Southwestern Oregon Community College

Accreditation Progress Report

April 12, 2004

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Focused Interim Report

To

Northwest Commission on Colleges and Universities

Prepared By

Southwestern Oregon Community College
1988 Newmark Ave.
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April 12, 2004

Report on General Recommendation 1.C

1. C. "That the institution and programs demonstrate the use of these data to judge achievement of goals, guide resource allocation, and where necessary to effect modifications (1.B.4, 1.B.5, 1.B.6, 1.B.7, 1.B.8, 1.B.9)."

Overview

The comprehensive institutional effectiveness planning and assessment model that has been developed since the 2002 accreditation visit is being implemented across all instructional, administrative and student services units of the College. Although our continuous improvement model schedules all instructional programs and degrees for assessment on a rotating triennial cycle (one-third each year), the College's ambitious goal was to implement an initial assessment of all programs during the current academic year to establish baselines for future assessment. The qualitative portion of the instructional assessments will be completed this academic year; however, some quantitative assessments will not be complete until next academic year. Our model also calls for all administrative and student services units to be assessed annually; this schedule has been implemented with nearly 100% participation. We have observed that the depth of assessments varies by administrator or faculty completing the instruments; during the next year we will continue to define expectations, train staff to achieve a uniform level of candor and detail, require greater supervisory scrutiny, and implement a formal approval process for assessments. We are requiring completion of the Proposed Continuous Improvement Action form for new budget requests, new personnel, new and revised programs, reorganization and other material changes that are contemplated in response to deficiencies identified in assessments. However, we have not yet been universally successful in compelling compliance across all units. Some changes are still being implemented without adequate justification, documentation or linking to current institutional priorities.

The entire assessment process continues to be fluid as the College works to implement it across all units and integrate it into the permanent culture of the institution. It has not been without resistance, detractors, cynics and feet-draggers. The assessment templates that have been developed are being continuously updated and improved as users recommend changes and adoption progresses. The College completed its first cycle of the envisioned continuous process with finalization of the 2004-2005 budget. While the institutional planning, goal setting, assessment, needs identification, prioritization and resource allocation were not as comprehensive as hoped this first cycle, the elements of the process were used effectively to chart the College's course for the next few years and to allocate resources accordingly.

Accreditation Standard 1.B.4: *The institution uses the results of its systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services, and activities.*

The College spent the year between its accreditation visit (winter 2002) and its progress report (spring 2003) developing the process (Exhibit 1) and templates for comprehensive institutional assessment and piloting the instruments in selected instructional and student services areas. The past year has been spent implementing the assessments (Exhibit 2) in all instructional and administrative areas.

Four templates have been developed for use by all instructional and administrative units: 1) Qualitative Assessment, 2) Quantitative Assessment, 3) Assessment Summary and Action Plan (ASAP) and 4) Proposed Continuous Improvement Action (PCIA).

The Qualitative Assessment (Exhibits 3 and 4) is a template for comprehensive assessment of the quality of a program, degree, department or administrative unit. It requires the assessor to assign a quantitative value based on the degree of achievement of quality indicators and to provide (or cite) documentation for

each quality indicator. The Qualitative Assessment occurs on an annual basis for each administrative unit; it occurs every third year for each instructional program, degree and department (one-third each year). The Assessments require documentation of participation by advisory committees, students, faculty, staff and others in the assessment and continuous improvement process. This participation may be through committee service, surveys, comment cards, formal evaluations or other methods. The Assessments are reviewed by immediate supervisors and the deans.

The Quantitative Assessment (Exhibits 3 and 4) measures achievement of quantifiable outcomes for each degree, program, department or administrative unit. A Quantitative Assessment is conducted on all units (and outcomes revised, if necessary) annually in the fall. It requires the collection of quantified data by administrative units, academic departments or the Information Technology department. They are completed by appropriate faculty, staff or administrators. Assessments are reviewed by immediate supervisors and the deans.

An Assessment Summary and Action Plan (Exhibit 5) is completed each year for administrative units and every third year for instructional programs, degrees and departments. It is completed by appropriate faculty, staff or administrators with input from campus and community constituencies including students, business, industry, non-profits and governmental organizations. The Assessment Summary and Action Plan requires a narrative analysis and summary of the Qualitative and Quantitative Assessment instruments. Based on that analysis, the assessor must propose measurable objectives and appropriate actions to achieve those objectives for the next assessment cycle. The objectives must be mapped to the College's institutional goals, strategies and annual objectives (which are established by the Board of Education, faculty, staff and administration at annual planning retreats in the fall). The objectives for administrative units will also be incorporated into the annual personnel evaluations of the appropriate administrators and instructional objectives into faculty evaluations during their regular three-year cycle.

The Proposed Continuous Improvement Action (Exhibit 6) is a template that must be completed in conjunction with the development of each measurable objective and activity in the ASAP that requires additional resources or is a material change. The assessor must provide a rationale for the proposed activity, a timeline, estimate of resources required, and link it to institutional goals, strategies or annual objectives. The Proposed Continuous Improvement Action form is required for all proposed material changes to degrees, programs, departments or administrative units, including changes made between assessments. Instructional proposals are reviewed by appropriate faculty and instructional administrators and approved by Instructional Council (a standing committee that meets bi-weekly and includes all instructional administrators and seven faculty). Administrative proposals are reviewed by the direct supervisors and approved by the appropriate dean. Feedback is provided to all proposers on the approval or rejection of each Action.

The College's annual planning process commences with the Board of Education retreat in October (held this year October 10 – 11, 2003). At this retreat the Board reviews information on the current and anticipated internal and external environment (Exhibit 7) and affirms or revises (if necessary) the institutional mission, goals and strategies (Exhibit 8). The continuous improvement cycle anticipates that summaries of the completed unit assessments will be presented during the annual Board of Education retreat in October; however, the majority of unit assessments were not completed until the current academic year. Consequently, this portion of the cycle will not be fully implemented until next year's retreat.

The Board of Education retreat is followed by the President's Council (administrators, faculty, staff and students) and Faculty Senate joint annual planning retreat. Information is presented on the international, national, State and local environment (the same as was provided to the Board of Education). In the future, the summary information from the unit assessments will also be provided. Using the annual goals

established by the Board of Education and the context of the internal and external environment, the retreat participants identify specific objectives for the next year (Exhibit 9). Activities to achieve objectives are approved through the Proposed Continuous Improvement Actions that are completed by individual College units and are funded through departmental budgets or during annual budget development.

As unit assessments are completed and opportunities for improvement are identified, staff develop Proposed Continuous Improvement Actions to ameliorate deficiencies (Exhibit 10). Proposed instructional activities move through the instructional hierarchy from Division Directors to Associate Deans to the Dean of Instruction and then to Instructional Council (instructional administrators and seven faculty). Administrative proposals are approved by the appropriate supervisors and deans. Continuous Improvement Actions which have been approved by Instructional Council or the appropriate dean are tentatively allocated resources on budget worksheets. Approved proposals that require no additional resources may be implemented immediately. All budget worksheets are aggregated and the president, three deans and Business Manager meet to balance the working budget. Final approval of resources for Continuous Improvement Actions is dependent upon availability of funding (Exhibit 11). The balanced working budget and additional required information is prepared and presented according to Oregon budget law as the Proposed Budget. The administration delivers the Proposed Budget to the Faculty Senate Budget Committee and reviews it with appointed faculty representatives at least one week before the public Budget Committee meeting.

In May, the Budget Committee (six appointed community members and the seven elected Board of Education members) convenes to review and recommend the Proposed Budget. Each budget change of +/- $1,000 is explained to the Budget Committee. The Board of Education adopts the Proposed Budget (with final changes) in June. This Adopted Budget is the budget for the next fiscal year (starting July 1).

Each September, Quantitative Assessments (annually for all units) and Qualitative Assessments for all administrative units (annually) and instructional programs, degrees and departments (on a three year rotation) will be completed. Achievement of the previous year's objectives, progress toward the current year's objectives and continuous improvement actions which have been implemented are assessed and summarized for presentation to the Board of Education, President's Council and Faculty Senate at their annual planning retreats. As reported previously, this component of the assessment cycle will not be fully implemented until September 2004.

Accreditation Standard 1.B.5: *The institution integrates its evaluation and planning processes to identify institutional priorities for improvement.*

The continuous improvement planning cycle integrates the Quantitative Assessments (annually for all units) and Qualitative Assessments (annually or triennially) into the planning process. These assessments are summarized in the Assessment Summary and Action Plan and utilized during the Board of Education annual planning retreat and the joint President's Council and Faculty Senate planning retreat to identify annual goals, priorities and objectives consistent with the College's internal and external environment. Since most assessments were not completed until the current academic year, the fall 2004 planning retreats will be the first time that the Assessment Summary and Action Plans (ASAPs) for all units are available for review during the planning process.

Planning during the current year used information collected by faculty, staff and administrators that reflected current priorities and issues in their respective areas. The integration of the ASAPs into the process next fall assures that all College constituencies will have a formal channel for sharing their needs and priorities during annual planning. It also assures that the College's annual priorities and subsequent resource allocations will be based on comprehensive qualitative and quantitative assessment of activities. The administration has worked diligently the past year to create a culture of assessment, assuring faculty

and staff that the outcomes of the process will be incorporated into planning and resource allocation decisions. This commitment has been reinforced throughout the year by requiring staff to use the Proposed Continuous Improvement Action format to request funding during the budget process, to access discretionary funding, or make curricular changes.

Accreditation Standard 1.B.6: *The institution provides the necessary resources for effective evaluation and planning processes.*

The College was able to support the development of its institutional effectiveness and assessment process over the past two years partially through a Title III grant. A full-time tenured faculty member has been released 50% time since fall 2002 to coordinate the initial development of the instructional assessment templates by a team of faculty and work with faculty one-to-one to implement the process. A dean was assigned to lead development of the administrative templates, train administrators in their use and monitor implementation. Quantitative assessment data from the College's management information system has been extracted by the Director of Information Technology as required. However, as qualitative and quantitative assessments have been developed, it has become obvious that more data collection and analysis is required (especially in the areas of student, staff and employer surveys). Current resources in the Information Technology department (FY04) are inadequate to support the anticipated needs.

In the FY05 budget, the College has established an Institutional Assessment and Planning unit (Exhibit 12). The College will continue to release a full-time tenured faculty member half-time to coordinate the instructional implementation; this faculty member will report to the Dean of Instruction. One-third of a new Information Technology position will also be dedicated to Institutional Assessment and Planning; this individual will be responsible for the collection and analysis of data identified in qualitative and quantitative assessments and will report to the Director of Information Technology. The administrative assessments will continue to be coordinated by the Dean of College Advancement. Each of these areas reports directly to the College president (Exhibit 13).

The College administration believes this initial matrix of staffing is appropriate during the ongoing development and implementation of the institutional assessment process. Strong faculty support and leadership continues to be essential in development and adoption of the instructional assessment instruments. The full resources of the Information Technology department are available for programming and data manipulation, aggregation and analysis, including exploration of technology solutions for data collection and input. This commitment of resources will be continued in each subsequent budget to assure the College continues to use ongoing assessment for effective planning, goal setting and resource allocation.

Accreditation Standard 1.B.7: *The institution's research is integrated with and supportive of institutional evaluation and planning.*

In addition to quantitative and qualitative measures that have been identified during the implementation of the continuous assessment process, the College has been collecting longitudinal data on Measures of Institutional Effectiveness. These Measures are linked to specific Board of Education goals and are collected, analyzed and presented to the Board of Education throughout the year (Exhibit 15). Significant trends are identified and considered during the Board's and College's annual planning retreats. The College has used the same measures of effectiveness from 1994- 2004; changes are proposed for 2004-2005. Additionally, professional technical programs have collected longitudinal data on program accountability measures since 1994-1995 (Exhibit 14).

Measures of Institutional Effectiveness 1994-2004

1.	FTE by Reimbursement Category	January annually
2.	Headcount Report	February annually
3.	Labor Trends	February annually
4.	Feedback from Former Students on Overall Satisfaction with Courses and Services	Every 3rd year
5.	Feedback from Former Students about Whether They Achieved Their Intended Goals	Every 3rd year
6.	Employment and Transfer Status of Former Students	Every 3rd year
7.	None	NA
8.	Employer Perceptions	Every 3rd year
9.	Degree and Certificates Report	January annually
10.	None	NA
11.	Early Alert and GPA	March annually
12.	Student Intent	April annually
13.	Oregon University System Transfer Students	June annually
14.	Structured Work Experience	June annually
15.	Student Achieving Licensure of Certification	November annually
16.	Credit Student Demographics	May annually
17.	District High School Enrollment	May annually

Revisions to Measures of Institutional Effectiveness for 2004-2005

Mission	Core Indicator	MIE	Addition/Change
1	1. Student Goal Attainment	5	Survey - Non-returning student
1	2. Persistence (Fall to Fall)	**18**	XE18 – new program
2	3. Degree Completion Rates	9	XBM9
2	4. Placement Rate in the Workforce	6	OCCURS report
3,4	5. Employer Assessment of Students	3,8,14	Survey - employers
3,4,5	6. Licensure/Certification Pass Rates	15	OCCURS report
3,4,5	7. Client Assessment of programs and Services	4	ACT Survey Advisory Council
2,6,7	8. Demonstration of Critical Literacy Skills	**19**	XE19 – new program
4	9. Demonstration of Citizenship Skills	**20**	ACT Survey additional questions
1,6	10. Number and Rate who Transfer	**21**	XE21 – new program
1,6	11. Performance after Transfer	13	OCCURS report
1	12. Success in Subsequent, Related coursework	**22**	XE22 – new program
2,6	13. Participation Rate in Service Area	**23**	XE23 – new program Conferences & Camp report
4,5,6	14. Responsiveness to Community Needs	17,**24**	XFTF High School Report Survey Community

College Mission Related to Measures of Institutional Effectiveness

MISSION	CORE INDICATOR	MEASURE OF INSTITUTIONAL EFFECTIVENESS
Maintain high standards of excellence in instructional programs and student services.	Student Attainment Persistence Number and Rate who Transfer Success Rate in Subsequent Coursework	MIE 5 – Feed back from Former Students about Whether They Achieved Their Intended Goals MIE 18 – Fall to Fall Persistence Rate MIE 21 – Transfer Rate to 4-Year Colleges & Universities MIE 22 – Success Rate of Students by Term to Term Comparison of Data
Deliver real-world education and training essential for a highly skilled workforce	Degree Completion Rates Placement Rate in the Workforce Demonstration of Critical Literacy Skills Participation Rate in the Service Area	MIE 9 – Degree and Certificate Report MIE 6 – Employment and Transfer Status of Former Students MIE 19 – Demonstration of Critical Literacy Skills MIE 23 – Participation Rate in Outreach Service Area.
Encourage diversity, collegiality and professionalism	Employer Assessment of Students Licensure/Certification Pass Rates Client Assessment of Programs and Services	MIE 3 – Labor Trends MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 8 – Employer Perceptions MIE 14 – Structured Work Experience MIE 15 – Students Achieving Licensure of Certification
Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development	Employer Assessment of Students Licensure/Certification Pass Rates Client Assessment of Programs and Services Demonstration of Citizenship Skills Responsiveness to Community Needs	MIE 3 – Labor Trends MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 8 – Employer Perceptions MIE 14 – Structured Work Experience MIE 15 – Student Achieving Licensure of Certification MIE 17 – District High School Enrollment MIE 20 – Demonstration of Citizenship Skills MIE 24 – Responsiveness to Community Needs

Promote Technological Competence to compete in a global community	Licensure/Certification Pass Rates Client Assessment of Programs and Services Responsiveness to Community Needs	MIE 4 – Feedback from Former Students/Satisfaction with Courses and Services MIE 15 – Student Achieving Licensure of Certification MIE 17 – District High School Enrollment MIE 24 – Responsiveness to Community Needs
Provide multiple avenues of access to educational opportunities for all students	Demonstration of Critical Literacy Skills Number and Rate who Transfer Performance after Transfer Participation Rate in Service Area Responsiveness to Community Needs	MIE 13 – Oregon University System Transfer Students MIE 17 – District High School Enrollment MIE 19 – Demonstration of Critical Literacy Skills MIE 21 – Demonstration of Citizenship Skills MIE 23 – participation Rate in Outreach Service Area MIE 24 – Responsiveness to Community Needs
Enhance the cultural awareness of students and the community at large	Demonstration of Critical Literacy Skills	MIE 19 – Demonstration of Critical Literacy Skills

As each qualitative and quantitative assessment is completed, additional required institutional research is identified. In the instructional areas, an effort is being made to collect comparable information for each program and degree to manage the data collection workload. In administrative areas, much of the data collection has already been occurring and reports are already written to aggregate data identified in the assessments.

The Measures of Institutional Effectiveness are broad institutional measures that allow the College to identify long-term trends. Combined with data from individual unit assessments that are summarized in the Assessment Summary and Action Plans, this information allows the Board of Education, President's Council and Faculty Senate, individual faculty and administrators to identify challenges and effectively plan strategies for improvement.

Please note: Standards 1.B.8 and 1.B.9 are identical to General Recommendations 3 and 4 which are addressed later in this report.

Report on General Recommendation 2

2. "That the college replace the 1993 master plan for campus physical development with a new master plan consistent with the mission and the long-range educational plan of the institution, and that the master plan is updated periodically (8.C.1).

Accreditation Standard 8.C.1: *The master plan for campus physical development is consistent with the mission and long range educational plan of the institution, and the master plan is updated periodically.*

The College has just completed updating its Master Facilities Plan. Planning efforts began in the summer of 2003 when administrative staff and the College architect met to discuss how the planning process should occur. The architect's scope of work involved translating the College's educational and entrepreneurial plans into space needs assessments, proposing construction alternatives, identifying building sites, and developing project cost estimates. The tasks undertaken that led to the creation of this final document included:

- An initial meeting between architect and administrative staff in summer 2003 to discuss the planning process.
- The College conducted a Capital Facilities Needs Assessment exercise with staff during in-service in fall 2003. Staff was provided information on the College's current status, Board of Education goals, and strategic directions for the future. Administrative, instructional, and support staff were asked to provide input on space needs on campus, maintenance and repair concerns, and other perceived inadequacies at both the main campus in Coos Bay and at the Curry County facility in Brookings.
- The College president and deans organized the input received from the planning exercise into two categories: Five Year Time-Frame Projects (needed within the next five years) and Unspecified Time-Frame Projects (longer than five years out). A "short list" of projects was established for further study, program development, and cost estimating.
- The project list was presented to the Board of Education during the annual planning retreat.
- The architect further divided all the projects into four categories (Sitework Improvements, Building Construction/Remodel Projects, Major Maintenance/Repair Projects, and ADA Compliance Projects) and prepared cost estimates for each project identified in the "5 Year Time-Frame."
- Administrative staff and the architect reviewed project cost estimates. Locations for proposed new structures were discussed and tentatively sited on the campus consistent with the long-range plans of the institution.
- A final Master Facilities Plan was completed in April 2004 (Exhibit 16).

Concurrent with the College's preparation of a new Master Facilities plan, the State of Oregon mandated at the beginning of 2004 that every campus develop a Master Facilities Plan, categorizing projects into those that are likely within the next five years and those that have longer time horizons. The plan must be updated every two years to reflect the College's current long-range plans, priorities and needs. In the future, the College will update the Facilities Master Plan biennially in compliance with State mandates and accreditation standards.

Report on General Recommendation 3

3. "That once the institutional effectiveness plan is implemented that the college reviews its institutional effectiveness research efforts, its evaluation processes, and its planning activities to document their effectiveness (1.B.8)."

Accreditation Standard 1.B.8: *The institution systematically reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness.*

The College has now adopted an assessment model that incorporates continuous review of institutional research, evaluation processes and planning activities to increase their effectiveness. An Institutional Effectiveness Steering Committee consisting of the Dean of Instruction, Dean of College Advancement, Dean of Administrative Services, the faculty coordinator and Director of Information Technology has led the development and implementation effort; the College president has provided frequent input and oversight. The new Institutional Researcher will be added to the committee.

Committee members have already identified multiple deficiencies in the process originally envisioned and made changes to improve the instruments and process. As noted previously, the implementation has not been as comprehensive as hoped during the first annual cycle and the quality of completed assessments has fallen short of expectations in many cases. However, there are many examples of how the process worked successfully during the past planning cycle to identify needs consistent with the College's goals and long-range plans, prioritize needs and allocate resources effectively (Exhibit 11).

The primary evidence of systematic review is the continuous revision of the assessment process and instruments. The Qualitative and Quantitative Assessment Templates, Assessment Summary and Action Plan and Proposed Continuous Improvement Action forms have undergone extensive review as problems have been identified and improvements have been incorporated (Exhibit 17). The Board of Education and the joint President's Council and Faculty Senate annual planning retreats identified strategic goals and related objectives; however, the outcomes still fall short of an integrated comprehensive long-range plan. This issue has been identified for improvement during the next planning cycle. The Measures of Institutional Effectiveness, which have been in place for a decade, will be revised in the next academic and fiscal year to meet new assessment needs.

The primary evidence of the effectiveness of institutional research, evaluation processes, and planning activities is progress toward the annual goals and objectives established by the Board of Education and the joint President's Council and Faculty Senate. This progress will be documented in the annual qualitative and quantitative assessments completed by each unit in the fall. Additional evidence is resource allocations based on needs identified and prioritized through the process. Examples in the current budget cycle include raises for part-time faculty, conversion of two adjunct and one visiting faculty positions to tenure track, purchase of a new core network switch for the campus and the addition of 1.5 FTE in the Information Technology department.

The College is committed to making institutional assessment an integral part of the campus culture. Faculty and staff requesting new resources during the budget process, requesting a share of discretionary funds, proposing curricular or program changes are all being required to tie their request back to deficiencies that should have been identified during their annual assessment (or subsequent update) and to current institutional priorities. The Proposed Continuous Improvement Action form is the instrument that documents these requests and action taken; it must be completed for actions to be considered for approval and funding. An assessment file has been created for each unit, program and degree to maintain a longitudinal record of assessments over time and all Proposed Continuous Improvement Actions. This file

will provide a comprehensive and permanent institutional record of the research, rationale and outcomes of actions approved or rejected during the continuous improvement process.

Report on General Recommendation 4

4. "That the college use information from its planning and evaluation processes to communicate evidence of institutional effectiveness to the public (1.B.9)."

Accreditation Standard 1.B.9: *The institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.*

The College currently communicates evidence of institutional effectiveness to its constituencies through two primary channels: public Board of Education meetings and an Annual Report to the Community. The Board of Education, however, directed the administration in February 2004 to develop two additional channels: public presentations and an enhanced print and electronic media presence.

During public Board meetings, each Measure of Institutional Effectiveness is presented and discussed. Each Measure is collected, analyzed and reported to the Board according to an annual schedule (Exhibit 18).

The Annual Report to the Community is published in the Summer/Fall class schedule which is delivered to every house and P.O box in the College district (Exhibit 19). The Report shares cumulative data and statistics related to attainment of the College's mission. As more quantitative data is collected through implementation of the assessment process, this information will be incorporated in future Annual Reports as evidence of institutional effectiveness.

As a result of the Board's recent directive, the administration is preparing a comprehensive PowerPoint presentation and accompanying narrative that will be delivered to community audiences by Board members and staff. The presentation will include evidence of the College's effectiveness in meeting its mission and achieving the Board of Education's annual goals. The presentation will be ready for use during the 2004-2005 academic year.

The Board of Education has also directed the administration to increase its presence in the print and electronic media during the 2004-2005 academic year to more effectively communicate the College's successful achievement of its mission and goals and its impact on individual students, families, the community and economic development. Resources have been allocated for this increased communication of institutional effectiveness.

Exhibits

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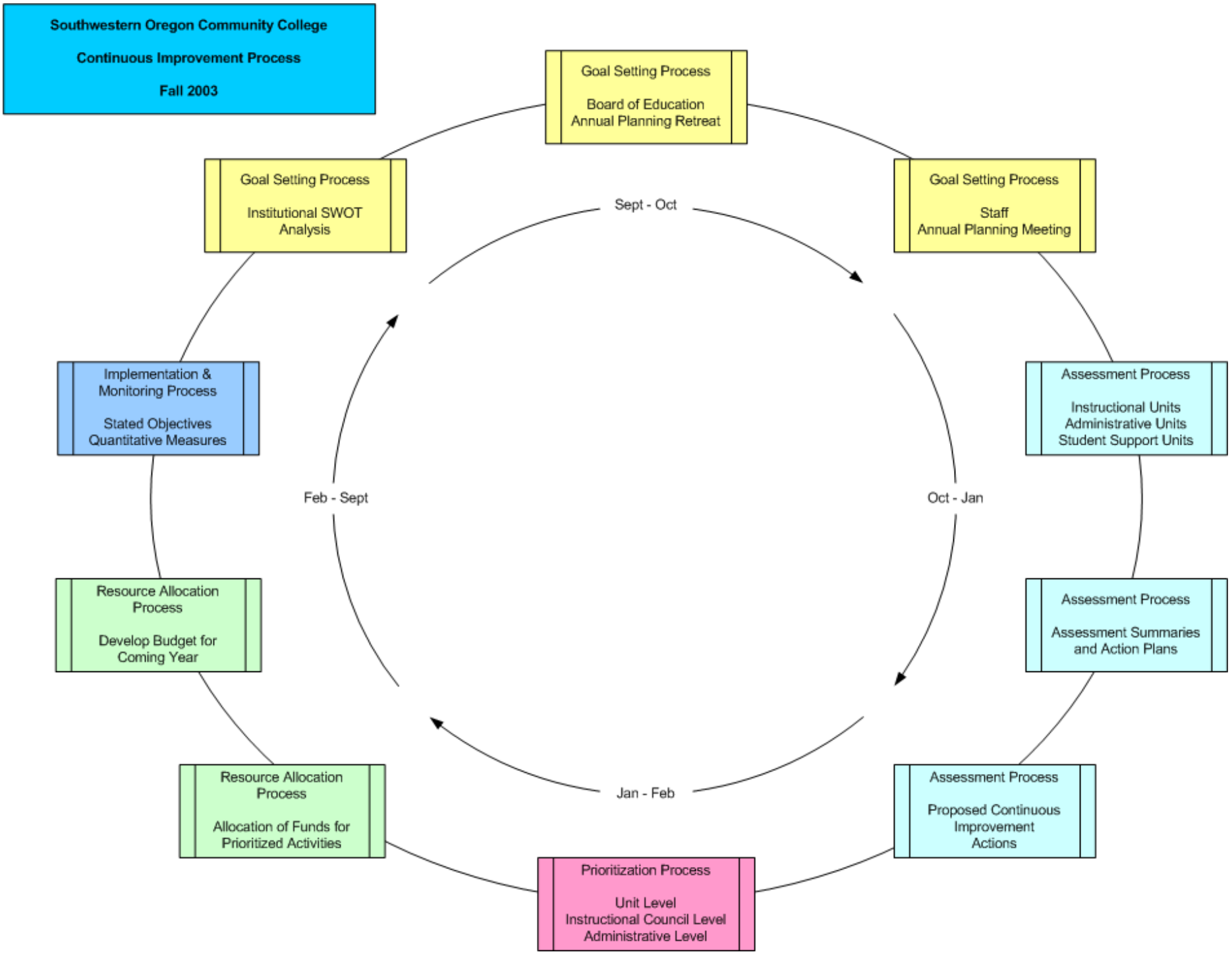
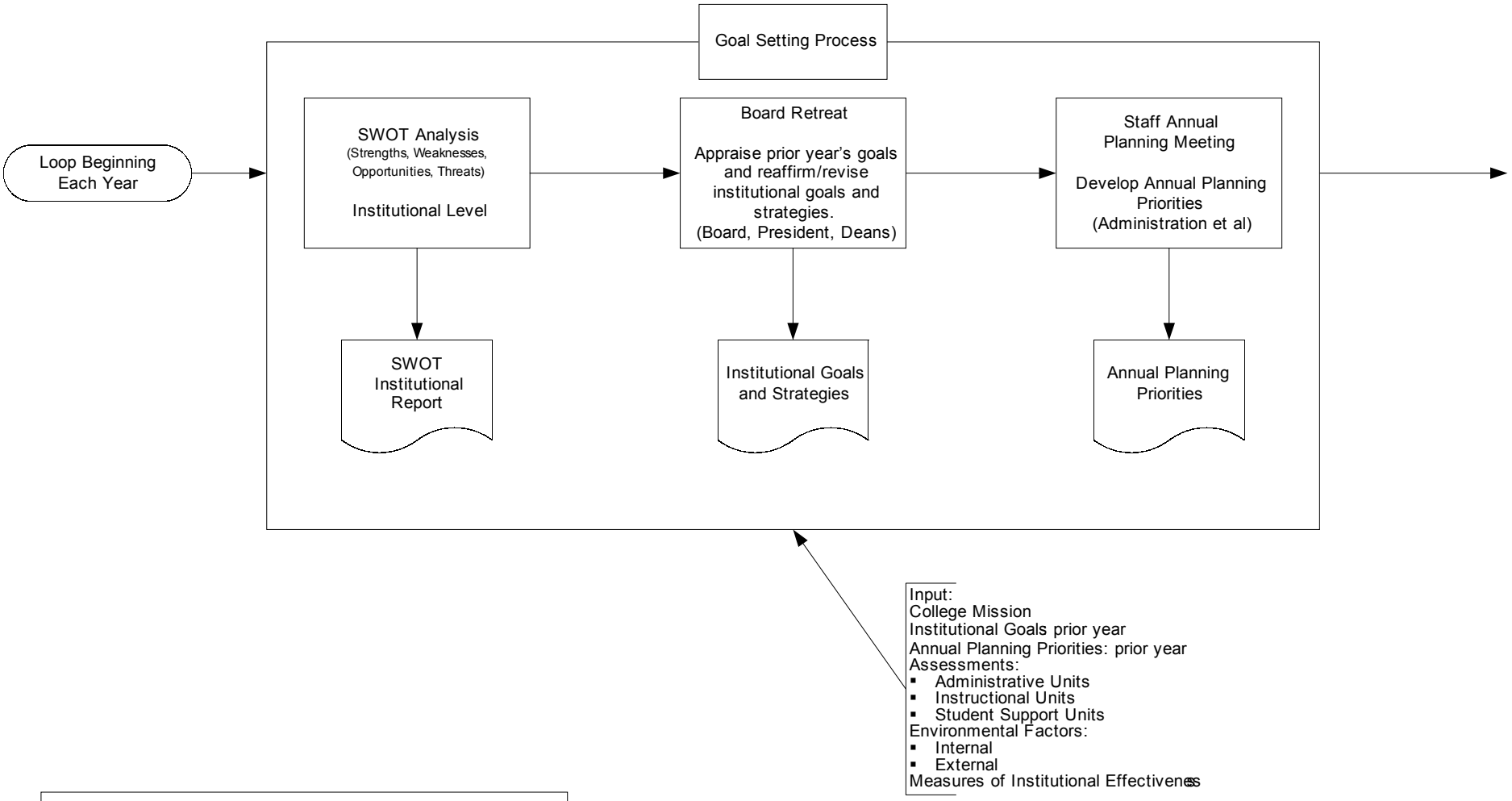
Exhibit 1

Institutional Assessment and Planning Cycle

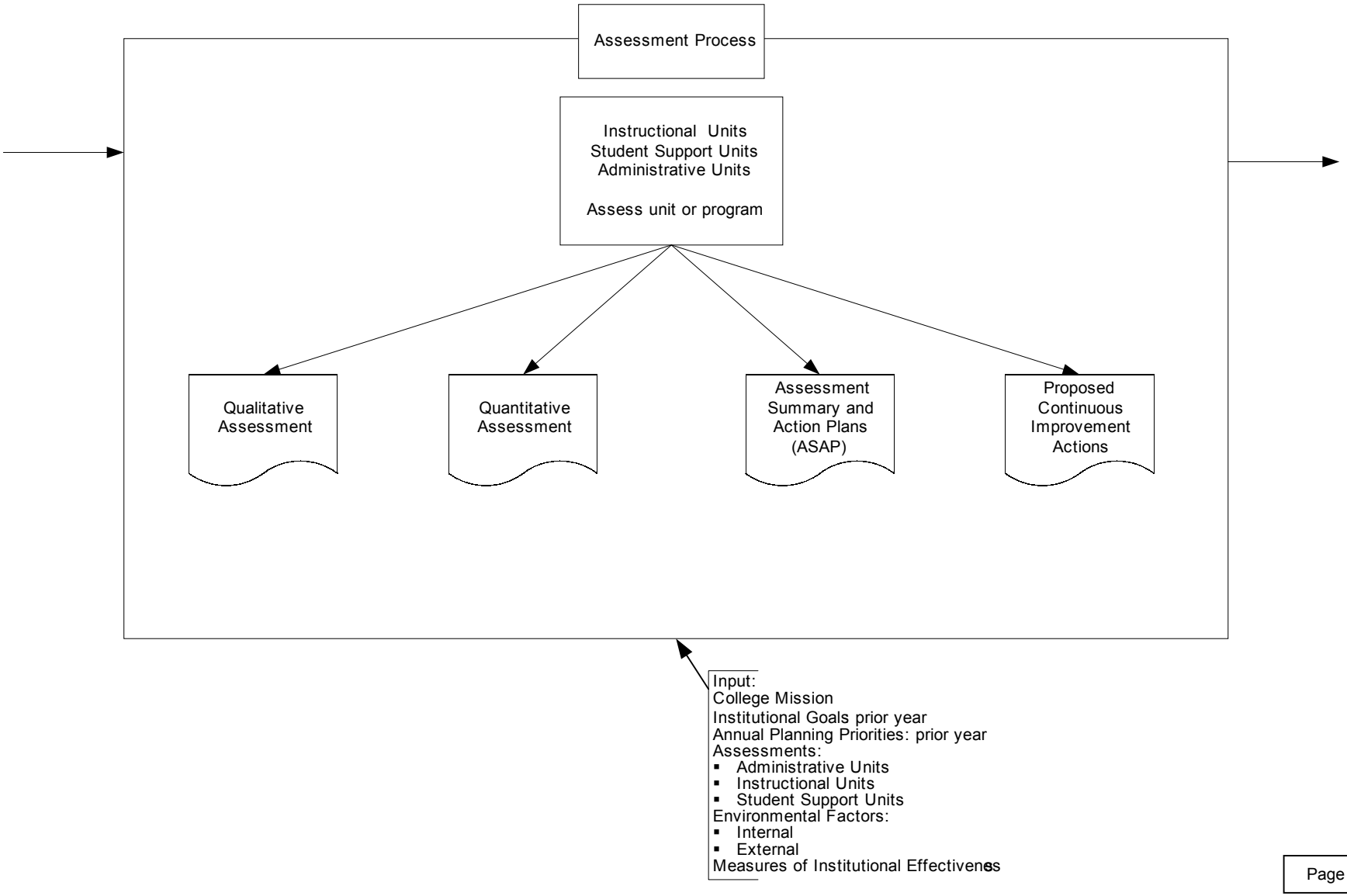

Southwestern Oregon Community College
Continuous Improvement Process
Fall 2003
Goal Setting Process
Board of Education
Annual Planning Retreat
Goal Setting Process
Staff
Annual Planning Meeting
Assessment Process
Instructional Units
Administrative Units
Student Support Units
Assessment Process
Assessment Summaries
and Action Plans
Assessment Process
Proposed Continuous
Improvement
Actions
Prioritization Process
Unit Level
Instructional Council Level
Administrative Level
Resource Allocation
Process
Allocation of Funds for
Prioritized Activities
Resource Allocation
Process
Develop Budget for
Coming Year
Implementation &
Monitoring Process
Stated Objectives
Quantitative Measures
Goal Setting Process
Institutional SWOT
Analysis
Sept - Oct
Oct - Jan
Jan - Feb
Feb - Sept

Southwestern Oregon Community College
Continuous Improvement Process

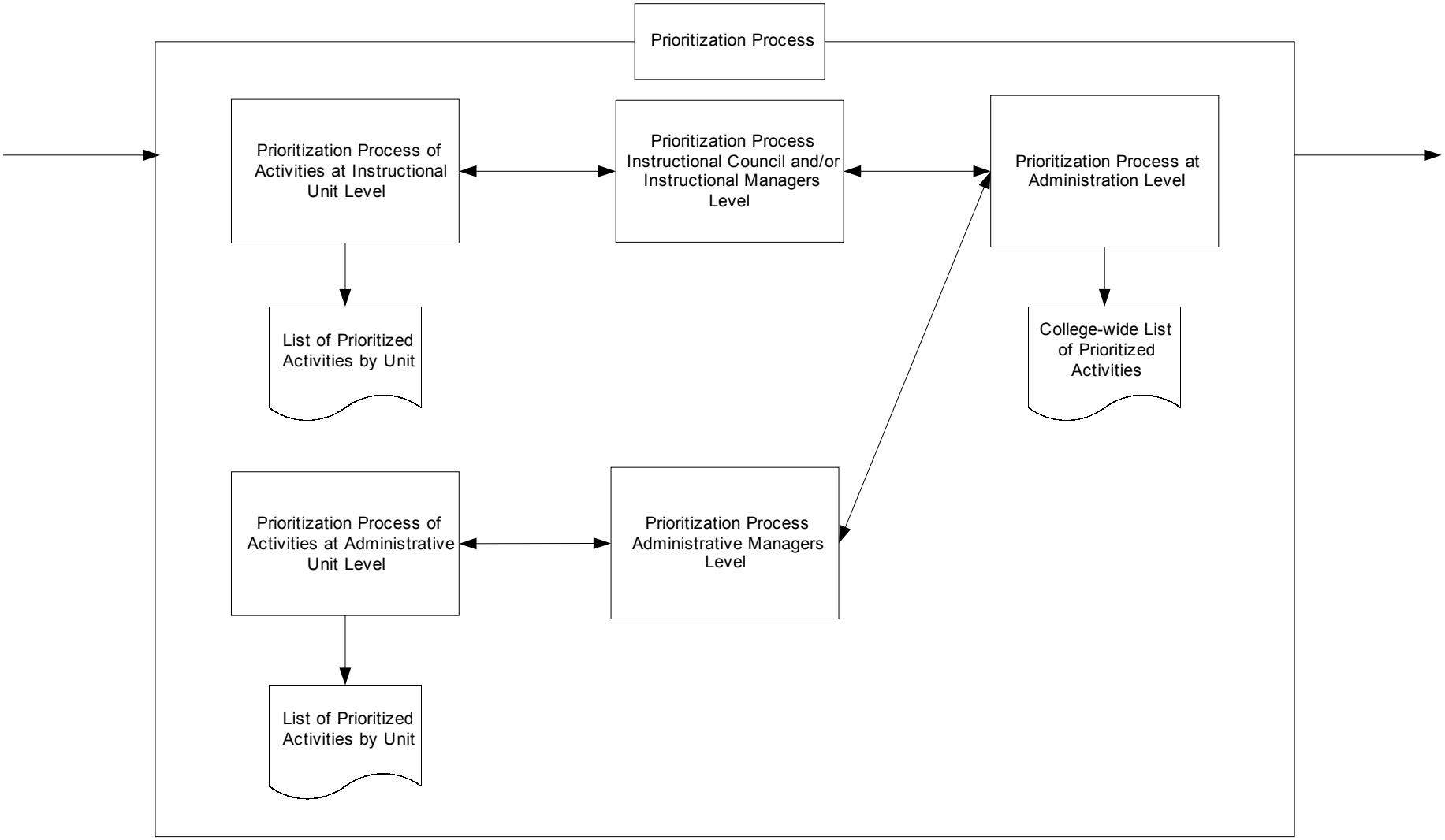


File: Strategic Plan split into 5 functions pages (5 pages)

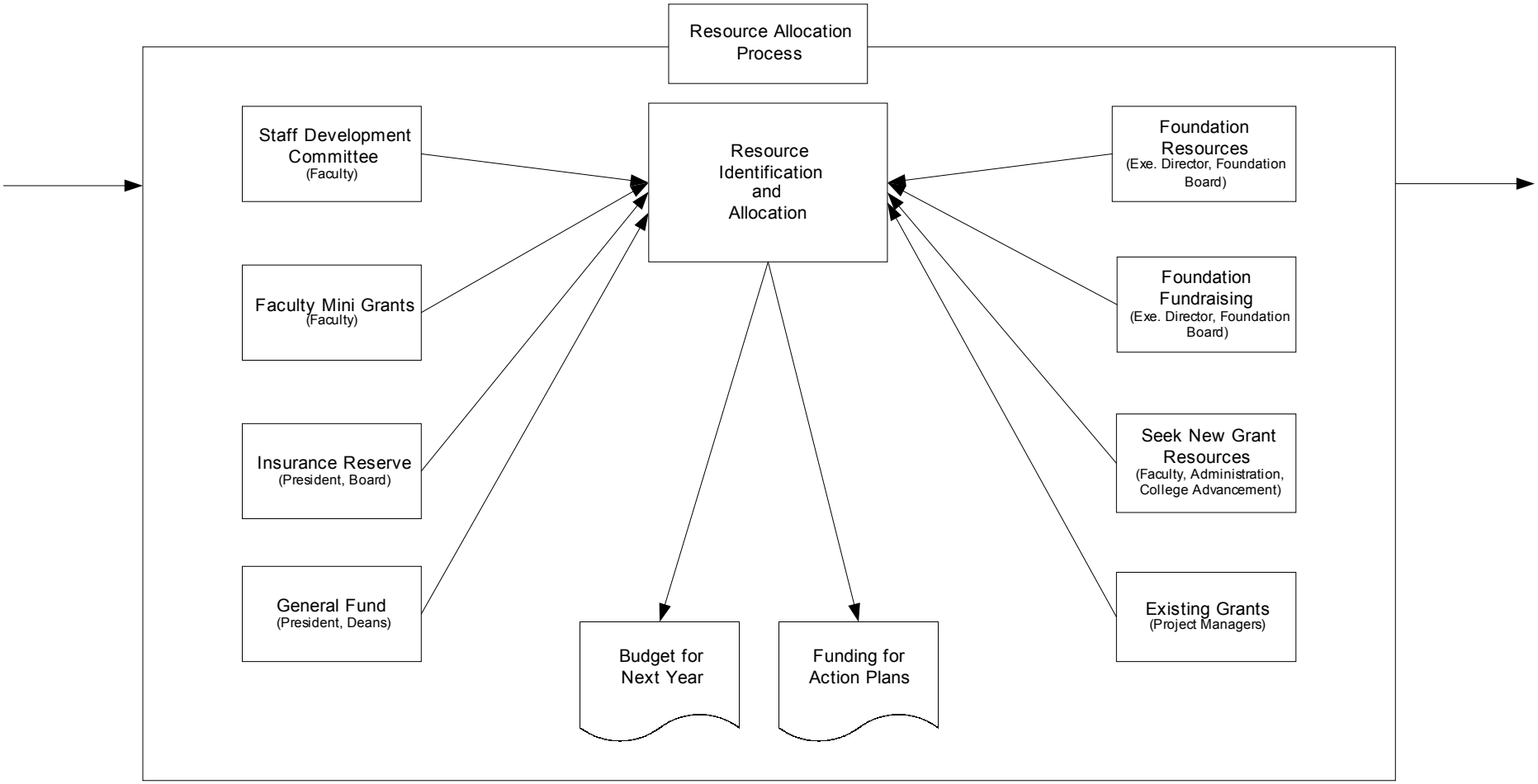
Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process



Southwestern Oregon Community College
Continuous Improvement Process

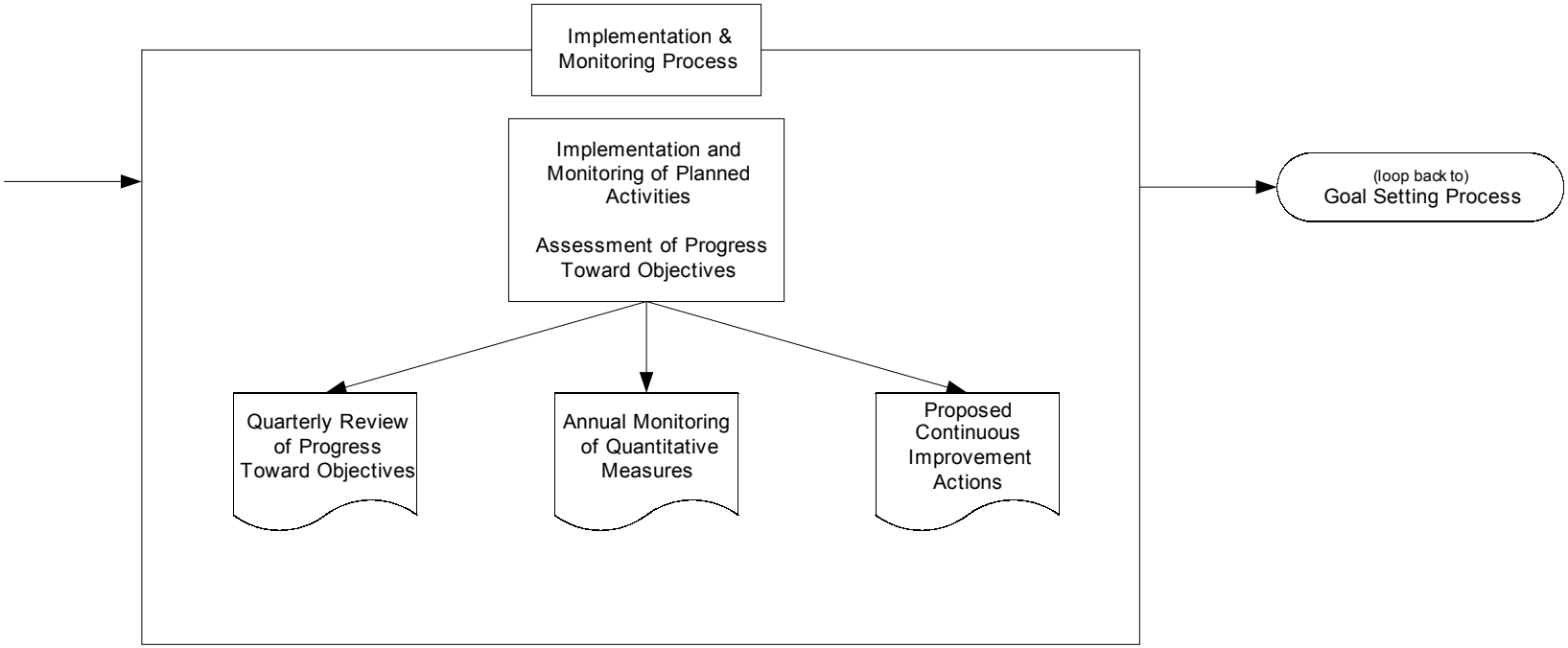


Exhibit 2

Instructions for completing institutional assessment templates

format at this time, however, write a narrative of the changes you have made in the recent past (1 to 3 years).

D. Long-term Goals/Vision: List the goals and vision that you have for your department. Allow yourself to dream and not be held back by time or money!

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

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

Step 5: Proposed Continuous Improvement Action Plan file: \Generic Continual Improvement Action Template\Proposed Continuous Improvement Plan.doc. Complete and submit as needed. The purpose is to document the change or action complete with justification. Generally, each action will require a separate form.

Assessment and planning general documents are in folder: \\Itt\Assessment\Read Me documents

Sample assessments are in folder as PDF files (download Acrobat Reader if necessary): \\Itt\Assessment\Samples

See the following visual description of the process of how the quantitative and qualitative assessments feed into the Assessment Summary and Action Plan (ASAP).

Southwestern Oregon Community College

Narrative of the Assessment and Planning for Instructional Departments

All files have been saved on the college's intranet in folder: \\Itt\Assessment\Instructional Dept & Programs\. for instructional programs. Use the hyperlinks to open a copy of the document then save on your own hard-drive (C:\).

Step 1: Department Assessment: The department assessment has two sections: qualitative and quantitative. The purpose of the two assessment instruments is to be a guide to the criterion that makeup a complete program and/or program of study. The qualitative will be the harder assessment because it is a professional commentary with supporting documents. In the qualitative, it is desirable to respond to each indicator in terms of SWOT – strengths, weaknesses, opportunities, and threats. If you feel that the indicator is not applicable to your program, just enter NA, otherwise rate the indicator using the scale given.

A. Qualitative file: \Department\Dept Qualitative Assessment.doc
B. Quantitative file: \Department\Dept Quantitative Assessment.doc

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

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

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

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

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

A. ASAP file: \Generic Assessment Summary and Action Plan\Assessment Summary & Action Plan Report.doc
B. Summary Section: SWOT analysis is an effective method to identify your internal strengths and weaknesses and investigate external opportunities and threats. By separating your assessment summary into these four areas, it will help you focus your activities and communicate with the larger group. It is not required that you do a full SWOT analysis, but rather, report your assessment summary and thoughts in this style.
C. Progress toward achievement of objectives: This section is a reporting of the objectives selected in the past (3 years ago). Obviously these do not exist is this

Steps 1-3: Enter information into department assessment and others as needed.
You *MAY* want to separate your responses into the five categories as shown. Sometimes you will not have to write a separate response just list the source documentation and location.

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

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

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

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

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

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

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

Long-range goals/vision/ideas:

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

Exhibit 3

Administrative Unit Assessment Templates
(qualitative and quantitative)

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
2. Organization of Programs and Services	The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
3. Programs and Services Provided	The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College.					

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

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

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

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

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
6. Long Range Vision/Plan	The administrative unit has procedures in place to plan and continuously update program-planning and service-delivery efforts based upon regular review and evaluation.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
7. Effective Partnerships	The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.					

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
9. Qualifications of Staff	Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
10. Professional Development	The College supports the continuing professional development of staff to provide them with the skills needed to be successful.					

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

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

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

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

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

Summation Sheet		
Criterion	Administrative Unit Quantitative Description	Rating
1. Quantitative Criterion	The program has quantitative measures to indicate that the program is providing services with acceptable quality within established timelines.	

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
1. Quantitative Measures	The program has quantitative measures to indicate that the program is providing services with acceptable quality within established timelines.					

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

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

Exhibit 4

Instructional Unit Assessment Templates
(qualitative and quantitative)

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

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

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program curriculum and instruction support the achievement of academic standards		[enter response here] [suggested resources/data] OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
b. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
c. Program curriculum and instruction support the achievement of next-step standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
d. Program curriculum and instruction support the achievement of 2+2 standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
e. Program curriculum and instruction support the achievement of stakeholder standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
f. Program curriculum and instruction support the achievement of remedial/developmental standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
g. Instructional materials, strategies and technologies are available and utilized to meet individual needs, interests and abilities of students and the goals and standards of the program.		ADA accommodations teaching strategies professional development syllabi course outlines labs software
h. Multiple types of assessment are utilized to measure student achievement, development and progress.		Course outlines syllabi
i. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.		Safety committee instructional council
j. Safety instruction is integrated into the program.		Course outlines syllabi

k. Program is equipped and supplied to meet the needs of each student.		ADA accommodations Perkins committee lab size lab inventory
OTHER:		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.					

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.					

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

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

Summation Sheet		
Criterion	Departmental Program Quantitative Description	Overall Rating
1. Quantitative Criterion	The program has quantitative measures to indicate that the program is healthy and the students are succeeding.	

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

Performance Indicators	Rate 1 to 5	Documentation and Location			
a. The program quantitative measures have been collected into report form and benchmarks have been identified.			2002-2003	2003-2004	2004-2005
b. Enrollment: The enrollment is appropriate AND is greater than or equal to the previous year's institutional benchmark.		Enrollment Benchmark			
c. Academic Achievement: The GPA of 2.0 or better on a four point scale or higher for all coursework is greater than or equal to the previous year's institutional benchmark.		Coursework GPA Benchmark			
d. Retention: The student retention rate is greater than or equal to the previous year's institutional benchmark.		Retention Rate Benchmark			
e. Completers: The rate at which students complete courses is greater than or equal to the previous year's institutional benchmark.		Completion Rate Benchmark			

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

Exhibit 5

Assessment Summary and Action Plan Templates

Assessment Summary and Action Plan

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

Strengths (generally internal to department)

-

Weaknesses (generally internal to department)

-

Opportunities (generally external to department)

-

Threats (generally external to department)

-

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

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

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

Long-range goals/vision/ideas:

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

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

Objective 1: [insert objective here]

Objective supports the following:

Institutional priorities: Shade the institutional priorities that apply to this Action.

- Maintain high standards of excellence in instructional programs and student services
- Deliver real-world education and training essential for a highly skilled workforce
- Encourage diversity, collegiality and professionalism
- Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development
- Promote technological competence to compete in a global community
- Provide multiple avenues of access to educational opportunities for all students
- Enhance the cultural awareness of students and the community at large (2000)

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the institutional goals that apply to this Action.

1.) Sustain growth in FTE within the resources that are available with successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2.) Continue the development of the Curry County campus in order to support the College Mission.
3.) Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4.) Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two years for submission to the State Board of Education and the Legislature.
5.) Support the development of a distance learning program.
6.) In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7.) Promote cultural awareness in students and the community at large.
8.) Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
    a.) Supporting an aggressive student recruitment program focused on targeted programs, and
    b.) Investigating new revenue generating opportunities.
9.) Provide affordable education at Southwestern through the budget process.

Justification:

Impact:

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

Objective 2: [insert objective here]

Objective supports the following:

Institutional priorities: Shade the institutional priorities that apply to this Action.

- Maintain high standards of excellence in instructional programs and student services
- Deliver real-world education and training essential for a highly skilled workforce
- Encourage diversity, collegiality and professionalism
- Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development
- Promote technological competence to compete in a global community
- Provide multiple avenues of access to educational opportunities for all students
- Enhance the cultural awareness of students and the community at large (2000)

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the institutional goals that apply to this Action.

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3.) Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4.) Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two years for submission to the State Board of Education and the Legislature.
5.) Support the development of a distance learning program.
6.) In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7.) Promote cultural awareness in students and the community at large.
8.) Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
    a.) Supporting an aggressive student recruitment program focused on targeted programs, and
    b.) Investigating new revenue generating opportunities.
9.) Provide affordable education at Southwestern through the budget process.

Justification:

Impact:

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

Objective 3: [insert objective here]

Objective supports the following:

Institutional priorities: Shade the institutional priorities that apply to this Action.

- Maintain high standards of excellence in instructional programs and student services
- Deliver real-world education and training essential for a highly skilled workforce
- Encourage diversity, collegiality and professionalism
- Collaborate with businesses, agencies, schools and universities to create mutually beneficial partnerships for economic, social and educational development
- Promote technological competence to compete in a global community
- Provide multiple avenues of access to educational opportunities for all students
- Enhance the cultural awareness of students and the community at large (2000)

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the institutional goals that apply to this Action.

1.) Sustain growth in FTE within the resources that are available with successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2.) Continue the development of the Curry County campus in order to support the College Mission.
3.) Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4.) Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two years for submission to the State Board of Education and the Legislature.
5.) Support the development of a distance learning program.
6.) In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7.) Promote cultural awareness in students and the community at large.
8.) Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
    a.) Supporting an aggressive student recruitment program focused on targeted programs, and
    b.) Investigating new revenue generating opportunities.
9.) Provide affordable education at Southwestern through the budget process.

Justification:

Impact:

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

Recommendations/comments on assessment instruments and process

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

Exhibit 6

Proposed Continuous Improvement Action Template

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

Program/Degree/Certificate/Course/Other: _____

Type of improvement: (Shade all that apply.)

☐ New Program (include new program checklist)
☐ Revised Program
☐ New course
☐ Revised course
☐ Equipment/material purchase
☐ Facility Improvement
☐ Personnel
☐ other: [list]

Proposed Action Description: (Delete all entries not used. Modify as needed.)

Equipment/materials request beyond your supply budget. *Supply all information and attach additional information as needed.*

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

Credit course Outline Checklist: *Indicate sections(s) changed and delete non-changed section(s). Attach other documents as needed for clarification.*

1. Course Number:
2. Course Title
3. Course Sub-Title:
4. Program Type:
5. This outline is new _____ Revised _____
   If NEW Outline:
   Originating Office:
   Recommend Dept:
   Also Offer For Non-Credit:
   Also Offer as CEU _____
   Also Offer as PDU _____
   Is course being offered at another college?
   If so, where _____ as course _____
6. Offered for:
7. Number of Credits:
8. How many times for credit:
9. Course Hours:
10. Course Description:
11. Grading:
12. Pre-requisites
13. Concurrent
14. Separate Lab
15. Sequence
16. Doubled Numbered:
17. Course Objectives
    Knowledge:
    Skills:
    Attitudes
18. Status:
19. Maximum Enrollment:
20. Special Fees:

21. Content Outline:
22. Required Text:
23. Optional Text:
24. Required Materials:
25. References
26. Developed by:
27. Revised by:
28. Date:
29. Division Director use only info:
30. Additional information:

Non-Credit course Outline Checklist: *Indicate sections(s) changed and delete non-changed section(s). Attach other documents as needed for clarification.*

1. Course Number:
2. Course Title
3. Program Type:
4. This outline is new _____ Revised _____
   If NEW Outline:
   Originating Office:
   Recommend Dept:
   Also Offer For Credit:
   Also Offer as CEU _____ PDU _____
5. Contact Hours:
6. Course Description:
7. Special Requirements:
8. Maximum Enrollment:
9. Special Fees:
10. Developed by:
11. Revised by:
12. Course Objectives
    Knowledge:
    Skills:
    Attitudes:
13. Course Outline:
14. Division Director use only info:
15. Additional information:

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

Institutional Strategies from Mission: Shade the College Mission Strategies that apply.

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

Institutional Goals (Board of Education Goals for the Institution, 2003-2005): Shade the goals that apply.

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.
2. Continue the development of the Curry County campus in order to support the College Mission.

3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.
4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.
5. Support the development of a distance learning program.
6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.
7. Promote the cultural awareness in students and the community at large.
8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:
   a. Supporting an aggressive student recruitment program focused on targeted programs, and
   b. Investigating new revenue generating opportunities.
9. Provide affordable education at Southwestern through the budget process.

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

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

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

Timeline:

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

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

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

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

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

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

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

_____ Agree _____ Disagree Date:
Comment:

Division Director/Unit Supervisor:

_____ Agree _____ Disagree Date:
Comment:

Associate Dean/Manager:

_____ Agree _____ Disagree Date:
Comment:

Dean/President:

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

Resource Management Action:

DRAFT: Under construction: record what works and does not work:

Exhibit 7

Board of Education retreat planning information (2003)

Exhibit 8

Board of Education adopted Mission and Goals (2003 – 2005)

Mission Statement

The mission of Southwestern Oregon Community College is to provide quality education that helps students achieve their goals. Our programs prepare people to be employable, value life-long learning, and function as good citizens in a rapidly changing world. To accomplish this mission, the College will:

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

Board of Education Goals for the Institution (2003-2005):

1. Sustain growth in FTE within the resources that are available with a successful marketing and recruitment and retention programs. The Administration shall report on such efforts no later than the annual June Board meeting.

2. Continue the development of the Curry County campus in order to support the College Mission.

3. Review the three-year facility improvement plan for Southwestern at the annual Board Retreat and at monthly Board meetings throughout the year.

4. Discuss and approve a five-year capital facility master plan in accordance with State Board Administrative rules. The capital facility master plan is to be updated every two-years for submission to the State Board of Education and the Legislature.

5. Support the development of a distance learning program.

6. In 2003-2004 develop an in-district marketing/publicity program to increase the awareness of the value of Southwestern to its constituencies. The plan will include two presentations to district communities by college staff and Board members.

7. Promote cultural awareness in students and the community at large.

8. Improve the revenue generating entrepreneurship capabilities of the College outside of traditional sources of revenue by:

a. Supporting an aggressive student recruitment program focused on targeted programs, and

b. Investigating new revenue generating opportunities.

9. Provide affordable education at Southwestern through the budget process.

Exhibit 9

Joint President's Council and Faculty Senate
Planning Retreat Objectives (2003)

STAFF PLANNING RETREAT
November 5-6, 2003

PRIORITIES, GOALS, AND IDEAS

The following ideas are the initial result of cross-functional teams focused on each of the topic areas. Teams were charged with developing ideas to increase FTE at Southwestern during the next fiscal year (FY05)

New Academic/Professional Technical Programs

- Marine Biology – partner with OIMB
- Environmental Science/watershed management
- Geographic Information Systems
- HTR – Career ladder
    - Adventure recreation
- Fitness Science Certificate/Transfer Options
    - Physical Therapy Assistant
- Cosmetology
- Massage Therapy
- Multimedia
    - Broadcast Communications
- Running Start/College High
- Differential pricing
- Phlebotomy/Wound Specialist
- HS/College vocational programs
    - Construction
    - Woodworking
    - Low energy wiring
    - Heavy equipment
- Sign Language – WOU
- Dental Technician – Curry

Additional ideas

- Magnet science/engineering AS/CC school
- Digital media
- Better transfer information
- Catalog should refer to website for more information

Course Audit Program

- Current policy is OK w/minor changes
- May sit in during 1st week
- May add class 2nd week if space is available

Should all courses be considered for audit or not?

- Remedial
- Welding
- Writing

- Allowing audits would enhance/increase course enrollments

Cons

- Some courses students may choose to audit – resulting in a tuition decrease

Major target audience

- Community members

Market in

- Newspaper
- Senior centers
- Retirement centers

Scholarships

- Increase and improve communications with students
- Review and simplify the financial aid and scholarship process
- Support FTE generation goals of committees/groups via scholarships/stipends
- Enhanced field experience/exchange program with significant contact hours – 2 weeks intensive study during breaks

Additional ideas

- Should we have midterm grades
- Should we be using/revise early alert
- Should we limit timeline from 2 weeks to 1 week for drop
- Should scholarships for GED graduates who score above a certain threshhold be reinstated
- Do we need a full time transition specialist or a better way to help students move from Newmark Center to campus (overcome the fear factor)
- Billing statements are not clear – hard to read

In-District Recruiting and Marketing

- Offer 3rd term tuition waiver to in-district high school graduates continuing to SOCC as full-time students the following fall
- Increase parent education about college/high classes
- Develop a 3-year AAOT at night or weekends for a cohort experience (but still open entry/exit)
- Offer more summer courses in compressed format (three weeks), especially sequences
- Improve the quality (by face-to-face orientations, small electronic groups, WebCT, etc.) and marketing (at the library and senior centers) of web-based classes
- Market programs to non-native English-speaking populations
- Target market in-district HS juniors and seniors to attend SW concurrently with their high school enrollment
- Course audit discount
- Recruit in-district high school students as if they were out-of-district
- Reinstate in-district scholarships
- Replicate "morning at Southwestern" in Curry County

Additional ideas

- Increase college-high classes at interested high schools
- Increase college-high offerings at times that work for high school students
- Increase counselor support of college-high classes
- College faculty develop relationships with high school faculty
- Expand skills day to include academic disciplines so College faculty can interact with high school faculty
- Develop compressed classes for weekends and summers
- Treat high school students that are in-district as if they are out-of-district in terms of recruiting
- Increase our web-based offerings
- Market web and IPV classes as a sequence resulting in an AAOT degree. Strategically develop web classes to meet this goal.
- Increase senior participation in classes through creative ideas
- Allow participation in advanced courses by some method of challenging the pre-requisites
- Offer education travel to attract affluent in-district residents
- Develop more programs geared to low income residents and market them effectively
- Get SOCC on the NBHS list of recommended colleges to apply to
- Revise college catalog to include students in high school taking college classes (catalog currently indicates we don't serve high school students)
- More in-district promotion; improved public relations
- More support in transition to college for non-native English speakers
- Improve the marketing appeal of the schedule when it's designed
- Send schedule by PDF to all staff for review
- Use high school graduates in the in-district recruiting process
- Let high school students design the in-district recruiting posters
- Develop a reward system to promote early registration
- Look again at participating in county fairs
- Valedictorian/salutatorian scholarships
- Increase the public relations articles we send to The World
- Focus on academics also in marketing
- Why doesn't The World do a focus on a SOCC athlete each week
- Why not have a radio station to control our own media**?** Capitalize on Ch. 14 opportunities to publicize the college

Other

Retention Ideas

- Leadership Center
- Improve community awareness: grants, services, etc
- Ethnic Center/Latino Center
- Put cancelled classes on website
- Commuter Student Lounge (Student Union Center)
- HVAC upgrades all over

    - Environmental friendliness
- More lighting in parking lots
- Cohort model
    - Career pathways
- Mentor Alert Program
- OCCI expansion
- More student housing
- Curry County Campus
- Umpqua Hall upgrade
- Student Recreational Center
- Staff and student training on financial aid/registration
- Faculty/staff lounge
- Welcome to Southwestern
- Walkway to Newmark
- Remodel Umpqua

Recruitment Ideas

- College self-promotion activities
- Golf resort management program
- Mortuary program
- Hospitality program
- Respiratory therapy program
- Lodge/cabins with ropes course
    - Education: RA training
    - Business retreat: New staff orientation
- Latino cohort classes, i.e. CISCO
- Career planning/placement testing in 9-10 grades to increase college high/2+2 dual enrollment

Out-of-District Recruiting and Marketing and Athletics

- Additional programs – academic/athletic
- Create program specific articulation agreements with 4-year schools/specific schools
- Expand direct marketing contacts
- Enhanced website development
- More distance learning opportunities
- Facilities – library, science/tech center, student recreation center

Distance Learning Courses and/or Programs

- Target groups
    - Classes that we know our students want online
    - Classes we can't support on campus (low enrollments) and our students want online
    - International students
    - Pre-nursing/allied health
    - High school (2+2, TAG, online HS)

    - Curry – in-district
    - Programs – completely online (w/summer intensives)
        - ECE
        - Human Services
        - AAOT
    - Retired people – auditing
    - Workforce (Ed to Go)
    - Expand IPV classes to UCC, LCC, HS
    - Marketing
- Faculty
    - Standardize websites for "best practices" and stability
    - Tech support
    - Guidelines
    - Full time/part time issues
    - Adding more trained faculty
    - Instructional design assistance
    - Intellectual property rights
    - Copyright issues
    - Class size
    - Incentives
    - Web page development
- Student services
    - Website development
    - Tech support (general)
    - Class support (specific)
    - Financial Aid
    - Registration
    - Advising
    - ADA compliant
    - Mentoring/tutoring
    - Inform staff more regarding distance learning
    - Expand offerings
    - Workshops
    - CD Rom development
- Technology
    - Classroom management platform
    - Dependable bandwidth
    - IPV established on SOCC and Curry Campuses
    - Faculty Development resources (toys!)
- Partnering
    - UCC, SOCC, RCC, LCC
    - Business/Workforce
    - Pre-nursing
    - HS/Homeschool
    - University Center
- Marketing

Retention

Data needed

- Sign up → no show? How many?
- Athletes, Year 1 → Year 2 retention (and all others)
- If no space in classes, what impact on long-term retention?
- Math placement impacts on long-term? (and other/reading & writing)

Priorities (Academic and social integration)

- Early advisor contact (overall revision also)
- Athletes – expand study session credit
- Financial aid → ?/OMBUDSMAN
- Integrated study skills/content
- Modify math placement (no more R & C)
- Limit R & C/online for 1st year students
- Revise wait list policy
- 101 in winter (start sequences at other times than fall)

Additional ideas

- Know that class was cancelled before driving in (web updates)
- Commuter lounge with web access, etc
- More responsive HVAC
- Attract Latino community
- Registration/FA – "bugs that seem to put people off"
- Staff training to establish rapport with students
- Cohort and remedial: Pathway Career
- Each person needs a connection – exit interviews
- Mentor alert program – call while in
- Remedial revisited
- Better OCCI and Curry County
- Make it look and feel like a home atmosphere

OBJECTIVES

The cross functional teams developed the following specific objectives for the next fiscal year.

In-District Recruiting and Marketing

- Add one new three-year AAOT program at night and on weekends for business students (25) with open entry and exit by fall term 2004
- Add one compressed-time summer sequences in humanities and one in sciences for 25 students with appropriate support services by June 2004
- Add (Elderhostel model) week-long fee-based workshops for community members in areas of interest
    - Instrument making
    - Landscaping design
    - Cooking – Asian, Italian, bread
    - "Camps" – music, theater
    - Art – Raku firing, home/interior design
    - Home maintenance
- Increase course choices for 2 + 2/Running Start classes in high schools
    - Provide more courses for high school teachers sharing college level course objectives and grading standards
    - Increase Distance Course delivery to high schools
        - Add mentors for distance studies
        - Add study group organization for distance students
- Goal 35+ FTE by Dec. 2004

Academic/Professional Technical Programs

- By March 2004, explore 3-5 new programs to determine the feasibility of adding them for fall 2004.
- By March 2004, determine 3 programs to increase FTE
    - Cost effectiveness
    - Collaborative partnerships
- Implementation a new program each fall (2004, 2005, 2006)

Course Audit Program

- By end of fall term 2004, increase the number of students who choose to audit by the end of second week by 10%.

Scholarships

- Communication
    - Reformat FA award information booklet
    - Increase communication (train) with staff to help them field questions in several areas especially FA
    - Develop a one week orientation for new employees
- Immediately

    - Work with Marketing Department on revamping materials to have them ready by Feb. 1, 2004
    - Develop a new employee orientation process and implement with all new hires after Jan. 1, 2004
    - Develop and implement required staff training workshops on various topics
- Winter term
    - FA committee review materials annually
    - Distribute scholarship information to students via e-mail and/or regular mail

Other

- Increase transition from ALSP/ESL to regular College classes by 25 students over fall term 2004 (Even Start/Latino Center to credit program)
- Assess feasibility and establish baseline data for the following possible professional technical programs by April 1
    - Golf management (Brenda)
    - Hospitality (Pat, Mike, Jon)
    - Mortuary (Sheldon)
    - Respiratory Therapy (Brenda)
    - Phlebotomy (Peggy)
    - Dental Tech (Peggy)
    - Farm Management (Jon)
- Complete capital Facility Master Plan – March 15 (Sheldon and Rich Turi)
- Closed classes on web by end of winter term 2004 (Avena/Office of Instruction)

Retention

- Through the creation of an advising task force revise the advising process by fall term 2004
- Revise math placement exams to increase accuracy of placement and retention by fall term 2004
- Develop an assessment tool for placing students in a revised study skills program by fall term 2005

Distance Learning Courses and/or Programs

- Build infrastructure
    - Complete plan by fall term 2004 to provide support by technology
    - Implement plan by fall term 2005
- A complete AAOT online for 2005-2006 catalog
    - Increase web (DL) FTE by 100% by July 2006
    - Increase trained faculty (PT/FT) by 100% by July 2006
- Reevaluate goal #2 if goal #1 not successful

Out-of-District Marketing and Recruiting and Athletics

- Increase out-of-district students by 130 students (195 FTE)
    - 40 OCCI students (105 FTE)

    - 40 Marine biology (40 FTE)
    - 40 Men's/Women's swimming (40 FTE)
    - 10 Visual arts (10 FTE)
- 35% increase in out-of-district
- A 0.2 increase in ACT student survey scores
- Increase student satisfaction in college processes
- Increase/improve communication on college services

Exhibit 10

Samples of Proposed Continuous Improvement Actions
(2003 – 2004)

Continual Improvement Action Template

☐ AAOT General Requirements Assessment
☐ AAS General Requirements Assessment
☐ AGS General Requirements Assessment

☐ Full Three-Year Assessment
☐ Yearly Assessment
☑ Mid Assessment

☐ AAS Program Assessment:
☐ Certificate Program Assessment:
☑ Departmental Assessment: Computer Information Systems Department

Description of improvement:
☑ Maintenance
☐ Program enhancement
☐ New course(s)
☐

Proposed changes support objective(s):
☐ Institutional objective:

☑ Departmental objective: TBA

☐ Degree/program objective:

☐ Course objective:

***Proposed change description:** (Supply all information needed if catalog modification required.)*
For all programming courses, modify the *Courses Hours* from 4 lecture to 3 lecture and 2 lecture lab. The course credit will remain at 4 credits. Courses affected: CS133VB, CS233VB, CS133WS, CS151, CS161, CS162

***Justification:** (Why is the change required? Does it support the short and long term goals?)*
Students will be bettered served with having scheduled lab time with the professor. Lab aides are not well versed in the programming languages. Currently, most of the instructors hold 'unscheduled' lab time for their students.

This change will support the long-term goal of offering assistance to our students to help ensure their success.

***Impact statement:** (What is the expected outcome of the change? Will it affect any other area?*
Will increase the workload for the courses from 4 workload credits to xxx workload credits. It will increase the contact time in the teaching labs from 4 hours per week to 5 hours per week, therefore, there will be some impact on scheduling the teaching labs.

Timeline:
Fall 2003

Resources required with cost estimate:
Increased workload for six courses per year.

***Resources not required but would be beneficial:** (include cost estimate)*
none

Three-year Assessment: list new performance objectives:
N/A

Action by:

☑ Approved ☐Denied
Faculty in Department: [List names and signatures]: Williamson, Drake, Yates, Schab, Stueve, Kridelbaugh
Date: December 17, 2002
Rational: as stated

☐ Approved ☐Denied
Other Stakeholders: none
Date:
Rational

☑ Approved ☐Denied
Division Director: Cheryl Scott
Date: December 17, 2002
Rational:

☐ Approved ☐Denied
Instructional Council
Date:
Rational:

Resource Management Action:

Continual Improvement Action Template

☐ AAOT General Requirements Assessment
☐ AAS General Requirements Assessment
☐ AGS General Requirements Assessment

☐ Full Three-Year Assessment
☐ Yearly Assessment
☑ Mid Assessment

☑ AAS Program Assessment: AAS Network Design and Administration
☐ Certificate Program Assessment:
☐ Departmental Assessment

Description of improvement:
☑Maintenance
☑ Program enhancement
☐ New course(s)
☐

Proposed changes support objective(s):
☐ Institutional objective:

☐ Departmental objective:

☑ Degree/program objective: TBA

☐ Course objective:

Proposed change description: (Supply all information needed if catalog modification required.)
Please see attached catalog sheets
***2003-2004* AAS in Network Design and Administration**

- add ELEC101 to fall quarter
- move CIS6261 from spring to winter
- move CIS6262 from 2nd year fall to 1st year spring
- change number of credits on CIS6262 from 6 to 3
- move BA277 from 1st year winter to 2nd year winter
- move BA285 from fall to winter
- move MTH105 from winter to spring
- change CIS6261(A+) to CIS6261(Server+)
- delete specific elective spring quarter from program
- move PE231 from winter to fall
- move SP219 from winter to fall
- add CS2880 for 2 credits to 2nd year winter
- change CS288 to CS2880 for 2 credits to 2nd year spring
- total number of credits changes from 95-101 to 92-98
- add note 8 to WR214T spring quarter
- note 8: WR214, WR227, or WR122 may be substituted for WR214T

Justification: (Why is the change required? Does it support the short and long term goals?)
Networking students need more knowledge of electronics. The CIS Advisory committee concurs.

This change will support the long-term goal of …….

Impact statement: (What is the expected outcome of the change? Will it affect any other area?)
ELEC101 will have increased enrollment. It will be necessary to keep the electronics' lab available for instruction.

Timeline:
Fall 2003

Resources required with cost estimate:
Equipment and supplies for electrons' lab. Cost xxxxx

Resources not required but would be beneficial: (include cost estimate)
none

Three-year Assessment: list new performance objectives:
N/A

Action by:

☑ Approved ☐Denied
Faculty in Department: [List names and signatures]: Williamson, Drake, Yates, Schab, Stueve, Kridelbaugh
Date: December 17, 2002
Rational: as stated

☑ Approved ☐Denied
Other Stakeholders: Electronics Dept.
Date:
Rational

☑ Approved ☐Denied
Division Director: Cheryl Scott
Date: December 17, 2002
Rational:

☐ Approved ☐Denied
Instructional Council
Date:
Rational:

Resource Management Action:

Exhibit 11

Sample unit budgets incorporating funding for approved Continuous Improvement Actions (FY05)

Proposed Continuous Improvement Action

☐ Administrative Unit: Information Technology Department

☐ Yearly Assessment
☐ Mid-Year Assessment

Description of improvement:
☐ Maintenance
☐ Program enhancement
☐ Reorganization
☐ other:
Purchase and install new main Cisco main core switch for the College Network.

Proposed changes support:
☐ Institutional goals and strategies:
From the College Mission Statement:

- Maintain high standards of excellence in instructional programs and student services;

☐ Annual planning priority:
From the 2004-2006 Technology Plan:

Rationale:
The entire College network depends on a good, reliable network. The current core switch is not using the current technology and does not support the latest switches and faster speeds. The core switch and many other switches on campus have reached EOL (End of Life) and need to be replaced before the Vendor no longer supports them.

Resources needed:
$120,000 estimate

Funding sources:
General Fund

Projected implementation date:
July 2004

☐ Administrative unit objective:

Proposed change description: (Supply all information needed if catalog modification required.)

Justification: (Why is the change required?)

The College needs to replace the current Cisco 5500 core switch and add two 4500 switches for the following reasons:

Cisco 6500 Core Switch

- The current core switch reached capacity two years ago when the expansion slots were exhausted. We have been installing add-on switches for more capacity. We do not have any more ports available to add add-on switches. This has been a work-around and has made the network slower.
- The current 5500 core switch is EOL. We will no longer be able to get parts or support. Cisco incentives allow significant savings at this time. These may not be available if we postpone this upgrade or face an emergency replacement.
- OCCI, student housing, and recreation center will add 350 or more ports and the demand will be beyond the 5500 capabilities.
- The new 6500 core switch has a 256+8 gigabit backplane for the actual "switching" function. This is a huge increase in speed over the 2 gigabit backplane on the current core switch.
- The demand for the IPV rooms has exceeded their capacity. IPV can become mobile and could be used anywhere on campus where there is connectivity. Because the 6500 can be programmed for priority traffic, IPV video can be run on the College

network and does not need to have separate through put.

- The current IPV equipment setup is "jury rigged" using hubs and fiber media converters. To fix this poor setup would necessitate buying $18,000 of equipment. This functionality could be replaced with the 6500 core switch and the funding would not longer be necessary.

Cisco 4500 Switches:

- The current Tioga Hall switches do not have any more ports available.
- Tioga Hall has four 24 switches and one 48 port switch that are daisy-chained. Cisco technicians have informed us that the QOS (quality of service) is lost after daisy-chaining 2 switches. The whole building needs to be put on a large 4500 gigabit switch. The speed of Tioga should increase by a significant margin with room to add more lines.
- A 4500 switch needs to be purchased to optimize the network for use in Newmark because of the number of workstations and the distance from the core switch.

Cisco xxxx Switches:

- Two xxxx switches are needed for the Network Academy classes. The switches used in the network classes have to match the Cisco curriculum. The current curriculum used the latest switch technology.

Impact statement: (What is the expected outcome of the change? Will it affect any other area?)

The College will have to buy the switch and additional hardware. See attached.

Timeline:

This needs to be in place before July 2004.

Resources required with cost estimate:

$116,000.00

Resources not required but would be beneficial: (include cost estimate)

End-of-Year Assessment: list new performance objectives:

Action by:

_____ Approved _____ Denied
Immediate Supervisor: [List names and signatures]
Date:
Rational:

_____ Approved _____ Denied
Other Stakeholders _____
Date:
Rational

_____ Approved _____ Denied
Manager:
Date:
Rational:

_____ Approved _____ Denied
Dean:
Date:
Rational:

_____ Approved _____ Denied
President (if required):
Date:
Rational:

Resource Management Action:

Proposed Continuous Improvement Action

☐ Administrative Unit: Information Technology Department

☐ Yearly Assessment
☐ Mid-Year Assessment

Description of improvement:
☐ Maintenance
☐ Program enhancement
☐ Reorganization
☐ other:
Staffing Addition to Information Technology Department

Proposed changes support:
☐ Institutional goals and strategies: [list]
☐ Annual planning priority:
Annual objective:

Objective 6: Increase staffing levels to support department and user needs

Technology Plan:

A. Add Application Support Specialist to Information Technology Staff

Rationale: Robin Bunnell

Resources Needed:

One FTE: $44,000

Funding sources:

General Fund

☐ Administrative unit objective: [list]

Proposed change description: (Supply all information needed if catalog modification required.)

Create new position – Application Training Specialist and hire a person to fill position.

Justification: (Why is the change required?)

IT survey and member of Managers expressed great desire and need for this position. Colleague has become extremely complex and staff turn-over has left our knowledge base lacking. A Colleague user support and training person will work full time to fully test and implement changes, avoid conflict with integration issues, and train all users in all Colleague modules.

Impact statement: (What is the expected outcome of the change? Will it affect any other area?)

The budget for Information Technology would have to be increased by $42,000. ($30,000 + benefits)

Timeline:

This would be added July 1, 2004 for fiscal year 2005.

Resources required with cost estimate:

Resources not required but would be beneficial: (include cost estimate)

End-of-Year Assessment: list new performance objectives:

The problems expressed in Managers and on IT survey should reflect an increase in satisfaction.

Action by:

_____ Approved _____ Denied
Immediate Supervisor: [List names and signatures]
Date:
Rational:

_____ Approved _____ Denied
Other Stakeholders _____
Date:
Rational

_____ Approved _____ Denied
Manager:
Date:
Rational:

_____ Approved _____ Denied
Dean:
Date:
Rational:

_____ Approved _____ Denied
President (if required):
Date:
Rational:

Resource Management Action:

Proposed Continuous Improvement Action

☐ Administrative Unit: Information Technology Department

☐ Yearly Assessment
☐ Mid-Year Assessment

Description of improvement:
☐ Maintenance
☐ Program enhancement
☐ Reorganization
☐ other:
Staffing Addition to Information Technology Department

Proposed changes support:
☐ Institutional goals and strategies:
☐ Annual planning priority:
Annual objective:

Objective 6: Increase staffing levels to support department and user needs

☐ Administrative unit objective:
Information Technology Tech Plan:

A. Increase PC tech support by .5 FTE

Rationale:
The current PC and peripheral support is not adequate to meet the needs of the users. Users have to wait up to 3 months for upgrades.

Resources needed:
One FTE: $14,000

Funding sources:
General fund

Projected implementation date
July 2005 if funded

Proposed change description: (Supply all information needed if catalog modification required.)
Re-hire a full-time PC and Peripherals Technician to replace the part-time position.

Justification: (Why is the change required?)
It was decided by the IT Director that it was very important to hire a programmer. To accomplish this, a full-time PC and Peripherals Technician position was reduced to part-time. The plan was to re-hire or "buy back" that position first if the money became available to add to the IT staff. It was known that the job-log would increase and that jobs would not always be done in a timely manner if this position was reduced to part-time. This has been the case. The position needs to be full-time to successfully meet the needs of the College staff and students.

Impact statement: (What is the expected outcome of the change? Will it affect any other area?)
The budget for Information Technology would have to be increased by $41,351. ($29,536 + benefits)

Timeline:
This would be added July 1, 2004 for fiscal year 2005.

Resources required with cost estimate:

Resources not required but would be beneficial: (include cost estimate)

End-of-Year Assessment: list new performance objectives:

The problems expressed in Managers and on IT survey should reflect an increase in satisfaction.

Action by:

_____ Approved _____ Denied
Immediate Supervisor: [List names and signatures]
Date:
Rational:

_____ Approved _____ Denied
Other Stakeholders _____
Date:
Rational

_____ Approved _____ Denied
Manager:
Date:
Rational:

_____ Approved _____ Denied
Dean:
Date:
Rational:

_____ Approved _____ Denied
President (if required):
Date:
Rational:

Resource Management Action:

Exhibit 12

Institutional Effectiveness and Planning budget

Exhibit 13

Institutional Effectiveness and Planning organizational chart

Exhibit 14

Sample of professional technical program accountability measures

Exhibit 15

Samples of Measures of Institutional Effectiveness reports to the Board of Education

Exhibit 16

Master Facilities Plan

Exhibit 17

Samples of progressive changes in templates

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
1. Curriculum and Instruction	The program has the curriculum, instruction and student assessment systems in place, including national skills standards and industry certification, to provide a sequential course of study that provides students with the instruction and experiences to achieve academic, technical and career-related learning standards.					

Quality Indicators	Check if Present	Documentation and Location
a. Program curriculum and instruction support the achievement of academic standards	✓	[enter response here] [suggested resources/data] OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
b. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
c. Program curriculum and instruction support the achievement of next-step standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
d. Program curriculum and instruction support the achievement of 2+2 standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
e. Program curriculum and instruction support the achievement of stakeholder standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
f. Program curriculum and instruction support the achievement of remedial/developmental standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
g. Instructional materials, strategies and technologies are available and utilized to meet individual needs, interests and abilities of students and the goals and standards of the program.		ADA accommodations teaching strategies professional development syllabi course outlines labs software
h. Multiple types of assessment are utilized to measure student achievement, development and progress.		Course outlines syllabi
i. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.		Safety committee instructional council
j. Safety instruction is integrated into the program.		Course outlines syllabi

k. Program is equipped and supplied to meet the needs of each student.		ADA accommodations Perkins committee lab size lab inventory
OTHER:		

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
2. Leadership Opportunities	The student has access to opportunities that develop leadership skills and impact student achievement and success.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
3. Student Access to Program(s)	The college and program provide access to all students with the ability to benefit, and the regular and supplemental services necessary for students to succeed in the program.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
4. Secondary School and Next-step Connections	The program has the connections in place with secondary education and next-step partners to assure that the program curriculum and instruction leads directly to advanced learning opportunities in: colleges, military, career schools, apprenticeship and/or on-the-job.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
5. Comprehensive Counseling and Career Development	The departmental program and/or college have services in place to support student development, career planning and achievement of standards through comprehensive counseling and career development.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
8. Administrative Support and Leadership	The program has the administrative support necessary for long-range planning efforts and continuous improvement that support student achievement of academic, technical and career related learning standards.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.					

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

CRITERION	MODEL PROGRAM 6	All Indicators Addressed 5	More Than Half of Indicators Addressed 4	Fewer Than Half Of Indicators Addressed 3	Indicators Not Addressed, But Program Supports Criterion 2	Indicators Not Addressed 1
RATING						
10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.					

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

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

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

Quality Indicators	Rate 1 to 5	Documentation and Location
a. Program curriculum and instruction support the achievement of academic standards		[enter response here] [suggested resources/data] OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
b. Program curriculum and instruction support the achievement of industry standards through contextual learning (i.e. laboratories).		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
c. Program curriculum and instruction support the achievement of next-step standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
d. Program curriculum and instruction support the achievement of 2+2 standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
e. Program curriculum and instruction support the achievement of stakeholder standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
f. Program curriculum and instruction support the achievement of remedial/developmental standards.		OUS course outlines Stakeholder (AAOT, AS, AGS, AAS, other) objectives course outlines lab exercises program sheets
g. Instructional materials, strategies and technologies are available and utilized to meet individual needs, interests and abilities of students and the goals and standards of the program.		ADA accommodations teaching strategies professional development syllabi course outlines labs software
h. Multiple types of assessment are utilized to measure student achievement, development and progress.		Course outlines syllabi
i. Classrooms, laboratories and related physical space provide quality and safe learning environments to meet program objectives.		Safety committee instructional council
j. Safety instruction is integrated into the program.		Course outlines syllabi

k. Program is equipped and supplied to meet the needs of each student.		ADA accommodations Perkins committee lab size lab inventory
OTHER:		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
6. Long Range Vision/Plan	The program has procedures in place to plan and continuously update program-planning efforts based upon regular review and evaluation.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
7. Business, Community and Education Partnerships	The program has systematic connections in place with business, industry, labor, the community and education to support continuous improvement.					

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

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

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

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
9. Instructor Preparation and Credentials	The instructional staff for the departmental program has appropriate experience and education, which may include certifications, in the program area of instruction.					

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

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

CRITERION	MODEL PROGRAM- All Indicators Rated Excellent (5) 5	All Indicators Rated More than Satisfactory (4-5) 4	All Indicators Rated Satisfactory or More (3-5) 3	More Than Half of Indicators Rated Less Than Satisfactory (1-2) 2	Indicators Not Addressed, But Program Supports Criterion *1	All Indicators Rated Less than Satisfactory (1-2) 1
OVERALL RATING						
10. Professional Development	The college and community support the continuing professional development of instructors to provide students with the academic, technical and career related learning knowledge and skills needed to be successful.					

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

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

Exhibit 18

Schedule for Measures of Institutional Effectiveness presentations to the Board of Education

Measures of Institutional Effectiveness 1994-2004

1.	FTE by Reimbursement Category	January annually
2.	Headcount Report	February annually
3.	Labor Trends	February annually
4.	Feedback from Former Students on Overall Satisfaction with Courses and Services	Every 3rd year
5.	Feedback from Former Students about Whether They Achieved Their Intended Goals	Every 3rd year
6.	Employment and Transfer Status of Former Students	Every 3rd year
7.	None	NA
8.	Employer Perceptions	Every 3rd year
9.	Degree and Certificates Report	January annually
10.	None	NA
11.	Early Alert and GPA	March annually
12.	Student Intent	April annually
13.	Oregon University System Transfer Students	June annually
14.	Structured Work Experience	June annually
15.	Student Achieving Licensure of Certification	November annually
16.	Credit Student Demographics	May annually
17.	District High School Enrollment	May annually

Exhibit 19

Annual Report to the Community