant Services, who reports to the Dean of Administrative Services, is responsible for the day-to-day operations and supervision of the Plant Services staff, which includes the maintenance crew, groundskeeper, secretary and custodial employees. There is a custodial supervisor for the custodial crew which works the swing shift to clean buildings.

Work order requests are submitted to Plant Services on work order forms. The Director reviews the work orders and delegates projects to the appropriate staff member. College staff are not used to the work order requests, and there is some concern about more bureaucracy and not being able to get work

performed with the quick response with which staff are familiar.

The responsibilities of the Plant Services department are in line with other community colleges: motor pool; receiving; key distribution; grounds care; room set-ups; custodial duties; security; and safety committee (Director of Plant Services is the chairperson). The maintenance/custodial staff is doing a good job. We are continuing to investigate workload and personnel needs in light of square footage and other factors. A maintenance repair technician has been added to the staff in 1991. A new training program for custodial workers will begin on September 20, 1991, covering personal safety and health on the job, how to handle and dispose of potentially toxic chemicals, and methods of physical plant maintenance, etc.

Instructional equipment has been identified by faculty to be adequate to deliver current programs, though much of the equipment needs to be replaced or updated. Specific areas of instruction responded to a survey with the following perceived needs. The accounting lab needs additional, newer electronic calculators. The tutoring lab needs more blackboards. The reading lab needs to update the computers and obtain equipment for handicapped students; the tape recorders and reading machines are outdated. The math lab needs a graphing board. Several of the computers in the ABE/GED computer lab are old and need to be upgraded. The biology department needs a multi-channel physio-graph and a 23" television monitor. The chemistry lab needs to replace a gas chromatograph, 3 pH meters, and 2 balances. The chemistry lab also needs a VIS Spectrometer and an IR Spectrometer. The electronics lab needs to replace 5 direct current power supplies, 5 oscilloscopes, 5 computers, and 5 digital test equipment pieces. The electronics lab also needs to purchase 5 electronic CAD/CAM software, 5 pieces of telecommunications equipment and 5 pieces of instructional media. The geology lab needs a teaching collection of 30 sets of rocks and minerals, a reference collection and a display collection. The geology lab also needs a fossil collection and 10 petrographic microscopes. The geology professor feels that the biggest need is for a classroom-laboratory with adequate storage for rocks, minerals, fossils and learning tools. The anthropology and sociology area reports a need for updating maps, library materials (journals and book acquisitions), audio-visual materials and materials for computer-assisted instruction. The nursing lab needs an IV pump and hospital beds, as well as all equipment in a new lab space. The fire science program needs to replace safety equipment for students. Many faculty reported inadequate space needs to accommodate all the students in labs. Because of lack of space, extra lab sections have to be scheduled, raising personnel costs. The vocational programs must receive an infusion of equipment to offer programs that meet current needs identified by business and industry.

STRATEGIES FOR DEVELOPMENT

Expand schedule to afternoons, evenings and weekends to accommodate increased numbers of students and offer services to those who can't come at night. Explore possibilities of on-campus housing. Conduct a formal plant utilization study. Develop a plan for upgrading facilities. Develop a long-term maintenance program and a budget to support it. Continue to lobby at the state level for equipment money.

PRINT SHOP/MAIL SERVICES

PRINT SHOP

The Print Shop was put into operation in the fall of 1969. Its function has been to provide fast and accurate service in the area of printing materials, preparing handouts and tests for classroom use, making transparencies, booklets, posters and brochures. In July of 1988, several other areas were added to the Print Shop's operation. A mail room was set up, and faculty and staff mailboxes were added in an adjoining area. At the same time, all copiers on campus were consolidated under the Print Shop operation for service, maintenance, paper and other supplies. The Print Shop also orders and stocks all stationery items for use by all campus members.

The staff consists of a Print Shop Supervisor who has been employed since the Print Shop opened, one full-time Print Shop/Mailroom Clerk, one 3/4-time Clerk plus the addition of student help each term.

The Print Shop turns out printed material using a Multilith 3850 offset press. The speed of this piece

of equipment shortens the time between instructor request and finished product. The product turned out has a quality, professional appearance and can, in turn, be spiral bound, stapled, three-hole punched or padded. With the addition of a Macintosh SE computer plus laser printer several years ago, the finished product has taken an additional step toward a more professional appearance. A 15-bin Multilith collator was acquired several months ago and helps speed the finished product. Other pieces of equipment include:

- Multilith 3850 Offset Press
- Electrostatic Master Maker
- Xerox 5034 Photocopier
- Challenge Electric Paper Drill
- Challenge Power Paper Cutter
- 2 General Binding Laminators, 12" and 18"
- Ibico Binder and Punch
- Lectro Jog Jogger
- Multilith Folding Machine
- Planax Binding System
- 3M Thermofax Copier
- Canon AP400 Electronic Typewriter
- Macintosh SE Computer with Laserwriter NTXT Printer

The report you have in your hands today has been printed by the SWOCC Print Shop on the equipment listed above.

The Print Shop last year created almost two million impressions or copies on various types of stock including cover, index, letterhead, bond, certificate, NCR and transparencies.

New equipment to be considered for the future would include updating the Canon system with an IBM or compatible 386 or 486 system to be networked with the present Macintosh SE.

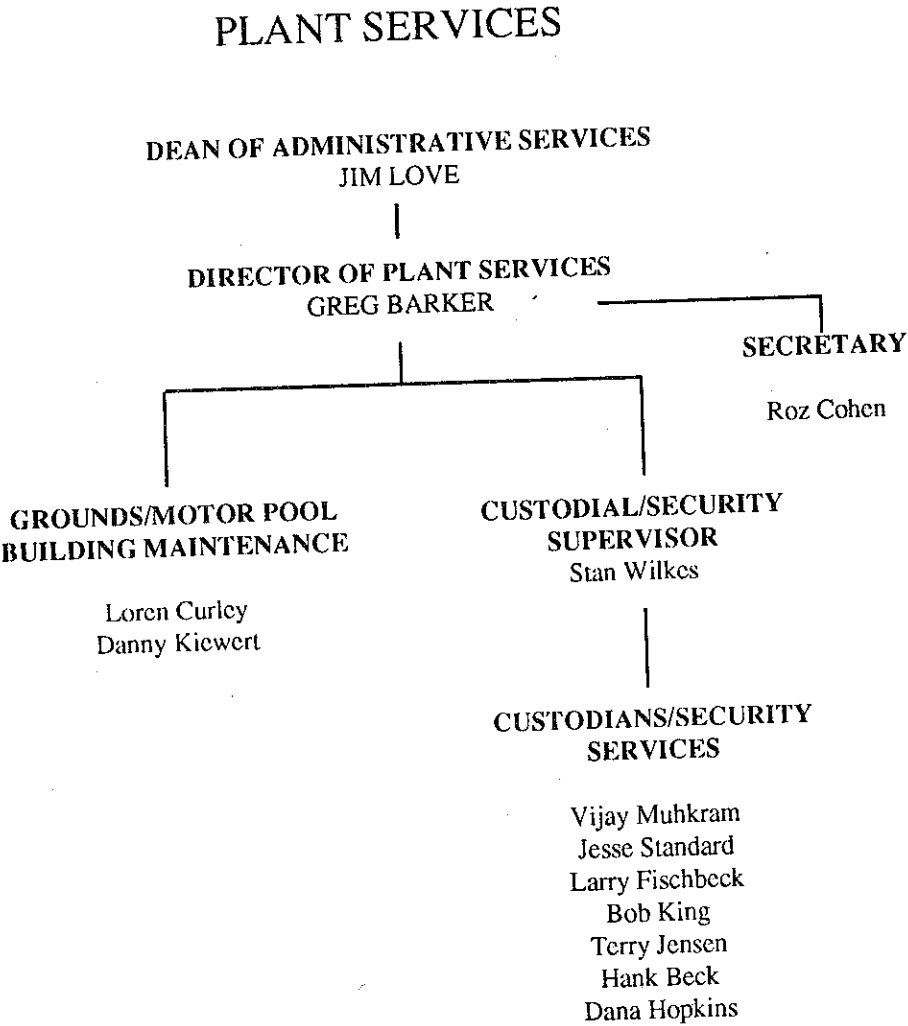
MAIL SERVICES

The mail room was opened in June of 1988 to provide more complete mailing services to the college community. The mailroom staff consists of one .55 FTE classified position who is directly responsible to the Print Shop Supervisor. This person was hired in July of 1988. The mail room is located in Tioga Hall adjacent to the Print Shop which speeds the natural flow of printing and mailing.

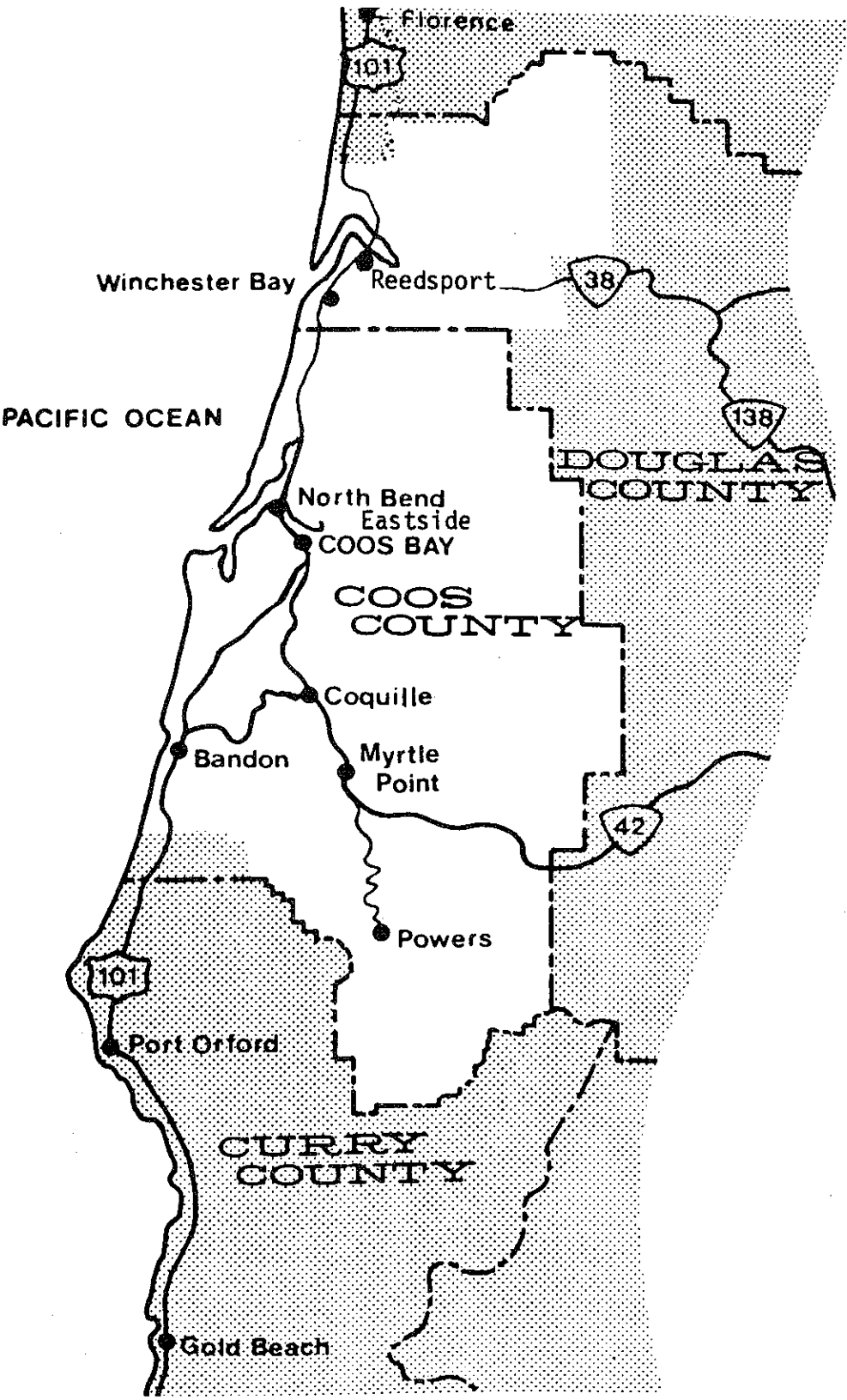
All facets of mail services are offered. All classes of United States Postal Services are handled as well as Federal Express and Airborne Express. Two types of mail are processed in the mail room: incoming from the various services and outgoing mail from the college staff. Incoming mail is processed once daily and distributed to mailboxes located in the mail room area in Tioga Hall. Outgoing mail is processed once daily for the following classes: 1st class, 3rd and 4th class parcels, certified and insured items, foreign, and express. Whenever expedient, mail is processed at a bulk 3rd class or 1st class presort rate. These two types of mail have been instituted at the College since 1989 and have saved the College a great deal of money. Approximately 186,858 pieces of mail left the mail room in 1990-91. Of that number, 127,000 were regular mail, 35, 240 were 3rd class bulk ,and 34,618 were 1st class presorted mail. There were no statistics for incoming mail.

Mail room equipment consists of: Pitney Bowes 5600 mail machine and Pitney Bowes 15 lb. electronic scale. These items do not meet the growing need for speed and efficiency that the college community has grown to rely on. Updated equipment that would help this problem would be: Pitney Bowes 6100 mail machine and larger 75 lb. electronic scale. The mailroom is situated at the end of a hallway. It is generally not well lit and has an air flow problem. The mail boxes serve an ever growing number of employees and are quickly being filled. Being adjacent to the Print Shop does make it easy for staff and faculty to have things printed and left in their mail box or to pick up their mail on the way to the Print Shop.

ORGANIZATIONAL CHART:

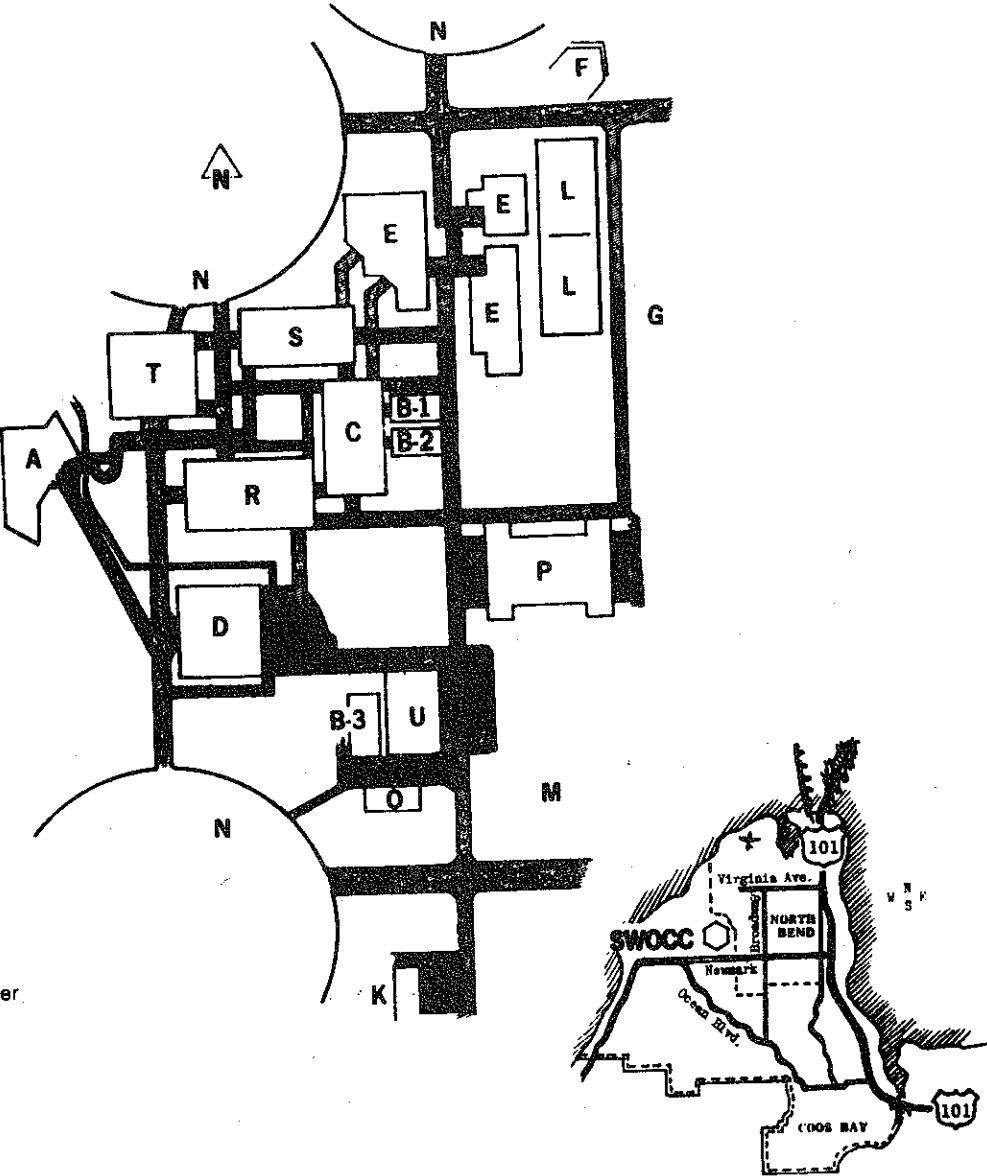


Southwestern Oregon Community College District



Campus Map

- A Empire Hall — College/Community Center**
food service
game room
lounge and study space
student government and activities
student publications
Community Services office
- B-1 nursing**
- B-2 College Playhouse**
- B-3 machine shop**
- C Coaledo Hall**
music
science
- D Dellwood Hall**
administration
admissions
business office
Dean of Instruction office
Dean of Students office
employment
financial aid
information
personnel
President's office
- E labs and classrooms under construction**
- F firetower**
- G softball field**
- K maintenance**
- L tennis courts**
- M playing field**
- N parking lots**
- O photography lab**
- P Prosper Hall**
gymnasium
physical education
- R Randolph Hall**
business classes
electronics
data processing
- S Sitkum Hall**
English
foreign languages
history
philosophy
social sciences
- T Tioga Hall**
Learning Resource Center
adult basic education
art
audiovisual center
book store
counseling
drafting
home economics
instructional materials
library
listening-viewing center
nurse's office
study center
- U Umpqua Hall**
automotive
industrial mechanics
small engine repair
- Empire Annex (not shown)**
820 Newmark
welding
refrigeration



IV LIBRARY

IV. LIBRARY SELF-STUDY COMMITTEE

Kirk Jones, Steering Committee Liaison

Terry Weaver, Chair

Christine Scholey

Don Stensland

Sharon Tashjian

Ruth Thrall

Suzy Carson

Lanny Leslie

Bob Shepard

Kirk Jones

Mary Stricker

Judy Swenson

CHAPTER IV.

LIBRARY

AIMS

The library's philosophy and goals serve the overall mission and goals of the college. Provision of competent reference assistance to patrons, needed materials through either collection development or interlibrary loan, successful bibliographic instruction and support for the college programs both on and off campus are at the heart of the library's efforts. It is an open library with all residents of the college district welcome to use its services.

ANALYSIS

The library staff by both training and evaluation are knowledgeable and helpful. It is a staff in transition. The Learning Resource Center Director's role is currently being reevaluated in terms of work load in the library. There has been a strong reliance on part-time professionals, though at least one additional full-time position is authorized for 1991-92. The recent departure of two classified staff members has provided the library the opportunity to reorganize its staff to better meet the evolving needs created by the movement toward a more technological library.

The library collection has deteriorated for the past several years, with the exception of an infusion of funds (\$9,000.00 per year) from the Coos Cooperative Library Service which has allowed the library to keep its reference collection current. This funding source is on a year-to-year basis and is not guaranteed. The rest of the collection is showing its age.

There is a lack of both a collection development plan and the funds to support it. There is no formal procedure to encourage faculty participation in collection development and faculty participation in materials selection has not been consistent. Some disciplines, history and anthropology in particular, provide valuable help with selection while some others have done nothing.

The faculty, especially through the Senate and its committee structure, does offer general support for the library and its budget. In spite of this support, inflation has taken its toll on funding for collection development and periodicals. The book and periodicals budget has increased little over the past twenty years. This has resulted in a reduction of periodical titles received and an aging circulating book collection. This lack of current material has created a reliance on interlibrary loan and forced many students to change their topics to ones better supported by the library.

The once splendid phono-disc collection is becoming worn and needs to be replaced with compact disk technology. Again, there is a funding problem.

The library is fortunate to be a participant in OCLC and a cooperatively-funded OPAC and automated circulation system. Students can better search the catalog with the most modern technological strategies, lessening the trauma when they transfer to larger colleges and libraries. There will be a need to increase the number of public access terminals as demand grows.

Similarly, the students should have access to CD ROM technology in periodical indexing. Infotrac Academic Index replaced the magazine index on microfiche in September, 1991. There are limited funds available for on-line DIALOG searches, but if patrons were encouraged to use it, the budget would soon be depleted. The students need the opportunity to practice their search strategies without the pressure and cost of an on-line search. Indexes on CD ROM appear to be the answer.

Currently, bibliographic instruction is a joint venture between faculty members and librarians. Upon request, the librarian will either conduct a tour or visit a classroom. The librarians also work individually with students on specific areas of instruction. There is a need to develop alternate methods of instruction. Perhaps even a formal class is in order.

A new library handbook for patrons is long overdue and after the transfer to the OPAC and automated circulation system is completed, we plan to develop one (1991-1992). A staff procedural manual was completed in 1991 and is regularly updated.

The library is cursed to be a small library which is housed on two floors with all of the accompanying staffing and security problems. The facilities have not changed in over ten years and there is a lack of quiet study areas and listening/viewing space. The facilities suffer from poor ventilation and lighting and many complaints have been received, particularly regarding air quality on the third floor. (See material in Accreditation Meeting Room).

An analysis of the library's budget shows that, while personnel salaries have kept up with those of the college as a whole, the acquisitions budget has not increased significantly enough to offset inflation. The college has financially supported the library's efforts to automate the catalog and circulation system and is supporting CD ROM indexing.

Library circulation has declined while interlibrary loan has remained relatively stable. The decline in circulation may be the result of changing enrollment trends in that enrollment is declining in second year courses and some transfer classes are no longer being offered; both areas of higher library usage. The decline is also due to the fact that periodicals are no longer being circulated, this went into effect as of January, 1991. The aging of the general circulation collection is another factor to consider. As the collection becomes less useful, usage naturally declines.

Services to outreach students have been limited. The library does stay in contact with the extended learning office and attempts to meet their requests. The course offerings in the outreach areas are generally not of the type requiring extensive library support.

The library policies and procedures regarding personnel evaluations, staff development and budget preparation are dictated by collective bargaining agreements and board policy. In general, they have been successful. In budgetary matters, the library staff only provide input while the final decision rests in the hands of the Director of the Learning Resource Center, Dean of Instruction, President and the Board of Education.

Inadequate funding has taken its toll on the maintenance and replacement of equipment. Whenever there is a need for funding in another area, the equipment repair and replacement budget is the first to go. There is a need to modernize much of the library's equipment and increased demands have created increased needs. For example, there is need of a microfiche reader on second floor, new listening equipment such as CD players, cassette decks, head phones, and converting the record collection to CDs. There is an increased demand for TV/VCR set-ups and new public access typewriters and word processors as well as additional support equipment for the real estate program, such as slide/tape viewers.

New academic programs are implemented through the Office of Instruction and the Instructional Council. The Director of the Learning Resource Center serves on the Council and is in a position to provide library input into the decision. In practice, additional funding does not accompany new course offerings.

The ongoing shortage of funds has made effective planning at the college next to impossible. The library has practiced what some staff calls "management by crisis" for years in that no planning for collection development or different services was possible because of lack of funds. However, when suddenly there was a new course demanding materials, the Office of instruction made funds available.

There are a number of factors that help to explain the decline in circulation; none of which has anything to do with the facilities, collections and services of our local public libraries or even automation.

First of all, we stopped circulating periodicals in Winter Term of 1990-91. In the past, periodical circulation has accounted for approximately 20 percent of the circulation count.

Other reasons are harder to substantiate, but it is known that the vast majority of books circulate at their highest level during the first few years on the shelf. Obviously, patrons are looking for newer material; therefore, the age of the collection and the 7 percent decrease in support, plus inflation over even a one-year period becomes a more important factor in library usage.

It may also be possible that the faculty has been requiring less from their students in terms of library research. As the book collection becomes dated and less useful, alternate methods of instruction may be used, especially videos. Also, the decline in second-year class sections and students could result in less library usage.

Because we have only been on the COASTLINE system for a year, the only comparative figures we have regarding the current trend is in comparing January 1991 with January 1992, in which circulation has increased slightly, even with periodicals not circulating each of those months.

This administration's increased fiscal support for library services, the increased enrollment of 1991-92, and the anticipated rise in the retention rate of second year students suggests an upward trend of use that may continue and even accelerate.

In March 1988, the Learning Resource Center was evaluated by an independent review team led by Thomas Hassler from the University of Alaska, Fairbanks. The study proved useful in adding staff and changing job responsibilities. See report in Accreditation Meeting Room.

STRATEGIES FOR DEVELOPMENT

The primary need for the library is increased funding and it is our strategy to lobby for that funding. Additional funding should be spent on increasing the book and periodicals budget and CD ROM technology. A line item for book and periodicals purchases should accompany the approval of new course offerings.

An increased and reorganized staff will allow for the creation and implementation of a collection development plan, improved bibliographic instruction and longer hours of operation.

Additional space for the library must be sought. The third floor circulation desk must expand into the core area of the floor. Additional room on the third floor must be devoted to listening/viewing space and quiet study areas.

We must strive through commitment and modernization to keep the library at the center of the educational experience.

MEDIA SERVICES

AIMS

Media Services exists to provide support services for the integration of technologies in the instructional process. Our aim is to provide basic support, e.g., equipment setup, film and video ordering, audio and video services, as well as support in newer technologies, e.g., computers used in instruction, interactive video, satellite accessed workshops, telecourses, and teleconferences.

The instructors need reliable service with as few barriers for access to service as possible. It is our intent to provide this type of service.

CURRENT PRACTICE

Our current practice is one in which the Media Clerk and student workers provide the majority of the basic services. The Media Specialist gives help in basic services when the Media Clerk needs help (usually some new application of technology that the Media Clerk has not yet learned).

The Media Specialist is responsible for three instructional computer labs on campus and acts as a resource person for one instructional computer lab off campus. The Media Specialist also works on a more individual basis with the faculty for video and audio recording as well as computer implementation.

ANALYSIS - STRENGTHS

Media Services knows intimately the capabilities of the various classrooms and meeting rooms on campus. This knowledge allows us to react quickly to requests for equipment and services. We seldom fail to do setups correctly and punctually.

We do a good job of maintaining the film and video budget for the faculty in keeping the faculty aware of what funds they have available to access films and videos. We also use the rest of our limited budget frugally to provide resources to the instructional programs.

- We react quickly to requests for service and keep the faculty informed as to their requests for service.
- We are able to work with and be helpful to the faculty for uses of computers in instruction.
- We have a solid base of vendors for equipment purchase, repair, and information.
- We work well with the faculty and have their support.

ANALYSIS - WEAKNESSES

We are not able to spend as much time with the faculty as we would like for instructional materials development. We also should be doing more with staff development for integration of technologies in the instructional process.

The large classrooms need to have large screen video and computer interface playback systems installed permanently.

We are not able to provide adequate equipment maintenance or replacement.

We do not have a policies and procedures manuals for determining resource needs; maintenance, management, and replacement of equipment; use of materials and services by students, faculty, and the community; budget preparation; performance evaluation of staff; and staff development.

We are not adequately housed. We do not have separate spaces for the Media Specialist (an office) and the Media Clerk. We also do not have a space or equipment for faculty instructional technologies materials development.

STRATEGIES FOR DEVELOPMENT

We can develop a policies and procedures manual.

Integration of the new technologies into the instructional process requires additional space, materials, and equipment. This process is dependent on adequate staffing and funding. Staffing would include having a full time Media Assistant and a part time Media Clerk. Then the Media Specialist would be able to allocate time to working more with the faculty in instructional development.

PHILOSOPHY OF LIBRARY SERVICE

The library's philosophy is one of service. It is our goal to provide a balanced collection of books and other media to support the demands of the college curriculum, the resource requirements of the faculty and life enrichment of the community. All residents of the college district are welcome to avail themselves of the library's materials and services.

The library is committed to the principles of academic freedom, the Library Bill of Rights, and interlibrary loan as espoused by the American Library Association, the Oregon Library Association and the American Association of University Professors and is cited in the Faculty Union Contract.

MEDIA SERVICES PHILOSOPHY STATEMENT

Media Services provides equipment and services to the campus and community. We provide assistance in operation of equipment and integration of technology in the instruction and information process. Our goal is to provide adequate service for the varying requests and needs of our users including access to new technologies and resources.

LIBRARY SERVICES IN SUPPORT OF MISSION

Library Hours:	Mon-Thurs	8:00 a.m. - 9:00 p.m.
	Fridays	8:00 a.m. - 5:00 p.m.
	Sundays	1:00 a.m. - 5:00 p.m.

The following library services support the institution's mission and objectives:

- A circulating collection of books and other media.
- A partial collection of Oregon documents.
- A current reference collection including hard copy and CD ROM indexes, abstracts, and friendly, professional reference assistance.
- A current periodicals collection with back files.
- An on-line public access catalog of the colleges holdings together with the holdings of the local public libraries.
- Interlibrary-loan at no cost to staff or students.
- Through the Coos Cooperative Library Service, patrons may pick up their library materials at any public or high school library in the county.
- Bibliography instruction in cooperation with the teaching faculty.
- Online data base searching for staff and, to a lesser extent, students, either on campus or outreach, at no or minimal cost.
- A public access computer and typewriters, including a large print typewriter for the visually impaired, for use in the library at no cost to patrons.
- Listening/Viewing Center with VCRs, cassette players, phono players and slide/tape viewers available for use.
- Specialized instructional programs from SWOCC and, by arrangement, selected colleges such as Western Oregon and Linfield may be viewed in the Listening/Viewing Center.

MEDIA SERVICES "SERVICES"

Following is a list of services which supports the institution's mission and objectives:

- Provide, set up and maintain equipment for on and off campus users.
- Train users in equipment implementation.
- Order videos, films, and other resources for instruction.
- Provide technical support and consultation for satellite programs and courses.
- Provide consultation and support in the use of computers for instruction and assist off campus users in computer applications.
- Responsible for instructional computer labs in Computer Information Services, Accounting, Office Occupations, Writing, and Computer-Assisted Drafting (CAD).
- Provide a courier service for the college in conjunction with the local secondary and elementary Educational Services District.
- Assist instructors in video and audio program production.
- Provide photographic services for instruction.
- Provide audio and video tape duplication services for instruction, including off campus agencies.
- Provide information support for purchase of equipment and programs and in instruction.

MEDIA SERVICES
EQUIPMENT USE TALLY

1987-1988

Equipment	# of Times Used
16mm (movie projector)	522
35mm (slide projector)	215
1/2 " VCR/TV	726
3/4" VCR/TV	67

1988-1989

Equipment	# of Times Used
16mm (movie projector)	235
35mm (slide projector)	204
1/2 " VCR/TV	987
3/4" VCR/TV	30

1989-90

Equipment	# of Times Used
16mm (movie projector)	172
35mm (slide projector)	242
1/2 " VCR/TV	1075
3/4" VCR/TV	14

1990 - 91

Equipment	# of Times Used
16mm (movie projector)	123
35mm (slide projector)	203
1/2 " VCR/TV	1128
3/4" VCR/TV	18

LIBRARY CIRCULATION

	87/88	88/89	89/90	90/91
Gen. Circulation	26255	22723	18412	17890
Reserve Circulation	4378	4239	3804	5686
ILLs Provided	1368	1368	1206	1197
ILLs Received	1556	1779	1727	920

LEARNING RESOURCE CENTER
BOOK COUNT

July 1, 1988	55,830
July 1, 1989	55,744
July 1, 1990	52,508
March 31, 1991	51,905

LEARNING RESOURCE CENTER
NON-BOOK STOCK FOR JULY 1988

Class		Brought Forward	Added	Withdrawn	Carried Forward	Total
CASSETTES	First Titles	1633	6		1639	1652
	Added Copies	13			13	
FICHE	First Titles	160			160	293
	Added Copies	133			133	
FILMSTRIPS	First Titles	142			142	213
	Added Copies	71			71	
GAMES	First Titles	2			2	2
	Added Copies	0			0	

LEARNING RESOURCE CENTER
NON-BOOK STOCK FOR JULY 1988 Continued

Class		Brought Forward	Added	Withdrawn	Carried Forward	Total
LOOPS	First Titles	27	maps	698	27	28
	Added Copies	1	347		1	maps 1045
MICRO	First Titles	22			22	54
	Added Copies	32			32	
MOTION PICTURES	First Titles	38			38	38
	Added Copies	0			0	
PHONO-RECORDS	First Titles	4628			4628	4843
	Added Copies	215			215	
PROGRAMS	First Titles	542	1		543	573
	Added Copies	30			30	
SLIDES	First Titles	113			113	1859
	Added Copies	1746			1746	
TRANS-PARENCIES	First Titles	25			25	469
	Added Copies	444			444	
VIDEO TAPES	First Titles	647			647	752
	Added Copies	105			105	

LEARNING RESOURCE CENTER
NON-BOOK STOCK FOR JULY 1989

Class		Brought Forward	Added	Withdrawn	Carried Forward	Total
CASSETTES	First Titles	1661			1661	1674
	Added Copies	13			13	
FICHE	First Titles	173			173	306
	Added Copies	133			133	
FILMSTRIPS	First Titles	142			142	213
	Added Copies	71			71	
GAMES	First Titles	2			2	2
	Added Copies	0			0	
LOOPS	First Titles	27	maps 698		27	28
	Added Copies	1	347		1	maps 1045
MICRO	First Titles	22			22	54
	Added Copies	32			32	
MOTION PICTURES	First Titles	38			38	38
	Added Copies	0			0	
PHONO-RECORDS	First Titles	4632			4632	4846
	Added Copies	214			214	
PROGRAMS	First Titles	559	1		559	589
	Added Copies	30			30	

Non-Book Stock for July 1989 con't

<u>Class</u>		<u>Brought Forward</u>	<u>Added</u>	<u>Withdrawn</u>	<u>Carried Forward</u>	<u>Total</u>
SLIDES	First Titles	113			113	1859
	Added Copies	1746			1746	
TRANS-PARENCIES	First Titles	25			25	469
	Added Copies	444			444	
VIDEO TAPES	First Titles	786			786	878
	Added Copies	92			92	

LEARNING RESOURCE CENTER
NON-BOOK STOCK FOR JULY 1990

<u>Class</u>		<u>Brought Forward</u>	<u>Added</u>	<u>Withdrawn</u>	<u>Carried Forward</u>	<u>Total</u>
CASSETTES	First Titles	1665			1665	1677
	Added Copies	12			12	
FICHE	First Titles	174			174	307
	Added Copies	133			133	
FILMSTRIPS	First Titles	142			142	213
	Added Copies	71			71	
GAMES	First Titles	2			2	2
	Added Copies	0			0	
LOOPS	First Titles	27	maps 698		27	28
	Added Copies	1	347		1	
MICRO	First Titles	22			22	54
	Added Copies	32			32	
MOTION PICTURES	First Titles	38			38	38
	Added Copies	0			0	
PHONO-RECORDS	First Titles	4623			4623	4837
	Added Copies	214			214	
PROGRAMS	First Titles	568			568	590
	Added Copies	30			30	
SLIDES	First Titles	113			113	1859
	Added Copies	1746			1746	
TRANS-PARENCIES	First Titles	25			25	469
	Added Copies	444			444	
VIDEO TAPES	First Titles	900			900	998
	Added Copies	96	2		98	

LEARNING RESOURCE CENTER
NON-BOOK STOCK FOR MARCH 1991

<u>Class</u>		<u>Brought Forward</u>	<u>Added</u>	<u>Withdrawn</u>	<u>Carried Forward</u>	<u>Total</u>
CASSETTES	First Titles	1665	8		1673	1685
	Added Copies	12			12	
FICHE	First Titles	175			175	308
	Added Copies	133			133	
FILMSTRIPS	First Titles	142			142	213
	Added Copies	71			71	
GAMES	First Titles	2			2	2
	Added Copies	0			0	
LOOPS	First Titles	27	maps 698		27	28
	Added Copies	1	347		1	
MICRO	First Titles	22			22	54
	Added Copies	32			32	
MOTION PICTURES	First Titles	38			38	38
	Added Copies	0			0	
PHONO-RECORDS	First Titles	4623			4623	4837
	Added Copies	214			214	
PROGRAMS	First Titles	570			570	600
	Added Copies	30			30	
SLIDES	First Titles	113		17	96	1839
	Added Copies	1746		3	1743	
TRANS-PARENCIES	First Titles	25			25	469
	Added Copies	444			444	
VIDEO TAPES	First Titles	948	15	2	961	1059
	Added Copies	98			98	

LEARNING RESOURCE CENTER
PERIODICALSJANUARY 1991

Magazines:	358
Newspapers:	12
Microfilm/Fiche	4

NUMBER OF MAGAZINES SWOCC LIBRARY RECEIVES

January 22, 1990

We are currently receiving around 270 magazines/newspapers/newsletters. We subscribe to approximately 235 magazines and 14 newspapers. We receive 3 subscriptions from SOSC NURSING, 6 from Data Processing, 3 from Administration, 100 from publishers and government agencies, and we pull 3 magazines from newspapers that we subscribe to.

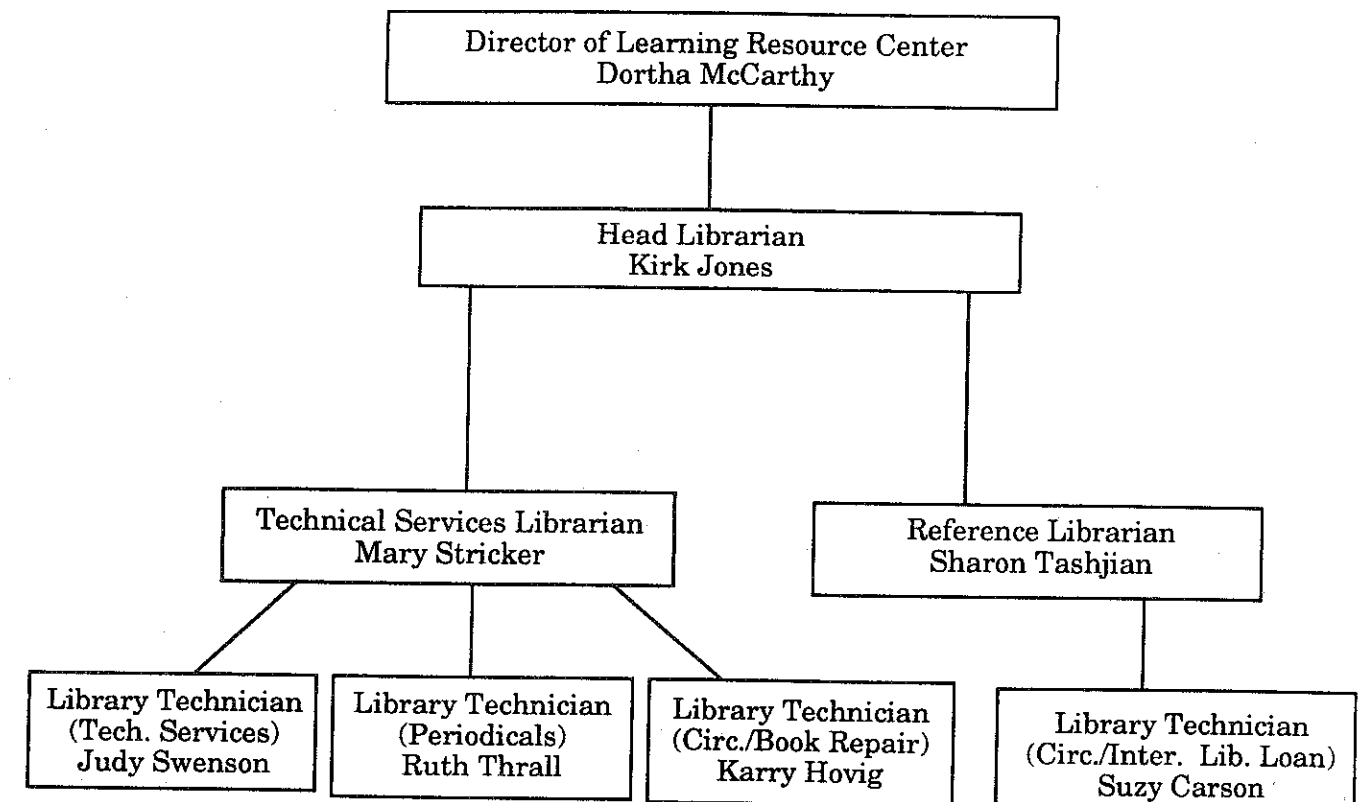
**BUDGET COMPARISON:
SWOCC LIBRARY/SWOCC TOTAL**

<u>YEAR</u>	<u>SWOCC TOTAL</u>	<u>LIBRARY</u>	<u>PERCENT</u>
1987/88	6,327,546	243,253	3.844%
1988/89	7,276,606	251,414	3.455%
1989/90	7,644,507	268,473	3.512%
1990/91	\$7,876,235	\$272,692	3.462%

**PERCENTAGE OF TOTAL COLLEGE BUDGET
ALLOCATED TO MEDIA SERVICES**

<u>YEAR</u>	<u>TOTAL BUDGET</u>	<u>MEDIA BUDGET</u>	<u>% ALLOCATED TO MEDIA</u>
1987-88	\$6,327,546	\$98,894	1.6%
1988-89	7,276,606	105,725	1.5%
1989-90	7,644,507	89,670	1.2%
1990-91	7,876,235	90,129	1.1%

LIBRARY ORGANIZATIONAL CHART



LIBRARY STAFF

DORTHA MCCARTHY: Director, Learning Resource Center; BA, West Texas State University, ML, University of Washington; 6 years teaching, 2 years Everett Comm.College Library, 22 years SWOCC Library; annual salary: \$23,542 (55%).

KIRK JONES: Head Librarian; BA, ML, University of Washington; 21 years SWOCC Library; annual salary: \$43,677.

MARY STRICKER: Technical Services Librarian; BA, University of Oregon, MLS, University of Washington; 1 year SWOCC Library; annual salary: \$27,417 (10 month contract).

SHARON TASHJIAN: Reference Librarian; BA, Northern Michigan University, MLS, Wayne State University; librarian for 16 years in medical, academic and public libraries; salary: \$13.62/hr. (28 hr./wk. for 10 months).

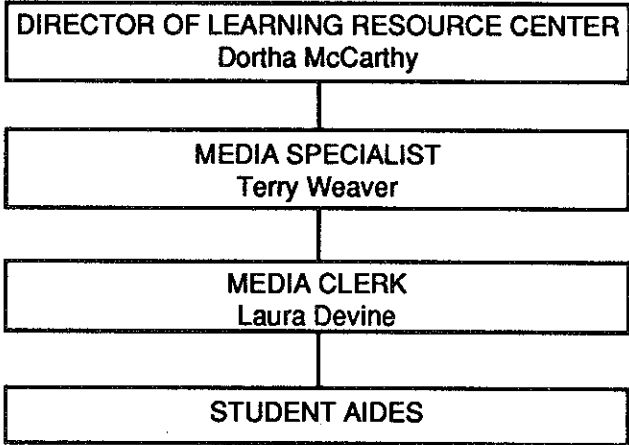
JUDY SWENSON: Library Technician (technical services); BA, Drew University; 2 years library aid, Bandon Public Schools, 11 years SWOCC Library; annual salary: \$17,568.

RUTH THRALL: Library Technician (periodicals); 1 year sec./clerical certificate, working towards AA, SWOCC; 4 years SWOCC Library; annual salary: \$15,750.

SUZY CARSON: Library Technician (circulation/interlibrary loan); working towards AA, SWOCC; 1 year SWOCC Library; annual salary: \$12,821.

KARRY HOVIG: Library Technician (circulation/book repair) working towards AA, SWOCC; 6 months SWOCC Library; salary: \$6.14/hr. for 30 hrs./week.

MEDIA SERVICES ORGANIZATIONAL CHART



MEDIA SERVICES STAFF

DR. TERRY WEAVER: Media Specialist (resume attached), 20+ years in place at SWOCC in Media Services department; newly appointed Director of Instructional Computer Labs at SWOCC. Annual Salary: \$30,323 (71%).

LAURA DEVINE: Media Clerk, three years at SWOCC, the last two and one-half in Media Services; formerly employed by the U.S. Department of Agriculture - Forest Service, approx. five years; four as a Forestry Tech (working with Geological Engineers and Geologists surveying rock quarries, proposed roads and bridges, drafting quarry plans, etc., one as Personnel Clerk. Miscellaneous employment prior to Forest Service positions. Annual salary: \$15,131.

**MEDIA SERVICES
POLICIES AND PROCEDURES FOR DETERMINING
RESOURCE NEEDS**

We do not have a policy and procedures manual for determining resource needs; involvement of faculty and staff in evaluation, and replacement of equipment; use of materials and services by students, faculty and the community; budget preparation; performance evaluation procedures currently in use by the college for evaluation of faculty and staff.

**LEARNING RESOURCE CENTER
SELECTION POLICY**

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

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 (SWOCC).

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.

COOS COOPERATIVE LIBRARY SERVICE

The Coos Cooperative Library Service (CCLS) contract is administered by the College through the Director of the Learning Resources. The Extended Services Office is located on the first floor of Tioga and services public needs for Books-By-Mail, Reference Services Coordination, Van Services, Coos County Jail Services, Home-Bound Services, and Interlibrary Loan Services. The staff consists of a coordinator, three classified staff, and college student workers. See the annual report in the Accreditation Meeting Room for additional information.

V
**EDUCATIONAL
PROGRAM**

V. EDUCATIONAL PROGRAM SELF-STUDY COMMITTEE

Ron Pullen, Steering Committee Liaison

Bob Bower, Chair

Ron Pullen

Terry Weaver

Hunter Fales

Jackie McNeill

Betty Oyler

Cindy Tessman

Ron Stubbs

Patricia Bruneau-Gaber

Barbara Davey

Dortha McCarthy

Jan Newlander

Phill Anderson

Jim Shumake

Elaine Case

Willi Furrer

Sharon Miller

Debra Nicholls

George Elkins

Jerri Bennett-Stillmaker

Ray Daniels

John Hunter

Melanie Schwartz

CHAPTER V

EDUCATIONAL PROGRAM

AIMS

The aims of the educational programs at SWOCC are:

- To provide high quality instruction to individuals seeking transfer degrees, vocational preparatory, and vocational supplementary instruction, as well as adult enrichment;
- To prepare students to achieve their educational, technical, vocational, and personal goals;
- To be responsive to community needs.

CURRENT PRACTICES

The College offers various educational degrees, diplomas, and certificates, as well as a wide selection of both personal enrichment and developmental education classes. Support services are provided to support instruction and to support students in reaching their educational goals. The students current level of functioning is assessed by placement tests, advisors, and faculty so that appropriate levels of instruction are provided. Educational plans are developed for students to help them achieve personal and professional goals. SWOCC faculty and staff are responsive to student needs and strive to meet the ever-changing needs of the community.

ANALYSIS - STRENGTHS

One of the greatest assets of this college is that we are offering educational instruction to the widest possible range of students of varying ages, abilities, educational needs, and desires. With that mission we seem to be doing very well. An asset to the faculty is that having a variety of students makes teaching more diverse and enjoyable.

We have a highly qualified, hard-working, and caring faculty and staff.

Small class size allows the faculty to give more personal attention to each student. A low student/teacher ratio allows more teacher/student contact and a higher quality of instruction. We are concerned that state funding changes may force closed sections/cancelled classes to meet state average cost per FTE.

There is a wide spectrum of support from the community.

Southwestern Oregon Community College has fair facilities in some areas and poor or non-existent in other areas. (See individual reports for details.) The physical plant is well maintained.

Student success with the instruction they received here is evidenced by students who have successfully transferred to four-year schools or who have successfully completed our diploma/certificate or degree programs. We can also see first hand in many instances where we (individually) have made a change or impact in people's lives because of the positive directions they go afterwards.

We make a difference in people's lives.

ANALYSIS - WEAKNESSES

Due to the small size of our college and limited resources, we have not been able to fund the integration of computer technologies into many of our campus programs. Our Title III grant applications have not been successful; yet the campus is hopeful of getting approval on the next attempt. The activities are for campus-wide computer-assisted instruction and a multi-media center. We are also considering alternative methods of funding an integrated lab for computer-assisted instruction in the case that the Title III is not approved.

Computer-based technological integration is desirable in computer-aided graphic design, computer-aided music composition, desktop publishing, multimedia, interactive video implementation in our nursing

program, writing labs, the sciences, and CD-ROM information sources and databases.

We need space and new equipment for earth sciences and performing arts.

Because our LRC periodical and monograph holdings are becoming noticeably dated in many areas, we need to increase our budget in order to have current mathematical materials to use in the classroom.

We also need an increase in our budget for purchasing instructional videos.

There are some discipline areas in which it is very difficult to attract or retain quality faculty because of salary and campus location.

Pay for part-time instructors is perceived by some to be a major weakness. The pay scale actually falls in the medium of part-time rates for Oregon community colleges, based on OCCA statistics. Various factors have led us to hire instructors more than 50 percent of a work load yet continue to recognize that work as part-time.

The goals, purposes and direction of the board, administration, and faculty have not been in sync for a long time. There has been no feeling of family for quite some time, although some changes seem to be happening with the new President beginning his program of awards and communication. The results of the survey about administration might have been very different if it had been done in April or May. The morale had by then greatly improved.

Division structure changed in the past 5 years. This is perceived by some to have been an unproductive change.

We are not doing very well with statistical analysis of our students and how they are doing outside the organization - tracking, analyzing, and follow-up.

We do not have a sufficiently diversified ethnic representation in our faculty and staff.

We don't have enough culturally diverse course offerings.

The college needs work in the area of student retention, especially for second-year students. Our graduation rate appears to be extremely low in the comparison to the number of full-time students. This should be analyzed to determine if this is normal in an institution with our mission or if we need institutional changes to improve the graduation rate.

STRATEGIES FOR DEVELOPMENT

Senate, administration and board need to set in motion a review process for team building. There is an institutional effort to accomplish goals. We are engaged in an institutional process that aims at developing a common vision and which carries out the solution. The President has begun these processes with the Board and the President's Council. Please check the minutes of those meetings when you come to campus.

We need to promote and foster some recent accomplishments on campus. With some past problems concerning a common vision, we now feel that the new President's Council is helping to reaffirm our vision and take planned action when possible. The Administration and Board's decision to accept Phill Anderson as permanent Dean of Instruction strengthens the common vision. The process of self-study introduces us to a process that will be continued. The administration supports training 2 or 3 faculty each year in this valuable review process.

We must begin with mutual respect, trust, honesty, and caring. We need a shared vision.

We must strive for the following:

- Continue to improve our technological ability to reach out to the world community.
- Offer more staff development opportunities for existing faculty.
- Attract faculty and staff from different ethnic backgrounds and continue to infuse our classes with cross-cultural awareness.
- Interact with foreign students.
- Include ethnic and gender issues in the course review process as appropriate.

- Continue to internationalize the curriculum.
- Designate people to advocate for special population groups.
- Conduct student needs assessment before the summer schedule is set.
- Have more collaboration between divisions as far as scheduling and offering classes.

Prior to the development of new degrees, majors or programs, the instructional staff and relevant faculty review offerings elsewhere and do a needs assessment based on both local and state wide information. In the case of a major degree change such as the addition of the AAS degree, national trends are reviewed and the Faculty Senate through the Academic Affairs committee work on developing required general education courses for the degree and faculty in specific disciplines develop core courses to be included in the degree structure. (See documentation on General Education). The general education requirements are voted on by the entire faculty. Once the total curriculum is revised by the discipline area, it is reviewed by Instructional Council.

New majors or programs are developed in response to identified community or state need. The need may be identified through advisory committees, faculty, business/industry, JPTA and/or instructional administrators. Once a need is identified, a survey is conducted. (Pharmacy Tech Survey available in the Accreditation Meeting Room.) If the survey shows a need, then the Guidelines for Oregon Department of Education Review are followed (attached) to put the program together for Instructional Council and Board of Education approval (Board of Education policies #9.002 and 9.006). Once the Board approves the program, it is submitted to the State Department of Education, Community College Division.

Refer to the Board of Education policies for the Board's control and responsibilities of the Office of Instruction. The General Faculty and Faculty Senate Constitution references the role of the General Faculty in educational policy as it relates to curriculum and methods of instruction (p.2 Section 2 - Faculty Responsibility). Through the Academic Affairs Committee of the Senate, matters related to instruction and program planning are reviewed and acted upon. (p.9 Article III, Section 5 C. (1)) Division Chairs take an active role in reviewing curriculum, and providing leadership in investigating the needs and desires of the community in developing new programs as outlined in the Division Chair document. The process for curriculum changes usually comes from faculty in specific disciplines and then is presented to the entire Division. The Division Chair then brings those changes to Instructional Council. After Instructional Council acts on the changes, the Dean forwards the change to the State Department of Education. All degree and diploma programs were studied and modified in 1988-90.

Continuous evaluation of the curriculum occurs in a variety of ways. The curriculum is evaluated on a program by program basis. The State Department of Education does a vocational program evaluation every five years (Evaluation Handbook in Accreditation Meeting Room). An evaluation process utilizing outside business/industry representatives (attached-Validation Team Report Form) has been conducted of several of our programs over the past six years. (The results of the Computer Information Systems program evaluation and the Manufacturing Technology evaluation are in the Accreditation Meeting Room.) This process has also been used to evaluate the Business curriculum and Electronics. The Nursing curriculum is evaluated by the Oregon State Board of Nursing every four years until 1990 when it will go to a ten-year evaluation cycle (See Nursing Program Self-Study Report which will be in Accreditation Meeting Room).

When a new catalog is being assembled, curriculum is looked at carefully for any major changes. Advisory committees are involved in assisting faculty in evaluating the curriculum (Board of Education policy #9.008 and p. 6-7, You're the Key to the Future of Oregon's Workforce). Student input is part of the program evaluation process in a less formal way. However, student evaluations of instructors often lead to identifying changes needed in the course content and may lead to a larger discussion and change. Students are asked to evaluate individual courses periodically. Student evaluation of total curriculum is also done periodically as part of follow-up surveys. Routine follow-up surveys of students have not been done since approximately 1980. There is no formal procedure in place for student input to curriculum modifications. The President of Associated Student Government does sit on Instructional Council and in that respect gets to participate in curriculum issues.

GENERAL EDUCATION

Southwestern Oregon Community College in 1988-90 reviewed its general education policy when it modified and adopted all of its two-year degree programs. Changes to general education were an integral part of the process. In the 1988-89 academic year, the Faculty Senate's Academic Affairs committee was charged with the responsibility of developing recommendations for associate degree programs. These recommendations were forwarded to the Faculty Senate. After the Faculty Senate made its modifications, the degree recommendations were presented to the general faculty. The general faculty reviewed, discussed and modified the proposed degrees and then recommend adoption to the Board of Education.

The Senate's Academic Affairs committee started its work in the fall of 1988. It reviewed the American Association of Community and Junior colleges' "The Associate in Applied Science Degree Policy Statement" April 1986, the Oregon Department of Higher Education for the Associate of Arts Block Transfer Degree, curriculum guide sheets from various four-year schools, the degrees of other two-year institutions within the State of Oregon, various definitions of general education and other documents pertinent to the development of two-year degrees. The Academic Affairs committee then asked different departments to consult with their advisory committees concerning the knowledge and skills that should be part of the degree programs. The Academic Affairs committee then held open hearings at which representatives from different SWOCC programs attended and participated in discussions primarily focused upon general education requirements.

After exhaustive discussions, the Academic Affairs committee recommended to the Faculty Senate two transfer associate degrees (AA and AS) and one degree leading to immediate employment (AAS). As a result of complying with the Oregon State Department of Higher Education's guidelines for block transfer degrees, the Associate in Art degree left little room for electives. After making a few modifications, the Faculty Senate called for a general faculty meeting on 03/08/89. The general faculty in open session discussed, modified and then recommended to the Board of Education the present Associate of Arts degree. In an attempt to be responsive to the needs of engineering and science students, the Associate and Science degree carried specialty designations and required a small number of general education requirements to this general education core. In developing the general education requirements for the Associate in Applied Science degree, the committee thought that twenty to twenty-five percent of any applied science degree should be composed of courses that not only develop students' ability to think, reason, compute and communicate, but also courses that would develop students' civic, consumer, environmental and social responsibilities.

After developing the criteria which would be used to determine which courses would best achieve such development, the committee generated a list of required general education courses. On 05/16/89, the Academic Affairs committee sent the AS and the AAS degree recommendations to the Faculty Senate. Early in the fall of 1989, the Faculty Senate, after its review, asked the Academic Affairs committee to make changes in its original recommendations, and at the end of the fall term the Academic Affairs committee submitted its revised, recommended general education requirements, to the Faculty Senate.

After making some of its own changes, the Faculty Senate recommended to the general faculty the AS and AAS degrees. On 01/02/90, the general faculty in open assembly discussed, modified and recommended to the Board of Education the present AS and AAS degrees. They are in the 1991-92 catalog.

The college has the process and courses functioning to ensure that graduates have the aforementioned skills. A testing instrument and system needs to be designed to evaluate students' mastery of these skills before graduation. These tests could be part of course work or administered separately.

MATH AND SCIENCES DIVISION

Rank is presently honorary at Southwestern Oregon Community College (SWOCC), with no direct ties to salary or promotions. However, most of the Math-Science faculty hold the rank of Professor, indicating that they have a minimum Doctorate and ten years of college teaching experience, or a Master's degree and fifteen years of college teaching experience.

All Math-Science Division faculty are tenured, although as of Spring Quarter 1991 we are recruiting a replacement tenure track chemistry/biology faculty member.

We also have several part-time faculty members with varying levels of experience in the Division. Their pay scale is set by Board policy and is far below a full-time faculty salary, even though both are teaching the same subjects. Job security is non-existent. Two are essentially full time--part time instructors. The Administration/Board of Education is sympathetic, but resistant to remedy of their plight.

Facilities for science laboratories and lecture demonstrations are inadequate.

MATH PROGRAM

AIMS

Each course in the Math Program contributes to the various degree programs as specified in the general education requirements for each degree or program at this institution.

The mathematics department serves the college community by providing a remedial math program, a lower division transfer program to satisfy associate and bachelor degree programs. The mathematics department's role in the institution's general education requirement provides a sound basis for mathematics in all degree and certificate programs on campus.

- Provide the highest quality mathematics instruction.
- Provide basic remedial program as well as transfer offerings for a normal 2-year community college.
- Search for innovative methods for teaching mathematics.
- Provide needs of students who need higher mathematics, mathematics for vocation or application to course work, mathematics for general education.

CURRENT PRACTICES

Associate in Applied Science degree requires mathematics up to MTH95 depending upon the major, plus science and social science.

Associate in Science degree requires mathematics up to MTH 111 (College Algebra) plus science and social science.

Associate in Arts degree requires mathematics up to MTH 111 plus science and social science.

Retention is a high priority to the math program. We have small class size, one-to-one help from the classroom instructors, a professionally staffed math lab (open 25-30 hours per week), and the also tutors. In addition, the math department, with approval of the Financial Aid Committee, can award scholarship money to deserving math students.

The general education requirements are set by the teaching faculty of the college. The requirements seem adequate and are similar to other community colleges in the state.

The number of students planning to major in mathematics has remained constant over the last five years: about 2 to 5 students per year, with an equal number of men and women seeking math degrees. No change in the abilities of the students has been noted over the last five years.

Class records kept by teaching faculty demonstrate the quality and achievement of former students. Many students return to the college and relate their experiences since leaving. Some students send cards or letters. There is no formal follow-up.

There is a general trend in the teaching of mathematics towards more problem solving and open-ended questions. Students are encouraged to use Polya's four-step method for solving and analyzing problems. This naturally leads students to analyze problems, synthesize information and finally make conclusions.

In order to be successful in mathematics today, when students are so involved with problem-solving classroom assignments, they demonstrate growth in reasoning skills every time they complete a classroom assignment.

Some instructors now require students to complete written assignments. This helps students improve their communication skills.

Any student who is in any way successful in mastering mathematics will have growth in reasoning skills, knowledge and objectivity.

There is a one-to-one relationship between course offerings and department objectives.

The mathematics department offers on the average 24 sections of math each quarter. The level of the math offered varies from general math through calculus. These classes are scheduled from 8:00 A.M. through 8:30 P.M. five days per week.

Approximately 21 percent of the mathematics sections offered are lower division transfer.

The college must be careful that removing high-level courses with low enrollment from the schedule does not severely restrict our ability to retain transfer students for two years.

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

All course outlines for math courses were updated spring quarter 1991.

There is the natural inclination of good teachers wanting to provide the best education for their students. All of the instructors in the math department are continually upgrading the course content of the courses they teach.

We need to bring our calculus sequence into step with the rest of the state of Oregon which has six quarters of calculus. This means that we need to add two quarters to our present sequence of MTH 251, 252, 253, 254. We are ready to add the MTH 255 and MTH 256 in the 1991-92 academic year.

The math department has re-ordered the sequence of topics in MTH 253 and 254 for the 1991-92 academic year, so we will cover the material prescribed for these courses in the State Guidelines.

The math department has six computers and two videodisc players in the math lab. There is software available for making interactive video lessons which has been done on a limited basis. The math department uses the limited number of computer systems and software available for classroom demonstrations.

The math faculty requests the library to purchase mathematics-orientated books on a periodical basis, but often find that there is no money available.

The math department has videotapes on reserve in the library for students to check out overnight.

Each tenured instructor is evaluated by peers and the dean of instruction once every three years. Non-tenured instructors are evaluated every year.

NAME	RANK	DEGREES	EXPERIENCE
D. Burdg	Professor	M.S. in Mathematics M.A. in Education	36 yrs. in Education 4 years Naval Aviation
W. McGuire	Associate Professor	M.A. in Mathematics & Physics	10 yrs. Gov'n't Research 13 yrs. in Education
R. Pullen	Assistant Professor	M.A. in Mathematics Education	8 yrs. in Private Business 10 yrs. in Education
A. Toribio	Professor	M.S. in Mathematics	32 yrs. in Education

ANALYSIS - STRENGTHS

We have math faculty who are experienced and have been at the College for as long as 25 years.

Students demonstrate through the course of a year the ability to think critically. Math has a room (Math Lab) set up with scientific calculators, ten graphing calculators, and eight computers. The Math Lab is well attended by regular day-time students and also evening students.

ANALYSIS - WEAKNESSES

Too few full-time math faculty are on staff.

The resources of the math department are tied to resources of the college. Presently, there are no additional classrooms available during certain times of the day. If we are to offer additional sections or new classes, they can only be offered at times not convenient for the students. Many classrooms do not have sufficient chalkboard area. We are severely limited in the area of computer and software resources.

No math instructor has a college-supplied computer in the office.

An increase of a full-time staff would eliminate the need of part-time instructors. If we must use part-time instructors, we need to improve their salaries and benefits. Presently, the math department is 25 percent to 35 percent dependent on part-time help. With the additional sections of developmental math classes and the new class offerings (MTH 105 and two more quarters of calculus), there will be a need for even more full-time math faculty.

We need to bring our calculus sequence into step with the rest of the state of Oregon which has six quarters of calculus. This means that we need to add two quarters to our present sequence of MTH 151, 252, 253, 254. We are ready to add the MTH 255 and MTH 256 in the 1991-92 academic year. We should offer a PLANE GEOMETRY class.

The department needs to develop a technology implementation plan that will eventually place a personal computer on each math instructor's desk linking them to a laser printer over a network and places at least ten more computers and five videodisc players for the math lab.

STRATEGIES FOR DEVELOPMENT

To cope with reduced enrollments in some transfer science offerings, new course delivery systems are under development. Also some offerings are being integrated to enable offering these courses without increasing the number of faculty. As four-year colleges and universities limit their enrollments, we may need additional faculty. An assessment of the current status of and need for personal computer systems especially within the math department is planned. New courses are being developed to meet transfer requirements as those requirements evolve.

Workload level should be reduced from 15 credits per quarter to 12. This would allow time for committee work while still maintaining excellence in instruction and also allow time for development of new teaching strategies.

BIOLOGY PROGRAM

AIMS

The biology courses offered are designed for non-science transfer students in order to satisfy a science sequence, a sophomore course for pre-professional (medicine, dentistry, etc.) and biological science majors, and courses required for the Associate Degree in Nursing. Also, certain non-transfer courses may be offered (i.e. birds of Oregon).

CURRENT PRACTICES

All courses in biology for majors, non-majors and nursing-related courses are now offered. The only

change (based on State of Oregon changes) will be to drop General Zoology and Botany and substitute Introductory Biology (majors course) for 1991-92.

ANALYSIS - STRENGTHS

The few biology and pre-professional students who transfer to four-year schools report that their biology courses at SWOCC prepare them for junior-level biological science courses. Students taking Anatomy and Physiology and Microbiology are mostly seeking a nursing degree. Southwestern Oregon Community College has a very high success rate for these students. All nursing students pass the state boards with high scores.

Students completing any of the biological science courses demonstrate new knowledge of themselves, the biological environment, and scientific methodology. Also, students demonstrate new reasoning abilities based on the test results of classroom tests.

ANALYSIS - WEAKNESSES

All laboratories for the biological sciences are taught in one room. At times this is a problem where multiple setups are required in the same room. The equipment for biology is very limited. Dissection material must be refrigerated, but our refrigerator capacity is limited.

EARTH SCIENCES PROGRAM

AIMS

The role of the Earth Science Program at this college is to offer a diverse set of studies centered around the field of geology. The program seeks to offer prospective transfer students necessary prerequisites for further studies; to offer counsel on relevant curricula and on career opportunities for prospective majors; to offer all students the opportunity for a sound and rigorous preparation in the various concepts, principles, and processes pertinent to their studies; to stimulate creative inquiry and the development of appropriate skills, including those of inductive reasoning; to offer all members of the community an opportunity to increase knowledge, understanding, and enjoyment of an ever-changing and magnificent world; and to bring to the community an awareness of the role of the earth sciences in society.

CURRENT PRACTICES

The Earth Science Program at SWOCC offers a broad array of courses in geology and related disciplines, all of which transfer to four-year schools. The beginning sequence in physical and historical geology (G 201, 202, 203) will satisfy requirements for geology majors, and also for students needing a one-year sequence in science. The one-term course in general geology (G 221) will satisfy a one-term science requirement, and can also be taken for elective credit.

A vigorous program of geologic field trips (G 145: Regional Field Geology) enhances the educational experience, and also offers critical training in field observations for geology majors. These are offered for elective credit in science, as well as for enrichment, to all students at SWOCC, and are also open to all members of the community.

In addition, several related courses are also offered for elective credit in science and for enrichment. Each of these is open to all students at SWOCC, as well as to all members of the community.

Evening courses have been offered in the earth sciences over a period of seventeen years. Further, the variety of courses offered is very broad. In addition, the field trip program provides opportunities for additional credit, often in very useful increments of one or two credits at a time. Again and again, students have obtained the necessary single credit, or perhaps two, for graduation. Arrangements are commonly made for students to complete requirements through this program.

Courses and other offerings for various populations are already in place in the earth sciences. The evening courses and field trips are well-attended by both seniors and singles, and by couples as well and

even, at times, by entire families. The diversity of the program adds to the value for such groups. In addition, slide-and-lecture presentations are given to a wide variety of groups in which seniors participate.

The number of majors in the earth sciences has not changed noticeably over the past five years, nor is there any apparent difference in "quality".

Without exception, each of my students is a person of considerable worth and "quality". Students vary, however, in their abilities, in the manner in which they use those abilities, and in the academic results of their use of their abilities. However, even those students with the poorest academic record have qualities of merit and value. As to the achievements of former students, we have no formal method of making that determination. From time to time, I hear from or about former students, and these reports are generally positive.

In general, students show varying degrees of growth in the areas of problem solving, analyzing, synthesizing and making judgments. The degree of growth varies with the individual, and also varies with the amount of time spent in class and on assignments. Sequence students generally show a greater degree of growth over the period of one year than do students over the period of one term only. Classroom discussion and tests are used to determine these results. The evidence, aside from student response to tests and special assignments, is completely subjective.

The very nature and philosophy of geology demands a very high degree of skill in inductive reasoning, and a very high capability for disciplined, creative, and independent thinking.

ANALYSIS

The continuous offering of 16 different courses in the earth sciences is most certainly justified, even though not all are offered every two years. All courses offered have been developed and taught by only one person. The sequence classes in geology, as well as the single term course in general geology, are taught each year. The other classes, as well as historical geology of the sequence, and the single term course in general geology are offered at the rate of one each term. They have been offered repeatedly throughout the years, but simple arithmetic shows that one teacher can only repeat any single course every 3 or 4 years.

Workshops, as well as slide-and-lecture presentations, have been offered several times in neighboring communities. On occasion, short courses, and even full courses have been offered as well.

Presentations to various groups in the community, and in neighboring communities, as well as on campus, are generally well-attended. They often result in the enrollment of new students in subsequent classes. Many, whose first contact with the college is through a geologic field trip, subsequently enroll in other classes as well.

The wide variety of offerings in the earth sciences, together with the field trip program, enable students to obtain a broad background beyond the first year. Certainly, in view of this objective, adequate facilities and equipment are necessary. If they are realized, then goals of recruitment and retention should be very well met.

Course outlines are always current and complete as is course content. Syllabi-type material is always current and complete. The upgrading of course content is viewed as an integral part of academic obligations, and is undertaken on a more or less continual basis.

STRATEGIES FOR DEVELOPMENT

Detailed goals and results are on file in the Accreditation Meeting Room. The major deficiency needing addressing and pleaded for at each new budget cycle is laboratory space.

CHEMISTRY PROGRAM

AIMS

The Chemistry courses offered are those required by various programs; the aim is to be a service course to other departments.

CURRENT PRACTICES

There are very few majors in chemistry, less than one per year on average. The number and quality of students in chemistry courses varies considerably from year to year, but there are no obvious trends in either quality or number in the last five years.

Knowledge and skills of chemistry students are assessed annually by application of a national standard exam supplied by the American Chemical Society.

ANALYSIS - STRENGTHS

Most of our transfer students in chemistry are visited, or visit us, at least once after leaving SWOCC and in this manner we determine how they are doing. A large proportion of our students in chemistry go into our nursing program. Completion and certification rates for this program are very high.

ANALYSIS - WEAKNESSES

We have no Chemistry for the Curious or other such elective courses. Perhaps we should. Our problem is not being able to offer a sufficient variety of courses and a sufficient number of sections of existing courses.

Course syllabi are current in some cases and do not exist in others. There is a uniform policy on course approvals and outlines, but individual syllabi are left to the professional judgement of the individual instructor.

Lecture facilities are sparse and seating often inappropriate for adults. We lack a lecture facility in chemistry where demonstrations can be done easily. Our class rooms are poorly designed for projection facilities. We have very little display area.

Laboratories in chemistry, biology, and physics are poor. By the standards of the day, we need to evaluate our facilities in terms of preparation and project space, storage space, green house and animal rooms.

STRATEGIES FOR DEVELOPMENT

In addition to ongoing commitments to a quality program supporting a number of curricula, initial talks have been undertaken with local industries to investigate the meeting of their needs in this field.

SOCIOLOGY AND ANTHROPOLOGY PROGRAM

AIMS

The Sociology/Anthropology Program offers courses which meet the sequence requirements for Associate degree programs, transfer students, and occasionally transfer or adult education courses. We try to maintain a high level of academic integrity in all departmental courses.

CURRENT PRACTICES

We are currently offering near minimal coursework in sociology and anthropology. The major constraint is staffing classes; another variable is student demand. We are teaching the cultural anthropology sequence (ANTH 207, 208, 209) on a two- or three-year rotational cycle, and are offering topical courses listed in the current catalog on a rotational basis. During the 90-91 academic year, we

offered two sections of sociology as compared to four sections the preceding year. Since ANTH 103 (Cultural Anthropology) is a course requirement for nursing students, the class was very large this year (90 students). In an effort to represent the Math-Science Division (and the sociology/anthropology department) and to address specific problems such as class scheduling, the formerly full-time sociology/anthropology instructor took on Division Chair duties, thereby reducing the number of sociology and anthropology classes offered. Academic gains and losses have resulted.

ANALYSIS - STRENGTHS

Student enrollment has been fairly consistent over the last decade. We have had sixty to ninety students per term enrolled in sociology and fifteen to twenty-five enrolled in anthropology courses. Over half of the sociology and anthropology students are meeting specific criminal justice, human service or nursing degree requirements. Very few sociology students declare majors while at SWOCC. Generally, each year a few of our former students become sociology majors during upper-division studies. We generally have one to four anthropology majors each year, most of whom transfer to a state college or university to complete their degree requirements at the bachelor's and graduate levels. Several of our former anthropology and sociology majors are now professionally employed within the state.

Sociology and Anthropology are mind-broadening cultural and cross-cultural experiences for our students. Rurally located, many students of various ages and backgrounds gain substantial insights regarding traditional and modern societies. Although of benefit to the terminal Associate Degree student, our courses articulate with sociology and anthropology courses in the state system. Students have experienced minimal problems during transfers and are generally well to excellently prepared for upper-division work. A major strength of the programs is the dedicated, experienced instructor and our excellent part-time instructor.

ANALYSIS - WEAKNESSES

The major weaknesses in our sociology/anthropology program are two fold and common to many departments on campus:

- 1) Instruction: Committees, heavy advising loads, preparation of reports, more committees, and other duties coupled with inadequacies of secretarial help, computers, typewriters and other necessities have severely reduced necessary lecture preparation time, student contact time and time for reading and grading papers to sub-professional levels. Time for professional maintenance and development is near non-existent for some faculty. It has not been uncommon to find faculty attending three to five "necessary" meetings in one day, plus classes. As several key, older faculty members retire or die in the Math-Science Division, they will likely be replaced by either multiple faculty or fading departments.
- 2) Facilities and Equipment:
Sociology: Classrooms are generally adequate except for poor chairs and desks, and enough black boards. Library resources, including journal subscriptions are inadequate. Audio-Visual equipment and media materials are inadequate.

Anthropology: Facilities and equipment are noticeably inadequate. Laboratory and storage facilities, promised twenty-five years ago are still non-existent. Consequently, we are not able to do any field archaeology work, common in most community colleges throughout the state. For majors, this usually postpones field work until after transfer. It would be desirable to teach physical anthropology and archaeology as lab courses, but it is currently impossible. We need an adequately equipped earth science lab - anthropology and geology - with adequate storage and preferably with museum preparation and display areas.

We also need a good deal of necessary equipment such as library books and journals and audio-visual materials. Budgets have not been adequate since the mid-seventies.

STRATEGIES FOR DEVELOPMENT

We are trying to recruit professionally capable part-time faculty to teach some additional courses in sociology and anthropology.

The College has no known plans regarding an earth science lab and equipment needed in sociology and anthropology. A previous Dean of Instruction told us that all we needed was chalk and a blackboard. Hopefully that viewpoint has changed, but experience indicates that motivation for development of necessary teaching facilities will most probably come from community or state levels.

PHYSICS PROGRAM

AIMS

The Physics program offers three levels of physics courses to serve the needs of the college transfer and vocational programs. A three-term calculus-based general physics course is offered for math, engineering, and science majors and a three-term non-calculus-based general physics course is offered for other bachelor degree programs not requiring calculus. A three-term technical physics course is offered to serve vocational programs.

CURRENT PRACTICES

Physics courses meet the standard objectives of the college for both academic and vocational coursework.

Course outlines have been updated as of Spring 1991. The physics faculty member has regularly upgraded course content and methods over the past several years: 1990 - Southern Institute for Faculty Renewal at SOSC for two weeks on instructional improvement, 1989 - Microcomputers for Physics Laboratory Use course at OSU - 1988 - NSF grant for physics lab experiment and simulation development.

ANALYSIS - STRENGTHS

High levels of achievement for Engineering students who have transferred from SWOCC to Oregon State University have been reported.

General Physics students (both levels) are engaged at increasing levels of sophistication in their coursework as they proceed through the three terms of physics. Student growth in the areas of problem solving, analysis, and synthesis are gradually strengthened and their improved performance in these areas is a required to pass the course. General Physics students generally show excellent development over the course of a year in these areas.

General Physics students are required to write laboratory reports that become increasingly comprehensive throughout the year. These reports must clearly and succinctly communicate the nature of the work, the reasoning involved, and an analysis of the results.

The General Physics laboratory work is largely independent student work. The quality of the work reflects the student's values directly. Students who seek the minimum effort find little success in this class. Students practice an approach to projects that is based on their own ideas with a continuous critical reevaluation of their suitability.

ANALYSIS - WEAKNESSES

There has been a significant general decrease in student numbers for all three of the levels of physics taught at SWOCC. Class sizes now are about half of what they were five years ago. It is common now for enrollments in some classes to drop below five students. The quality of the students has generally decreased also. General physics students (both levels) have declined in their ability to do comprehensive analysis and synthesis; they thrive on more narrowly defined problems for which structured methods for solution have been presented. Practical Physics students continue to suffer from inadequate mathematical sophistication.

STRATEGIES FOR DEVELOPMENT

Second year sequences are supported by the administration even with low enrollments. Although enrollments are occasionally low, these physics courses are standard critical elements of the traditional programs offered by the college. More efficient methods of delivery of these courses have been

developed to address the low enrollment issue. For example, the calculus based general physics course is combined with the non-calculus version to eliminate the extra sections. Furthermore, a new individualized format for the vocational course is being developed for trial next year (1991-92).

PSYCHOLOGY PROGRAM

AIM

The psychology program offers psychology courses to met the needs of general education and degree requirements for two year degrees and for transfer to the state colleges and universities.

CURRENT PRACTICES

All of the current offerings in psychology are offered on a regular basis and the classes fill up. Most psychology offerings precisely relate to AA and AAS degree requirements.

ANALYSIS - STRENGTHS

Former SWOCC students returning to visit from various universities typically report that their preparation from SWOCC math, science and social science classes was more than adequate and sometimes even superior to what they feel they would have received in similar courses at their universities. Statistical reports on transfer student G.P.A. 's etc. provided by OSU several years ago supported these student comments.

Growth in reasoning and communication skills are evident from testing, class discussion and writing assignments. Growth in reasoning skills and knowledge are evident from testing, class discussion and writing assignments. Objectivity is of course stressed in math, science and social science classes on our campus.

ANALYSIS - WEAKNESSES

The physical condition of some of the rooms and their equipment in Sitkum need attention. The heater fans are so noisy at times that they dramatically interfere with classroom activities. Some rooms are nearly always 5 to 10 degrees too warm and some are nearly always too cold.

Media services need more and or better VCRs and monitors.

STRATEGIES FOR DEVELOPMENT

We are considering developing new courses in abnormal psychology, drug use, misuse and addiction, and also in scientific methods of social sciences.

PROFESSIONAL/TECHNICAL DIVISIONS

The primary role of the Professional/Technical Divisions is to prepare or update students for specific career objectives. In many cases the objective can be met with terminal vocational courses, certificates, diplomas or degrees. However, the College recognizes that some students will choose to continue their education within their area of interest. These students are advised towards appropriate transfer and other educational opportunities (e.g. on-the-job training, apprenticeship, certification/ licensing, other professional training), and their educational program at SWOCC is tailored accordingly.

The department's objectives are presently realized with a mixed success rate. In all cases, the students are advised of the opportunities within their area of interest. Some programs are successful to the extent students leave the College to enter the employment market prior to completion of their SWOCC program, while other programs train for careers for which there is less demand at the local level. Success for many students is not an AA or AAS degree.

The stated purpose of Southwestern Oregon Community College is "...the education and the development of individuals." The College offers instruction for students who... "will pursue...new employment, (and/or) to upgrade...existing...skills." This, then, is also the purpose(s) of the various departments within the Professional/Technical Division.

Each department of the divisions strive to offer the most complete instruction possible based on the current standards of the industry or profession employing those individuals participating in that instruction.

Advisory committees of persons employed in each industry or profession meet regularly to assist in the continual upgrading of course content, instructional equipment, and applicable facilities.

The College has no "formal" follow-up program. Informal follow-up (e.g. personal contact by instructors and staff, return visits by graduates, consultation with advisory committees, consultation with employers) is conducted to verify the viability of the instruction.

Demands for new programs are scrutinized by knowledgeable industry/professional volunteers to evaluate the need for and content of added programs within the Divisions. Periodic labor market research is conducted to determine the desirability of continuing existing programs.

The Professional/Technical Divisions uses all means at its disposal to assure the continued purposes of Southwestern Oregon Community College in the program offerings.

The Institution's General Education requirements for all Associate of Applied Science degrees are stated in the college catalog. The current General Education requirements were instituted in 1990-91 and were a result of the College trying to comply with standards established by the AACJC Standards were approved by a vote of the Faculty.

Our advisory committees addressed the needs of our graduates and recommended inclusion of reading, writing, speech, math and workplace issues, and our programs have been revised accordingly.

One problem which exists is the list of "Other Approved Courses" which does not include a general business course or a foreign language. There is some dispute among faculty whether this is in the best interest of our students.

The Faculty Senate (1991) was able to change the minimum GPA of 2.5 for major coursework to 2.0. This is important to students who have been out of school for many years and have come to college for re-training and a new career direction.

All programs in our division meet the requirement of at least a majority of one academic year at our college, as noted in the College catalog p.14 General Requirements #5 -- "At least 30 of the last 45 credits must be taken at SWOCC."

Libraries (college and departmental) are used throughout the programs for curriculum support which include journals, magazines, newspapers, and publications specific to each subject area. Due to lack of sufficient funding, there are gaps in the availability of trade magazines, journals and professional publications for specific areas. Publications produced on a monthly basis are exceedingly important with increasingly accelerated technological advancements, yet our library does not have a periodical budget

large enough to provide a sufficient current periodical collection.

Audio-visual media (video, computers and computer projection equipment, slides, photographs, audio tapes, video tapes) are employed by the departments. The college needs a resource area which has CD-ROM database and software for information retrieval of technologically current information. This area would use computers as the interface device for CD-ROM information and software as well as other interactive learning and training. Only one CD-ROM magazine index system is in the library.

The Departments use student evaluations, employer evaluations of students and graduates, and administrative evaluations to evaluate the effectiveness of instruction and the general departments. Additionally, advisory committees give input regarding program content effectiveness and quality of students employed in the community. We also have courses taught by instructors who are working professionals in the community in their specific occupations.

All full-time faculty in our division hold Master's Degrees in their area of expertise, or have at least 10 years of business or industrial experience in their discipline.

A weakness in faculty balance is an over-dependence on part-time faculty. This situation exists due to failure to re-fill full-time positions when faculty retire; or in other cases, programs have grown so that faculty have slowly reached full-time workload even though they are still officially "part-time employees."

Some members of the Division believe that the part-time instructors are not paid on an equitable pay scale for their responsibilities and are not compensated when curriculum development and course development needs are included in assignments. Part-time instructors also have a limited access to staff development opportunities.

The conditions of the welding department are excellent with adequate space available for 20 students in each of the gas and electric arc welding areas. More space is needed for general fabrication work and booths for wire-feed welding processes.

Conditions are good for machine tool courses; about 50 percent of the machines used are 20 years old and need to be replaced.

The CIS curriculum is being taught in classrooms and labs which were not designed for computer equipment or activities. As a result, power supplies, classroom and lab arrangements, and computer display and networking equipment use "jury-rigged." The new effort works, but awkwardly. The program needs to evaluate the whole CIS teaching environment from a fresh perspective.

Fire Science facilities meet minimum standards. Business Program spaces are good, except for facilities being over-crowded. Electronics needs space and the equipment needs to be brought up-to-date. Automotive conditions are good; however, updating of equipment is necessary. Forestry facilities are adequate. Updating equipment would be beneficial. Banking and accounting facilities are adequate.

A restriction on faculty effectiveness is the administration's refusal to split the largest division (16 full-time faculty covering 10 major fields) into two manageable divisions.

1. Historically, division business was handled more efficiently when the division was smaller.
2. Two smaller divisions would allow for more equitable representation campus-wide.
3. Two divisions would allow for less wasted faculty time dealing with issues not pertinent to their program.
4. Two divisions would yield better communication between the faculty and division chair due to the number of personnel/time constraints.
5. Size of division requires individual instructors to perform duties that would normally be handled by a division chair.

A further restriction on faculty effectiveness is the lack of clerical assistance, except for the IMC and some assistance from the Office of Instruction. Too, the part-time faculty evaluation process needs updating and study given to providing the resources for identified weak faculty getting help or somehow getting new personnel.

Budget constraints which affect part-time and full-time faculty resources, materials and supplies purchases, travel and field trip limitations, and equipment purchases should be solved.

MACHINE TOOL TECHNOLOGY PROGRAM

AIMS

The primary objective is to prepare the MTT major for direct employment in industry. The secondary objective is to provide necessary fundamental manufacturing technology information in the form of support courses to the welding and automotive technology majors (MTI, II, and III). Thirdly, we provide non-manufacturing majors and machinists already in the field with retraining and upgrading opportunities. The courses offered in the MTT Program are current with industry standards and follow the guidelines of the advisory committee (potential employers) and, for the majority, are also accepted by four-year colleges which offer manufacturing technology programs (i.e., OIT)

CURRENT PRACTICE

All courses taught are part of the approved curriculum for MTT majors and are required. Not all the courses are full all the time. Second year majors are fewer in numbers, but we do continue the classes even though they are smaller.

The faculty make use of advisory committee members' input and keep up-to-date by communicating with industry and other community colleges in the western U.S. region; reading trade journals and new texts; attending technical conferences and exhibits; attending workshops on educational technology and in the specific discipline areas. All help in keeping current and rejuvenated.

The number of student majors has steadily increased from 5 in 1987 to 14 in 1991. Average age has changed from an estimated 30 to that of 26 years.

ANALYSIS

The general condition of the facility is good; yet, a classroom and computer enclosure could improve the facility. The temporary classroom on the shop floor is not well suited for lectures and location of the computers.

The only available information on follow-up is from local employers or from the "leavers" or "graduates" who stop by. All these reports have been positive. Instructor testing and observations of the progression and performance of individual students are continual, concrete, and very specific. Through discussion we can observe the proper use of newly acquired technical language. Growth is continually demonstrated by the instructors observing the students' sequential planning and appropriate machine setup in the manufacture of assigned projects.

STRATEGIES FOR DEVELOPMENT

To accommodate the changes in the fast-paced manufacturing technology field, the program is upgraded as necessary. Long-range plans, staff needs, and resources are hard to project these days. Initial priorities are to extend lab hours (lab assistant), expand computer machining (CNC) capabilities, begin open entry/open exit enhancement, purchase and use more video instructional media, institutionalize closer cooperation with secondary education and industry, and enhance job placement programs.

ELECTRONICS TECHNOLOGY PROGRAM

AIMS

Courses are selected through a process of industry and employer identification of employment needs. At the present time, all courses offered are required for completion of the two-year Associate of Applied Science degree. As technology changes, course content and/or course offerings will need to be altered to maintain a technically current program.

CURRENT PRACTICES

Courses listed in the catalog have been offered for the last two years. Course syllabi is updated for courses once per term. Uniformity is insured by departmental policy. Regularly scheduled meetings of the electronics advisory committee are held to review courses, quality of students employed and program direction.

The enrollment in the electronics program, as indicated by full-time equivalent counts, varied from a low of 13.65 in the 1987-88 academic year to a high of 28.37 in 1990-91. An informal evaluation by faculty members noted a decline in the quality of the background of entering students, particularly in math skills. Entering students tended to exhibit a higher level of knowledge about and application of prevailing electronic technology including computers, robotics, communications, and consumer and industrial electronics.

The College has no organized follow-up procedure for exiting students. Informal observation by faculty members (through discussions with former students, employers, and advisory committee members) indicates achievement of former students in getting good employment and having success in any advanced training.

The instructors evaluate the application of current technology (computer hardware and software) in problem solving and projects. They also note the perseverance of students to solve problems during projects and troubleshooting and the logical steps they use to analyze and synthesize the problem.

Students work cooperatively on projects and assignments and use tools such as computers (software and hardware) to solve problems. During cooperative work experience the students become familiar with good industry and business practices and customer relations, and each class and lab session demonstrate these traits.

Courses are designed using the course syllabi, catalog description, and course outline as guides. The courses are specifically and precisely related to the objectives in those documents.

ANALYSIS

Faculty for the electronics department will continue to grow to several more positions because of the anticipated requirements of increased training needs with business and industry and on-site training. Coursework in the electronics department also will expand with the number of hours increasing to cover specific subjects and additional coursework under consideration as a result of business and industry recommendations. We expect that qualified part-time faculty will be difficult to recruit because of the location of the area and the salary offered.

The current facility is poor to adequate for 1991-92, but additional facilities will be required for training on specific equipment. Growth in specific specialized training for business and industry will require expansion to weekend and more evening classes.

Our lab equipment and funding for the program is barely sufficient. Basic test equipment is now four years old. Specialized lab equipment and computer hardware and software for second-year classes is insufficient to meet course objectives and to insure experiences in current and newer technologies.

STRATEGIES FOR DEVELOPMENT

Additional funding for specialized staff training will be needed as purchases of lab equipment, computer software and hardware, and audio-visual media are made.

WELDING TECHNOLOGY PROGRAM

AIM

The aim of the Welding Technology program to met the diverse needs of individuals, small business, and large fabrication operations. Needs vary from the general knowledge of welding processes for the home handyman to two-year in-depth training for persons pursuing welding as a vocation. Maintaining

training for persons pursuing welding as a vocation. Maintaining a program current with advancing technology is an ongoing process.

CURRENT PRACTICE

Enrollment in the welding program fluctuates between 15 and 25 FTE from year to year. Currently, the FTE is in excess of 35 due to a special worker re-training program established when a local sawmill closed.

The college has no formal tracking system for graduates, which we consider a great deficiency for the college. The only available information is from informal instructor/graduate/employer contacts. Feedback from these contacts have been positive.

Coursework is structured to provide continuous, progressive student advancement in reasoning, communication, problem solving, knowledge, skills, and values. Instructor testing and observations of the progression and performance of individual students is continual, with positive reinforcement to ensure continuous academic and skill advancement.

The Welding Technology curriculum is constantly reviewed by our advisory committee and course offerings and program requirements are updated with their input to maintain a program consistent with industry needs and current technology.

Currently, the SWOCC catalog lists only a couple of classes that have not been offered within the past year. By keeping these courses in the catalog at this time, we are better able to offer vocational supplementary classes when appropriate and in a timely manner.

Course syllabi are updated each quarter to ensure current information. All course outlines are reviewed annually by the Welding advisory committee with appropriate revisions to maintain appropriate content current with latest technology and trends of the industry.

STRATEGIES FOR DEVELOPMENT

The program must continue to undergo constant evaluation and updating to remain abreast of current technological advances and trends of the industry. The advisory committee is a vital link in this process.

Projected plans are to add Manufacturing Technology into the Welding Shop. This will be phased in as additional coursework at the outset in support to a degree program with that name. The Welding Technology program will be restructured accordingly to incorporate more emphasis on the manufacturing side as appropriate. Currently, our program is fairly evenly split between the fields of Repair and Fabrication. The change to emphasizing manufacturing processes may cause us to place less emphasis on Repair Welding, these decisions will be made with input from the advisory committee as appropriate.

Staffing needs probably will not change dramatically over the next few years. Current staffing is 1.5 full-time instructors dedicated to welding, with about a .5 part-time instructor teaching mostly evening classes. Currently, we are working with industries in the area developing targeted specific training to meet their needs, this could impact staffing needs in the future as these relationships build.

The Welding program has almost outgrown their current facility. More working space is needed, especially in the advanced dealing with fabrication. Many of the welding machines used in the program are in need of replacement due to age and technological advancements of recent years. As emphasis is placed on manufacturing, and to keep up with advancing technology, the need for additional space will increase proportionally. As in almost all other fields, computers are becoming increasingly important to the welding trades. Integration of computer technology will become important in the future, especially as emphasis is placed on manufacturing. Use of semi-automatic welding machines and robots are common in industrial manufacturing, mandating knowledge of this equipment for future employment.

Current facility size and equipment are meeting the needs of our current student population, but with the integration of new technology and to train student with saleable skills for employment throughout the Northwest and into the future, our facilities and equipment will require constant upgrading just as our curriculum does.

AUTOMOTIVE PROGRAM

AIMS

SWOCC automotive course offerings are currently patterned after the Oregon mechanical technology curriculum as well as standards established by the AUTOMOTIVE SERVICE EXCELLENCE certification program.

CURRENT PRACTICE

Course objectives include the development of skills to work safely in the Automotive Repair Shop, control costs and maintain records, and interact with customers.

Knowledge is developed to use shop manuals and reference materials efficiently.

Development of attitudes and values with emphasis on professionalism and an ethical approach to repairs is stressed.

The automotive curriculum is constantly being reviewed by our advisory committee and course offerings are being modified to meet the community needs.

Currently, the SWOCC catalog lists many automotive classes that have not been offered in many years. In recent years we have offered those classes in the two-year curriculum with little elective offerings in our program. However, as the program grows we will be in a better position to offer vocational supplementary classes. For this reason, the current catalog offerings should remain.

Two years ago all vocational course syllabi were revised and submitted for inclusion in the Office of Instruction. Automotive instructors are constantly revising their class outlines to meet the rapid changes in our industry.

ANALYSIS

The automotive department has experienced declining enrollment numbers. This is a nation-wide trend. However, during the past three years, we have seen a slow increase in the number of students enrolling in automotive classes. The quality of students is also slowly improving. FTE has increased from 9.1 in 1988-89 to 14.9 in 1990-91, an increase of 39 percent.

The College lacks a formal tracking system for former students. Accurate numbers are not available. However, in an informal telephone survey, we found that during the past three years, 14 of 50 students (28%) who have taken automotive classes are currently working in the area in automotive jobs.

With the advent of the increasing complexity of the automobile, the fact that today's students are succeeding in our classes is evidence that student capacities and skills are growing. We teach students these reasoning skills needed to succeed. Integrity and objectivity skills are taught and are demonstrated by the increased professionalism and emphasis on formal certification exams in the field.

STRATEGIES FOR DEVELOPMENT

Automotive plans and resources need to grow as student enrollment growth will allow. There is a continuing need to upgrade equipment to meet the demands of ever changing technology. In the long term, changes in the building and parking lot need to be considered.

In the short term, major equipment purchases should include air conditioning recycling equipment, an engine analyzer, computerized 4-wheel alignment equipment, 4-wheel alignment rack, tire machine, computerized service bulletin library, and electronic training modules. Realistically, a capital expenditure of \$75,000 to \$100,000 would be considered over the next ten years. As the program grows, a second full-time faculty should also be considered.

FIRE SCIENCE PROGRAM

AIMS

The objectives of the Fire Science program are to provide the student with the most comprehensive training program available in a limited time frame. The result is an individual who not only understands the values of the job but also practices the judgement and skills which are required in the position. With this starting point, a continual evaluation is conducted to provide the employer with information on progress of each employee.

CURRENT PRACTICES

The quality of the students entering the fire science field has not changed dramatically over the last five years. Students enrolling are graduates from high schools, unemployed, and veterans. Student enrollment in the full-time program has decreased in numbers for the past few years, from a count of 6 to current number of two.

We have a training program for paid and volunteer fire fighters.

Evaluation of students is through practical skills and academic testing within each agency not only to maintain proficiency but to promote advancement in the department. Ninety percent of graduates are working in a fire department. Students receive on-the-job training and enroll in career development courses to increase their ability to solve problems, analyze, synthesize or make judgments. Evaluation instruments allow for mounting growth. Placement is dependent on progress.

The Fire Science Program is based on the philosophy that the college and students meet the needs of the fire service agencies through approved training and education programs. To accomplish this task, programs are with state agencies, fire service agencies, OSHA, Federal fire agencies, and by the college's fire science advisory committee, and also those established by the career tech division, Fire Science Advisory Committee, and State of Oregon Fire Marshall. We strive to relate to the college's objective to prepare or retrain students for specific career objectives.

Courses are changed regularly based on State and Federal standards. We do not anticipate a need to discontinue any courses.

Many of the fire science courses listed are presented in a two year cycle. Sixty-eight out of eighty-eight courses have not been offered in the past two years due to no interest, class enrollment, limited Cadre, and needs.

Course syllabi for Fire Science are required for each course in both Vocational Supplemental and vocational preparatory programs and are filed with the program coordinator and with the Office of Instruction for instructional review. Syllabi are reviewed and updated continually as new requirements from the fire agencies are presented. Before syllabi are approved, they are reviewed by the Advisory Committee, Instructional Council, and State and Federal Wildland agencies.

The Fire Science Program also provides both occupational supplemental and occupational preparation programs. Currently our occupational supplemental program provides training to approximately 450 students per term who represent Rural Fire Districts, city, state, and federal agencies throughout Southwestern Oregon. The occupational preparation guidelines on class size requires a minimum number of students per class. Our student enrollment does not meet the minimum requirements, which results in reduced class offerings. Again, we are mainly a occupations supplemental training facility.

Fire Science is an instructional program in the Professional/Technical Division. The Coordinator reports to the Associate Dean of Extended Learning.

FOREST TECHNOLOGY PROGRAM

AIMS

Our present goal is to maintain the program as it is set up structurally at this time, keeping abreast of new technology as it develops. We look towards a natural resources orientation in the next few years with emphasis given to both recreation and wildlife.

CURRENT PRACTICES

Our program is structured toward a balance between classroom and practical field experiences. Students are given a broad overview of forestry from regional to national to international.

ANALYSIS - STRENGTHS

Our greatest strengths are the diversity and professional expertise of our faculty and the excellent cooperation of our Advisory Committee and members of our community.

Our excellent location geographically can offer students a wide variety of field experiences. With our excellent cooperation from both government and industry, our students are able to benefit from experts in the field who willingly give of their time and knowledge.

The courses offered are related to objectives and are reviewed annually by our Advisory Committee. Courses which no longer apply are deleted, and new courses are added periodically.

Our administration requires course outlines and syllabi to be current and complete.

ANALYSIS - WEAKNESSES

Our biggest weakness is budget constraints of not being able to purchase new, expensive surveying equipment to outfit all our students. We have a serious problem in relying on part-time (off-campus) faculty. We never know from one term to the next whether we can count on their returning. Our part-time people are also poorly paid, and it is their dedication rather than the monetary compensation which keeps them at the College.

STRATEGIES FOR DEVELOPMENT

Hopefully, the Forest Technology Program will continue to provide the educational opportunities it has for students over the past twenty years. Its direction may shift towards natural resources in a broader perspective as we find our whole society has shifted. We and the spotted owl will both survive because society needs forests for both products and recreation.

Students will have to be more technologically competent in the future to manage our forests more intensively and with greater skill.

We have noted a slight increase in the quality of students in our program. I believe that their math skills have improved to some degree. In the past five years, student quality has increased. Our age level is higher. These students are more serious and have better backgrounds in computers

In 1986-87, our FTE count in Forestry was 22.86 and it has increased to 29.59 in 1990-91. The quality of the students has increased because many more students have come into our program with background experience in computer technology as well as basic math skills.

Although the college does not have a formal tracking system at this time, we hear from many of our graduates who remain in the local area and gain meaningful employment. Currently employers call us searching for qualified students to employ. We actively assist students in finding career opportunities.

Our students have obtained meaningful positions with both government and private industry. The responsibilities given our graduates reflect the confidence employers have in them.

Students learn that the only way to defend a particular side is through effective communication with reasonable alternatives. Their evaluations of Environmental Analysis Reports produced by the Forest Service is a good example of general education and communication skills needed and taught.

Our courses are related precisely to the objectives of the course as well as those of the department and college. Courses follow the course outline which has stated objectives and we meet those objectives both in lecture and lab. We meet college objects (for instance, Goal No. 2) by reviewing curriculum offerings with our Advisory Committee on an annual basis. Our committee reviews and updates course outlines.

We meet Goal number 6 by keeping our students abreast of new technologies in surveying, such as GIS (Geographic Information Systems) and GPS (Global Positioning Systems), as well as AutoCAD (Computer-Assisted Drafting). This high-tech equipment often forces the students to utilize reasoning skills. The student work on lab projects on teams where integrity is an integral part of the lab assignment.

We are connected to a statewide consortium in forestry to keep students updated with the latest technologies and we share both hardware and software.

We do not have courses of "limited appeal" at this time because students must take the courses outlined in the program. Students do not have the opportunity to choose between two courses with similar objectives where one would have more appeal over the other. We have very lean offerings.

We do not have students trying to avoid any particular course in the core curriculum. We have one course, "Log Scaling and Grading" which we offer only when there is a demand for it by the community. This demand is often on a cycle of more than every two years. The last time it was offered we had thirty-six registered students.

There is also a problem sometimes of finding a qualified part-time instructor and paying them an adequate salary to make their efforts worthwhile. Therefore, some courses, although popular and not required for the curriculum, are not always offered because we do not have qualified instructors.

The Forestry Technology Program will continue to operate with one full time and six part-time instructors for the foreseeable future. The program is also part of a statewide consortium to keep abreast of changing technology. Meetings of a regional nature are held throughout the school year to upgrade instructors in new technological advances. The program is developing an international exchange program which began in 1988 and is expanding every year. In 1990, we received twelve german students for seven weeks; and in 1991, nine students will go to Germany to study for four weeks. In 1992, ten students from Germany will come here for four weeks.

Presently, one of our more pressing needs is more reliable van transportation. If we had more GPS Pathfinders in our surveying equipment, more students could have hands-on experience. We hope we can achieve this through vocational grant funds.

BANKING AND FINANCE PROGRAM

AIMS

The two-year program improves and supplements the skills of those who are already in the banking profession. In addition, it prepares students for entry level positions in the banking field.

The certificate provides the basic foundation for people who are working or are planning to work in the field of banking, insurance, real estate or investments.

CURRENT PRACTICE

The two-year program is designed to improve and supplement the skills of employees in the banking profession. The Professional Certificate provides financial planning skills for bankers, insurance agents and real estate agents.

The students are full-time employees who must use these skills on the job on a daily basis. The analysis of case studies teaches the students to think critically and to solve problems. The AAS degree does require courses in Writing and Speech in order to improve the communication skills.

The American Institute of Banking courses and the working experience insure the banking skills and

banking knowledge of the students. These courses stress also the professional ethics of the banking profession. Most students are long-term employees of local banks. The long-term employment record of the students indicates that they are highly qualified.

The AAS program was revised two years ago. SWOCC has a good relationship with the local chapter of the American Institute of Banking (AIB). Both parties work closely together in order to meet the needs of the local banks.

The certificate was introduced two years ago. It meets some needs of the working professionals in the area of banking, insurance, real estate or investments. It emphasizes financial planning. The AIB courses are taught by part-time instructors.

FTE Data for the AAS program and the certificate:

1986-87:	3.12	1987-88:	3.01
1988-89:	1.46	1989-90:	2.15
1990-91:	5.09		

The courses are precisely related to the objectives are offered according to the needs of the local banking community. Not all courses have been offered in the past two years. A list of these is in the Accreditation Meeting Room. The college and the banking community do evaluate the courses on a regular basis.

The course syllabi are current and complete. Most banking courses are not transferrable. Books, periodicals and videos are available for classroom or individuals use. Full-time instructors are being evaluated on a regular basis. The banking courses are being taught by banking professionals who teach on a part-time basis and evaluation varies for part-time faculty. The physical conditions are adequate. At the current time, no changes are required in the program. The future of this program depends on the health of the local banking community. At the present time, the banks have an experienced work force with a relatively small need and desire for professional education. The program will offer more short-term seminars and workshops and less regular courses in order to accommodate the need of the local bankers.

ANALYSIS - STRENGTHS

The two-year program provides a general education, a general business education and at least eight (8) courses in Banking. The certificate provides a basic introduction to investment and finance.

We have a good relationship with the local banking community; and, according to the Advisory Committee, we serve the needs of the local banks.

ANALYSIS - WEAKNESSES

The AIB courses are not offered on a regular basis. Thus, it is very difficult for regular students to complete the two-year program. All banking courses are taught by part-time instructors. The programs serve the needs of the bankers, but the other areas of finance have not been addressed yet.

STRATEGIES FOR DEVELOPMENT

In order to be successful with the programs of Banking, we have to continue to work closely with the local chapter of the American Institute of Banking. In addition, we must provide a program that can be completed by a regular student in two years. Other courses must also be introduced to teach other courses in the area of finance besides the American Institute of Banking courses.

COMPUTER INFORMATION SYSTEMS (CIS) PROGRAM

AIMS

The CIS curriculum is undergoing a major revision. All courses, course outlines, course syllabi, and other materials are being reviewed and rewritten, as necessary. The major portion of this project will be complete by Fall 1991.

The revised curriculum has the intent of meeting the primary Career Tech role, which is to prepare or retrain students for specific career objectives. The success of the revised curriculum is yet to be tested.

CURRENT PRACTICES AND ANALYSIS

Most students taking courses within the CIS area are from other disciplines. The 12 CIS majors are a mixed group. Most declare a major in CIS without understanding the discipline, and most simply wish to "work with computers". Many choose, or are advised, to pursue more general business interests with CIS courses to support various business activities. The students who remain fall into two categories: the probable transfer student and the terminal degree student.

It is difficult to determine the evidence of student growth for we have no formal follow-up. Most transfer students are completing their degree requirements at distant schools. Their progress indicates at least some growth. The terminal degree student who remains in the local economy has been less successful in getting jobs. The CIS program is undergoing revision to ensure greater success for these students by contacting employers and using the advisory committee to help shape the revisions.

Students demonstrate growth through increasingly difficult assignments, work as computer lab assistants, and increasing job experience and responsibilities through cooperative work experiences.

Integrity and objectivity are demonstrated through student's lab experiences. Students must deal constantly with shared work and the easy opportunity to pirate software.

The CIS curriculum is being taught in classrooms and labs which were not designed for computer equipment or activities. As a result, power supplies, classroom and lab arrangements, and computer display and networking equipment is "jury-rigged". The net effort works, but awkwardly. The program needs to evaluate the whole CIS teaching environment from a fresh perspective.

STRATEGIES FOR DEVELOPMENT

The CIS curriculum and faculty needs to interface with Office Automation and short-term industry training curriculum and faculty. In this fast-moving discipline it is difficult to find the time to connect with our colleagues. We also need a way to ensure technical currency for our faculty and facilities.

The short-term requirements are sufficient with two (one on-board, and one position expected to be filled by September 1991). We also need to maintain a pool of active, technically current part-time instructors.

Classroom and lab facilities must be evaluated according to their use, and sufficient computing equipment made available to the students. Portable and stationary computing and display equipment must be sufficient to the teaching load. Instructors must be provided access to new technology and software.

MANAGEMENT AND SUPERVISORY TRAINING PROGRAM

AIMS

The aims of the programs are spelled out in the catalog. The AAS program is designed to provide the necessary basic skills for present and future supervisors. It includes a general education, a general business education and the necessary courses in Supervision.

The Professional Certificate in Supervision prepares students for positions in supervision by providing them with the basic skills in Supervision.

CURRENT PRACTICE

The AAS program was revised three years ago. The new academic requirements are much stronger. The Professional Certificate in Supervision was introduced three years ago in order to provide management skills for working adults. It is a viable program.

FTE DATA for the AAS program and the Certificate:

1986-87:	1.39
1987-88:	3.44
1988-89:	2.61
1989-90:	1.06
1990-91:	2.47

In the last couple of years, the management courses in these two programs have been taught by different part-time instructors. This fact makes it very difficult to get informal data and to make quality comparisons of students. In general, one can state that a diversified group of students is enrolled in these two programs. They range from night students with full-time jobs to "regular" full-time students. The AAS in Management and Supervisory Training was revised three years ago. The quality of students has increased with the tougher academic requirements of the revised program.

Official data about the quality and the achievement of former students does not exist. The programs don't have full-time instructors who teach the core courses in management and supervision. Changes in the local business community make it more difficult for students to find jobs as first-line managers.

Since the AAS degree has general education requirements, students learn to think critically and to solve problems. Some of the core courses include the analysis of case studies. The students are required to analyze problems, to solve problems and to consider the consequences of their solutions.

All students are required to take courses in Speech and Writing in order to improve their communication skills. In addition, the use of case studies improves the reasoning skills of students.

In order to complete courses in Speech, Writing, and Principles of Management/Supervision, students are required to demonstrate their ability in reasoning and their knowledge in the specific subjects. They also learn that a good supervisor values fairness, integrity and objectivity.

The courses are precisely related to the objectives. Yet the small size of the program (only four courses) does not offer enough courses that deal with the objectives from different angles. All four courses are part of the program requirements. All required courses are being offered once a year. The course syllabi are current and complete. Books, periodicals and videos are available to improve the learning process. The physical conditions are adequate.

Instructors are being evaluated on a regular basis. In addition, they are encouraged to attend workshops and conferences in order to keep current in their area of expertise. The core courses in this program are taught by part-time faculty members. The changes in the local business community require fewer supervisors. These facts and financial constraints may lead to the elimination of the two-year program. But the Professional Certificate should be improved under the leadership of a full-time instructor.

ANALYSIS - STRENGTHS

The two-year program has three strong components. It provides a good general education, a general business education and the basic courses in Supervisory Training. The Professional Certificate provides the basic skills in supervision. Both programs provide a great benefit to the local business community.

ANALYSIS - WEAKNESSES

Both programs have no full-time instructors for the core courses in Supervisory Training. It is very difficult to find part-time instructors in this area who are qualified and dedicated enough to teach these course.

STRATEGIES FOR DEVELOPMENT

In order to provide quality education, it is important that a full-time instructor teaches the core courses in Supervision. The full-time instructor should have enough time in order to work closely with the local business community.

GENERAL SECRETARY PROGRAM

AIM

Our objective is to make students employable in the workplace. Our courses are specifically designed to make students vocationally ready for work.

CURRENT PRACTICES

All courses in this major have good enrollment and are directly related to the goal of making the student employable upon graduation.

All courses in this major are offered each year. Many of the courses, because of high enrollment, are offered more than once each year. All course syllabi are current and complete. All courses are constantly monitored and upgraded to assure that course content is current.

ANALYSIS

The last five years have seen a dramatic fluctuation in majors:

Year	No. of Majors
86-87	78
87-88	91
88-89	79
89-90	55
90-91	33

There are no significant changes in students noted now as compared to five years ago. Because SWOCC has not had a follow-up survey in this major, there is no "hard" evidence (statistics) to determine what happens to all our General Secretary majors. However, what is known is that many General Secretary majors get jobs (sometimes before graduation) and their ability to keep the job attests to their ability to do the work required by their employers. Generally, employers participating in the Cooperative Work Experience program are pleased with the product SWOCC is turning out in this major, and many employers hire our students after the work experience is finished.

The College does not have a tracking system; but in discussions with employers or advisory committee, and phone calls with employers and students, we are pleased with the product we are turning out of this institution.

Our students are better prepared now than five years ago because we have kept abreast of the changes in equipment and software currently used by community employers.

All courses are directly related to the objective of assuring a well-rounded education for students in this major.

STRATEGIES FOR DEVELOPMENT

The ten-year goal of the Office Occupations Department is to continue to provide the business community with qualified workers. To do this, the department will keep abreast of the latest technological advances and make changes when necessary.

A Simulated Office Occupations Class would be a desirable addition to the present curriculum.

BUSINESS MANAGEMENT-ACCOUNTING and OFFICE MANAGEMENT

CURRENT PRACTICES AND ANALYSIS

The number of student majors over the last five years has remained about the same with the exception of last year (1990-91) when there were 22 people in the second year class. The quality of the student has remained about the same or perhaps a little stronger.

The best evidence of achievement is that our students go on to perform well as students when they transfer to the University and on the job after completing their education her or after graduation from a four-year school. For example, four of our former students are practicing CPAs in Coos Bay and others are practicing in other areas. All studies are informal, yet accurate and numerous for former students seem to keep in touch.

As students move to the more advanced classes, such as the third term of Principles of Accounting III, Accounting Process, and Intermediate Accounting they are required to more independent work and problem solving. Also, the accounting lab is staffed by second year accounting students, who must be able to explain accounting concepts to their less experienced peers, so we are thus helping them develop more ability in solving problems, analyzing, synthesizing and making judgments.

A high percentage of accounting majors are honor roll students and/or are members of Phi Theta Kappa.

As for evidence to demonstrate student growth in reasoning skills and knowledge, and as to such values as integrity and objectivity, our accounting majors are required to take twelve credits of transfer-level writing courses plus speech. The students tend to do well in these courses indicating an ability to reason and communicate. It is a general observation that our students are ethical people as students and carry this on into their careers. The objectives include the need for the ability to write, compute, and know something about our society, as well as knowledge about business and accounting.

We continually adjust and update the curriculum. It is possible that one of the income tax classes may need to be eliminated, but that decision needs to be made after the winter term, 1992.

All classes listed under accounting and bookkeeping in the catalog have been offered in the last two years.

BA 213, Principles of Accounting III will need to be updated slightly to reflect the adoption of the next edition of the text and Principles of Accounting I and II will need to be updated as soon as a new adoption is made later this term. All other course syllabi are current and complete.

At this time accounting classes are adequately covered by two full-time accounting instructors and two part-time instructors. The two part-time instructors teach only in specialized areas. The concern is that there is no backup. If one of the two full-time instructors needs to attend a conference or is ill there is no backup. It may be important to hire a faculty member who can teach accounting on a full-time basis or can teach some accounting courses as well as other courses or find qualified part-time faculty to fill in.

STRATEGIES FOR DEVELOPMENT

Our facilities are poor to adequate. At the present time the accounting lab is housed on the fifth floor of Tioga. This works reasonably well; however, it would be desirable for this activity to be in the same area as the math, writing, and individual tutoring labs on fourth floor of Tioga.

The curriculum in these programs needs to be continually updated to reflect the impact of technology on the electronic office.

Our equipment needs include updating of computer equipment on a regular basis and also computer/accounting labs or computers that can be transported to the classroom for "what if" type problems.

The number of students in Business Management areas in the last five years, stated in terms of full-time equivalency (FTE) are:

DISCIPLINE	86-87	87-88	88-89	89-90	90-91
Acc't & Bookkeeping	59.44	55.67	54.78	58.44	50.51
Banking & Finance	3.12	3.01	1.46	2.15	5.09
C.I.S.	58.24	60.40	73.26	68.74	66.40

ARTS AND HUMANITIES DIVISION

The Division has a dedicated, well-qualified senior faculty who are very oriented to student needs. A strong, yet small educational program is offered by these programs.

The hiring process for full-time faculty is now based on a job description. The process for hiring part-time faculty needs further development. The evaluation of the criteria currently used is premature based on the newness of the Affirmative Action and Board policies used. The division recommends exit questionnaires be developed to poll prospective faculty members who have gone through the selection process.

The division recommends that consideration be given towards educational increments for credits taken on this campus.

Moving into the nineties, we must be innovative with course and program development.

Retention at SWOCC needs to be defined. Are we retaining if the student stays one year, two years, three years, etc? Retention is a college-wide issue. Faculty doing their jobs well is a primary retention tool. SWOCC since 1985 has also had a problem with faculty retention which is gaining in seriousness in the 90's.

FOREIGN LANGUAGE PROGRAM

AIMS

The department's role in the educational program is to offer transfer level classes in at least two foreign languages and to offer non-transfer conversational classes chosen by the interests of the community and availability of teachers. We also aim not only develop communications skills but also to increase cultural awareness.

The courses offered by the department meet the objectives of developing communication skills and of increasing cultural awareness.

CURRENT PRACTICES

We are currently offering first year transfer courses in Spanish, French and Japanese; however, this year we are offering no second year classes. We plan to offer second year Spanish and French next year because so many of our transfer students are required to have two years of foreign language. Presently, we offer Spanish and Japanese at three levels. Also Conversational Norwegian has been offered several times.

Language courses are allowed as an elective in current two year programs. Most four year baccalaureate programs require two years of a foreign language, and so we offer both first and second year courses in French and Spanish when there are enough students to make a class.

We have only three to five foreign language majors usually. We have no information other than occasional personal contact with graduates. This contact indicates that our students are usually adequately prepared.

Student ability to analyze is evident in testing of student's listening and reading comprehension. Student ability to synthesize is revealed in their speaking and writing skills. Problem solving is evident in the student's ability to decode and encode the language. Student growth in communicating is revealed in classroom interaction and in reading and writing assignments. Classroom activities offer the student the opportunity to increase their knowledge about foreign countries and their cultures. Oral, aural and written testing provides information about the student's knowledge of the language.

In the 1990-91 school year, the Dean of Instruction cancelled French II because of low enrollment (only two signed up). Spanish II was not offered because there was no teacher who was prepared to teach it. We hope to reinstate both of these classes in 1991-92.

The department is committed to offering second-year courses in Spanish and French on at least a biennial basis in order to provide our transfer students with the language credits they need. Furthermore, our general education requirements state that only second year language classes count towards the Associate of Arts degrees (page 35 in SWOCC catalog). Therefore, we should be committed to offering second year courses even if enrollments are low.

Conversational language classes such as Norwegian and Japanese are offered only when a sufficient number of students enroll in a class.

All of the foreign language courses in the catalog have been taught in the last two years, except Conversational French, which has not been offered because there has not been a qualified teacher available. We are presently searching for an instructor again. In addition to the offerings in the catalog, we have taught Conversational Norwegian and a transfer EDNET Japanese I course. These should be added to the catalog.

This self-study caused us to check into the course syllabi, and we discovered that it has been several years since they were updated. We have set a date for a meeting of language teachers to begin revising all course syllabi. Teachers are encouraged to upgrade course content through reviewing new textbooks, attending teaching methods conferences and workshops and incorporating current events in foreign countries into class discussion when appropriate.

Methods in the classroom include activities to develop reading, writing, listening and speaking skills in the target language. These methods vary from the use of drills, written exercises, workbooks, oral dialogues, oral work in pairs and groups, visuals, flash cards, games, songs, overhead transparencies, puzzles, poetry, maps, short stories, videos and audio cassette tapes. The French and Spanish professors attended a workshop on classroom methods using the accelerated learning techniques in language acquisition developed by the Bulgarian expert in rapid language acquisition, Dr. Lozanov. Both professors have since used some of these innovative techniques such as color, movement and music in their classrooms. These innovations have been exciting to both teachers and students, and both professors plan to add new activities to next year's classes.

The library, media and special aids that are available for the improvement of teaching are in a fairly sorry state now due to decades of low budgeting for instructional materials and supplies; the entire budget for all six or seven classes is \$200 a year. This is abysmally inadequate. It needs to be increased as soon as possible. We need videos, audio cassette tapes, games, puzzles, maps, visuals, regalia, books of proverbs and short stories, etc.

The library holdings also need to be increased. We need to resubscribe to the French newspaper and order a Mexican newspaper. We need more books written in the target language. At present the catalog system in the library makes it difficult to find books on French culture and language.

ANALYSIS

At present there are no effective evaluations of instructors. This is largely a result of the language courses being taught by part time employees none of whom had the knowledge or authority to organize a system. We plan to initiate an evaluation program in the fall.

All conversational courses are taught by native speakers; we believe that this is a strength in that specialty. Our transfer courses are taught by people with degrees in the target language who also have many years of teaching experience at the college level.

There has been a problem at SWOCC for several years in keeping a Spanish professor. Because the position is only part time and because wages are low, there has been a constant turnover with the threat and the actuality of being unable to hire anyone or of having to hire poorly qualified teachers, a persistent problem with rural schools. We have recently hired a qualified teacher who is committed to long-term teaching at SWOCC and hope this will alleviate this problem.

We are fortunate in having permanent residents to teach transfer French and our conversational courses.

The only language teacher who has an adequate room is the French teacher who has her own room for her French and ESL classes. She is able to decorate it with maps and posters. However, the transfer

Spanish teacher needs a specific room which can be decorated with posters and regalia which can be left up. This would increase the use of color and visuals. The room should include a lockable cupboard for storage of games, visuals, plastic food, puzzles, a keyboard and tape recorder. These items are very awkward and difficult to move into and out of a typical classroom. The space should be flexible enough and large enough for the class to sit on the floor or to move around in games.

Lozanov has shown the value of relaxation, imagination and fun in language acquisition. The traditional environment of crowded straight rows of chairs does not encourage relaxation, or the use of color and movement.

The conversational classes need a similar environment for the same reasons. With proper scheduling the same room could provide an international atmosphere for most or all of the language classes.

Presently, we have not been functioning as a department. Again, this has been true largely because we have only had part time teachers in the program. Now the Spanish teacher is full-time and the French teacher is part-time/full-time and both attend department meetings schedule permitting. This year the French teacher worked with the Dean of Instruction and the conversational language teachers to discuss criteria and competency standards for Level I, Level II, and Level III courses. These meetings were very helpful, and we plan to meet in the fall as a foreign language department. We also plan to see that part-time faculty members receive notification of Arts and Humanities meetings.

STRATEGIES FOR DEVELOPMENT

We will lobby to reinstate French II and Spanish II and to increase the budget for instructional materials and supplies and more books, videos, newspapers, and cassettes in the library. Participation in division meetings will be a goal. We will lobby for an informal spacious room for Spanish and conversational language classes with an adult seating environment.

ENGLISH PROGRAM

AIMS

Our department has been charged with the primary responsibility for teaching editing and composing skills in language arts. In an attempt to meet this charge, we offer a full array of writing classes from Basic Skills to Advanced Composition. However, there are presently too many students turned away from remedial classes because of closed classes. Although language arts has always been important, the incoming information age underscores the need for development of those skills. In addition, our department is responsible for teaching a variety of literature courses and an introduction to philosophy class. We believe that the humanities' literary and philosophical tradition provides the sustained imaginative involvements in the experience of others which allows students to come into contact with the best that's been written and thought, and with other cultures and perspectives.

CURRENT PRACTICES AND ANALYSIS

Unfortunately, we have had to cut our Survey of American Literature course and Shakespeare because of budget cuts and low enrollment. The department, therefore, has eliminated every 200 level literature course and an opportunity to learn about our American literary heritage. We believe that we must reinstate these courses as soon as possible in order to have an adequate and legitimate literature program at SWOCC.

We do not have many English and journalism majors and have no longer a code to use in registration. In the past five years only three people called themselves majors.

Every degree presently requires coursework in writing. We offer a full array of courses from 0.525 Sentence Fundamentals to Advanced Composition. We are concerned about the low level of requirements and inconsistency in some AAS programs. Our department believes the study of literature is essential for a student to become educated. At present there are some degree programs which do not require any literature. In keeping with our belief in the importance of literature, all of our AA degree

students must take a sequence of literature. The AS requires at least 9 credits of humanities, which may be literature or other humanities courses. We believe that there should be a literature requirement for all majors.

We frequently have contact with our graduates who tell us they have done well at four-year colleges and in their careers. We feel that a more formal study of SWOCC graduates in their academic careers would be helpful to us; it could be done by the Career Counseling Center.

We use these criteria (to solve problems, to analyze, to synthesize and to make judgments, and to reason and to communicate) for evaluation in Composition and literature classes. The Composition sequence ensures an evaluation of the student's growth according to these criteria.

Coursework in WR 122 and WR 123 provides evidence of student growth or lack of growth in reasoning skills and knowledge and in such values as integrity and objectivity. In our Composition courses we require students to evaluate the reasoning, objectivity, honest handling of facts and statistics, and to recognize logical fallacies in professional and student essays; furthermore, we insist that they apply these elements of integrity to their own writing.

Writing workshop is staffed by English faculty who regularly provide students with writing assignments that require analyzing, critical thinking and problem-solving. For example, assignments have required analyzing an editorial from a current newspaper for objectivity and propaganda techniques. Students were instructed to look at the handling of facts and objectivity in the writing. In writing workshop, instructors see students from Writing 121, 122, and 123 who have been assigned writing projects that require development of reasoning objectively and making judgments without bias. English faculty emphasize intellectual integrity by teaching students to paraphrase accurately their original research sources and to document honestly all quoted and paraphrased material.

In our writing classes, our departmental objectives are to introduce, emphasize and strengthen the ability to communicate in writing (composition sequence, WR 0.525, WR 90, WR 214, WR 227, WR 222, and the imaginative writing sequence); the ability to think critically (WR 122, WR 123, WR 227); the ability to use source material and practice academic honesty (WR 123, WR 227). In our literature classes, our departmental objectives are to introduce students to a range and variety of literary works, organized by genres (Intro to Lit --Eng 104, 105, 106) or chronologically by country (Survey of World Lit--Eng 101, 102, 103). We foster the ability to analyze and to criticize these works in class discussion, in essays, and in essay exams. We also introduce students to more specialized reading in gender studies (Eng 260), in studies of individual authors (Shakespeare) and in special topics classes (Eng 299).

Both writing and literature classes are part of the core education curriculum. Our writing classes meet such college objectives as helping in the development of individuals (WR 121, 122, the imaginative writing sequence) and in learning beyond basic job skills (WR 123, 222, 214, 227). We have strong remedial and developmental writing services in the form of classes (WR 0.525 and WR 90) and the writing workshop which is open five days a week. Our literature classes are part of the college objective that calls for "understanding...history, art, science, and literature." Classes such as the Introduction to Literature sequence help students see society in broader cultural terms (Eng 104, 105, 106) while survey classes (Eng 101, 102, 103--English Lit and Eng 107, 108, 109--World Lit) take students into cultures and times not American. Special topic classes in literature and the Intro to Women Writers allow study in depth as well as breadth, another way to broaden student experience. These are offered at least twice a year.

We have too few courses of special interest. We have not taught Shakespeare this year or American Literature for three years. Due to shortage of full-time faculty we cannot teach as many courses as we would like which we think would be well attended and would make a significant contribution to our community (such as the American Detective Novel, Blake's Mythology, Literature and the Movies, the Twentieth Century Novel, Women and Rhetoric, Spanish Literature in Translation).

Although the English department works diligently to develop programs, it also allows instructors the freedom to employ individual approaches in the classroom. The composition instructors have frequently discussed which areas must be covered in each writing course, the minimum number of papers required in each course and the grading standards to be used. This information is given to the new part-time teachers before they start teaching. However, there is no common adoption of texts and no required method of teaching. This freedom has led to continuous experimentation with instruction. Minimal marking,

computer-assisted instruction, decimal grading and peer editing groups are just a few of the innovations that have proved successful.

There has been a decline in the number of capable workers in the library. For the first time in decades, there was a dramatic lag in the time between a faculty request and the time it took to receive the materials. Although the present staff is excellent, library assistance could be improved with more qualified personnel.

We have good support in the area of media and printing of instructional materials.

The department has a policy for evaluating part-time, untenured and tenured faculty performance. At present the process seems to be adequate.

We frequently confer with faculty from other divisions in order to evaluate how well we have prepared our students for writing across the curriculum and for critical thinking and research skills.

We need to replace part-time faculty with more full-time positions so that we have greater continuity of faculty, less of an obligation to train new people, and more of an opportunity to equitably reimburse our staff. Usually, there is a substantial difference in qualifications between full-time faculty and the part-time faculty. Two substantial differences in qualifications exist between full and part-time faculty. One is that often part-time faculty have less post secondary teaching experience than full time faculty. Second, part-time faculty often have less experience with diverse assignments. Because their teaching assignments are more restricted (WR 0.525, WR 90, 121, 122-- rarely WR 123, 214, 227, 222, the imaginative writing sequent and no lit classes), they do not gain such experience while employed here.

Both full and part-time faculty now have a minimum of graduate hours in English, all with masters or Ph.D. degrees.

One position in the English department is a position in teaching writing and one is in teaching writing and journalism; all others are for both literature and writing. Two individuals have doctorates, and the rest have master's degrees. The full-time faculty each have at least 12 years experience in teaching and all have experience in teaching literature and both developmental and more advanced writing courses. Although we have many professors with outstanding expertise in special areas, we have had too few course offerings in these areas because of too heavy course loads and lack of funding. We need release time to develop and innovate courses and financial support from the administration.

The English department constantly supports developing the library's acquisition of books and periodicals. Additionally, it has been requesting facilities, equipment, and materials necessary for developing the CAI composition proposal which has not been funded. In about 1987, the English department decided to spend most of its film budget on video tapes and has developed a library of tapes commonly used in its classes. This change has both improved instruction and saved money.

Since so many of the department's classes involve substantial amounts of discussion, more classrooms with tables and chairs were needed. After fifteen years of requesting, they arrived in about 1986, and both the teachers and students are appreciative. However, we need more of these seminar rooms. The department still needs a large-screen viewing room to watch performances, etc.

Furthermore, we need a room where we have blackboards on three walls. Also we would like to have an informal conference room with no tables or chairs, which could be arranged to stimulate creativity and to meet special course needs. Recent pedagogy suggests the role of imagination and relaxation in effective learning, and such a room could incorporate the use of color, music and movement. In addition, we need an area for student seating in an outside environment. A bench or group of benches and tables would be helpful for student writers. It should be sheltered for Oregon climate, preferably with a fire pit in the center. The English faculty needs computers which are connected to the mainframe computer in their offices.

Writing workshop facilities are crowded and inappropriate for such an important student aid. The room is small, crowded and too noisy for writing help. The room also serves as an office at the time.

We need office space for part-time faculty to have private offices.

While the English department has excellent procedures, these procedures should be written down. As a result of this oral tradition, the department cannot easily tell new faculty how it works, and it runs the risk that members of the department will disagree as to what the policy is.

As a result of many changes in the division's structure, the division has been altered too many times. We cannot develop the relationships and the procedures necessary to work effectively or efficiently if the players and responsibilities keep changing. The department is so large, and it is responsible for so many FTE, that it either should be a division itself as it was in the past, or it should have a department head with the release time necessary to handle the department's business. The division presently is not engaged in the review of teaching methods, grading, policy, etc. as it was in the past. This lack of a department head also exacerbates a major problem of the department's increasing reliance on part-time staff. Frequently, the part-timers are not familiar with our offerings, standards, procedures or policies and need substantial training. Since part-time staff seldom stay long, the full-time staff must constantly train new staff. Too frequently, we have a large turn-over because part-time salaries are too low to attract and retain qualified teachers.

Because of its rural setting, SWOCC cannot depend on a pool of qualified part-time teachers. This necessitates more full-time positions. We continually lose part-time people because they cannot live on their low salaries. There simply are not enough people with graduate English degrees in Coos County who are willing to teach one or two classes for "fun" and abysmally low wages.

We have many developmental classes from which students are turned away. We have an inadequate number of developmental classes.

If SWOCC develops an International Program, we will need special materials for the Writing Workshop and special training for those working with them in the Workshop.

STRATEGIES FOR DEVELOPMENT

We have addressed these issues in the preceding material; we will reiterate those needs in the following list:

1. Sufficient number of developmental sections.
2. Part-time office space.
3. Increase full-time faculty to create more full-time involvement in developmental courses.
4. More seminar rooms.
5. Office computers.
6. ESL materials and faculty training for Workshop.
7. Large screen viewing room.
8. More books, periodicals and qualified library help.
9. Release time to develop new curricula.
10. Support for innovated new courses.
11. Sufficient sabbatical leave.
12. More full-time positions.
13. More staff development money.
14. An informal conference room.
15. More developmental classes to be created.
16. Fund the computer-assisted writing program.

We have not yet determined the strategies needed to address these needs.

ART PROGRAM

AIMS

The aim of this department is to provide creative balance to the general education programs by supporting the arts historically and experientially.

In 1985 the traditional offerings were supplemented by hiring two half-time positions to replace a full-time faculty that retired. The objective was to emphasize specific areas of new interests with a variety of artists. Administrative restructuring and reduction in force policies at that time nearly succeeded in the loss of both those half-time positions. Fortunately, one remained. With a steady increase in class enrollments over the next 3 years of up to 500%, a full-time position was reinstated in the fall of 1988. Since then classes continue to grow in size and a variety of LDC and special interest classes can be

offered due to the increase in qualified part-time instructors moving to the area. Courses and procedures are continually updated, however, policies for the hiring and evaluating of part-time instructors needs to be developed.

Course outlines are updated on a three-year cycle paralleling evaluation rotation. Not all courses listed in the catalog have been taught in the last two years but justify the continued listing for future offerings emphasizing variety to the core LDT program. Course outlines for Painting, Drawing, Paper and Prints, Artstrands, Marbling and Experimental Painting have been revised and updated as of November, 1988 and will be again spring of 1992. Course outlines for Basic Design, Survey of Visual Arts, Ceramics, Sculpture and Graphic Design have been revised and updated as of June 1991. The only offerings required for non-majors is Survey of Visual Arts which satisfies the humanities sequence for the AA block transfer degree. Art is also a requirement in the nursing program. The department supports and encourages the development of a Humanities sequence which would integrate music, theater, dance, art and creative writing, with an experiential component and be taught by faculty from each discipline.

Our students continue to increase the need for financial aid. Their age being older, they more often than not are in life transitions. We have been seeing fewer veterans and foreign students, however with world events and new policies in those areas we can expect a change. A review of class lists reflects:

- '85-86 Vets, 3 Foreign, 4
- '86-87 Vets, 4 Foreign, 5
- '87-88 Vets, 4 Foreign, 13
- '88-89 Vets, 4 Foreign, 3
- '89-90 Vets, 3 Foreign, 3
- '90-91 Vets, 2 Foreign, 3

Our students are seeking programs with specific job orientation, such as Graphic Design, Commercial Art, Computer Graphics, Desk Top Publishing, Fashion Design, Architecture and Interior Design.

ANALYSIS

We know from soft and hard evidence that our students succeed. Although there are no formal records kept of specific numbers, many of our former student return to teach within the art department, they are scheduled to exhibit their work in the Eden Hall Gallery as professionals, they market their art work through local galleries and in general maintain contact by phone, visits and correspondence. Many transfer to four-year schools and receive degrees, but to our knowledge, there are no long-term records kept of former students. The most obvious proof of success is the high quality of student art work produced throughout the year. These works are displayed at the end of each academic year in the Eden Hall Gallery in conjunction with the annual "Celebration of the Arts" event. The general public, family, friends and college community have been enthusiastically impressed with the originality, variety, technical mastery and sophistication of the works displayed. On a more personal level, the close individual attention with students in studio situations allows close observation of the daily growth in skill level and knowledge. These studio situations also promote a sense of community, cooperation, sharing, trust and tolerance of others.

Although Eden Hall is the building of most recent construction on campus, it is in dire need of repair. Water leakage through walls, doors, and windows along with settlement have seriously damaged several areas. The heating system or lack of has been an uncomfortable source of aggravation for students and faculty alike. Much of the basic classroom equipment has not been replaced for many years.

STRATEGIES FOR DEVELOPMENT

The goals the department projects through the nineties are:

1. A new graphics program in place Fall 1992. AAS degree
2. A new half-time position to staff the graphics program.
3. New summer workshop programs (interdisciplinary).
4. More workshops with artists from outside our area.
5. A new Humanities sequence that is interdisciplinary and team-taught.
6. More male instructors to help balance role model perceptions.

HISTORY/POLITICAL SCIENCE PROGRAM

AIMS

The role of the History/Political Science Department is to serve the general education needs of students. History and political science courses are options which students can take to fulfill their Associates of Arts Degree, Associate of Science Degree, or Associate of Applied Science Degree general education requirements. This general education objective is currently being met by course in U.S. History, History of Western Civilization, and American Government/International Politics.

CURRENT PRACTICES

The offerings in History/Political Science serve the needs of majors in these fields who require introductory survey courses in the fields. The SWOCC student population is not large enough to support a diversified menu of lower division offerings.

Current general education requirements allow students to take History/Political Science courses as a Social Science option. There has been discussion in the past of requiring all AA Degree students to take History of Western Civilization. However, the History/Political Science Department does not support this proposal.

The following number of students were enrolled in History/Political Science classes during the spring term 1991:

History Western Civ.	60
U.S. History	55
International Politics	13

History/political science classes produced the following FTE in 1990-91:

	Fall	Winter	Spring	Total
History	6.13	6.93	7.67	20.73
Political Science	1.20	0.87	0.87	2.93

History/Political Science classes produced the following FTE in the period 1986-87 through 1990-91:

	86-87	87-88	88-89	89-90	90-91
History	29.29	22.28	22.43	21.88	20.73
Political Science	3.33	3.40	2.20	1.93	2.93

During the period 1986-87 through 1990-91, staffing in History/Political Science changed from approximately 1.6 to 1 full-time faculty. The number of sections of history and political science combined changed from 8 to 5 (see, for example, enrollment reports for 1987-88 as compared to 1990-91).

There has been no study of changes in grades, GPA, or placement scores that would indicate changes in quality of students. Quality and achievement in History/Political Science is measured by course quizzes, mid-term exams, final exams, and papers. Classroom discussion and in-class reports are also used to monitor student progress. There is no formal process for tracing the future success of students who transfer.

Courses in history and political science meet the department/college objectives of: 1) providing general education courses in the humanities/social sciences for the AA, AS, and AAS degrees; 2) providing introductory transfer lower division courses in the disciplines of history and political science. These correspond to points #2 and #6 of the "College Mission".

The courses currently offered in history and political science are foundation courses in these two disciplines. Although special courses are offered from time to time (e.g. History of Mexico, History of the Middle East, History of the Indians of Southern Oregon), overall college enrollment patterns do not justify additional course offerings at this time. Oregon History/Pacific NW History was offered in the past. They have been dropped due to the reduced staffing in History/Political Science. When the second history professor retired two years ago, a new human services instructor was hired as a replacement.

All History/Political Science courses listed in the catalog have been offered in the past two years. International Politics has replaced International Relations. Course syllabi are current and complete. Course content is changed as a result of continuing education by the instructor (s) (both formal and independent study) and the incorporation of new material in the curriculum.

The Library has a varied collection of print materials in History/Political Science. The History/Political Science Department currently has one full-time faculty (Nathan Douthit, Professor of History/Political Science; Ph.D. History, 1972, University of California, Berkeley). The Department has been reduced from three members to one full-time member since 1978, as a result of death, retirement, and decline in enrollments. The current full-time faculty member has taught at SWOCC since 1969. He has taught in Criminal Justice as well as History/Political Science.

ANALYSIS

The physical facilities are currently adequate, although most classrooms in Sitkum Hall are limited to classes of 30 students or less. History/Political Science classes require a "home room" for the location of fixed map resources. Sitkum-13 is currently being used for that purpose.

Faculty effectiveness is determined by using school-wide faculty evaluation procedures.

At present the History/Political Science Department is staffed adequately to meet the demand for courses. However, the one full-time faculty member has no room in his workload to offer more specialized classes. Courses in local, Mexican, and Middle East history have been offered by part-time faculty in the last two years. If enrollment at SWOCC were to increase substantially, it would be necessary to rely on part-time faculty to teach sections of approved general education courses or to identify other full-time faculty at SWOCC with the credentials to teach these courses. For the past five years enrollment in History/Political Science courses has remained relatively stable.

SPEECH PROGRAM

CURRENT PRACTICES

The Speech Program was staffed with two, full-time teachers in 1969. Those teachers taught about half their load in theatre and the other half in speech. When one of the two accepted a position at Lane CC, his load was handled by a number of part-time replacements in theatre, while the remaining teacher taught all speech courses and was responsible to supervise the theatre program and teach in the theatre program as well. Three to five courses in speech were offered each quarter until 1991, when it was projected that five to seven sections each term were needed to offer the number of courses demanded by students who were then required to take one course in speech (SP 100, 111, 112 or 113) to receive a degree from SWOCC. Demand, however, has exceeded that projection. It is now estimated that seven or eight sections of speech are needed to just respond adequately to the demands for degree requirements each quarter. Students who wish to take more advanced work in discussion, interpersonal communication, individual projects, oral interpretation, and speech workshops, or voice and diction cannot now take the courses they wish to take because there is no budget or instructor available to offer the course. Ed Chilla, hired in 1969, remains the only full-time, tenure-track teacher in speech and theatre. Josephine Keuhn, hired at the beginning of Winter quarter, 1991 to teach four sections of speech Winter and Spring of 1991, is the only part-time instructor now available to supplement the instruction of speech. The department has asked that she teach five sections of speech each quarter during the 1991-92 school year. Even if she is hired, the Speech Department will be understaffed.

Instructors in speech use written tests, videotapes and individual observation of students to determine student abilities. SP 100 offers students an opportunity to learn about intrapersonal, interpersonal and group skills. SP 111 is a podium course that stresses composition and delivery skills for the informative speech. SP 112 is a podium course that stresses problem-solving, logic and support in the composition element. Podium delivery skills include projection, rate, eye contact and the use of effectively designed visual aids in both SP 111 and 112. Group skills are taught in SP 113. Those skills

taught are the creation of a good climate, establishment and enforcement of group norms, cohesiveness, and clear composition. All courses include a component on listening skills.

There are no formal follow-up studies concerning the success of those who take speech courses. The department does get informal feedback from student services staffers as they visit schools to ascertain the success of SWOCC students. Most of those taking speech are full-time students pursuing a degree.

Since the hiring of the part-time instructor in speech and the change to a speech requirement in general education, a change in teaching load has made it possible to refine the teaching of speech classes. Speech 111 section have been offered six times yearly, and now have doubled to twelve. The most change has occurred in other basic speech offerings. Speech 100 now is offered three times yearly; up from one. Speech 112 is offered three times yearly, rather than once. Speech 113 is offered six times yearly, rather than once. Since the general education change, not one advanced course in discussion, oral interpretation, or specialized workshop has been offered due to lack of staffing. Students with an interest in advanced work cannot pursue that interest.

The part-time instructor now teaches SP 100 and 111 sections. The full-time instructor teaches the SP 112 sections, and has been able to refine the course to include problem-solution and cause-effect patterning. More time is spent now on inductive and deductive reasoning, plus logical fallacies. Similarly, SP 113 has been refined to include De Bono's role-playing approach to discussion (The Six Hats), concentric ring formats and the use of video instruction to enhance student learning. Further innovations planned when staffing allows include The Speech Laboratory, team-teaching in written and oral communication courses, workshops for the Business Development Center, a faculty course in effective committee skills and a team-taught Humanities course.

ANALYSIS

The most pressing need of the department is staffing. One additional full-time, tenure-track teacher is needed to meet just the general education requirement of one speech course for any degree offered at SWOCC. Part-time help will be needed to expand the offerings of speech beyond basic speech courses. At present, those students who wish to take advanced speech coursework cannot do so. See above for a listing of what should be offered those who wish to refine their skills.

Another pressing need of the Speech Program is the physical plant for teaching speech effectively. At present, all speech offerings are taught in Sumner-11. It is a home economics classroom that is too small to meet the needs of a speech classroom. In addition, about one third of the storage in the room is still used to store pots, pans and other cooking gear. There is no security for video equipment, and six sinks and a 30 inch by nine foot, potable stove unit cramps the space even more.

In addition, video equipment necessary to implement a video learning center is sorely needed to improve the instruction in speech. Lottery monies have partly supplied the department with some decent equipment, but additional equipment is sorely needed to implement the Speech Learning Center envisioned by the department. In that scenario, each speech student would enroll in a non-credit laboratory to practice speech skills with help in composition and delivery skills, using video equipment to record and playback speeches prior to student delivery for a grade. A paraprofessional trained in composition and video skills should be hired for 10 hours weekly to staff the laboratory. A similar program has proved very successful in the English Department. It is called The Writing Laboratory.

Furthermore, a large timing device is needed to cue students regarding the elapsed time of their speech delivery. A lighted sign is also needed to warn those who interrupt speeches by entering or knocking on the locked door of the class when speeches are in progress.

The final need of the Speech Department is reflected by budgeting in general. The budget for 1990-91 was based on two to three sections of speech per term before the addition of speech as a General Education requirement for all degrees. It is totally inadequate in the area of part-time instruction (\$4,680 annually), materials and supplies (\$150 annually), and equipment (\$-0-).

STRATEGIES FOR DEVELOPMENT

It is the practice of most advisors to enroll students in sequences at the beginning of the academic

year. When students drop one of the sequences in the Fall term, most advisors fill in the remaining two terms with one term requirements in speech, wellness and health courses. The speech department's recommendation is to offer a section or two of speech from mid-fall to mid-winter and mid-winter to mid-spring to give that student who must now wait until the beginning of another term to meet speech requirements an opportunity to begin his studies prior to the next term.

THEATRE PROGRAM

CURRENT PRACTICES AND ANALYSIS

The Theatre Program began in 1967 with a staged reading of Mother Courage. Stanley Elbertson was hired to teach speech and theatre in 1968. Ed Chilla was hired in 1969 to teach in the same areas, but with an additional assignment in communications skills. The program grew. Two to three productions were offered yearly. Two years of acting were established; two years of technical theatre were established. A one-year sequence in theatre history was implemented. A one-term course in Introduction to Theatre was introduced. A number of specialized workshops in mime, movement for the stage, dialects, make-up and numerous other offerings were established. Both Elbertson and Chilla directed for the Dolphin Players and Little Theatre on the Bay in addition to their teaching loads. A number of part-time instructors in technical theatre were hired to augment staffing. More than forty productions were mounted in inadequate physical plants like the basement of our gym and in a 30' by 60' tin building. Every major period of drama was produced, in both comedy and tragedy. In addition, contemporary theatre was produced, including musical comedy. The College Playhouse made it possible for hundreds of actors and technicians to be a part of theatre in the community in a way that was not possible through community theatre.

The Dolphin Players was formed by instructors and students of SWOCC. In addition, The College Playhouse played in residence at Marshfield High School (1200 seats with a 60' proscenium), Little Theatre on the Bay (400 seats with a 30' proscenium), Reedsport High School (600 seats with a 40' thrust stage), The Sawdusters of Coquille (300 seats with a 35' platform stage, Brookings-Harbor High School (500 seats with a 30' proscenium), Oregon State University in a small black box, experimental theatre, and at The Thunderbird and Pony Village Motor Lodge for dinner theatre. Students began to direct for local community theatres and to design lighting and settings for their productions.

Thirteen of SWOCC's theatre majors now work professionally in network television, feature films, and on the stage, mostly in repertory houses. Two have gone on to receive their master of fine art degrees in theatre, and one the PhD. The PhD holder is now an assistant professor of theatre at Purdue University. In addition, one student was drama critic for New York's Women's Wear Daily for fifteen years, and was syndicated to more than seventy newspapers, nation-wide. Two students studied in New York by successfully auditioning for The Circle in the Square School and the American Academy of Dramatic Arts. In both cases, the student competed with more than one thousand candidates for two hundred openings, nation-wide. Two part-time instructors went on to get their master of fine arts degrees. One is now head of the department of theatre at a private university in Alberta, Canada. One went on to acquire a doctorate. He is head of the department of theatre at the University of Portland.

The demographics of students at SWOCC, then and now, is typical of a community college. Many major students are older students, some of those older students are part-time students pursuing theatre as an avocation. Many of the younger students take the courses in acting as an elective, while some (six this year) are full-time majors. Acting classes for the last few years have averaged 14-20 students each quarter in a combined, first and second year course. About one third of those who take acting do so without a stated interest in acting. They may wish to feel more comfortable in front of others or take the course to develop skills in their jobs. A local judge, lawyer and clergyman took the course for that reason recently. There is a parallel interest on the part of other performing arts majors. Music students take the course, as well as those interested in dance.

The Theatre Program was dropped from SWOCC's curriculum in 1984, along with the school's award-

winning newspaper and the Fisheries Program, among others. The cuts were made because of the failure of a bond issue. The president of the College at that time wanted the theatre productions to be offered to the public free of charge. There was no way that the production costs of plays could be amortized. Four years after its deletion, an innovative program in the theatre was begun. Ed Chilla now offers an Introduction to Theatre course during alternate years, and two years of acting classes in one, combined course each quarter. In addition, he is given three credits of release time to act, direct and act as consultant to local theatre groups. Since that time he has directed Summer Stock, a musical; A Streetcar Named Desire, and Blithe Spirit. He has also acted in The Trojan Women in the role of Poseidon. His plans for next year include directing Molly and James, as well as other projects as yet unconfirmed. In addition, he has acted as consultant for a number of local productions. Chilla's acting students act in numerous local productions; most recently, The Road to Mecca, Born Yesterday, Chicago, and The Trojan Women.

The contribution of SWOCC's theatre program was featured in a recent article in the magazine of Oregon's Committee for the Humanities concerning the vitality and quality of the Coos Bay Area's theatre community. There is, at present, no budget at all for theatre at SWOCC, except in instruction.

STRATEGIES FOR DEVELOPMENT

Chilla feels that theatre in the area would be well-served by leasing spaces from existing theatres in order to offer the kind of academic theatre the area now lacks (with one exception, The Dolphin Players). They are presently without a permanent performing space. Little Theatre on the Bay (LTOB) concentrates its efforts on the winter musical for the most part. The bringing in of guest artists for workshops and the use of some talented local directors for pay could substantially improve the number of fine plays and give acting students an outlet for their talents. In addition, there is a local college teacher who has fine work in scene design.

A study is proposed for the 1991-92 academic year to ascertain the dollar amount needed to lease Little Theatre on the Bay and other, smaller spaces for College Playhouse productions. Local, qualified directors would be given stipends as independent contractors to augment Chilla's release time for directing. A local scene designer would similarly be hired to design and build fine settings. Paid artists in residence would offer workshops for students who would pay for them to offset college costs. Ticket sales could offset production costs. The college does not now have, nor did it ever have, a theatre. Leasing is a cost-efficient way to contribute to an innovative theatre program that would benefit students at a nominal cost. Chilla could supervise and take part in the program with his present release time.

Chilla envisions the reinstatement of The Southcoast Drama Conference each fall, with a small cast, small space production offered in the winter, and a larger production offered each spring at LTOB. Four conferences were offered in the past for nominal costs. Local theatres and high schools presented short scenes from their season, a talent show was offered one year, panels consisting of SWOCC instructors and local and invited artists were scheduled. The president of the American Theatre Association gave a keynote speech, as well as the assistant creative director of the Ashland Shakespeare Festival and professionals in acting and music. Chilla believes that his plan will result in an exciting and cost-efficient theatre program at SWOCC.

MUSIC PROGRAM

AIMS

The music department has three specific goals:

- To offer a two-year transfer program in music. A program which prepares the student for a four-year institution.
- To offer classes which are designed for the participation of the local community. These classes will provide enjoyment and growth both musically and personally.
- To offer to the community a wide spectrum of musical works, styles and mediums.

CURRENT PRACTICE

Music is a performance art. During the course of each year, the music department offers numerous concerts and recitals. These performances serve as public demonstration of student growth and development.

In keeping with the college role, the music department serves both transfer students and the personal musical growth of the community.

Our college does not have a degree program with a music emphasis. This has an effect upon transferring music majors. If a student wants a two-year degree and is preparing to enter a four-year music program, that student is required to take many courses that the average liberal arts student will not.

Most music students prefer to take a course of study prescribed by a specific four-year institution and then transfer to that program.

The music department has an interesting "Catch 22." We consist of one full-time faculty and six part time. This faculty has worked very hard to create and maintain a quality music program. A program which the college and the community could view with confidence and pride. However, just maintaining this program with our current staff is all that we can achieve.

The number of music majors at SWOCC can be estimated by the enrollment numbers in our two year music theory program.

Over the past five years this enrollment has been predictable. In the first quarter of Music Theory I, an enrollment of twelve (12) to seventeen (17) has been the norm, while the enrollment of third quarter music Theory II has varied from two (2) to six (6).

ANALYSIS

This attrition ratio is comparable to that of four year institutions and universities.

Evidence of achievement is arrived at through an awareness of textbooks, curriculum, and the functions of other music institutions and the reports of returning students. Former SWOCC music students return with favorable experience after transferring to other schools. They have a feeling that they were prepared.

The enrollment of non-music majors has increased in the past five years. This is evidenced by the membership numbers in our ensembles and performance studies.

In our society, a quality product is nothing without the proper advertising, publicity and recruitment. Effectively promoting the music department is our primary weakness. This promotion must come from within the music department itself if it is to be affective. A solution has yet to be found.

All music course are directly related to the objectives of the music department and to the college. We do experience small enrollments in some classes. However, these courses be offered if we are to attain and maintain our objectives. Small enrollment courses often grow if they are allowed to continue. Some small enrollment courses should be offered and supported periodically for those more advanced who are interested. The discontinuing of small enrollment courses and the policy of pro-rating salaries is a death sentence for the music department.

The academic courses offered by the SWOCC music department are consistent in content and quality as the courses taught in other music schools. The ensemble and performance studies strive for college-level standards while still working with each student's ability.

STRATEGIES FOR DEVELOPMENT

Under consideration now are the following needs and wishes:

1. Install a sound system for classroom use which will accommodate recordings, tapes and compact disks.
2. Replace our current sound system. Our present equipment is older that many of our students. We need a sound board that will accommodate 16 channels, an amplifier for the board with equalizer and sound enhancement capabilities, 16 microphones with cords and stands with heads. Cordless microphones would be the optimum condition.

3. Refurbish the drum set: Clean the cymbals, put on new drum heads, and purchase a new set of sticks.
4. Upgrade our recording studio to at least an eight track system and to add a sound affects and enhancement system.
5. Create a new lighting system for our performances, including lights, light board and appropriate lighting fixtures. This would also require doing some extra wiring to the present facilities to accommodate the power needed for such a lighting system.

STUDENT DEVELOPMENT DIVISION

AIMS

The expressed purpose of the college is dedication to the education and development of the individual's socio-economic growth, involvement in the community, and appreciation of the arts and literature. In keeping with these goals, the aims of the developmental education programs are to teach underprepared students effective cognitive and processing skills, and the problem-solving necessary to become more successful learners.

CURRENT PRACTICES

A new student entering SWOCC goes to the admissions office or receptionist, whereupon they are directed to the Counseling and Testing Center or referred to Adult Basic Education. After taking the placement test, students receive counseling services to assist in academic planning.

According to placement score tests, students are then advised to take courses appropriate to their needs.

When students' scores indicate Adult Basic Education coursework is necessary, they are assessed for proper placement in the ABE curriculum. There they receive individual or small group instruction in the basic skills. This is augmented by state-of-the-art interactive video and computer-assisted instruction.

Many students take advantage of this opportunity to prepare for their GED diploma. Emphasis is placed on those skills necessary to pass the five GED tests, particularly analytical reasoning and critical thinking, which is emphasized in the new tests.

For students whose first language is not English, the "listening and speaking" approach of teaching English is emphasized. Reading and writing skills are also taught in the ESL classroom. A more advanced course is taught for foreign students who wish to take college classes at SWOCC.

Developmental courses offer instruction in math, writing and reading. Students enroll in courses based on their placement scores and work towards achieving college-level academic standards. Study skills courses are designed to promote the use of effective study techniques, methods for analyzing textbooks, developing a college level vocabulary, and developing test-taking skills.

The Math Lab offers individual assistance for all levels of math ranging from basic arithmetic to calculus. The Writing Lab assists the students in all levels of composition, from sentence construction to organization. Students learn brainstorming techniques and proofreading skills. Both the Math and Writing Labs have scheduled hours, and students are encouraged to use the facilities on a drop-in basis. Developmental students also enjoy the advantages of a well-stocked library, including audio-visual and periodical resources in addition to the main collection, and participation in the activities of student government.

Special services and programs on campus include, but are not limited to, the Tutoring Center, Supplemental Instruction, Workforce 2000, Success Center, College Work Experience, and the Childcare Center. The tutoring services are available free of charge to all credit students. These services pair students having academic difficulty with student tutors who have successfully completed the same class. Supplemental Instruction targets academically difficult classes such as Anatomy and Physiology and Chemistry. Workforce 2000 operates off-campus, from the Downtown Center. It is funded by State Lottery money. The center provides employability training for the unemployed and underemployed. Cooperative Work Experience provides students with field-based learning. It is required for 24 vocational programs and available as an elective to all students. Cooperative work experience also operates an injured worker retraining program.

Additional special services are provided by the Success Center, formerly the Single Parent/Displaced Homemaker Program. The Success Center is now the umbrella for three main components: 1) The Single Parent/Displaced Homemaker program is self-descriptive and serves both men and women. 2) In the Skills for Success class students develop self esteem by learning to surmount barriers to success and develop those skills necessary for entry or re-entry into the workforce. The Family Support Act participants are provided with services which include a Life Skills class where students develop increased

self-esteem and the knowledge needed to make the transition into further education and/or the workforce. 3) The Childcare Center, housed nearby on the campus, offers childcare to eligible SWOCC students.

ANALYSIS - STRENGTHS

1. The diversity of programs is effective in meeting the needs of students from different ethnic groups and levels of ability.
2. A well-educated, resourceful, and dedicated staff provides stable support for students and programs.
3. The cooperation and networking among staff members to meet the varied and complex needs of individual students has enabled those needs to be satisfactorily fulfilled in most cases.
4. In recent years, the college and the community have made deliberate efforts to interact and be mutually supportive. This has resulted in cooperative enterprises with industry, business, school districts, and social agencies.
5. The enthusiasm and intellectual curiosity of the students and their appreciation of the services offered has a very positive impact on programs.
6. The Downtown Center, Outreach classes, and extension of college services to a number of off-campus locations, has improved access to the college.
7. The Testing Services and technological assistance for Administrative and Instructional staff provided by Title III grants strengthen our services to students.
8. The development of self-esteem and self-confidence empowers our students to remove barriers and achieve goals.

ANALYSIS - WEAKNESSES

1. Despite greatly extended class hours, physical facilities remain inadequate for the dramatic increase in the number of developmental students now seeking our services. All space on campus is strained to capacity.
2. The separation of counseling, the Success Center, and other student services in Dellwood Hall from developmental instructional services, tutoring, and the math and writing labs in Tioga Hall presents some problems. For example, if a staff member or counselor wants to introduce an at-risk student to a tutor or instructor, it is necessary to make a trip across campus.
3. It is not possible to ensure student privacy during intake procedures, as the open offices are in public areas where other students and staff are present. The questions asked by the intake specialist are of a confidential and personal nature, and the open structure of the office is inappropriate.
4. Continuing problems with unreliable elevators, poor air quality, overcrowded classrooms and poor lighting in Tioga Hall create unacceptable hardships for both students and staff.
5. Continuing financial restraints place severe restrictions on full-time staffing in both instructional and coordinator/specialist positions. Successful grant applications have alleviated this to some extent; but these are sporadic and uncertain and are sometimes terminated in an arbitrary and capricious manner.

STRATEGIES FOR DEVELOPMENT

1. Energetically pursue funding sources for a new student development facilities to meet the needs of our continuing expansion.
2. As we begin the facilities long-range planning with our new president, we will lobby to get student services (currently housed in Dellwood) and developmental instructional services (currently in Tioga) in closer proximity to facilitate effective articulation and communication. For example, the area directly across the walk from Dellwood Hall would be an ideal location.
3. We will work with the new building and grounds director to improve space so that work stations can be arranged to ensure protection of student privacy, especially during intake, testing, and advising. New

space may be the answer to these needs.

4. An attractive, welcoming, developmental education facility with good lighting, good ventilation, and easy access for handicapped students must be built. We will continue to lobby for such space.
5. Programs must be adequately staffed and supported by stable funding.

ADULT BASIC EDUCATION PROGRAM

AIMS

The philosophy of the College gives particular recognition to its responsibility to provide educational opportunities, both instructional and cultural, for all people living in this community. However, the large number of students of diverse ages and backgrounds who enter the College unprepared or underprepared for college-level work or for other training or employment has become a cause for serious concern.

The aims of the program are to work with students on an individual basis or in small groups, to identify and improve their basic academic skills in reading comprehension, mathematics, and writing; and at the same time improve their self-confidence, self-motivation, and ability to set realistic goals for the future.

CURRENT PRACTICES

What follows are descriptions of the services offered, the students served, instructors and methods of instruction, and facilities of Adult Basic Education.

The Adult Basic Education program offered at this College is part of the nationwide program established under the Adult Education Act of 1966. It is funded, in part, by the U.S. Department of Education, with other funds provided by the College district. We are able to provide all materials for in-class use, and classes are tuition-free.

Students take diagnostic and prescriptive tests upon entering so that the instructors can design an individual program. The testing takes into account the wide variety of life-time learning experiences encountered in a student population ranging in age from 16 to 65 with an academic achievement level ranging from first grade to college freshman.

A very close relationship is often established between the students and staff members. This is made possible because we have a teaching team, consisting of the instructor, and aid, and one or more tutors. The use of a team can give much more individual assistance that would be possible in a conventional classroom.

We have a wide variety of instructional materials, some of which have been developed by staff members as a direct result of their experience with the special needs of adults. The master curriculum is integrated with our instructional technology lab, including computer, video, and laser disk programs.

The students who seek or are referred to the programs offered in ABE are a study in diversity in almost all respects except their common need for help in the basic skills that will determine the extent of their success in future careers or studies. Their ages range from 16 to 65. The depth of knowledge acquired through experience is just as diverse.

Many of our students are women in middle life (euphemistically called "displaced homemakers") who, for a variety of reasons (including divorce, widowhood, unemployment of husband or a family now independent), return to school. The majority of these students have only a vague idea of their goals, and it is with a sense of relief that they start on a course which is not too academically demanding until they get their bearings. We also have a number of students who are retraining because of lumber mill closures. Still another group has come to us under the new Family Support Act.

Increasing numbers of students are being referred to us by such social agencies as vocational rehabilitation, welfare service, school districts, Children's Services Division, and the juvenile courts. These students present special educational problems and also problems related to individual physical

needs.

Another group of students seeking the services of developmental education in increased numbers constitute those whose native language is not English. At any one time, we have between eight and twelve different languages in these classes, but recently, because of the Amnesty Act, we have had increased numbers of Hispanic students. Those students whose language skills are low study first in the English as a Second Language classes. When they have acquired some facility, they need the intermediate services of ABE, the Writing Workshop, and the Reading Lab before moving on to a full college program. Some can move into the math programs rapidly.

ANALYSIS - STRENGTHS

- Enthusiastic, appreciative students who are eager to learn.
- Committed instructors constantly upgrading their won skills.
- Good communications with other programs on campus, for example, counseling services and the Success Center.
- Good liaison with off-campus social service agencies and the private sector.
- Well developed statement of Philosophy and Objectives. (On file in the Accreditation Meeting Room)

ANALYSIS - WEAKNESSES

- Serious lack of classroom space resulting in overcrowded classrooms.
- Problems with poor air quality, harsh lighting and unreliable elevators in Tioga Hall.
- Lack of stable, adequate funding resulting in our inability to hire full-time instructors.

STRATEGIES FOR DEVELOPMENT

- Pursue funding for a new, well-designed Developmental Education building.
- Pursue funding to enable us to hire full-time instructors.
- Continue to offer the best possible instruction to our growing student population.
- Continue to update the content and focus of our curriculum to meet the changing needs of our students.

DEVELOPMENTAL EDUCATION

AIMS

The Academic Skills Center serves ABE/GED, ESL, Reading Courses and Lab, Writing Lab, Mathematics Lab, Tutoring, Study Skills, Education courses. The Supplemental Instruction Program and also the International Student Services are discussed here.

CURRENT PRACTICES

Gifted students are able to take advantage of many programs and activities including the following:

- English Honors Program
- 200 level courses
- Reading and conference courses
- Highly accessible faculty
- Tutorial program as tutors
- Dean's list, honor roll and SWOCC Scholar Status
- Awards dessert
- Extracurricular clubs
- Faculty Senate Arts and Lectures Committee
- Talent Grants
- Advance placement tests
- Credit by challenge (CLEP)
- Library - Coos Automated System Library

- The Beacon
- Work Experience - journalism, education/electronics
- Field Experience
- Independent Study
- Counseling services
- Career Information Center
- Merit scholarships
- Linfield classes/University of Oregon/Eastern/Portland State University
- Phi Theta Kappa

Developmental students are able to take advantage of many programs and activities, including the following:

- Adult basic education on campus as well as out-reach centers and out-of-district contract with Curry County-Gold Beach, Brookings, and Port Orford
- Adult high school diploma-college classes which satisfy both high school and college credit
- G.E.D. Program
- Viable peer tutoring program
- Writing workshop
- Math lab
- Accounting lab - student staffed
- Computer lab
- Supplemental Instruction program from H. Fales
- Developmental Reading Program
- Study skills - individualized & lecture classes
- Spelling fundamentals & Spelling improvement courses
- Sentence Fundamental classes
- Basic math & applied math for industrial mechanics classes
- Testing center for placement
- Single parent/displaced homemaker program
- Counseling center
- Career information/job placement center
- Workforce 2000 Skills Center
- Library (Coos Automated Systems)

Handicapped students have the following assistance opportunities if needed:

- Notetakers
- Interpreters for the deaf
- Sign language classes
- Reader help
- Assistance with registration & equipment aids
- Equipment aids
- Plus all other special provisions
- Tutors

Supplemental Instruction (SI) is a program that offers additional class instruction to students in specifically targeted courses. SI focuses on high-risk classes rather than high-risk students. It circumvents the stigma of remedial education by combining the parallel remedial areas of study skills, tutoring, peer group learning and course content in the SI sessions.

Courses are selected on the basis of several criteria, but two criteria are very important: overall enrollment and difficulty or retention value for vocational students.

Retention of students is a primary issue on all college campuses. The SI program was begun at a four-year institution looking at ways to help students complete their degrees. At SWOCC, retention is a very important issue and the SI program works to help a student complete his/her two-year degree or help a student complete a one-year certification program in one year.

Targeting high-risk students has often meant finding these students after their first or second quarter. Targeting high-risk classes provides the high-risk student with help in his/her first term.

The stigma of learning difficulties is minimized because the student will be in SI sessions with several other students within his/her own discipline and provide peer support in learning the course's material.

INTERNATIONAL STUDENTS

International students have come to the College since 1968. The goal of the College has been to enrich the learning environment by admitting a small, diverse student population from as many countries as possible. The enrollment ranges from ten to twenty students per year. We have not required full-time enrollment in English as a Second Language and have, therefore, admitted English speaking international students with a Test of English as a Foreign Language (TOEFL) score of 450 or higher.

When the international students arrives on campus, regular placement assessment instruments are used to determine initial course selection and support services needed on an individual basis. International students are assigned to an academic advisor in the discipline of the students major. Twelve hours of English as a Second Language instruction is available as well as three, 3 credit per term classes, ENG 91, 92, & 93, English for Foreign Students. Adult Basic Education, the Writing Laboratory and remedial writing courses are used as appropriate to improve students ability to function in the English language at the college level.

A full time counselor has a part time commitment to correspond with; admit; find housing and homestays; orient; advise; and provide counseling support for all of the international students. March 25, 1991 an administrator, reporting directly to the President of the college was appointed 40 percent time with secretarial support, to direct the International Student Program. She will develop the philosophy and objectives, recruitment services, and instructional program for International Students. Initially it is anticipated that we will serve 20 foreign students well with the possibility of growth in the program in the future.

READING, STUDY SKILLS, EDUCATION

AIMS

Developmental Education offers courses and services designed for students who are underprepared for college level courses, specifically in the areas of reading, spelling, study skills and tutoring. Our aim is to prepare students for a successful college experience. The college level courses are for skill building.

CURRENT PRACTICE

The Developmental Education Department offers transfer and non-transfer level courses in reading, spelling and study skills.

1. Students are placed in College Reading, Reading Skills, Study Skills or spelling courses according to their ASSET Placement scores.
2. College Reading and Reading Skills students are more thoroughly assessed upon entry into Reading Skills Classes. Three separate assessments provide information about each student's area of need through an individualized instructional program.
3. College Reading, Reading Skills and Study Skills have been designed to address each student's area of need through an individualized instructional program.
4. College Reading and Reading Skills students progress at their own rate and are encouraged to improve speed, comprehension and cognitive skills through use of computer lessons, reading machine lessons and specific course work.
5. College Reading provides transfer level credit to students with ASSET placement scores of 47 or above. Student's coursework must be at 12th grade reading level or above.
6. Vocational students enroll in Reading 90, a non-transfer course designed to improve technical

reading skills.

- 7. One and two credit Study Skills classes are offered in the Reading Lab. Students use auto-tutorial material designed to improve memory, time management, test-taking, vocabulary building, textbook reading and notetaking skills.
- 8. Study Skills is also offered for 3 credits in a lecture format. The lecture format offers students opportunities to share experiences with peers and learn study skills in a supportive classroom environment. It also focuses on college survival skills.

The Developmental Education courses provide an opportunity for students to improve basic skills beyond the Adult Education Program in preparation for college level courses. Coursework is designed to improve students' skills in a concrete, measurable system.

ANALYSIS

The Developmental Education program meets the needs of approximately 600-650 students into reading classes has required the addition of more lab hours and additional courses. Overall FTE has increased over the past five years, with a 31.5 percent increase in 90-91 attributable to more advisors relying on ASSET scores for placement.

	1986-87	1987-88	1988-89	1989-90	1990-91
Reading Skills	13.96	15.46	15.53	15.53	21.47
Study Skills	9.57	4.75	7.28	8.18	9.48
	23.53	20.21	22.81	23.71	30.95

In the future, the coordinator will utilize the ASSET system to track students' success in college level courses. Informal self-reporting by previous Reading Skills students indicates students consider themselves better equipped to handle the reading loads of college level courses.

The major strengths of our program can be attributed to our faculty, who meet the individual needs of developmental students. Changes in the Developmental Education program are the result of faculty responses to students' needs. We have designed a program that contributes to student success and each students' life-long learning skills. Other strengths include:

- 1. An increase in enrollment from 23.53 FTE to 30.95 FTE over the past five years, representing a 32 percent increase.
- 2. A highly qualified part-time faculty who contribute to program development and ongoing professional development.
- 3. Development of our own testing norms based on data we have compiled over the past 10 years.
- 4. Meeting the needs of average and high achieving students through the use of multi-level materials.
- 5. Centralization of services: Reading, Study Skills, Tutoring, Writing Workshop and Math Lab are all located on the fourth floor of Tioga. Research indicates such proximity strengthens developmental activities.
- 6. Our organizational pattern allows for a variety of educational delivery styles, both laboratory instruction and regularly scheduled lecture-format classes. Research supports the use of both methods for improvement of study habits and attitudes toward learning.

The Developmental Education program has one full-time faculty member who also serves as program coordinator. Program management and development could be more dynamic if an additional full-time faculty was present and contributing energy and ideas.

All of the part-time Developmental Education faculty teach at 80 percent full load or above. Their compensation does not recognize their value to our institution. In the matter of physical space, a major weakness of our developmental services is a lack of adequate classroom space. Additionally, Reading Lab equipment is rapidly becoming outdated, the casualty of the computer age. Our calibrated reading machine is no longer being manufactured, but the skills students who learn and practice on the machine can be taught using computers. Reading Lab computers, the Apple IIe, are in constant use from 8 a.m.

until 3 p.m. daily due to high enrollment figures. Constant use causes wear on the computers and software.

STRATEGIES FOR DEVELOPMENT

- 1. Locate funding for a new Developmental Education building.
- 2. Secure institutional support for hiring of additional full-time faculty.
- 3. Continue program revision and updating to meet needs of students.
- 4. Obtain new equipment to replace outdated or oversized equipment.

TUTORING

AIMS

The primary purpose of the tutoring program is to provide all SWOCC students with the help they need to complete their courses successfully.

CURRENT PRACTICE

The Tutoring Center is located on the fourth floor of Tioga Hall, and it is open approximately 32 hours a week. Tutoring is available to all registered students.

Tutors provide assistance through sequential and structured review, alternative explanations, immediate and corrective feedback, and encouragement and motivation.

The center is staffed by students who have successfully completed the course they are tutoring and been recommended by the course instructor. The Tutoring Center currently offers a drop-in program as well as tutoring by appointment.

ANALYSIS

Strengths

- 1. Rapport between tutors/coordinator/faculty
- 2. Flexibility of scheduling for students using center
- 3. Individual or group study is available
- 4. Open entry/open exit
- 5. Non-judgmental nature of tutors
- 6. Located centrally
- 7. Easy accessibility
- 8. Peer tutoring
- 9. Provides student employment
- 10. Work experience for future teachers

Weaknesses

- 1. Instability of funding
- 2. Lack of available space
- 3. Exterior noise can be excessive (poor location)

STRATEGIES FOR DEVELOPMENT

- 1. Single coordinator responsible for Tutoring Center.
- 2. Extend hours the Tutoring Center is open so that students in night classes may receive tutoring.
- 3. Obtain commitment for future funding from the general fund and student resources. Since the Tutoring Center opened in 1985-86, it has shown a 427 percent increase in students served. Administration must recognize need and vitality of the Tutoring Center and monies must be allocated for stable funding. See attached documentation.

4. Increase space. In spite of the increase in use, the allocated square footage of the Tutoring Center has remained the same.
5. Develop video tape library.

DISLOCATED WORKERS

See the information in Section VI, Continuing Education.

SENIOR CITIZENS

See information in Section VI, Continuing Education.

COOPERATIVE WORK EXPERIENCE

Cooperative Work Experience (CWE) is discussed in Section IX, STUDENTS.

NEW STUDENT ORIENTATION

New Student Orientation is discussed in Section IX, STUDENTS.

PLACEMENT TESTING

Placement Testing is discussed in Section IX, STUDENTS.

COUNSELING AND ADVISING

Counseling and Advising are discussed in Section IX, STUDENTS

DEVELOPMENTAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED (Section 503 - 504)

Developmental Education for Disadvantaged and Handicapped (Section 503 - 504) is discussed in Section IX, STUDENTS.

SUCCESS CENTER PROGRAM

The Success Center Program is discussed in Section VI, CONTINUING EDUCATION.

WORKFORCE 2000 SKILLS CENTER

Workforce 2000 Skills Center is discussed in Section VI, CONTINUING EDUCATION.

HEALTH AND HUMAN SERVICES DIVISION

HUMAN SERVICES PROGRAM

AIMS

The aims of the Human Services program are the following:

- To provide an Associate of Applied Science degree program in the field of Human Services.
- To prepare the students for entry level employment in the Human Services field or continuation to an advanced degree.
- To be responsive to curriculum/program needs as identified by the Human Services community and the population it serves.

CURRENT PRACTICE

The Human Service program is offered in support of the desired stated objectives for the College, specifically addressing eight objectives in the following manner:

1. All of the Human Services students are assigned an advisor to assist in their need for guidance and counseling to achieve educational, occupational and personal goals.
2. Students are required to take several general education courses to broaden their educational and cultural experiences.
3. The program has been designed to prepare the students to be employable in the occupation at time of graduation.
4. The second year courses have been developed to assist practicing professionals to improve their occupational skills and knowledge.
5. All incoming students are required to obtain the necessary assessment to determine the need for remedial instruction to pursue the Human Services degree. If the student is identified as in need of the remedial courses, the assigned advisor encourages the student to enroll in the appropriate courses.
6. All the courses in the program are transferrable courses to four year institutions as of fall, 1991.
7. The program has been designed to contribute to the students general, occupational or personal growth and development.
8. The program has been designed to produce qualified human services workers to address the various problems of the people served by the agencies where the graduates will be employed.

The program currently offers specialty options in two areas: Social Services and Substance Abuse. A third option of Gerontology has been developed and will be offered fall quarter, 1991.

In these three areas students are instructed to develop the required knowledge, competencies and skills to enter successfully into employment in the field upon graduation.

Students are required to take several general education, related and specific knowledge/competencies/skills development classes. See the Catalog. All classes except the math requirement are transferrable in the 1990-91 academic year. In 1991-92 all courses in the Human Services program will be transferrable courses.

Also, the student needs to successfully accomplish a supervised field practicum for graduation. (See Field Practicum Guidelines in the Accreditation Meeting Room.

ANALYSIS

The current program was completely redeveloped for the academic year 1991-92. The new program was developed by using a newly established Advisory Council. (See list of members in the Accreditation

Meeting Room); interviews with several human services supervisory personnel and a DACUM with employees and supervisors in the field of Human Services. Additionally, the coordination gathered information from six community colleges and universities who currently have these program.

As we analyze the students in the program, we see the following:

	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>
FTE	11.96	14.39	12.56	12.94	18.86
FALL TERM					
ONLY FTE	3.23	4.36	3.87	2.49	7.07

There is not any information to determine the differences in quality of students that the faculty note.

The College does not conduct follow-up studies with students; therefore, there is not any information available. Since the coordinator has been here a short period of time, he has no informal, follow-up information. Too, since the program has changed, there is not any information available to determine the quality or achievement, the reasoning and communications growth, or the knowledge levels gained other than see the course outlines and acknowledge the content regarding each of those areas. Additionally, students' success in the classes can be regarded as some evidence of the growth being achieved.

As we analyze the major assets of the current program, we used the involvement of the community, advisory council, community agency personnel, other educational institutions personnel, faculty, staff, students and administration from SWOCC. This has resulted in the following outcomes:

1. An increase in enrollment from 13-15 students in 1989-90 to over 50 in 1990-91. An increase of FTE for the whole academic year from 11.96 to 18.86 in 1990-91.
2. Highly qualified part-time faculty willing to teach the specific classes as evidenced by the qualifications stated in the employment applications and resumes. All instructors have a minimum of masters degree in a related field, over 5 years of professional experience, teaching experience in colleges or universities and also experience in having conducted related training and workshops in the field.
3. A response from full-time faculty requesting to become part of the program by instructing classes in the program. One faculty member with over 17 years of experience at the college has been willing to develop and instruct the following three support/human services classes:
 PSY 239 Introduction to Abnormal Psychology
 HS 102 Drug, Misuse and Addiction
 PSY 199 Introduction to Social Science Research (to begin Winter, 1992)

Two full-time nursing faculty will be instructing two classes in the new Gerontology option.

HS 167 Gerontology
 HS 168 Mental Health and Aging

A third full-time faculty is to instruct one class in 1991-92.

HS 260 Group Dynamics

Having the full-time faculty involved in the program has added to the credibility of the program. This has been demonstrated by the instructors suggesting students consider the program when the students are undecided or even in another major.

4. Considerable support from the community which has resulted in students graduating from the program and obtaining training related employment. Four students are graduating from the program in June 1991, and three already have career related employment. In addition, three other students have received training related employment prior to their completion of the program.
5. Considerable support from the agencies in the development of the Field Practicum sites. In 1989-90 there were few agencies willing to participate in the practicum portion of the existing program. Several agencies were contacted by the coordinator, but due to lack of trust in the quality of the program, most refused to take a student as an intern. There were approximately 12-15 agencies contacted and three agreed to serve as a practicum site for 1989-90.

In 1990-91 there were more sites requesting practicum students than there were students available for them. Approximately 15-20 agencies have requested students...some requesting more than one

student. However, there are only six agencies with students placed to complete the practicum portion of the program.

As of summer 1991, there will be a paid field practicum site. In 1991-92 there are two more possible field practicum sites if the intern can receive a stipend.

6. All courses from 1989-90 have been discarded due to being outdated, poorly written and failing to address the desired program curriculum. For 1990-91, there were 18 new course outlines developed for implementation of the new program. (Program descriptions are in the 1990-91 catalog, and outlines in the Office of Instruction.)

WEAKNESSES

The program has one full-time instructor/coordinator. With the quality of excellence expected of the program by the institution and the community agencies, there is a need for another instructor or one who will share some of the load with another program, rather than always depending on part-time faculty.

If part-time faculty are continued to be utilized, then the inadequate pay has to be addressed; for the instructors will not continue to work for the college. The part-time instructors do not even get an office area for them to conduct business with the students or perform the many duties outside of the classroom to conduct a successful class.

With the increase in the number of students in the program, the task of properly advising the students has become impossible. The students tend to get confused of the program expectations and need some method for adequate guidance and counseling.

There is not enough support at the institution in assisting the student to obtain employment at the completion of the program.

STRATEGIES FOR DEVELOPMENT

To increase the quality of the program the following tasks need to be accomplished:

- Develop a Gerontology option to meet the identified needs. This will be offered Fall 1991.
- DACUMS need to be conducted on all three options. One was conducted spring 1991, and others to be conducted in Winter 1992 and Spring 1992 to assure the curriculum is addressing the educational needs of the students to become employed in the field.
- A student handbook be developed to assist the student in the planning and registering for classes. This would assist in the heavy advising load due to the program's growth.
- A process developed with second year students to assist in the registering of first year students.
- A development of a system to assist the student in obtaining employment upon completion of the program.
- Resources developed to assure the part-time faculty pay will at least come in line with other community colleges.
- Office space developed for the part-time faculty.

JUSTICE SERVICES

AIMS

The Criminal Justice Program offers a broad base course of instruction built upon a legal framework so that students can choose among a variety of career goals in the disciplines of Law Enforcement, Corrections and law related fields. By providing a generalized learning experience for students of diverse backgrounds, maturity, and interests, the program expands their general educational goals in upgrading existing job development skills or seeking new career paths.

The program also is concerned with serving the needs of the community. Workshops, informational

seminars, and police in-service training courses are offered in an effort to achieve the educational needs of the surrounding communities.

In offering abroad based instructional program, courses are easily transferable to four year colleges, enabling students to further their education beyond the Associate Degree level.

These three aims are consistent with the mission of College as stated in the catalog.

CURRENT PRACTICE AND ANALYSIS

Since the purpose of the program is to offer the students a wide variety of vocations or to continue on to a four year institution, it is imperative that the basic course offerings provide a foundation which will apply to diverse vocations within the Criminal Justice System. The core courses require a general comprehension of the law and its implementation within society. Supplemental courses are offered in specialized areas to further expand upon the interests individual students may have decided to focus on in their course of study.

The general education requirements are being met in the courses and program. However, the College needs to organize the course offerings in a more limited fashion. Pre-requisites should be required upon initial entry into the program to assure that students have a firm basis for later course work. We have not carefully looked at the overlaps between courses, subject matter that should either be combined or dropped from the schedule. In depth courses should be studied to consider being split into required sequential course offerings.

The Legal Assistant Program is one area which does not appear to be in demand within the surrounding area of the College. It might be wise to consider dropping the program since enrollment appears to be minimal and does not warrant guaranteeing instructional hours of required courses which may have only a few students signing up for the courses. Monies currently expended for these courses could be diverted to more popular areas of study at the College.

Since the coordinator has been employed by the College only since January 1991, he is unable to evaluate the students within the department other than to note that they fit the typical pattern of community college demographics he had expected.

The department is committed to developing and requiring prerequisite courses. These required prerequisite courses should be established to better implement the program and assure a minimal background in core subjects to enable the student to expand upon basic required knowledge. The program arranged in this manner could assure a student comprehends higher level courses which derive from the core areas.

As noted above the in depth courses need to be split into required sequential courses where important subject matter is contained within the course and cannot be taught in a single quarter. It is better to split that basic course which is valuable to the program into the two sections (e.g., I and II) than to have to omit portions of the material because there is not enough time to do what needs to be done in a quarter.

There are several courses listed in the current catalog that have not been offered within the past two years. We must set a timeline for getting the entire course offerings revamped to fit current needs. The coordinator is concerned that many courses listed in the catalog should be discontinued, and additional courses should be added to update the program.

Since the coordinator has not yet been on the job four months, no changes have been made, but the planning process has begun. For example, CJ202/PSY299 Psychology of Violence and Aggression should be continued. CJ122 Oregon Law should be discontinued because it is contained within various other courses. CJ131 Introduction to Penology should be discontinued because it is redundant to the Corrections course offerings.

Preliminary plans for the above courses and for other changes will, of course, be taken to the Advisory Committee, Instructional Council, and the Division before the process of changes develops too far.

All course syllabi and contents are on file in the Office of Instruction and show recent revisions or upgrading.

It should be noted that we have a Criminal Justice Club just established. It meets at regular intervals,

has enjoyed a great deal of interest by the students, and seems to both stimulate discussion and participation.

Methods include the use of reference materials, videos, periodicals and visual aids to stimulate student interest and to aid in teaching skills. Present teaching methods used are lecturing, class discussions, use of video, and working-lab programs such as fingerprinting.

Faculty are evaluated by faculty within the Department of Human Services and Division of Health/Human Services/P.E.

Other than the one full-time faculty/coordinator, the faculty are adjunct faculty consisting of professionals and para-professional individuals (attorneys and law enforcement officials). A recognized weakness is the dependency that the program has on adjunct instructors and constraints placed by the expense of scheduling regular interdepartmental meetings to set up goals and discuss problems in the implementation of the program. More interaction between the coordinator and the teaching staff would be beneficial to the program by offering the coordinator the ability to oversee the courses in particular and the program in general.

If time were allotted during the quarter to meet and discuss any problems, in addition to providing time to evaluate adjuncts personally, the coordinator could help build the more productive and cohesive program the College expects.

Facilities are classrooms and are well-maintained.

STRATEGIES FOR DEVELOPMENT

Curricular changes must be done within the year.

Time must be allocated to allow adjunct, full-time, and advisory committee personnel meet to express and exchange ideas, concepts and innovations concerning particular programs as current trends demand.

Adjunct faculty must be evaluated on a continuing basis to assure the adhering to our educational goals and standards.

Over the next ten years the program should expand to include new material as dictated by the current trends. If the programs continues the growth pattern of the last years, a full-time faculty will be hired to meet the standards of the program and to allow the program to continue to be the valuable asset to the community.

NURSING PROGRAM

AIMS

The Nursing department believes its role is to educate students desiring to work as licensed nursing personnel in the health care field. In accordance with the College's mission statement the aim of the program is to facilitate optimum holistic development of students in a maximally supportive environment as the students work toward meeting their career goals. The department also believes it should be responsive to the health care needs of the surrounding community. More specifically, the program sees its role as:

Helping students grow and develop into well-rounded individuals,

Preparing students with skills, knowledge, and attitudes needed to be safe practitioners and for successful employment in today's health care field,

Qualifying students to take state board licensing examinations as a Certified Nurses' Aid (CNA), Licensed Practical Nurse (LPN), or Registered Nurse (RN),

Encouraging students to be lifelong learners,

Advising students and assisting them to set realistic goals as well as steering them to additional supports when needed,

Utilizing adult teaching-learning principles to create an optimal and mutually respectful learning environment,

Serving the community by utilizing faculty and/or students in development, implementation, and evaluation of health related activities in the community.

CURRENT PRACTICE AND ANALYSIS

The nursing faculty provides advising for prenursing and currently enrolled students. Until 1987 advisors required students enrolled in the program to meet with them weekly to review progress and work together to rectify problems. When total advising loads were increased due to contractual changes and enrolled advisees became more numerous due to program growth, it became necessary to cut back on advisee meetings. A non-credit 3 hour per week learning skills lab was established in 1987 to assist students who have difficulty with assignments, thus decreasing the amount of individualized instruction time previously provided to students in their advisee sessions. Today, meetings are still frequent in first year, but less so in second year. However, when problems arise which affect academic performance, a not uncommon occurrence, the time spent in advising and problem solving is still extensive.

One nursing instructor who kept track of hours spent advising and problem solving with both prenursing and enrolled students discovered that an average of 15 hours per week were devoted to those activities during the 1990-91 year.

Courses mandated by the Oregon State Board of Nursing (OSBN) for each level of licensure are included in the program. Successful completion of the 2 year course qualifies the student for an Associate in Allied Science degree. Workplace issues are embedded in the program content.

A major addition to the program about 5 years ago was a 4 week preceptorship during the final month of the second year. Details of that program are in the Accreditation Meeting Room.

The program is maintaining a satisfactory level of performance in meeting objectives as evidenced by its 1989 continued accreditation by the OSBN for another 8 year period. See in the Accreditation Meeting Room.

Because of the shortage of nurses in this area, as well as in nursing generally, and because the pool of applicants in large, the program is beginning to accept more students than in previous year.

Impacts of this increase on the program's functioning as well as in other areas will need to be assessed in future years.

The nursing program has an advisory committee made up of health care providers and consumers who help the program respond to the needs of the larger community in which it is embedded. The committee is as active, and meetings are held regularly.

Since inception of a local hospice, the program has offered a course for training hospice volunteers. Students also benefit from this course since exposure to death and dying is endemic in the profession. Another cooperative endeavor, AIDS education for Native American youth, is being planned at the present time jointly by our faculty and a community health agency.

Students encompass a wide variety of ages, levels of education, and previous life experiences. More men are applying for admission; at present, 4 students are male. Also among the 37 present (Spring, 1991) students, is one Asian and also one is a handicapped person. All students must demonstrate a predetermined level of ability before qualifying for acceptance into the nursing program.

Except for a short period of time (1986-87), the program has had more applicants than it can admit. Last fall (September, 1990), 30 students were accepted into the first year, the first time major increase. In September 1991, 30 more have already been accepted. At present there are 29 students on the waiting list, while active prenursing students on campus number another 125, according to the Admissions Office.

Although recent research is not available, a nursing administrator at Bay Area Hospital estimated that approximately 40% of nurses employed there are our graduates. They are represented in all departments as well as in administrative nursing positions. Outlying hospitals employ some graduates, as do the local home health agency, hospice, medical offices, and nursing homes.

In order to be successful, student must learn to apply the nursing process, a problem solving process, to the client problems in the clinical setting. Nursing care plans are regular assignments, and each term students are expected to demonstrate through these assignments the ability to apply the process successfully to successively more complex situations.

Part of the nursing process is making judgments (assessments) after data are collected and analyzed. Based on this analysis, decisions about care are made. Clinical situations requiring judgement are also commonly used in testing (every 1-2 weeks) and on licensing examinations.

Reasoning is an essential skill for nurses to develop. Students must integrate knowledge from the physical sciences, social sciences, mathematics, etc., into holistic care of a variety of clients. Interrelationships must be identified in order to plan and intervene effectively. Basic to the success of any intervention is establishment of a therapeutic relationship. This cannot be accomplished without adequate communication skills.

Another essential component is the development of objectivity or nonjudgmentalism. Early in the program the students are exposed to information regarding cultural differences, discrimination, stereotyping and similar subjects. In groups, they discuss personal feelings and learn from each other about commonalities as well as differences among people. As they are exposed to diverse clients in the clinical setting, close observation of their interactions identifies both problems and growth.

A value such as integrity is essential to our program, for our students are given a great deal of autonomy. Cheating in any form is grounds for dismissal. Students are being continually evaluated for their honesty, accountability, and ability to maintain confidentiality.

Both group and lecture format are generally used; however, field trips are occasionally used. Faculty have used teaching tools such as games, a trial setting to debate issues such as abortion, wearing a colostomy bag for several hours to enhance understanding of the clients' experiences, and guest speakers from the community who are experts in their fields.

Library holding are deficient except for periodicals, which are adequate. Audiovisual equipment is readily available for classroom use. The Media Center is very cooperative when asked to videotape a procedure such as examination of a pregnant abdomen. Some new audiovisual material has been acquired in recent years, but many of the present holdings are outdated due to lack of funds. The most recent innovation in instruction as noted in the nursing education literature, computer assisted instruction, has not been utilized due to lack of funds.

Teaching is evaluated as part of the overall evaluation of faculty and follows the same timeframe and format. New faculty are evaluated their first three years, and all are evaluated every 4 years thereafter. Direct observation of classroom or clinical teaching is done. Videotaping of a classroom session is encouraged both for self evaluation and for viewing by others involved in the evaluation process.

There are 4 full-time faculty teaching in the program. All have master's degrees in nursing. One recently hired member will receive a masters in summer, 1991. Another faculty member will receive a PhD in community health teaching also this summer or fall 1991. Part-time faculty, of which there are presently 2, are required to have a baccalaureate degree in nursing. Since 1987 a campus lab instructor has held a 24 hour per week position to manage the lab and do skill checkoffs with students. This has allowed fairly consistent coverage which is supplemented by full-time or part-time staff. Another 28 hour part-time instructor was hired in January, 1991, to cover clinical and to help in the lab.

Reimbursement for both of these positions includes benefits which may improve job satisfaction and retention of part-time staff.

Faculty specialties are diverse, including obstetrics-gynecology, pediatric intensive care, medical-surgical, administration, geriatrics, thanatology, and community health. One faculty has published and has also developed quality management films for the Minnesota Board of Nursing. Another has authored the book used for hospice training. All have conducted research in the past, and several are involved in projects at the present on subjects that include women's health, social support for cancer treatment patients, effectiveness of death education, and AIDS.

The most recently hired faculty (January 1991) has had no prior classroom teaching experience. The other three range from 6 to 10 years in education. Turnover of faculty and shifting in leadership roles has

created dissonance in the program and among faculty. However, the present four faculty work and communicate together very well. Recent appointment of a program coordinator from among the faculty is expected to bring some degree of stability to problem areas.

The campus facilities are in Sumner Hall and contain offices, classroom, and laboratory areas. The lab area was enlarged last summer (1990) and is used concurrently with nurses' aides at times.

Despite enlargement of the area, the extra room is not being utilized as intended. No one has had the responsibility to decide exactly how the area should be utilized now and to problem solve as to how this can be accomplished.

Hospital beds used are in a poor state of repair; some are quite old and parts for repair parts are unavailable. We need bedside tables, overbed tables, curtains around beds, and tracking. Other equipment such as intravenous pumps and an Accucheck to test blood sugar are outdated. Keeping up with technological advances is a problem. Desks in the classroom are also old and of a type which students find uncomfortable. Faculty offices are adequate.

STRATEGY FOR DEVELOPMENT

Since the program has grown to 60 students and OSBN regulations permit only 10 students for each clinical instructor, we will begin recruiting more instructors and investigate more varied scheduling. Too, the academic faculty will see increases in workload. We will lobby for an additional full-time faculty or comparable part-time faculty to prevent overworking the present faculty. The 28 hour position filled in January 1991 did relieve faculty of some of the load associated with the larger first year class.

Maintaining the present faculty will be a high priority in future years. Faculty work well together now, and their expertise is complementary. Satisfaction and longevity in the job would be enhanced by better pay, more realistic workloads, better support services, especially in the area of secretarial support.

Since the development of new local clinical facilities will likely occur, faculty will anticipate those needs in planning processes as they occur.

The LEGS curriculum has been used in the program almost since the 2 year program began. Since LEGS is phasing out, faculty must lobby to get the time to rewrite the entire curriculum. Collaborative aspects of curriculum development will assure a well-developed program. Following recent trends in nursing education, the faculty will include holistic/independent nursing action (i.e., non-invasive pain control, stress reduction methods, therapeutic touch) in the curriculum and less emphasis on following the medical model of care.

Articulation agreements with 4 year programs will be developed in the future, for more educated nurses are vital to the health of the profession and are badly needed in this community to upgrade and maintain the quality of nursing care.

Our priorities are the following:

- Promote staff stability by improving orientation support, and staff development opportunities,
- Update resources and equipment and facilities with special attention to computer assisted hardware and software,
- Rewrite the curriculum with more emphasis on nursing and less on the medical model of disease.

BASIC NURSING ASSISTANT PROGRAM

AIMS

The Basic Nursing Assistant program aims to give training to students who wish to have these basic nursing skills for self-improvement or to gain employment in agencies requiring certification of the assistants. The aim is consistent with the mission of the College.

CURRENT PRACTICES AND ANALYSIS

The Basic Nursing Assistant (BNA) program is a 5-week course consisting of 120 hours of instruction. This time is divided into 60 hours of class and 60 hours of clinical. Plans for Fall 1991 include changing to 70 hours of class and 50 hours of clinical as mandated by recent changes by the Oregon State Board of Nursing. Eight classes are scheduled each year, two per term. With the state requirements changing class size from 15 to 10-12, our staffing patterns will change.

BNA students are often young unmarried mothers, displaced homemakers, or former wood industry workers. Too the BNA course is often recommended through the various vocational rehabilitation agencies or by the South Coast Business Employment Center. More men are entering the program today than 5 years ago. Graduates of the program comprise about half the staff at local nursing homes, according to the program instructor. Other graduates are found in home care, foster care and hospice care. Some do not stay in this geographic area. Many hospitals, for example Sacred Heart of Eugene, will hire a BNA with one year of working experience at around \$7.00 per hour, a higher wage than given in local work settings.

The course syllabus has been recently updated to reflect the new requirements of the state board. The course is taught by lecture with much discussion and sharing of experiences. Use of media and guest speakers are frequent. Because many BNA students have learning problems, e.g., dyslexia, abundant use is made of tutors, the ABE department, and other campus resources.

The present instructor has been in this position 5 years and has never been formally evaluated by the administration, only by students. The instructor meets with the Geriatric Advisory Committee made up of 12-15 persons and is very active in discussions and planning for maintaining a program responsive to community needs. The present instructor is the sole faculty for this program. She graduated from a diploma (3 year) nursing program and also has a BA degree. She is considered part-time, and her contract is renewed for each 5-week course.

The instructor describes her duties as including interviewing every applicant, arranging advisory committee meetings every month (including writing agendas, arranging speakers, and minutes), planning and implementing the graduation ceremony for each class, planning and conducting continuing education workshops for BNAs who are required to have 12 hours per year of updating. At the conclusion of each class, she also summarizes and collates student data into individual files which must be kept for 7 years.

The BNA program shares facilities with the nursing and EMT programs. Equipment, such as blood pressure cuffs, is sometimes a problem due to poor coordination/communication between programs. Hospital beds in the campus lab are in a poor state. When the first state certification examination for this area was conducted earlier this year in the campus lab, the instructor was embarrassed by the problems arising from the poor equipment available for examiners. Although the campus lab area was enlarged last year, the space has not been well utilized.

STRATEGIES FOR DEVELOPMENT

The BNA program will likely grow since the number of older persons in this area is rising. Besides the normal aging of the U.S. population, retirees find the mild coastal region attractive, and many settle here. BNAs work with health care agencies most likely to be utilized by these elders. One nursing home is opening a psychogeriatric unit because of closing of a similar unit at the state hospital in Salem. People will need to be trained to work with this special population.

If the program grows, another instructor will be needed to maintain the 10 to 1 clinical ratio. That hiring would also be of benefit to the present instructor because lack of a replacement prevents her from using sick days or vacation days. On the rare occasions when illness requires missing a day, the time is made up at a later date because of the College's and the state board's requirement for a specified number of hours for students.

With the enlargement of the campus lab area, it should be possible to designate space for a desk, file cabinet, and a cupboard for the instructor to store papers and/or equipment. The present file used for storage and table to be used for a desk is located in a corner of a meeting room. To collect supplies often interrupts meetings. I will continue to lobby for appropriate work space.

EMERGENCY MEDICAL TECHNICIAN PROGRAM

AIMS

The Emergency Medical Technician (EMT) program trains students to administer lifesaving care to traumatized clients in emergency situations. Goals of the program are listed as follows:

Prepare individuals to administer safe prehospital care to the sick and injured, including immediate care and transportation of the victim(s).

Provide didactic and clinical instruction that, guided by the Board of Medical Examiners and Health Division requirements, assures students they meet established standards for certification.

Expose student to the work environments in which EMTs function.

Assist students in continuing their EMT coursework through articulation with other community college state approved paramedic programs.

Provide up to date certified emergency medical staff for the College district, keeping the rural nature of our community in mind when planning curricula materials.

Broaden students' knowledge base by augmenting state required curricula with courses from other discipline areas.

CURRENT PRACTICE

Courses are regularly offered at the EMT IA, IB, AND II levels. The EMT III course is offered every two years. The program may be taken by students pursuing a diploma or a degree. Most students are public service volunteers who are taking the course to qualify as a volunteer to work with small community ambulances or fire departments which are abundant in this area. Tuition is waived for volunteers. See in the Accreditation Meeting Room a detailed description of current practices prepared for the 1989-90 special accreditation by the state.

STRATEGIES FOR DEVELOPMENT

Since that special accreditation, we have considered their recommendations. Those were the following:

1. With the expected reassignment of the EMT program at the state level (from the Board of Medical Examiners to the Division of Health), it is important for the administrator and the coordinator of SWOCCs EMT program to communicate regularly with the new administrator.
2. To attract and keep qualified part-time instructors, the College is encouraged to bring the part-time instructor's pay more in line with full-time faculty salaries.
3. A full-time EMT IV be hired before an EMT III course is offered again.

The follow-up progress or responses to that report follow:

1. There is currently no EMT coordinator. This position is difficult to fill on a part-time basis. The Division Chair and Instructional Manager maintain contact with the Health Division. The Division Chair has responsibility for recommending staff for the EMT courses, assuring that all required classes are scheduled without conflicts and also monitoring the budget.
2. The College has added additional years of experience steps to the part-time faculty schedule and increases of salaries at 4 percent annually.
3. This recommendation if carried out would greatly affect the level of training to our area EMT's. The Health Division requires that the instructor for EMT III be at least an EMT III with ACLS instructor and CPR instructor qualifications. Even with this minimal level of preparation we needed to contract with another community college for the use of their instructor to offer the EMT III in 1991-92. We offer the EMT III class only every other year. The approved diploma program requires the completion of only the EMT II.

HEALTH AND PHYSICAL EDUCATION PROGRAM

AIMS

The Health and Physical Education programs are designed to educate the general student body in areas that pertain to life-long wellness and activity. We subscribe to the theory that a healthy mind and healthy body go hand in hand. Paramount in our mission is the aspiration of extending the quantity of life as well as increasing the quality of existence for all. This mission is consistent with SWOCC goals.

CURRENT PRACTICE

SWOCC's Health and Physical Education are required parts of the A.A. and A.S. degrees. Classes are offered from eight o'clock in the morning until nine-thirty in the evening. There is a wide variety of formats to choose from to fulfill the requirements, including team sports, individual sports, aquatics, rhythms, and combatives. Health and Wellness classes are offered every term at a wide variety of times. All teachers are credentialed and/or qualified to teach in their areas.

ANALYSIS

Since the Health and Physical Education Department members are highly qualified to teach in their areas, students receive instruction from professors who are master's level teachers. The department is small enough so that a great deal of interaction and communication takes place. One change since ten years ago, and a great strength added to the program, has been the increased use of classified staff. The classified staff who set up nets, prepare teaching stations, etc. are very efficient. There are many course offerings at a wide variety of times allowing flexibility in students' scheduling. A noteworthy strength is that the department has a long history and is widely reputed for providing excellent education opportunities.

Since Prosper Hall (the gym) was built in 1967 and has had very little upgrading, there are some changes needed. There is only one classroom in Prosper Hall, and it is small and inadequate. There is only one gym floor that is only the size of one basketball court. The lighting on the gym floor level was changed in 1986 and has been deficient ever since. There is very little storage on the main gym floor level. The teachers' offices are too close to the gym floor and are not insulated from the noise which creates a poor office environment. The locker rooms are very small, but adequate. The laundry system is of the domestic type, no commercial. The weight room equipment is very old and worn. The mat room is a multi-use area and is very hard to schedule due to heavy use. The number of full-time faculty has dropped in the last ten years from five, down to one. Probably the largest obstacle that the department faces is that Prosper Hall needs to be finished, at least to its original planned size.

STRATEGIES FOR DEVELOPMENT

A plan to develop a fitness center in Lower Prosper will be implemented in the fall of 1991. This will provide a valuable health and wellness benefit to the college staff and allow for a very flexible method for students to fulfill the P.E. requirements. The department has requested new equipment to aid in body composition testing. SWOCC will consider offering more P.E. classes at nearby health clubs. The Dean of Administrative Services has been given a plan that was developed by the Athletic Director to expand Prosper Hall. Increasing the number of full-time faculty is a recommendation that has been presented to the administration for review.

VI
CONTINUING
EDUCATION

VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES SELF-STUDY COMMITTEE

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Jan Newlander

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CHAPTER VI

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

AIMS

The offices and departments in which continuing education activities are housed work to meet the postsecondary needs of adults who are unable to participate on a full-time basis. Each of the programs structures its delivery to non-traditional students, nurturing and supporting the concept of lifelong learning.

CURRENT PRACTICE AND ANALYSIS

The Dean of Instruction is the instructional authority working through the instructional management team, the divisions, the hiring process, the system for class scheduling, and course outline procedures to assure coordination and cooperation among units with continuing education responsibility. Management encourages all areas

- to respond to community needs, e.g., GP workers
- to allow flexibility in delivery, e.g., concentrated training for BLM, Western Bank, teleconferences
- to support staff in use of technology, e.g. fishermen Math Kits, GED at correctional facility.

The Extended Learning office is directed by the Associate Dean of Extended Learning, Patricia Bruneau-Gaber, and is regarded as the branch of the college in which most efforts outside the "traditional" academic programs are administered. When a request for a workshop, conference, seminar, contract training or new certificate surfaces, the request is most often forwarded to the Extended Learning staff. Similarly, if a request comes to the Extended Learning office, the Director of Special Programs or the Associate Dean contacts the faculty member of the discipline to determine appropriate action. There is direct two-way communication between many full-time faculty and the Extended Learning staff. This linkage is informal and in addition to the formal linkages described above. However, there is some breakdown in the communication link with Divisions or disciplines and the Extended Learning staff identified as a goal to be more visible and to have the college as a whole have more understanding of Extended Learning services.

Though staff members feel there is a need for more budget in many areas, each program in Extended Learning has a unique situation with regard to funding. The budgets for each of the programs are set by grant or general fund.

Since the Workforce 2000 Skills Center was funded at half the level requested in the grant proposal, staff are working to leverage the resources with other programs and preparing proposals for other grant funds, particularly the Older Worker program, the Dislocated Worker funds and the Research and Development funds for training of dislocated workers. If additional dollars are not allocated, the Skills Center will have to reduce services.

The grant funding for the Single Parent/Dislocated Homemaker Program decreased in 1991-92 by \$10,000 (16.7 percent) and will decrease by another \$10,000 (20 percent) during 1992-93. This is a 33 percent reduction in two years. The Board of Education committed to maintaining services at the same level in this program through the 91-92 academic year. Continued services will be evaluated during the 92-93 budget cycle. Since the budget provides for a 30-hour per week Director at peak times, additional staff could be used in this program.

The Fire Science program received an infusion of funds during the 1990-91 school year, restoring funds for part-time instructors that had been cut in 1983. It would be difficult (and on the current budget, impossible) to operate the Fire Science program without the donations of community fire departments, the Coast Guard and the national and state agencies. The budget for equipment and supplies is not adequate. We cannot maintain safe equipment and supplies on the current general fund budget. We do not believe the program will meet state or federal safety inspections for equipment.

The budgets in the Outreach programs are adequate to maintain the current level of classes; no

courses have not been offered because of lack of budget. The budgets in each program discipline do not provide for staff development or curriculum development.

The budget for administration of the Extended Learning programs has been adequate until this year. There have been increased administrative responsibilities and an increase in the use of teleconferences with the installation of ED-NET and the second satellite system, increasing the number of contacts and services provided by the Extended Learning staff. Additional personnel are needed to support these additional services.

With the move to the downtown facility, the Business Development Center (BDC) took in a large commitment of overhead expenses which the BDC has to cover with self-support (program income) dollars. This is a heavy burden, as the center and the Director, in particular, have to conduct feasibility studies, surveys, and seminars to raise \$20,000 in net program income per year.

The BDC is experiencing a drop off in students, with escalating promotional costs and increased competition from other training providers in the community; e.g., Job Service Employers Committee and COMP-U-TALK. This makes it more difficult to earn program income. The BDC is paying all of the costs of the Lecture Hall, which is used half-days by the Skills Center. All these issues will be addressed in early 1992.

The following statistics are for students enrolled in Extended Learning classes. The college recordkeeping system tracks drops and withdraws. Students can drop without responsibility for a grade through Friday of the sixth week of classes. Students counted in this table as "withdraw", withdrew totally from school.

	No. Students	Drops	Withdraws	Drops & Withdraws*
89-90	3,058	182 (6%)	90(3%)	279(9%)
90-91	3,224	163 (5%)	45 (1%)	179 (6%)
91-92	2,441	161 (7%)	57 (2%)	217 (9%)

The completion rates in the Success Center are 75 percent for Skills for Success classes. The completion rate for the Workforce 2000 Skills Center classes average 85 % (those who started and completed the course) and 91 % (those who started and completed the course or became employed before completing the class).

Adequacy of the Staff and Facilities

The committee feels that staffing in the area of continuing education is inadequate in several areas.

Many projects and programs depend on people with highly specialized knowledge and skills. In an area as rural as our district, locating people with those skills is difficult. It requires a large initial investment of time and money to mentor, train, and coach the employee.

Budgetary restraints limit the resources to provide skilled staff coverage in offices while full-time employees take vacations, sick leave, or attend conferences and inservice activities. A skilled, cross-trained backup would help prevent the backlog of work that staff experience when returning to work.

The heavy use of part-time staff as faculty and program managers affect program development and continuity.

The loss of key personnel due to relocation, retirement, etc, and the difficulty to locate a replacement, interrupts and sometimes ends important project activities.

The physical facility needs on campus that should be addressed are:

- additional class room space for more permanent targeted space for bulletin boards, maps, etc.
 - the addition of one large (seating 150-500) conference-style educational area
 - facilities equipped for mature adults (comfortable chairs and tables - not desks!)
 - space equipped for flexible instructional delivery (offer the instructor and students the ability to rearrange if needed)
 - easy access to classroom for mature learner
- Off-campus instructional space is totally dependent on community resources (i.e., churches, schools,

etc). This limits scheduling and offerings.

Continuing education operates from the general fund of the college budget and grants. There is no directive for classes to be self-supporting in all areas. Some specific activities are scheduled on a self-support basis, e.g., contract classes to meet industry requests; non-reimbursable activities. In 1990-91, 18 Extended Learning classes and 53 BDC classes were offered on a "fee only" basis.

Outreach classes and certificate classes offered by divisions are funded by the general fund. They are not required to be self-supporting. Class fees are set through a process of proposal by department, then reviewed by division, Instructional Council, managers and finally, approved by the Board of Education. Fees for career development courses in Fire Science are governed by an Interagency Agreement: \$15 per class. Operating surplus in general fund at year end is used as carry-over in the general college budget.

Fees for self-supporting classes in Extended Learning and the Business Development Center are set so as to cover all costs of instruction as well as an administrative overhead. If any class generates a surplus, it is used to cover a shortfall in another class. 1990-91 year-end balances for Special Projects accounts in Extended Learning follow in this section.

Part-time faculty who teach for Extended Learning or for the divisions in a certificate program are given credit toward advancement on the pay scale for each term taught.

When a full-time faculty member teaches a continuing education class, it is considered in evaluation for promotion and tenure. Electronics instructors working at International Paper under a special contract are being evaluated at that worksite. In the past, English faculty and the geology faculty member have taught classes in Extended Learning. The classes or service are given equivalent workload credits to any class on-campus and are calculated in the full-time faculty member's workload. The assignment of workload is through the division, the instructional managers, and is given final approval by the Dean of Instruction.

In-load assignments for work in Extended Learning are sometimes given to full-time faculty as part of their workload:

- Electronics instructor assigned to International Paper Company, Gardiner for instruction
- Machine technology instructor teaching one class at International Paper Company, Gardiner
- Business Division instructor given one credit in workload for working with part-time faculty
- Geology instructor taught one class in Outreach community

Full-time faculty sometimes have overload assignments for work in Extended Learning:

- Physical Education/health faculty assigned to International Paper Company, Gardiner to provide health and wellness education
- English Faculty overload for "Writing Your Autobiography" class.

During 1990-91, 2-1/2 full-time faculty were assigned to continuing education activities, 5 percent of the full-time faculty.

Training opportunities for faculty and staff development are varied. Money for faculty and staff development is included in individual department budgets (for specific conference) and in the faculty staff development budget, which is allocated by a faculty committee, or in specific grant projects. This money has been traditionally accessed by full-time faculty and staff. Extended Learning administrative budget allocations have sponsored two or three part-time faculty members to a conference in their disciplines.

Most faculty development is done in the subject area. Examples of training opportunities include: Library, materials and publications, Internships in vocational disciplines, and Teleconferences in a wide range of areas, e.g., career inservices, adult education methods, educational issues.

Training in adult education and non-traditional delivery occurs in Extended Learning, the Skills Center and the Business Development Center on an on-going basis. The focus of the part-time faculty orientation session fall 1991 was current adult learning theory and practices.

Communicating both the importance and the content of staff development activities seems to be a

problem. In fall 1991, there was a problem when announcing the part-time faculty orientation session: full-time/part-time faculty did not know if they were invited (some received invitations, others did not).

Concerns are being raised among some of the classified staff that inservice is not meaningful for them and takes time away from getting the job done, decreasing the effectiveness of offices and programs.

Improvement in the faculty and staff development functions might occur with:

- Additional funding for substitute faculty for faculty
- Encourage team teaching as a method of staff development
- Encourage mentoring and modeling
- Encourage use of videotaping for staff development
- Reimbursement for curriculum development

Full-time faculty pay is set by contractual agreement. Part-time faculty pay is set by Board Policy #4.008. Classified staff salaries are set by contractual agreement. Compensation for instructors for short-term contract training in Extended Learning and the Business Development Center is market driven and governed by Board Policy 4.009.

Extended Learning part-time faculty are treated the same as part-time faculty in other divisions. They are hired on a quarter-by-quarter basis and receive no benefit package if working less than half-time.

While student services are available to all college students, on-campus, 8 am to 5 pm, Monday through Friday, they are not easily accessed by the non-traditional student, the off-campus and evening students.

Improvement in access to student services, particularly child care, tutoring and advising, is needed.

Safety issues have been a topic of discussion by evening students and instructors. Landscaping to address these issues has occurred. There is still a need for more lighting even though lighting has been improved at the east entrance. There is concern among students and staff that changes in workload for maintenance and custodial staff will limit the escort assistance extended in the past.

In reviewing all advertising, we did not identify any misleading information or statements. It is easy to see the changes that have occurred in format over the last three years, making the information more readable, clear and professional (on file in the Accreditation Meeting Room).

The Business Development Center, the Workforce 2000 Skills Center and the Success Center do self-evaluations of program and instruction. Students evaluate each class and instructor. Follow-up studies are done individually by office or program, if at all. There is no centralized collection of, or distribution of, the data. There is no formal process defined for campus-wide follow-up activity, nor is there the technical support system in place to communicate the results. Each of these three areas have evaluation components in their grant requirements.

Course offerings are determined by college goals and community request. Some courses are offered because specific grant funds have been obtained.

Advisory committees make recommendations concerning the curriculum. In Extended Learning, the Fire Science Advisory committee reviews course and program offerings and makes recommendations. The Workforce 2000 Skills Center Advisory Committee makes recommendations concerning curriculum. The Planning Committee for the JOBS program makes recommendations for the Life Skills curriculum. Focus groups in the Outreach areas come together to address educational needs on an as needed basis. The Advisory Committee for the Business Development Center makes recommendations for specific courses. The Business Management Advisory Committee makes recommendations for the Professional Certificates in Finance, Marketing and Supervision. There is no advisory committee for the Real Estate Certificate program.

Once the advisory committee has made a recommendation or a request is forthcoming from the community which indicates a full class, the full-time faculty member or the director of the program creates a course outline.

Academic departments have responsibility for course development and review. Courses are generally developed by full-time faculty. Should a part-time faculty member develop a course, the course is reviewed by the full-time discipline faculty member before being submitted to the division and the

Instructional Council.

Advisory groups, representing the public, agencies and businesses, review course and program offerings on a regular basis.

Vocational programs, certificate and degree, are in a program review process, which involves faculty, divisions, students and advisory committees. There are no program evaluation procedures other than for vocational certificate or degree programs.

In outreach programs, students evaluate classes and instructors at least once each term in quarter-long classes using the college's instrument for evaluation. In the Success Center, the Workforce 2000 Skills Center, the Business Development Center and in Extended Learning, evaluation forms designed by the programs are used for each class. (See in Accreditation Meeting Room)

The diversity of offerings reflect community needs, college goals, and the requirements of state law to offer: academic (transfer), vocational and other adult classes. This college is committed to balancing the offerings, as reflected in the mission statement. In 1990-91, approximately 28 percent of the offerings were academic, 39 percent were vocational and 32 percent were other adult.

Academic credit is offered on some courses that do not meet degree requirements. Those courses are numbered 9.XXX and 5.XXX. Advisors and counselors direct students to the course selection that will meet program needs. The course number is the designator on the transcript. The Faculty Senate recommended, and the President approved in April 1991, a definition of credit vs. non-credit programs.

Non-credit courses require an approved course outline on file in the Office of Instruction. Students are enrolled under a Term Line Number (TLN), but that record is not transcribed. The majority of non-credit classes are personal interest, professional development, or hobby and do not apply to program.

Granting of credit is based on the state standard ratio of contact hours to credit granted: lecture 10-12 hrs/term = 1 credit; lec/lab 20-24 hrs/term = 1 credit; lab 30-36 hrs/term = 1 credit. The format of the course is listed on the course outline. Time-shortened offerings must adhere to this criteria if credit is granted. No class is taught without an approved course outline on file. The Office of Instruction supervises and gives final approval to all course outlines.

BUDGET

The budgets for Outreach activities, certificate and diploma programs offered by divisions are developed during the regular budget development cycle of the college (See Budget Development, Standard II, A.5.). These are general fund budgets. Income in these accounts is from tuition and fees and any net surplus is used as cash carry-over for the next year.

Extended Learning has a special project account for self-supporting activities, seminars, workshops and classes. Any net surplus remains in the account to cover costs of an activity that does not meet projected budget.

The budgets for contracted training programs are developed individually with the agency or business requesting the training. These contracts must cover all expenses. Any net surplus is carried in the special project account until the project is completed. There have not been any special projects in which there has been a net surplus when the project has been completed other than the Costa Rica Project. In that project, any funds that were not used for direct project costs were to upgrade equipment in the fire science program.

The budget for the Business Development Center is general fund, grants from the state office of Business Development Centers and contracts and fees.

<u>Business Development Center</u> 1990-91		<u>Saturday Academy</u> Jan. - Dec. 1991	
SBA	20,603	Challenge Grant	12,000
State	32,418	Murdock Grant	304
SWOCC	84,265	OEDD	1,778
Lottery	24,697	Sportsman Gift	759
Program Income	50,174	Fundraising	17,315
	212,517		

RSVP April 1990 - March 31, 1991

Federal (ACTION)	35,135
Coos County	5,000
Volunteer Station	1,500
Fundraising	6,000
In-Kind	8,600
Miscellaneous	2,140
	<u>58,375</u>

Success Center 1990-91

SWOCC	51,272
Single Parent/Displaced	
Homemaker Grant	50,000
Disadvantaged Grant	15,900
Family Support Act	135,752 (Oct. 1 - June 30)
Child Care (program rcpts.)	<u>7,000</u>
	259,924

Extended Learning - General Fund 1990-91

Bandon	19,571
Myrtle Point	18,482
Reedsport	18,868
Powers	3,471
Coquille	31,849
Lakeside/Hauser	3,921
General to Community ED.	37,893
Non Reimbursable	5,640
Telecourse Instruction	3,750
Extended Learning Admin.	149,874
Elderwise	<u>19,263</u>
	312,582

Workforce 2000 Skills Center 1990-91

South Coast Bus.	11,454
State Grant	175,951
Georgia Pacific	<u>3,915</u>
	191,320

Extended Learning - Special Projects 1990-91

Mobile Crane & Lift	11,346.22
Emergency Response	206.77
Internships	0
IP Wellness	(9,352.08)
IP Computer Training	0
IP Welder Training	1,310.34
Corrections Startup	2,184.65
MIMS	3,277.15
IP Electronics	(6,323.54)
Costa Rica Firefighting	
Training	10,677.05
Special Workshops	(3,372.20)

FACULTY

Full-time faculty are selected by a rigorous hiring procedure which includes a screening committee, interviews and reference checks (hiring procedures in Accreditation Meeting Room). Part-time faculty are selected after careful review of the application, resume, transcripts and letters of reference by the program directors, the Associate Dean and a full-time faculty member in the discipline or by the Director of the Business Development Center. The program directors interview the prospective part-time faculty member and complete a reference check.

The standards of the college regarding course work in the discipline area are followed: a Master's degree is required for transfer level courses in Coos County. On occasion, in Curry County, a part-time faculty with a bachelor's degree, at least 24 graduate credit hours in the discipline and extensive experience in the field will be hired to teach a transfer level class. For other adult classes, a bachelor's degree or experience, depending on the class, are required.

Expertise is used as the guideline for hiring in the Business Development Center.

CURRENT POLICIES ON WORKLOADS AND COMPENSATION

If full-time faculty teach a course in Extended Learning, the work is considered a part of the regular workload or an overload. If it is an overload, compensation is governed by the Faculty Agreement.

Part-time instructors in Extended Learning, including the Success Center and the Workforce 2000 Skills Center, as well as part-time instructor in other divisions where continuing education is offered, are limited to teaching a maximum of 7 credits per term. Compensation is based on current pay scales and the

course outline.

Part-time instructors for the Business Development Center and for contract training are paid on a negotiated, market-based rate under Board Policy 4.009.

Saturday Academy instructors are paid at a rate set by the South Coast Academy Board under Board Policy 4.009.

ADVERTISING AND PROMOTIONAL MATERIALS

Advertising and promotional materials are in the Accreditation Meeting Room.

FEE SCHEDULE

The fee schedule for credit courses is the same as the regular program. Fees for the ElderWise program are set at a minimum to cover the cost of materials and advertising. Fees for contract training and self-supporting classes are set for each contract or class.

The Business Development Center sets its registration fees based on cost recovery:

3 hours = \$25.00 6 hours = \$45.00 9 hours = \$65.00 12 hours = \$80.00
1 year (Small Business Management Program) = \$245.00 per year

The Success Center and the Workforce 2000 Skills Center have no fees at the current time. There are no fees charged in the RSVP program. Saturday Academy class fees are set by the South Coast Saturday Academy Board based on costs and projected enrollments.

FOLLOW-UP STUDIES

No follow-up studies are completed on outreach students, certificate students or continuing education students. The Success Center does a follow-up of students and uses the information to document individual benefits from the program, to assist in securing more funding and to contact the participants one more time to provide support and encouragement.

The Business Development Center:

- contacts counseling clients every 120 days or until closed out;
- has a regular follow-up with ongoing clients;
- conducts an annual survey of start-up clients seen during the calendar year to find out if they started a business;
- evaluates counseling services throughout the year;
- conducts a community needs assessment every three years.

The Workforce 2000 Skills Center engages in ongoing tracking of students who have completed the core programs. Every six months a direct contact investigation is initiated, primarily by telephone. The next follow-up report will be compiled in January 1992. The project is participating in a statewide tracking system administered by the Oregon Employment Division (5-year tracking). Specific feedback from students has resulted in at least 12 program changes. The June, 1991 follow-up indicated that 35 per cent of the participants had entered vocational education programs at SWOCC, with an additional 12 per cent planning to enroll in vocational programs in the fall. Twenty-two percent of those completing the program were employed. Eleven per cent were enrolled in the Adult Basic Education/GED program. A group of 10 percent were job searching, and the remaining population were neither attending training or working due to a variety of reasons, including health problems, moves, family disruptions, etc. Former students tended to consistently mention the following:

1. The program had become available at a crucial juncture in their lives.
2. The program helped them overcome their fears and anxieties about the future, permitting them to not only focus upon where they were headed, but also to develop more positive self-images.
3. Statements about the openness of the facility providing them with a feeling of being welcome seemed to indicate the importance of a non-threatening physical environment.

4. Former students remarked upon the friendliness, concern, and helpful attitude of the Center staff as forming the basis for a successful student experience within a setting that could have otherwise been devastating and defeating for many.

NEEDS ASSESSMENTS OF TARGET POPULATIONS

The Business Development Center conducted a telephone survey of 50 randomly-selected businesses in southwestern Oregon in 1988. Attendees complete evaluations after every seminar asking what classes are needed or wanted. There are ongoing discussions with business owners and agencies.

The Workforce 2000 Skills Center completed a needs assessment of unemployed/underemployed including dislocated workers, high school dropouts, underemployed in marginal jobs and Head Start parents prior to submitting the grant proposal in spring 1990. Information was gathered by personal contact with employers, reviewing community job trends data, consultation with the Regional Vocational Education Committee, the Workforce 2000 Planning Committee, and on-going individual student needs assessment surveys.

The Elderwise program did a targeted needs assessment of seniors in the summer of 1991.

Schedules of programs and/or courses over a three-year period and form(s) used for obtaining approval to offer academic credit are in the Accreditation Committee Meeting Room.

GUIDELINES USED FOR GRANTING THE CONTINUING EDUCATION UNIT

The guidelines used for granting the Continuing Education Unit (CEU) are taken from the handbook entitled "The Continuing Education Unit Criteria and Guidelines," written by the National Task Force on the Continuing Education Unit. One CEU is awarded for ten contact hours of lecture instruction, 20 hours of lab instruction. CEUs are available for occupational upgrading purposes. The Instructional Council adopted guidelines for developing and awarding CEU in 1989-90. Those guidelines include developing a CEU curriculum, determining the number of CEUs to be awarded based upon a 60-minute contact hour, an instructor approval process through the Associate Dean of Extended Learning, and determination of the fees to be charged students. CEUs are recorded on a student transcript which includes the name of the College, the name and social security number of the student, title of the CEU course, term and year of completion, number of CEU awarded and an indication as to whether or not the student has successfully completed the CEU instruction. Requirements for successful completion of CEU instruction are established prior to the offering of the course. Requirements include demonstration of competence based on course objectives, attendance or a combination of the two. Course content is evaluated by the sponsoring organization, the instructor and the Director of Special Programs and the Associate Dean of Extended Learning. Evaluation procedures include feedback from students, sponsoring agency/organization and instructors.

POLICY CONCERNING CREDIT FOR TIME-SHORTENED OFFERINGS

There is no institutional policy for offering credit on a time-shortened basis. For all offerings, division chairs, directors and deans follow the institutional guidelines of instructional hours needed to obtain academic credit--10 lecture hours or 30 laboratory hours are equivalent to one credit (quarter system).

STRENGTHS AND WEAKNESSES

The continuing education and outreach programs meet the needs of many non-traditional students. There is a wide variety of classes, from basic skills to continuing education for professionals. Classes are offered district wide and through contracts out-of-district (CODs) with qualified instructors. The staff and instructors are professional, supportive and caring. Student follow-ups provide for improvement in some programs.

There is no clearly defined program or procedure for staff development for part-time instructors. Continuing education and certificate programs are not clearly defined. Recordkeeping for non-credit programs may not serve the students. The policy for CEU offerings may not meet the needs of the students. Students may have as a goal a professional certificate but there is no way of identifying those students. Communications between departments and offices continues to be of concern.

Teleconferences are not publicized adequately. Operation of the Curry COD is hampered by lack of qualified part-time instructors, learning environments/facilities, communications and public relations. Staff have many programs to manage. Budget reductions are causing additional stress.

STRATEGIES FOR DEVELOPMENT

1. Work with Faculty Senate to define policies for recordkeeping of non-credit programs
2. Review policy for awarding CEUs to determine if meeting needs of students.
3. Review staffing in Extended Learning to address increase in teleconference usage.
4. Address the issue of student services for evening students, particularly child care, tutoring and advising and counseling.
5. Develop an aggressive instructor recruitment and retention plan, and a process to support instructional development. This may include a mentor/peer assist program for both adjunct faculty and staff.
6. Develop a pay scale to address the variety of faculty and staffing that is comparable to the local economy.
7. Develop publicity schedule for teleconference activity.
8. Review operational goals with view toward mission and reduced budgets: what can we realistically achieve?
9. Offer seminar in safety tips for students. Continue to upgrade lighting and landscaping with safety issues in mind.

SPECIFIC ACTIVITIES AND PROGRAMS

Certificate awards fall into three groups at SWOCC:

Academic or program certificates: Six program issue awards at satisfactory completion of coursework. They are listed in the college catalog, along with the curriculum of study: Certified Nursing Assistant, Professional Certificate of Marketing, Professional Certificate in Supervision, Professional Certificate in Finance, Firefighter Training Certificate and the Real Estate Program. These certificates are designed for upgrading skills of those currently in the field or for those who want to enter the field.

Certificates that certify skill and performance levels: The welding instructor issues these certificates. Certificates for satisfactory workshop or seminar completion: These are issued for Continuing Education Units (CEUs), dog training classes, and specialized training such as the Water/Wastewater Short School. These certificates are issued by vocational instructors and departments. The Business Development Center issues certificates on seminar completion at the students' request. The Success Center issues certificates of completion for the Skills for Success class and the Life Skills class. In addition, graduates of the Skills for Success class are awarded a Displaced Homemaker Certificate of Achievement by the National Network for Displaced Homemakers.

All certificates issued are based on student enrollment under a Term Line Number (TLN). No central record keeping of certificates given exists. Professional program certificates awarded are recorded in the Admissions Office and are listed on the student's transcript.

Enrollment data for the 1990-91 academic year:

Activity	#FTE	Department
Outreach classes	103.796	Extended Learning
WKFC Skills	6.443	Workforce 2000 Skills Center
Skills for Success	1.376	Success Center
Life Skills	11.436	Success Center
Fire Science classes	60.038	Fire Science Program
BDC Classes	6.1343	Business Development Center
Small Bus. Mgmt Prog.	10.5	Business Development Center
Cert. Nursing Assistant	*	Dept. Health & Human Services

Cert. Marketing	*	Dept.
Cert. Supervision	*	Dept.
Cert. Finance	*	Dept.
Cert. Fire Fighting	*	Dept.
Real Estate Program	.971	Extended Learning
Saturday Academy	**	Extended Learning
Curry County COD	100.63	Extended Learning
Shutter Creek COD	6.14	Extended Learning

*No method of tracking student enrollment in certificate programs exists. These certificates are awarded when a student completes the complement of courses necessary to obtain the certificate.

**See enrollment data for Saturday Academy below.

In 1990-91, 3,174 students (33 percent) were enrolled exclusively in off- campus classes and 946 students were enrolled in at least one off-campus and one on-campus class, for an unduplicated headcount total of 4,120 students enrolled in off-campus classes, 43 percent of the total unduplicated headcount (9,487).

BUSINESS DEVELOPMENT CENTER (BDC)

The SWOCC Business Development Center (BDC) has been in existence for 8 years, has provided consultations to over 2,000 businesses, conducted over 300 seminars with over 5,000 participants, and handled over 6,000 requests for information.

The BDC exists to promote the development of successful businesses in Southwestern Oregon and acts as a clearinghouse for information, resources, services, and programs that can help business owners, managers, and employees run the best businesses in Southwestern Oregon. The BDC acts as a neutral party, treating all businesses and individuals equally in a non-discriminatory fashion. The disclosure of financial and other proprietary information to the BDC staff is held in strict confidence at all times, with written documentation kept in locked files. Most of the information and counseling provided by the BDC is free. Some technical services and most seminars are offered for a reasonable fee. Special studies and custom training are provided on a negotiated fee basis at fair market value.

The BDC is one of 19 Small Business Development Centers in Oregon. The BDC is funded by SWOCC, the Oregon Economic Development Department, the U.S. Small Business Administration, self-support programs, and special project grants.

The BDC is located on the Coos Bay mall at 340 Central, Coos Bay. A Lecture Hall adjoins it with capacity for 35 people. Most of the BDC seminars are held in the Business Center Lecture Hall.

SATURDAY ACADEMY

Saturday Academy is an intensive studies program for 4th-12th grade students in the College district. Classes are offered after school and on Saturdays in computing, engineering, physical and biological sciences, communications, business, humanities, and the arts. They are taught by professionals, on-site at the college or at the agency hosting the class. Saturday Academy is a non-profit, private program hosted by Southwestern Oregon Community College and is supported by grants, tuition and community contributions.

The purpose of Saturday Academy is to give bright, motivated students on the South Coast exposure to the many educational opportunities and resources available throughout the community, outside the regular school curriculum. Saturday Academy allows students to make the connection between business and their education by taking classes. Saturday Academy instructors are experts in their field and create a positive learning environment for students. Small workshop classes allow students to participate in an intense learning session over a short period of time. Saturday Academy offers three terms per year: Fall, Winter/Spring, and Summer.

Student Enrollment in Saturday Academy

Year	Term	# Students	#Classes	#Classes	Held
			Scheduled		
1988-89	Summer	95	9		X
	Fall	85	12		X
	Winter/Spring	69	12		X
1989-90	Summer	No classes			
	Fall	100	14		10

X Information is not available.

RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

ACTION'S Retired Senior Volunteer Program (RSVP), a new dimension in community service, is the fastest growing volunteer program in the nation. These community organized and operated projects are providing meaningful volunteer jobs ranging from Senior Follies to tax assistance. The activities are as numerous and diverse as the applicants.

Research shows that in the past ten years, thousands of communities all over the country have benefitted from the efforts of retired senior volunteers. Defying the notion that age brings inactivity, volunteers in the RSVP spend several hours a week working on a wide variety of tasks that enhance the quality of life in their community. Very few people realize the services our seniors contribute to our communities. With many areas of volunteer involvement, we can be proud of RSVP community spirit. Tel-Med and the Sew-n-Sews quilting group are two of the projects staffed by RSVP members. The options available are limited only by interests. From clerical help to handy man, Blood Mobile aides to friendly visiting, RSVP offers volunteer positions that seem molded to fit an individual's wishes for involvement.

With a national network of support, the Coos County RSVP offers local senior volunteers assistance in the expenses that often come with volunteering. Sponsored by SWOCC, local agencies, and fund raising events, RSVP keeps volunteers up-to-date on all the new opportunities that come available for volunteers. RSVP members, currently numbered at 325, serve at 43 volunteer locations situated throughout the county. Volunteers are age 60 or over (there is no upper age limit) and are given an opportunity to offer time, experience, knowledge and interest to those in the community who need an experienced, committed volunteer.

TELECONFERENCES

In 1990-91, the first ED-NET course was offered at SWOCC: Introduction to Japanese, with an instructor from Chemeketa Community College. Over the course of the year, a total of four students enrolled for the transfer-level course. Only 1 completed all 3 terms. Between September 1 and November 20, 1991, 32 teleconferences were scheduled. Thirteen (13) had 148 participants attending 39.5 clock hours of instruction. Fourteen conferences were taped for distribution. Five teleconferences were for Linfield College students.

SHUTTER CREEK CORRECTIONAL FACILITY (CONTRACT OUT-OF-DISTRICT)

The contract at Shutter Creek began in 1990-91 with an ABE/GED program, 3 days per week for a total of 12 instructional hours with a total 6.14 FTE students. Nine students have received the GED since the program began. In 1991-92, the contract continues with ABE/GED class and the addition of three woodshop classes, 3 nights per week for 3 hours each. Fifteen students are enrolled in the woodshop classes in Fall 1991.

CONTRACT TRAINING

SWOCC has a contract with International Paper Mill, Gardiner (IP) to provide a full-time instructor on-site. The program is entering the third year. Six (6) students completed 56 credit hours in electronics in May 1991. There are 6 students in the program now and a new group of 6 will begin in June 1992. In addition to the contract training at IP, there are some contracts with other businesses and agencies for specific training such as computer programs, forklift safety and crane safety. Individual contracts or letter of agreement are prepared for each training session.

CURRY COUNTY CONTRACT OUT-OF-DISTRICT (COD)

SWOCC has an out-of-district contract with Curry County. The contract has been renewed each year for the past three years, though there was an operational program with no written contract for a number of years before that. The state funds Curry County at 75 FTE, though the 1990-91 actual FTE was 100. Funding is provided by Curry ESD, tuition and fees, and the state. The academic program is mainly Other Adult (66 percent), with transfer-level courses being offered when qualified faculty are available (8 percent). Vocational courses made up 26 percent of the program in the 1990-91 academic year. All faculty are screened by the Curry Coordinator, based in Gold Beach, the Associate Dean and the discipline faculty at SWOCC. Many of the part-time faculty in Curry County have been approved and teaching for a number of terms.

SUCCESS CENTER PROGRAM**AIM**

It is the aim of the Success Center to link the Single Parent/Displaced Homemaker Program (SP/DH), the Child Care Center and Family Support Act together to better serve students in these population groups. This is done through program, agency, and fiscal coordination of resources available to various students.

With an emphasis on the optimum development of our individual students and an emphasis on lifelong learning, our goal is to provide the foundation for skill development, and support for individual and community growth.

Our philosophy includes

- Actively seeking out and serving those most in need;
- Encouraging the adult learner to assume responsibility for his/her own progress;
- Being sensitive to the diverse cultures and heritage of our students;
- Paying particular attention to the development of feelings of self-worth and self-esteem in our students.

In keeping with this philosophy, our goals are to

- Provide appropriate basic academic pre-employment, career and life-skills to adult;
- Make available the resources by which adults may develop literacy and competency skills and become, to the extent possible, self-directed learners;
- Promote the concept and practice of life-long learning;
- Promote outreach services to those in outlying communities in our college district;
- Recognize the time constraints on students with job and family responsibilities and schedule classes accordingly;
- Actively involve staff, students and community in planning the program;
- Encourage staff members to be self-directed, self-confident and continue their professional education and personal growth;
- Maintain the open entry/open exit system with individualized instruction, taking into account a diversity of learning modes and styles;
- Provide these services in a consistent, comprehensive manner, making them as cost-effective as possible in view of budget constraints.

CURRENT PRACTICES**SINGLE PARENT/HOMEMAKER PROGRAM**

The Single Parent/Homemaker Program provides individuals who are in the process of a major life change access to information and resources regarding the college and the community.

The Skills for Success class provides the tools necessary for re-entry either to the workforce or skills/career education. Participants work on self-esteem, decision making, goal setting, problem solving, jobs needs and assessments, parenting skills and a variety of other subjects all leading to an in-depth personal assessment.

Personal support and peer advising are available at the Program's student center in a safe, confidential environment in Dellwood Hall, which also houses a small library, clothing bank, typewriter and study area with coffee and microwave available.

The program is open to single parents, displaced homemakers, spouses of dislocated workers, widows, individuals of all nationalities and ages, both female and male. (Statistics and related materials are in Accreditation Meeting Room.)

CHILD CARE CENTER

Child care is available on campus through two programs. A cooperative program between Southwestern Oregon Community Action and the college provides a pre-kindergarten program in the morning from 8:30 a.m. until 12 noon. An afternoon child care program is also available. Applications and information about eligibility are available from the Single Parent/Homemaker Program in Dellwood Hall. The Center is also utilized as a lab school for students pursuing careers in related areas.

FAMILY SUPPORT ACT (FSA)

Individuals who are chosen to participate by their state caseworker typically go through a program entry phase at Southcoast Business Employment Corporation (SCBEC). One facilitator is from SCBEC, and the other is from SWOCC. From there, individuals usually go to the Life Skills class at the college where they spend 96 hours in the class room, ABE/GED, and the library. The class is for four weeks. Many choose to continue with ABE on their own time. Some, however, are referred to ABE by their welfare case worker. (Statistics and related materials are in Accreditation Meeting Room.)

ANALYSIS - STRENGTHS

- Resource knowledge of the community and campus.
- Staff who have the ability to accept students where they are and to motivate them to keep moving forward.
- Strong dedication to the program by students, staff and advisory committee.
- Excellent community cooperation, collaboration and communication.
- Supportive faculty and administration.

ANALYSIS - WEAKNESSES

- Inability to serve all those needing services due to limited capacity both in space, availability and fiscal resources.
- Resources for job placement has been eliminated.

STRATEGIES FOR DEVELOPMENT

- Maintain program integrity and work toward increased institutionalization of the program.
- Provide an atmosphere where each participant moves toward self-direction in today's complex society. Participant-centered approach.
- Educate each participant to have responsibility and ownership of and for their own lives.
- Provide information and linkage with/about community support systems and how they benefit participants and program.
- Continue to utilize college resources to aid SP/H Program and link with existing resources be they

- monetary, individual services, or programs and also continue search for "new funding sources."
- Work closely with the college to establish a unified student development intake process.
 - Establish a mentoring program with returning students assisting new students.

Career Exploration

- Continue non-traditional job development, placement, and education.
- Continue Career Exploration Day.
- Work with the college to create a job board.
- Work with the college and the community to create a job placement group with regular meeting times.
- Continue community linkage, i.e., attend chamber meetings, meet individuals, help set up work experience sites both traditional and non-traditional.

Agency communication and cooperation continued and solidified.

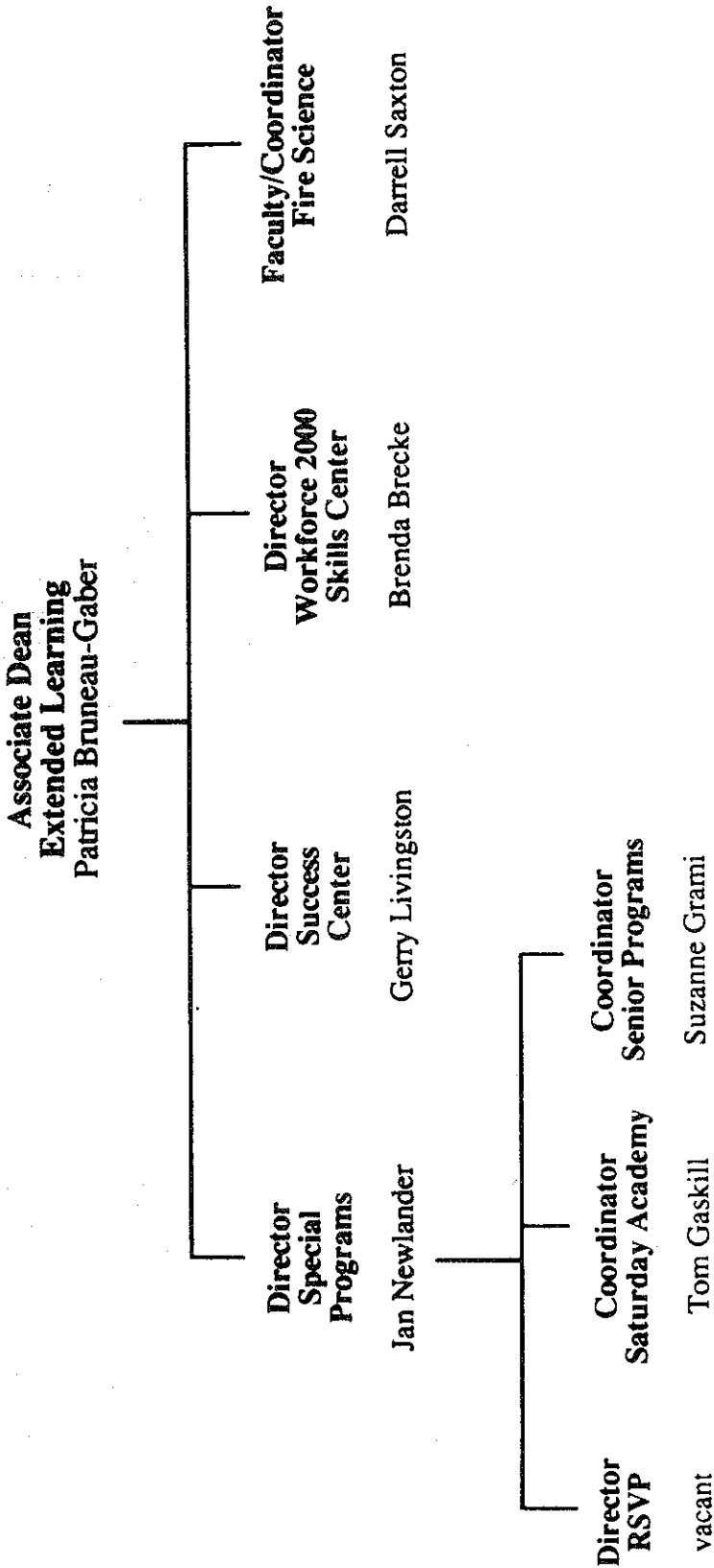
- Establish a speakers' bureau of successful program graduates.

Continue to address the needs of displaced homemakers by

- Addressing the financial needs of displaced homemakers in general.
- Identifying and disseminating information pertinent to this population.

WORKFORCE 2000 SKILLS CENTER

The Workforce 2000 Skills Center is embedded in the general text. See the file in the Accreditation Meeting Room for more information.



VII INSTRUCTIONAL STAFF

VII. INSTRUCTIONAL STAFF SELF-STUDY COMMITTEE

Ron Pullen, Steering Committee Liaison

Bob Bower, Chair

Ron Pullen

Terry Weaver

Hunter Fales

Jackie McNeill

Betty Oyler

Cindy Tessman

Ron Stubbs

Patricia Bruneau-Gaber

Barbara Davey

Dortha McCarthy

Jan Newlander

Phill Anderson

Jim Shumake

Elaine Case

Willi Furrer

Sharon Miller

Debra Nicholls

George Elkins

Jerri Bennett-Stillmaker

Ray Daniels

John Hunter

Melanie Schwartz

CHAPTER VII

INSTRUCTIONAL STAFF

The academic year for 1991-92 is the following:

<u>Days</u>	
Faculty Contract	185
Actual Instruction	156

or another way to look at it

<u>Weeks</u>	
Faculty Contract	37
Actual Instruction	34

COURSE OFFERINGS

Undue proliferation and duplication of course offerings is avoided through the system of program and course review. New programs or changes in programs and new courses or changes to courses are submitted for review by the respective divisions and, if approved, are submitted for review and approval to the Instructional Council composed of all Division Chairs, Associate Deans, and the Dean of Instruction. Further, programs are periodically reviewed for consistency and duplication by the Office of Instruction in preparation for the publication of the college catalog. Evidence of inconsistency or duplication is brought to the Instructional Council for review and resolution.

The minimum number of credits required for majors is specified in the general requirements of the degrees. Each curriculum specifies the courses which are required for the major. The Oregon state system allows for transfer of up to 108 community college credits to four-year Oregon state system institutions. Each program provides an opportunity for electives as specified in the general degree requirements. Diploma programs range from 45 to 65 credits. Certificate programs include fewer than 45 credits. There are no general requirements for elective credits within diploma and certificate programs. There are no courses nor any one course required by all regular students or degrees, certificates, or diplomas.

Student achievement in comparison with that of students at similar institutions is based primarily on visits by counseling staff to our transfer students at four-year schools in the state. The information received indicates that our students do as well as students from other colleges who have transferred to the four-year schools.

Our indicator of percentage of graduates who continued their education at senior colleges, graduate, or professional schools is the number of transcript requests by our students to be sent to the transfer schools. We intend to develop a system for gathering of data.

Data which was gathered during the summer of 1990 gives an indication of the entrance of our students into occupational or professional careers in their major field (see in Accreditation Meeting Room.). The Carl Perkins Act will force us to gather data on a more timely basis. We have limited information about students who left before completing their program of study. Information is basically from instructors in vocational programs. The committee recognizes that there is a major institutional weakness in exit data gathering.

Our students are able to meet transfer requirements for admission to four-year colleges and universities. The block transfer A.A. degree program was developed through Oregon legislative mandate, and a committee representing higher education institutions determined the courses that would allow a community college graduate to meet college or university requirements for junior standing. This articulation does not address specific program requirements.

Visits made to colleges and universities by college faculty and staff to talk with our graduates indicate that the graduates are overall very pleased with the general education they received at SWOCC and specifically state that the courses they took directly relate to their current success in their majors.

Many former students take various means of informing the college of their educational achievements:

visits to faculty, holiday greetings and letters, requests for letters of reference. Informal reports by employees, many who serve on our advisory committees, indicate that our graduates are satisfactorily prepared for employment.

SWOCC attempts to hire and maintain a competent, caring and hard-working faculty. To achieve this goal the college advertises full-time faculty positions nationally and employs screening and selection processes which reflect a strong commitment to equal opportunity for applicants from varied ethnic groups, ages and geographical locations. The College conducts in-service training, offers a limited number of sabbaticals, and pays for some trips to conferences. Occasionally, release time is given to faculty to develop a new class or professional interests. The Faculty Senate and its committee offer substantial opportunities for involvement in the development or change of educational policy. Part-time faculty serve on the Senate and its committees and can participate in staff development activities. They are not hired according to the same hiring procedures used for full-time faculty. Full-time faculty are evaluated thoroughly and regularly, but evaluation of part-time faculty is left to the discretion of each division chair.

SWOCC has been able to retain good faculty in most areas, and many faculty have developed areas of expertise beyond those for which they were hired. Our faculty have enjoyed the academic freedom necessary to develop individual approaches to classroom teaching which are commensurate with professional standards. Nearly all the faculty are involved in the process for the development of educational policy. During the 1990-91 academic year, the faculty was given more control of faculty staff development funds; this has had a positive impact on morale. Faculty participation in the operation of the college is made more productive by the involvement of a mature faculty which has had the experience necessary for seasoned judgement.

Probably SWOCC's most significant weaknesses stem from the lack of shared educational vision and a lack of collegiality. In the last ten years the college has moved from a friendly, family atmosphere to an ethos of disdain and mistrust. The Board of Education had developed an attitude that the college was sick and in need of intensive care. New administration was hired to change things, straighten things out. "Change is better" quickly developed into "more change is best." By the late '80's flow charts outnumbered memos and the preoccupation with both was squeezing out time for instruction. More time was spent on committees and less time was spent with students. Divisions were being altered. Paper dominated purpose, and low morale was evident everywhere. The faculty often thought that the college was moving toward a secondary education model. There seemed to be a belief that if something was not getting done or not getting done well with one or two faculty members, hiring another administrator would solve the problem.

While these changes were taking place, financial problems abounded. The average faculty salary went from the highest in the state to below average. Programs were deleted; faculty were not replaced after retiring. Some thought the rise in the cost of administration was skyrocketing at a rate vastly greater than that of instruction, and golden parachutes and other valuable perks for administrators were ubiquitous. Although we have hired some new faculty recently, we have suffered from a lack of new blood that results from not bringing in new people in instruction. The hiring procedures are thought by many to place much more emphasis upon fairness than upon obtaining high quality teachers. The hiring process must be thoroughly revamped. The planned elimination of sabbaticals for the 1991-92 school year must not be repeated. A rural college such as ours should not rely so heavily upon part-time faculty and should treat much better the ones it has. Too frequently the College spends a considerable amount of time training part-time faculty members who only stay a couple of years and leave with the feeling they have been treated unfairly. This turn-over is especially problematic considering the difficulty getting good part-time help. Additionally, the College has trouble obtaining full-time faculty in certain subject areas such as nursing.

More emphasis is being placed upon internationalizing the curriculum, diversifying the faculty and the student body and insuring that course outlines reflect a cross-cultural perspective where appropriate. Most faculty consider this move as positive.

The SWOCC Board of Education, the administration and the faculty must restore the communication necessary to generate the trust, respect and sense of a shared vision which allows an institution to work effectively and efficiently. The new Dean of Instruction was chosen from the faculty and has its

confidence. The new President is focusing upon quality, collegiality and change from the bottom up. These changes will have a positive impact on morale and are already beginning to be apparent Spring Term, 1991.

Southwestern Oregon Community College has a statement of academic freedom as stated in the collective bargaining agreement between the Faculty Association and the Board of Education. Article IV of the agreement adopts the American Association of University Professors and American Library Association's statement concerning this subject.

Workloads for teaching faculty, librarians, coaches and coordinators are addressed in the collective bargaining agreement between the Faculty Association and the Board of Education under Article XI.

PROFESSIONAL STAFF DEVELOPMENT

Faculty may attend professional meetings, conferences, workshops and other activities, both in-state and out-of-state. Funds for these activities are available but limited. On campus staff development activities are held in the fall during in-service week. Some faculty members are usually involved in planning and selecting these program activities. Faculty may attend college workshops and short courses at free or reduced rates.

On-campus opportunities for staff development have increased and have been designed to have broad application. These seminars or half-day workshops usually are attended by interested faculty and support staff. Examples include: Thriving on Chaos, Positive Telephone Impressions, Communications. Some teleconferences are available for faculty participation and are taped for faculty access.

Faculty determine their own staff development activities. Some faculty actively pursue professional development activities.

ANALYSIS

A campus-wide staff development plan relating to the college's missions and goals was developed by a committee consisting of classified, faculty, and administrative personnel and submitted to President Barber. The plan was not implemented. There is a hole, in the process, for good work has been completed and never comes to fruition. The newly formed Faculty Senate Staff Development committee has been given full control of fund allocations by the President. The faculty is hopeful that their process will be a good one for the goals of staff development.

Professional staff development programs should be chosen by faculty not by administrators. Staff development days should not take class time but should be planned for before or between terms. Funds should be available for faculty to attend conferences.

Some faculty are not motivated to attend professional development activities or feel the system for travel is cumbersome. Others indicate that substitute faculty are not available are not available in their field so they cannot attend meetings when classes are in session.

Part-time faculty are invited to attend staff development activities but are not compensated for their time.

Full-time faculty members are not paid to attend all staff development seminars. Travel expenses may be paid, but faculty members are not compensated for the time that is involved.

Failure to fund any sabbatical leave for 91-92 will have a detrimental effect upon morale of the faculty. (Reference subsection "Discussion" of 05/02/91 minutes in the Meeting Room.)

SELECTION OF FACULTY

The selection process for new faculty members is described in the 1990/91 Collective Bargaining Agreement and in the Hiring Procedure for Full-Time Faculty. The Hiring Procedure for Full-Time Faculty needs to be reviewed and changed in order to reflect the current realities. SWOCC no longer has a

Director of Student Development. Thus, the procedure must be changed in order to define clearly the responsibilities of the chairperson of Developmental Education and the Dean of Instruction for the hiring of counselors.

In general, requests for new faculty members are initiated by the divisions or by managers. The new faculty position is authorized by the President. All job openings for full-time faculty are advertised nationally. The selection of a new faculty member can be made only after the interview process by a screening committee.

The appraisal of candidates is the job of the screening committee. The Division Chair is also the chairperson of the screening committee. The screening committee develops the criteria for screening and interviewing. These criteria are reviewed by the Affirmative Action Officer. After the interviews, the committee chairperson gives a list of acceptable candidates to the Dean.

The Dean is in charge of salary negotiations. The salary depends on the degree, teaching experience and relevant work experience. The final selection is done by the Dean of Instruction. Yet the contract states that the President makes a hiring recommendation to the Board of Education after consulting with the Dean.

The Hiring Procedure Manual does not reflect current practices.

The hiring process for faculty must be thoroughly reviewed. Some faculty think the present process is inappropriate, inadequate, and cumbersome for the selection of quality personnel and does not insure compliance with the institution's first strategic goal of maintaining high academic quality and outstanding faculty.

The Personnel Specialist points out that the criteria used in evaluating a prospective faculty is developed by the screening committee from the job description and specifically the performance responsibilities. If improvements are to be made in the criteria for selection, the job description for each faculty position would need to be evaluated relative to the measurability of the performance responsibilities. According to the Personnel Specialist, job descriptions in some instances have been vague and non-measurable so that the screening committee has a difficult time narrowing down the numerous applications we receive.

In the last five years, actions have been taken at SWOCC to improve the accuracy and quantifiability of the job description. For instance, after the job description is developed, it is evaluated by the Equal Opportunity Officer and the appropriate Manager. In addition, the President also reviews all the job descriptions.

Position descriptions need to be developed by people within the appropriate discipline. In addition, composition of the screening committee should be comprised almost entirely of individuals with expertise relative to the prospective faculty position. The Dean of Instruction should make the final recommendation for hiring to the Board of Education, not the President. There is a definite problem with reference checks being done by persons who are not subject area specialists, and these reference checks should be done before the interviews. The whole hiring process should be reviewed in its entirety.

Prior to 1991, no formal, written evaluation of the faculty recruitment policies or procedures had been done.

The institution has reviewed the faculty recruitment and selection policies and procedures by assuring that each selection committee is trained in the existing procedures. In the committee's training session, the Equal Opportunity Officer instructs the committee members on policies and procedures. Informal review takes place during that session. During and at the end of the process the committee members have access to the EOO to make complaints or suggestions.

One complaint has been the lateness of posting announcements of position openings, with the rationale that the earlier the posting, the greater the likelihood of a larger and, perhaps, more highly qualified pool of candidates. In response to that complaint the Office of Instruction has made efforts to identify the need for faculty positions earlier in the 1989-90 and 1990-91 years. Budget timing and summer resignations have been the constraints on being more timely.

Another complaint has been the large number (sometimes 150) of applicants in the pool that each committee member had to review in the paper screening. Procedures were modified to allow one or two committee members to do initial full screening, trimming the pool to about half or a third. Each member could review all the pool if the member so desired, but would be responsible for the narrowed pool, and then could bring forward any others found in the pool whom the member wanted to get full screening. This change in procedure has worked well for the last two years, in that committees have found it reasonable and equitable and have developed a level of trust in other committee members' abilities to do "good" screening.

The EOO will ask each future committee (faculty, staff, or administration) to complete a formal evaluation of the process and procedure as a routine part of the process. Consideration for changes or modifications can then be made in a timely way.

*A survey for this process is ongoing.

FACULTY EVALUATION

Part-Time Faculty

Evaluations of part-time faculty members is carried out in some divisions and outreach programs. Part-time faculty evaluation is not systematic. Existing procedures need to be reviewed by divisions and Instructional Council, then developed and implemented where necessary for on-campus and outreach instruction.

Full-Time Faculty

The College has developed policies and procedures for evaluation of full-time faculty, including counselors and librarians.

Two separate evaluation procedures are used: Peer evaluation, carried out by divisions, and administrative evaluation. Both evaluation processes are rigorous, aimed at encouraging strengths and correcting the weaknesses of each faculty member and providing assistance for their professional development. Faculty members feel there is a lack of training in peer evaluation techniques.

Visiting and non-tenured faculty are evaluated yearly (or more often in special cases) by their divisions and the administration. Following the granting of tenure, formal faculty peer and administrative evaluation is normally on a three-year cycle. Supplementary division and administrative evaluation, such as reports of service, is on a yearly cycle. When deemed necessary, peer or administrative evaluation may be carried out at any time. The full procedure is detailed in the Collective Bargaining Agreement.

In response to the 1982 Accreditation Evaluation Report, a formal administration evaluation procedure is mentioned in the contract and the procedures are developed by the administration. The first step is a portfolio which supports both teaching and non-teaching activities. Non-teaching activities and goals are defined, and a statement of accomplishment is included. Teaching activities are supported by a statement of methods and outcomes and whatever else pertains to the classes taught such as course outlines, syllabi, tests, etc. During the classroom visitation the faculty member is evaluated in reference to their statements of goals. The administration uses the same form for student evaluations.

The forms are given to the faculty member to be given to a student in the class who then distributes them to the other students, collects them upon completion and returns them to the Office of Instruction. The week of distribution is chosen by the administration, but the date is chosen by the faculty member. The same set of student evaluations may be used by the peer committee and the administration.

When the peer evaluation is finished, the Division Chair, the Manager, and the Dean of Instruction meet to discuss their perceptions of the faculty member. Then the faculty member meets with the Manager and/or the Dean for feedback. The written evaluation of classroom performance and portfolio is reviewed and signed by the faculty member and the Dean and sent to the personnel file. If action is requested, it is developed by the faculty member, then reviewed and approved in consultation with the Dean.

Some faculty feel that tenured individuals are being evaluated in such a fashion that doesn't substantially improve their teaching and tends to make more work rather than nurture them. Some faculty members feel that we should be looking into other alternatives such as a mentoring process.

(See detailed evaluation procedures in the Accreditation Meeting Room.)

Faculty Pay, Rank and Promotion

Promotion through the ranks from instructor to full professor is based on defined combinations of years of full time college level teaching, academic degrees, graduate credits and related (vocational) work experience, in addition to the minimum criteria for placement.

Because faculty rank is no longer tied to salary or promotion, the Board of Education has transferred the responsibility for recommending promotions in rank to the Faculty Senate. The Senate reviews faculty requests for promotion and forwards recommendations to the President for Board action.

Placement on a salary schedule and adjustments in salary for the faculty are negotiated and agreed to in a union contract between the faculty and administration of the college. Salary adjustments are negotiated as steps (currently equal to 4 %) on the salary scale or as percentage increases; the present agreement provides for one step advancement per year. Faculty members who present evidence of a specified number of hours of approved course work receive an "educational increment" pay increase (moving up one step on the salary schedule) in addition to their regular, contracted compensation. Contract language providing for annual increments for service to the institution has been suspended for the past four years.

The fact that SWOCC's average faculty salary has gone from the highest to below average in the last ten years has had a dampening effect on morale.

Salaries and benefits offered to full-time and part-time faculty are competitive with respect to the other thirteen Oregon community colleges. For the 1990-91 school year, the average full-time salary at Southwestern Oregon Community College ranked eighth, but the average fringe benefit package for full-time faculty ranked second. Discounting retirement, about 75% of the 1981 full-time faculty is still at the school.

Ideally, salaries and benefits are meant to free teachers from undue financial concern so that they are free to pursue professional and educational goals. Though salaries and benefits for both full and part-time faculty are competitive in the educational sphere; whether they are fully sufficient is open to question. This is particularly true of part-time faculty. A part-time teacher who teaches a full load the entire school year is paid approximately 25% of the average full-time salary.

NUMBER AND SOURCE OF TERMINAL DEGREES OF FACULTY

INSTITUTION	PH.D.	MASTERS	BACH
University of Portland		2	
CAL State Polytechnic University		1	2
Western Illinois University		1	
Oregon State University		9	
University of Oregon	1	5	
Reed College		1	
Iowa State University		1	
University of California Berkeley	1		
Eastern Washington University		2	
Northern Michigan University		1	
Fairleigh Dickinson University		1	
San Jose State University		1	
Texas Christian University	1		
University of Washington	1	1	
U.C.L.A.		1	
University of Minnesota		3	
Arizona State University		1	
State University of New York	1		
Western New England College of Law	1		
Purdue University		1	
University of Iowa		1	
Southern Oregon State College		1	
University of Montana		1	
University of California		1	
Indiana University	1		
University of Utah		1	
Louisiana State University	1		

**FULL-TIME FACULTY
1991-1992**

<u>Title</u>	<u>Name</u>	<u>Salary</u>	<u>Years</u>
Assoc. Prof./Nursing	J. Bennett-Stillmaker	31,193	7
Prof. of Ind. Mechanics	Hans Boettcher	33,218	5
Prof. of English	Robert Bower	34,421	21
Prof. of Math	Don Burdg	39,108	25
Prof. Speech/English	Ed Chilla	37,688	23
Asst. Prof./Counselor	Barry Cotterill	38,130	2
Instructor in Nursing	Kristen Crusoe	27,725	1
Asst. Prof. Ind. Mechanics	Ray Daniels	34,556	5
Asst. Prof. English	Evan Davis	27,725	2
Prof. of History	Nathan Douthit	41,578	23
Prof. Psychology	Steve Erickson	34,557	16
Instructor/Counselor	Ann Fauss	33,449	5
Asst. Prof. Office Occupations	Peggy Fralick	31,215	2
Asst. Prof. Business/Economics	Willi Furrer	34,295	5
Assoc. Prof. Secretarial Science	Dorothy Gillett	34,557	13
Prof. Secretarial Science	Richard Grossman	37,000	23
Assoc. Prof Electronics	Dennis Hanhi	33,695	5
Asst. Prof. English	Sarah Harrold	31,215	2
Assoc. Prof. Computer Inf.	Jan Hooper	32,472	4
Asst. Prof. Automotive	Steve Hooper	31,215	4
Prof. Life Sciences	Chuck Hower	37,649	21
Prof./Counselor	John Hunter	48,655	24
Assoc. Prof. Ind. Mechanics	Ken Jensen	31,193	7
Prof. Head Librarian	Kirk Jones	46,079	22
Assoc. Prof. Physics/Elec.	Daniel Kelly	33,218	9
Asst. Prof. Computer Inf.	Linda Kridelbaugh	28,513	0
Prof. Forestry	Bill Lemoine	39,108	23
Prof. Business/Forestry	Lanny Leslie	37,000	22
Assoc. Prof. Dev. Education	Margaret McGuire	35,063	15
Assoc. Prof. Computer Science	Bill McGuire	36,335	9
Prof. Business	Bob Miller	38,488	20
Prof. English	John Noland	37,109	21
Asst. Prof. Nursing	Rosemary Plank	33,779	2
Asst. Prof. Math	Ron Pullen	31,978	17
Assoc. Prof. Nursing	Angie Quinn	39,445	11
Prof. English	Clara Radcliffe	37,237	11
Asst. Prof. Justice Services	Richard Raposa	31,215	1
Prof. Music	Chris Rosman	34,462	14
Prof. Fire Science	Darrell Saxton	33,800	14
Asst. Prof. Dev. Education	Christine Scholey	30,006	7
Assoc. Prof. Art	Melanie Schwartz	33,218	7

Prof. English	Bob Shepard	34,421	21
Prof. of Life Science	Jim Shumake	36,335	24
Prof. Health/PE	John Speasl	45,406	19
Prof. Earth Science	Don Stensland	35,111	21
V. Tech. Services Librarian	Mary Stricker	25,348	0
Prof. Social Science	Ron Stubbs	38,488	26
Asst. Prof. Chemistry/Biology	Ann Sylvia	27,417	0
Prof. Math	Andy Toribio	39,108	25
Prof. Art	Carol Vernon	41,502	19
Prof. /Media Specialist	Terry Weaver	45,053	21
Assoc. Prof. Human Services	Ron Wheadon	31,215	3
V. Asst. Prof. English/Journalism	Doris Zughoul	26,363	0

Visiting Special Projects:

Visiting Fac. Family Support Act	Dottie Anacleto	30,005	5
Visiting Fac. Workforce 2000	Nancy Watts	28,843	15
Visiting Fac. Electronics	Tom Ransford	32,472	6

STANDARD VII - INSTRUCTIONAL STAFF (A, 1)
SUBMITTED BY: THE OFFICE OF INSTRUCTION

Table #1 - INSTITUTIONAL FACULTY PROFILE																			
FULL-TIME FACULTY (1990-1991)																			
Rank or Class	Number		Number of Terminal Degrees					Salary 9 Mo.			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Prof Li-cense	Less Than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	29		5	22	1	0	1	31,544	36,209	44,900	4	21	30	16	24	34	9	13	17
Assoc. Professor	8		1	7	0	2	0	29,654	32,629	37,419	3	9	15	9	14	26	7	10	12
Ass't Professor	14		2	10	1	2	1	28,514	30,127	32,806	1	5	16	6	9	24	10	12	15

DIRECT COST PER FTE BY DISCIPLINE AND OUTREACH LOCATION- 1989-90 TO 1990-91

DIRECT COST PER FTE BY DISCIPLINE

ACCOUNT NUMBER	NAME	1988-89	1988-89	DIRECT	1989-90	1989-90	DIRECT	1990-91	1990-91	DIRECT
		FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE	FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE	FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE
11101	FINE ARTS	\$110,872	48	\$2,310	\$123,016	53	\$2,321	\$107,664	49	\$2,197
11102	MUSIC	\$87,621	27	\$3,245	\$74,027	19	\$3,896	\$86,164	26	\$3,314
11103	SPEECH	\$38,466	11	\$3,497	\$45,801	19	\$2,411	\$49,752	23	\$2,163
11104	FOREIGN LANGUAGE	\$20,353	25	\$814	\$23,209	20	\$1,160	\$18,445	13	\$1,419
11127	SOCIAL SCIENCE	\$204,239	114	\$1,792	\$133,989	70	\$1,909	\$89,729	67	\$1,339
11128	JUSTICE SERVICES	\$103,683	96	\$1,080	\$80,665	77	\$1,048	\$71,109	82	\$867
11146	DRIVER'S EDUCATION	+++++		+++++	\$7,110	8	\$889	+++++		+++++
11152	FIRE SCIENCE	\$45,022	70	\$643	\$47,549	66	\$720	\$88,692	60	\$1,478
11161	GENERAL TO CAREER TECH	+++++		+++++	\$8,470	7	\$1,210	\$8,001	10	\$800
11162	HUMAN SERVICES	+++++		+++++	\$45,204	17	\$2,671	\$54,843	19	\$2,886
11205	COMPUTER TECH	\$152,033	58	\$2,621	\$144,056	71	\$2,030	\$125,122	66	\$1,896
11206	OFFICE OCCUPATIONS	\$175,271	91	\$1,926	\$171,669	77	\$2,225	\$184,140	84	\$2,192
11207	FOREST TECHNOLOGY	\$71,193	30	\$2,373	\$79,324	22	\$3,606	\$75,902	30	\$2,530
11209	GENERAL TO BUSINESS	\$207,327	114	\$1,819	\$73,206	61	\$1,201	\$108,411	56	\$1,936
11253	ACCOUNTING	+++++		+++++	\$85,375	58	\$1,472	\$88,205	51	\$1,730
11310	ENGLISH	\$347,249	146	\$2,378	\$305,680	140	\$2,188	\$347,885	145	\$2,399
11313	HISTORY	+++++		+++++	\$84,570	22	\$3,844	\$55,654	21	\$2,650
11329	DEVELOPMENTAL ED	\$125,013	33	\$3,788	\$89,750	39	\$2,301	\$122,483	56	\$2,187
11330	ADULT BASIC ED	\$197,295	134	\$1,472	\$195,034	154	\$1,268	\$220,775	215	\$1,027
11411	BIOLOGICAL SCIENCES	\$66,256	27	\$2,454	\$79,543	27	\$2,946	\$86,147	31	\$2,779
11412	CHEMISTRY	\$81,272	24	\$3,386	\$85,811	30	\$2,860	\$108,377	27	\$4,014
11413	HOME ECONOMICS	\$48,607	19	\$2,558	\$25,646	15	\$1,672	\$20,085	34	\$591
11414	PHYSICAL EDUCATION	\$175,664	78	\$2,252	\$152,902	73	\$2,101	\$155,429	64	\$2,429
11415	HEALTH OCCUPATIONS	\$213,947	86	\$2,488	\$253,503	103	\$2,461	\$266,373	91	\$2,927
11517	APPRENTICESHIP	\$3,836	5	\$767	\$5,797	7	\$828	\$3,037	5	\$607
11518	ELECTRONICS	\$88,385	15	\$5,892	\$94,424	25	\$3,777	\$61,656	28	\$2,202
11519	PHYSICS	\$13,802	4	\$3,451	\$53,634	9	\$5,959	\$51,485	5	\$10,297
11520	MATHEMATICS	\$197,657	94	\$2,103	\$225,719	107	\$2,110	\$231,485	122	\$1,897
11521	AUTO MECHANICS	\$54,086	10	\$5,409	\$56,922	11	\$5,175	\$61,529	15	\$4,102
11523	MACHINE TOOLS	\$73,421	11	\$6,675	\$47,130	10	\$4,713	\$48,244	8	\$6,031
11524	WELDING	\$79,240	23	\$3,445	\$101,041	29	\$3,446	\$96,920	38	\$2,551
11525	EARTH SCIENCES	\$46,262	21	\$2,203	\$74,207	21	\$3,534	\$54,471	19	\$2,867
11526	GEN TO PHYSICAL SCI	\$37,626	10	\$3,763	\$11,898	4	\$2,975	\$3,177	4	\$794
14007	COOPERATIVE WORK EXP	\$11,573	40	\$289	\$13,634	39	\$350	\$20,685	22	\$940
11950	NONREIMBURSABLE	\$2,897	6	\$483	\$3,895	5	\$779	\$3,341	5	\$668
MISCELLANEOUS			1470			1515			1586	
ADD OUTREACH COSTS		\$217,952	34		\$185,986	11		\$207,807	26	
TOTAL COST PER FTE		\$3,298,120	1504	\$2,193	\$3,289,396	1526	\$2,155	\$3,383,224	1612	\$2,099

ECT COST OF FTE BY OUTREACH LOCATION

CUNT MBER	NAME	1988-89	1988-89	DIRECT	1989-90	1989-90	DIRECT	1990-91	1990-91	DIRECT
		FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE	FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE	FINAL EXPENDITURES	INDISTRICT FTE	COST PER FTE
1831	BANDON	\$22,818	15	\$1,495	\$13,656	17	\$803	\$17,531	13	\$1,349
1832	MYRTLE POINT	\$18,751	14	\$1,308	\$15,353	25	\$614	\$18,590	16	\$1,162
1833	REEDSPORT	\$26,826	24	\$1,109	\$19,018	34	\$559	\$25,872	18	\$1,437
1834	POWERS	\$2,400	2	\$1,052	\$31	1	\$31	\$889	1	\$889
1835	COQUILLE	\$32,758	28	\$1,183	\$21,038	29	\$725	\$27,036	22	\$1,229
1836	LAKESIDE	\$4,501	3	\$1,579	\$3,167	11	\$288	\$2,940	3	\$980
1837	EXTENDED LEARNING	\$39,515	46	\$868	\$25,931	46	\$565	\$30,684	33	\$930
1960	SMALL BUSINESS DEV.	\$70,383	16	\$4,399	\$87,792	22	\$3,991	\$84,265	17	\$4,957

ITES:

+++++++ There were no cost centers for these disciplines.

There are limitations in the college's management information system:

...The Total Cost Per FTE represents the total direct cost associated with the total FTE.

...The Direct Cost Per FTE for each discipline may be slightly understated because the college's management information system does not accommodate the distribution of the outreach costs to the various disciplines. The direct costs associated with the outreach FTE are only included in the Total Cost Per FTE amount.

The Direct Cost Per FTE for the Outreach Locations include the cost for all FTE regardless of the discipline.

VIII
ADMINISTRATION

VIII. ADMINISTRATION SELF-STUDY COMMITTEE

Jill Christiana, Steering Committee Liaison

President's Council and others

Ron Olson, Chair

Kathy Wright

John Hunter

Kevin Kimball

Dortha McCarthy

Shirley Gitchell

Barbara Johnson

Joanne White

Steve Erickson

C.J. Gradenwitz

Mary Jane Fisher

Jeri Bennett-Stillmaker

Jean von Schweinitz

Shirley Bridgham

Clara Radcliffe

Melanie Schwartz

Martha Dunlap

Barbara Grosshans

Ron Pullen

Jan Newlander

Christy Sutton

Ray Daniels

Ron Stubbs

Greg Barker

Sally Harrold

Tom Nicholls

Jim Love

Terry Sherman

Barbara Davey

Patricia Bruneau-Gaber

Phill Anderson

Ruth Thrall

Linda Grosso

Jacqueline McNeill

Carole Kelly

Judy Swenson

CHAPTER VIII

ADMINISTRATION

The Board of Education is composed of seven members nominated and elected at-large serving four year terms. To be elected, a board member must be both a resident and a qualified voter of the district. No person who is an employee of the community college district shall be eligible to serve as a member of the board. (Reference: Board Policy #2.002, Board Policy #2.004, ORS Chapter 34I, ORS 34I.275, ORS 34I.333)

When a vacancy occurs on the Board of Education, the remaining members meet and elect a person to fill the vacancy. Southwestern Oregon Community College's Board of Education publishes a notice of vacancy in district newspapers soliciting interested candidates. Candidates are scheduled for an interview with the Board of Education during the monthly business meeting. After interviews are concluded, the remaining Board of Education members elect a person to fill the vacancy until the next regular district election, at which time a successor is elected by district voters to serve for the remainder of the unexpired term. (Reference: Board of Education Policy #2.006, ORS 34I.335.)

In accordance with ORS 34I.283 (6), members of the board shall receive no compensation for their services, but they shall be allowed the actual and necessary expenses incurred by them in the performance of their duties.

TRAVEL COMPENSATION

Members of the Board are reimbursed for their travel to and from Board meetings and other activities attended in the performance of their responsibilities as a Board of Education member. Members of the Board can either elect to receive reimbursement for their travel expenses or donate the amount to the Foundation.

The Board of Education encourages travel that will contribute to board members' knowledge and understanding of the college district and the role of the community college in Oregon and nationally. A Board member may travel:

- 1) In district - on his or her own volition;
 - 2) In state - with approval of the Board Chairperson;
 - 3) Out of state - with the affirmative vote of a majority of the members of the Board of Education
- (Reference: Board Policy #2.062)

LIABILITY INSURANCE

Liability insurance coverage is provided for the Board of Education members. (Reference: Board Policy #2.078)

WORKERS' COMPENSATION FOR BOARD MEMBERS

The college provides workers' compensation for Board of Education members based on six working days per month at \$100 per day. (Reference: Board Policy #2.098)

BOARD OF EDUCATION RIGHTS

Elected members of the Board of Education have the following rights:

- 1) Tuition Discount
 - 2) Bookstore Discount (15%)
 - 3) Entry to College Sponsored Events At No Cost
 - 4) Library Privileges
- (Reference: Board Policy #2.102) and Board Member Handbook January 1991)

CONTRACTUAL EMPLOYMENT OR PERSONAL FINANCIAL INTEREST IN THE INSTITUTION

No person who is an employee of the community college district is eligible to serve as a member of the board. (Reference: Board Policy #2.002, Board Policy #2.004, ORS Chapter 34I, ORS 34I.275, ORS 34I.333)

It is the policy of the Board of Education that when an item of business before the board is a transaction where a board member's action, recommendation, or decision would be to the member's private pecuniary benefit or detriment, that the board member announce publicly the nature of the potential conflict prior to taking any action. (Reference: Board of Education Policy #2.088, ORS 244.120)

BOARD OF EDUCATION

Ron Hjort 2713 Oak Street North Bend, OR 97459 Home: 756-6669 Work: 269-9410	Position #2 Election Year: 1993	Board Chair State Parks Supervisor Wife: Bernice
Toni Poole 1660 N. Birch Coquille, Oregon 97423 Home: 396-4700 Work: 756-2011	Position #6 Election Year: 1994	Board Vice-Chair Bank Officer Husband: Arthur
Mark Hamlin HC 52 Box 335 Coos Bay, Oregon 97420 Home: 269-0758 Emergency: 756-4188	Position #4 Election Year: 1992	Longshoreman Wife: Doreen
Jon Littlefield PO Box 1154 Coos Bay, OR 97420 Home: 888-4434 Work: 267-2156	Position #1 Election Year: 1994	Attorney Wife: Lee
Ron Kreskey 323 Bittersweet Court Reedsport, OR 97467 Home: 271-5569 Work: 271-2184	Position #7 Election Year: 1993	Engineer Wife: Elaine
Clint Laird 1720 Willanch Way North Bend, Oregon 97459 Home: 267-6116 Work: 756-2009	Position #3 Election Year: 1995	Insurance Agent Wife: Kathryn
Kathleen Eymann 1810 Monroe PO Box 467 North Bend, OR 97459 Home: 347-9377 Work: 756-0411	Position #5 Election Year: 1992	Attorney Husband: Bill Bradbury

RELATION OF THE PRESIDENT OF THE INSTITUTION TO THE BOARD

The college president has the authority and responsibility for the administration of the college subject to the provisions of the Constitution of the State of Oregon, The Oregon Revised Statutes, the Rules and Regulations of the Oregon Board of Education and the policies of the college district. Attachment: Board Policy 3.004

It is the policy of the Board of Education to appoint the president of the college as Board of Education Clerk, College Budget Officer and Custodian of Funds. (Reference: Board Policy #2.020, 2.024 2.026, ORS 294.331, ORS 34I.703, ORS 241.290) By policy, the Associated Student Government President, President of the Faculty Bargaining Unit, President of the Classified Staff Bargaining Unit, Chair of the Faculty Senate and an elected representative of the administrative group serve as non-voting Board of Education Ex Officio members. (Reference: Board Policy #2.080)

- The President assists the Board of Education by:
- Directing the overall operation and administration of the college in accordance with the purpose and objectives of the college and in conformation with the Board of Education's policies and procedures.
 - Formulating and recommending to the Board of Education new or revised policies and procedures affecting the college.
 - Reviewing the educational program of the college on a continuing basis and recommending appropriate modifications.
 - Preparing and administering the annual budget.
 - Participating as an active member of the Southwestern Oregon Community College Foundation.
 - In cooperation with the Board of Education and staff, serving as Chief Public Relations Officer in representing the college to the public, community organizations, other schools, colleges, business, industry and state government.

CONSTITUTIONAL ORGANIZATION

Southwestern Oregon Community College is very proud of its historic role in the formation of community colleges in Oregon. In 1949 the "Dunn Bill" enabled a school district board to initiate an extension center offering collegiate level courses through a contract with the General Extension Division of the State System of Higher Education.

Oregonian interest in two year post-secondary institutions continued to grow. A junior college bill, House Bill 143, became law in 1951, but no colleges were formed under its authority until amendments were enacted in 1957. In 1957, a bill providing for junior colleges became a bill for "community colleges" early in the session. The Bend School District Board formed a community college as part of the public school system. Central Oregon became the only such college to be formed under this legislation.

In 1959, Senate Bill 260 provided a process through which independent area education districts could offer community college programs. No colleges were organized under the 1959 legislation due to the lack of adequate funding incentives. The efforts of local southcoast residents led to legislative efforts and passage of Senate Bill 440. Senate Bill 440 formed the basis for the concept of a comprehensive community college allocating money for both operating expenses and construction. Upon passage of this law, an election was held on May 1, 1961 to create Southwestern Oregon Community College, enabling Southwestern Oregon Community College and other districts throughout the state to be formed independent of the public school system. The charter for the college was awarded by Governor Mark O. Hatfield in October, 1964. See: Board Policy #2.000

FREQUENCY OF MEETINGS

The Board of Education of the Southwestern Oregon Community College District meets as frequently as the proper and efficient discharge of its duties may require. Annually, during the organizational meeting, the Board of Education designates a regular meeting time and day for each month of the year (with the exception of August when the Board does not normally meet).

Under Oregon law, all meetings of the governing board, subcommittees of the board and advisory committees of the board are subject to the provisions of the Public Meetings Law (ORS 192.610-192.990). The law specifies that all meetings shall be conducted in public unless specifically exempted (executive

session) and no quorum of a governing body may meet in private to decide or deliberate toward a decision on any matters except those exempted.

RECENT BOARD ACCOMPLISHMENTS

In April of 1990, the Board of Education began the exhaustive process of selecting the fourth president of Southwestern Oregon Community College. This process included developing presidential search schedules, selecting a search consultant, developing a search brochure, appointing a college/community screening committee, and holding open public forums to discuss the personal and professional qualifications of a new president. Six finalists were selected and interviewed during June, 1990. Dr. Robert Barber assumed the presidency of Central Oregon Community College on July 1, 1990. The Board of Education coordinated summer duties, administrative responsibility, and appointed an interim president.

During this same time frame, the college's Dean of Instruction, Dr. Doreen Dailey, also resigned to assume the presidency of Clatsop Community College. The Board of Education appointed an interim Dean of Instruction on June 18, 1991.

During the summer months, the Board of Education authorized a three year maintenance serial levy election for facility maintenance, repair and upgrade. Members of the Board worked with the Citizens for SWOCC in August to develop a campaign for the maintenance levy to be brought to district voters in September. Despite the efforts of many, the college's request for a three year maintenance levy was turned down by the district voters.

In September, the Board of Education welcomed the college's fourth president, Dr. Stephen Kridelbaugh, to the campus. Within days of Dr. Kridelbaugh's arrival, the Georgia Pacific Mill located in Coquille was closed. Dr. Kridelbaugh and members of the campus community met after hearing the announcement to determine what assistance the college could provide to laid-off workers in the district community. The college established an Emergency Advising Center located in Coquille which assisted 95 people in completing a career search information program in the first six days. At the same time that the Coquille mill closed, Rogge Wood Products in Bandon, Oregon also laid-off workers. During the September 17, 1991 Board of Education meeting, Dr. Kridelbaugh presented a tuition waiver policy for the first 100 individuals or their spouses recently unemployed due to mill closures or layoffs in the college district. Members of the Board unanimously supported Dr. Kridelbaugh's concept and adopted the tuition waiver policy.

In November, the Board of Education held their monthly meeting in the new Business Development/Workforce 2000 Skills Center's downtown location. Oregon's new Governor used Southwestern Oregon Community College's Workforce 2000 Skills Center as an example of a successful model/approach to the relationship between community colleges and agencies.

Of great importance to the Board of Education and the college was the passage of a Property Tax Limitation Initiative, Ballot Measure 5, during the November election. During January of 1991, the Board of Education met for a two day retreat to examine the external environments impacting the college district in response to the passage of Ballot Measure 5. The Board of Education examined issues relevant to governance, state reimbursement and the adverse budget impact facing the college. In February of 1991, the Board of Education, in response to anticipated revenue shortfalls, approved a reduction-in-force plan. In March, the Board of Education adopted the 1991-92 budget calendar. The 1990-91 budget timelines were short. We compressed the budget process due to the passage of Ballot Measure 5 and the legislature's reluctance to pass funding legislation until the May revenue estimates are available.

The process for this year is reflected in the Board Minutes are on file in the Accreditation Team Meeting Room.

The Board of Education is established in accordance with the provisions in the Oregon Revised Statutes. As 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 the power to review or reverse the governing board's action. (See: Board Policy #2.000, ORS Chapter 341)

The general authority of the community college board includes the power to:

- Hire and fire personnel, define their duties and terms and conditions of employment and establish salaries.
- Enact rules for the governance of the college.
- Prescribe the educational program.
- Control use/access to the district's property.
- Determine the ways the college's revenues will be spent.
- Purchase real property, enter into leases or mortgage agreements.
- Set tuition and establish admission standards.
- Establish fees.
- Contract with consultants.
- Accept funds from federal and other external agencies. ORS Chapter 341: Specific Board Authority
- Enact rules for controlling traffic on campus. {ORS 341.300}
- Levy local property taxes on voter approval. {ORS 341.305}
- Exercise the right of eminent domain. {ORS 341.311}
- Call special elections. {ORS 341.369}
- Determine where classes are to be offered. {ORS 341.435}
- Contract with others for the delivery of educational services. {ORS 341.440}
- Award certifications and degrees. {ORS 341.465}
- Extend student financial aid. {ORS 341.475}
- Award scholarships. {ORS 341.485}
- Issue bonds {ORS 341.675} and promissory notes {ORS 341.715}.

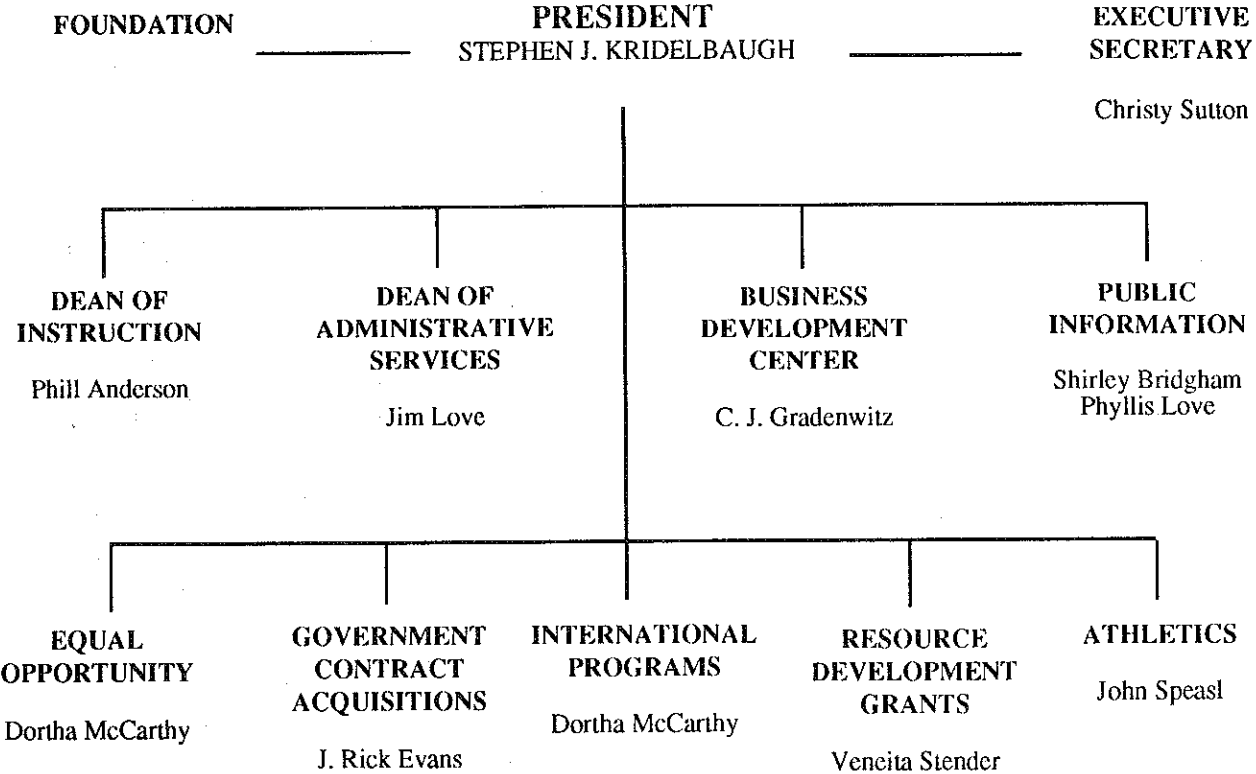
The community college is a post-high school institution under the general supervision of the State Board of Education. (Reference: ORS 341.009 (4)) The State Board of Education is responsible for coordinating the community college program of the state and has general supervisory responsibility. (ORS 341.009 (11)) The governing board of the community college is charged with the policy making function. With respect to educational programming, the governing board, in cooperation with the State Board of Education, (a) identifies educational needs of the district; and (b) brings together the resources necessary to meet the needs. (ORS 341.009 (13)).

The State Board of Education adopts guidelines for the orderly development and management of community college districts, including guidelines for personnel policy formation and accounting procedures. (Reference: ORS 341.015 (1) and (2))

Before an educational program is recommended by the governing board, the board must apply to the state board for permission to commence the program. (See: ORS 341.425)

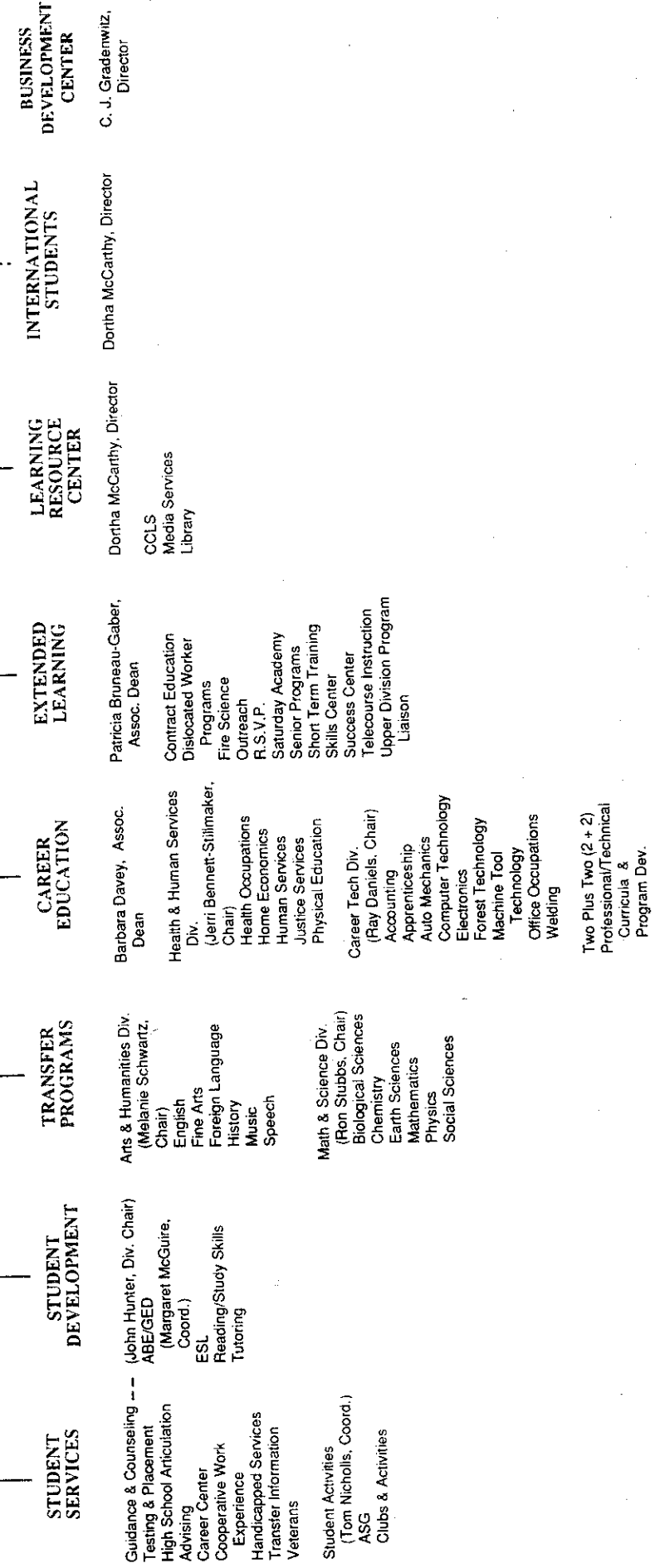
The organization charts on the following pages show the administrative structure of the institution.

OFFICE OF THE PRESIDENT

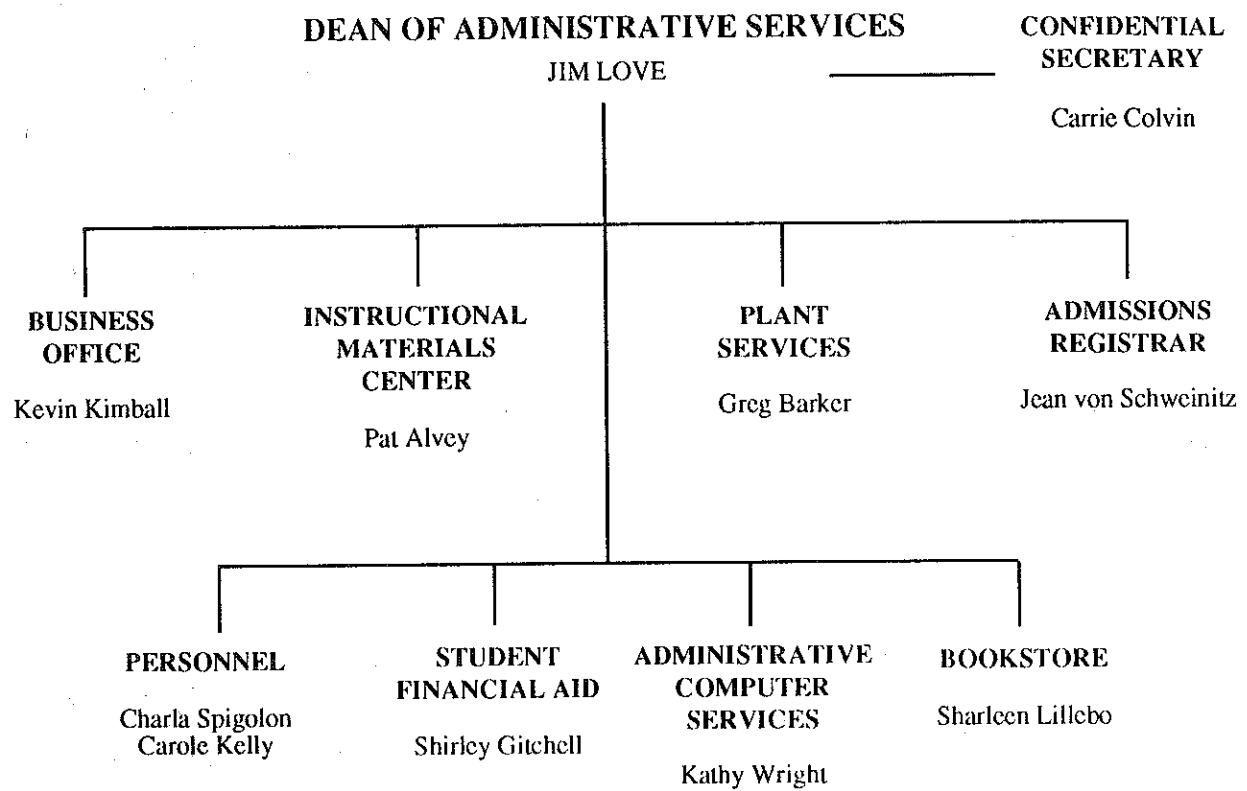


PRESIDENT
STEPHEN J. KRIDELBAUGH

OFFICE of INSTRUCTIONAL and STUDENT SERVICES
PHILL ANDERSON, DEAN



SUPPORT SERVICES



The three chief administrators of the College are:

President: Stephen J. Kridelbaugh, PhD.
Dean of Instruction: Phillip Anderson
Dean of Administrative Services: James O. Love

The following materials are in the Accreditation Team Meeting Room:

President's Position Description
Dean of Instruction's Position Description
Dean of Admin. Services Position Description
Curriculum Vitae - Stephen Kridelbaugh
Curriculum Vitae - Phillip Anderson
Curriculum Vitae - James O. Love
Policy #2.020 - Board Clerk
Policy #2.022 - Deputy Clerk
Policy #2.024 - Custodian of Funds
Policy #2.026 - Budget Officer

Employment: Stephen J. Kridelbaugh 9/1/90 - Present
Employment: James O. Love 9/1/67 - Present. Current position Dean of Administrative Services 4/19/89 to present
Employment: Phillip Anderson 7/1/66 - Present. Current position 9/91 Dean of Instructional Services. 7/90 Interim Dean of Instructional Services.

FACULTY SENATE

The general faculty is represented by a Faculty Senate of ten representatives selected from its membership. A representative of the Associated Student Government is a non-voting ex officio member of the Faculty Senate. Faculty Senate positions are elected by the General Faculty for two year terms.

The Faculty Senate Chair serves as a non-voting Ex Officio Board of Education member. Because decisions made in administrative staff often relate to academic procedures, the Faculty Senate serves as a line of communication between the Board of Education and the Faculty.

FACULTY SENATE COMMITTEES

Committee appointments are made by the college president with recommendations and approval of the Faculty Senate.

- Academic Affairs Committee (Dean of Instruction serves as an ex officio member of the committee. Student representatives are prohibited from attending when confidential matters are discussed).
- Academic Standards Committee (Registrar serves as an ex officio member).
- Arts & Lectures Committee (Administrator appointed by President serves as an ex officio member)
- Budget & Planning (College President & Dean of Administrative Services serve as ex officio members).
- Elections Committee
- Financial Aid Committee (The Financial Aid Director and the Director of Student Development serve as ex officio members)
- Learning Resource Center Committee (Director of Learning Resource Center serves as an ex officio).
- Staff Development Committee (designated Staff Development Officer serves as an ex officio member)
- Student Affairs Committee (Director of Student Development and Coordinator of Student Activities serve as ex officio members).

The Constitution of the Southwestern Oregon Community College General Faculty and Faculty Senate is in the Accreditation Team Meeting Room.

Instructional Council is a communications link between administration and members of the faculty in matters of instructional policy. The division chairs and supervisors convey staff recommendations pertaining to such matters as course offerings, schedules and curricula to the Instructional Council. The division chairs also communicate matters of instructional policy to their respective staff. The Instructional

Council serves as an advisory body to the Dean of Instruction in these matters. Budgetary allocations and equipment purchases are also recommended. Instructional Council Roster is in the Accreditation Meeting Room.

VOCATIONAL ADVISORY COMMITTEES

The President appoints advisory committee members which includes faculty from respective areas. Advisory Committee's Rosters 1990-91 are in the Accreditation Meeting Room.

PRESIDENTS' COUNCIL

Representation includes Board of Education Ex Officio members (Faculty Senate Chair, Faculty Federation President, Administrative Representative, Associated Student Government President and the Classified Federation President); division chairs, managers and administrators. Members are appointed by the President.

MANAGERS' COUNCIL

The President has appointed the following to serve on the Managers' Council: Dean of Instruction, Dean of Administrative Services, Associate Dean of Extended Learning, Director of Career Technology, Registrar and the Director of the Learning Resource Center/EOO.

INSTITUTIONAL ORGANIZATION FOR FACULTY, STUDENTS, ADMINISTRATORS AND BOARD MEMBERS INVOLVEMENT

All groups within the college community are invited to recommend policy for Board of Education approval. Of vital concern to the board is the opportunity for the college community to present its views during open hearings before any policy recommendation is brought before the Board for consideration. Policy recommendations originating outside of the college community shall be presented for Board consideration according to procedures in the Southwestern Oregon Community College District Board of Education Bylaws. The Board of Education asks that recommendations for policy consideration include a statement of rationale which support the reasons for a revision to present policy or the adoption of a new policy; procedures for implementation, summarization of all input from the community received during an open hearing process. It is the policy of the Board of Education that members of the board do not take action at the board meeting where an adoption, revision or deletion of a Board of Education bylaw or policy is first proposed. The Board of Education encourages community attendance during Board of Education meetings. A public meeting notice and/or agenda is mailed to newspapers, radio and television services in the district. Visitors attending Board of Education meetings may make statements with respect to board agenda items and may request additions to the official agenda. These Board Policies are in the Accreditation Meeting Room.

Board Policy #1.014 Policy Development Procedure
Board Policy #2.064 Adoption/Revision/Deletion ByLaw
Board Policy #2.066 Adoption/Revision/Deletion Policy
Board Policy #2.074 Visitor Participation Board Meetings
Board Policy #2.076 Additions to Agenda1 by Visitors

Find in the Accreditation Meeting Room the following materials:

President's Short Report - 3/13/89
Board of Education Minutes 3/13/89
Memorandum to Faculty Members dated November 20, 1989
Planning November 1989
Three Year Goals Draft 12/01/89
President's Council Minutes 12/19/89
President's Council Minutes 01/16/90
Board Update 01/31/90
President's Council Minutes 02/06/90
Strategic Plan Draft Revision

OCCA Board Member Institute/Strategic Planning: Beyond Rose-Colored Glasses
President's Council Minutes 11/8/90
Enrollment/Retention/Recruitment Goals 1/10/91
Board of Education Minutes 1/11/91
Board of Education Minutes 1/12/91
Strategic Plan - update dated 3/91

FINANCIAL PROGRAM

Board of Education policy #2.026 states that the President shall be designated Budget Officer for the college district. The Budget Officer is responsible to the Board of Education. Duties and authority include: prepare the budget message, budget calendar, budget document and comply with legal requirements for publication and public hearing.

Board of Education Organizational Policies 2.020; 2.022; 2.024; 2.026; 8.028; 8.032.

Sound financial practices include the following:

Local Budget Law
Oregon Revised Statutes 294.331
College Contract Review Board 8.074
Procedures of the SWOCC District Contract Review Board 8.074
Auditor Requirements
State Guidelines
Annual Audit 8/012, ORS 341.709
Community college Accounting Guidelines
Board of Education Policies and procedures
Federal Accounting Guidelines

First budget committee meeting is called by the Budget Officer (the President) who presents the budget to the governing board. The following Board Policies and Oregon Revised Statutes are in the Meeting Room:

Budget Message 8.004, ORS 294.391
Budget Calendar, Prep of 8.006, ORS 294.396
Budget Document, Prep of 8.002, ORS 294.331
Budget Committee 8.008, ORS 294.336
Budget Committee Hearings ORS 294.406
Budget, Publishing ORS 294.401

Each cost center receives line items for budget purposes. Flexibility for expenditures is provided through budgeting and expenditure transfers. Cost centers are not strictly limited to these amounts because contingency fund adjustments are available during the fiscal year. Flexibility for expenditures is provided through budgeting and expenditure transfers.

A check signing authorization can transfer funds, with the final review by the Dean of Administrative Services.

Controls over expenditure are the following:

1. Budgeting
2. Signing Authorization
3. Annual Audit
4. Board of Education policies and procedures
5. Purchase and check request procedures
6. Business Office review by Finance Director if expenditure is over \$200. Accounts Payable Clerk if less than \$200. Special Projects review by Special Projects Accountant.

All division chairs and managers and many faculty have access to on-line financial or expenditure information. Open accounting system for reviewing. Printed reports monthly. Monthly board reports.

Monthly motorpool, instructional materials and bookstore expenditure reports.

The control and maintenance of the physical plant concentrated is concentrated in The Director of Plant Services. He is responsible to the Dean of Administrative Services. He is responsible for campus maintenance including repairs. Additionally, he is responsible for custodial, security, and grounds departments, as well as the operation of motor pool, shipping/receiving, parking and keys. He is a member of the safety committee, the President's Council, and the Support Services Council. He is authorized to make direct purchases of supplies and repair materials required for maintenance of the physical plant up to \$1,500.00. The Dean of Administrative Services approves expenditures over \$1,500.00, and the Board of Education approves purchases of \$2,000.00 or more.

For hiring workers in the physical plant, a screening committee comprised of members from administration, faculty and classified staff interview and recommend candidates to the Dean of Administrative Services. The final selection is made by the dean and the president.

PUBLIC RELATIONS PROGRAM

(Marketing, Image, Advertising) The Information Services Office

AIMS

To provide current and accurate information about the college and to present the college in ways that will ensure strong public support for SWOCC.

CURRENT PRACTICES

Public relations and marketing efforts at Southwestern Oregon Community College are directed by the President and coordinated by the Office of Information Services, which has two classified employees - a public information assistant and a graphic artist.

Efforts are directed to the public; high school students; business and industry; senior citizens; youth through the "Saturday Academy" Program; special groups, e.g., individuals laid off through the Georgia-Pacific closure; Desert Shield service personnel; people nationwide and in foreign countries.

The Information Services Office is a *clearinghouse* for information provided by all college departments. Each year, hundreds of public service announcements (PSA's) are sent to more than 25 different media, e.g., newspapers, radio and television. (A sample of these are in the Accreditation Meeting Room.0)

The College news/class schedule is produced through the Information Services Office and mailed four times a year to residents in the college district (Coos and Western Douglas Counties). The College pays for advertising in the weekly newspapers (Reedsport, Bandon, Coquille & Myrtle Point) and daily newspaper, The World (before each registration in the weekly papers and almost weekly in The World Outlook); radio (before each registration); television (before each registration); ads in printed programs such as the Bay Area Chamber of Commerce Profile, Miss Coos County Pageant, North Bend Police Explorers, Summer SandFest, high school yearbooks.

The catalog, viewbook, brochures, video programs and multi-image slide shows are produced through the Information Services Office and are used at registration, fairs, high school visits and at service organizations. When requested, catalogs, brochures, etc. are sent to people nationwide and in foreign countries. Currently, the collection of video and slide PR programs consists of one general SWOCC slide show/video tape (colleges images and music, no narrative) and eight program videos (Automotive, Business/Accounting, Computer Technology, Electronics, Forest Technology, Machine Tool, Office Occupation, Welding).

A 12-minute video - Employee Orientation - was completed during spring term of 1991. The Personnel Office will use the video and related printed materials for orientation of new employees.

ANALYSIS - STRENGTHS

The College works well with The World newspaper, KCBY and KOB television stations, local radio stations and weekly newspapers who give the college very good news coverage. They want to know what SWOCC is doing.

An adequate budget has allowed for paid advertising in the newspapers, radio and television, before each term. The combination of paid ads and PSA's has helped increase enrollment, which in the spring of 1991 was almost at the level of SWOCC's peak enrollment years of 1980-81. It also has improved SWOCC's image in the community. *The college has strong public support.*

The public information coordinator or instructors, when time permits, presents two historical multi-image slide programs (Between the Forest and the Sea and The Shore Acres Story) at meetings of clubs and organizations in the community. While these programs aren't specifically about SWOCC, the fact that someone from the college is presenting the information, gives SWOCC a positive image.

College publications reflect the mission statement of the college very well. Publications include: college catalog, college viewbook, SWOCC News and class schedule/news (4 times a year), general college brochure - *Quality Affordable Education* program brochures (Automotive Technology, Business Management, Computers, Criminal Justice, Electronics, English and Humanities, Fine Arts, Forest Technology, Health Occupations, Human Services, Machine Tool Technology, Music, Nursing, Office Occupations, Welding, Automotive 2+2, Machine Tool 2+2, Office Occupations 2+2, Welding 2+2, Cooperative Work Experience, Career Center).

Current PR video programs include: *Automotive, Business/Accounting, Computer Technology, Electronics, Forest Technology, Machine Tool, Office Occupations, Welding, SWOCC 1991, Between the Forest & the Sea.*

ANALYSIS - WEAKNESSES

The Information Services Office hasn't had enough staff or budget in the last two years to do a market survey of the community. The public information assistant and graphic artist are not sure what college staff members mean when they say, "SWOCC should have better marketing." The Information Services Office does not have enough staff or budget if the college decides to increase public relations/marketing efforts beyond current levels. (See the Cotterill Report A-1 through A-30 in the Meeting Room.)

STRATEGIES FOR DEVELOPMENT

This Office will find a way to conduct a market survey of the area; define "better marketing"; be sure that the college community understands current marketing and public relations efforts; continue the development of promotional materials for use by the college community. We plan to produce during the summer of 1991 a multi-image slide program, *Making a Difference*. It will tell the history of the college and be used to commemorate SWOCC's 30th birthday. It also will be put on video tape for the SWOCC collection. In the past, similar programs have been very effective public relations tools.

As other new video programs, slide programs, brochures or other publications are requested by various departments, we plan to lobby for the budget to be increased to cover production costs or for direction from administration for prioritizing the requests.

RESOURCE DEVELOPMENT/GRANTS OFFICE

In 1986 the college moved a full-time instructor into the Grants Office. Veneita Stender has directed that office very successfully ever since on a part-time, full-time basis. One nineteen-hour grant processor, Joyce Hammer, completes the office. The Grants Office coordinates resources for grantwriting and the maintains the external-funding files. In 1990-91 Stender's proposed retirement in September 1991 prompted a review and a decision to expand the Foundation work. A national search is the begin for a Resource Development/Grants director, but with the new title and additional responsibilities for college marketing and public information. Plans are for the Office of Institutional Advancement to be open in September, 1991.

APPRAISAL OF ADMINISTRATION

Prior to this "assess[ment of] the attitude of the faculty toward the administration of the college," the SWOCC faculty have never been asked or encouraged to express their attitudes regarding key administrators through a faculty generated process. Therefore, no long-term baseline data exists. Ten years ago during the Self Study Process did an assessment, but somewhat differently than this survey.

This time the faculty members involved in producing the attitude questionnaire limited it to twenty key questions, based on suggestions of several tenured faculty members. No attempt was made to rank the questions in order of importance. Careful analysis may disclose that a few areas of concern were not addressed. Time constraints and the length of the questionnaire were major factors limiting choice of questions.

Faculty members considered which administrator's performances should be addressed in the attitude survey. It appeared best to limit the study to the President and Deans, since extending it to the level of Directors would have added nine more administrators and made the results of attitude assessment extremely problematic. Assessment of each administrator was considered, but abandoned.

Overall, the survey results for the 1990-1991 academic year show improvement over administrative performance of the previous five years, which was strongly unacceptable from the faculty's perspective. It could be noted that the G.P.A. of the current administration climbed above the 2.0 level after an Administration/Board of Education sponsored, faculty and staff recognition and awards banquet which occurred midway through the study. The recognition was highly appreciated by the faculty and staff. Survey results indicate that the administration currently enjoys modestly increased faculty esteem, but still has ample opportunity to earn increased respect of the faculty.

New Faculty Orientation

All new faculty attend "New Faculty Orientation." topics covered have included:

- Welcome/Reception
- Advisor Training & Student Records
- Registration and Financial Aid
- Where do I find it (Campus resources/services)
- Contracts & Benefits
- Learning Resources
- Budget, Purchasing and Business Office procedures
- Curriculum & Professional Development
- Faculty Senate, Board of Education, Governance Structures of the College
- Faculty Evaluation Process
- Computer access training - Mainframe
- Personnel Services

The amount of time devoted to this process has ranged from a single half-day workshop to a 1-2 hour block for each topic.

A weakness is a lack of sufficient coverage in the years when this process has been limited to a single half-day orientation.

The orientation process had its greatest success the year new faculty met at least once a month throughout the year, each meeting devoted to a specific topic. This also served as a New Faculty support group in an informal way.

Campus resources are being used to produce a "New Employee Handbook" and a "New Employee Video" to be in place by Fall 1991.

All new faculty receive a Faculty Handbook, Advisor's Handbook, Personnel Procedures book, and a copy of the Board of Education/Federation Agreement.

BUDGETARY

Some of the data used for budgetary allocations relates to information about new program directions, expansion or reorganization of existing programs. FTE data along with physical plant utilization information may also serve as a base for budget allocations. Budget requests come through either the Administrative Support Services or Instructional side of the college. Most requests are made by members of the college community in general including faculty and administrative/supervisory staff. Discussions on the budget are held at the division and/or the department levels and the results are shared in Instructional Council, Administrative Support Council and with the Faculty Senate Budget Committee.

Even though there are many ways for individuals to become involved in the budget process, there continues to be the perception that all the "important" decisions are made "at the top". This is naturally true as a result of ever tightening of financial resources.

In an attempt to give more timely input to the budget process, a plan that is reviewed annually in September for allocating other than "fixed" monies needs to be implemented. This should involve the entire college community in faculty/staff inservice week at the beginning of the school year. The process should be a review of the institutional goals attained the previous years and new or continuing goals for the current year. Timelines for planning, implementation and evaluation of each agreed upon goal should be developed with budget allocations discussed. This could be developed using the Nominal Group Process Technique where all individuals are given a change for input. By starting in September, we would hopefully not feel so much pressure when January, February rolls around; and individuals will know the part they have in helping the institution reach shared goals of resource allocations.

Control over purchasing and expenditures is controlled by signature approval and budget authorization. Signature approval is obtained through processing required forms. Budget control is maintained by individuals, departments and the business office with the use of the computer and monthly reports.

A copy of the college purchasing cycle is attached. The College Board policy # 8.074 identifies purchasing procedures and limits that must be followed. It sets levels for purchases that require board notification, board authorization, quotes and bids. A copy of this policy can be located in a board policy manual and in the "Chart of Accounts and Purchasing Manual." In addition, the college maintains and regularly updates a one page purchasing authority signature listing. The signature listing identifies the individuals at each level of purchasing authority.

The college utilizes a purchase requisition/purchase order system and check requests to make all purchases. For travel, individuals must complete a request to travel form and upon returning, to be paid, they must complete a travel expense report. The purchase requisition, purchase order, check request, request to travel, and travel expense report all require appropriate signatures. Each form has instructions on the back.

As purchases are processed and all required procedures are followed and signatures are obtained, purchase requests are measured against budget allocations. The biggest existing control over purchases and expenditures is the budget.

Although the budget is prepared in great detail, control over expenditures is not required by line item. The level of budget control that must be maintained for the college as required by Oregon Revised Statutes can be different than what management requires monitored, and it has changed in the past year.

Monthly reports are prepared and distributed to responsible individuals. From the reports, individuals can identify errors or corrections that need to be made each month. If corrections or adjustments are necessary, they can be made by completing a "Request for Actual Transfer" form. Also, the college does have a system which allows accounts to change and increase their budgets. The "Request for Budget Transfers" form identifies the type of transfer and the required signatures.

Regardless of the type of accounting system in place and the controls over purchasing and expenditures, the college must have proper authorization and adequate documentation. The authorization includes authorized signature approval, budget allocation and charging proper accounts. The documentation must verify that proper authorization has been obtained and whenever possible transaction conformation from outside sources.

Each transaction could be required to receive board approval and each purchase only be obtained through prior notification to vendors by a purchase order. This would be a very slow and restrictive process. The college has tried to make the process less restrictive by putting in levels of control to allow smaller purchases to be made without going through the full process.

Budget control has been a changing problem. During the past few years, there have been changes as to who is monitoring the budget and in what detail the budget should be maintained. During this last year, responsible individuals have almost gone to the extreme of maintaining the budget by line item. As a result, there have been a large amount of budget transfers with very little effect. Transfers have been made for as little as \$7 within the same account. Controlling detailed budgets by line item is too restrictive and time consuming.

The college needs to clearly identify the level that budgets must be monitored and that adequate training be given to those individuals responsible to maintain the budget.

The Board of Education

The Board of Education of Southwestern Oregon Community College provides strong, healthy, and constructive leadership to the college and is involved in the development and direction of the institution. The Board approves all policies of the college and its budget. All full-time faculty and administrator hires at the college must be approved by the Board of Education and the Board monitors expenditures, training, staff development, facilities, programs and travel on a regular basis through monthly or quarterly reports provided to the Board. Board members are encouraged to attend in-service programs for the college staff, and Board members receive minutes of the various college councils, such as the President's Council, the Managers' meetings, and the Support Services Council.

Ex-Officio members of the Board are the President of the Faculty Senate, the President of the Faculty Union, the President of the Classified Union, the President of the Associated Student Government, and a representative from the Managers, Administrators, Supervisors, Specialists and Confidential Employee group (MASSC).

There were two retreats held for the Board in the past nine months: the first on planning and the second on developing a vision for the institution. At a minimum, a yearly retreat will be held for the Board of Education to address important issues at the college.

We feel there is no need to strengthen the Board control nor its activities changed at this time.

M E M O R A N D U M

TO: Faculty ($\geq 80\%$)

SUBJECT: Administrative Assessment

FROM: Ron Stubbs & Ron Pullen

DATE: April 4, 1991

As part of the accreditation process, Ron Stubbs and Ron Pullen have been assigned the task of assessing the attitude of the faculty toward the administration of the institution. Several faculty members have contributed questions and viewpoints that are incorporated in the following questions.

INSTRUCTIONS: Please assess the Administration's Performance (combined group defined below) in areas covered by the following questions.

PLEASE RETURN TO RON STUBBS OR RON PULLEN BY 3:30 P.M. FRIDAY APRIL 5.

The collective faculty response will be tabulated into a grade for each question and an overall G.P.A.

Note: There are two time periods for each question:

(1) This Year
(2) Previous 5 Years

Please assign grades to both.

There is also space between questions for any comments you may wish to write down.

ADMINISTRATION = The President

The Dean of Instruction

The Dean of Administrative Services

The Associate Dean of Extended Learning

A=Outstanding B=Commendable C=Average D=Poor F=Unacceptable Y=No Grade

1) How do you grade the Administration's utilization of faculty expertise as an important resource in college governance or management?

This Year

A B C D F Y
GPA = 2.4

Previous 5 Years

A B C D F Y
GPA = 1.6

2) How would you grade the Administration on their willingness to fairly apportion staff help?

This Year

A B C D F Y
GPA = 2.0

Previous 5 Years

A B C D F Y
GPA = 1.5

3) How would you grade the Administration's effectiveness in forming and maintaining linkages with South Coast schools?

This Year
A B C D F Y
GPA = 2.1

Previous 5 Years
A B C D F Y
GPA = 1.7

4) How would you grade the Administration's skill at handling personnel problems?

This Year
A B C D F Y
GPA = 1.8

Previous 5 Years
A B C D F Y
GPA = 1.3

5) How would you grade the Administration on overall leadership and effectiveness? (State, Community, College)

This Year
A B C D F Y
GPA = 2.4

Previous 5 Years
A B C D F Y
GPA = 1.9

6) How would you grade the Administration on accessibility?

This Year
A B C D F Y
GPA = 2.5

Previous 5 Years
A B C D F Y
GPA = 1.8

7) How would you grade the Administration on truthfulness? (Keeping their word to the best of their ability?)

This Year
A B C D F Y
GPA = 2.6

Previous 5 Years
A B C D F Y
GPA = 1.6

8) How would you grade the Administration's awareness and concern with maintaining and improving the quality of instruction?

This Year
A B C D F Y
GPA = 2.4

Previous 5 Years
A B C D F Y
GPA = 1.6

15) How do you grade the actual willingness of the Administration to tolerate criticism?

This Year
A B C D F Y
GPA = 1.9

Previous 5 Years
A B C D F Y
GPA = 1.3

16) How do you grade the Administration's efforts to encourage open discussion of college policies and procedures and faculty participation in governance?

This Year
A B C D F Y
GPA = 2.5

Previous 5 Years
A B C D F Y
GPA = 1.9

17) How do you grade the Administration's efforts to treat faculty and staff as real people instead of SS #'s?

This Year
A B C D F Y
GPA = 2.6

Previous 5 Years
A B C D F Y
GPA = 1.9

18) How would you grade the Administrative efforts to assess and develop useful mid to long-range planning?

This Year
A B C D F Y
GPA = 2.1

Previous 5 Years
A B C D F Y
GPA = 1.7

19) How do you grade the Administration's effort to access and convey faculty viewpoints and concerns to the Board of Education?

This Year
A B C D F Y
GPA = 1.9

Previous 5 Years
A B C D F Y
GPA = 1.3

20) How do you grade the Administration's willingness to fairly allocate scarce equipment resources such as copy machines and computers?

This Year
A B C D F Y
GPA = 2.0

Previous 5 Years
A B C D F Y
GPA = 1.3

9) How would you grade the Administration's efforts to maintain an appropriate balance between instructional, administrative and staff expenditures?

This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 2.0						GPA = 1.0					

10) How would you grade the Administration's performance in doing their fair share of campus work in addition to the work they delegate to staff or faculty?

This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 2.3						GPA = 1.6					

11) How would you grade the Administrative effort in college outreach?

This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 2.2						GPA = 1.9					

12) How would you grade the Administration on promptness?

This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 2.6						GPA = 1.6					

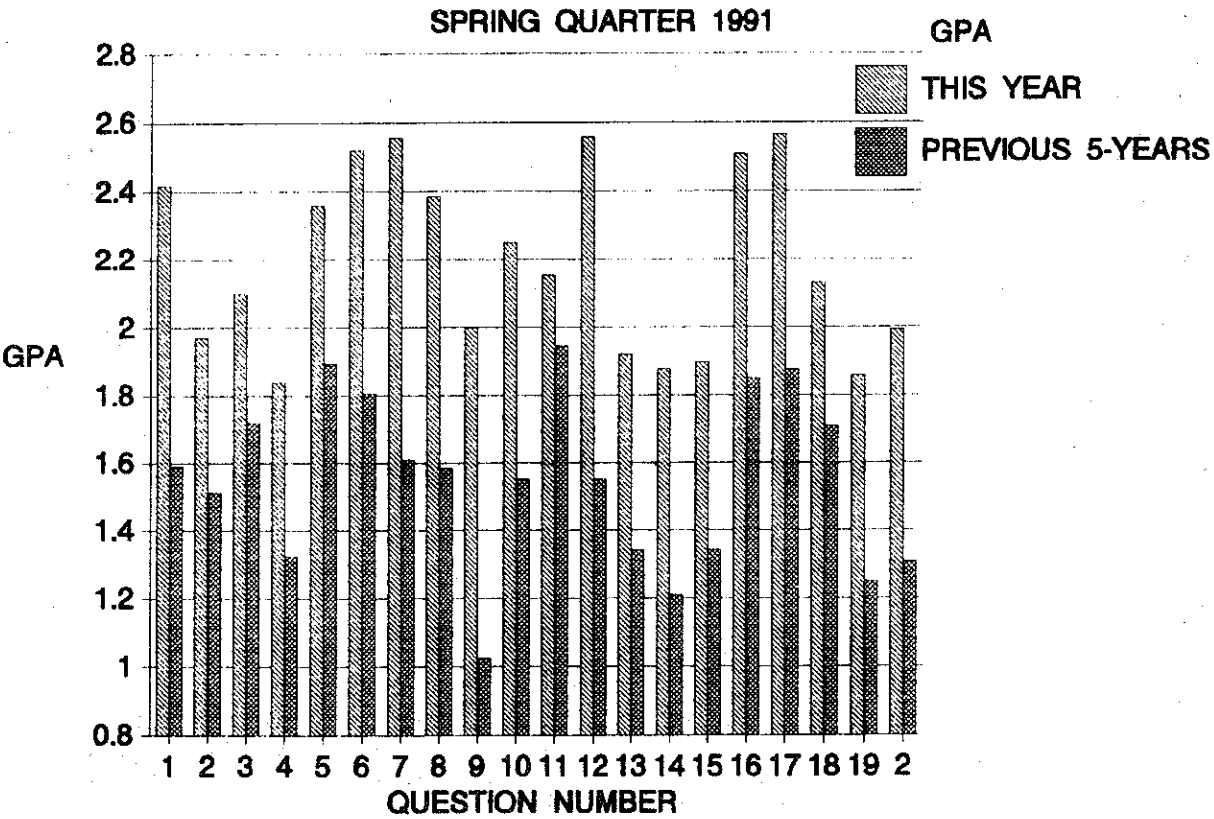
13) How would you grade the Administration's efforts to inspire faculty confidence in budget development and management?

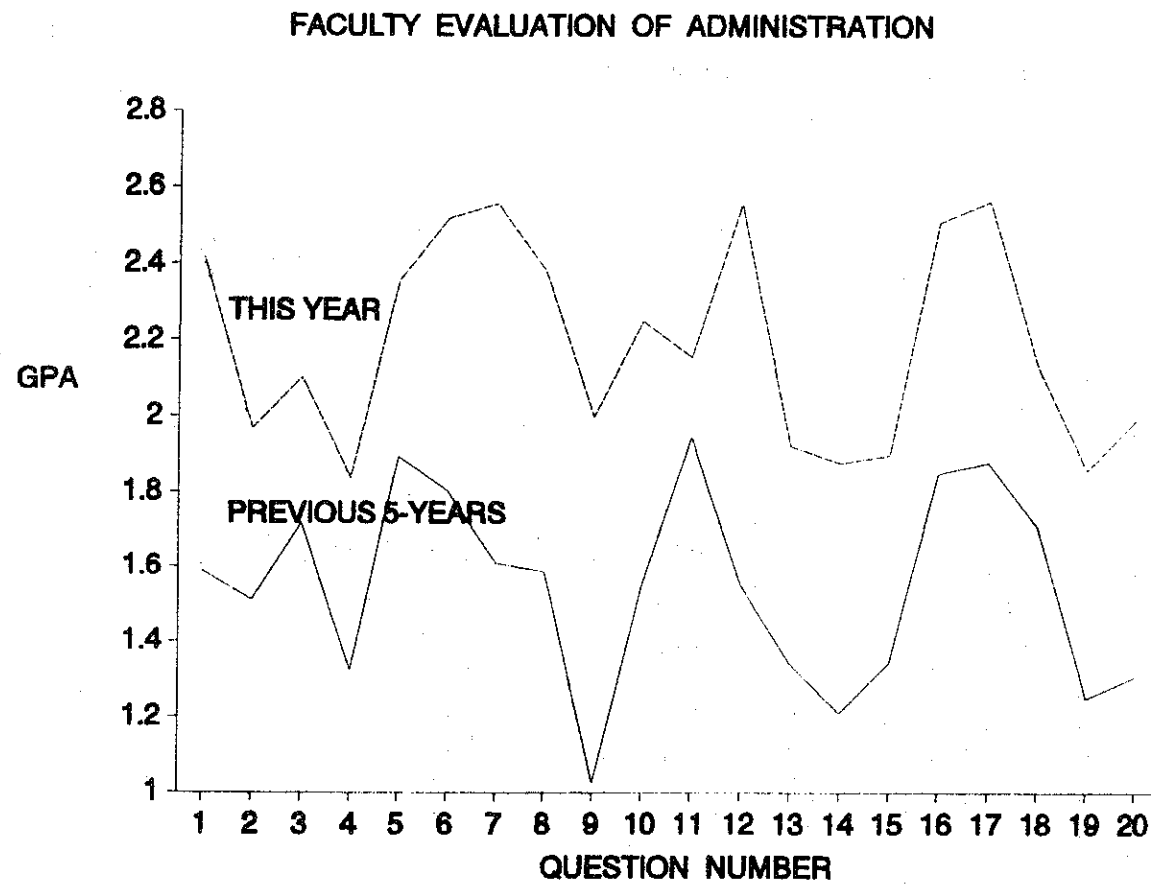
This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 1.9						GPA = 1.3					

14) How would you grade the completeness and/or usefulness of the evaluation procedures for Administrators that are now in effect?

This Year						Previous 5 Years					
A	B	C	D	F	Y	A	B	C	D	F	Y
GPA = 1.9						GPA = 1.2					

EVALUATION OF ADMINISTRATION BY FACULTY





THIS YEAR													
Q#	A	A	B	B	C	C	D	D	F	F	Y	Y	GPA
1	3	7%	17	37%	18	39%	5	11%	1	2%	2	4%	2.4
2	0	0%	8	17%	22	48%	9	20%	4	9%	3	7%	2.0
3	0	0%	6	13%	19	41%	3	7%	3	7%	15	33%	2.1
4	0	0%	9	20%	15	33%	15	33%	6	13%	1	2%	1.8
5	2	4%	13	28%	21	46%	3	7%	1	2%	6	13%	2.4
6	6	13%	18	39%	13	28%	7	15%	2	4%	0	0%	2.5
7	8	17%	13	28%	17	37%	5	11%	1	2%	2	4%	2.6
8	3	7%	14	30%	20	43%	4	9%	4	9%	1	2%	2.4
9	1	2%	8	17%	22	48%	10	22%	1	2%	4	9%	2.0
10	0	0%	18	39%	14	30%	8	17%	0	0%	6	13%	2.3
11	1	2%	12	26%	17	37%	8	17%	2	4%	6	13%	2.2
12	4	9%	16	35%	20	43%	1	2%	2	4%	3	7%	2.6
13	0	0%	8	17%	21	46%	11	24%	4	9%	2	4%	1.9
14	0	0%	6	13%	19	41%	10	22%	7	15%	4	9%	1.9
15	2	4%	9	20%	12	26%	17	37%	2	4%	4	9%	1.9
16	4	9%	16	35%	21	46%	2	4%	2	4%	1	2%	2.5
17	8	17%	16	35%	16	35%	6	13%	0	0%	0	0%	2.6
18	2	4%	7	15%	23	50%	6	13%	0	0%	8	17%	2.1
19	1	2%	5	11%	18	39%	12	26%	2	4%	8	17%	1.9
20	1	2%	9	20%	13	28%	11	24%	6	13%	6	13%	2.0
184.00		684.00		722.00		153.00							
46.00		228.00		361.00		153.00		50.00					
GPA= 2.2													

PREVIOUS 5 YEARS													
Q#	A	A	B	B	C	C	D	D	F	F	Y	Y	GPA
1	0	0%	4	9%	19	41%	12	26%	4	9%	7	15%	1.6
2	0	0%	4	9%	16	35%	12	26%	5	11%	9	20%	1.5
3	0	0%	5	11%	16	35%	8	17%	3	7%	14	30%	1.7
4	0	0%	3	7%	12	26%	20	43%	5	11%	6	13%	1.3
5	1	2%	6	13%	20	43%	10	22%	1	2%	8	17%	1.9
6	1	2%	11	24%	11	24%	15	33%	3	7%	5	11%	1.8
7	0	0%	8	17%	17	37%	8	17%	8	17%	5	11%	1.6
8	0	0%	8	17%	17	37%	7	15%	9	20%	5	11%	1.6
9	0	0%	2	4%	11	24%	13	28%	14	30%	6	13%	1.0
10	0	0%	4	9%	19	41%	9	20%	6	13%	8	17%	1.6
11	2	4%	7	15%	21	46%	1	2%	6	13%	9	20%	1.9
12	0	0%	3	7%	18	39%	14	30%	3	7%	8	17%	1.6
13	0	0%	3	7%	18	39%	10	22%	10	22%	5	11%	1.3
14	0	0%	2	4%	13	28%	14	30%	9	20%	8	17%	1.2
15	1	2%	2	4%	13	28%	15	33%	7	15%	8	17%	1.3
16	1	2%	7	15%	20	43%	9	20%	3	7%	6	13%	1.9
17	1	2%	14	30%	9	20%	13	28%	4	9%	5	11%	1.9
18	0	0%	8	17%	15	33%	16	35%	2	4%	5	11%	1.7
19	0	0%	1	2%	14	30%	14	30%	7	15%	10	22%	1.3
20	1	2%	5	11%	11	24%	10	22%	12	26%	7	15%	1.3
<div> <div>32.00</div> <div>8.00</div> </div> <div> <div>321.00</div> <div>107.00</div> </div> <div> <div>620.00</div> <div>310.00</div> </div> <div> <div>230.00</div> <div>230.00</div> </div> <div> <div>121.00</div> </div>													
GPA= 1.6													

IX STUDENTS

IX. STUDENTS SELF-STUDY COMMITTEE

Terry Sherman, Steering Committee Liaison

Jean von Schweinitz

Rhonda Edwards

Tom Nicholls

Don Burdg

Sharon Lemoine

Dorothy Wilson

Keith Hulsey

Sharleen Lillebo

Barry Cotterill

Carol Vernon

John Speas

Lori Lund

Judy Ocobock

CHAPTER IX.**STUDENTS****AIMS**

The Student Personnel program has two major objectives:

- To provide services to help students be successful;
- To provide experiences to enrich the student's educational experiences.

These objectives are directly related to the mission of the college as noted in the college publications and, indeed, are the reasons for the college to exist.

CURRENT PRACTICES

These objectives are realized through the following:

- A timely inquiry-response program. Inquiries by prospective or potential students receive quick response, whether the inquiry is for information about the college, or particular program or class, or higher education in general.
- A high-school outreach program, where counselors visit the high schools to talk to the students about the college and the programs offered, admission procedures, costs, assistance available, etc. The college placement tests are administered to interested high school seniors, and counselors go to the high schools in the spring to pre-register the seniors for Fall Term.
- A testing program to facilitate appropriate placement of students.
- A detailed orientation session covering advising and registration procedures, financial aid, student activities, remedial or developmental assistance available how to read the class schedule, confidentiality of student information, work experience, athletics, etc.
- A faculty advising system whereby a student is assigned to an advisor with expertise in the area of the student's interest, who assists the student each term with selecting classes. This person is also the student's contact person on campus, available to answer questions, refer to sources of help when appropriate, and just to say hello at times.
- Developmental classes in basic skills for the student who needs them before enrolling in college level classes.
- Counseling services: academic, vocational and personal.
- Career exploration opportunities
- Various financial aid options
- Work experience to enhance the academic program
- Job placement for students who need additional funds
- Tutoring in any subject area
- Student activities
Student Government,
Student Clubs,
Student representation on the Board of Education, President's Council, and Senate Committees
Intramural Athletics
Intercollegiate Athletics

The Dean of Instruction and Student Development supervises the student personnel program. Three full-time counselors on 12-month contracts have been given responsibility for specific areas. One is responsible for articulation with the high schools; another is responsible for testing, orientation and the advising program; another is Lead Counselor and Division Chair of the Student Development Division.

The Student Development Division encompasses Counseling and Testing, Orientation, Advising, ABE/GED, Study Skills, Tutoring, Placement, Single Parent Homemaker (now the Success Center) and Student Activities.

The Student Services Council chaired by the Dean of Instruction meets regularly every second week to discuss issues related to the area. The Director of Admissions, the Director of Financial Aid, the Coordinator of Student Activities, the Coordinator of ABE/GED, the Coordinator for Developmental Education, appropriate grant directors and all counselors are members of this group.

Additionally, the counselors and the Dean of Instruction, as well as some of the other student personnel staff, are faculty members. Faculty may be elected to the Faculty Senate. The Faculty Senate is an elected body of faculty who represent the faculty as a whole. The Senate makes recommendations on any issue that is of concern to the faculty. In this manner, as well as in their roles as advisors, faculty have input into the student personnel program and student personnel faculty have input into the entire college.

Students have input through the Associated Student Government and through the Director of Student Activities, a member of the Student Development Division and the Student Services Council.

The policy statements and the "Student Rights and Responsibilities and Student Conduct Code" are in the Accreditation Meeting Room.

Policy statements, such as those related to satisfactory progress, deadline dates for withdrawal without responsibility for a grade, refunds, etc, are published in the class schedule each term and in the catalog. The "Student Rights and Responsibilities and Student Conduct Code" was reviewed by ASG, approved by the Board as interim policy, and is available to students on request. Due process is guaranteed in the procedures set forth in that document.

ANALYSIS AND APPRAISAL

The objectives of helping students succeed and of enhancing their education with a variety of non-academic activities are what the college mission is all about. These objectives support the education program by making it possible for students to strengthen their weaknesses so they gain more from the education program. They also support the educational program by enabling students to engage in physical activities that reduce stress, as well as in other activities such as clubs where they have an opportunity to develop their strengths in helping not only themselves but also the group. The student personnel program provides direct support to the student; the student is the *raison d'être* for the College.

Having the student personnel program under the Dean of Instruction and having segments of developmental education a part of the Student Development Division, brings a harmony between the education program and the services for students that help them be successful. This is not always the case when Instruction is a unit separate from and under different administration than Student Services. The turf issue is eliminated, and the focus becomes the student.

There is with this type of organization, however, a recognized danger that some things may "fall between the cracks." It is important that goals and objectives, and activities to accomplish these are regularly reviewed and that the areas of responsibility and accountability are made clear. We attempt to do that review and feel that what we have works very well.

The physical facilities are evaluated elsewhere in this report under the various areas; however, facilities are clearly inadequate in terms of both space and design.

STRATEGIES FOR DEVELOPMENT

Additional financial support needs to be provided to enable the Counseling and Testing Center to hire another full-time classified staff person or the equivalent. The Placement office needs to offer a real placement service; to do this will require setting up placement files for students or former students, and it will also require a person who can work well with employers in the college district and provide information on job opportunities elsewhere in the state. To make this possible may require additional staff or a reassignment of some of the responsibilities now residing in the Placement Office. We intend to continue to lobby for facilities that are appropriate to the adult students we have in the College. The most pressing

needs are in Tioga 4th floor where ABE/GED, Reading Lab, Writing Lab, Math Lab, ESL, Tutoring, Reading are located.

ADMISSIONS

AIMS

The admissions policy at SWOCC flows from our mission statement, and was developed by the faculty and approved by the administration and the governing board. It is clearly expressed and published in the college catalog. The mission statement, found on page 1 of the catalog, says in part, "The college Board of Education believes in education for everyone who may profit from instruction, and the dignity of the choices individuals make in seeking an education." The "open door" admission policy is consistent with that.

CURRENT PRACTICE

Southwestern Oregon Community College has an "open door" admission policy, which means that anyone who is 18 years of age, or who has a high school diploma or its equivalent, and who can profit from instruction can enroll in classes here. They are restricted only by entry requirements into a certain diploma or degree programs the college offers. (See page 2 of the catalog under "Admissions".) The Director of Admission/Registrar is responsible for administering the admission policies and procedures.

The Director of Admissions also administers the policies related to admission to limited programs, i.e. Nursing, 911, CNA and EMT III. These admission requirements are firmly administered. Requests for exceptions on admission criteria to programs are initiated by the student on a petition form, run through the department responsible for the program for a recommendation, with the final decision issued from the Admissions Office.

If there is a weakness in an open admission policy, it is that students transferring from another institution are able to enroll in classes prior to receipt of their transcript from the other school. This sometimes creates a difficulty in advising the student appropriately, which can affect financial aid eligibility or other financial assistance. It's a dilemma, but certainly the student should be made aware of risks involved.

Advisor handbooks are updated annually, and advisor training occurs at the beginning of each academic year. Catalogs, curriculum sheets, advisee packets with all appropriate forms, registration forms, add/drop forms, petition forms, etc. are provided to each advisor, along with a list of the advisees assigned. Advisors have access to student transcripts on the computer, or they may request an advisor copy printed out. When transcripts from another institution are evaluated, a copy of that evaluation is provided to the advisor. I believe we are doing what we can do, and no improvements are indicated.

Services and programs of the college are publicized through the college catalog, viewbook, brochures, newspaper articles, the class schedule and the attending news articles about specific programs, specific classes, faculty members and alumni, by radio and television public service announcements or paid ads.

We have an Inquiry-Admit program in the computer, where we record and follow-up all inquiries about the college with multiple mailings of letters and materials, including when appropriate an application for admission. The program is housed in the Counseling Center using a work-study student.

Recruitment activities in the high schools are planned in consultation with the high school counselors, and are conducted at all the district and Curry County high schools. These are coordinated by the Director of Admissions, with the active participation of the college counselors and testing personnel, as well as the Financial Aid Director. Approximately 25% of the high school graduates enroll at SWOCC for one or more classes in the Summer, Fall, or Winter term following their graduation. Most of the high schools report that 50% of their graduates go on to college, which means that half of the 50% is choosing SWOCC.

Other recruitment activities include having a booth at the Coos and Curry County fairs, mail and phone follow-up on all inquiries about the college, and various faculty and administrators speaking to groups.

The Admissions Office sets up files for those who make application to the college, enter applicant information into the Pre-Registration program, and send appropriate mailings and information to these applicants. For programs with entry requirements and limited space, screening and admission is administered by the Admissions Office.

The "open door" admissions policy of the college is balanced by a strong developmental education program, good support services, and an emphasis on helping the student be successful. The academic notification policy enables the Academic Standards Committee, composed of faculty, counselors and the Registrar, to intervene when a student is in academic difficulty so that the problem can be identified and assistance provided when that is indicated.

Admission requirements into degree or diploma programs are determined by the faculty of the program, in cooperation with an advisory committee composed of individuals who employ graduates of the program or who work in the occupation/profession for which the program prepares students.

The college has not developed a uniform method to evaluate the success of every student admitted to all the programs offered, but some progress has been made in that direction. A new application for admission form has a place for the student to state his/her goal, i.e. to complete a degree, to transfer to a four-year school, or perhaps to take a set of classes to become employable. All of these are objectives consistent with the mission and objectives of the institution, and with the information from the new application form, we'll be able to assess whether the student achieved the intended goal.

The Director of Admission coordinates the articulation efforts with the high schools in the college district. One of the counselors coordinates articulation with the four-year colleges and universities. Publications portray the college accurately.

The policy for acceptance of transfer credit is stated in the catalogue, page 5. Students transferring in frequently precede their transcript, but as soon as the transcript is received, an evaluation is done and a copy is sent to the student as well as to the student's advisor.

Readmission of students who have been suspended for academic reasons is clearly defined under "Academic Notification Policy", page 6 of the catalog.

Retention efforts include (a) placement testing to enable students to be placed in appropriate classes; (b) orientation where students are shown how to read the class schedule, what their placement test scores mean, how to fill out a trial registration form, and important information about the campus and services available to students; (c) assignment of students to faculty advisors from whom they get assistance in selecting classes and learning the requirements in the program they choose to pursue; (d) services such as tutoring, counseling, study skills; and (e) the academic notification policy that enables the faculty to intervene and provide assistance when a student is not making satisfactory progress.

The functions of the Admissions Office are the following:

- Admission of new students
- Applicant files for restricted programs, i.e. Nursing
- Correspondence with applicants
- Evaluation of transcripts from other colleges
- Coordination of high school articulation/recruitment

See Charts 4 and 5 for measurement of student progress toward desired goals.

We have not done systematic follow-up of all of our students who transfer to other accredited institutions. Information we receive from the four-year state system schools indicate that our students who transfer there do as well or better as/than the students who start at the four-year school. Additionally, in our visitations to the four-year schools and conversations with former students who have transferred there, we are frequently told how pleased they are with the foundation they received at SWOCC. The feedback we get from students who go on to graduate or professional schools usually comes when they visit us, write us asking for a transcript and tell us what they are doing, when they get a job in the community, or when a SWOCC employee who knows the family reports what he/she has heard about the former student.

ANALYSIS - STRENGTHS

The college has recently added a third counselor and, following three years with counselors cut to 9-month contracts, has extended all counselor's contracts to 12 months. This has made possible more activities with the high schools, scheduling of new student orientations throughout the summer months, and advising and registration of students for Fall term throughout the summer.

Coordination of articulation with the high schools has been returned to the Director of Admissions, and a team approach has strengthened our ability to serve them well.

The staff who prepare our publicity and our printed materials are highly competent. they work closely with all segments of the college and with the media in our area. enabling the college to enjoy excellent coverage of all its activities.

ANALYSIS - WEAKNESSES

Admissions-related tasks are dispersed among a number of areas, rather than having responsibility for planning, budgeting and directing assigned to one person. This causes fragmentation and a lack of clarity and focus in the overall program.

The college, for several years, has concentrated on ways to increase enrollment and FTE. Measure 5, approved by Oregon voters in November, 1990, and the economic changes such as mill closures and layoffs in southern Oregon already have impacted the educational system, and the full consequences for SWOCC are not yet fully known. The increasing numbers of dislocated workers seeking retraining, those on public assistance now encouraged to enroll in classes to become employable, together with more restricted admission at the State System colleges and universities, are factors now straining the limits of some of our classes. Budget constraints prohibit hiring additional faculty to provide more sections of needed courses. Our Summer term offerings are very limited because of budget. It is important that recruiting activities be consistent with what the college can provide in terms of class space.

STRATEGIES FOR DEVELOPMENT

Continue to work closely with the high schools in providing smooth transition from high school to college. In cooperation with the high school counselors, work with freshmen, sophomores and juniors, as well as seniors, to encourage high school students to take the courses they need to be better prepared to enter college-level courses. This could help ease the strain on our developmental classes, as well as be an advantage to the student.

Develop an enrollment management plan that identifies the numbers of students at various levels that the college can serve with the resources that are available, and the recruiting activities that are consistent with that capacity.

Put responsibility for Admissions-related activities, i.e. the Inquiry-Admit and coordination of recruiting efforts, with the Director of Admissions to have a more integrated and coherent admissions program.

REGISTRAR

AIMS

The Registrar's Office at Southwestern Oregon Community College is combined with the Admissions Office. Admissions responsibilities have been outlined elsewhere. The Registrar's Office functions or aims are to provide a coherent, accurate student record system and data base, to conduct the activities to get students properly enrolled in classes, to periodically evaluate their progress, to certify eligibility for athletics, for clubs and for graduation, to ensure compliance with laws regarding confidentiality of student records, and to provide various reports to the faculty, administration, the State Department of Education and the federal government, as well as administer a manageable records retention program that meets federal, state and AACRAO guidelines.

CURRENT PRACTICE

Enrollment statistics as requested under Standard IX, C, 1, are Charts IX - 1, 2, 3. The ten year enrollment projections requested under "f" are not available. Because of dramatic changes in the economy in our area and personnel changes at the President and Dean level twice in the last five years, as well as a property tax limitation measure approved by Oregon voters in November, 1990, long term enrollment projections have not been done.

Student records have been on the computer since 1984. Records prior to that time are on microfilm, or in paper form, and are housed in the vault located across the hall from the Admissions/Records Office or in file drawers and cardboard boxes in the back portion of the office.

Access to enter data into the student data base or change that data is limited, but access to view student transcripts is given to all faculty, and some, depending upon when they have a PC, can print them. Faculty use a password, and receive some training in accessing and in confidentiality laws, but their activity in the student data base is not tracked.

The Admissions/Records Office is located in Dellwood Hall, near the Student Center and adjacent to the front parking lot. The office has two windows from which students, faculty or the public may be served. These open into the lobby just inside the front door of the building, so access is easy.

Registration is done in person on campus, by telephone and by batches that come in from the outreach areas. Students who are part-time and who are not working toward completion of a program may register by phone, or at their class in the towns in our college district. On-site registration during the busy times each term necessitates setting up somewhere other than the Admissions/Records Office, since lines at the office windows block the entrance to the building. For early registration, we move equipment and personnel into a meeting room in this building. There we have lines for 4 terminals and a printer. Students line up down the hall and sometimes out the door and onto the walkway.

Formal registration is held in another building in a room where we can connect six terminals, two printers and set up two cashier stations. The room adjacent to it is set up for financial aid checks to be distributed and for payment of tuition and fees by financial aid students. During this period (two to three days), the Admissions/Records Office is closed because all personnel are required for the registration process. An alphabetical schedule is used, and the process flows smoothly.

The Academic Notification Policy of the college provides an ongoing evaluation of student progress, though not in terms of courses completed toward the major. The requirement for a student who has been suspended to petition the Academic Standards Committee for reinstatement enables that group, composed of faculty, counselors and the Registrar, to intervene to help the student assess or re-assess goals and how those may be best achieved. The committee may, and often does, impose certain requirements or limitations on the student as part of its effort to help the student be successful.

Confidentiality of student records is an important concern at SWOCC, as is access to information needed for the various and sundry purposes of an educational institution. Each Fall term, during in-service, all staff - faculty, administrators and classified - are provided information on their responsibilities to protect the confidentiality of student records, and appropriate access training is given for those who need it. An "H" is placed at the end of the social security number of any student who has requested that directory information not be released, and the computer screen flashes a message to that effect when that student's record is accessed.

Reports prepared by this office include weekly, term and annual FTE and Headcount reports. These are distributed internally to the President, the Deans, Associate Deans, Division Chairs, Faculty Senate Chair, the Institutional Research Coordinator, Business Office, Public Information Office, and the Outreach Coordinator. Other reports generated in the Registrar's Office, but not disseminated as widely on campus, include:

- Fall Term Headcount Reports by:
 - Resident/Non-Resident
 - Age
 - Ethnic Origin/International
 - Sex

Reimbursement Category
State and/or County of Residence
High School

- IPEDS Reports:
 - Total Institutional Activity
 - Residence of First-Time Students
 - Fall Enrollment
 - Postsecondary Completions
- Fall and Winter Term Enrollment of Previous Year Area High School Graduates
- Other reports as requested.

Records kept by the Registrar's Office include:

- Student Records (Transcripts, Personal Files, Registration forms/Add-Drop Forms)
- Official Grade Sheets
- Grade books turned in by faculty who leave the college
- Record copy SWOCC catalogs
- Record copy of all FTE and Headcount Reports
- Record copy of all minutes of the Academic Standards Committee
- Record copy of all term class schedules and changes thereto

An ad hoc committee was appointed in Fall 1990 to assess the records retention needs campus wide, and to make recommendations about how to address these needs. The committee has made some progress but has set aside its activities while the accreditation self-study has been in process. It will need to resume its efforts as soon as possible because there is a pressing need to commit some paper records to some other medium and free up space.

ANALYSIS - STRENGTHS

The Director of Admissions/Registrar has ample opportunity for communication and interaction with other administrators, faculty and students. She participates in the Managers Group, on the President's Council, and the Instructional Council, and she is ex-officio member of the Academic Standards Committee and a member of the Academic Affairs Committee as well as several ad hoc committees. She interacts frequently with faculty over questions about policy or procedure, and often solicits their recommendations on the applicability of course credit transferred in from other schools to certain programs in their area. She was the faculty advisor to the campus chapter of Phi Theta Kappa for four years, and currently is the advisor to the Associated Students Advocating Peace. She works closely with ASG on various occasions, and meets frequently with students who have a concern or a question about their courses or the requirements in their programs.

A strongly dedicated and competent staff in the Admissions and Records Office work well with each other, cross-train willingly, and participate in the decision-making process regarding procedures, priorities and scheduling of the workload in the office. This includes the part-time staff as well as the full time. Their ability to accept and deal with the stress sometimes associated with heavy people contact and endless deadlines, and still maintain a calm, courteous and helpful attitude is without question the greatest asset this office has.

The close cooperation between Administrative Computer Services and the Admissions and Records Office is invaluable.

Regular meetings with Admissions and Records, Financial Aid, Business Office, Counseling Center and Office of Instruction to plan and critique registration helps all of us understand the needs of the others and to coordinate our activities to best serve students.

The excellent responsiveness of the Instructional Materials Center and the Public Information Office personnel is essential for certain of our activities, such as registration, and is a great strength.

Admissions and Records enjoys strong support from the Dean of Administrative Services, as well as the Dean of Instruction.

ANALYSIS - WEAKNESSES

The configuration of the Admissions/Records Office is awkward. The vault opens on a hall, and is across the hall from the office. It has a large heavy door, which we have chosen to leave open during office hours because we access records stored in the vault many, many times each day. To open the door each time it hazardous with all the traffic up and down the hall; to leave it open presents a security risk and a vandalism risk. The vault is fireproof when closed but, depending on the circumstances, the open door could result in some fire damage to the records stored there.

The Admissions Office windows open into the lobby, which is small. Anytime six or eight people are lined up there, the front doors to the building are blocked.

Conducting registration in a way that necessitates closing the Admissions and Records Office for two or three days limits service to students and faculty during that time. This needs some attention.

The lack of equipment for efficient records retention and access is a serious problem.

Time wasted going halfway around the building to use a copy machine is a problem, particularly when a student or faculty member is waiting for the copy.

Admissions and Records does not have a scanner, but grades are turned in on scan sheets. They have to be taken, in bulk, to the Counseling Center to be scanned. This is slightly inconvenient and presents some security risk.

STRATEGIES FOR DEVELOPMENT

Remodeling of Delwood Hall to make it a more suitable place to house Information, Admissions and Records, Financial Aid, Counseling and Business Office activities would improve our ability to serve students. There is very little privacy for the most sensitive interactions with students or potential students. Incorporating the vault into the Admissions and Records area would increase security and give us much more efficient use of it. Real efforts to find the funding to accomplish this should be made.

An appointment system for registration would enable us to conduct all registration in Delwood Hall. Such a system or a suitable alternative will be explored over summer.

As soon as the Records Retention Committee has compiled the information on records retention needs across campus, and is ready to make a recommendation on ways to meet these needs, whether in terms of equipment and personnel, or on contracting the work out to ease the current crisis, this matter needs to receive some priority in funding.

While it is not a top priority, proper equipment in the Admissions and Records Office would improve efficiency; save time; minimize security, vandalism, and fire risks; and result in improved service to students.

NEW STUDENT ORIENTATION

AIMS

The purpose of orientation must be to provide for continuing services and assistance that will: Aid new students in their transition to SWOCC; expose new students to the broad educational opportunities available at SWOCC; and integrate new students into the life of the college. A structured orientation process, based on stated goals and objectives, should be provided. This process should serve both the student and the institution. The structured entry process aids students in understanding the nature and purpose of the institution and their relationship to the academic environment. Self-growth and learning may occur as students are assisted in understanding their own relationship to the intellectual, social, and cultural climate of the school.

The goals of the orientation may be among the following:

- 1) To assist students in understanding the purpose of higher education;

- 2) Assist students in understanding the mission of Southwestern Oregon Community College; i.e., developmental, life enrichment, job preparation, in-service development, vocational training, lower division collegiate.
- 3) Help students understand the institution's expectations of them; i.e., student rights and responsibilities.
- 4) Provide information about, and opportunities for, self-assessment.
- 5) Identify costs in attending the institution, both in terms of dollars and personal commitments.
- 6) Provide an atmosphere and sufficient information to enable students to make reasoned and well-informed choices.
- 7) Promote information concerning academic policies, procedures, requirements, and programs.
- 8) Promote an awareness of non-classroom opportunities.
- 9) Provide referrals to qualified counselors and advisors.
- 10) Explain the process for class scheduling and registration and provide trained, supportive assistance to accomplish these tasks.
- 11) Develop familiarity with the physical plant;
- 12) Provide information and exposure to available institutional services.
- 13) Provide opportunity for new students to discuss expectations and perceptions of the campus with continuing students.

CURRENT PRACTICE

At the time students take the Placement Test, they are given a schedule and map for upcoming New Student Orientations. The students select one of the dates and attends. Orientation is mandatory for all new students, both part-time and full-time, pursuing a diploma or degree program.

New Student Orientations are held throughout the academic year. Ten sessions lasting approximately 2 1/2 hours each will be held prior to Fall Term 1991. At Orientation, students are guided through the topics covered above in "AIMS" with a variety of campus speakers. Orientation concludes with students preparing to register for classes and taking a campus tour.

A sample schedule and program for an Orientation is provided in the Accreditation Meeting Room.

ANALYSIS

Prior to registration for Summer and Fall 1991 terms, Orientation has been optional on campus and not well promoted. Spring Term 1991 Orientation drew 2 people; Winter Term drew 5; Fall Term 1990 drew approximately 75 over 3 days. On each of these prior occasions, Orientation was primarily an information-presenting session.

Now, using a new approach, Orientation is the time when students receive their Placement Test results and develop a class schedule, in addition to receiving valuable information from Financial Aid, the Admissions/Registrar's Office, and from a host of other campus areas.

Orientation now brings campus resources and new students together in a consolidated effort to better assist our new students. It provides these new students valuable information and materials, as well as answers to their diverse questions in a much more timely and coordinated approach than in the past. Orientation also links new students to SWOCC faculty, staff and current students through a variety of activities during the 2 1/2 hour sessions. This new approach to Orientation better addresses all the issues listed under "AIMS" above.

One of the difficulties with Orientation is trying to cover so much material in such a relatively short time frame. Students can only absorb so much information, no matter how much they are involved or how interestingly the material is presented. Much of what they hear in June will be lost by September. There clearly needs to be some type of follow-up.

Our continuing students have a need for much of the same information now presented at Orientation. However, there is no organized way at this point to get the needed information to the large numbers of returning students efficiently and in a timely manner.

Not having the Fall class schedule available to new students (except in limited copies available at Orientation and in a few sites around campus), has been a concern raised by students, faculty and staff. Thus it is more difficult for new students to conveniently study the schedule and perhaps get family input on class selection/times.

There is no means as yet to evaluate the effectiveness of Orientation using this new approach.

STRATEGIES FOR DEVELOPMENT

A one-term "college success" class using an approach similar to "Freshman Seminar" would provide both new and returning student an on-going contact and tie-in to both valuable information and human resources on campus. Such a class would allow students the needed time to adjust, acclimate and absorb while receiving continued nurturing and support as needed from faculty and staff.

Having a newspaper-like, Fall class schedule available at various sites on campus (including at Orientation) during early registration would alleviate concerns about not having sufficient access to required scheduling information. A less-expensive version of the Fall schedule could be distributed in stacks around campus and at Orientation, which would save the cost of mailing and still allow the college the opportunity to mail the more formal edition to district patrons in August.

A method for evaluating Orientation can be developed to measure its impact on and relevancy to new students. Such evaluation would provide a mechanism for determining if program modifications were warranted and would make Orientation more responsive to and in tune with the students it serves.

COUNSELING AND ADVISING

AIMS

To provide excellent career/occupational and personal counseling services to students and prospective students at the college and to work with high schools and agencies in the district to provide information referral services for students and potential students. This goal is consistent with the mission statement of the College.

CURRENT PRACTICES

Advising services are available to all students at the student's request. All students working on a diploma or degree are assigned to a faculty advisor, whatever the number of credits they are taking each term.

Faculty advisors, usually, are full-time instructors who teach in the same field in which they advise. Faculty members are consulted about their advising areas. It is a goal to have faculty members advising only in their areas of expertise or interest. Faculty advising assignments are part of the faculty contract, which states in Article XI Work Load, Section 8 Advising: *Assigned student advisees shall be counted as load credits on the following basis: 0-25 advisees - 0 load credit, 26-40 advisees - load credit.* An issue of current negotiations is a more flexible advising load formula.

Currently, fifty-one faculty members and three counselors advise students. Because we have the potential in some academic areas for more students than we have advisors for, we have some part-time faculty members advising and may look to more for fall of '91 as we anticipate increases in students.

The number of advisees per advisor ranges from zero to forty. The maximum number of advisees per advisor is either fifteen (for division chairs), twenty-five (for most faculty members) or forty (in the cases of criminal justice, accounting and human services).

Advisors are assigned by Linda Severson-Studer, intake assessment technician, and by Barry Cotterill, counseling and advising coordinator. Linda is located in Dellwood 2, Barry in Dellwood 6.

Advisors are assigned to students before they register for their first term. Beginning with Summer 1991 registration, advisor assignments will be made during a two-hour new student orientation.

Advisors are assigned in one of two ways:

1. A student comes to Dellwood and requests an advisor. An advisor is assigned to the student. The student is given a blue advisor locator card (see attachments) and the assigned advisor is sent notification along with a copy of the student's placement scores (see attachments).
2. The student registers without being assigned an advisor (the registration form is signed by a counselor or other faculty member). The daily "Unassigned Student Report" lists students who have registered in the various degree/diploma programs without being assigned to an advisor. A student is then assigned to the appropriate advisor based on the program. The newly-assigned advisor gets a notification card with the student's Placement Scores. The student gets a postcard listing the advisor's name and location and asks the student to see the advisor within the next two weeks.

Each term, advisors receive a printout of their students by name, social security number, phone number, major, term credits, cumulative credits, placement scores and test date. If advisors have questions, they call the Counseling Center.

Advisors are available to see students one hour daily during office hours or by appointment. Advisors maintain a student file for each of their advisees. The file contains a copy of the student's placement scores and other relevant data about the student's academic progress and goals. Advisors help students with career exploration, course selection, course changes, financial aid verification, graduation requirements, diploma/degree requirements and academic and personal adjustment counseling. They also help students with petitions for reinstatement or extensions of financial aid, grade/enrollment status changes, readmission following academic suspension, and program coursework substitution.

Advisors meet at the start of the academic year during in-service to discuss updated advising policies/concerns. At this time, each advisor receives an advisor's handbook, which includes sections of forms advisors use, student information, procedures and guidelines, SWOCC programs and transfer information.

During the term, as warranted, advisors meet to discuss important advising concerns, such as the change in transfer requirements at the State's four-year colleges. Also, the advising coordinator and counseling staff update advisors on key issues throughout the year through memos and phone calls.

The Counseling Center has three full-time counselors and one intake assessment technician, who also does secretarial duties. Each counselor is on a 12-month contract, and all have master's degrees in counseling, psychology/counseling, or a related field. Counselor #1 has specific duties in advising, placement testing and new student orientation. Counselor #2 has specific duties in counseling services, ABE/GED and the high school diploma program. Counselor #3 handles high school relations and the disabled and special population students. The intake assessment technician administers placement tests and runs the office with the help of student employees. Counseling Center staff members report to the Dean of Instruction.

The Counseling Center is located in Dellwood Hall. It includes a reception counter, offices of the counselors, a testing area, a testing room, and a Career Information Center. The Center houses catalogs, college information materials, career materials and the Career Information System (computerized career system). Each counselor's office has a desk, chairs, bookcase/s and a telephone with interoffice communications capabilities. There is no area designated for a student reception/waiting area.

The testing area includes Dellwood 7 and 4. Tests are administered by a testing/intake assessment technician under the supervision of the counselor in charge of testing and the Dean of Instruction.

Special counseling programs for particular groups of students include the high school diploma program, the 2+2 program, liaison for disabled students, high school testing and recruitment program, foreign student recruitment/counselor, displaced/dislocated workers program, financial aid probation and reinstatement program.

Off campus, the Workforce 2000 Skills Center offers counseling and testing services for unemployed and under-employed individuals.

ANALYSIS

As of the academic year 1991-92, three full time counselors work on twelve month contracts. The newly reconstituted Placement Testing Committee is currently studying the placement testing program and will implement necessary changes by Fall Term 1991. (See Cotterill report in the Accreditation Meeting Room.)

One of the problems advisors face in doing their jobs is lack of access to important student data and records. Because not all advisors have close access to a computer terminal/PC, allowing them to hook into the PRIME student information system on the mainframe, advisors often do not have the most current information (grades, course schedule) for the students they are advising.

Another concern is a lack of formal advisor training for new faculty and for faculty coming to SWOCC in the middle of the academic year. Currently, they are sent to an Advisor's Handbook and asked to call either the Counseling Center or their Division Chair if they have questions. There needs to be a more formal advisor training process, both at the start of the new academic year and again for new faculty who come on board once the year is underway. Additionally, it would help if advisors in different areas, such as Nursing, Criminal Justice, Oregon Transfer, etc., could get together with other advisors in their area to share new information, review current advising practices in that area, and assist new faculty advisors to that area (perhaps as a mentor).

- Other concerns are the following:
- Closed class lists are not distributed to advisors soon enough to use with advisees.
 - Lack of information regarding specific degree goals - no curriculum sheets or checklists for graduation requirements for each diploma/degree program.
 - When a student changes to a different advisor, there is inadequate transfer of student files to the new advisor.
 - Inequity among advisors as to the number of students per advisor, i.e., the actual number of students assigned, is far less than the actual number of students seen.
 - Inadequate knowledge of legal obligations, potential liabilities and requirements of advisors.
 - Financial aid advising forms - problems having advisors understand and complete accurately.
 - Inadequate facilities for testing, which results in inadequate security.
 - Overabundance of clerical tasks related to advising being performed by counselors.

STRATEGIES FOR DEVELOPMENT

- Give advisors quick access to closed class list and access to PRIME hookups.
- Contract part-time faculty to advise.
- Hold advising workshops focussing on specific degree areas during in-service each fall and throughout the year as needed.
- Provide new faculty and advisor orientation.
- Implement new advising procedures for Fall Term of 1991.
Counselors will advise during the summer.
Advisors will have no more than the maximum number of advisees allowed by the contract.
Part-time faculty will advise.
- Legal obligations of advisors will be examined at fall in-service.
- Financial aid representative will attend faculty advisor orientations during in-service to explain financial aid advising forms.
- Use Coaledo 3 for testing and give only one test at a time to alleviate problems with facilities and security.
- Hire more staff so counselors are not overloaded with clerical work when they should be focussing on counseling.

PLACEMENT TESTING

CURRENT PRACTICE

To begin the registration process at Southwestern Oregon Community College, all new students working toward a diploma or degree program need to take the college placement test. This test is a combination of several instruments:

Reading Skills	25 minutes	24 questions	ASSET from ACT
Math Skills	25 minutes	25-32 questions	ASSET from ACT
		(students choose from one of the following tests based on amount and type of math had previously: Numerical Skills, Elementary Algebra, Intermediate Algebra, or College Algebra)	
Writing Skills	25 minutes	40 questions	CGP from College Board
Writing Sample	15 minutes	2 paragraphs	SWOCC English Dept.

The placement test determines which courses the student will start in during the first term at SWOCC. Prior to May 1991, the placement test was given in Dellwood 7 several times per week, morning, afternoon, and evening, during most of the calendar year. The test was usually administered to groups of less than 10. There was a lack of formal test administration standards, due largely to the fact that the test administrator, who is the Counseling Center Secretary, also had to answer phones, make counseling appointments, and greet people at the window while giving the test.

Beginning in May 1991, the placement test will be given on campus in Coaledo 3 to groups of 50 at a time. There is no charge for the testing, but students must call ahead to the Counseling Center (888-7405) and reserve a space for the particular test date they prefer. There is a space limit of 50 students on each testing date. Standbys will be admitted on a space available basis. The test takes about 2 1/2 hours to complete.

Placement test results and an interpretation of the scores have been made available to students in individual counseling sessions with a counselor or academic advisor. To better maximize resources, beginning in May 1991, students will receive their results and the accompanying interpretation from a counselor at New Student Orientation. Students will have the opportunity to take their ASSET results sheet to their individual academic advisor for further discussion and explanation. Ten such orientations have been scheduled from May to October, 1991, for students planning to enroll in the Summer and Fall terms of 1991.

Based on the student's scores on the reading, writing and math portions of the placement test, students are recommended into either Adult Basic Education coursework, English As A Second Language classes, remedial, developmental, or college-level classes. (See "Asset Placement Tests--SWOCC Faculty Course Recommendations" in the Accreditation Meeting Room.

During Winter term 1991, the Dean of Instruction reconstituted the College Placement Committee that several years ago initiated use of the ASSET system. Since its inception, several changes in the ASSET had occurred, warranting the committee's reconstitution. SWOCC currently does not use the ASSET Writing Test but has chosen to substitute one from the College Board plus a local writing sample, read and scored by SWOCC English department faculty (currently one instructor). Another concern is that the cut-off scores were not developed based on local norms. In the case of the reading scores and placement determinations, this was based on information taken from Chemeketa Community College in Salem, Oregon. The math cut-off scores and placement recommendations were based on ASSET's national norms and not on SWOCC's local situation.

Additionally, the U.S. Department of Education has mandated effective January 1, 1991, that all students entering a community college without a high school diploma or GED be required prior to enrollment to pass an independently administered, federally approved examination to demonstrate an ability to benefit from instruction or the student will not be eligible to receive federal financial aid. The ASSET is on the list of approved tests, but it must be given as a whole test and currently we do not give the ASSET Writing Test. To get into compliance with the federal regulation, we are now giving our students seeking federal financial aid who fall into the criteria of no high school diploma or GED the

additional ASSET Writing Test at a subsequent date (as a supplement to the already taken placement test). Students must score within one standard deviation below the mean to demonstrate an ability to benefit from college instruction and thereby eligible for federal financial aid. This translates to a minimum scale score of 35 on the ASSET Writing, 35 on the ASSET Reading, and 34 on the ASSET Numerical Skills Tests.

The newly reconstituted SWOCC Placement Testing Committee is currently studying these issues and will implement necessary changes by Fall term, 1991.

For the academic year 1990-91, here are the numbers of students given the placement test.

For Fall 1990 entry	791	(includes students tested Spring and Summer terms 1990)
For Winter 1991 entry	180	(includes students tested Fall 1990 and Winter 1991)
For Spring 1991 entry	258	(includes students tested Winter and Spring 1991)

These totals may overlap into adjoining terms. Prior to May 1991, there was not a clear-cut way to determine whether the term a student tested was the actual term of enrollment. The numbers of students tested is accurate--their term of entry may be off.

ASSET also provides each term as part of its service two useful reports at no charge to SWOCC: an Entering Student Descriptive Report and the Returning Student Retention Report. The Entering Student Descriptive Report provides an extensive summary of the characteristics of the entire group of assessed students by term, such as Fall 1990. The Returning Student Retention Report is a follow-up report that provides a detailed look at student outcomes, including both success in the classroom and re-enrollment patterns. We have not used these reports much in the past, but they should prove beneficial in the future. We will be ordering them every term.

During Spring term, placement tests are given at district high schools to encourage local students to attend SWOCC and to make it easier for the students to be tested. During Spring term 1991, Bandon, Coquille, Reedsport, North Bend and Marshfield High Schools were visited by a SWOCC counselor and testing technician. A return trip was planned to each high school two weeks later to help students register for Summer and/or Fall terms.

RECRUITMENT/RETENTION

AIMS

The aim of recruitment/retention is to help students in all classes and programs successfully set and achieve their educational goals.

The issue of retention is the focus of activities begun in the President's Retreat in Fall 1990. Since that time, all areas of the College have had a focus on how to retain more of our students. This committee's work reflects some of those issues and strategies. (Many have been implemented already!)

CURRENT PRACTICES

Personnel from Admissions, Counseling and Testing and Financial Aid visit the high schools in the district and periodically invite high school students and counselors to the campus. College slide shows, videos and a financial aid program are presented in the fall. Placement testing and early registration for seniors occur in the spring. Letters are sent to all the seniors in Fall and Winter Terms.

The Information Services Office provides the college publicity to the community through the publication and mailing of the SWOCC News and Class Schedule four times a year and through newspaper, radio, and television advertising. Press releases and photos are sent and used as public service announcements, or news or feature articles by local media groups. The Information Services Office also provides informational and promotional video tapes, brochures, viewbook and the college catalog.

Materials are used or sent by Admissions, Counseling and Testing, Financial Aid, Information

Services, faculty, staff and administration. Some faculty members visit high schools to promote their own programs.

The Financial Aid Office announces scholarships available to high school seniors and circulates scholarship information. (See Financial Aid in this Section IX for more detailed information.)

ANALYSIS - STRENGTHS

Presently, good PR materials are available to use, and we have good cooperation from high school counselors. Counselors share visits to district high schools to conduct placement tests and register students. High school visitations by four-year schools are held the campus. The college has 2+2 agreements with district high schools and now has ESD representative Lowell Chamberlin working in that area. Faculty members offer excellent presentations in the community. College brochures are available at community events. We participate in Coos and Curry County Fairs and high school career fairs and have an excellent relationship with local business and industry. The college offers scholarships, e.g., merit, district, tuition waivers, talent grants, Desert Storm, etc. Half of the fifty percent of district high school students who go on to college attend SWOCC. (See statistic sheets in Accreditation Meeting Room.)

ANALYSIS - WEAKNESSES

No one person is responsible for total recruitment activities, and there is no specific budget for recruiting. Current materials are becoming outdated and depleted, with no plan for replacement. There is no plan to manage the increased number of students who are enrolling at SWOCC. Advisors are not always easy to reach by phone.

STRATEGIES FOR DEVELOPMENT

The Dean of Instruction and Student Development will continue recruitment activities will be aligned with our capacity to serve the students we enroll. Recruitment materials will be updated regularly to be as accurate as possible. Greater flexibility in times classes are scheduled and a possible six-day class week would provide more choices for students and enable the college to maximize the use of its facilities.

We will develop an intake form to determine what students come to the college for in order to know whether retention is accomplished. Dean Phill Anderson said, "Retention means we satisfied the need." Student goals need to be captured and tracked. It is also important to know why students leave. Exit interviews and informational withdrawal cards will help identify reasons for leaving and enable us to accurately assess our retention rate. Suggestions to further improve our retention rate include:

1. enrolling students on a yearly basis;
2. providing faculty advisors with telephone answering machines;
3. having counselors available twelve months of the year to intervene with students having academic problems;
4. offering a six-week orientation course for all new students, to include such things as study skills, note-taking, use of the library, introduction to personnel and location of all services for students;
5. starting a mentoring program
6. supporting resources for mandatory placement (still under study).

PLACEMENT/CAREER CENTER/VETERANS/TRANSFER STUDENT OFFICE

AIMS

The Career/Placement Office concentrates on part-time job placement during school terms to help students live while they learn and also full-time temporary jobs during summer for those who plan to continue school in the fall.

CURRENT PRACTICE

Placement is only a small part of the Career Center/Placement/Veterans/Transfer Student Office. Due

to cutbacks and merging of several former jobs, all of the above is handled by one person.

In the 1990-91 school year, approximately 9.25 percent of the 2900 people served in this office were job seekers. About 15 percent of the office time is spent on Placement.

255 persons were in looking for jobs in 1990-91. This includes some repeat calls, as they're just tallied as "job hunters" each week. The total may represent only 150-175 people.

Because of time constraints, only jobs called in or mailed by employers are posted. The office concentrates on placing students in part-time jobs during school that will help them survive, and in full-time summer jobs.

Job openings are called in by local employers or come by mail from Federal agencies, police departments in the Western states, Bureau of Labor apprenticeship openings, parks-state/federal/local, national park concessionaires, or various colleges for professional openings. A card file is kept for local job listings and another file for cards of those actively seeking work. Both files are purged every summer. We have tried using postage return paid referral cards, but either the students don't give them to the employer, or the employer doesn't send them back.

All job openings are posted in the hall near in Dellwood 3 and are available to students and the general public.

Very few graduates use the placement office. Most are placed by department heads or through CWE. "Placement" has been pushed aside by other duties for several years. It definitely needs a more thorough study to determine the direction for the office to take.

CWE is doing some follow-up on placement of graduates, but a formal follow-up process is in the planning stages for the total campus.

"Open" listings on the board are there for anyone to read, have copied, make application for. In many cases, the Office can supply applications. Local employers prefer a posted card with a "blind" ad. Applicants are pre-screened to see if they have the abilities asked for then referred to a contact person. Every person who asks about jobs is given a brief list of possible "leads", places, and methods of job search. Many go on their own from there to find work.

This chart shows the 7/1/90 to 4/30/91 statistics from telephone call reporting job search success.

TYPE OF WORK	PART TIME	FULL TIME	FILLED BY SWOCC
Accounting/Bookkeeping	2	3	3
Adult Care	6	0	1
Camp Nurse	1		
Child Care	5		
Data Entry	1		1
Drafter	1		1
Human Services	2	1	1
Labor Casual/Day Labor	5		5
Mechanic		1	
Security	1		
Sales Clerk	10	4	no record
Secretary/Clerical	5	3	2
Radio TV Sales/Reporter	1	2	
Receptionist		4	2
Restaurant	23		
UPS	10	2	12
Veterinary		2	2
Veterinary Labor	3		2
Weyco/Student Program	10		10
	86	22	41 Known Placed

ANALYSIS AND APPRAISAL

Very few graduates use the placement office. Most are placed by their instructors, department heads or through CWE. Most faculty prefer it that way, but the college lacks follow-up information because of the absence of a formal process of reporting placements.

Since at present, placement is only part of one full-time person's job, there is no time to generate full-time jobs for graduates or to do follow-up.

A relatively high number of students do get placed in part-time jobs. On the downside, having another person in the office to generate job lists, work with coordinating training needs, and to do follow-up surveys could make the office more valuable to the students, the College and the community.

See related materials and statistic pages in the Accreditation Team Meeting Room.

STRATEGIES FOR DEVELOPMENT

The College could develop a placement program including placement files, referral system, job generation, and work-shops on job search strategy, resume writing, etc. A fee could be charged for resume referral. More resources are needed to get the personnel and materials needed to do such a program.

With the expanding enrollment, we will lobby to initiate a drive in the community to tie job training at SWOCC to the needs of the community. The Associate Dean of Professional/Technical Education is working on a program to do this. We will support her in that.

We should consider combining placement with CWE to make a full-time position, as many functions overlap. The Career Information/Transfer Student Services could then concentrate on helping the students find a major and the proper training on short term or transfer tracks.

VETERANS

AIM

The college's goal of serving all students extends to the special needs of veterans. The Veterans' Advisor gives career counseling assistance in applying for education benefits or alternate financial aid, curriculum tracking and advising, and referral to counselors for personal problems.

CURRENT PRACTICES

The Veterans' Advisor position is incorporated in the Career/Placement/Transfer position and is located in Dellwood Hall.

Veterans have access to career interest programs to help in choosing majors. The Veterans' Advisor assists in filling out government forms needed to apply for education benefits, tracks curriculum, paysheets, and other clerical duties.

This will likely be an expanding group of students in the near future because of military cutbacks. The veteran load has expanded 80 percent in the last year.

ANALYSIS

One strength in our structure is that the veterans are incorporated into Career Center area giving all-day, year-round access to veterans. This is needed with the registration process now being used. Most services needed are in one area, with Counseling/Testing and CWE nearby.

Both people designated to sign certification need to be active in the process.

A weakness is having no backup coverage if the Veterans' Advisor is ill or on vacation. Another is the fact that we do no outreach. The use of the Veterans Educational Outreach Program Grant should be more fully understood by the total college.

STRATEGIES FOR DEVELOPMENT

Veterans' Advisor will cross train with counselors so that the counselor assigned to authorized grant signee will be able to also take care of veteran's immediate concerns.

Veterans' Advisor will be available to students even when classes are not in session, as many apply for benefits or register between terms and must be certified.

Keeping up to date on government regulations will be supported by allotting funds for the Veterans' Advisor to attend at least one conference a year.

CAREER CENTER

AIMS

The goal of the Career Center is to provide the college community with help in deciding on a career; be it retraining possibilities, lateral changes in the workforce, or choosing college majors. It is the "point of entry" for a large number of the people who become students at Southwestern Oregon Community College.

CURRENT PRACTICES

The Career Center is in Dellwood Hall and incorporates several areas; Career Information/Job Placement, Transfer Student Services, and Veterans' Advisor.

Traffic in the area exceeds 2500 people visits per year for all services. Approximately 1000 of these visits are for career tests which take from 45 minutes to an hour per person. All testing is done on an individual basis.

The Career Center works in cooperation with SCBEC, State Employment Division, Adult and Family Services, Success Center and various rehab counselors to provide career interest testing and opportunities to explore career options in depth through CIS QUEST and MICRO SKILLS computer programs before retraining. These tests are a required part of the above programs.

Our clients use the QUEST career assessment program to choose majors, find scholarship information, compare four-year colleges, and get job strategy tips.

The center is currently staffed by one full-time staff level person who does testing, discusses job options, helps with resumes and job search strategies, does some job placement, answers numerous phone calls needing research, keeps up the college catalog collection, helps students find transfer information, keeps up to date on local, state, and national job trends, and oversees the budget for the center.

ANALYSIS

Strengths

- Continuing support and encouragement for growth from the administration and counselors;
- Growing faculty support as they become familiar with services offered;
- Information sharing with CWE, Counseling, and faculty with new structure of the Dean of Instruction and Student Development being one person;
- Broad community support. Many referrals come from those who have used the facility.
- Easy handicap access
- Growing repeat use. Students do CIS to choose major, return for scholarship information, updates on job outlook, summer job placement and other services.

COMPUTER USE OF CIS OR MICRO SKILLS BY GROUP															
CAREER CENTER 1990-1991															
MONTH	TOTAL PEOPLE SERVED	TRANSFER INFO.	JOB HUNTERS	VETERANS	OTHERS	USED COMPUTERS	MICRO SKILLS	SP/DH	SOUTH COAST	CLASSES	VOCATIONAL REHAB	NON STUDENT DROP INS	SMOCC STUDENTS	TFA	ABE/CEC
JULY	162	35	16		62	49		7			2	35	2		3
AUG.	206	31	13	35	69	49	9	23				31	1	2	
SEPT.	293	32	25	65	75	85	11	31			11	16	6	30	1
OCT.	177	25	25	22	45	44	16	23	5			16	9	3	2
NOV.	302	48	54	52	53	78	17	53	1		1	5	12	9	14
DEC.	118	17	9	26	27	33	4	19				8	6		
JAN.	284	43	26	42	76	86	11	37		20	1	9	7	5	8
FEB.	277	36	31	39	83	88	10	21	1	8	9	12	4	29	4
MARCH	262	40	37	38	60	87		34				14	5	35	
APRIL	276	18	16	32	87	123	28	45		28	4	17	14	3	2
MAY	270	38	24	33	91	82	21	37	9	1	2	21	10		
JUNE	205	29	25	32	65	54	19	25			1	18	6	1	3
TOTALS	2896	392	301	416	793	926	68	355	16	57	31	202	82	117	37

Weaknesses

- Lack of a back-up person to cover the facility for vacation, illness, meetings, etc. Work study person has been cut from 15-hour week to 5 hours.
- Testing capability is limited by only two computers and by small space.

STRATEGIES FOR DEVELOPMENTOption I

- Combine placement segment with the CWE position.
- Leave career information, student transfer service and Veterans in Career Center as it is.

Option II

- Combine Career, Transfer, Veterans, Placement and CWE in one 32-hour week MASC position with the title "CAREER CENTER DIRECTOR" to oversee all of these areas and initiate the needed tracking processes for placement and transfers. This person would be the "Veterans' Advisor" and would have the authority to sign registration forms as an advisor.

The Career Center itself could be served by a staff level person with a 20-30 hour per week position who could also serve as Veterans' clerk.

Hours of both positions could be staggered to cover the areas 8 to 5 for five days a week, 12 months of the year. Shorter summer hours may be possible.

Funds should be allocated to cover membership in professional organizations pertaining to placement, Cooperative Work, and Career areas. Travel funds are needed to attend these conferences.

COOPERATIVE WORK EXPERIENCEAIMS

The primary goals of the Cooperative Work Experience program are to provide students with field-based learning that is career/major related and to provide credit for those learning experiences. Cooperative Work Experience (CWE) is designed to provide a working partnership between the College, the students and local business and industry, allowing students the opportunity to obtain up-to-date, hands-on experience as an integral part of their education and building staff awareness of current developments in the workplace.

CURRENT PRACTICES

CWE required in 24 vocational programs and is a recommended elective in 3 others. Additionally, CWE is available as an elective to all students who may benefit from the experience and who have completed the equivalent of one full time term at SWOCC. The CWE program also operates an Injured Worker Skills Training program for those workers eligible under ORS rules and paid for by private insurers. In 1990-91, there have been 225 student placements in 87 training sites in business, industry, government and education. A list of placements by major is in the Accreditation Meeting Room.

Variable credit is available ranging from 1 to 12 credits per term. Students complete 30 to 40 training hours for each credit as outlined in curriculum guidelines and State Department of Education policy. These guidelines are the responsibility of individual departments and stipulate maximum number of credits, student eligibility requirements and the objectives of CWE for each program. The guidelines are updated on a regular basis and are on file in the CWE Office. Job sites are selected that provide learning opportunities that lead toward new and varied experiences and increased skills.

The CWE program is housed in Dellwood Hall and staffed by a half-time administrative coordinator who reports directly to the Dean of Instruction. A centralized office ensures uniform control, records management, and good communications. Faculty participation in the program is voluntary and faculty are

selected by Division Chairs. These faculty coordinators provide student supervision, assist students in developing learning objectives and provide job site coordination, ensuring that students receive a meaningful learning experience that is appropriate for their major and career goals. Faculty are paid for this program participation on a per student basis, after the placement has been successfully completed. Funding for these payments is divided between divisional budgets for those in mandatory placements and the CWE program budget for those supervising elective students. This is a new process which should eliminate past budget problems.

ANALYSIS - STRENGTHS

- A stable administration of the program for the past five years and a small core of dedicated faculty coordinators who have been involved in the program over a long period.
- Support of college administration and Dean of Instruction which has resulted in a simplified budget procedure for 1991-92.
- Support of faculty.
- Proximity to the Career Information Center (across the lobby in Dellwood Hall) allows easy student access to CIS, career information and sharing of job information. The Counseling Center is also located nearby, and students are frequently referred for Work Experience.
- Community acceptance of the program, which frequently leads to permanent employment for SWOCC graduates.
- Student interest and participation in program is good, in part because CWE is frequently the best way to get into a job in this community during current economic climate.

ANALYSIS - WEAKNESSES

- Lack of paid training sites due to local economy that is still suffering from recession and a large pool of unemployed workers. Some students must work at one job to meet credit requirements for the degree while working at another to make ends meet.
- Lack of federal work study funds for off-campus placements.
- Large number of faculty changes in past two years have led to loss of students and sites in certain areas.
- Scheduling problems result in most seminar information being disseminated on a one-to-one basis by faculty coordinator instead of in group situations.

STRATEGIES FOR DEVELOPMENT

Continue to streamline budgeting process to ensure adequate funding for all students who wish to participate in the program.

Encourage faculty participation in group/departmental meetings and in staff development to eliminate disparities in program quality.

Continue to streamline record keeping.

Provide additional CWE opportunities for transfer students.

Develop more materials for work-related seminars.

Support seminar efforts by faculty and promote these seminars in all areas.

Work with faculty to develop eligibility criteria for student participation in all areas.

DEVELOPMENTAL EDUCATION FOR DISADVANTAGED AND HANDICAPPEDAIM

To provide a supportive environment for intellectual growth for students at risk in college classes, and to give to faculty an avenue of service for their students at risk. This goal is consistent with the College's

mission to provide opportunities to all who can profit from those opportunities.

CURRENT PRACTICE

The College has provided a supportive environment for at-risk students for its 30 years of existence. Counselors have always been the first or sometimes the second contact person as faculty or staff make referrals. Tutoring activities, signing interpreters, as well as specialized equipment and training counselors and Developmental Education staff have all been provided with varying degrees of emphasis. At the current time, a two-thirds time coordinator is in the planning stages of a restructuring of the department. By the summer of 1991, we should be able to implement the plan.

With the Americans with Disabilities Act of 1990 (ADA) going into effect in 1992, we are even more alert to needs and plan inservice Fall, 1991 to cover obligations and opportunities for at-risk students regarding existing laws, new laws, appropriate accommodations in facilities as well as for classroom faculty to understand. There is a central office for agency contacts to go to for information and that is the named counselor who has that assignment for that year. Notices are posted and publications advertise the name and telephone number for getting help.

See the Recruitment and Retention Section of this report for more descriptive terms of the services available.

ANALYSIS - STRENGTHS

- Faculty and staff are knowledgeable, skillful and resourceful in meeting student needs.
- Tutoring serves many students at their levels of need.
- Skills level coursework that is sequential supports the conscious efforts of students to change study habits and self-defeating attitudes.
- Grants to support staff needs.

ANALYSIS - WEAKNESSES

- On-going pattern of drop-in tutoring which many reinforce "cramming" as a study habit.
- Facilities that are poorly designed for the required activities or for adult learners.
- Equipment replacement and lack of updating or repairing.
- Publicity and education of staff as an ongoing need, especially with new hires.

STRATEGIES FOR DEVELOPMENT

The reality of allocation of resources says that the areas serving the most students with greatest needs should have a higher percentage of the funds and other resources. During the next five years, the focus of the strategy for development will be to secure an adequate work area, to increase the full-time instructors to three and to add a half-time computer room aide.

With an increasing student load of handicapped people, intense work must begin now on providing comfortable and safe surroundings with proper equipment and services available as needed. (For Developmental Education program courses, see Section V and the Student Development Division.)

FINANCIAL AID

AIMS

The College Board recognizes its obligation to assist in realizing the national goal of equality of educational opportunity. Through the College, the District accepts the responsibility for extending educational opportunities to all who may profit from them, regardless of financial circumstances. In support of this goal, College administrators will work with schools, community groups and other educational institutions.

Providing educational programs and services to students at low cost represents one way the community colleges meet their responsibility to financially disadvantaged students. Providing adequate

financial aid program resources and services represents another way of meeting this responsibility. The policy of charging low tuition and fees represents, in its effect, a kind of financial aid to all students regardless of their financial status.

Our financial aid programs are used to remove financial barriers to education by giving priority in the awarding of funds to less affluent students who cannot afford to pay the costs of education or who need support to meet their maintenance costs while attending college.

Three goals are paramount in the administration of financial aid funds made available to Southwestern Oregon Community College:

- to increase student access to some form of postsecondary education;
- to provide students with increased choice among different postsecondary educational programs and institutions;
- to increase persistence by providing the financial means to continue an educational program to completion provided the student meets his or her responsibilities in filing the application and required documents by the deadline and meets satisfactory academic progress requirements as established by the institution.

To the extent that these three broad financial aid goals are achieved, the social goal of developing a trained and educated citizenry and an extensive pool of human resources which will help create a better society will also be achieved.

CURRENT PRACTICE

The office provides complete and current written information to all interested parties inquiring about financial aid policies, procedures, and available funding, and offers the services of financial planning and counseling to those parties who seek the best use of all available financial resources.

We also establish realistic budgets and administrative procedures within the mandated guidelines to ensure the meeting of, but not exceeding, the demonstrated, documented need of all SWOCC financial aid applicants by Congressional Methodology. We utilize MICRO-FAIDS software on a network system, award other specified funds without the establishment of need for recognition of scholastic achievement or special talents and also inform applicants with a clearly stated, confidential award notification.

The Financial Aid Office is located in Dellwood Hall, Room 14. Dellwood Hall is the centralized student services building also occupied by the Admissions, Business Office, Counseling and Testing, Single Parent/Displaced Homemaker, and Career Center.

The Scholarship and Loan Committee (now the Financial Aid Committee) consists of members appointed by the President and approved by the Faculty Senate for a term of one year. Faculty members may not serve more than four consecutive years. The Committee will include the Financial Aid Director, the Business Manager, faculty members (the number varies) and a student representative. (The Business Manager has been replaced by the Dean of Administrative Services as the result of reorganization and job title change.)

The College has an "open door" policy and welcomes any student who wishes to obtain a quality education. Any person who is 18 years or older, or who has a GED certificate or is a high school graduate, may enroll in classes. However, admission to classes does not ensure admittance to a particular course or program of study. (1990-91 Catalog) Financial aid assistance is not tied to college admission. A student receiving federal or state financial aid funds must become a student of record by completing an Application for Admission and paying the required fee.

Other criterion are used in regard to admission and awarding of financial aid for those students who are under 18, under 16, or who do not have a high school diploma. See the Catalog pages 2 and 6.

For the financial aid goals and objectives of the College see the policy and procedures manual in the Accreditation Meeting Room. Our financial aid program offers loans, employment, grants, and scholarships thus making it possible to tailor financial aid to the students' needs as long as funds are available.

Financial aid shall be offered only after determination that the resources of the family are insufficient to

meet the student's educational expenses. The amount of aid offered shall not exceed the amount needed to meet the difference between the student's total educational expenses and the family's resources. This applies to the determination of eligibility for the Stafford Loan as well as campus-based programs.

The College will accept any approved needs analysis to determine student and family contribution, however, the preferred form is the College Scholarship Service's "Financial Aid Form" (FAF). The needs analysis requirement for financial aid does not apply to general student employment, Talent Grants, Talent Awards, mileage offsets and some scholarships.

Responsibility for the administration of the financial aid programs and services is divided between the Business Office and the Financial Aid Office of the College. The Financial Aid Director is administratively responsible to the Dean of Administrative Services.

It is the policy of the Board of Education of the College District that no one because of race, religion, color, sex, national origin, political affiliation, marital status, parental status, veteran status, handicap, age, or sexual preference shall be excluded from participation, be denied benefits, or be subjected to discrimination or harassment in any activity of the College community. That applies to all the Financial Aid activities.

The Financial Aid Office is responsible for the application process, for determining student eligibility for financial aid and for awarding funds to meet the students' needs.

It is the responsibility of the Financial Aid Office to develop part-time employment opportunities which meet CW-S requirements. An estimated allocation is assigned to each department for each CW-S position, based on prior commitment and requests for positions. Generally, each position carries a maximum of 12 hours per week and 34 week academic year.

In so far as possible, the Financial Aid Office will refer students eligible for CW-S to jobs for which they meet the qualifications and which are related to their programs of study or career goals.

The Financial Aid Director works closely with the director of the Success Center to coordinate financial aid and prevent over awarding.

On Skills Day, \$50 awards are made in each vocational area. Awards may be made to an individual or to members of a team winning first place. Recipients may use the award any term during the next five years.

The College meets the federal requirements for student consumer information by publishing such information in the College Catalog, in a College Financial Aid Handbook (out of print), Financial Aid Satisfactory Academic Progress requirements, a Debt Management For Borrowers Handbook, brochures and information sheets and by distributing the USDE Student Guide. Thus, information is readily available to students and prospective students or to parents who request information.

The Financial Aid Director is available for meetings with parents at any high school requesting visitations. On the average four high school parent/student night-time financial aid information sessions are held each year. In addition, a yearly high school counselors financial aid workshop is held in conjunction with the Oregon State Scholarship Commission on campus for one-half day each year.

Available in the College Library is a video tape on completing the Financial Aid Form (FAF) for any student wishing to view it.

The Financial Aid Office is open from 8:30 a.m. - 4:30 p.m. Monday through Friday (and also evenings by appointment) to offer assistance in completing the Financial Aid Form or answering any questions pertaining to student financial aid or other information as needed.

Students receiving financial aid, a Perkins Loan, Stafford Loan, or a SLS Loan for the first time are required to attend a financial aid workshop and/or loan seminar prior to receiving their financial aid checks.

Copies of all brochures, leaflets, or other publications that cover the opportunities and requirements for financial aid at the institution are in the Accreditation Meeting Room.

Pages 6, 7, and 8 of the College Catalog have detailed information on Financial Aid and Veteran's Services.

ANALYSIS

At the end of each term the Financial Aid Office reviews credits completed and grades of all students receiving financial aid, and then verifies that students are making satisfactory progress and are eligible to continue receiving aid.

The Financial Aid Office analyzes the enrollment status of each financial aid recipient to determine if an award adjustment should be made before the next disbursement.

Any student applying for financial aid at another institution is required to request a Financial Aid Transcript (FAT) from each college or school attended since high school whether the student received financial aid at the prior school or not. This process enables us to update follow-up on former financial aid recipients.

An exit interview is required for the Perkins, Stafford, or SLS Loan Programs if the student borrower is withdrawing, completing his or her program of study at SWOCC, or knows he or she will not be returning to the College. If a personal interview is not feasible, the information is mailed to the student for completion. These follow-up procedures seem to serve us well.

Since Federal statutes and regulations require the use of an approved need analysis system to insure that each student's need is calculated in a systematic and consistent manner, it is the policy of College to use the College Scholarship Service as its financial aid application processor (now "preferred"). The CSS system, based on the mandated Congressional Methodology, produces the "expected family contribution: used, together with standard budgets developed by the College, in the determination of student need. The procedures seem to be adequate and reasonable and the results accurate.

Because the Pell Grant is an entitlement program and State Need Grant awards are granted according to the family contribution and type of college, and awards from either program cannot be reduced, it is possible for a student to have an award which exceeds his or her need if the student receives an additional non-need based award, i.e., mileage waiver, scholarships, Talent Grant/Awards, or employee tuition waiver. Students do not receive aid in excess of their demonstrated need when "campus-based" aid is included in the award package.

During the 1990-91 academic year, SWOCC has 1,628 students enrolled at least half-time (6 or more credits) and 10.66 percent of those students are employed on campus through the College Work-Study Program, SWOCC general student employment funds, or as student tutors. In addition there are six students employed as Supplemental Instructors.

Due to funding constraints, SWOCC does not employ students off-campus through the Federal Work-Study Program. However, we do have a Career/Placement/Transfer Student Information Center on campus which refers both students and non-students to off-campus jobs. Tracking of the number of students employed through the Center is not possible due to the lack of response from employers. We are, however, aware of 24 placements off campus during the 1989-90 year.

The College pays all students employed under the Federal CW-S, SWOCC general employment, or tutoring program the state minimum wage. From September, 1990, until January 1991, students earned \$4.25 per hour. After January 1, 1991, the minimum wage increased to \$4.75 per hour. The Supplemental Instructors have received \$5.42 per hour for the 1990-91 academic year. At an average of ten hours per week that is \$42.50, \$47.50, and \$54.20 respectively. When school is in session the employed student is working on campus an average of ten hours per week.

Student employment is an ongoing process. However, at the beginning of Fall Term, 1990, there were 122 Federal Work-Study eligible students who indicated on their FAFs that they would like student employment as a means to meet some of their educational costs. The College was unable to provide on-campus positions for these students at the beginning of fall term due to undesirable hours, job skills, and inadequate funding. These students were put on a waiting list for the jobs we did have and were given the opportunity to work on campus by spring term. $122/1,628 = 7\%$.

The general student employment program was funded for the purpose of employing students who are not eligible for Federal Work-Study. These limited funds are used for recruitment, retention, and for staffing positions when we are unable to provide Work-Study students due to required skills or specific hours. Qualified students are usually referred by a faculty member; however, we also have a pool of

applicants who have applied at the Financial Aid Office in person. We have insufficient jobs for approximately 20 applicants this year. $1,628/20 = 1\%$.

Many of our students learn very valuable job skills, interpersonal skills, and self confidence through their on-campus employment opportunities. Often a student is also able to use a campus employer as a reference for a permanent job or as a referral service for job opportunities. Many of our student employees become permanent employees of the College after they have finished their education. Without an on-campus employment program, none of these students would have adequate funds for their educational expenses while attending college.

The Work-Study Program has some weaknesses. Some of the on-campus employers are not realistic in performance or attendance expectations and the student employees are not exposed to good work habits or job responsibilities.

The length of time needed to fill a position from the employment waiting list is very long, for the process involves notifying the next group of eligible students on the waiting list by letter, allowing for response time, and then notifying the next group if the jobs remain unfilled. Another weakness is a lack of adequate funding sources to provide as many job opportunities as we have students who would prefer to work on campus.

Too, a salary step increase is not available to a particularly skilled or dedicated student who returns to the same job for a second year.

In 1990-91, only 37 of 1,628 received scholarships (2%). Only scholarships whose recipients are selected by the Financial Aid Committee and where academic performance is a part of the criteria, i.e., Merit, District, Tuition, Burles, Unicom, Woodridge, Criminal Justice, etc., were used in the above percentage calculation.

Some additional students received Talent Grants and Talent Awards. These recipients are determined by individual faculty members based on students' extracurricular activities or outstanding performances in particular areas of study.

Another form of scholarship grant made available to students and not part of the above 2 percent is the Skills Day award. Skills Day award are \$50 and available to the student for five years from the date of the contest.

The average institutional scholarship, i.e., Merit, District and Tuition Scholarships, is the yearly in-state SWOCC tuition rate which was \$792 for 1990-91.

The SWOCC General Fund is the source of the Merit, District and Tuition Scholarships, Skills Day awards, Talent Grants, Talent Awards. The scholarship endowments, i.e., Burles and Woolridge, are a part of the SWOCC Foundation.

Since selecting scholarship recipients is a very lengthy process, the Committee members must spend much extra time on campus and away from regular assignments. Some faculty see this as a weakness. Due to the time factor, applicants who apply may not have results for several months.

The screening process is also a strength in that the various Committee personalities and knowledge of the student population brings additional wisdom in the selection process.

The National Direct Loan Program (Perkins Loan) has a delinquent percentage which varies from month to month. The default percentage as of June 30, 1990, is 10.60.

Other weaknesses include:

- Time constraints for processing late applications or for correcting Pell Grants, and for implementing the constantly changing federal and state regulations governing the disbursement of financial aid;
- Inadequate funding for sufficiently assisting all eligible students;
- Lack of office space;
- Too much for the student to comprehend - program too complex.

STRATEGIES FOR DEVELOPMENT

- Streamline Pell Grant processing through additional software to decrease time between application

and disbursement;

- Continue to improve written student information and publicity; post expected disbursement dates;
- Increase involvement in new student orientation, faculty advisor training, and academic early warning.

SWOCC BOOKSTORE

AIMS

The aims of the Southwestern Oregon Community College Bookstore are to maintain a close working liaison with college faculty and administration in order to help students obtain needed textbooks and other educational material; to structure pricing to be equitable and beneficial to students while maintaining a reasonable gain for the bookstore; to stock convenience items to augment the basic service of the store; and to maximize use of the area as a college facility. The emphasis is on books and college services.

CURRENT PRACTICES

The SWOCC bookstore is operated by the college. The bookstore stocks required textbooks (used and new) and recommended text. The store has a limited selection of trade books, general merchandise, office and student supplies, clothing and back packs.

The bookstore is located on ground level, in a centralized building on the campus. The area square footage of bookstore is 1705 square feet. The store includes a display area, a cashier station and a larger self-service textbook area. It is wheel chair accessible.

The firm auditing the bookstore is Yergen and Meyer CPA.

The bookstore manager is responsible to the Dean of Administrative Services.

The bookstore is operated under supervision of the Dean of Administrative Services. Textbooks orders are placed with the bookstore by each individual faculty member. Convenience items are stocked in response to requests by students and staff.

The bookstore is a self-sufficient operation and has operated at a profit for the past several years. The profit for the store is accounted for in the Enterprise Fund.

Profits from the store have been used for classroom remodeling, upgrading store fixtures, and recently to replace the carpet in the store.

The bookstore offers many special services, such as postage stamp sales, and individual orders for books or merchandise not normally stocked. Discounts are given on merchandise supplied to college departments.

The bookstore is a member of The National Association of College Stores and The Northwest College Bookstore Association. Membership in these associations provides valuable information on operation management. The bookstore manager has completed the Textbook Management Course offered by The National Association.

Textbook prices are approximately 25 percent above cost. From this markup the bookstore must pay all overhead costs, such as transportation charges, personnel, and other operational costs. Supplies are generally marked to sell at the manufacturer's suggested retail price, the markup varying from 15 to 40 percent.

Books purchased at the beginning of a term are refunded within the first two weeks of that term. During final exam week of each term, the bookstore purchases used textbooks from students at one-half the purchase price when faculty members have reordered those titles for use the next term. Additional used books are purchased from book wholesalers in order to provide a maximum quantity of used books at reduced prices.

The campus store is open from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours the first two weeks of each term.

APPRAISAL - STRENGTHS

The bookstore is in a central location, and easily accessible by students and staff. The store maintains a reasonable inventory for the amount of space available.

The customers (students and staff) find the friendly atmosphere in the store a nice place to browse and relax.

The bookstore continuously monitors curriculum changes to offer merchandise such as calculators, computer supplies and drafting kits, to meet students' needs. Increasing textbook and operational costs concern students, instructors, and bookstore staff.

The textbook ordering procedures have been greatly improved with the installation of the computer and a software textbook management system.

The bookstore staff feel they enjoy a good relationship with students, faculty, and staff. Customer approval is important, and they are constantly working to improve service.

APPRAISAL - WEAKNESSES

More space is needed in order to better facilitate the merchandising of supplies.

The receiving and shipping is now handled on the main floor of the store and, this would be more efficiently performed in a designated area.

STRATEGIES

The bookstore continually looks for innovative practices to attract customers, and for the improvement of its appearance.

FOOD SERVICES

Food service facilities are housed in a 3,000 square foot area of Empire Hall that includes kitchen and dining facilities. Empire Hall was constructed in 1981 and has a dining capacity of 170 people. We have no way to determine how many meals are served each student each day. However, an average of 450 meals per day are served in the cafeteria during Fall, Winter, and Spring Terms.

A copy of the contract for food services is in the Accreditation Meeting Room.

ANALYSIS AND APPRAISAL

A select survey of students, done by the Associated Student Government, revealed that most students feel that the overall cost, quality, variety, quantity and cleanliness of the facilities is very good. Some students expressed concern over smoking in the cafeteria and felt that this issue needed to be addressed at some time.

The dining area is generally considered to be bright, clean and pleasant. However, the committee felt that possibly changing the acoustics of the area would create a less noisy atmosphere in the dining area.

Noteworthy aspects of the food services operation would include a very friendly staff that is willing to work with all campus groups to provide for a variety of dietary needs and wants. The staff is always willing to do a little extra to meet the needs of the students and the entire campus community.

Deficient aspects include a serving area that is often times crowded and is not very handicapped friendly. There is not an area for faculty and staff to dine separately from the student population.

The dining hall area is used to provide students with updated information on campus events and activities through bulletin boards, a reader board, as well as signs and posters. The dining area also provides for informal interactions between students and faculty. The committee also felt that the maintenance area should continue to transport materials for banquets and other meetings which require food services on campus. The reasoning for this statement is that the maintenance area has the equipment and personnel to perform this duty whereas the food service area does not.

Separate area for faculty /staff dining. A larger kitchen, service and dining area. At present all food is prepared using a single convection oven and two stove top burners, and a single fryer unity. There is a direct need for more food preparation equipment and work space. More counter and serving space will be needed in the future as well. Currently there is a single walk-in cooler that is barely adequate for current use levels. This area will need to be updated in the future.

HEALTH SERVICES

We do not offer any type of student health services at this time. We do offer insurance that is available for students to purchase through Manley Administrative Services. Students are covered for non-labile accidents that may occur on field trips or in their classroom only. This policy is secondary to any coverage the student may already have and carries a \$1,000 deductible. This policy is purchased by funds from the Student Activities budget.

The committee feels strongly though that the school should have an on-campus Nurse/Nurse Practitioner, and that space and funding should be made available to provide for such services.

EXTRACURRICULAR ACTIVITIES

AIMS

The nature and purpose of the program is to provide as many diverse and varied activities as possible to the overall student body. These activities are designed to supplement and support education and enrich the physical, social, and cultural life of the campus and community. This is consistent with the mission of the College.

CURRENT PRACTICES

Extracurricular activities is a part of the Student Services Administration area of the college. Financing is provided for student activities by general fund transfer of a percentage of tuition revenue and is augmented by an eight dollar activity fee for students registering for six credits or more (Board Policy #7.082). Management of the extracurricular activities program is provided by the Coordinator of Student Activities.

ANALYSIS AND APPRAISAL

Approximately twelve percent of the students that pay the activity fee are directly involved in an active club or organization on campus. Campus clubs have risen from one club with twenty students to more than fifteen involving more than 360 students. Over 50 percent of those involved in club activities would be considered adult students.

No controls, if any, are exercised over student publications, radio, or television run by students.

Noteworthy aspects would include increased: participation in student clubs and organizations, student awareness, student participation in elections, and campus issues.

Deficient aspects would include lack of a student newspaper and a comprehensive intramural program.

STRATEGIES FOR DEVELOPMENT

Improvements underway include reinstitution of the student newspaper, comprehensive updating of intramural programs, development of Leadership Training Program, Homecoming, and the creation of a yearbook with appropriate staff to do the work.

ATHLETICS

Athletics is an important and viable part of the education program and is viewed as the logical extension of the Physical Education program for the more competitive and skilled student. Athletics provide the student/athlete a first class education in the field of their choice while, at the same time, providing them with the opportunity to continue their athletic endeavors.

The Open Door policy that prevails in the community colleges allows the opportunities for people of all ages to attend and benefit from the educational and vocational programs available. This is true in athletics as well. The Athletic Program is designed to help meet the needs of all its students. Wide participation is encouraged and enhanced so that all who wish to compete at the intercollegiate level are afforded an opportunity to do so.

It is to these principles that the Athletic Program is dedicated. The athletes are considered as students first and athletes second. This basic philosophy prevails throughout the Athletic Program, and it is the ingredient that makes the Athletic Program a vital part of the total educational and vocational programs provided at the College. This goal is supported by the Mission Statements of the College.

The Athletic Program consists of four sports: Men's and Women's Basketball, Men's Track, and Women's Volleyball. These activities allow the student/athlete the unique opportunity to develop as a total person, socially, physically, psychologically, emotionally and mentally as well as academically. By engaging in athletic activities, the student/athlete has an opportunity to encounter success, adversity, failure, decision-making situations; to develop self-confidence, self-discipline and self-sacrifice; to learn emotional control and respect for good sportsmanship and authority; and to develop a proper attitude toward life. The athlete gains the opportunity to develop and increase their skills against comparable competition.

At the College, athletics teaches the student/athlete the importance of a total group commitment and dedication to achieve a common goal, i.e., the winning of a game or championship. The opportunities for leadership and cooperation are unlimited, and the life-like situations of winning and losing through competition provides the athlete a chance to experience the basis of our American way of life.

All Athletic personnel are paid out of the auxiliary fund or given release time for coaching. Two coaches are part time, one coach is faculty, one coach is administrative.

Faculty Senate makes recommendation to the administration regarding athletics; then it is taken to the Board of Education for approval.

All students are advised equally; there are no special provisions for advising or counseling student athletes.

The athletic director is the faculty representative for athletes and is appointed by the President. The job description is available at the Accreditation Meeting Room.

Fiscal accountability is insured through the spending and accounting process. All requests to spend money are signed by the President and the athletic director. All requests are checked in the business office.

The college has no program at this time to procure outside funding for athletics.

All transfer student transcripts are sent through the Office of Admissions, and the registrar is responsible for all evaluations.

Any athlete who is academically ineligible by NWAACC Standards may continue to attend classes to attempt to make up deficiencies. Athletic eligibility requirements are more strict than the institution's requirements to stay enrolled in school.

ANALYSIS

A major strength is that we have an open door policy. The athletics program is designed to meet the needs of students. We work toward development of desired qualities in young people as stated in our aims. We prepare athletes for later life.

The NWAACC academic requirements for athletics are above and beyond that of other students; but

they are fair, reasonable, and consistent with other schools. The academic advisors and the coaching staff should strive to see that the academic requirements are fulfilled.

Coaches have many duties; the programs rely heavily on the coach's ability to do many things. The main organizational weakness is not having enough coaching staff and support staff to lighten the load of the head coaches.

Athletic policy is set by the Board of Education with input from administration and faculty senate. Funds are transferred into the budget from the general fund by recommendation of the public budget committee. All budgets have been adequate with the exception of women's basketball. However, the budget committee has recommended a budget that is adequate for next year. The only budget concern is the continual cost increase for travel and housing on trips.

All coaches and staff get weekly reports from the league office. Reports are posted when they apply to athletes. Reports from league office include any policy changes or interpretations as well as continual updates and clarifications and are appropriate for our use.

While league schedules are set up to avoid final examination week, any student can be excused from a trip or contest if there is a conflict with an exam schedule. All competition is done on a regional basis; we do not travel to national finals, etc., which does cause some concern when recruiting students. Scheduling in the past has always afforded our athletes the opportunity to have good academic success.

The institution has never had a corrective action or been disciplined by the conference or national association.

Twenty-one men and seventeen women received institutional aid in the 89-90 academic year. Institutional aid was given in two ways: Talent Grant Scholarships and general work study money.

SPORT	TALENT GRANTS	GENERAL WORK STUDY	WORK STUDY RANGE/MEAN	SCHOLARSHIP RANGE	SCHOLARSHIP MEAN
Men's Basketball	25@\$264	0	0	\$264 - 792	\$550
Women's Basketball	17.5@\$264	\$737.54	\$330.53 - 407.01 \$368.77	\$132 - 792	\$513
Women's Volleyball	21.5@\$264	\$649.46	\$95.63 - 330.53 \$216	\$264 -- 792	\$473
Men's Track	20@\$264	\$246.51	\$246.51-246.51 \$246.51	\$264 - 792	\$586

SPORT	GPA RANGE	GPA MEAN
Men's Basketball	1/75 - 2.93	2.38
Women's Basketball	1.84 - 3.21	2.54
Women's Volleyball	1.75 - 4.00	2.65
Men's Track	1.88 - 3.12	2.56

SUCCESS CENTER PROGRAM

The Success Center Program is discussed in Section VI, Continuing Education.

WORKFORCE 2000 SKILLS CENTER

Workforce 2000 Skills Center is discussed in Section VI, Continuing Education.

ABE/GED

ABE/GED is discussed in Section V, Student Development Division.

DEVELOPMENTAL EDUCATION

Developmental Education is discussed in Section V, Student Development Division.

ENROLLMENT BY DEPARTMENTS

	1990-1991		1989-90		1988-89		1987-88	
	Summer	Fall	Summer	Fall	Summer	Fall	Summer	Fall
ARTS & HUMANITIES								
Art	20	674	60	921	2302	126	762	2241
English	35	935	52	921	3538	42	916	2736
Philosophy	0	29	0	14	14	0	14	45
TOTAL	55	1638	112	1856	6754	168	1692	5022
CAREER TECHNOLOGY								
Apprentice	0	35	0	64	185	0	37	103
Business	381	1697	470	1937	5944	426	1804	5758
Industrial Technology	0	478	56	405	1291	3	301	585
Vocational Technology	429	588	409	521	1939	402	560	2734
TOTAL	810	2798	935	2927	9359	831	2702	9180
HEALTH & HUMAN SERVICES								
Health/wellness	23	123	65	92	383	82	94	630
Human Development/Family Studies	0	304	0	413	873	91	542	1493
Human Services	1	105	0	51	233	0	114	294
Justice Services	339	541	359	630	2014	357	644	2462
Nursing/EMT	97	288	107	394	1355	94	364	1439
Physical Education	69	390	52	457	1525	110	500	1642
TOTAL	529	1751	583	2037	6383	734	2258	7960
MATH & SCIENCES								
Life Science	0	494	0	560	1275	0	472	1143
Math	45	909	55	801	2065	63	658	1845
Physical Sciences	0	185	35	226	769	11	201	660
Social Science	68	364	128	423	1506	118	419	1596
TOTAL	113	1952	218	2010	5615	192	1750	5244
SERVICE DISTRICT/CURRY COUNTY								
Brookings	42	428	27	325	902	0	253	749
Gold Beach	59	226	7	239	639	23	221	605
Port Orford	10	122	0	132	316	13	118	338
TOTAL	111	776	34	696	1857	36	592	1692

ENROLLMENT BY DEPARTMENTS

	1990-1991		1989-90		1988-89		1987-88		Annual* Annual**			
	Summer	Fall	Summer	Fall	Annual Summer	Fall	Annual Summer	Fall				
Adult Basic Education	173	474	243	374	1335	138	332	1053	101	263	667	921
Adult Continuing Education	226	292	484	500	1519	358	308	1674	274	231	928	1335
Developmental Education	58	494	60	375	984	20	312	815	22	201	418	654
TOTAL	457	1260	787	1249	3838	516	952	3542	397	695	2013	2910

* Does not include Winter Term figures.

** Includes estimated Winter Term figures (based on average of 893 and 903 counts).

EXTENSION SESSIONS ENROLLMENT

YEAR	STUDENTS	CLASSES
1989-90	3565	232
1988-89	3819	269
1987-88	2913	288

SOUTHWESTERN OREGON COMMUNITY COLLEGE DEGREE YEAR SUMMARY COMPARISON

MAJOR	89-90	88-89	87-88	86-87	85-86
AA: GEN LIBERAL ARTS & SCIENCE	19	16	26	30	19
AS: CRIMINAL JUSTICE ADMINISTRATION	5	1	7	7	13
AS: BUSINESS ADMINISTRATION	2	2	3	5	4
AAS: AUTOMOTIVE TECHNOLOGY			4	3	7
AAS: BANKING AND FINANCE		1	1		1
AAS: BUSINESS MANAGEMENT-ACCOUNTING	8	1	7	2	4
AAS: BUSINESS MANAGEMENT-MARKETING		2	3		
AAS: BUSINESS MANAGEMENT-OFFICE MGMT	2	2	2	2	2
AAS: GENERAL BUSINESS		1	6		1
AAS: COMPUTER INFOR SYSTEMS TECH		8	3	5	6
AAS: ELECTRONICS TECHNICIAN	4	3	3	5	2
AAS: FIRE SCIENCE TECHNOLOGY					1
AAS: FOREST TECHNOLOGY	3	3	2	1	3
AAS: HUMAN SERVICES-SOCIAL SERVICES	3	2	8	6	8
AAS: MACHINE TOOL TECHNOLOGY	3	5	6	7	4
AAS: MANAGEMENT & SUPERVISORY		1			2
AAS: MEDICAL OFFICE ASSISTANT	1		1	1	1
AAS: NURSING	24	10	14	20	22
AAS: OFFICE AMINIS-GEN. SECRETARY	1	3	4	2	2
AAS: WELDING TECHNOLOGY		2	3	3	3
DIPL: BOOKKEEPING CLERICAL	4	3	3	2	4
DIPL: EMERGENCY MEDICAL TECHNICIAN	4			2	
DIPL: LEGAL ASSISTANT	1	7	6		
DIPL: MACHINE TOOL TECHNOLOGY	1				
DIPL: MEDICAL CLERICAL	2			1	
DIPL: MEDICAL TRANSCRIPTIONIST	1	1			7
DIPL: OFFICE ADMIN-LEGAL SECRETARY	1	8	2	1	
DIPL: OFFICE ADMIN-STENO/CLERICAL	1	4	3	1	2
DIPL: WELDING TECHNOLOGY	1				
AAS: INDUSTRIAL TECHNOLOGY			2	1	3
TOTAL	91	86	119	107	121
ENTERING PROGRAM STUDENTS	340	361	361	371	331
RATE OF GRADUATION TO ENTERING PROGRAM STUDENTS	26.8%	23.8%	33.0%	28.8%	36.6%