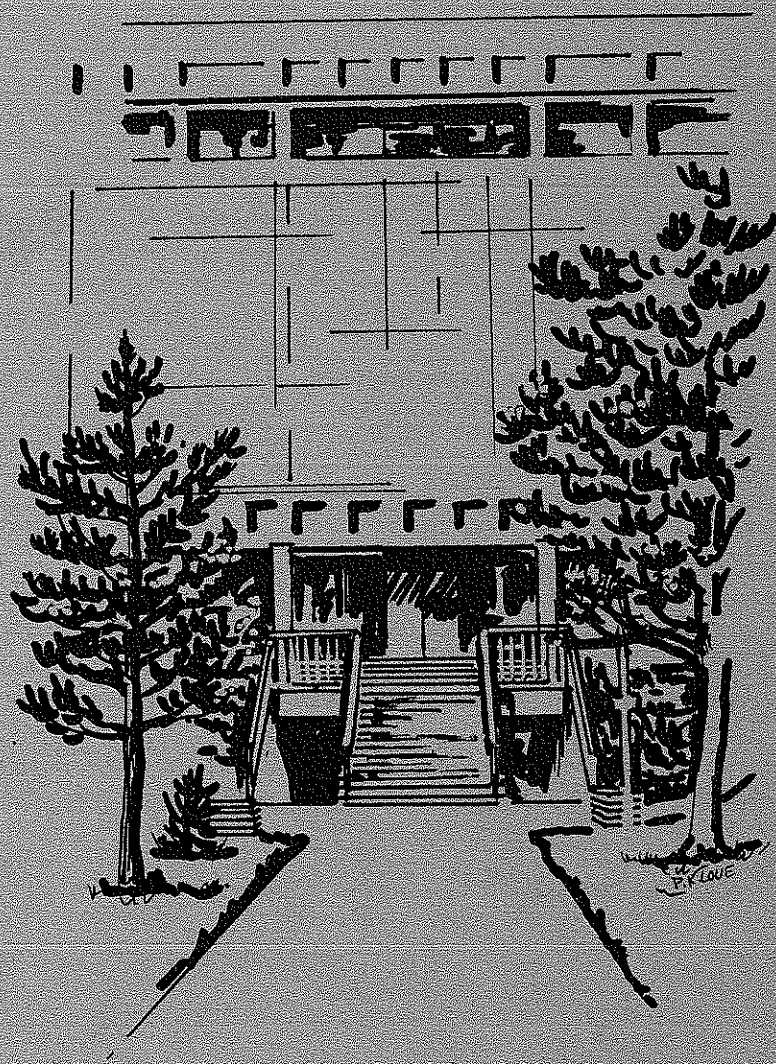
SOUTHWESTERN OREGON COMMUNITY COLLEGE



A Self-Study Report for Accreditation

April 1982

SOUTHWESTERN OREGON COMMUNITY COLLEGE

SELF-STUDY REPORT

1982

Submitted to

The Commission on Colleges

Northwest Association of Schools and Colleges

Southwestern Oregon Community College

Coos Bay, Oregon 97420

PREFACE

When Dr. John Rulifson, Dean of Instructional Services, asked me to chair the self-study for accreditation, my first thoughts were of those painfully long, hot self-study meetings in the small and cramped buildings at Camp Myrtlewood ten years previous, and I screamed, "NO!" After more discussion and my acceptance, we discussed our goals for the self-study. These goals and evaluations of the accomplishment of them follow:

Goal 1	To make it an easy task (that is, not a difficult task) of fact-finding and of introspective study of all parts of our College.
ACCOMPLISHED?	Yes, to a great extent, for the chairpersons were pleased and sometimes surprised at the cooperation and hard work of their committee members and others on campus. There were comments especially on Jim Love's helpfulness in policy and statistical matters.
Goal 2	To cause "across campus" interaction of various faculty, staff, administration, students, and Board.
ACCOMPLISHED?	Yes, for the Steering Committee carefully selected the committee members to reflect different segments of the College.
Goal 3	To put before all committees the concept of "What does the action (plan, decision, suggestion, change) deliver to students and the community?"
ACCOMPLISHED?	The concept was put before the committees, but I don't know to what extent it was used.
Goal 4	To assess where we are and project how to carry us on into the 1980's and into our third decade as an institution.
ACCOMPLISHED?	Yes, for those questions are the essence of the questions in the Accreditation Handbook. How we use what we have learned to up-date the Plan for Educational Services and Facilities of 1978 and move forward remains to be seen.
Goal 5	To allow each committee's personality to show in the report.
ACCOMPLISHED?	Yes, we hope; for the editorial committee was to help in systematic organization and arrangement of materials rather than in stylizing the content.

Goal 6 — To have documentation of the process.

ACCOMPLISHED? — Yes, for the Steering Committee created the organization of the self-study process and selected chairpersons and committee members. The chairpersons met with their committee members, organized them to study the areas concerned, provided basic materials to be used, called for revisions when necessary, and submitted their reports to the Steering Committee.

After two budget defeats and the faculty's reporting back before the next election, we were very skeptical about the process of self-study we had planned for those few days before classes started in fall of 1981.

With the good suggestions of Dr. James Bemis and Dr. Herb Kells we approached the last six months of the self-study (in the same committees of 1980-81) by spending one afternoon discussing the things we do best as an institution, with the assignment of turning in a list of the three most important items. The second morning we discussed the things a community college should do. Again, we asked for the three most important items to be turned in. The second afternoon we discussed what we could do better. The activity was positive; it got "across campus" people together; it was goal oriented. The compilation of the result of these three sessions went to the Board of Education and the Faculty Senate. The Senate accepted the task of follow-up on the major concern of the faculty members on the committees: self-development opportunities, that is staff development so that we can stay current and give the very best educational experiences possible to those who come to us.

The further proof of the process is this document.

Dortha McCarthy, Chairperson
Steering Committee

ACKNOWLEDGEMENT

Recognition should go to President Bookins and Dr. Rulifson for their direction in this project, to the committee chairpersons for their leadership, and to the Steering Committee for their diligent reading and rereading efforts. Typist Marilyn Sheets tackled a Herculean task. The editorial skills of Ann Hunt, Besse Guthrie, Phyllis Love, and Pat Alvey were especially helpful, as were Mrs. Alvey and her staff in the Instructional Materials Center where this document was printed.

To Phyllis Love goes special recognition for the drawings used on the cover and dividers and for the artistry she did on her light table, cutting and pasting our words together.

Recognition, too, should go to all the Board, administration, faculty members, staff, and students who helped with the study and saw the College complete its 20th year and begin in 1981-82 its third decade of existence. The various committee rosters are located on the dividers. The Steering Committee roster follows:

STEERING COMMITTEE
SELF-STUDY COMMITTEE

Dortha McCarthy, Chairperson . . . . . Director, Learning Resource Center
Barbara Brown . . . . . Board
Dianne Hall . . . . . Periodicals/Circulation, Learning Resource Center
Mark Hamlin . . . . . .ASG President
Chuck Hower . . . . . Physical Science Faculty
John Hunter . . . . . Dean of Student Services
Cecil Johnson . . . . . Student
John Rulifson . . . . . Dean of Instructional Services
Dick White . . . . . Director of Counseling
Tom Wiedeman . . . . . Industrial Mechanics Faculty

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I

Institutional Objectives



INSTITUTIONAL OBJECTIVES AND
STATEMENT OF PURPOSES
SELF-STUDY COMMITTEE

Ray Kelley, Chairperson . . . . . Chairman, Physical Science Division

Phill Anderson . . . . . English Faculty

Jack Brookins . . . . . President

Virginia Kuenster . . . . . Student

Dale Reeves . . . . . Industrial Mechanics Faculty

Gordon Ross . . . . . Board

Nancy Zapell . . . . . Business Faculty

David Smith . . . . . Foreign Language/Music Faculty

INSTITUTIONAL OBJECTIVES AND STATEMENT OF PURPOSES

A. *STANDARD*

Why does this institution exist? What does it expect to happen because it exists? Why should this institution exist in its present form rather than another?

All phases of a program of a postsecondary institution should grow out of clearly stated purposes, both long-range and short-term, and which are appropriate to education.

Since postsecondary institutions may appropriately perform a large and diverse group of activities, it is important that each institution clearly determine the central purposes to which it will commit its resources.

A clearly stated definition of purposes is to be published, distributed and widely available. The statement provides a guide and reference points for decisions about curriculum, instruction, faculty, organization, counseling and retention policies.

The statement of purposes should be reasonable for the type of institution seeking accreditation and should reflect the historical roots of the institution; it should be within the common conception of and appropriate to secondary education; it should be reasonably attainable with the present and projected means of the institution; and it should have been formulated by and should accurately reflect the thinking of the faculty, administration, and trustees of the institution.

The statement of purposes should be re-examined periodically with participation of students, faculty, administration and trustees. This re-examination should determine whether the statement is adequately understood by the faculty as a whole.

B. *DESCRIPTION*

Southwestern Oregon Community College serves a two-county district of 1997 square miles with an estimated population of 70,500 persons. It exists because a number of concerned citizens living here felt that the remoteness of southwestern Oregon from state and other institutions of higher education made it difficult, if not impossible in many cases, for local citizens to pursue education and training essential for self-reliant living. These people, with local support, presented a proposal to the state of Oregon which ultimately led to the creation of Southwestern Oregon Community College District.

The presence of the College on the south coast provides educational and cultural opportunities that would not be available otherwise. Two year transfer programs help both financially and educationally in the transition of students from high school to four-year institutions. Vocational training available here makes transition from high school to the local job

B. *DESCRIPTION (continued)*

market possible without the hardship of relocation. Other students use vocational training for upgrading current skills or starting new careers. Programs in adult education aid men and women in upgrading their abilities and developing new talents. As a center for cultural development, the College hosts and plans events that enrich life for those who live on the south coast from Newport to Brookings.

The general form of this institution is the consequence of group and individual action and interaction between the community and the College. We are a commuter college where many students travel long distrances to attend school. The College is continuously undergoing subtle (and at times radical) adjustments to meet the changing needs of the community. These changes manifest themselves not only in types or kinds of courses and programs offered but also in student population changes by numbers and interest. The latter changes generally accompany variations in the local economic situation. State and local funding levels create a conflict in our meeting community needs.

The statements of goals and/or philosophy are in both full- and part-time faculty handbooks and in the current catalog and are manifested indirectly through pamphlets on campus and by direct communication via local newspapers, radio stations, and television stations off campus. The statement of philosophy, adopted in 1974, was the culmination of efforts by the Instructional Council, Faculty Senate, the Administration, and Board. (See charts 1 and 2 in this section.)

C. *ANALYSIS AND APPRAISAL*

A survey conducted during this accreditation study asked faculty, staff, and administration personnel to respond to this statement:

> "Institutional goals have been developed with which each staff/faculty member is familiar and by which a faculty or division member can plan goals and objectives."

The composite results of 61 responses were:

Agree	42.6%
Undecided	24.6%
Disagree	32.8%

With over half the responses undecided or disagreeing, we have a need to examine our use of those goals and objectives and to be sure we do follow them as we do our planning. Too, many faculty, staff and, of course, students were not here when we last examined the goals.

There exists the possibility that the current inflationary economy and cutbacks in state support will have a strong impact on the extent to which we are able to maintain the past level of services. The statements of philosophy and goals are still relevant and they still represent what we are trying to do. Evidence of their relevance is documented in the community

C. *ANALYSIS AND APPRAISAL (continued)*

surveys and advisory committee reports and follow-up reports. The ensuing discussion presents these statements and a detailed analysis of each goal.

Goal Number One

...Need guidance and advice to assist them in establishing and achieving educational, vocational, and personal goals.

1. *Is your statement still relevant to your current program(s)?*

This statement is still relevant to our current programs. The College is still committed to providing comprehensive orientation, testing, counseling, advising and informational services to assist students needing help in the process of self-understanding, rational planning, and decision-making. The individuals who work at the College have an interest in and respect for students as people.

2. *How should it be revised, if at all?*

The goal does not need to be revised. We need to amend some sub-goals to assure that we are meeting the particular needs of specific target populations, such as re-entry women, students with physical disabilities, and workers who are suddenly unemployed due to mill closures or other sudden termination of employment.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

Student Services has not recently had the opportunity to increase full-time professional staff. To the extent that has been possible with specially-funded projects (e.g., Career Survey Project and "Emphasis on Sophomores": liaison with high schools) and temporary positions (counselor technicians from CETA public service employment: re-entry women, handicapped, career center, career seminars), we have attempted to supplement our rather limited permanent counseling staff.

Also, by adding courses, workshops, and special events ("Feeling Good" clinic, Stress Management course and workshops, workshops on career planning and job-search skills, Career Fairs and Seminars, programs for the elderly, newsletter and other activities for the deaf, etc.), the counseling staff has contributed to accomplishing the above goal as closely as possible.

The Developmental Education Committee has a strong recommendation that even more direction and advising would benefit students' educational goals. (See Developmental Education Committee report on file in accreditation meeting room as well as the departmental elsewhere in this document.)

C. *ANALYSIS AND APPRAISAL (continued)*

In addition, efforts are being made to structure and strengthen the faculty advising program through staff development and evaluation, even though released time for advising was stopped fall, 1981.

Finally, when decisions are made on personnel matters in the future, the achievement of this goal should be a major consideration.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

There is evidence that the goal is being achieved. Informal and follow-up contacts with students indicate a generally high level of satisfaction with advising and counseling services from those who seriously participated in the process. Attempts are made to obtain and disseminate current information on four-year college expectations, the employment picture, and other relevant data. (See Community Survey, Advisory Committee Reports, and Follow-up Reports in accreditation meeting room.)

Goal Number Two

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

1. *Is your statement still relevant to your current program(s)?*

Yes, for in a community remote from the educational and cultural opportunities of large metropolitan centers, the college is providing and supporting general educational and cultural experiences within this community.

2. *How should it be revised, if at all?*

There is no need for revision of this goal. It continues to be a statement of a valid need.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

The new and existing faculty are aware that this goal is a continuing one which demands the participation of faculty on a continuing basis, both as individuals and in group activity. The diversity of interests represented in the faculty is no chance happening. Faculty is hired with this goal in mind. Faculty participation in the noon lecture series specifically speaks to this issue.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

Support for this goal is evidenced in a wide range of examples, from the architectural and aesthetic setting of the campus itself to members

C. *ANALYSIS AND APPRAISAL (continued)*

of the faculty providing time and support to community undertakings. The college sponsors and often provides space for workshops, lectures, art exhibits, musical and theatre performances, and film showings. Within the community there are enthusiastic theatre groups which derive talent, experience, time, equipment and facilities from the College and its faculty. The same is true in music, for members of the faculty have performed in local schools and with local groups. The College has sponsored local performing groups. The Retired Senior Volunteer Program, a group whose activities range from the making and exhibiting of quilts to the widely acclaimed "Senior Follies," is sponsored by the College. The Rhubarb Film series is well established and attended as are the offerings of the Arts and Lectures Committee.

Goal Number Three

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

1. *Is your statement still relevant to your current program(s)?*

Occupational education is still one of our main endeavors with vocational education accounting for 38 percent of the 1979-80 college enrollment.

2. *How should it be revised, if at all?*

There is no apparent need for revision of this goal.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

New faculty are hired in direct relationship to this goal.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

Review of several documents establishes that this goal is being achieved. Student follow-up surveys accomplished in 1979 and 1980, the SWOCC 1981 Biennial Report, Section IV, students and enrollment, the 1981 SWOCC catalog, the number of students graduating in occupational education programs, and the number of active advisory committees attest to this fact. With unemployment high in this area, the College has provided many unemployed men and women with an opportunity to train or retrain in occupations which are more marketable. Our approach to programs is largely traditional. Some feel that more individualized experiences, especially in training with equipment, would provide more effective goal achievement, but budget restraints often provide a significant barrier to more individualization.

C. *ANALYSIS AND APPRAISAL (continued)*

Changes since the last accreditation report are in the nursing program increase, the criminal justice transfer program, fire science programs, fisheries programs, and major changes in business curriculum.

The rapid change of technology will result in challenges that may be difficult to meet in the future. The existing faculty have exhibited the ability to meet and solve problems in vocational education in the past, and they will continue to do so in the future. The Board and Administration must find methods for assisting faculty to keep proficient, to meet the challenge of change.

Goal Number Four

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

1. *Is your statement still relevant to your current program(s)?*

This statement is still relevant to our current programs.

2. *How should it be revised, if at all?*

No revision appears necessary.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

New faculty, in particular part-time faculty, provide the expertise and background needed.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

The College is demonstrating this goal by offering a number of courses and programs. Two year associate degree programs, as well as certificate, diploma, supplemental course, or open entry/open exit update programs, are offered in business, accounting, banking and finance, criminal justice, data processing, millwrights, fire science, forestry and apprenticeship training in many fields. See the broad range of programs which are described in the 1981-83 catalog and current class schedules. The College has responded in many ways to the specific needs of the community and will continue to do so in the future with the help of the advisory committees and the students' voting with their selection and requests for courses.

Goal Number Five

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

C. *ANALYSIS AND APPRAISAL (continued)*

1. *Is your statement still relevant to your current program(s)?*

Developmental education, a department within the English Division, offers specific courses in reading, study skills, spelling, math, and listening. This goal is recognized by all staff as essential for the ultimate success of a significant number of our students. This statement is still relevant.

2. *How should it be revised, if at all?*

There is no need for revision of this goal.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

Faculty are hired with this goal in mind, especially in math and English teaching.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

Services offered by the College in support of this goal are discussed in detail in the appropriate sections of this report. Among these are Reading, Writing Workshop, Math, Adult Basic Education, GED Prep, English as a Second Language, Adult High School Diploma Program, and Sign Language. These programs have gradually been consolidated under one head which has aided in their effectiveness. Financial problems often result in this goal being relegated to a lower priority. Nonetheless, the significant number of students inadequately prepared for regular college programs makes the pursuit of this goal mandatory. We still need a Coordinator of Developmental Education. (Also see Developmental Education Reports on file in the accreditation meeting room.)

Goal Number Six

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

1. *Is your statement still relevant to your current program(s)?*

This goal is still relevant and reflected strongly by offerings listed in the current catalog. In view of increased costs at four-year universities, limited funding at all levels of education and the increased enrollments at four-year institutions, we anticipate that local demands in this area will increase. Enrollments for 1980-81 reflect this trend.

2. *How should it be revised, if at all?*

There is no need for revision of this goal.

C. *ANALYSIS AND APPRAISAL (continued)*

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

Faculty are hired in direct relationship to this goal.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

As an accredited Oregon community college, the College exists for those students who, because of financial considerations, geography, or other reasons, choose not to attend school elsewhere. The two-year degree program offered by this school is comparable to that offered by other Oregon community colleges. Studies show that our graduates, continuing their education at four-year institutions within the state, do as well as students who have studied their first two years at those institutions.

The transferability of credits from this College to other institutions within the state is guaranteed by state law and by Oregon State Department of Education course approval. The Oregon State System of Higher Education/Community College Coordinating Committee meets quarterly to resolve any questions of transferability. The College has been represented on the committee for eight years. In addition, we hold annual meetings for exchanging information with many of the state institutions to which our students transfer.

Informally, individual faculty members and advisors meet with their counterparts throughout the state on an irregular basis to exchange information. Also, our students who have continued their educations at state institutions are visited by College representatives interested in identifying any problems.

The College provides a good lower division program of study for students seeking a four-year degree; however, we cannot offer the specialized course that might exist for sophomore level at the four-year school or the larger community college.

Goal Number Seven

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

1. *Is your statement still relevant to your current program(s)?*

The goal statement is still relevant to our current programs. This component has grown rapidly since the year 1971-72. The College has assessed these needs through local coordinators, committees in off-campus locations and other avenues. As a result, appropriate classes and series of classes have been provided to meet these needs.

C. *ANALYSIS AND APPRAISAL (continued)*

2. *How should it be revised, if at all?*

This goal does not require revision.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

Full-time faculty are used in this program and part-time faculty are hired as needed.

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

The availability of these services and the commitment to this goal is made known through bulletins, announcements in classes, news stories, television public service announcements, television programs, interviews, speaker bureaus, surveys, word of mouth from satisfied students, faculty, division chairmen, and other channels. The Director of Special Programs and the Coordinator of Community Education assess the requests, contact potential students, locate faculty teachers, and assist in class design. The divisions not only approve content of the classes and course outlines but also interview and select faculty. This goal currently accounts for about twenty percent of the FTE enrollment at the College.

This program is one most in jeopardy in time of financial crisis caused by over-realization of FTE or of inadequate finances. Many think it is most easily pared, as parts and pieces can be cut without damaging programs and degrees. Some staff view personal growth and development as "less essential" than vocational/technical or lower division collegiate programs. Too, this aspect of the College goals was the last component to reach maturity on campus.

Goal Number Eight

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

1. *Is your statement still relevant to your current program(s)?*

Our statement is eminently relevant to our current programs.

2. *How should it be revised, if at all?*

The statement should not be revised.

3. *Are new faculty hired with any direct relationship to this statement of purpose?*

The Dean of Instruction reports that, in the interviewing process, candidates for faculty positions are made aware of the expectations of the College that they will contribute to the welfare of the community.

C. *ANALYSIS AND APPRAISAL (continued)*

4. *Is there evidence that the purposes are/are not being achieved? Please provide sufficient detailed information as a basis for your answer.*

Our most important product is human resources - training local people to think, appreciate beauty, develop to their full potential and learn the skills to do the jobs that need to be done and provide leadership for the district. The welfare of the community is served best by the instructional program.

In addition, thousands of townspeople visit the campus each year to hear the popular noontime Contemporary Lecture Series, concerts, plays and other activities. Individual members of our faculty, staff and administration become involved in every facet of community life. For example, Dr. Ray Kelley, physics professor, is mayor of Bandon. Business Manager Harvey Crim and English professor Erik Muller serve on the Coos Bay and Eastside city councils. Dr. Nathan Douthit, divisional chairman and history instructor, heads the Marshfield Sun Association and has written a book on the history of the area. The South Coast Sinfonietta and the annual Haydn Festival are made possible by the College. Youthful dramatic talent is cultivated in the annual Performing Arts Festival. Two new regional festivals - one for jazz and one for multi-media shows - are in the offing. The new South Coast Tourism Association meets on the campus; six members of the College staff are charter members.

The Arts and Lectures Committee brings such speakers to the community as Jean Michel Cousteau (on undersea exploration) and Dr. Brian O'Leary (on colonization of space). In the past, before budget cuts of recent years, music, drama and dance troupes were brought to the area.

President Jack Brookins headed a fund-raising drive to bring public radio station KSOR programming to the district. Multi-media shows produced in the Audio/Visual Department provide ready made programs of entertainment for local service clubs and have been presented at conferences and conventions in other cities of the state.

The Arts and Lectures Committee recently embarked on an ambitious program with the Oregon Committee of the Humanities to bring a variety of productions to the six communities of the College district and to develop local talent to produce programs for presentation in Oregon communities outside our own district. (See detailed listings of community involvement in the Office of Community Services.)

The Board of Education on December 6, 1978, "reviewed and reaffirmed" the educational goals and philosophy.

Chart 1

SOUTHWESTERN OREGON COMMUNITY COLLEGE

PHILOSOPHY STATEMENT

Southwestern Oregon Community College has a responsibility to provide educational, cultural, and recreational opportunities for all the people who live within its district. It meets its responsibilities by cooperating with a variety of agencies, public and private, and by saying to its community, "This is your college and you are most welcome to enter. The college belongs to its community and the community to its college."

In order for education to begin, a student must have mastery of the basic skills of reading, writing, counting, and listening. Much of this work is done by other institutions, yet the responsibility to help all of our citizens to master these basic skills continues to rest with the college.

Southwestern Oregon Community College should provide for the maximum development in the individual of certain qualities which are good for the individual and societies. They are the ability to think, the ability to seek the welfare of others in addition to his own, and the ability to seek and appreciate beauty.

In order to think, a person must have a language and must begin to accumulate experiences, both personal and vicarious, which give a person something to think about. In order to seek the welfare of self and others, a person must become aware of responsibilities to self, family, community, and nation. Thus, one must actively engage in study and experiences which bring one into contact with others. Third, to seek and appreciate beauty, a person must be given a wide variety of experiences of sound, sight, and touch.

To develop, a person requires some privacy, some curiosity, and sufficient financial security to enable one to have the time to continue self-development. Thus, education which assists a person in earning a livelihood is a primary requisite to full development. During all of the educational experiences, a person needs both privacy and the warmth of encouragement of fellow human beings.

(Approved by the College President
September 24, 1974)

Chart 2

SOUTHWESTERN OREGON COMMUNITY COLLEGE

GOALS OF THE COLLEGE

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

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

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

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

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

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

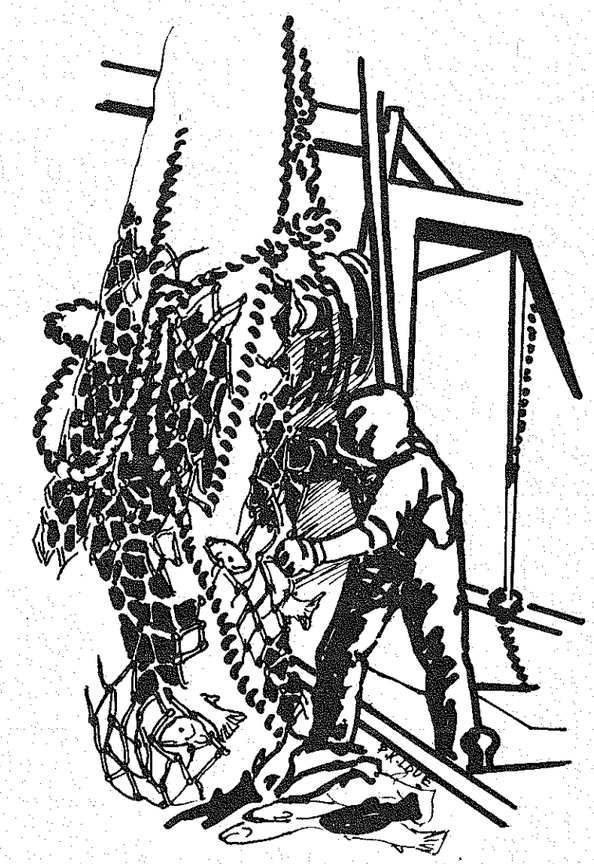
6. Wish to pursue lower division (freshman or sophomore level) courses or programs to allow them to transfer to four-year colleges and universities;

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

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

(Adopted by Board of Education
on December 14, 1964)

II
Finance



FINANCE
SELF-STUDY COMMITTEE

Lanny Leslie, Chairperson . . . . . Forestry Faculty

Charlie Bliss . . . . . Director of Finance

Don Burdg . . . . . Mathematics Faculty

Harvey Crim . . . . . Business Manager

Raylene Davies . . . . . Secretary, Office of Instruction

Russ Hall . . . . . Board

Bill Sharp . . . . . Economics/Business Faculty

Andy Toribio . . . . . Mathematics Faculty

FINANCE

DESCRIPTION

1. *Prepare a chart which reports sources of operating revenue according to HEGIS definitions for the past three fiscal years and estimate operating revenue for the fiscal year during which the institution will be evaluated.*

2. *Prepare a chart which reports operating expenses according to HEGIS definitions and estimates operating expenses for the fiscal years during which the institutions will be evaluated.*

3. *Prepare a chart by departments or designated instructional areas for the past three academic years, excluding summer sessions, which shows student-credit-hour costs...*

   These three requests are Charts 1, 2, and 3 in this section. A great effort has gone into this report to make the data elements comparable.

4. *Describe how the budget is prepared and approved and by whom.*

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

   While the preparation process is normally completed by the end of December, this year, because the legislature is in session and because of unsureness of the level of state support, the process has been delayed somewhat. We have included the timetable for the steps in budget preparation for the 1981-82 budget and a page with the rosters of the District Budget Committee and Board of Education to show the range of background and concern represented. (Charts 4 and 5)

DESCRIPTION (continued)

5. *Explain how expenditures are controlled within the institution.*

The purchase requisition is the standard tool used to provide the information necessary for expenditures control. Purchase requisitions for instructional expenditures are initiated in the divisions, approved by the division chairmen and then by the Dean of Instructional Services. Purchase requisitions from the various offices of college services are approved by the appropriate officers and channeled to the Office of Business Services. The Business Manager and Finance Director compare purchase requisitions with budgeted funds available. If a particular budget has been expended, the Business Manager will refuse approval of the requisition until the Deans or the President indicates the fund to which the expenditure will be charged. Division Chairmen are furnished with detailed monthly expense printouts indicating actual expenditures in comparison to the amounts budgeted. The President has flexibility in adjusting amounts between divisions and between offices. All equipment requisitions have the same procedures as the purchase requisitions. The President approves administrative travel; the Deans approve Instructional and Student Services travel requests. Out-of-state travel requests are recommended by the President to the Board of Education. Incidental instructional and departmental supplies do not require such authorization; they are picked up and signed for in the bookstore.

6. *Provide a summary of the latest audited financial statement and have available the latest complete audited financial report.*

An annual financial statement is prepared each year after the close of the fiscal year. This report is published and is available upon request to anyone who asks. (See in accreditation meeting room.)

The latest audit report covered the period beginning July 1, 1980, and ending June 30, 1981. This report was prepared by Scoville and Franklin, P.C., Certified Public Accountants, and was filed on December 1, 1981.

Copies of all reports are available in the Office of Business Services to anyone who asks. (See in accreditation meeting room.)

7. *Have available copies of the financial section of the HEGIS report for the past three years.*

These sections are available in the Office of Business Services. (See in accreditation meeting room.)

ANALYSIS AND APPRAISAL

1. *Study the system for budget preparation and approval. Indicate the strengths and weaknesses of the system.*

ANALYSIS AND APPRAISAL (continued)

Because the Oregon Revised Statutes and the Administrative Rules dictate the form of the budget and the necessity of open hearings and the final date (July 1 of any year) for approval, we see no reason to suggest changes. A weakness in recent years is the lack of information from the Oregon State Legislature on our funding, thus making it difficult to predict revenues. A strength of the process is the wide range of campus and community people involved. For budget committee members, see Chart 5 in this section.

2. *Evaluate the accounting system of the institution. What are the strengths and weaknesses of the system?*

The accounting system of this institution follows Oregon Local Budget Law as set forth in ORS chapters 294.305 to 294.520 (See on file in the Library and Office of Business Services.)

The auditor's evaluation indicates the institution's accounting system is functioning satisfactorily and internal controls are adequate. The latest audit report, covering the period beginning July 1, 1980, and ending June 30, 1981, shows three exceptions. These exceptions are breifly outlined in the auditor's comments within the audit report and tend toward minor technicalities of no substantive significance. (See in the Office of Business Services and the accreditation meeting room.)

A general strength of the system is that all community colleges operate under the same rules and regulations. We can and do make statewide comparisons.

A concern is that of too much flexibility in adjusting amounts between divisions or offices. Often faculty members and Division Chairpersons do not know how much money they do have.

Specific strengths of this institution's accounting system are the compliance with state law and the provision of financial reports to the Administration and Board as measurements of budget control and compliance.

The accounting system is partially computerized at this time including payroll and expense ledger functions; however, general ledger, cash receipts, accounts receivable, general journal, and fixed assets are maintained manually. Some staff think this combination lacks integration and results in delayed financial statements and generally precludes other cost studies due to time constraints.

Corrective measures include efforts currently underway to develop cash receipts, accounts receivable, and general ledger programs which will

ANALYSIS AND APPRAISAL (continued)

run on the district's computer system. These efforts are hampered by lack of funding and personnel; but when they are done, they should provide more timely and comprehensive financial reports.

3. *Evaluate the adequacy and stability of the sources of income in relation to the operating budget. What are the trends in primary sources of income? What changes are needed, if any, to improve and strengthen the position of the institution?*

The College's three main sources of income are:

a. Tax support from the College district;
b. Operating support from the state, based upon student enrollment;
c. Tuition and fees paid by the students.

Historically speaking, the above support has been 40 percent from the local district, 45 percent from the state and 15 percent from tuition and fees. In recent years, inflation has been eating into our ability to finance the growth of our student enrollment. Particularly this year and for the next two years, because of the general economic conditions within the state, the amount of state support is decreasing, leaving us with the option of reducing offerings or convincing the local taxpayers that it is imperative to increase the amount of local support. The Board has indicated that a target of 20 percent of our total cost should be borne by tuition and fees. Although we are increasing tuition each year, our costs have risen faster. We are still not up to that goal. For the last two years, the percentage of tuition and fees to total costs has been slightly under 13 percent.

While the College does have a tax base which may be levied without a vote of the taxpayers, this amount is significantly short of sufficient revenues to fund our current program level. We make every effort to gain voter approval of the additional amount necessary to fund our budget, but several budget elections are often required each year to obtain the funding we seek.

The thing we need most right now is stability in the level of state support. Once this has been done, then the Board would be in a position to go to the voters with a request for an increase in our tax base.

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

Capital assets, buildings and equipment, have a current replacement cost of 12 million dollars, and the current gross square footage is 164,000. An expansion of 43,000 square feet for the purpose of building a shops-labs facility has been funded at an estimated cost of 3.0 million dollars. The planned completion date for Phase II of this new facility is set for spring, 1982.

ANALYSIS AND APPRAISAL (continued)

We have a short-term loan program whose funds are disbursed through Southwestern Oregon Community College Foundation, Inc. This program is funded from loan payments, processing fees, community donations, savings interest, and 70 percent of the institution's receipts from the vending machines and food services. Also, a soft drink machine was donated by Automatic Sales and the Foundation receives all profits for the loan fund.

The loan fund maintains an average cash balance of approximately $43,000. We also have a time certificate of $5,000.

Loans are made on a short-term, 90 day repayment schedule. If a loan is not paid in full by the end of the term, a student will not be allowed to register the following term. A $10 processing fee is charged the borrower. This fee is reduced to $2.50 if the loan is repaid within 30 days of the day received.

The National Direct Student Loan Program is the only long-term loan program administered by Southwestern Oregon Community College. This program was originally funded from Federal contributions and a ten percent institutional match. It is now maintained from loan payments. We loan approximately $16,000 a year.

We have several small endowment funds. One is going to the loan fund and one is providing a scholarship each year to a graduating Myrtle Point senior.

5. *Analyze carefully the transfer in and transfer out of Quasi-Endowment Funds. Are funds being transferred out periodically in operation in order to balance operations?*

At this time the institution does not have any Quasi-Endowment Funds.

6. *Evaluate the trend during the past three years in Direct Instructional Expense and Indirect Instructional Expense and in relation to each other. Are any problems indicated? Has the institution established a working guideline in order to identify problems as they emerge?*

The past three years have been analyzed for percent of funding for direct and indirect instructional costs. The following is a result of the review:

Instructional Costs as a Percentage of Total Non-capital Expenditures

	77-78	78-79	79-80	80-81
Direct	67%	57%	63%	67%
Indirect	33%	43%	37%	33%

Direct instructional costs are the Instruction and Instructional Support portion of the budget.

ANALYSIS AND APPRAISAL (continued)

The Administration is committed to controlling the growth of administrative and support costs in order to provide Instructional Services with the maximum feasible funding level consistent with funds available and Board policy.

7. *Analyze the trend in direct instructional costs per student for the institution, per student credit hour for the institution and for instructional units. Are the productive ratios, especially student-teacher ratios, increasing, decreasing, or remaining constant?*

The trend of direct instructional cost per student, on a per credit hour basis, increased 8.30 percent from 1977-78 to 1978-79, and 8.52 percent from 1978-79 to 1979-80. The overall increase in this kind of cost was 17.52 percent from 1977-78 to 1979-80.

There are some wide swings within departmental groupings from year to year, mostly in the direction of increasing cost per credit hour. Rising costs and declining numbers of students contribute to the increase in this cost factor of the institution.

During the 1978-79 school year, the FTE Student to FTE Faculty ratio averaged 18.06 per term. This average increased to 18.52 for the 1979-80 school year, or 2.60 percent. Comparable figures for the 1977-78 year were not available.

8. *Carefully review the adequacy of financial planning to meet the projected needs of the institution. What improvements are needed, if any?*

The planning process at this institution includes three steps:

a. The development of an educational plan which is based on a community needs assessment, the community college statutes and the rules of the State Board of Education, and the philosophy and objectives of the college;

b. The development of a plan for personnel, equipment and facilities to implement the educational plan, which is also approved by local and state boards;

c. The development of a financial plan to obtain the resources necessary to implement the other two plans.

The three areas are inter-connected and culminate in annual and biennial budgets.

The plans are revised and updated according to the time frame set by the State Department of Education. The work includes projecting new educational programs and services, forecasting enrollment on an FTE

ANALYSIS AND APPRAISAL (continued)

basis, and projecting needs for facilities and equipment. (See on file in accreditation meeting room.)

The financial plan and budget are continually reviewed and evaluated. Because of fluctuations in enrollment and funds available from a variety of sources, modifications of the budget have been required. As much input as possible is sought in the development, administration, and evaluation of the budget and financial planning process.

9. *Analyze the long-term and short-term indebtedness of the institution. Is the level of indebtedness, if any, considered reasonable? If not, what measures are suggested to place the institution on a more secure financial basis?*

The institution has no indebtedness.

10. *If a proprietary institution, indicate the amount and percentage of income for the past three fiscal years distributed to stockholders. Estimate the amount for the fiscal year during which the institution will be evaluated. Evaluate the amount paid to stockholders, if any, in relation to the operating expense needs of the institution.*

Not applicable.

CHART 1

OPERATING REVENUE

SOURCE (HEGIS format)		1977/1978	1978/1979	1979/1980	1980/1981
Tuition and Fees		531,025	602,248	562,668	655,040
Government Appropriations					
Federal Total					
State		1,808,818	1,482,765	1,670,301	1,758,840
Local		1,319,289	1,696,663	2,125,767	1,826,778
Government Grants and Contracts					
Federal	Unrestricted				
	Restricted	277,800	233,658	223,888	627,900
State	Unrestricted				
	Restricted	129,919	74,215	107,547	224,600
Local	Unrestricted				
	Restricted	54,980	92,817	53,631	121,000
Private gifts, grants and contracts	Unrestricted				
	Restricted				
Endowment income	Unrestricted				
	Restricted				
Sales and Services of Educational Activities					
Sales and Services of Auxiliary Enterprises		153,107	163,720	177,483	211,950
Sales and Services of Hospitals					
Other Sources		139,571	196,825	204,333	295,000
Independent Operations					
TOTAL CURRENT FUNDS REVENUES		4,414,509	4,542,911	5,125,618	5,721,108

CHART 2

OPERATING EXPENSE

FUNCTION (HEGIS format)	1977/1978	1978/1979	1979/1980	1980/1981
Education and General				
Instruction	2,016,128	2,221,194	2,431,750	2,955,394
Research				
Public Service	7,033	6,008	4,079	5,000
Academic Support (incl. Libraries)	586,024	557,494	682,887	688,108
Student Services	219,824	241,639	324,661	381,368
Institutional Support	333,569	345,196	404,817	678,880
Operation and Maintenance of Plant	347,067	382,150	447,959	551,261
Scholarhips and Fellowships				
Awards from Unrestricted Funds	93,847	124,385	105,629	114,000
Awards from Restricted Funds	96,305	87,685	76,500	71,770
Educational and General Mandatory Transfers	3,699,797	3,965,751	4,478,282	5,445,781
Total Educational and General Expenditures and Mandatory Transfers	3,699,797	3,965,751	4,478,282	5,445,781
Auxiliary Enterprises (incl. Transfers)	194,103	210,040	245,735	271,950
Hospitals (incl. Transfers)				
Independent Operations (incl. Transfers)				
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS	3,893,900	4,175,791	4,724,017	5,717,731

SOUTHWESTERN OREGON COMMUNITY COLLEGE
DIRECT COSTS BY COLLEGE COST CENTERS

Cost Center	1977-78 FTE A	1977-78 Credit Hours Taught B	1977-78 Direct Costs C	1977-78 Direct Cost per Credit Hour (C÷B) D	1977-78 Direct Cost per FTE (C÷A) E	1978-79 FTE A	1978-79 Credit Hours Taught B	1978-79 Direct Costs C	1978-79 Direct Cost per Credit Hour (C÷B) D	1978-79 Direct Cost per FTE (C÷A) E	1979-80 FTE A	1979-80 Credit Hours Taught B	1979-80 Direct Costs C	1979-80 Direct Cost per Credit Hour (C÷B) D	1979-80 Direct Cost per FTE (C÷A) E
Fine Arts	45	2025	66,749	32.97	1483	40	1800	68,300	37.96	1708	48	2160	77,160	35.73	1608
Music	24	1080	55,976	51.83	2332	18	810	49,951	61.67	2775	25	1125	65,349	58.06	2614
Speech, Theatre, TV	23	1035	38,734	37.43	1684	17	765	34,600	45.23	2036	25	1125	47,100	41.87	1884
Photography	14	630	13,557	--	--	17	--	--	--	--	15	--	--	--	--
General to Arts (Foreign Languages)	16	720	43,045	34.52	1553	15	1440	52,135	36.20	1629	18	1485	59,513	40.08	1804
Computer Technology	19	855	53,979	63.14	2841	22	990	71,009	71.73	3228	19	855	78,120	91.37	4112
Secretarial	82	3690	94,464	25.60	1152	84	3780	93,128	24.64	1109	75	3375	80,977	24.00	1080
Forest Technology	54	2430	78,668	32.38	1457	47	2115	83,374	39.42	1774	42	1890	86,529	45.79	2061
General to Business	140	6300	107,271	17.03	766	138	6210	122,564	19.74	889	128	5760	172,376	29.93	1347
English	113	5085	192,641	37.89	1705	109	4905	215,474	43.93	1977	124	5580	214,548	38.45	1730
Biological Science	33	1485	66,405	44.72	2012	32	1440	63,604	44.22	1990	28	1260	68,270	54.19	2439
Chemistry	18	810	39,878	49.24	2215	15	675	38,409	56.91	2561	21	945	46,769	49.52	2228
Home Economics	27	1215	38,148	31.40	1413	33	1485	42,768	28.80	1296	27	1215	46,295	38.11	1715
Physical Education (Health/First Aid)	70	3150	115,113	36.55	1644	64	2880	136,004	47.23	2125	88	3960	150,360	37.97	1709
Nursing	44	1980	64,835	32.75	1474	40	1800	63,748	35.42	1594	44	1935	78,528	40.59	1827
General to Life Sciences (First Aid/EMT)	--	--	--	--	--	5	225	9,648	42.86	1929	12	540	25,895	47.96	2158
Apprenticeship	19	810	15,901	19.63	883	16	720	16,670	23.16	1042	17	765	17,255	22.57	1016
Electronics	20	900	27,951	31.06	1378	27	1215	30,641	25.22	1135	35	1575	37,648	23.91	1076
Mathematics	91	4095	108,516	26.50	1192	77	3465	109,460	31.59	1422	81	3780	123,455	32.61	1466
Auto Mechanics	36	1620	54,520	33.66	1514	34	1530	58,805	38.44	1730	34	1530	65,976	43.13	1941
Machine Tools	15	675	38,030	56.34	2535	16	720	28,589	39.71	1787	21	945	30,103	31.86	1434
Welding	30	1350	51,646	38.26	1722	37	1665	61,436	36.90	1661	29	1305	73,480	56.31	2534
Earth Science	9	405	20,870	51.55	2320	10	450	28,147	64.78	2015	8	360	23,019	64.94	2878
General to Physical Sciences (Physics, Engineering, Blueprint Reading, General Science, Woodshop)	25	1125	29,080	25.85	1163	33	1485	31,568	21.26	957	45	2025	41,691	20.59	927
Social Science	101	4505	127,988	28.41	1267	96	4320	151,937	35.17	1583	91	4230	128,301	30.34	1365
Public Service	51	2295	47,368	20.64	928	87	3915	61,615	15.74	708	91	4095	74,098	18.10	815
Developmental Ed. (Developmental)	36	1620	37,692	23.27	1047	28	1260	37,721	29.94	1346	35	1575	44,997	28.57	1286
Adult Basic Education (Alt Ed Tutorial) **	97	4365	72,235	16.55	745	106	4770	113,244	23.74	1069	138	3960	140,163	34.42	1787
Outreach Ashland	25	1125	17,358	15.43	694	25	1125	24,615	21.88	985	28	1260	27,500	21.81	983
Outreach Myrtle Point	17	765	17,609	23.02	1036	27	1215	23,438	19.29	868	29	1305	28,847	22.10	995
Outreach Reedsport	29	1305	25,465	19.52	878	43	1935	33,602	17.37	782	45	2025	57,300	28.63	1274
Outreach Powers	6	270	6,895	25.54	1149	9	405	10,037	24.79	1115	8	360	6,334	17.10	792
Outreach Coquille	25	1125	22,165	19.71	887	31	1395	31,312	22.59	1017	11	1980	49,211	24.86	1119
Outreach Cascade	13	585	11,404	19.51	878	10	450	10,934	24.31	1094	12	540	12,558	23.19	1047
TOTALS	1466	65,970	*1,792,164	29.16	1312	1408	63,360	*2,000,726	31.58	1421	1486	66,870	*2,289,996	34.27	1542

*Direct costs do not include new equipment

**AHSD added 1979-80

CHART 3

CHART 3A

SOUTHWESTERN OREGON COMMUNITY COLLEGE
DIRECT COSTS BY COLLEGE COST CENTERS

	1980-81				
Cost Center	FTE A	Credit Hours Taught B	Direct Costs C	Direct Cost per Credit Hour (C ÷ B) D	Direct Cost per FTE (C ÷ A) E
Fine Arts	69	3,105	84,749	27.29	1,228
Music	28	1,260	78,563	62.35	2,805
Speech, Theatre, TV	24	1,080	43,639	40.41	1,818
General Arts (Foreign Languages)	31	1,395	58,433	41.89	1,885
Computer Technology	25	1,125	79,430	70.60	3,177
Secretarial	85	3,825	112,882	29.51	1,328
Forest Technology	46	2,070	99,374	48.01	2,160
General Business	137	6,165	169,461	27.49	1,237
English	146	6,570	243,262	37.03	1,666
Biological Science	41	1,845	72,618	39.36	1,771
Chemistry	29	1,305	53,034	40.64	1,829
Home Economics	36	1,620	68,208	42.10	1,895
Physical Education (Health/First Aid)	99	4,455	146,414	32.87	1,478
Nursing	47	2,115	94,792	44.82	2,017
General to Life Sciences (First Aid/EMT)	7	315	16,985	53.92	2,426
Apprenticeship	15	675	18,502	27.41	1,233
Electronics	44	1,980	43,895	22.17	998
Mathematics	110	4,950	145,082	29.31	1,314
Auto Mechanics	50	2,250	90,247	40.11	1,806
Machine Tools	18	810	43,049	53.15	2,392
Welding	39	1,755	71,675	40.84	1,838
Earth Science	14	630	26,281	41.72	1,877
General to Physical Sciences (Physics, Engineering, Blueprint Reading, General Science, Woodshop)	32	1,440	38,718	26.89	1,210
Social Science	133	5,985	156,572	26.16	1,177
Public Service	60	2,700	88,566	32.80	1,476
Developmental Ed. (Dev. Reading)	30	1,350	50,984	37.77	1,699
Adult Basic Education (AHSD/Tutorial)**	110	4,950	131,630	26.59	1,197
Outreach Bandon	30	1,350	25,078	18.58	836
Outreach Myrtle Point	26	1,170	26,229	22.42	1,009
Outreach Reedsport	49	2,205	36,664	16.63	748
Outreach Powers	5	225	6,251	27.78	1,250
Outreach Coquille	49	2,205	37,280	16.91	761
Outreach Lakeside	18	810	11,936	14.74	663
TOTALS	1,682	75,690	2,470,483	32.64	1,469

*Direct costs do not include new equipment
**AHSD added 1979-80

CHART 4

BUDGET CALENDAR 1981-82

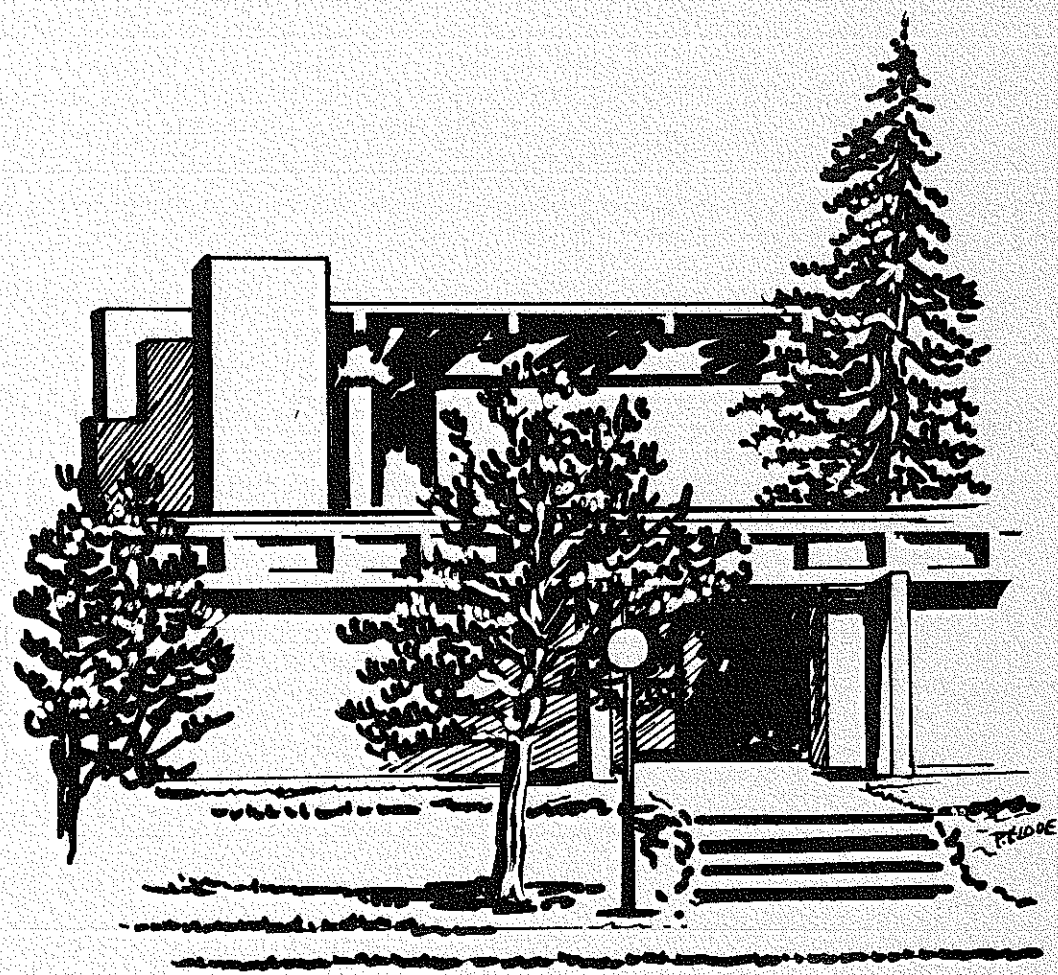
MARCH 2	Second meeting of District Budget Committee.
MARCH 9	Third meeting of District Budget Committee.
MARCH 16	Board of Education meeting. Board orders May 19 election of Board of Education members (Position No. 2 currently held by Barbara Brown; Position No. 7 currently held by Louis Lorenz).
MARCH 16	Board of Education receives budget document from District Budget Committee, authorizes levy election for May 19 and orders budget hearing on June 15, 1981.
MARCH 24	Deadline for notifying election officer of May 19th election of Board members--ORS 259.070; 259.080; 259.240; 259.260, all as amended 1979 (this notification is to be given a minimum of 55 days prior to the date of election).
APRIL 14	Deadline for Board of Education candidates to file certification of nomination (35 days prior to election).
APRIL 14	Deadline for notifying election officer of May 19th levy election. This notice shall contain a certificate stating date of election, ballot title, statement of purpose, brief description of each matter to be voted upon, and designation of newspaper for publishing notices--ORS 259.090, as amended 1979.
MAY 19	Election.
MAY 28	First publication of budget summary and notice of budget hearing on June 15.
JUNE 4	Second publication of budget summary and notice of budget hearing on June 15.
JUNE 15	Budget hearing.
JUNE 15	Board of Education meeting. Board approves budget, authorizes appropriations, and certifies levy to county assessors.

BUDGET COMMITTEE

SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT - Coos Bay, Oregon 97420

Board of Education	Occupation	Term Expires	Date of Original Appoint/Election:	Last Appoint. or Election
Barbara Lea Brown	Quilter, Homemaker	6/30/85	1974	1981
Chuck Brummel	Banker	6/30/83	1979	1979
Marcella Dailey	Rancher, Homemaker	6/30/85	1981	1981
Jon Dowers	Stock Broker	6/30/84	1980	1980
Sheldon Meyer	Counselor	6/30/84	1980	1980
Doug Mills	Banker	6/30/82	1981	1981
Gordon Ross	Farmer	6/30/82	1978	1978
Budget Committee				
La Verne Brodie	Homemaker	6/30/82	1979	1979
Ann Dotter	Homemaker	6/30/82	1974	1979
Leona Hoffman	Accountant	6/30/84	1980	1980
Chuck Reigard	Millwright	6/30/85	1981	1981
John Spring	Plumber	6/30/82	1977	1979
Bob Sund	Insurance Agent	6/30/84	1980	1980
Walt Woodward	Retired	6/30/85	1981	1981

III
Physical Plant



PHYSICAL PLANT AND
EQUIPMENT AND MATERIALS
SELF-STUDY COMMITTEE

Bob Cooper, Chairperson . . . . . Forestry Faculty

Joe Babcock . . . . . Industrial Mechanics Faculty

Rodger Barber . . . . . Industrial Mechanics Faculty

Howard Hall . . . . . Art Faculty

Louis Lorenz . . . . . Board

Don Neuharth . . . . . Superintendent, Buildings and Grounds

Jim Shumake . . . . . Biology Faculty

PHYSICAL PLANT, MATERIALS AND EQUIPMENT

A. *STANDARD*

The physical facilities, including buildings, materials, equipment and campus should be designed and maintained to serve the needs of the institution in relation to its stated purposes.

There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational program of the institution.

A master plan for campus development should be maintained. A topographical map should be part of this plan.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. These should be properly lighted and adequately equipped, heated and ventilated for their purposes and their uses.

Thorough space utilization studies should be made to determine actual needs before the addition of new facilities.

Classrooms, laboratories, and other facilities should be properly scheduled for maximum utilization.

Items of laboratory equipment, instructional facilities, furnishings, and expenditures therefore should be adequate to meet institutional needs.

Special programs requiring special facilities should not be offered unless the appropriate facilities are available.

Adequate landscaping should be utilized to divide the campus into attractive and useful areas. Satisfactory parking space should be available, and wherever practicable, traffic should be banned from pedestrian areas.

It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of a new building be consulted during the planning stages.

In the interest of economy and efficiency, the cost of maintenance and housekeeping should be evaluated and compared with the data and experience of other institutions.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, and library resources are known to be necessary for acceptable graduate programs.

B. DESCRIPTION

The college district serves Coos and western Douglas counties, an area of 1,997 square miles with a population of 70,550. The campus is on a 145-acre site bordering Empire Lakes in Coos Bay, near the city limits of North Bend. The Bay Area urban community includes Coos Bay, North Bend, Eastside and several unincorporated communities with a total population of 40,000.

During the early years of its existence, classes were held in surplus Navy facilities in North Bend and Coos Bay public schools. During the 1963-64 period, Randolph Hall (a classroom building) and Umpqua Hall (the industrial mechanics facility) were constructed on the Empire Lakes campus site. Sitkum, Coaledo, and Dellwood Halls followed soon after. All are named for historic post offices of the region.

During the fall of 1967, Prosper Hall was built for physical education activities. Tioga Hall was built in two stages, with the top three floors completed in 1969. Three temporary buildings provide space for nursing classes, large classes and theatre, speech, meetings, and machine shop facilities. Empire Annex, one-half mile from campus, is used for welding classes. A college-community center (Empire Hall) with a cafeteria, quiet study room, meeting rooms and student recreation room was opened early in 1980. Buildings for art, music, home economics, nursing and forestry are under construction and should be ready for occupancy in the spring of 1982. A machine shop and welding shop are also under construction. Bids will soon be let for the walkways and access to the newly-constructed facilities.

Outreach classes are offered in towns throughout the district: Bandon, Coquille, Myrtle Point, Reedsport, Powers, and Lakeside/Hauser. Curry County Education Service District contracts with the College for classes in Curry County population centers.

Noninstructional community services each year bring 15 to 20 thousand men, women, and children to the campus to attend lectures, athletic events, vocational education skills day, theatre productions, concerts, district-wide art shows, and other events. (See District Map and Campus Map, Charts 1 and 2 in this section.)

Master Plan:

A master plan was completed in 1962 by Dr. Wendell VanLoan, first President of the College. Planning has continued since that date as an ongoing activity. The Plan for Educational Services and Facilities June, 1978 is a detailed plan which was a study in which each instructional area and each administrative office analyzed needs and set priorities. The socio economic characteristics, manpower data, needs identification, student characteristics, and the college programs and services goals are shown. It is from this document that the Master Plan, 1978, and the Tioga Hall Remodel, 1981, have evolved. (See on file in the accreditation meeting room.)

The Master Plan, 1978, details the laboratory/shop complex currently under construction. Visual arts, music, home economics, forestry, nursing, machine tool, drafting, welding facilities will be greatly improved with the

B. DESCRIPTION (continued)

new construction. In addition to the Tioga Hall Remodel, future plans include a pedestrian/bikeway path system, expansion of physical education facilities, a maintenance building, new programs' building needs, handicapped access, and theatre. These are detailed in pages 28 to 40 in the Master Plan, 1978.

Institutional Equipment:

The audio-visual equipment is included in Section IV, Learning Resource Center under audio-visual inventory. The estimated value of science laboratory and other institutional equipment is shown in the value of equipment in each building in Chart 3.

1. *Supply a schedule of buildings listing year completed or acquired, initial cost, current insurance value of building, equipment, supplies, and inventory.* (See chart 3 of this section.)

   Supply a schedule of usable square footage in each building. (See Chart 4 of this section.)

C. ANALYSIS AND APPRAISAL:

The current approved Master Plan, 1978 and the Tioga Hall Remodel, 1981, are under discussion at the present time. As completion of Phases One and Two of the construction project approaches, the staff wants to re-evaluate the plans for Phase Three and the Tioga Hall Remodel. There is campus-wide concern about completing the construction and remodeling as it is now planned. Specific questions are the following:

do we need more space?
should the library go to Tioga fourth and fifth floors?
should all counseling services be in Dellwood, Sitkum, or Empire Hall?
should Audio-Visual get more square footage for storage, for graphic services?
should the Business Manager be physically close to the Student Services' offices or the President's office?
what would benefit students the most?
do we need a faculty office building?
can there ever be "good" air in Tioga?
if we don't build now, will we ever get approval again?

These questions must be addressed and were planned as our 1981 fall and winter activities. However, two budget defeats and the faculty reporting back before the third election was held have postponed this activity. Additionally, the state budget problems, the unemployment in the wood products industry and the fishing industry, and a predicted 22 percent uncollected local taxes have impacted us greatly. Staff energy has been used to plan the least harm to our instructional program, the least harm for our students.

C. *ANALYSIS AND APPRAISAL (continued)*

The questions on construction and remodeling will need to be resolved during spring and summer 1982, with planned full-campus participation. Those activities will be coordinated by the Administrative Assistant to the President.

Landscaping:

Landscaping is adequate, attractive, and functional. The 1978 Landscape Development Plan and Guidelines has been adopted by the College and is being implemented. (See on file in the accreditation meeting room.) Criticism of the landscaping led to a study which provides, in general, for a more naturalistic and informal approach to the integration of the architecture to the site and the coastal environment. Informal plantings and groupings are stressed with emphasis on local plants and trees.

The committee finds much discontent about the entry to the campus. Signs are inadequate. The narrowing of the highway at the east entrance creates traffic hazards. The three-lane traffic at the west entrance is confusing. Some cars going west and wanting to turn left at LaClair Street pull into the middle lane in front of the college access road. The east bound cars then cannot use the middle lane to turn left onto the college access road. The committee has been waiting twenty years for changes in the entrance to the college.

The vegetation so close to the highway and to the access road obstructs good vision and conceals the existence of something of interest down that narrow access road. If nothing can be done with the highway department, perhaps the visual impact of the entrance to the campus could be solved. The removal of some vegetation would help.

The three large parking circles presently in use are satisfactory and functional for the present and near future. Some minimal new parking is planned adjacent to the new lab-shops construction site with an access road running east to join the southeast entrance road. The pedestrian traffic from parking lot number three may cause problems as the laboratory-shops complex is completed and occupied. More use of that lot may cause pedestrians to have problems as they try to cross the north road going to the new buildings.

Lighting and a sidewalk between the college-community center and parking lot two (west and north of Tioga Hall) have been seen as a need.

Access by pedestrians and bicycles has long been an identified need. Paths are planned to run adjacent to the southeast entry road to the south drive and on to parking lot number one. No timeline has been established for their completion.

Summary:

Generally, the buildings serve very well the needs of students and staff. In our fall 1981 survey of Things We Do Well, the physical plant,

C. *ANALYSIS AND APPRAISAL (continued)*

especially grounds and new landscaping, was seen as a definite asset. Maintenance was rated as high. Some committees reported comments of new students or visitors who thought the buildings must all be new within the current year, for cleanliness and good repair seemed to indicate the newness. All committees reported a positive attitude toward the Board of Education and the Administration for the investment that has been made.

The staff moving into the new laboratory-shops complex are very pleased with the planned facilities; however, physical education and the Tioga Hall staff voice dissatisfaction because of lack of space or quality of space. Staff of Tioga Hall and Dellwood Hall complain of the heating/cooling systems. Counseling staff express problems with accessibility to their services, especially for new students. All want windows to the beautiful out-of-doors, windows which can be opened or closed for air control.

The proposed campus-wide study on facilities during spring and summer, 1982, should be able to address these issues.

Utilization:

Special efforts to assure maximum utilization has not been a major concern, for we are 103 percent of the state goal for class/labs and 97 percent for all stations occupied. Classroom utilization is 87 percent scheduled and 81 percent all stations occupied, based on the state goals. (See charts 4B and 4C in this section.)

Maintenance:

The maintenance department as has been indicated above has been given a very high rating by all committees. One reason for that success is that there is little turnover. The communication between administrators of the department and the rest of the College is good. The Board of Education's financial support provides ample staff and supplies for a good job to be done. Especially noteworthy is the additional staff in the summer to do thorough cleaning and painting.

The personnel are the following:

- Superintendent of Buildings and Grounds: Responsible for maintenance of vehicles, buildings and grounds, campus security, and reports to the Business Manager.
- Assistant Superintendent of Buildings and Grounds: Assists the Superintendent.
- Night Security Supervisor: Responsible for custodial staff and security staff during swing shift hours.
- Grounds Keeper: Responsible for grounds and winter-time maintenance helper.
- Carpenter: Part-time, hourly person, used as needed.

C. *ANALYSIS AND APPRAISAL (continued)*

- Custodian (seven positions): Responsible for general housekeeping and security.

- Security: (one full-time and one FTE part-time): Responsible for security during the graveyard shift and weekends.

- Students (one to two FTE work study students): Responsible for security, office work, custodial, or grounds. In the summer we use as many as six full-time students.

- Proposed for 1982-83: One full-time custodian for the new laboratory-shops complex.

We may have personnel needs for a full-time person responsible for carpentry, electrical, plumbing, and general maintenance. At the present these concerns are handled by the Superintendent or by using off-campus labor. We should further study this need and how we are handling it.

We have a need for more vehicle maintenance. We have no garage to do simple maintenance. Conflicts with the auto shop teaching staff arise when maintenance staff need space in the auto shop. The money being paid to down-town garages is significant. We must study alternatives to our present system.

Even with good reports from faculty, administration, and students, some custodial staff complain of inadequate supplies and equipment to do their jobs properly. Others express concern with lack of communication with their supervisors.

The administration section of this reports on maintenance attitude.

Equipment:

The English Division reports a need for more classrooms with tables and chairs instead of just the arm-desks, for access to electric typewriters, and for office space for part-time faculty.

The Business Division needs a large computer display unit for classroom use, as well as the equipment and facilities to keep up with training equipment in use now. The maintenance of equipment is quite good.

The Arts, the Physical Sciences, and Home Economics areas report no needs since new facilities will soon be available.

The Social Sciences report no great need, but do note that the library book and periodical acquisitions and film rentals must be maintained at a level to adequately provide current materials for their areas.

C. *ANALYSIS AND APPRAISAL (continued)*

The Life Science Division reports very inadequate locker space and not enough training equipment for physical education classes. Both chemistry and biology instructors complain of antiquated equipment. Too, the biology laboratory serves too many different biological sciences so that there is a problem of set-ups, storage, etc.

The Nursing department reports that per capita grants have helped supplement its equipment and supplies needs.

The oak furniture in Tioga needs attention, for the preventive maintenance has not been done the last few summers.

We need a quick-safe way of opening elevator doors in Tioga in case of an emergency. The keys are continually stolen so that now the only one is kept in the elevator room, locked away and hard to find.

The Audio-Visual office is discussed with the Learning Resource Center.

CHART 1

Southwestern Oregon Community College District

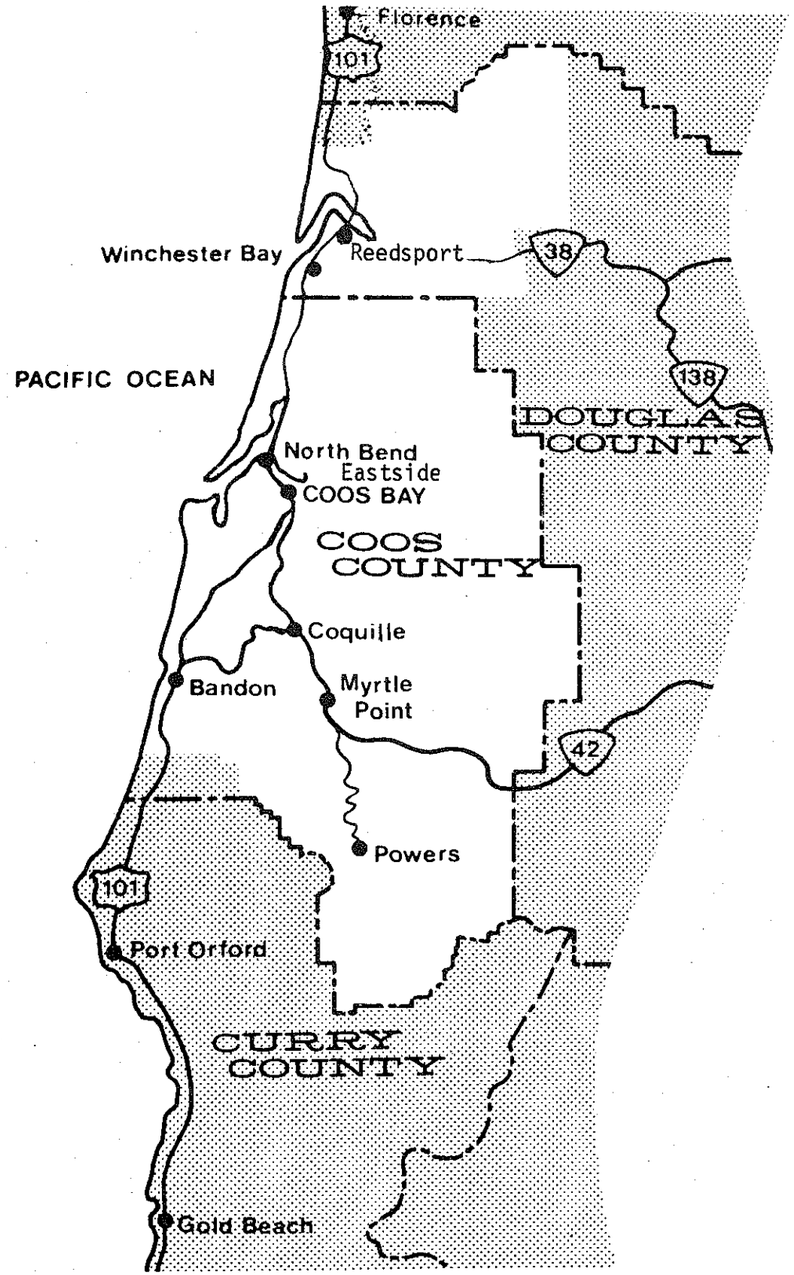


CHART 2

Campus Map

A Empire Hall — College/Community Center
food service
game room
lounge and study space
student government and activities
student publications
Community Services office

B-1 nursing

B-2 College Playhouse

B-3 machine shop

C Coaledo Hall
music
science

D Dellwood Hall
administration
admissions
business office
Dean of Instruction office
Dean of Students office
employment
financial aid
information
personnel
President's office

E labs and classrooms under construction

F firetower

G softball field

K maintenance

L tennis courts

M playing field

N parking lots

O photography lab

P Prosper Hall
gymnasium
physical education

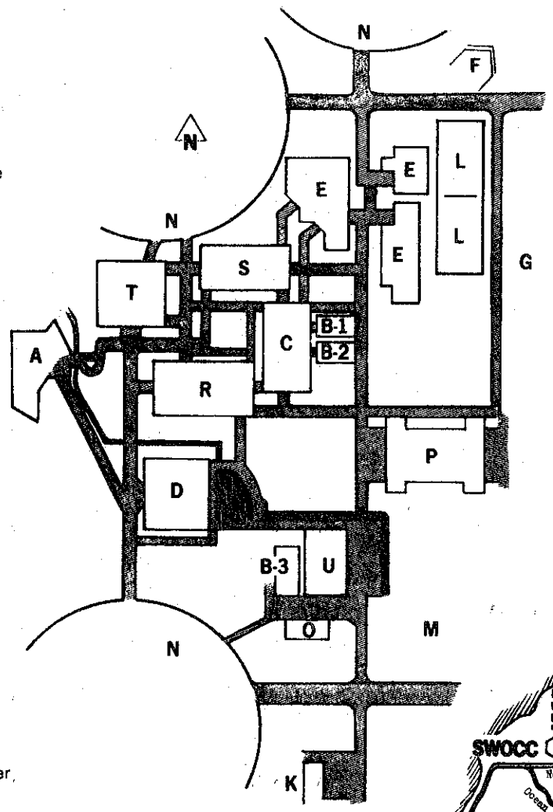
R Randolph Hall
business classes
electronics
data processing

S Sitkum Hall
English
foreign languages
history
philosophy
social sciences

T Tioga Hall
Learning Resource Center
adult basic education
art
audiovisual center
book store
counseling
drafting
home economics
instructional materials
library
listening-viewing center
nurse's office
study center

U Umpqua Hall
automotive
industrial mechanics
small engine repair

Empire Annex (not shown)
820 Newmark
welding
refrigeration



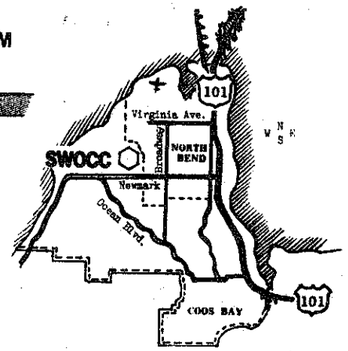


CHART 3

FACILITIES

Insurance Values - Buildings & Equipment
6-30-81

Facility	Year Completed	Initial Cost	Building	Equipment	Supplies	Inventory	Total
RANDOLPH HALL	64-65	170,900	880,243	258,783	9,000		1,148,026
UMPQUA HALL	64-65	146,744	632,057	177,443	6,600		816,100
VAULT	64-65	5,950	19,897	0	0		19,897
DELLWOOD HALL	65-66	159,400	648,583	81,388	5,000		734,971
COALEDO	65-66	160,000	945,910	109,016	16,500		1,071,426
SITKUM	65-66	166,500	760,363	14,171	800		775,334
MAINTENANCE	65-66	13,524	79,740	69,763	8,250		157,753
TIOGA							
1st 2 Floors	66-67	440,335	4,928,973	830,389	27,500	75,515	5,862,377
Top 3 Floors	68-69	811,639					
PROSPER HALL	66-67	502,340	2,163,324	63,447	15,000		2,241,771
TENNIS COURTS	70-71	58,433	0	0	0		
EMPIRE ANNEX [1]	75-76	155,456	263,381	99,639	2,750		365,770
B-1 NURSING	74-75		52,667	28,664	800		82,131
B-2 CLASSROOM	74-75	106,939	46,623	1,466			48,089
B-3 METAL SHOP	74-75		90,188	103,365	1,400		194,953
EMPIRE HALL	79-80	1,263,168	1,443,726	62,715	500		1,506,941
PHOTOGRAPHY LAB	77-78	35,604	50,844	4,953	900		56,697
GUARD HOUSE	65-66	2,500	6,154	0	0		6,154
FIRE TRAINING TOWER [2]	80-81	63,340	50,000	0	0		50,000
LAB/SHOPS [2]	81-82	835,736	1,657,000	0	0		1,657,000
		5,098,508	14,719,673	1,905,202	95,000	75,515	16,795,390

1 purchased as off-campus facility
2 under construction

SOUTHWESTERN OREGON COM. COL.
INSTITUTION SUMMARY BY BUILDING

6/30/81
REPORT NO. SP445-01

BUILDING SPACE INVENTORY
OREGON COMMUNITY COLLEGES

INST		BUILDING NAME	GROSS AREA	USABLE AREA		NONASSIGNED AREA		NET ASSIGNED AREA	
59	1 T	Annex	5,000	4,709	94.2%	886	17.7%	3,823	76.5%
	7 T	B-1	1,800	1,782	99.0%	204	11.3%	1,578	87.7%
	8 T	Theatre	1,800	1,735	96.4%	128	7.1%	1,607	89.3%
	9 T	B-3	3,200	3,140	98.1%	384	12.0%	2,756	86.1%
	10 T	Photo Lab	720	662	91.9%	175	24.3%	487	67.6%
	12	Coaledo Hall	11,789	11,251	95.4%	4,299	36.5%	6,952	59.0%
	44	Dellwood	9,310	8,570	92.1%	2,873	30.9%	5,697	61.2%
	45	Empire Hall	17,006	15,609	91.8%	6,475	38.1%	9,134	53.7%
	46 T	Maintenance Bldg.	4,712	4,348	92.3%	586	12.4%	3,762	79.8%
	78	Prosper Hall	25,835	24,326	94.2%	6,675	25.8%	17,651	68.3%
	84	Randolph Hall	12,836	12,545	97.7%	4,229	32.9%	8,316	64.8%
	93	Sitkum Hall	10,131	9,472	93.5%	2,546	25.1%	6,926	68.4%
	96 0	Tioga Hall	54,002	50,066	92.7%	20,466	37.9%	29,600	54.8%
	99	Umpqua	11,410	10,710	93.9%	1,416	12.4%	9,294	81.5%
Total Southwestern Oregon Com. Col.			169,551	158,925	93.7%	51,342	30.3%	107,583	63.5%

CHART 4B

SOUTHWESTERN OREGON COMMUNITY COLLEGE
SPACE UTILIZATION REPORT
1979-80
CLASSROOMS

Building	Room No.	# of Student Stations	Number of Hours per Week the Space is Scheduled	Percent of State Goal (33 hours)	Number of Hours per Week All Stations Are Occupied	Percent of State Goal (20 hours)
Annex	2	15	16	48	12	60
Coaledo	3	60	38	115	17	85
Dellwood	21	20	26	78	19	95
Maintenance	--	18	9	27	6	30
Randolph	1	30	30	90	17	87
Sitkum	1	40	39	118	24	122
Sitkum	3	20	28	84	22	110
Sitkum	5	30	39	118	19	95
Sitkum	6	30	34	103	20	100
Sitkum	7	30	35	106	21	106
Sitkum	8	30	27	81	17	84
Sitkum	9	30	36	109	24	120
Sitkum	10	30	38	115	22	112
Sitkum	11	30	32	96	17	85
Sitkum	12	30	31	93	16	81
Sitkum	13	45	36	109	24	121
Tioga	513	25	21	63	11	55
Umpqua	1	16	18	54	14	70
Umpqua	204	20	7	21	5	25
B-2	--	85	34	103	3	15

Average Number of Hours per Week All Classrooms are Scheduled: 28.7
Average Number of Hours per Week All Stations are Occupied: 16.2

Percent of State Goal: 87%
Percent of State Goal: 81%

SOUTHWESTERN OREGON COMMUNITY COLLEGE
SPACE UTILIZATION REPORT
1979-80
CLASS/LABS

Building	Room No.	# of Student Stations	Number of Hours per Week the Space is Scheduled	Percent of State Goal (24 hours)	Number of Hours per Week All Stations Are Occupied	Percent of State Goal (16 hours)
Annex	8	40	39	162	12	75
B-1	--	30	40	166	18	112
B-3	--	15	28	117	23	143
Coaledo	2	20	18	75	10	62
Coaledo	6	24	21	87	15	93
Coaledo	7	24	35	145	15	93
Coaledo	10	24	32	133	20	125
Randolph	2	24	35	145	28	175
Randolph	4	30	24	100	20	124
Randolph	6	24	9	37	5	31
Randolph	7	15	39	162	34	212
Randolph	12	12	4	16	2	12
Sitkum	4	10	3	12	3	18
Tioga	413	40	43	179	28	175
Tioga	417	15	43	179	10	62
Tioga	501	25	18	75	8	50
Tioga	502	15	6	25	7	43
Tioga	503	25	28	116	19	118
Tioga	504	24	13	54	9	56
Tioga	504A	15	12	50	9	56
Tioga	506	24	30	125	15	93
Umpqua	3	15	36	150	21	131
Umpqua	206	17	10	41	6	37

Average Number of Hours per Week All Class/Labs are Scheduled: 24.6
Average Number of Hours per Week All Stations are Occupied: 15.5

Percent of State Goal: 103%
Percent of State Goal: 97%

CHART 4C

IV
Library



LIBRARY (LRC)
SELF-STUDY COMMITTEE

Dori McArthur, Chairperson . . . . . Nursing Faculty

Irma Barth . . . . . Manager, Bookstore

Larry Fenili . . . . . Coordinator, Public Services

Hugh Hoyt . . . . . Social Science Faculty

Bill Kraus . . . . . Mathematics Faculty

Louis Lorenz . . . . . Board

John Noland . . . . . English Faculty

Terry Weaver . . . . . Media Specialist

LEARNING RESOURCE CENTER

The Learning Resource Center is the Library, Audio-Visual Center, and the Instructional Materials Center. In addition to the Library Handbook, services of these areas are made known to faculty through the Faculty Handbook and the Part-time Faculty Handbook. (See on file in the accreditation meeting room.) A Library Handbook providing maps and basic library information is available in the library free to any student or community patron.

Instruction given to students regarding library use is on an individual basis by library staff and by individual faculty members, utilizing library tours and/or class instruction. The English department provides the most depth, particularly in composition and communication classes, which involves tours intended to promote varied library usage as well as visits by the library staff to the classes.

The Audio-Visual Department gained professional status in 1971 when a Media Specialist was hired by the College. A full-time secretary was also hired in 1971. An efficient scheduling system was enacted by the Media Specialist which gave the faculty an improved equipment delivery and operation service. Also completed at this point was the remodeling of a storage closet into a full-color and black-and-white capable photographic darkroom. Slide duplication and copy and tape duplication services were begun.

Video production was minimal in the last ten years except for a five-year period in the middle 1970's when the College offered a series of television production courses in which students produced programs to be transmitted on the local cable system. This program was phased out as student interest waned and equipment obselescence caused increased technical problems.

Video production capabilities now are limited because of a lack of a color camera and color editing equipment.

A part-time graphic artist was hired in 1975. She was able to improve the quality of visual instructional materials as well as do some of the photographic jobs. The position is no longer part-time in terms of job responsibility or hours of employment. The skills of the position are used by the Office of Community Services, the Learning Resource Center, and various administrative offices. Serious consideration should be given to making the position a full-time one in order to be consistent in our personnel practice.

The job classification of Audio-Visual secretary was changed to Media Assistant in 1979 because of the need for multi-media program production.

The Audio-Visual Center suffers from lack of space which causes some inefficiency in services. A great deal of time is used in moving equipment to and from various locations as well as keeping it out of the way in the Audio-Visual office. A film preview room, larger graphics production space, an audio recording room, and more storage space in the office would be beneficial.

Future trends for the Audio-Visual department to be aware of and involved in will be increased needs for color video production, instruction through telecommunication technology, and microcomputers in instruction.

Audio-Visual Services are the following:

Scheduling of equipment for campus use
Set up of equipment
Ordering of films
Audio production
Video production
Photographic services: Color and black and white shooting, black and white printing, slide copy
Graphic arts services: Signs, overhead transparencies, instructional packages, photography, brochures, class schedule and catalog layout, charts, diagrams, flyers, displays.
Multi-media production and showing
Consulting services for media information and production

Audio-Visual equipment includes the following:

(1) High Speed Cassette Duplicator
(80) Cassette Recorder/Players
(5) Cassette Recorders with sync capability
(1) Stereo Cassette Recorder/Player
(2) Super-8mm projectors
(6) Filmstrip projectors
(1) Filmstrip/Cassette Combination
(2) Opaque projectors
(30) Overhead projectors
(2) Portable PA
(30) Record players
(8) Portable screens
(23) Slide projectors
(1) Audio Viewer
(4) Tape recorders
(2) Stereo tape recorders
(10) 16mm Projectors
(1) TV Portapak (½" reel-to-reel b/w)
(2) 3/4" Video cassette recorders
(1) 3/4" Video cassette player
(1) 1/2" Video cassette recorder/player (VHS)
(4) Color video receivers
(3) b/w portable video monitors
(2) b/w 23" video receivers
(4) Multi-media dissolvers
(1) Multi-media programmer
(2) 35mm cameras
(2) Super 8 cameras
(1) Photographic darkroom
television studio equipment, black and white

Instructional Materials Center

The Instructional Materials Center was put into operation on campus in the fall of 1969. Its function has been to provide fast and accurate service in the area of printing materials, preparing handouts for classroom use, making transparencies, booklets, posters and brochures. The staff consists of one full-time technician who has been employed since the Center opened and a part-time typist, plus the addition of student help each term.

The Center turns out printed material using a high-speed automated Multilith offset press used in conjunction with a Bruning photocopier with three reduction modes. The speed of this equipment shortens the time between instructor request and finished product. The product turned out has a quality professional appearance and can, in turn, be spiral bound, stapled, three-hole punched or padded.

Instructional Materials equipment include the following:

Bruning Electrostatic copier
Challenge Electric Paper Drill
Challenge Power Paper Cutter
2 General Binding Laminators, 12" and 18"
General Binding Binder and Punch
Lectrojob Office Jogger
Multilith Offset Press Model 2850
Victor Automatic Calculator
Pitney-Bowes Folding Machine
Planax Binding System
3M Thermofax Copier
Thomas Collator (20 bins)
Varigraph
Varityper Headliner with 25 typemaster discs
2 IBM Selectric typewriters

The report that you have in your hands today has been printed by the IMC on the equipment listed above. The Center also laminates all the book jackets processed by the library staff. Students tour the facility and are given demonstrations as part of various Business Division courses.

School Year Statistics
September 1980 - June 1981

Masters	Sheets of Paper	No. of Impressions
15,206	1,154,013	1,398,255

Spiral Binders	502
Cover stock	8,471 sheets
Index stock	10,161 sheets
Headliner	162 feet
Laminating film	1940 feet
Labels	38 sheets
Letterhead	11,877 sheets
NCR paper	8,750 sheets
Transparencies	647 sheets
Certificates	125 sheets

No new equipment has been added because of budget reductions, but if additions should be made in the future, two pieces of equipment should be considered. A composing typewriter with a justifying right hand margin and a NuArc type camera would give the College community improved services.

ANALYSIS AND APPRAISAL

1. The Library last did a comparison of holdings for the 1972 Accreditation Report using Choice Opening Day Collection, 1st Edition, and Books for Junior College Libraries, 1969. From that point on, a survey of the collection has occurred with specific campus programs, e.g., nursing, electronics. The integrity of the collection in the last years has been based on specific requests from the faculty and the library staff.

2. The training, experience, and performance of the professional and non-professional staff in the Learning Resource Center is very satisfactory.

Director of Learning Resource Center - Dortha McCarthy

Academic Background: B.A. English, West Texas State University; M.L., University of Washington.
Special Library Training: University of Nevada, summer school 1959; Central Washington State College, summer school 1963; U.S. Office of Education Fellowship, University of Washington School of Librarianship, 1966-67; participant, Library Institute, "Libraries and the Unreached".
Experience: Teacher of English in Texas, Utah, Nevada, Washington 8 years; Librarian, Everett Community College 2 years; Director of Learning Resource Center, Southwestern Oregon Community College 12 years.
Position Summary: The Director of the Learning Resource Center is the principal administrative officer of the Learning Resource Center; gives general administrative direction, coordination and leadership to all personnel; is responsible for planning, directing and evaluating all functions and activities of the Learning Resource Center.

Readers' Services Librarian - Kirk Jones

Academic Background: A.A., Broome Community College, Binghamton, New York; B.A. History, University of Washington; M.L., University of Washington.
Special Library Training: Post-graduate work in Librarianship at the University of Oregon, Summer quarters 1973 and 1978.
Experience: U.S. Army 4½ years; Librarian, Southwestern Oregon Community College 11 years.
Position Summary: Supervises circulation activities, student employees and interlibrary loan; assists faculty with bibliographies; provides instruction in library use; and provides reference service.

Readers' Services Librarian (Part-time) - Roberta Day

Academic Background: B.S. Business, Oregon State University; M.L.S., University of Oregon.
Experience: Librarian, Coos Bay Public Library 2 years; part-time Librarian, Southwestern Oregon Community College 12 years.
Position Summary: Provides reference service; maintains the card catalogs.

Readers' Services Librarian (Part-time) - Yvonne Sligh

Academic Background: B.A. English/Biology, Barry College, Miami, Florida. M.L.S., University of Washington.
Experience: Reference Librarian, California State University, Chico 2 years; Director, Medical Library of Samuel Merritt Hospital, Oakland, California 5 years; Reference Librarian, Southwestern Oregon Community College 3 months.
Position Summary: Provides reference service; maintains the subject catalog.

Library Technician - Besse Guthrie

Academic Background: One year of college, San Jose State University.
Experience: Readers' Aide, Marshfield High School 5 years; Learning Resource Center, Southwestern Oregon Community College 19 years.
Position Summary: Does cataloging and classification of all print and non-print Learning Resource Center materials. Maintains and oversees activities of the technical services department of the Learning Resource Center.

Library Secretary I (Library Secretary) - Judy Swenson

Academic Background: B.A. Sociology/Psychology, Drew University, Madison, New Jersey.
Experience: Secretary, Silver-Burdett Publishing Co., 1 year; Clerk, Medical Records Department, Bay Area Hospital 2½ years; Library Aide, Bandon School District 2 years; Southwestern Oregon Community College 2 years.
Position Summary: Does ordering and processing of new books and supplies for the Learning Resource Center. Arranges student work schedules and supervises distribution of incoming mail. Handles general correspondence and files.

Library Secretary I (Circulation Clerk) - Dianne Hall

Academic Background: A.A. Albany Junior College, Albany, Georgia.
Experience: Temporary secretarial work 3 years; Southwestern Oregon Community College 6 years.
Position Summary: Coordinates the activities of the Periodicals and Listening/Viewing Center, including the reserve collection, photocopy machine, typewriters, adding machines, and the library circulation records. Provides reference service. Directs and trains student workers in the Listening/Viewing Center.

Library Secretary I (Periodicals Clerk) - Nancy Carroll

Academic Background: A.A. Southwestern Oregon Community College.
Experience: Student assistant in Southwestern Oregon Community College Library 2 years; Library clerk, Coos Bay Public Library 2 years; Southwestern Oregon Community College 1 year.
Position Summary: Maintains periodical collection by checking in periodicals, processing renewal notices and revising periodical holdings. Assists in the operation of the Periodicals and Listening/Viewing Center by supervising student workers, handling telephone and circulation desk questions, and helping patrons with the use of equipment and the card catalog.

Media Specialist - Dr. Terry Weaver

Academic Background: A.S. Chemical Engineering, Kansas City Junior College; B.A. Religion, Graceland College; M.S.Ed. Audio-Visual Communication, Indiana University; Ed.D., Audio-Visual Communication, Indiana University.
Experience: Audio-visual Photo Lab Assistant, Indiana University 2 years; Director, Teaching Materials Service, Graceland College 1 year; Acting Closed Circuit Television Coordinator and Lecturer in Audio-visual Services, Central Washington State College 1 year; Production Associate and Assistant Production Supervisor, Indiana University Audio-visual Photo Lab 4 years; Media Specialist, Southwestern Oregon Community College 10 years.
Position Summary: The Media Specialist is responsible for audio-visual services for faculty and students. Included in these services are film ordering, equipment set-up, video taping, sound systems, photography, graphic production, equipment repair, supervision of audio-visual staff and students, production of instructional programs, and consultation with faculty and students for program production.

Media Assistant - Shirley McKeown

Academic Background: High School Graduate, Marshfield High School, Coos Bay.
Experience: Mail Distribution, Home Office/Insurance Co. 1 year; Office work, Medical office 3 years; Southwestern Oregon Community College 10 years.
Position Summary: The Media Assistant assists with ordering and distribution of films, slides, other programs and equipment as needed by the faculty, administration and students; assists in scheduling and training of student workers; handles telephone calls and correspondence for Media Specialist; maintains filing system, financial records and inventory for A-V center; does audio tape recording and duplicating; produces and presents multi-image slide programs.

Graphic Artist (Part-time) - Phyllis Love

Academic Background: Academy of Arts, San Francisco 2¼ years; Santa Rosa Junior College 2 years; Southwestern Oregon Community College 2 years.
Experience: Manager of child care home 2 years; office work 14 years; mail carrier 1 year; printer's assistant 3 years; part-time teaching in basic painting, Southwestern Oregon Community College 3 years; part-time graphic artist, Southwestern Oregon Community College 6 years; free-lance commercial artist, ongoing.
Position Summary: The Graphic Artist does layout and set-up for the SWOCC News, class schedules, and college catalog; does design, layout and set-up for reproduction on brochures, flyers, instructional packages, transparencies, charts, signs, maps; does calligraphy, photographic presentations, slide shows; offers consultation and advising; assists in Audio Visual office when necessary.

Instructional Materials Technician - Pat Alvey

Academic Background: Oregon State University 3 years.
Experience: Office work 5 years; Instructional Materials Center, Southwestern Oregon Community College 12 years.
Position Summary: Operates and maintains the A-M 2850 press, 2300 copier, collator, glue and spiral binder, folder, drill, laminators, headliner, paper cutter, Thermofax, and Mag Card typewriter; directs work order processing, works with college staff in determining copy layout, etc., of a given job; supervises classified and student employees; schedules all jobs, provides quality control, figures costs and maintains cost records of all jobs.

Instructional Materials Secretary I - Tina Weston

Academic Background: High School graduate, Bandon High School; University of Utah 1 year; Mt. Hood Community College 1 quarter.
Experience: Clerk, 2 summers; File clerk and general secretarial assistant, University of Utah 9 months.
Position Summary: Types a variety of material for faculty and other appropriate personnel; maintains accounting procedures for the IMC and does billing; delivers completed materials; performs various related office duties as assigned, answers telephone and runs machines such as the laminator, drill, transparency maker, headliner, folding machine, and spiral binder.

3. There are two structured devices allowing faculty input concerning library usage, book selection and improvement of library services.

There is a short, standard form the individual faculty member may submit in requesting Learning Resource Center material. If the request is not granted, the faculty member is notified in writing.

The Faculty Senate has a Library Committee which includes the Director of the Learning Resource Center as an ex-officio member. There seems to be little need for such a structure, for individuals go directly to LRC staff with requests, suggestions, and comments.

4. A survey of approximately 175 students and faculty was taken in spring, 1981, regarding facilities.

In general, both students and faculty felt positive about these facilities. However, slight criticisms exist. The largest complaints from students centered around noise level from staff members, other students and elevators. They felt that this was a particular problem on the third floor because student desks are too close to elevators, traffic patterns and the staff working area. Lighting, both its quality and

ANALYSIS AND APPRAISAL (continued)

the sound it makes, was a further complaint. Students also wanted more open hours on the weekend. At present there are no Saturday open hours; however, there are open hours on Sunday from 1:00 to 5:00. With the budget restraints of 1981-82, library hours were curtailed six and one half hours per week. Instead of 7:30 a.m. to 10:00 p.m. Monday through Thursday, the library is open from 8:00 a.m. to 9:00 p.m. Monday through Thursday and instead of 7:30 a.m. to 5:00 p.m. on Friday, 8:00 a.m. to 5:00 p.m.

5. Volumes Owned by Major Classification as of May, 1981

Classification	Volumes	First Title
A	805	187
B	2521	2315
C	516	381
D	3206	2666
E	2721	2163
F	1286	1007
G	2425	2020
H	6157	5370
J	1276	1040
K	911	607
L	2520	1905
M	1129	949
N	1389	1305
P	11712	10423
Q	4086	3551
R	1228	979
S	1154	888
T	2928	2251
U	212	197
V	118	93
Z	1343	774
Total	49641	41071

6. Volumes Accessioned by Classification

Classification	1977-1978	1978-1979	1979-1980	1980-May 1981
A	-87	21	8	63
B	19	38	6	86
C	1	9	10	28
D	75	11	21	50
E	69	75	75	197
F	50	68	68	47
G	15	-8	52	104
H	150	135	-137	253
J	26	29	16	48
K	25	162	21	64
L	44	34	36	152
M	9	15	13	19
N	22	33	16	49
P	161	60	138	610
Q	113	-1	11	79
R	77	73	66	111
S	19	42	45	52
T	87	110	144	122
U	3	4	3	6
V	6	8	-1	4
Z	16	68	28	44
Total	900	986	649	2188

These figures are the difference between the beginning and end of the year. Withdrawals made during the year are reflected in the totals, so note in some cases there are minus figures.

7. Four years ago the library staff began a shelf list search, drawer by drawer, to determine what outdated editions or multi-copies could be discarded. Nursing department faculty and the electronics instructor came in to evaluate and make recommendations on items pulled for discard. The biology staff evaluated also, and recommended to have older textbooks in the collection, for some of their students benefit from them.

   One criteria for discarding items is whether or not they have been checked out in the last six years. However, since this library is the resource center for Southwestern Oregon, we will keep material as long as space is available. Material that is no longer useful is offered to local city or school libraries. If excess material has anything to to do with the State of Oregon, it is shipped to Southern Oregon State College in Ashland.

   Items that are no longer useful to any of the libraries are offered to the city public libraries for their annual book sales or to the local chapter of the American Association of University Women to include in their public book sales. It is rare that any material has to be burned as there is usually someone who will pay a quarter for it.

   Periodicals are discarded by sending them to local libraries, other Oregon community colleges, and higher education libraries. Those agencies can have materials by paying the postage costs. Other libraries regularly make lists of their holdings that they plan to discard, and we may send for them.

   Newspapers have been recycled through the Star of Hope Activity Center in the past, but the Associated Student Government's recycling program has been used since winter, 1981.

8. From a survey of departments (Technical, Vocational and Academic) in the College, it was determined that the library and ancillary services are providing and maintaining a high quality of services and reference material(s) for students and programs.

   Degree Programs, Academic

   All respondents in the academic degree programs, with two exceptions, were pleased with reference books, periodicals and other library services. Specific areas which appear to be satisfied with the current level of reference and periodical materials were History, Criminal Justice, Sociology/Anthropology, Psychology, Fine Arts, Nursing, Business, and the Sciences.

   The two areas of exception are in Social Work and in the cataloging and storage of records and musical scores. Social Work is a new program which does need materials, especially reference books and periodicals. That program began fall, 1981.

   Many respondents see the reference section of the library in need of scrutiny. Specific attention was directed toward a larger listening

area, larger cataloging and storage space, and a development of musical score resources.

Technical/Vocational Degree Programs

The faculty in these program areas are overwhelmingly unanimous in their support and opinion that the LRC is now providing adequate services and materials for Technical/Vocational programs.

Many of these programs have a direct use of periodicals and reference materials, necessitating that these sources be at the site of instruction. This may be a source of future concern and possible policy development.

General Needs and Concerns

The capital budget for the library and associated services has remained the same over the past several years. The inflationary impact on books has been substantial. There has been a 20 percent increase in the cost of books in the past three years. Periodical costs are also increasing accordingly. Despite these increased costs, the library and its services have been able to maintain a high degree of services, which are apparently comprehensive and only with rare exceptions adequate.

The development of the Coos Cooperative Library Service, housed at the College, has enhanced our holdings; for with CCLS funds, we purchase reference or one-of-a-kind material for all libraries in the county to use. That budget item ranges from $5,000 - $7,000.

9. According to student-faculty survey, students are attracted to the library because it is easy to find reading materials and the staff is friendly and helpful. The central location of the library attracts students to its steps on sunny days; this lends a feeling of cordiality to the library itself. This feeling is furthered by the philosophy of the staff who stress friendliness and informality.

   Careful guarding of freedom from censorship adds to academic depth and excellence.

10. Inclusive records are kept on use of the Library, Audio-Visual Center and the Instructional Materials Center. An example of total library usage is reflected in the following statistics for spring term, 1980. Total LRC lending of books, magazines, interlibrary loan material, records, and other non-print media was 5,623 students, 819 faculty-staff, and 2,306 non-staff. More statistical records are on file in each of the three centers.

11. The library changed from the Dewey Decimal System to the Library of Congress System in 1970-72. That change created a more flexible and efficient library.

ANALYSIS AND APPRAISAL (continued)

Major strengths of the library include the willingness of the staff to maintain the integrity of the collection and to make materials available to the students and community. The library is willing to make adjustments to the needs of the students and faculty as requested.

An improvement was the moving of the periodical section and the Listening-Viewing Center to Tioga third floor during 1980-81.

Current plans for the improvement of the library are to move the library to fourth and fifth floors of Tioga Hall. Many faculty feel this move would be a detriment rather than an improvement; therefore, the Tioga Remodel is being reconsidered, along with the reconsideration of the last phase of the building project.

Continued budget support must happen if we are to keep abreast of the new information necessary to our many curricula.

Both components of the college (Academic and Technical/Vocational) are concerned that many reference books and materials are being stolen from the library. Attention in the near future may be necessary to provide some method or program to reduce resource theft. Perhaps the purchase of a detection system will become necessary.

There are specific concerns which may be addressed if space becomes available. Several areas, such as Audio-Visual, Graphic work area, Listening Center, and equipment storage and repair service are currently confined in inadequate space.

There could be more faculty participation in book selection.

A weakness in the library is the physical separation of the main collection on one floor from the Listening-Viewing Center collection on a separate floor. The book collection will have to expand to another floor within the next five years, and service will deteriorate unless more professional staff is hired.

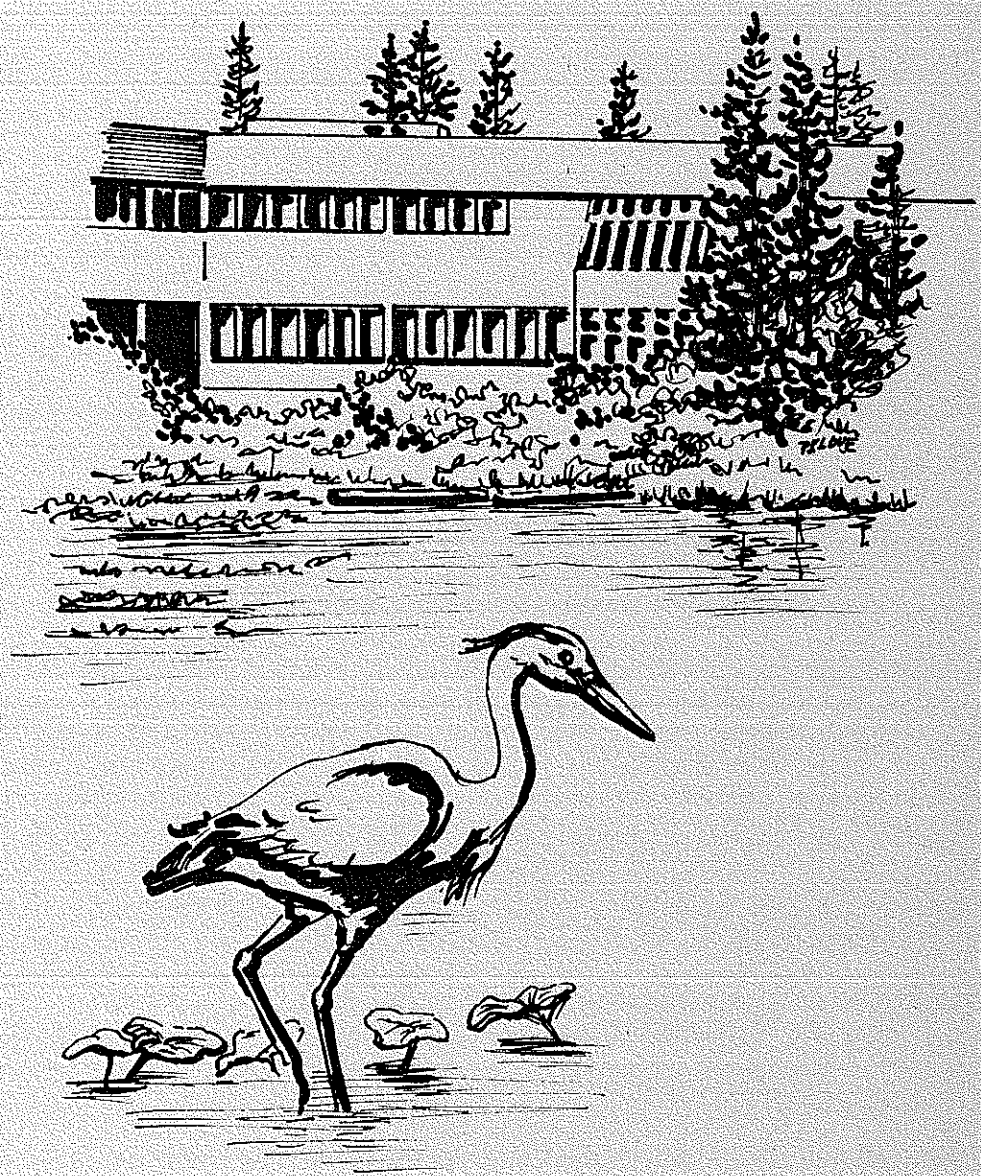
In cooperation with the Coos Bay and the North Bend Public Libraries, the College Library has obtained a library grant for an OCLC terminal. This is a data base of the holdings of participating libraries. It gives information for use in cataloging and interlibrary loan service. OCLC is an On Line Computer Library Center with the main computer stationed in Ohio. March 1, 1982, the terminal will become operational.

Expansion of the library to the third floor of Tioga Hall this year will allow storage of the recordings and cassettes in one area with a full-time clerk to assist patrons for the first time in the library's existence. All periodicals will now be shelved on the third floor, whereas before if a patron wanted older editions of the same title he had to go to another floor to locate them. The lounge chairs in this area have greatly improved the area for reading and sitting. The CCLS Serial Levy has greatly improved the library services because we have been able to hire two full-time people to perform the interlibrary loan services that College librarians were handling. Further, the delivery van service speeds up those transactions.

ANALYSIS AND APPRAISAL (continued)

The College is considering the installation of a detection system, even though losses are about one percent of the collection in any one year as reflected by the annual inventory. Statistically, unless losses are five percent, it would not be necessary to install a detection system, but one percent of 50,000 titles is 500 books. The detection system would be a great benefit because some of the material that is taken cannot be replaced; some are reference books that are sold only as a set and cannot be purchased separately. As material becomes out-of-print and no longer available so much faster than in past years, detection protection is more imperative.

V
Educational Program



EDUCATION PROGRAMS
SELF-STUDY COMMITTEE

Bonnie Koreiva, Chairperson . . . . . Director, Special Instructional Programs

Jack Anderson . . . . . Engineering/Math Faculty

Carroll Auvil . . . . . Electronics Faculty

Jon Dowers . . . . . Board

Marlis Houghton . . . . . Assistant to Dean of Instruction

Bob Shepard . . . . . English Faculty

Vern Sorenson . . . . . Foreign Language Faculty

Ron Stubbs . . . . . Social Science Faculty

Dick White . . . . . Director of Counseling

John Rulifson . . . . . Dean of Instructional Services

EDUCATIONAL PROGRAM

STANDARD

The educational program must be clearly related to the purposes of the institution. This relationship between purposes and program must be demonstrated in the policies of admission, content of curricula, requirements for graduation (quantitatively and qualitatively) and instructional methods and procedures. An institution should have a well-defined and clearly expressed admission policy, so related to its educational purposes that it insures the admission of those students who can benefit from its educational program. The curricular offerings of an institution should be clearly and accurately described in published materials.

The principal focus of the total institution should be on the education of students. Instruction is the basic means to this end. Instructional techniques and policies should express the purposes of the institution as well as the specific objectives of an individual course.

INSTITUTIONAL DESCRIPTION

1. A copy of the current College catalog is provided for you under separate cover and will be available in the accreditation meeting room.

2. A copy of the current College schedule is provided for you under separate cover.

3. The academic year from 1980-81 was thirty-four weeks, 185 contract days and 149 actual instructional days.

4. *Indicate specific course and/or groups of courses, if any, that are required of all regular students and explain how the present program evolved.*

   There are no courses required of regular students at the College for attendance purposes. General requirements for graduation for the Associate in Arts degree include the following:

   a. Not less than 93 credits of college parallel courses approved by the Oregon Board of Education for transfer credit
   b. English Composition: 9 credits
   c. Health Education: 3 credits for both men and women
   d. Physical Education: 5 terms with not more than one credit hour per term in activity courses. Courses must be in different activities or levels
   e. One-year sequence in each of the following groups: Literature, science or mathematics and social science, plus a fourth sequence chosen from one of the three groups or language/philosophy with the additional option of Survey of Visual Arts or Music and its Literature.
   f. If the fourth sequence is taken in one of the social sciences, it must be in a different discipline
   g. At least one of the sequences must be numbered in the 200 series

INSTITUTIONAL DESCRIPTION (continued)

h. Grade point average of 2.00
i. Completed 24 credits and at least two terms (including the final term) at the College.

The two-year Associate Degree in Science programs vary from discipline to discipline, but all of them include general education requirements, 90 credits, and the same attendance and grade point average as the Associate in Arts Degree. The specific requirements are spoken to in the catalog on page 12. There is no physical education requirement for the Associate in Science Degree.

5. *Explain the procedures followed to prepare adequately for new degrees, majors or programs.*

Vocational programs go through two approval stages:

a. Preliminary Approval:
   (1) Input or intent to develop a new program, major, or degree by:
      (a) Faculty
      (b) Students
      (c) Advisory Committee
      (d) Faculty Senate
      (e) Community need survey
   (2) Division Approval
   (3) Dean of Instructional Services
   (4) President
   (5) Board of Education
   (6) State Department of Education (for information required and approval procedures, see Information Requirements and Timeline for Program Applications on file in accreditation meeting room.)

b. Final Approval (SDE approves preliminary application; then we follow this procedure.)
   (1) Division
   (2) (a) Faculty Senate
      (b) Advisory Committee
   (3) Dean of Instructional Services with advice from the Instructional Council
   (4) President
   (5) Board of Education
   (6) State Department of Education
   (7) Oregon Educational Coordinating Commission

Lower Division Transfer Programs (AA degrees) follow the same procedures, without approval by the State Department of Education or the Educational Coordinating Commission. Only the additional course outlines, if they are not already approved by the State, need to be prepared and sent to the State for approval. (See Lower Division Transfer Course List in the Office of Instructional Services.)

INSTITUTIONAL DESCRIPTION (continued)

6. *Delineate the process by which the curriculum is controlled and indicate the responsibilities assumed by the governing board, by the administration, and by the teaching faculty. Illustrate the way in which curricular changes are made.*

The route that curriculum program changes follow is the same as the course outline process except that after approval by the Dean, the changes are sent to the Instructional Council for approval. From here it moves to the President and then on to the State Department of Education.

7. *Explain how continuous evaluation of the curriculum is provided for, including the use of student initiative and reaction in effecting curricular modifications.*

Curricular modifications occur through:
   a. Requests from students for course changes
   b. Requests from students or prospective students for course offerings
   c. Students' comments on course and instructor evaluations.
   d. As a result of enrollment patterns
   e. By financial conditions
   f. The departure of faculty members
   g. Periodic review by instructors of the course outlines
   h. Changes in transfer programs sometimes occur because of changes in senior institutions
   i. Review and recommendations made by advisory committees
   j. Requests for courses from individuals or groups in the community.

Although there is no formal provision for evaluation of the curriculum, it does occur.

8. *Explain the provisions provided for gifted, remedial, and other special student groups, if any.*

The College has continued to devote resources and emphasis to developmental students. This is evidenced by such programs administered by the Division of English as the following:

a. Adult Basic Education with on-campus classes as well as outreach centers, which have been expanded to ten sites.
b. A new Adult High School Diploma program using College courses to satisfy both high school and College requirements.
c. A viable tutoring program which can handle the needs of nearly all students for nearly any class. The developmental student can obtain help from one of his peers who has done or is doing well in the class in question. This program was dropped in 1981-82 because of budget problems.
d. A Developmental Reading program which is expanding, particularly in offering more mini-courses such as Medical Terminology or Spelling. We have more staff and better materials than we did ten years ago.

INSTITUTIONAL DESCRIPTION (continued)

e. A Basic Sign Language class offered to help anyone communicate with deaf students.
f. Classes in English as a Second Language; day and night, beginning and intermediate.
g. The Board authorization of a new position, unfilled as yet, of Director of Developmental Education.
h. A Basic College Writing course which has become one of the largest programs offered by the English Division.
i. An individualized Writing Workshop offered for students who may initiate short-term or long-term programs of their own with an English instructor.

In addition to the various programs coordinated by the English Division, other divisions in the College make special contributions to a well-rounded developmental approach. The Physical Sciences Division has offered courses in Pre-Basic Math, as well as other sub-college level courses in algebra, etc. The same division has fostered a drop-in mathematics laboratory for many years. The Division of Arts and Social Sciences has offered a College Basic Listening course. The Business Division has offered an accounting laboratory. The Pre-Basic Math and the College Basic Listening courses have not been offered recently.

The Ad Hoc Committee for the Disadvantaged and Handicapped looks for better ways of identifying students with handicaps and their needs, then attempts to match these needs with available resources. Their membership and accomplishments are documented in the Office of Instructional Services.

All the above programs would be far less effective without a viable system for testing and advising. The College has made significant strides in both of these areas. In testing, the adoption of the C.G.P. test and requiring it for most students was immensely helpful in identifying students who may need help from one or more of these programs. Advisors were selected from a pool of teachers and counselors who want to advise and who have undergone yearly in-service training in this function. This has resulted in a much stronger network of referrals for the available services. Changes due to budget problems in fall, 1981, are discussed in the advising section of this report.

Provisions for gifted students are not as abundant as those for developmental students, probably because the number of students involved is smaller. Yet there are services available to the gifted student, both on an institutionalized and on a personal level. The gifted student may use the following:

a. Advanced Placement: The procedures for a student to initiate any advance placement action are in the Faculty Handbook, pp. 19-20. (See on file in accreditation meeting room.) These include the following:
   (1) Course waiver with credit - a challenge procedure which allows students to receive credit by examination. The examination may be CLEP.

INSTITUTIONAL DESCRIPTION (continued)

   (2) Course waiver without credit - a mechanism which allows students to have program requirements waived in subjects where they have special knowledge as evaluated by the subject instructor, usually on the basis of testing and personal interview.
b. Reading and Conference and Independent Studies: May be offered by individual faculty members.
c. Tutorial program: Offers the gifted student pay or credit for tutoring other students who are having difficulties. Such an opportunity opens up a new dimension of educational experience to relearn subject matter through the challenge of helping to teach it. The 1981-82 budget problems have cancelled this program.
d. Dean's List and Honor Roll: Give recognition each term to students with grade point averages of over 3.0 and 3.5, respectively.
e. Awards Dessert: Recognizes the individual most outstanding student in programs throughout the College and is held in the spring of each year.
f. Extracurricular clubs: Offer membership in which gifted students play a key role and often profit the most. Phi Beta Lambda, a club for business students, would be one example of such a club. Others would be the Southwestern Oregon Writers' Club, the Forestry Club, and the Nursing Club.
g. Statewide skills competitions: Allow outstanding students to compete with gifted students from other colleges, with some of our students going on to the national skills competitions.
h. A Performing Arts Conference: Provides an opportunity for talented performers in drama, dance, music, to showcase those talents as well as to learn through a variety of presentations and meetings.
i. Talent Grants: Awards to outstanding students in various programs and pays for tuition.

INSTITUTIONAL ANALYSIS AND APPRAISAL

1. *Analyze in detail the curricular offerings, how they have changed in the past five years and plans for future change. Are the offerings, both credit and non-credit, appropriate to the stated purposes of the institution, and in what way does the institution sustain an agreement between offerings and purposes?*

Statement of Purposes and Functions: Southwestern Oregon Community College is an educational institution dedicated to the optimum development of individuals, and its functions are stated in those terms. College educational programs and services provide learning experiences for individuals who:

1. Need guidance and counseling to assist them in establishing and achieving educational, occupational and personal goals.
2. Wish to broaden their general educational and cultural experiences.
3. Wish to pursue occupational education courses for programs which will prepare them for employment.

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

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

Curricular offerings are a reflection of statements 2 through 7.

Goal 2: For those individuals who wish to broaden their general educational and cultural experiences, the College maintains an open policy which allows a student to register for any class from which he may profit. This allows individuals from the community to take a single class, e.g., in Philosophy, Psychology, Data Processing, Typing, Shakespeare, Math, etc.

Goal 3: For those individuals who wish to pursue occupational education courses for programs which will prepare them for employment, our two-year degrees and our certificates in vocational technical areas listed on page 23 of the catalog shows we provide a great deal of breadth of programs.

Goal 4: For those individuals who wish to pursue instruction which will improve their occupational skills and knowledge, we offer a large number of occupational supplementary classes as well as the apprenticeship programs. (See class schedule, 9.000 numbers.)

Goal 5: For individuals who need preparatory or remedial instruction which will allow them to pursue other educational or personal goals, we have offered English as a Second Language, Adult Basic Education, GED and Adult High School Diploma Program. In addition to these programs, we have single courses in the study center, such as Pre-Basic Math, Basic Math, College Basic Writing, Developmental Reading, spelling and study skills.

Goal 6: For individuals who wish to pursue college parallel, freshman and sophomore levels, we offer courses or programs which will allow transfer to four-year colleges and universities. The College offers an Associate in Arts Degree in Language and Literature, Science and Math and Social Science. The College also maintains lists of curriculum requirements, so that within these general categories, students may take the precise programs to match each of the higher institutions in Oregon. Each faculty member has a copy of those curriculum requirements. We maintain curriculum sheets for the public institutions. We have international catalogs of public and private institutions on microfiche in the Library. There are a few programs in the State System of Higher Education which are so specific or narrow in nature that the students will have to transfer sometime in the sophomore year, but the majority allow students to

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

take the full two-years of college parallel or lower division collegiate classes on our campus.

Goal 7: For individual learning experiences or individuals who wish to participate in programs and activities which will contribute to their general occupations or personal growth and development, we offer adult self-improvement classes. The three major segments of the community college are:

1. Lower division collegiate (two-year transfer), Goal 6.
   a. Most of these classes are on-campus with a preponderance taught during the daytime hours; a few sequences, such as math, writing, psychology and physical education have been offered off-campus.
2. Occupational preparatory/supplementary, Goal 3.
   a. A small program of business or secretarial classes are offered evenings and individual classes in a multi-choice "business lab" in off-campus sites. Supplementary classes are offered mainly in the evenings and weekends: banking, apprentice programs, fire, criminal justice, medical secretary, real estate, supervision, machine tool, welding, etc. Most of the preparatory classes are offered on-campus, again the preponderance in daytime schedules.
   b. A regular number of occupational supplementary courses are offered on and off-campus in the evenings.
3. Community education (or adult self-improvement), Goals 2 and 7. These classes are offered throughout the district on-campus, near the Bay Area, both day and night. About one-third of the "other adult" classes are on-campus and Bay Area, the other two-thirds off-campus. Off-campus programs are roughly 75 percent in "other adult" or adult self-improvement and 25 percent LDC/occupational preparatory/supplementary.

The developmental instruction, Goal 5, is regarded as a separate or fourth program.

Because of the philosophy of our first President and a condition of limited resources combined with high demand for services, the first two programs received most of the emphasis in the early years, with a minimal number of courses in the reimbursement category of "other adult," or "adult personal enrichment." The demand for these classes and the development of the third major segment in the College began in 1973 with rather phenomenal enrollment growth in 1974. It continued with slower growth through 1976, and doubling in 1977, an increase again of over one third in 1978, and another increase of one-third in 1979-80. This category in spring and fall of 1980 reflected 51 percent of our College headcount. (See Chart 1 in this section.)

The percentage of total FTE each year reflected in the "other adult" or adult self-improvement classes has also grown, although not as dramatically. During 1979-80, the "other adult" reimbursement categories reached approximately 24 percent of the FTE. Added to the developmental program, it reflects the 30 percent shown on Chart 2. (See Chart 2 in this section.)

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

Our offerings, both credit and non-credit, are indeed appropriate to the stated purposes of the institution. Although we have not prioritized the purposes and functions, but simply list them, we feel that under conditions of limited resources, there is definitely an unspoken priority to three of the four segments.

1. Technical vocational: Goals 3 and 4
2. Developmental: Goal 5
3. Lower division collegiate: Goal 6
4. Adult self-improvement

As long as we have available resources, we treat all four impartially, answering needs as they arise. There were times in our recent history we have had more of a need or a call on our lower division classes. At times the need has been higher in our occupational preparatory/supplementary areas. We have met these needs by establishing appropriate numbers of sections in the various programs. With the availability of otherwise unrealized FTE, the programs for personal growth and development (other adult) have been allowed to grow as needs were identified. This year, we have seen a decrease in financial support and a simultaneous increase in demands upon our services. An administrative decision was made to maintain opportunities for complete programs for students who are enrolled in programs and to maintain developmental instruction. The isolation of our area was a factor in this decision. There are no other LDC or technical vocational opportunities. That decision left only one area to cut, the area where students were taking just one or two classes and not enrolled in any program. These are mainly those classes for personal growth and development, other adult, or occupational supplementary.

The situation is not yet to the extreme that all of the self-improvement classes have been cut. We have been able to maintain a skeleton list of offerings in the other adult and occupational supplementary in the off-campus areas. The situation gives rise to a question about general priorities of the College and our commitment to life-long learning. We are facing questions such as, "Which class is more important, a Fitness and Exercise class in an off-campus senior citizen center to help maintain mobility or an additional section in automotive lab or Writing 121?" "Does the 35-year-old citizen of Coquille have as much right to a class in "welding for laymen" or "microwave cookery" as the 18-year-old recent high school graduate to a class in biology?" We know from experience that enrollment in the personal development (other adult) classes rises and falls as a direct function of the number of offerings listed in our class schedule. We have to limit programs because of limited resources. We will have to decide where to commit our resources, and the need for decision-making is being forced onto us too rapidly. Existing conditions such as tenured faculty positions, the Oregon laws on bargaining units, the local and state economy, or the wishes of our constituency may even control such decisions.

2. *What tangible evidence is there to show the effectiveness of the general education requirements?*

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

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

1. The students are able to meet transfer requirements for admission to senior institutions.
2. All of our students at senior institutions indicate no problems in successfully completing any additional general education requirements at those institutions.
3. Informal reports by employers indicate that students have been satisfactorily prepared for employment.
4. Students' responses on follow-up studies indicate that they appeared to like many of the courses in general education.
5. The follow-up of students indicates that many of the most popular teachers they had are those teaching in general education.

These responses do not deal with the question of tangible evidence to any great degree; however, it is the feeling of the committee that general education is one of those requirements which is not subject to measurement in the way the word "tangible" would indicate. While we may not have answered the question directly, we feel that the question is not completely answerable. We do have follow-up reports which indicate satisfaction with the programs of study we require. (See Follow-up Studies in accreditation meeting room.)

3. *Evaluate the efforts made to avoid undue proliferation and duplication of course offerings. What changes or improvements are indicated, if any?*

Course proliferation and duplication have not been a major problem, although occasionally we have had minor problems. We are still a relatively young, small community college. Problems have typically come about when the approval procedure outlined in the descriptive part has not been followed. The opportunity for full divisional review is especially important. At times, divisions have found themselves approving instructors and courses after instruction has begun. This problem has been most apparent in some college outreach community education courses. In such cases, more lead time would be helpful.

The total course offerings were studied very carefully during 1980-81 specifically to check for course duplication and proliferation, and we feel we are now pretty clean.

However, the capability of the community college to respond to community requests and needs within a reasonable time is also especially important. Community needs identified in June cannot be held over until the full division convenes sometime in September. For example, a rash of muggings and burglaries leading to a request for a class in "self defense or home safeguards" may be needed in July, not November. Spring flower planting is not needed in December. However, some divisions object strongly to approval after the fact. In the past year or so most of the logistics have been working out more accurately and correctly.

Duplication in existing courses or proposed courses is dealt with by the divisions, the Dean of Instructional Services and the course outline subcommittee of the Instructional Council.

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

4. *Analyze the major instructional areas. What limitations are placed upon the number of credit hours required in a major? Does each program provide the opportunity for electives? Is the system of pre-requisites for advanced study reasonable, clearly stated, and consistently enforced?*

"Major instructional areas" will be defined as programs leading to the Associate degree. The minimum number of credit hours for the Associate in Science Degree is 90; and for the Associate in Arts, the minimum is 93. Each program provides for electives. We see no reason for change.

Within each Associate in Science Degree curriculum, students are required to complete a minimum of 18 credit hours in general education (communication, social science, math, etc.). Students will have various courses recommended within the parameters of "general education." We see no reason to change.

The Associate in Arts Degree, because of its relationship to baccalaureate degrees, requires courses in the three general areas of arts and humanities, science and math, and social science. Courses that may be chosen to fulfill these requirements are designated in the catalog. The requirements are consistent to our goals, so we see no reason to change.

5. *Evaluate the evidence to indicate the effectiveness of the educational program.*

Two of the 1980 follow-up studies indicate that a high percentage of people who completed programs were employed full-time, were employed part-time, or were in the military, while 12-14 percent were still seeking employment. Of the respondents, 30 percent of those who completed the two-year program and 24 percent of the early leavers were currently enrolled in colleges. This would indicate that we do have a number of graduates continuing their education in senior colleges, that almost as many early leavers are continuing their education, and that our Associate in Arts Degree students as well as our (technical vocational) Associate Science Degree students are finding employment. Of the completers of programs 69 percent had jobs in 1979 and 65 percent in 1980, with 81 percent of the completers in 1980 reporting the usefulness of the training and rating it good or excellent. Early leavers reported 57 percent employment with 25 percent seeking employment.

The Morris Le May Study of 1978 (see copy in the accreditation meeting room) verifies previous reports that Oregon community college students who transferred to senior institutions did as well or up to .5 GPA better than students who took all four years at the senior institution.

6. *Other concerns: Evening Program*

The College has offered an evening program of instruction since it was founded in 1961. Evening courses have been taught in all areas of instruction. The College has attempted to be responsive to requests from

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

the community for special courses in the evening program. Evening courses are taught by both part-time and full-time faculty. There is no separate evening program director; it is all a part of the Office of Instructional Services.

The College has attempted to offer courses on a revolving basis so that evening students working toward a degree could complete it in a reasonable length of time. At the same time we have had to strike a balance between degree requirement courses and special interest courses.

In both our Associate in Arts and Associate in Science programs there are some courses which have not recently been offered at night, such as sequences in the life and physical sciences. This is due to low evening student enrollments in these areas. If conditions change, the classes might be offered. Other programs of study such as nursing or forestry would be difficult to complete on a part-time basis, so we offer only limited evening courses in these areas and do not plan to offer a full course in the evening.

Due to the current budgetary situation, we have had to temporarily suspend many courses from the evening program. Adult education courses have been most affected. Our objective of offering classes for students working toward degrees or certificates in the evening may be even more curtailed.

Other concerns: Unrestricted Electives

Some degree programs allow for open, unrestricted electives. Degree programs vary in the number of unrestricted elective credits allowed from 0 (Criminal Justice Technology, Automotive, Welding, Industrial Technology, and Social Work) to 37 potential elective credits in the general AA (depending on lower division expectations for the student's major). Obviously, a student could take additional elective courses beyond the specified curriculum.

The following table shows all the degree programs, unrestricted elective credits allowed, and total credits required for completion.

Program	Potential Unrestricted Elective Credit	Total Credit Hours Required for Major
A.S. in Business	12	90
A.A. (General)	37	93
A.A. (Business Administration)	17-25	93-108
Bus. Tech.: Accounting	20*	94-97
Bus. Tech.: Banking and Finance	33*	90
Bus. Tech.: Marketing	15	92-94
Bus. Tech.: Office Management	16	93-97
A.S. in Criminal Justice Technology	0	98
A.A. in Criminal Justice Admin.	6*	98
Data Processing	23*	92

*some courses to fulfill electives are recommended

INSTITUTIONAL ANALYSIS AND APPRAISAL (continued)

Program	Potential Unrestricted Elective Credit	Total Credit Hours Required for Major
Educational Secretary	12*	95-98
Electricity & Electronics Tech.	9*	108
Electronics Service	9*	90-101
Fire Science Tech.	5*	97
Fisheries Technology	10	91
Forest Technology	11	100-103
Industrial Mechanics: Automotive	0	106
Industrial Mechanics: Machine Tool	3	106
Industrial Mechanics: Welding	0	102
Industrial Supervisory (Training)	12	90
Industrial Technology (Apprenticeship)	0	91-102
Legal Secretarial	6	96-97
Nursing	6	96
Secretarial Technology	5	96-98
Social Work	0	93

*some courses to fulfill electives are recommended

This study has just begun, but some faculty members are concerned with the wide range possible in some programs and the narrow scope in others. We will need to continue this study.

DEPARTMENTAL ANALYSIS

ARTS AND SOCIAL SCIENCES DIVISION

ROLE AND OBJECTIVES

The Arts and Social Sciences Division was created in 1979, as a combination of what were two separate divisions. The division includes the following academic disciplines and programs:

- Music
- Speech
- Theatre
- Fine Arts
- Photography
- Foreign Languages
- History
- Political Science
- Anthropology
- Sociology
- Psychology
- Economics
- Public Services
  - Fire Science
  - Criminal Justice
  - Social Work
- Labor Studies

Consistent with the statement of purposes and functions of the College, the division provides learning experiences for individuals who wish:

1. to broaden their general educational and cultural experiences;
2. to pursue occupational education courses for programs that will prepare them for employment;
3. to pursue college parallel (freshman and sophomore level) courses or programs to allow them to transfer to four-year colleges and universities;
5. to participate in programs and activities which will contribute to their general, occupational, or personal growth and development;
6. to utilize the resources of the College to promote the general welfare of the community.

Not all disciplines within the division are involved in each of these roles. For example, Fire Science Technology relates primarily to 2, 3, and 6, while Fine Arts relates primarily to 1, 3, 4, 5, and 6. The division is meeting the objectives appropriate to each of the disciplinary areas. This is reflected in surveys of student satisfaction with the College, as well as in the content of individual courses. It is also shown by the wide range of students taking courses in the arts and social sciences. Students of all ages are enrolled in our courses. The pattern of male-female enrollment is representative of their proportions in the general school populations. (See Follow-up studies in the accreditation meeting room.)

The division also recognizes a broader role in meeting the objective of serving the community. The arts and social sciences play an important part in the life of local communities. Faculty participate in a number of art, theatre, music, social, political, and historical groups in the community, such as the Coos Art Museum, Little Theatre on the Bay, Coos County Historical Society, Haydn Music Festival, and others.

Several activities in art, music, and theatre are noteworthy in this regard. Each year the art instructors organize a student art day which brings students from the local high schools to the College. The theatre instructor organizes an annual performing arts conference for local high school students and adults in community theatre groups. Musical activities throughout the year are closely coordinated with off-campus musical and theatrical groups, most notably during the annual summer Haydn Festival and the Messiah in December. These activities are in addition to the regular schedule of campus plays, concerts, and exhibits. We are proud of our involvement in the community in this way and believe that the College has been instrumental in encouraging a musical and theatrical "renaissance" in the area.

MAJORS AND PROGRAM

The course offerings of the division satisfy the requirements for majors in most of the social sciences and fine arts. In addition to serving liberal arts majors, the division serves the needs of majors in criminal justice, fire science, and social work. The division also has a Labor Studies program which offers general education courses. These include courses in labor history, labor law, collective bargaining, labor and legislation, labor economics, and contemporary labor issues. These courses may be taken by degree or non-degree students.

The division offers courses in nearly every discipline or program area for students interested in broadening their general education and cultural experiences. Students pursuing a degree will find a variety of courses to choose from in arts and social sciences. The only major social science not represented is geography. For non-degree students, primarily, non-transferable courses in painting, drawing, acting, genealogy, conversational study of foreign languages (Japanese, Norwegian, French, Spanish), personal development, wood carving, and others are offered.

The program in criminal justice is designed to give students an introduction to the fields of police work and corrections. It is not a training program, but a liberal arts program which prepares students for entry level employment in a police or corrections agency. The Fire Science program is a non-transferable credit training program which prepares students for entry level employment in a fire department. By special agreement, students who wish to transfer to Western Oregon State College or Eastern Oregon State College may apply their non-transfer credits to the first two years of that program and enter with junior standing. A major emphasis in the program is on the training of volunteer fire department personnel. The Social Work program began in 1981-82. It provides a liberal arts curriculum which will prepare a student for entry level employment as a social work aide or paraprofessional; it will also prepare students for the last two years of a bachelor of arts in social work or community services.

The courses in the Public Services programs may also be taken by students who wish to improve their occupational skills and knowledge. In addition, the division has a public services Career Development program. In-service training courses in criminal justice and fire science are offered by the College. Every policeman and fireman in the College district can take advantage of the classes. Prior to each term, local agencies report to the public services

office the in-service courses they need. The College finds instructors and administers the instructional program.

Students can pursue a college major (freshman and sophomore years) in any of the disciplines represented in the division. The full range of transferable courses needed to pursue a major in arts or social sciences (with the exception of geography and architecture) at the lower division college level are available. They satisfy the requirements of the "Transfer Programs" approved by the Oregon State System of Higher Education.

Students who seek programs and activities for satisfaction of general, occupational, or personal growth may find them in arts and social sciences disciplines. Courses in all disciplines are open to students, whatever their particular educational objectives. Transferable courses, however, adhere to the academic standards appropriate to college level education.

The resources of the College in the arts and social sciences are available to promote the general welfare of the community. Courses are offered to meet specific community needs. Our Career Planning course is one example of this kind of offering. Workshops on how to cope with stress and on technical aspects of law enforcement and fire science are other examples. The division also offers an orchestra course which makes possible the training and direction of a community sinfonietta. In addition, faculty members donate their time to help community groups in their areas of expertise. The division also has items of equipment, such as criminal investigation kits, and audio-visual aids which are loaned to appropriate community agencies.

GENERAL EDUCATION REQUIREMENTS

The general education requirements for the Associate in Arts Degree include courses in social sciences, fine arts, and foreign languages. Students must take a one-year sequence in a social science. The applicable social sciences are the following:

Anthropology	
Anth 101, 102, 103	General Anthropology
Anth 207, 208, 209	Intro. to Cultural Anthropology
Criminal Justice Administration	
CJ 100, 120, 130	Intro. to Criminal Justice
CJ 218	Police and Public Policy
CJ 201	Juvenile Delinquency
Economics	
Ec 201, 202, 203	Principles of Economics
History	
Hst 101, 102, 103	History of Western Civilization
Hst 201, 202, 203	History of the United States
Political Science	
PS 201, 202, 203	American Government
Psychology	
Psy 201, 202, 203	General Psychology
Sociology	
Soc 204, 205, 206	General Sociology

ARTS AND SOCIAL SCIENCES DIVISION (continued)

A sequence in Art 211, 212, 213-Survey of Visual Arts, Mus 201, 202, 203-Introduction to Music and Its Literature, or a second year foreign language may be taken to satisfy the general education group requirement for a fourth sequence in Language and Literature, Science and Mathematics, Social Science or Arts. Addition of the arts option was approved for 1981-82.

The social science requirement provides students with an opportunity to take a basic sequence in any of the social science disciplines represented in the curriculum of the College. The foreign language, music, or arts option for the fourth sequence represents recognition of these disciplines as an important part of a liberal arts education. The division believes strongly that students should be required to take a year's sequence in a discipline in order to develop a substantial basis of knowledge and appreciation for the discipline.

STUDENTS

The number of student majors is not a useful measure of change in status of disciplines within the division. The most useful measure of the status of disciplines with the division is enrollment. Chart 3A of this section shows the full-time equivalent enrollments and the majors as they were declared by students taking eight or more credit hours. You will note the differences in declared majors and enrollment. (See Chart 4 for enrollment information.)

Students in most of the disciplines within the division reflect the mix of students: men and women, part-time and full-time. However, FTE in art, photography, fire science, criminal justice, and foreign languages represents a larger number of part-time students who are non-majors. The non-transfer art, photography, and conversational language courses serve primarily adults seeking self-improvement unrelated to a vocation or lower division collegiate program. A substantial portion of FTE in fire training and criminal justice represents part-time students who are taking courses related to their vocation (or their avocation as volunteers) for the purpose of improving their skills.

A College follow-up study of students who were enrolled or completed an Associate in Arts Degree program in 1979 has been done. This study provides no specific information about disciplines within the division. However, it shows that students who completed an Associate in Arts Degree, and who were employed, received a higher salary than those who did not complete the degree. Grade information on students who have transferred to four-year colleges and universities indicates our students continue to do as well or better than those students attending all four years at the university. Faculty members believe that although students' reading and writing skills have declined somewhat in recent years, their interest and motivation are as high or higher than in previous years. In addition, there are many former students living and working in the College district whose achievement in various fields is exemplary.

COURSES

The courses offered by the disciplines within the division cover the full range of division objectives mentioned earlier. Some courses are for general education; others are vocational; still others are lower division collegiate; some

ARTS AND SOCIAL SCIENCES DIVISION (continued)

courses are offered to meet the special needs of individuals and groups within the community.

Courses are dropped from the class schedule for a term or longer period of time depending upon student interest and the availability of a qualified instructor. Since the last accreditation report, geography courses have been discontinued. In the last two years the music program has been reorganized; new vocal and instrumental courses have been added, as well as new courses in music theory and history. The program is now much better designed for music majors planning to transfer to a music program at a four-year college or university. To serve the needs of students in vocational programs, a course in Pacific Northwest History has replaced an earlier general education course, Man and Society. A one-term Introduction to the Visual Arts course for non-art majors was added in 1980-81. The course introduces students to the art media of printmaking, painting, ceramics, sculpture, and drawing. Theatre has introduced new technical lab and theatre projects courses. Major changes in the Public Services program have added many new courses to the division curriculum. The development of a State Department of Education approved list of courses for each discipline has made it easier to adopt new courses.

In the 1977-78 school year the division introduced a revised Associate in Arts Criminal Justice program. It added such courses in corrections and law enforcement as: Introduction to Penology, Criminology, Juvenile Delinquency, and Constitutional Law. Students were given an option of pursuing three career tracks: Police, Corrections, and Interdisciplinary. In addition, a Career Development program has been added which provides a wide range of specialized training outside the scope of degree program offerings.

In the 1978-79 school year, a full-time Fire Science Coordinator was hired to teach fire science courses and to administer the program. A wide array of classes for training volunteer fire fighters has been developed. In the degree program, a Career Development program has been added which, as in criminal justice, provides specialized training outside the scope of the degree program.

A new Associate in Arts Degree program in Social Work was added to the Public Services program in 1981. This new degree program includes three new courses: The Field of Social Welfare, Introduction to Social Work Practice, and Introduction to Interviewing. The new Social Work program builds on the field experience courses which have been offered by instructors in the social sciences. Since the last accreditation report, field experience courses have offered students in social sciences opportunity to work in local social service agencies. Several students each year have become employed as social service aides through these field experience courses.

In addition to field experience courses and new social work courses, the division has also added short courses and workshops in the field of gerontology. Some courses have dealt with the developmental aspects of aging; a recent workshop has been conducted for activity directors in long-term care facilities. The division anticipates offering more learning experiences of this kind in the future.

ARTS AND SOCIAL SCIENCES DIVISION (continued)

A new general education program was added to the division in the 1979-80 school year to meet the needs of local labor organizations. Six transfer courses in Labor Studies were added to the division curriculum: Labor Today, Labor History, Labor Law, Collective Bargaining, Labor and Legislation, and Labor Economics. These courses are taught once every two years. They are aimed primarily at labor union leaders and members, but about half of our present enrollment in these courses consists of full-time transfer students seeking a general education experience.

The catalog was revised at the time this report was being written. As a result of this revision, many courses that are no longer being taught have been removed from the catalog. In general, it is the procedure of the division to list a course in the catalog if it will be taught at least once in a two-year period. However, because of the non-availability of instructors and budgetary constraints, we do not always follow that procedure.

All course syllabi have been reviewed to determine that they are current. Many have been revised. Course outlines are returned to the division by the instructional office for periodic updating, the latest being 1980-81.

METHODS OF TEACHING

The methods of teaching vary from instructor to instructor. Many courses in art, music, photography, speech, and theatre are laboratory-type courses in which students are called upon to perform. A number of courses in these disciplines, however, are also taught by lecture and discussion methods, which are the most common methods used in the social sciences.

Audio-visual materials, especially films, are available through the Learning Resource Center. Although the budget for these materials has declined substantially in the 1970's, this support service continues to play an important role for many courses in the division. The Learning Resource Center is highly supportive of faculty who wish to have slides, video tapes, cassettes, and other materials prepared for instructional purposes.

Evaluation of faculty members is conducted in accordance with provisions of the contract negotiated between the local Federation of Teachers and the Board of Education. See the Instructional Staff section of this report for more details. The division has no independent method of evaluation.

FACULTY

The following is a listing by name, rank, degree, years at the College, and teaching specialty of the faculty members in the division:

Chilla, Edward M., Associate Professor of Speech and Drama
DEGREES: B.A. in Drama, 1962, San Jose State College
M.F.A. in Theatre Direction, 1969, University of Oregon
YEARS HERE: 13
TEACHING SPECIALTY: Theatre, Speech

ARTS AND SOCIAL SCIENCES DIVISION (continued)

Dibble, J. Robert, Associate Professor of Psychology and Counselor
DEGREES: A.B., 1949, Philosophy, Colorado College
Th.M., 1952, Philosophy Iliff School of Theology
M.A. in Counseling, 1965, Whitworth College
M.S. in Clinical Psychology, 1966, Eastern Washington College
Post Masters/Doctoral Studies, 1968-1976, University of Oregon
YEARS HERE: 16
TEACHING SPECIALTY: Psychology, Gerontology, (also Foreign Student Advisor)

Douthit, Nathan, Associate Professor of History
DEGREES: A.B. in History, 1970, Harvard University
M.A. in History, 1965, University of California at Berkeley
Ph.D. in History, 1972, University of California at Berkeley
YEARS HERE: 13
TEACHING SPECIALTY: History, Labor Studies

Erickson, Stephen J., Assistant Professor of Psychology
DEGREES: B.A. in Psychology, 1970, Eastern Washington University
M.S. in Psychology/Community College Teaching, 1972, Eastern Washington University
YEARS HERE: 6
TEACHING SPECIALTY: Psychology

Fenili, Lawrence J., Assistant Professor of Criminal Justice and Social Work Director of Public Services
DEGREES: B.S. in History, 1972, Portland State University
M.S. in Criminology, 1976, Forida State University
YEARS HERE: 2

Hall, Howard A., Associate Professor of Fine Arts
DEGREES: B.S. in Painting and Drawing, 1949, University of Oregon
M.F.A. in Painting and Lithography, 1951, University of Oregon
YEARS HERE: 17
TEACHING SPECIALTY: Painting, Printmaking, Drawing

Hoyt, Hugh M., Professor of History
DEGREES: A.B. in Social Science, 1951, California State University, Sacramento
M.A. in History, 1953, California State University, Sacramento
Ph.D. in History, 1966, University of Oregon
YEARS HERE: 17
TEACHING SPECIALTY: History, Political Science

Rosman, Christian C., Assistant Professor of Music
DEGREES: B.A. in Philosophy, 1966, Seattle University
M.Ed. in Education, 1970, Western Washington University
M.M. in Music, 1978, Eastern Washington University
YEARS HERE: 4
TEACHING SPECIALTY: Music

ARTS AND SOCIAL SCIENCES DIVISION (continued)

Saxton, Darrell, Assistant Professor of Fire Science, Coordinator of Fire Science Technology
DEGREES: Approved Vocational Instructor, Study in Fire Science - SWOCC
YEARS HERE: 5
TEACHING SPECIALTY: Fire Science

Sharp, William W., Associate Professor of Business
DEGREES: B.A. in General Studies, 1959, University of Maryland
M.B.A. in Business Administraiton, 1962, University of Oregon
YEARS HERE: 16
TEACHING SPECIALTY: Economics

Smith, David E., Associate Professor of Music and French
DEGREES: B.A. in Music and Speech, 1950, Middlebury College
M.A. in Education, 1965, University of San Francisco
YEARS HERE: 14
TEACHING SPECIALTY: Music, Speech, Foreign Languages

Stubbs, Ronald D., Associate Professor of Anthropology and Sociology
DEGREES: B.A. in Anthropology, 1965, University of Montana
M.A. in Anthropology, 1966, University of Montana
YEARS HERE: 16
TEACHING SPECIALTY: Anthropology, Sociology

Vernon, Carol, Assistant Professor of Art
DEGREES: B.S. in Ceramics and Secondary Art Education, 1967, Portland State University
M.A. in Design, 1972, University of California
YEARS HERE: 9
TEACHING SPECIALTY: Ceramics, Sculpture, Design

White, Richard A., Director of Counseling and Associate Professor of Psychology
DEGREES: B.A. in Psychology, 1958, Willamette University
M.A. in Education, 1970, Willamette University
M.Ed. in Guidance and Psychology, 1964, Oregon State University
Ed. D. in Guidance and Counselor Education, 1967, University of Wyoming
YEARS HERE: 3
TEACHING SPECIALTY: Career Planning

The division consists of 14 full-time faculty members. Seven of these faculty members have administrative and/or counseling duties in addition to their teaching. The division relies on a large number of part-time faculty to teach courses. The following figures give approximate numbers of courses taught by part-time instructors by discipline and activity: art (15); foreign languages (5); criminal justice (3); music (4); photography (3); other (5); and career development programs in criminal justice (23) and fire science (16). With a few exceptions, however, transfer courses in all disciplines are taught by full-time faculty. Courses are taught by two full-time faculty in each of the following: art, music, history, psychology, and speech.

ARTS AND SOCIAL SCIENCES DIVISION (continued)

Five out of fourteen full-time faculty members have joined the division within the last six years. Because of enrollment decline in the 1970's, however, the division has lost the equivalent of about five instructors since 1972; one each in theatre/speech, political science, geography, foreign language, and social science. There is little opportunity to hire new full-time faculty unless a senior faculty member leaves or retires. The only new position that has been added since the last accreditation is the Fire Science Coordinator.

FACILITIES

Arts: The arts have been housed in a crowded space on the fifth floor of Tioga Hall for many years, but within the year they will move to a new facility now being constructed. Existing problems with space, ventilation, storage, and equipment should be eliminated or greatly reduced by the new facility. In addition, exhibition and bronze casting areas will be available.

Music: Music will also be housed in the new facility, thereby greatly enlarging the space available to the music program. The new facility will include a rehearsal room, practice room, recording studio, and electric pianos, none of which are now available.

Theatre/Speech: In 1978, theatre classes and performances were moved from the lower floor of the gymnasium to a portable building on campus, B2. This move greatly improved theatre class conditions, but theatre production capabilities of the portable building are still poor. Plans now call for joining the buiding to another portable to create an even larger theatre space. A raised roof will be necessary to provide adequate lighting and staging in this new facility. Speech classes are also taught in the theatre when space is available, otherwise they meet in regular classrooms.

Photography: Since the last accreditation, a detached building was built for use as a photography laboratory. Although the space in the building is limited (Four to six persons can be accommodated at one time in the developing and printing rooms.), it is adequate for present needs.

Social Sciences: Social Science courses are taught in regular campus classrooms. Space is adequate for lecture and discussion purposes. There is a need, however, for a Social Science Center which could be used as a combined laboratory, exhibit, and study space. Psychology, anthropology, and criminal justice should have laboratory space; history and political science need exhibit space. All of the social sciences would benefit from having an exhibit area which could be used in conjunction with the regular classroom. Fire Science training has been conducted at local fire stations in the community. Beginning in 1982, it will be possible to conduct fire exercises on-campus in a new training area complete with fire tower and fuel pits.

Off-Campus Courses: All off-campus courses are scheduled by the Special Instructional Programs Office. The adequacy of space requirements for off-campus courses varies widely. However, complaints of inadequate facilities are few.

ARTS AND SOCIAL SCIENCES DIVISION (continued)

POTENTIAL CHANGES AND PROJECTIONS

Division policies and procedures have been established for the College as a whole. Each division is responsible for developing a class schedule each term and a division budget; participating in the hiring of new faculty; developing new courses and revising old ones; evaluating the performance of its members; supervising part-time faculty; etc. All full-time faculty participate in these functions and thereby assist the division chairman in fulfilling his responsibilities. A new division chairman is selected every three years by a vote of the division and appointment by the President. Released time for the accomplishment of many responsibilities of division members is negotiated on an individual basis with the Dean of Instructional Services within the limits set by the Faculty Agreement.

The future plans of the division need to be placed in historical perspective. Chart 4 of this section shows the following:

1. Enrollment in art, music, anthropology, geography, psychology, and social science peaked in 1971. History, sociology, and speech enrollment peaked in 1970. Enrollment in foreign languages peaked in 1972. Law enforcement enrollment peaked in 1973.

2. The enrollment decline of the 1970's was heaviest in the social sciences. While the decline in social sciences continued through the 1970's, enrollment in the arts, music, foreign language, and public services rose again in the period 1976-77 to 1979-80. Except for Fire Science and Criminal Justice, none of the disciplines in the division hit new peaks in the late 1970's.

3. Greatly increased College-wide enrollment in the 1979-80 and 1980-81 school years has not resulted in a proportionately substantial increase in art and social science enrollment. Although not shown on the chart, in 1981-82 we have an all-time high enrollment in Sociology.

Division enrollment in the 1970's has been affected adversely by the following factors:

1. Decline of veteran enrollment in the early 1970's;
2. Decline of local school enrollment (K-12) and subsequent decreased demand for teachers whose degree programs required social science courses;
3. Decline of confidence in the career value of a liberal arts degree, and subsequent increase in vocationally and professional oriented degree programs;
4. Increased emphasis on personal rather than social concerns resulting in a rise in arts, photography, and conversational foreign language course enrollment; but a decline in the social sciences;
5. Inadequate facilities for art, music, and theatre.

Local economic conditions and school enrollments (K-12) will have a continuing negative impact on courses and program of the division. We expect a lower

ARTS AND SOCIAL SCIENCES DIVISION (continued)

level of employment in the College district in the 1980's than existed in the 1970's. School enrollments will be lower due to the decline of the forest industry, people moving from the area, and national population trends.

Within the limits set by enrollment patterns of the College, the division expects to try to maintain its present level and range of educational offerings. Specific plans, staff needs, and resources for major discipline groups are as follows:

Art: The major priority will be to take advantage of the opportunities offered by a new facility. Faculty will have to become familiar with the reorganization of studios and new equipment. New areas of space will make possible new course offerings. Location of the art studios at ground level will make possible use of outdoor as well as indoor space. A new exhibition area will require administrative planning and coordination. It is anticipated that more students will be attracted to art courses by the new facility. This may make possible the hiring of a new faculty member to teach courses in a craft such as jewelry-making or commercial art. To make the most effective use of the new exhibition area will require the coordinated efforts of all disciplines which have an interest in using it; including English, Music, Theatre, History, and Photography, as well as Fine Arts. Scheduling, setting-up, packing, and publicizing exhibits will take time which must be budgeted for. Faculty in Fine Arts should be involved in making decisions about the use of the exhibition area, but they should not be expected to have to administer the exhibition area on top of existing teaching loads.

Music: The Music program, too, will have adjustment to a new facility as its major priority for the next few years. The major goal for the past two years has been to update the Music program so that it adequately prepares transfer music students. The new facility will provide space and equipment for the improvements of the physical resources of the program. It will be possible, for example, to teach music theory using a laboratory room equipped with electric pianos. A recording studio will improve the opportunity for students to work on performance. To develop further the instrumental side of the Music program, a pep band will be added to existing instrumental groups (jazz band and community orchestra).

Theatre/Speech: In 1982-83, theatre productions will be moved out of B-2 and presented off-campus or in a new lecture room located in one of the new campus buildings. By 1983-84, a larger portable building theatre should be available. For the next few years the theatre program will be in the process of adjusting to this new facility. Because of a heavy schedule of play production in the community, a continuing effort will be made to coordinate on-campus theatre activities with community theatre groups. Since the last accreditation, theatre/speech disciplines have lost one full-time faculty member; but the combined teaching, play production, and administrative load is a heavy one. There is continued need to cover those activities previously handled by a full-time faculty member through part-time help, teacher aide, and student secretarial help or by reassigning duties to other existing full-time faculty or the hiring of a new faculty member. Future plans also call for more flexible staging of plays, more recitals, and continued communication between theatre groups through College-sponsored activities (such as the Performing Arts Week and South Coast Performing Arts Conference.)

ARTS AND SOCIAL SCIENCES DIVISION (continued)

Fire Science: The goals of the Fire Science program for the next few years are 1) to make the new fire training facility operational and to develop it into a regional fire training center; 2) to promote the Fire Science program in the schools; 3) to plan for expansion of the new training facility to include burn structure, classrooms, storage, and fire pumper; 4) to investigate the possibility of a two-year program in wildland fire operations; 5) to articulate with four-year colleges and universities to improve the transferability of courses; and 6) to coordinate training within fire agencies to allow firefighters to meet state standards for certification. It is expected that the new fire training facility can be administered by the Fire Science Coordinator. However, it will be necessary to work out agreements with local agencies to share costs of fuel and other materials used on the site.

Criminal Justice: The goals of the Criminal Justice programs for the next few years are 1) to computerize the Criminal Justice Career Development program, which will ease course registration and provide a clear record for agencies and students; 2) to expand video taping of Career Development training courses; 3) to implement the new Social Work program; and 4) to plan for the construction of a criminal justice training center on the campus which could include firing range, criminal investigation laboratory, communication center, and classrooms. To implement the criminal justice and fire science goals, Public Services needs a full-time secretary. At the present time, the program has a three-quarter time secretary. If the Career Development program continues to expand, it will need a full-time career development coordinator. At present, a part-time faculty member is being paid one-quarter of a teaching load to coordinate the Career Development program.

Other Disciplines: It is not expected that needs and resources in other disciplines (foreign languages, photography, speech, history, psychology, sociology, anthropology, economics, political science, and labor studies) will be significantly different in the next five years than they are now. The main objective in each of these disciplines will be to provide the basic courses needed by students planning to transfer to a four-year college or university and to respond to community requests for general education offerings, when budgetary limits allow.

BUSINESS DIVISION

ROLE AND OBJECTIVES

The Business Division supports the institutional purposes stated in the catalog. Because of the great number of students involved in the programs and courses, the division has an important role providing education for individuals who:

1. wish to enter business, office occupations or forestry,
2. wish to upgrade skills for returning to work or to improve their present employment skills,
3. wish to take lower division courses for transfer to a four-year institution,
4. wish to take courses for personal reasons,
5. wish to use the courses to promote the welfare of the community.

Advising students and helping them determine their educational and occupational goals is considered an important role of the full-time business faculty. Most of the advising occurs just prior to each term, but great effort is made to continue advising students during the term. Faculty members are available for advising at regular daily office hours or by appointment. Many students come with goals set too high or too low for their capabilities and unrealistic career choices. The advising process is a concerted effort to encourage students to match their capabilities with an attainable goal. Transfer students are encouraged to choose among four-year college alternatives, while students seeking employment are advised to register for courses that will lead to adequate employability in a reasonable period of time. Classes are scheduled to allow students flexibility in shifting from one level to another. For example, the three levels of accounting/bookkeeping are scheduled at the same hours.

Fall term full-time equivalent student enrollment and the declared majors of students taking more than eight credit hours is shown on Chart 3A of this section. We have seen a major increase in data processing majors and in the FTE, indicating, among other things, the need to keep abreast of this fast-moving technology so as to give students quality and relevant instruction.

The ability of the business students to transfer easily to four-year schools is evidence that the objectives are being met in the transfer curricula. All business courses for the Associate in Arts Degree are approved by the Oregon State System of Higher Education. Where specific requirements are made by some four-year schools, special consultation with the school and the student is necessary. The forestry program offers some courses which are transferable to a four-year university. If students decide after two years to continue their education, the forestry faculty assists them in preparing for such a program.

The division also recognizes the role in serving the community. Each year the division hosts a Skills Day that allows high school students to compete with students from other high schools in the area. Various faculty members speak to high school groups or civic organizations and keep in touch with the business community through participation in service organizations and advisory committees.

BUSINESS DIVISION (continued)

MAJORS AND PROGRAMS

One purpose of the division is to offer classes and programs which prepare individuals to enter the working community. Vocational-technical programs are offered for persons with a wide range of abilities and educational and social backgrounds. Courses are offered in the light of actual and anticipated opportunities for gainful employment and are determined by student needs, interests, and abilities to benefit from such training. The Associate in Science Degree in Forestry is recognized nationally by the Society of American Foresters, and students and graduates are permitted to become members of the organization.

Lower division study is offered to prepare students for transfer programs at four-year institutions. The division meets the objective of offering well-rounded and quality programs of study that are continuously reviewed to ensure that they are current and adequate. For example, one-year entry level bookkeeping-clerical and stenographic training is offered as well as two-year degree programs for more in-depth training. All of the curricula in office occupations and business administration were reviewed and updated in 1981.

The programs are designed to integrate practical experience with classroom training whenever it is possible. The forestry program has laboratories where students are transported to on-site working locations. The program is planned to qualify students for summer employment throughout the Northwest and as far away as Alaska at the end of the first year of training. Additional field experience is available through "work days" with prospective employers in such operations as laying out timber sales, cruising standing timber, scaling logs, logging projects and reforestation.

The data processing program offers students many opportunities to have hands-on experience with equipment and work in the data processing center. Office occupation students take office simulation or work experience to test their capabilities to function in an office. (See the College Catalog pages 13, 14, 15, 16, 17 for specific degree or certificate requirements.)

GENERAL EDUCATION REQUIREMENTS

The two-year business and forestry degree programs require 18 credit hours of general education: 9 credits in English composition and 9 credits of social science. The one-year certificate programs in business require only 3 to 9 quarter credit hours of general education because of the compactness of the program's technical course. We have recently developed those requirements and see no reason to make changes.

STUDENTS

The business division has a diverse student population who vary widely in age, have a wide variety of educational backgrounds, are unemployed or are employed full- or part-time, and have a wide socio-economic background. Many of the students enter classes without sufficient basic skills to be successful. The advising process attempts to address this problem by placing students in remedial classes before they enter their major classes. However, students who

BUSINESS DIVISION (continued)

are not pursuing a degree do not always take placement tests or see an advisor. Remedial courses are suggested, not required; therefore, it is not always possible to convince students that they will benefit by taking them.

For the past two years, a mail survey has been conducted of business majors. As with most mail surveys, the percentage of returns is not large enough to give a meaningful indication of the success or failure of the programs. (See Charts 5 and 6 in this section.)

The forestry follow-up study done in 1980 indicates that 70 percent of the graduates rated the training as both excellent and useful on the job. The number of students enrolled in the forestry program has declined somewhat over the past five years due to a change in environmental emphasis nationally and to diminishing job opportunities with federal agencies. This decline (perhaps ten percent) is universal at all forest technology schools and four-year universities throughout the Northwest.

Visitations are made on a regular basis to four-year institutions to determine the adequacy of training for transfer students. Our students succeed on the same basis as students transferring from other institutions.

COURSES

The courses offered relate directly to the objectives of the College and to the clearly stated objectives on each course outline. Every effort is made to provide for individual differences in learning capabilities. In this effort, three levels of accounting/bookkeeping are taught at the same hours so that students can transfer readily from one to the other. Data Processing is offered at a transfer/nontransfer level to allow for individual differences. The division continually reviews and updates courses to give each student the best possible training for employment in the "working world." Courses of simulated or actual work experience are a part of all programs in the division.

In response to community request two groups of specialized courses were developed for Farm Management/Records Analysis and for Small Business Management. The Farm Management is restricted to families (including all members of the farm unit) who are now actively farming or ranching on a full-time basis.

The Small Business Management is limited to local small business owners or managers and other members of the unit who assist in managing. All members of the unit attend monthly sessions and are visited by the instructor in the places of business for three hours each month. For further information see page 15 of the catalog and course outlines in the Office of Instructional Services.

Instructors update course syllabi on a regular basis and are encouraged to involve advisory committees and people in the business community to assure the relevancy of all courses. The latest time for this was 1980-81.

BUSINESS DIVISION (continued)

TEACHING METHODS

The division employs a variety of teaching methods. While most of the instructors use the traditional teacher-led group instruction, other methods are utilized such as guest speakers, demonstrations, student-involved experiences, group sessions, individual instruction and various media experiences. Instructors are encouraged to try new and innovative methods of instruction. Typing students can supplement class instruction with individualized instruction; data processing students have hands-on laboratories; accounting students have access to several hours of accounting laboratories for individual assistance; business majors can test their skills in office simulation or work experience; and forestry students have field trips and laboratory exercises that give them a realistic view of the forestry profession.

A variety of methods are employed by members of the division for evaluating teaching effectiveness. The Report of Yearly Service and the ensuing discussion with faculty members, the division chairperson, and the Dean of Instructional Services has proven to be an effective evaluation tool. All evaluation is done as prescribed by the Faculty-Board Agreement.

FACULTY

The faculty members are well balanced in subject expertise with work experience in forestry, data processing, business management, office occupations and marketing. Many of the specialty courses such as banking, real estate, medical-clerical, and insurance courses are taught by part-time people who work full-time in those areas.

All of the full-time faculty members hold master's degrees, and most have practical work experience. This year, four members of the business division will retire: two in the computer science field and two in business management. It is expected that three new faculty will be hired to replace the retirees. All transfer courses are taught by full-time faculty, and they assist in the hiring and evaluation of part-time faculty.

FACILITIES

The College physical plant has been adequate in most instances to meet the objectives of the division. However, the facilities for the secretarial program have been deteriorating over the past few years. There are two typing rooms. One is used to teach the beginning typing courses and has IBM Selectric typewriters. This room is also wired for desk receivers for shorthand dictation; however, the equipment is old and not aways reliable.

The second typing room is used primarily for advanced courses. The division has attempted to keep a variety of machines in the room to provide a diversified experience for students. This room is also used for transcription. There are eight relatively new machines in the room. The remainder are 8 to 15 years old. The wiring is inadequate and awkward for many classes. The electronic calculator room is adequate; however, many of the machines are over ten years old and are not reliable.

BUSINESS DIVISION (continued)

All three rooms used for secretarial classes have old and unsafe chairs. The chairs in the electronic calculator room are inappropriate for people attempting to operate the machines. The chairs in the typing rooms are secretarial chairs, but many are so old that they collapse when students use them. The division has not been able to stay abreast with the community in word processing equipment as well as other technological advancements. The members of the division are aware of the needs for newer and safer equipment and continually attempt to upgrade the facilities, only to be met with budget cutbacks. The business programs are seriously in need of an equipment-replacement procedure to keep the three machine rooms adequately supplied with current equipment. Further, to facilitate scheduling and offer more classes, a laboratory combining machines, word processing, and typewriting would be a real asset to these programs.

Forestry will be moved into new quarters upon completion of a new building in the spring of 1982. This new facility will greatly enhance the physical needs of the program; however, the tools and equipment are worn out and repaired to the point that they should be discarded. It is hoped that funds will be available to replace broken and worn-out equipment so the quality of the program is not seriously affected.

POTENTIAL CHANGES AND PROJECTIONS

The policies of the division are established by the College. A division chairperson is selected every three years by a vote of the division and appointment by the President. The chairperson, with the assistance of the faculty, is responsible for recommending for hire the part-time faculty, developing a class schedule each term, developing a division budget, supervising part-time faculty, developing new courses and course outlines, purchasing equipment, meeting with advisory committees, etc. The division meetings are held periodically to accomplish the above tasks.

The future of the division will be closely tied to the economic realities of the times. More people will be looking to the College for initial training and re-training. To meet these ever increasing demands, the division must be current in its course offerings, must anticipate trends and be prepared to change with sufficient human and monetary resources.

Data processing and word processing are becoming a reality in business and in homes. Preparation must be made to meet the need for training on the machines. The local economy has been tied to the forestry products industry. This will probably continue to a lesser degree. The tourist trade is becoming more important, and the College could be planning for course offerings to help the local community take every advantage of this potential source of revenue.

DEPARTMENTAL ANALYSIS

ENGLISH

ROLE AND OBJECTIVES

The English Division includes the areas of composition, literature, journalism, communications, philosophy, creative writing, writing workshop, reading, Adult Basic Education, General Education Development, English as a Second Language, and the Adult High School Diploma program. We offer a lower division transfer program and also courses, such as Communications, designed specifically for nontransfer students. Also, in some of our literature courses students are offered the option of enrolling for transfer or nontransfer credit. For the purposes of this report the developmental education areas will be spoken to in a separate section following this one.

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

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

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

Although we have no procedures for testing the performance of students after they complete our courses, what information we get, either in reports from four-year colleges or from conversations with the students themselves, indicates that they are able to perform well at four-year colleges. It is more difficult to assess our effect at the nontransfer level, but our communications with former students seem to indicate considerable success.

On Chart 3A of this section are the figures for fall terms 1979-81 enrollment by full-time-equivalent students and by declared majors of those students taking eight or more credit hours. The 1981-82 year reflects the cutback in course offerings and sections taught, all brought about by the budget problems. It is interesting to note that nine students declare journalism as their major, and we cut the journalism program in fall of 1981.

ENGLISH (continued)

MAJORS AND PROGRAMS

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

GENERAL EDUCATION REQUIREMENTS

The general education requirements of the institution (specifically Communications or English Composition for the Associate in Science Degree and a literature sequence and English Composition for the Associate in Arts Degree) form the backbone of the division. In the last ten years there has been no substantial change in our literature courses as they relate to the general education requirements. There have been, however, some substantive changes in our Communications sequence and our three terms of English Composition. These changes are the results of the changing needs of our students. We have witnessed a pervasive deterioration of the students' basic communication skills. Many more students have been coming to us with poor reading and writing abilities. We have been forced to offer a Basic College Writing class for those people who are not properly prepared for Writing 121 or Communications 1.111. We have also changed the structure of Communications and Composition to better meet the needs of these students. The most drastic changes have occurred in the Communications sequence.

People receiving an Associate in Science Degree can choose to take nine hours of Composition or nine hours of Communications to complete part of the 18 hour general education requirement. Ten years ago our Communications sequence did not work with the development of skills as much as our present sequence does. The English Division is now placing greater emphasis on skills development in this sequence at the cost of other more theoretical matter. Courses were modified so that 1.111 deals exclusively with writing; 1.112 deals mostly with listening and speaking; and 1.113 deals with reading. Some members of the division are now concerned that we are emphasizing skills so much that the Communications sequence does not really serve as a general education requirement.

The division has also restructured the Composition sequence. At one time we taught one quarter of essay writing, one quarter of the research paper, and one quarter of style; but we have discovered that, with the poorly prepared students whom we are receiving, greater emphasis must be placed on the basics. At the present time WR 121 involves descriptive and narrative essays, grammar and punctuation, and, at the very end of the term, an argumentative essay. WR 122 deals with essays of argumentation and persuasion and, at the end of the term, one documented essay. WR 123 focuses upon library research and the research paper. This new organization has proven to be far superior to the old one, and division members in general feel very proud of our writing program.

ENGLISH (continued)

Another change in the last ten years is our Writing Workshop. The Writing Workshop is not a class but a service. Any student needing assistance with writing, whether it be remedial or advanced, can sign up for a varying number of hours per week in the Writing Workshop. The English Division staffs the Writing Workshop at specified times during the day with a full-time member of the division.

Our Composition classes are too large. As a result of administrative actions, our writing classes have been allowed to grow to as many as 32 students. In a class of this nature such numbers constitute a serious impediment to quality education. English teachers are also occasionally assigned several writing classes, sometimes as many as four. When one combines a work load of three or more composition classes with other classes taught, it becomes difficult to achieve quality education or retain sanity.

STUDENTS

Although our courses have adequate enrollment, few students declare themselves as majors in English. At present we have eight declared English majors. In 1980-82 we had 12, and in 1979-80 only ten.

The quality of the students we are receiving is reflected in the results of the College's placement exam program. We are obtaining a few students who are better than the good students we have had in the past; however, we are receiving many students who are more poorly prepared than the poor students that we have had.

We are doing a better job now of following up on former students, for we have been very conscientious about going to the four-year schools and talking to our former students about the adequacy of their preparation. The responses we have received have indicated that the students feel that they have been well prepared as a result of their experiences here. The most positive comments pertain to their writing preparation. We are also doing a much better job of assessing how well our writing and composition courses have prepared students for courses that they would be taking on campus, for we have planned dialog with faculty members in other divisions. We have received some very positive comments, especially about composition. The only really negative in-house comments have come from the Business Division, which asserted that two quarters of composition do not give students the sort of grammar and punctuation skills needed to succeed in the Machine Transcription course. We have always agreed with their assessment, yet, have never wanted the composition sequence to train students for specialized language activity; therefore, increased attention to language skills is being integrated into the Business English offering.

COURSES

The increased emphasis the division is placing upon basic skills has made it easier for us to state that our course offerings are related directly to our objectives. The College community has clearly recognized the need and importance of developing basic skills. Our courses have been designed to facilitate skills improvement. The division has been quite satisfied with the degree

ENGLISH DIVISION (continued)

to which the College's liberal arts offerings prepare students for four-year college work.

Some of the courses with limited appeal that we have offered in the past have been discontinued; the Bible as Literature is one example. We are, however, constantly seeking new ways to present the humanities in general and literature in particular to our local community, and to this end we often offer a specialized course which proves to have only limited appeal.

We have recently revised the catalog and have removed all those courses which have not been taught in the last two years. We also periodically review the course outlines to ensure that they still reflect what is being done in the classroom. Each year the division establishes as one of its priorities the review of one of its programs or sequences. In 1979-80, for instance, there was a thorough review of the entire Composition sequence.

Usually an instructor teaches the same literature course for only three years; then another instructor will teach that course. Every time there is a change of instructor, there is a review of the course content. Very seldom as a division do we review what specifically is being taught in a literature course. Introduction to Literature is an exception, and at times there are discussions concerning the content of this course.

There have been two changes in the Creative Writing classes that benefit the students. First of all, the limit which has been put on the numbers of students who can enroll in these classes allows for more individualized instruction. Secondly, a double numbering system allows students to pay for either regular transfer credit or for non-transfer credit. Community members often take classes several years in a row, like the Shakespeare classes.

A Creative Writing Club which grew out of interest in the writing classes has further benefited local people interested in creative writing. The campus literary magazine, which has been published regularly for more than ten years, sponsors regular poetry readings that allow students to share their work with one another. These activities encourage students to learn.

The division's journalism offerings provide a student with the opportunity to extend writing skills and to continue an exploration of the campus community and its functions. The program also reaches into the community through the student newspaper and the cooperative work experience program. Since fall of 1981, we no longer offer journalism classes.

In Business English and Report Writing, the faculty makes a continued effort to communicate with business and technical faculty to determine student needs and to solve special problems which may appropriately be considered in those courses.

TEACHING METHODS

We have a healthy diversity of teaching styles represented by division members. A number of innovations in the past five years have either contributed to our teaching effectiveness or have the potential for doing so. Some of our division members, for instance, have been impressed with their experiences with

ENGLISH DIVISION (continued)

Roger Garrison and his particular approach to the teaching of writing. As a result, a number of people have incorporated into their Composition classes more in-class writing with on-the-spot evaluation and direction. Within the last two years Dr. Swearingen has been developing an autobiographical approach to the teaching of composition. He has been refining this method in his classrooms and at present is attempting to write a text which will help inform instructors of the ways to use the students' personal experiences and the autobiography form to improve their writing. Lately increased cooperation among those people teaching Introduction to Literature has produced some exciting experimentation with new methods.

Probably the most substantial change in teaching methods has come from the division's increased attention in the area of basic skills. Most of our English teachers had not taught a developmental writing course, but in the last ten years they have retrained themselves to teach basic writing classes. This retraining has had a noticeably good effect upon the way in which they teach their standard Composition and Communications classes.

We seem to be using a few more films than we have in the past. We are making better use of television offerings, and several instructors have put together some impressive slide presentations.

The performance of individual teachers is constantly being evaluated. Each instructor is evaluated annually as provided for in the Faculty Agreement.

The members of the English Division have been very active in campus activities. They have managed the Rhubarb Film Festival and advised the Beacon and the Southwester without its being included in their work load. Within the last five years, members of the English Division have been President of the Teachers' Union, Chairman of the Faculty Negotiating Team, Chairman of the Faculty Senate, Chairman of the Personnel Committee and have served on countless committees.

FACULTY

The division continues to show particular strength in the broad flexibility of its faculty. All of the people currently in the division have previously taught at other colleges or in the high schools. They all possess at least one master's degree in English, and all the teachers in our division have at least a decade of teaching experience. The division's policy of rotating assignments every three years has prevented any specialization which we believe would be unhealthy in the community college environment. Although our faculty was generally deficient in formal training in the teaching of composition, they have, since coming to Southwestern Oregon Community College, taken additional course work, kept up in the reading in their area, and trained themselves well to teach writing. More training in testing, measurement and individual instruction for students with basic skills deficiencies would be helpful.

Anderson, Philip	M.A.	San Francisco State College	Associate Professor
Bower, Robert	M.A.	Western Illinois University	Associate Professor
Humphrey, Thomas	M.A.	University of Oregon	Professor
Meacham, Bernell	M.S.T.	Northwestern University	Associate Professor
Muller, Erik	M.A.	University of Oregon	Associate Professor
Newton, Robert	Ph.D.	Ohio University	Visiting Assistant Professor

ENGLISH DIVISION (continued)

Noland, Jean	M.A.	University of Oregon	Visiting Instructor
Noland, John	M.F.A.	University of Oregon	Assistant Professor
Shepard, Robert	M.A.	University of Oregon	Assistant Professor
Swearingen, Jack	Ph.D.	University of Texas	Professor
Walsh, Kathy	M.A.	San Diego State University	Associate Professor

It should be noted that all full-time teachers in the English Division now have tenure, and the division is concerned about the possibilities of bringing in new people with new ideas. Sabbaticals should be encouraged in order to get our people out to see and do new things while at the same time their replacements could be bringing in new ideas. Staff development becomes more important the longer we are around.

FACILITIES

In general, the facilities for the English Division are adequate. Frankly, we don't need much in facilities. We would appreciate at least one large classroom in which films could be shown and more classrooms with tables and chairs rather than desks. In the past our library served well our division's needs, but in the last few years, many books we have requested have not been ordered because of budget problems.

All members of the division presently have their own offices although in some instances the offices constitute cruel and unusual punishment. Some are very small, many do not have any windows, and others suffer from both of these conditions. Some faculty members say fourth floor Tioga is unhealthy.

There have been so many good plays and performances on television in the last few years that the division wants the College to provide a television room or area to which students could go for casual or planned viewing. Many students do not have cable television.

We have created or changed many policies and procedures in the last ten years. We have developed a procedure for choosing summer session faculty which seems to be working well. We have provided for job sharing. Jean and John Noland have split one full-time position, allowing John to spend more time with his creative writing. We have found Jean to be a superb teacher. We have recently established a procedure for reviewing a teacher's four-year portfolio which seems to be working well.

We are in need of the procedure or incentives necessary to ensure that a Special Topics in Literature course will be taught more frequently. It seems that we have been so busy meeting our traditional obligations that we haven't prepared a sufficient number of special interest courses that would reach non-traditional students.

POTENTIAL CHANGES AND PROJECTIONS

It is impossible to predict what future student enrollment will be. The population of the local area is not growing quickly. The enrollment at the College varies greatly depending upon local economic conditions and government support for education.

ENGLISH DIVISION (continued)

It is obvious, however, that the College needs to create a comprehensive developmental education program. Such a program would place new demands on the division both in terms of additional staff and the retraining of existing staff. It would certainly necessitate new equipment and facilities that are more centrally located than those which presently exist.

The College is still in need of a Man and the Arts course. This would be a humanistic course offering a broad background in literature, art, music and philosophy for both transfer and non-transfer students. The general education requirement for the associate degrees would certainly benefit from such a course.

As a result of budget restraints in the fall of 1981, the English Division has had to drop some important programs and has had to curtail its course offerings. We have dropped all journalism classes and the program. We have had to limit the Adult High School Diploma program, and we very well might have to drop it altogether for the 1982-83 academic year. We have also had to drop our only Shakespeare course, and we have eliminated our night-time offering in philosophy. We are offering fewer sections of Composition, Communications, College Basic Writing and Introduction to Literature. As a result of these cuts and higher enrollment, we have allowed unacceptably high enrollments in many of our classes and unacceptably high teaching loads. The English Division believes in the value of small to moderate size classes in the teaching of writing and literature.

During winter term of 1982, our composition classes average 23 students. We have 43 students in one of our Introduction to Literature sections, and every Basic College Writing class is overloaded. It is not unusual for an English instructor to have 90 compositions a week to grade and write comments on.

As a result of budget restraints the developmental education program has been ransacked. We no longer have the on-campus tutoring program which was widely used by the students. We have also cut Educational Tutoring 206, which prepared students to assist elementary reading teachers. We have gone from three ABE/GED sessions a day to only two sessions a day, and we have increased the number of students in the remaining sessions to unacceptably high levels. We have not been given the much needed and promised coordinator of Developmental Education, and we have unfairly reduced the coordinator of ABE/GED to a part-time position. Although the most important cutbacks have come in the areas of programs, classes and personnel, we have also been unable to buy some of the equipment and materials we need to run these programs.

Our budgeting difficulties have not only created new problems but also have prevented us from rectifying or solving some old ones. The entire ABE/GED program is being run by part-time faculty who are grossly underpaid and receive little recognition from the college. This has caused some real problems in training new staff and achieving continuity within the program. We have had five directors of ABE in the last eight years; and we can look forward to losing a number of instructors whose hours, this year, have been curtailed.

ENGLISH DIVISION (Continued)

Finally, all of the developmental education services are being offered on the fourth floor of Tioga, where the air is so stale that it is difficult to breathe. The students, faculty, and administration who have to spend a great deal of time on this floor complain bitterly of headaches and dizziness that result from poor working conditions. Keeping up the morale of part-time faculty under these conditions is most difficult.

ENGLISH DIVISION

DEVELOPMENTAL EDUCATION DEPARTMENT

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

Although the College makes a number of provisions for these students, we have so far failed to develop a unified, comprehensive program of developmental studies with a full-time coordinator. Consequently the services and programs already existing have not been used to the best or greatest advantage.

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

THE READING LABORATORY

Reading ability is the key to success in a college career. The Developmental Reading Laboratory addresses itself to the goal of helping students read and develop study skills to the best of their abilities.

Reading equipment, machines, programs and materials and 24 study carrels are all available for student use.

Study Skills and Developmental Reading are taught on an individual basis. The reading class includes instruction in vocabulary development, speed and comprehension, spelling, dictionary usage and listening skills. Study Skills classes cover notetaking, time management, previewing texts, general and specialized vocabulary development, using resource materials, studying effectively and taking exams.

In the past two years, there has been an appreciable increase in enrollment in the Reading Laboratory. The staff has developed more classes in certain areas, for example Spelling and Study Skills, in order to help some specific needs of many students. The lab serves over 500 students, with a staff of one full-time tenured faculty member and two part-time instructors. The FTE for Study Skills was 3.54 in 1979, 1.69 in 1980, and we did not offer it in 1981. The FTE fall term for Reading for the last few years is 9.50 in 1979, 10.37 in 1980, and 3.18 in 1981. (See Chart 3A for more information)

THE MATH LABORATORY

The services offered by the mathematics laboratory are available to all students who are in need of help with any math problem. Students with special needs can take regular mathematics courses by reading and conference. Those students often make use of the help in the lab. All mathematics instructors may make use of the math lab to assist students either on an individual basis or in small classes. Help is available as scheduled; and when needed, advanced mathematics students are employed as special tutors.

DEVELOPMENTAL EDUCATION DEPARTMENT (continued)

During most of the term, about 20 students use the math lab each day, but there is what the experts call "a statistically significant increase" of over 100% about two weeks before examination time!

Because of the most extensive assistance available to students, the math lab is now serving more students than in previous years.

Due to heavy teaching-advising loads of the math faculty, the math lab is conducted by a part-time mathematics instructor from 9:00 to 2:00 daily and two nights a week. See the Mathematics section of this report for more details.

THE WRITING WORKSHOP

Located in T423b, the Writing Workshop provides professional tutorial services to any College student needing individual writing instruction, review or coaching.

It is staffed by an English teacher (2/5 of his load). Tutoring is by appointment for no credit or grade. Students come to workshop because they are referred there by classroom teachers or they have heard about the workshop through publicity or friends. Students are diverse: ABE, foreign students, handicapped, vocational, college transfer, advanced writers and beginners. There are no formal channels for communication between classroom teacher and workshop instructor, but there is opportunity for informal communication. Students seem to value having a source other than the classroom instructor for getting help in improving writing.

Each term 20 to 25 students use the Workshop during its open hours of 15 to 18 per week. Students can be assigned time by appointment or by registration anytime during the quarter. In fall of 1980, 22 students registered, and the instructor had 327 separate meetings with students. In fall of 1981, 23 students registered, and there were 244 separate meetings.

The fourth floor location encourages good links with Reading and ABE staff, but it isolates the Workshop for other instructional areas on campus.

Different approaches to providing students with individual help in writing have been tried in past years with some measure of success. However, the present workshop is undoubtedly the most successful of these and is considered one of the strengths of the English Division.

ADULT BASIC EDUCATION

The Adult Basic Education program offered at this College is part of the nation-wide program established under the Adult Education Act of 1966. It is funded, in part, by the U.S. Department of Education, with a percentage of these funds matched locally by the College district. We are able to provide all materials for in-class use, and the nominal fee can be waived for low-income students.

DEVELOPMENTAL EDUCATION DEPARTMENT (continued)

The aims of the program are to work with students on an individual basis or in small groups, to identify and improve their basic academic skills in reading comprehension, mathematics, and writing, and at the same time improve their self-confidence which is often low upon entering.

Because of the large number of students enrolled, three classrooms on the fourth floor of Tioga Hall are fully occupied every morning and for four evenings a week. Off-campus classes meet in Bandon, Coquille, Lakeside, Myrtle Point, Powers, and Reedsport. In addition we have courses in Curry County. In the 1979-80 year 203 students were enrolled in Outreach classes, compared with 222 in the 1980-81 year.

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

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

We have a wide variety of instructional materials, some of which have been developed by staff members as a direct result of their experience with the special needs of adults.

In the 1980-81 school year, there were a total of 443 students registered in ABE. Of these 289 were below 9th grade level upon entry and 154 were advanced or GED prep.

The program has experienced difficulties because of a lack of effective, stable direction. In fact, since its inception there have been three directors and six different master teachers all with their own ideas and philosophies. It says much for the individual instructors that the program is so successful and vital. In spring of 1981, we had four part-time instructors on campus, assisted by five part-time aides, two part-time tutors and two part-time interpreters for profoundly deaf students. The program also has a part-time clerical aide and a part-time coordinator for the ABE/GED, ESL and Sign Language programs.

The College's commitment to a full-time coordinator for ABE is unsure. We have proven the need for a position, but that position is still unfunded.

The ESL classes serve those students who need to learn or improve spoken English, reading, and writing skills. Students enter the class who have been in the United States anywhere from two days to twenty years. In the 1980-81 school year we have had students from Mexico, Venezuela, Peru, Spain, Germany, Iceland, Iran, Paaulau, Japan, Korea, Vietnam and Cambodia. We have grown from 25 students in two classes at night last year to 42

DEVELOPMENTAL EDUCATION DEPARTMENT (continued)

students in two daytime classes and one night class this 1981 year. Some come to day and evening classes. We also have a small outreach class in Coquille. The total 1980-81 student enrollment was 116 compared to only 34 in 1979-80 and to 67 in 1978-79.

The emphasis is on survival English and understanding others and expressing themselves on the job, in stores, at the doctor's office, and social situations. Most students are in the class for two years before moving entirely into the ABE program.

This program has been in existence since 1972. It began to grow in 1976 due to the influx of Indochinese refugees. About half our students are Indochinese.

By law we are required to provide instruction in survival skills for the refugees. At the same time we are faced with huge cuts in allotted grants and a confused, unreliable system of funding from the federal or state level. The resulting lack of money for additional staff and materials has placed an increased burden on the ABE budget.

SIGN LANGUAGE

Sign Language is a public service class that started as an outreach class and has now expanded so that we have four campus classes and one for teachers or staff who work with deaf students. Off-campus classes are offered also.

The purpose of the class is to make it possible for hearing citizens to be able to communicate with those members of their communities who are deaf. The classes have enrollments of more than thirty people and are taught by sign language professionals assisted by deaf students. Both Signed English and American Sign Language are taught.

We were not prepared for deaf students attending our classes, but we did locate and hire interpreters for the deaf, set up a sign language class for instructors, and utilize tutors and audio-visual materials for those who came.

THE ADULT HIGH SCHOOL DIPLOMA PROGRAM

The Adult High School Diploma Program is designed to meet the needs of adults who require the skills and knowledge represented by a high school diploma and are not adequately served by the GED nor by the local high schools and continuation schools. The program is based on the Oregon Competency Based Adult High School Diploma, as described in the Management Manual (1978), and represents the completion of a wide range of credit and competency requirements. (See on file in the accreditation meeting room.) The program provides for assessment of competencies which might have been gained through life and work experience, and it allows credit to be awarded for such experience.

Because the program is self-directed and conducted in a college environment, it is limited to adult students 18 and older with demonstrated minimal competencies in reading, writing, and math. The 16-18 year-old student is

DEVELOPMENTAL EDUCATION DEPARTMENT (continued)

occasionally accepted into the program if the director feels that he is sufficiently disciplined and motivated for probable success. An attractive aspect of the program is that it allows the student to gain simultaneous credit toward a high school diploma and a college degree.

In this second year of the program, our staff consists of a director (3/5 load) and two advisors. The director's office is located on the fourth floor of Tioga Hall where he can work in close conjunction with the developmental education program. We have had about thirty people enrolled each quarter and expect to grant about five diplomas each academic year.

There are three possible influences on the decline of enrollment:

1. Leveling off after the inital influx when the program was new.
2. Uncertainty about the future of the program because of budget problems at the beginning of the year.
3. A need to do more and/or better public relations and advertising to acquaint potential students with the program.

We have had as many as 44 students in the winter of 1980, compared to only 15 students winter of 1982.

The college and the community lack an opportunity for the younger students who are out of the school system to obtain a high school diploma. College policy for the Adult High School Diploma sets an age limit of 18, and the GED may not be appropriate for needs of the younger student. Perhaps a High School completion program would help to solve this problem.

THE STUDENTS

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

Many of our students are women in middle life (euphemistically called "displaced homemakers") who, for a variety of reasons (including divorce, widowhood, unemployment of husband or a family now independent), return to school. The majority of these students have only a vague idea of their goals, and it is with a sense of relief that they start on a course which is not too academically demanding until they get their bearings.

Increasing numbers of students are being referred to us by such social agencies as vocational rehabilitation, C.E.T.A., social security and welfare services, school districts, Children's Services Division, and the juvenile courts. These students present special educational problems and also problems related to individual physical needs. This year we have had students who are blind, crippled, and profoundly deaf. We have much preparation to do, for we have not enough staff training or materials.

DEVELOPMENTAL EDUCATION DEPARTMENT (continued)

Another group of students seeking the services of Developmental Education in increased numbers constitutes those whose native language is not English. Many are political refugees - most recently from Indochina and Iran. Those students whose language skills are low study first in the English as a Second Language classes; when they have acquired some facility, they need the intermediate services of ABE, the Writing Workshop, and the Reading Lab before moving on to a full college program. Some can move into the math programs rapidly.

FACILITIES

The nucleus of Developmental Education is on the fourth floor of Tioga Hall. Some faculty offices are there together with the reading lab, the math lab, writing workshop, English as a Second Language and Adult Basic Education. The facilities were adequate although not ideal about two years ago, but with the considerable increase in students who are seeking these services, they are no longer satisfactory. In the student evaluations done in ABE classes last term, a frequent comment was "This classroom is too cold and too crowded," and "The air is bad." Evening students, who are usually attending class after a day at work, complain about the lighting.

The reading lab has to limit class size at times for the same reason, and the math lab is rather crowded at certain times.

Perhaps with the new buildings going up on campus and re-evaluating the Tioga Hall Remodel document, these facilities can be improved. We feel that the location on the fourth floor of Tioga Hall is quite unsatisfactory. It is without windows and has a closed air circulation system that does not always function and allows temperatures to fluctuate wildly. Even with the limitations on smoking, the smoking is still continuing in the restrooms. To spend two to four hours trying to study on the fourth floor is unpleasant and possibly unhealthful.

There is no doubt that we could offer better services if we had better facilities and a more central location in the mainstream of campus activity.

LIFE SCIENCES DIVISION

BIOLOGY, BOTANY, AND CHEMISTRY

ROLE AND OBJECTIVES

The department's role is a three-fold one:

1. To offer courses for students pursuing courses in the professions such as engineering, health occupations (nursing, medicine, dentistry, chiropractic, physical therapy, etc.) and forestry.

2. To offer courses for students to fulfill their general degree requirements in the science area.

3. To offer courses for those students majoring in the sciences.

It is the belief of the faculty members that we more than adequately fulfill the educational needs of the students, for we offer a relatively full complement of classes for the first two years of college. (See pages 29 and 30 in the catalog.)

MAJORS AND PROGRAMS

On Chart 3B of this section we have the fall term statistics for the last three years. In the current year we have only three declared majors in biology and three in chemistry. The full-time equivalency enrollment is up, however, from last year.

The courses we offer satisfy the requirements for majors as well as for fulfilling the general education requirements and the science sequence for many programs.

GENERAL EDUCATION REQUIREMENTS

The institutional general educational requirement in Science is a minimum of a one-year sequence in science or math for the Associate in Arts degree. This ensures that students receiving this degree have some knowledge of either science or mathematics. Students may choose from the following:

Biology	
Bi 101, 102, 103	General Biology
Botany	
Bot 201, 202, 203	General Botany
Chemistry	
Ch 104, 105, 106	Elementary Chemistry
Ch 201, 202, 203	General Chemistry

STUDENTS

The majority of the students taking science classes and being advised by the science faculty are health occupations students, and their number has been increasing. The other major groups of students are in wildlife, forestry,

BIOLOGY, BOTANY, AND CHEMISTRY (continued)

or engineering. The quality of the individual students certainly varies, but there is little change in the general quality from year to year.

Although there is little formal evaluation of the achievements of the science students after they leave our classes, we do receive considerable feedback from the student who return for visits and fill us in on their and other students' accomplishments. They tell us that we are doing a good job, and those who have transferred to a four-year school have felt very well prepared for the work there. Too, we get comments from the on-campus faculty who have our students in their programs. Those comments are positive.

COURSES

The faculty members fulfill the objectives of their courses. All courses and their outlines were reviewed 1980-81. We do not feel a need to discontinue any course, for our offerings are minimal. Bi 104 (Special Topics in Biology) and Ch 234 (Quantitative Analysis) have not been offered in the past two years. These courses are offered as independent study for the occasional students who need the courses for their programs. We plan to leave them in the catalog.

TEACHING METHODS

The department has a number of models and other aids that are continuously being used for instruction in the science classes. We hire and retain faculty that are knowledgeable in their fields who can use these aids effectively. The lab and lecture methods are used by all faculty. The evaluation procedures used by the department are the same as the rest of the institution and required by contract.

FACULTY

The chemistry and biology faculty contains three PhDs and one member with all the course work for a PhD. In academic rank three are professors and one is an associate professor. All have been at this College for more than twelve years. They are the following: Dr. Ben Fawver, Dr. Ron Lilienthal, Dr. Charles Hower, and James Shumake.

FACILITIES

The chemistry and biology labs are relatively well equipped, although much of the equipment is nearing the end of its usefulness. There is, therefore, a need to replace some of the equipment and to develop a schedule for modernization. We have never proposed a schedule, but will by fall, 1982.

There is a need for a greenhouse, animal room and remodeling of the chemistry lab that are included in the current building program. A major problem is the sharing of laboratory space, for often set-ups have to be removed so another class can use the facility, then set-up again.

Faculty effectiveness could be enhanced by lighter teaching loads. The student enrollment has been relatively static, so we do not anticipate much of a change over the next ten years. We teach a core of basic courses and can see no need in the immediate future for changing that core.

LIFE SCIENCES

FISHERIES

Our Commercial Fishing Technology program is the newest vocational program developed for the College. The program has functioned two years as a contract program for CETA eligibles (25 students/year). CETA contracts utilized only the first year of the program as a Crewman Training Program. The second year of the program is yet to be implemented.

The program is strictly vocational and is designed to train people, "green" or otherwise, in the knowledge and skills necessary to perform the duties expected of a crewman in the commercial fleet. The local fishing fleet defined the need for skilled crewmen in the labor force so they might remain competitive with the foreign fleets operating in the United States' waters. The program evolved into its present form through the guidance and counsel of a 17 member advisory committee of commercial fishermen and fishing industry representatives. The program may form the nucleus for a true industry/education partnership. The partnership extends into many areas thought to be the perogative of only the educational institution, i.e. financing, managerial control, and use of facilities.

We do not feel that the program has accrued adequate experience with academia to make a critical analysis of general education requirements. The need for general education is recognized as a very important segment of the body of knowledge necessary for commercial fishermen who must function within a multinational environment wherein it is necessary to fish and market the produce world-wide.

The history of the program is far too brief to make a comparative analysis of students entering the program. Constant evaluation of graduates by staff and advisory committee has caused considerable upgrading of selection techniques and prerequisites for entry into the program.

The training is geared to prepare the student for entry into the troll, trawl, and pot fisheries. Instruction is offered in Basic Seamanship, Basic Navigation, Net Construction and Repair, Fisheries of the Northwest, and First-Aid/Safety. Emphasis is placed on "hands-on" mastery of crewman skills. Instructors utilize lecture, laboratory, individual instruction and cooperative work experience to train students.

Placement of the students after the first year program was very good, better than the CETA established criteria. There were problems, however, in the length of time the students stayed with a job. The advisory committee and College staff made changes in the program for this the second year of the program, with student satisfaction and future employer satisfaction the goal.

Currently, Mr. Nick Furman and Captain Dennis Hilsinger are the instructors of the program. They were recommended by the fleet because of their reputations within the fleet for honesty, forthrightness, and their ability to verbalize their knowledge for the benefit of other crew members. These instructors are a well-balanced team. Nick's strength stems from his ability to teach theories. Dennis is an extraordinary person for teaching the manual skills to students.

FISHERIES (continued)

The current facilities are not adequate, for the space is one small classroom, the quad (for stringing nets or mending nets), and boats in the local fishing fleet. When the new laboratory/shops buildings are occupied, there may be some more space on campus for our use. At some time in the future we hope to acquire a boat that can be used for instructional purposes.

The minimal equipment and supplies purchased has been adequate only because of the faculty's ability to adapt, improvise, and borrow from the community fishing fleet.

During the 1982-83 school year, we hope to expand the fisheries offerings to include special workshops and seminars for the working fleet. CETA funding was stopped. Because of the tight finances of the times, our advisory committee has volunteered to raise the funds necessary to continue the program. We hope that this partnership may becomes a perpetual arrangement. Student selection will be other than CETA criteria which could change the student selection process. In respect to a ten-year projection of needs, we hesitate to attempt such a projection at this time.

LIFE SCIENCE DIVISION

HEALTH AND PHYSICAL EDUCATION

ROLE AND OBJECTIVES

The Health and Physical Education Department's basic role in the institution's educational program is to help meet the physical, emotional, and social needs, abilities, and interests of our district patrons. Health and Physical Education are important in helping the individual gain his potential for development and growth.

Most of the department's objectives are being met. These are three full-time Health and Physical Education faculty along with 5 to 12 part-time faculty, depending on the term. We recommended that the three full-time Health and Physical Education faculty along with the part-time faculty be continued. With the present state and local financial problems have come cuts in funds to many physical education areas. This will cause our role to adjust to meet the needs and resources of our district patrons. Changes are now taking place in physical education at the four-year institutions in the state which will affect our offerings.

In the past year we have had four full-time Health and Physical Education faculty and 25 different part-time faculty.

MAJORS AND PROGRAMS

The Physical Education majors program has the same requirements during the first two years as those of four-year colleges and programs in Oregon.

The number of student majors over the last six years are as follows:

1976-77 - 15	1979-80 - 12
1977-78 - 9	1980-81 - 17
1978-79 - 14	1981-82 - 18

These figures are in conflict with Chart 3B of this section. The probable explanation is that the above figures reflect those students we advise and know to be majors, while the chart shows what students declared when they registered. Some of our majors may have not filled in the form or may have chosen undecided or liberal arts.

GENERAL EDUCATION REQUIREMENTS

The institution requires a three-credit Personal Health course and five terms of Physical Education (PE 185 - 1 credit) for an Associate degree. Physical Education courses must be taken at the rate of one credit per term. Courses must be in different activities or levels (i.e. beginning, intermediate, advanced). Exceptions, which must be approved by the Academic Standards Committee, may be allowed for the following reasons:

Health: A written statement by a physician must be filed with the Admissions Office at the beginning of the term.

HEALTH AND PHYSICAL EDUCATION (continued)

Veterans: Students who have completed six month active service in the U.S. Armed Forces are exempt from three terms of the Physical Education requirement. They must file official evidence of service with the Admissions Office.

Other: On rare occasions, an exemption may be granted for other reasons.

The general education requirements are in keeping with the goal of total development of each individual student's personal resources.

The requirements do not relate to many of our students, however. There is no requirement in Health and Physical Education for students who are working on certificates of completion or any non-degree training. There has been no encouragement for technical vocational students to take our courses except the very few who graduate.

The exception granted for armed services veterans makes no sense from the standpoint that individual needs for physical fitness and recreational skills and activities are on-going. The physical training offered in the armed services is only good as long as an individual is on active duty. The institution has a responsibility to encourage good habits of exercise and recreation for all students every term.

STUDENTS

We can account for approximately one-third of each class that continues their education, but we are unable to determine if they stay in the Physical Education or Health majors program. We do not do a formal follow-up by subject of physical education. As a staff we are constantly asked by four-year institutions if we have any Health and/or Physical Education majors coming to their colleges. Verbally the four-year institutions say that our majors are above most transfer students in knowledge of Teaching Health and/or PE. We know there are a number of former majors that are currently teaching in the field.

Because we have a small staff, we are always sharing the growth and development of our majors with each other during the year. We never lose contact with majors even though we individually may have them only every other term.

COURSES

The courses offered by the department are related precisely to the objectives and are so stated in the course outline. Courses that have limited appeal have been discontinued through the process of department faculty yearly program evaluation procedures.

The few courses listed in the catalog that have not been offered in the past two years have remained there because of the needs of our district's patrons. They seem to swing back-and-forth over a period of more than two years. An example of that is the first-aid type courses offered for one credit or three (10 hours or 50 hours) depending on state requirements and/or occupational

HEALTH AND PHYSICAL EDUCATION (continued)

program requirements. Physical Education needs for archery and various kinds of dance change over a period of years. Courses such as Personal Defense depend upon the availability of a qualified staff person.

Course outlines are current, complete and on file in the Office of Instructional Services. These outlines are reviewed by the division upon the request of the Dean. Through close faculty departmental sharing sessions and staff meetings, course content is continually being upgraded. All courses have been revised in the last year.

TEACHING METHODS

The complete audio-visual department is available for the improvement of teaching. We use video tape, record and tape players, film loops, overhead projectors, slide projectors, film projectors, photography when needed, and graphics lab. We also have transportation for field trips and make use of speakers from off-campus. Group discussion, lecture, and student activities are used by the faculty. Evaluation is that of the contract. The Physical Education director evaluates part-time faculty with the help of the Director of Special Instructional Programs.

FACULTY

We have one associate professor and two assistant professors, and all three have master's degrees. Teaching experience is the following: one has 22 years; one has 17 years; and one has eight years. The three are Bev Kemper, Mike Hodges, and John Speasl.

Their subject specialties (with number of faculty) are as follows:

Personal Health - 3
First Aid - 1
Fitness (Weight Training, Conditioning, Slimnastics) - 3
Tennis - 3
Volleyball - 2
Professional Activities - 2
Golf - 1
Racquetball - 1
Archery - 1
Soccer and Field sports - 1
Basketball - 1
Badminton - 2
Softball - 2

Full-time faculty have not been involved in research or publication. All of the full-time faculty, however, have been actively involved and held office at the state, regional, and national level in professional organizations. The faculty have also sponsored clinics and workshops at the local level and been invited to make presentations at other conventions, clinics and workshops.

HEALTH AND PHYSICAL EDUCATION (continued)

Strengths of the staff are the following:

Enthusiasm and experience
Broad preparation individually and collectively
Staff cooperation and rapport
Variety of background education
Quality of background education
Development of a pool of good part-time instructors

The weaknesses of full-time staff are the following:

We have no full-time expertise in aquatics, gymnastics, self defense, rhythms and dance, and adaptives-handicapped.

The small number of full-time faculty members available limits the variety of exposure for major students.

FACILITIES

The physical facilities are well kept but are inadequate for the numbers of students who enroll in our courses. The following are general comments and concerns:

Handicapped: Have no way to enter upper Prosper Hall. Either a ramp or an elevator needs to be installed.

Restrooms: Are small and have poor ventilation. For any large functions we must ask the people to use another building's restrooms. We especially have problems during wrestling and basketball season, for we need to block off the women's restroom and locker room area.

Gym floor: Needs to be resurfaced and relined due to constant usage and for safety reasons.

Track: Do not have one.

Training room: Do not have one.

Classroom: Do not have one in Prosper Hall.

Shower rooms: Have currently been repaired (March, 1981) but are not adequate to allow for the numbers of students who utilize the facility.

Locker room space: Is inadequate for dressing and for storage of student work-out clothing. Need separate physical education and athletic locker room space.

Heating system: The thermostats are located on the balcony. Heat rises, leaving the gym floor cooler than the temperature registered on second floor.

Drainage on activity fields: Is poor; in fact, there isn't any except gravity. The new softball field seems to have good drainage. We will judge that after a year of Oregon rain.

HEALTH AND PHYSICAL EDUCATION (continued)

Staff offices: Poorly located. We are not easily accessible to students.

Utilization of lake: Is not done. We have no activities utilizing the lake.

POTENTIAL CHANGES AND PROJECTIONS

More time should be spent by the faculty in sharing sessions, especially by faculty members who teach the same course(s). Maybe departmental procedure should require these sessions every term instead of strongly recommending them.

We recommended that a full-time secretary be provided in the department to improve faculty effectiveness. Too much time is being spent by the faculty doing secretarial work instead of giving full attention to teaching and advising students.

Program and plans depend upon the expansion phase of our facility and the addition of the fourth full-time Health and Physical Education faculty member. The expansion phase will not happen within the next five years, in all probability; therefore, we need to make improvements as we can (and as we listed under the facilities section of this report).

LIFE SCIENCES DIVISION

HOME ECONOMICS

ROLE AND OBJECTIVES

The Home Economics department believes that its major role is to provide educational opportunities for students who are interested in foods and nutrition, family consumer information, home and family resource management, child development, parenting, clothing, textiles and home furnishing. The department considers it important for these opportunities to be available for transfer students, adult homemakers, and persons who are employed or desire employment in occupations related to these subject areas. A responsibility for reaching low-income families and other groups with special needs has been assumed by the department since its inception. The department has often had opportunities to work with community groups and believes it can, should, and does function as an important link to the community.

The addition of a second full-time faculty member last year has contributed substantially to the program and strengthened the family resource management, consumer education, and foods areas. The occupational preparation segment needs more attention. More work needs to be done in developing the food service cluster; and additional work can be done in the fashion, textile, home furnishing, and child day care areas as more job opportunities become available in these fields.

The department plays an important role in reaching and meeting the educational needs of many nontraditional students through its adult education, occupational supplementary, and consumer grant project courses.

A concern for low-income families and other special need groups has been a major factor in program planning and participation, especially in the consumer and parenting workshops.

MAJORS AND PROGRAMS

The department provides advising and course work at the transfer level for students majoring in foods and nutrition, family resource management, fashion merchandising and design, home furnishing and interior merchandising and for early childhood specialists. The department serves the community through special programs in foods and nutrition, consumer education and parenting and other topics when they are requested by community groups. Some recent examples are workshops for hospital food service workers and for school cooks.

Chart 3B of this section shows the majors as declared at registration and the fall term full-time equivalency. The statistics for the current year reflect the serious cuts we had to make in our part-time staff because of budget problems. Our programs have been fairly consistent until this year's problems. In fact, the majors listing is incorrect, for we have from 8 to 12 majors a year.

HOME ECONOMICS (continued)

GENERAL EDUCATION REQUIREMENTS

None of the department courses are included in the group of general education requirements for the Associate in Arts Degree. Requirements for the Associate in Arts Degree when added to the science-oriented transfer home economics curriculum create an overload for many of the majors, and they usually transfer without completing the Associate in Arts Degree. Students who complete the block of courses required for their major should be encouraged to petition for the degree.

STUDENTS

Students in the department are diverse. The enrollment includes young homemakers, senior citizens, and traditional 18-year-old college students. Others enroll to upgrade their job skills for work related to the various subject areas such as nutrition, child development and fashion. A small percentage enroll in the transfer courses. The total number of students enrolled in the department courses has greatly increased over the last five years, partly due to more offerings in the outreach program and the consumer project. The number of transfer level home economics majors has remained constant with 8 to 12 students declaring a major each year, even though Chart 3B shows fewer numbers. This number should increase when the program moves into the new facility and can present a program more attractive to recent high school graduates. The major difference noted during the last five years is that transfer students are coming to the program with more realistic views of the course work required and are somewhat better prepared in the sciences.

Evidence to indicate the quality and achievement of former students includes the results of a survey of consumer project participants and personal contact with a number of students who are now professionally employed in the home economics field. (See file in the accreditation meeting room.)

COURSES

All courses are directly related to the objectives as listed on course outlines. Some courses of limited appeal have been discontinued; others are modified and updated to reflect changes in the subject area. All have been reviewed the past year. Not all courses listed in the catalog have been offered in the last two years. Many are offered as community need or interest is demonstrated.

All course syllabi are complete and current. Regular articulation with faculty members from other colleges and universities is encouraged by our administration; and new approaches, course content, research reports, and other changes are shared through these meetings in an effort to maintain continuity and continually upgrade the transfer courses. The State Department of Education has provided a consumer and homemaking specialist who has assisted with articulation and subject update workshops for the occupational preparation programs.

HOME ECONOMICS (continued)

TEACHING METHODS

The faculty have become very innovative in the use of the limited facilities. They have also taken many of the programs to the community to such places as grange halls, churches, day care centers. The most commonly used teaching method is a blend of lecture, demonstration and student activity. Student involvement or "hands on" experiences are emphasized. A variety of audio visual equipment is available including video taping films, slides, and tapes. The overhead mirror and demonstration center is especially useful in teaching foods classes. In the consumer area several displays have been designed and placed in community locations along with educational literature. These have received very good comments. Other innovations include the Home Activity Day, which centered on activities which enrich home living and attracted over 800 participants.

We use student evaluations to determine the effectiveness of our instruction. Additionally, peer review and classroom visitation are used. Criteria and deadlines required by the union contract are very strictly followed.

FACULTY

The subject specialties of the two faculty members are complementary. They include family resource management, foods, consumer education, clothing, textiles, and home furnishings. Nutrition, child development and parenting are generally instructed by qualified part-time instructors. The faculty strength is in versatility, innovative approach and ability to work with a variety of students. The faculty member who recently joined the staff works exceptionally well with community groups and plans to complete a master's degree program which will complement our program. She has a B.S. Degree in Home Economics Education and has 12 years experience, with five of those as part-time teacher at the College. The other staff has a Master's degree and 23 years experience, with 20 years of that here. As many as twelve part-time faculty have been used per term in the past.

FACILITIES

The facilities used over the past ten years are clearly inadequate. These problems have been recognized, and a new facility will be available in spring of 1982. We anticipate that with this move the program will experience additional growth and new opportunities to complement the regular program. That growth will require additional staff.

POTENTIAL CHANGES AND PROJECTIONS

One change which could assist the faculty in planning would be to broaden the scope of the advisory committee which now serves only the consumer project. Another change which is planned is to strengthen the student recruitment program to attract more transfer majors to the program. The faculty should continue attending subject matter update conferences to keep abreast of changes within the field. It is essential that released time for program planning and advising be restored, especially when coordinating so many part-time instructors and coordinating grant projects.

HOME ECONOMICS (continued)

Program plans the department members anticipate include continuation of the present program with more emphasis on the occupational aspects. Too, we plan to continue the consumer education project in a modified framework and to continue attention to community needs in parenting and family resource management. The food service occupations, fabric and fashion occupations and early childhood education programs could be worked on. The programs need to respond more to the educational needs arising from the socio-economic changes in the community.

LIFE SCIENCE DIVISION

NURSING

See Separate accreditation self-study dated January, 1981, which the nursing faculty members have submitted.

PHYSICAL SCIENCES DIVISION

ELECTRICITY AND ELECTRONICS

ROLE AND OBJECTIVE

The Electronics Program has been designed to provide electronics knowledge for whatever goal the student chooses. This is made possible through an open-entry, open-exit curriculum which consists of both structural group classes coupled to an individualized theory/lab curriculum operating within a nonstructured open laboratory.

MAJORS AND PROGRAMS

Most students express satisfaction with the electronic program; however, students pursuing high technology goals may have been short changed. "In-depth" instruction in digital circuits and microprocessors have not been available to most students.

The Chart 3B of this section shows the FTE and the declared majors for fall term for the last three years. The current year's drop stems from offering fewer sections of classes, for there are limited student stations available. This drop takes us back to the 1979-80 level of enrollment. The follow-up study by majors had only four questionnaires returned, so tells us little. (See in the accreditation meeting room.)

GENERAL EDUCATION REQUIREMENTS

Departmental people are concerned that the required general education courses are not taught in a manner relevant to vocational students. They are in full accord with the need for general education, but feel strongly that the English Division, for example, is not aware of the electronics industry's demands on technicians for analysis and written technical reports.

STUDENTS

Student numbers have been essentially stable for the last five years, except for an increase in 1980-81. We expect approximately 25 freshman students declaring majors in Electronics and a similar number of part-time students to enroll each fall. As attrition occurs, the open-entry system allows for replacement. Therefore, production of FTE is reasonably stable, except for the increase in 1980-81.

Because there are no entrance requirements, student abilities and academic preparation are spread across the total continuum. This leads to excessive attrition and the number of students completing the program is minimal. The department is concerned about attrition rate and feels that the development of realistic prerequisites for entry is mandated. The Electronics Advisory Committee and staff are currently working on this problem. Students who complete the program are well-trained and are successful in finding jobs within the various electronics industries.

ELECTRICITY AND ELECTRONICS (continued)

COURSES

Staff and advisory committee have asked for and received an evaluation of our electronics curriculum by Hewlett Packard to determine if our curriculum contains the elements necessary to fulfill the basic requirements for employment in Oregon's electronics industry. They report that existing courses are reasonable, but there are major voids relative to recent developments in the industry. We are, therefore, currently working with our advisory council to develop new or modified courses in digital circuits, linear circuits, instrumentation, digital IC's, and microprocessors. See also the courses listed on pages 33 and 34 in the catalog.

TEACHING METHODS

The present method of individualized instruction needs some scrutiny. The student who is highly motivated and very bright does exceedingly well, but the system seems to create considerable frustration for most beginning students. We are considering structuring and correlating theory with laboratory segments of the curriculum. Only advanced students will be allowed to follow the unstructured curriculum. One problem is the low reading ability of some of our beginning students.

FACULTY

The one full-time faculty for the last ten years has been Carroll Auvil.

Carroll Auvil B.S.E.E. in Engineering, Purdue University
PREVIOUS EXPERIENCE: Electronics Management, Research, and Engineering, 18 years
YEARS HERE: 2 years part-time; ten years full-time, and the current year part-time.

The current year we have all part-time faculty. We anticipate that a full-time instructor will replace the retired Mr. Auvil by fall term, 1982.

FACILITIES

The facilities are well equipped, but generally inadequate in terms of teaching stations and space in general. We have just completed the development of the educational specifications for a different and more adequate facility to be available in the fall of 1982.

POTENTIAL CHANGES AND PROJECTIONS

We project that with the "to be hired" staff member, an aggressive advisory committee, and a continuation of administrative support, the Electronics Program will become bigger and better.

PHYSICAL SCIENCES DIVISION

GEOLOGY AND EARTH SCIENCES

ROLE AND OBJECTIVES

The role of the earth science program is to offer a diverse set of studies centered around the field of geology. The program seeks to offer prospective transfer students necessary prerequisites for a sound and rigorous preparation in fundamental principles and processes, to offer counsel on appropriate curricula and on career opportunities for prospective earth science majors, and to offer all members of the community an opportunity to increase their knowledge, understanding, and enjoyment of the various facets of the natural environment. Finally, the program seeks to bring to the community an awareness of the role of the earth sciences in society.

The purposes of the department are probably being realized to a considerable degree, for we do offer many classes, have many students, and have satisfied students returning to tell us of that satisfaction.

MAJORS AND PROGRAMS

The earth science program adequately reflects the purposes of the division in that we offer both transfer and non-transfer classes. We have created special classes in Volcanology, Geology of the Pacific Northwest, and Scenic Geology of the National Parks for students who wish to broaden their general education and cultural experiences. Chart 3B in this section shows the earth science majors as declared at registration of fall term for the last three years. Also shown is the full-time equivalency.

STUDENTS

In the sequence classes in physical and historical geology, student numbers remained relatively constant for several years, were lower than normal in 1979-1980, and were higher than normal in 1980-1981. In the other earth science classes, offered primarily in the evening, student numbers tend to fluctuate from term to term and year to year. They generally tend to be highest the first time a particular class is offered, but no other trend has been discerned. (See Chart 3B)

Some classes seem to have a higher percentage of students who perform well; others seem to have a lower percentage of such students. No apparent trend has been discerned from year to year.

There is no method of evaluating geology students' achievements after leaving the College other than the campus visitations made by some faculty and counselors to the four-year schools and the general follow-up studies. These reports back to the instructor have been very favorable, as have direct former student comments.

GEOLOGY AND EARTH SCIENCES (continued)

COURSES

Courses are distinctly related to objectives as specified in course outlines. Several revisions were made fall of 1980. These include deletion of G114 (Field Geology of Southwest Oregon), addition of G291 (Minerals and Rocks) and G245 (Scenic Geology and National Parks), and a description revision for G123 (Volcanology).

Since there is only one instructor, not all courses listed are offered every two years. Courses are available on demand and are listed to indicate to the community and to prospective students the possible range of class offerings in the earth science program. Course outlines are comprehensive; course content is continually upgraded.

TEACHING METHODS

A method which is especially significant to the earth sciences is geologic field trips. These are an integral and highly successful part of the earth science program. Additional methods are special classes can be tailored to meet specific needs of individuals or small groups through Reading and Conference. Films and demonstrations are also used as are lots of rock and mineral samples.

FACULTY

The one faculty member is Don Stensland.

Don Stensland, M.S. (Degree, 1969: Oregon State University)
SPECIALTY: Geology and Oceanography
PREVIOUS EXPERIENCE: Instructor at Grays Harbor College, 2 years
Teaching Assistant Oregon State University, 1 year
Laboratory Technician, Micropaleontology, Oregon State University, 1 year
Curator: minerals, rocks and fossils, University of Minnesota, 2 years
YEARS HERE: 11

FACILITIES

Facilities are inadequate for storage but will improve if projected storage facilities are built as planned during summer of 1982. We need petrographic microscopes. Deficiencies in mineral, rock and fossil collections are slowly and steadily being corrected.

POTENTIAL CHANGES AND PROJECTIONS

Faculty effectiveness could be enhanced if the one faculty member could get adequate funds for the above items.

GEOLOGY AND EARTH SCIENCES (continued)

Conditions for the future range from essentially constant enrollment to slow growth. We need to plan more interdisciplinary and cooperative field trips, workshops and other projects with other schools; more community and television lectures and programs; and, most importantly, the upgrading of facilities including solution of storage, equipment, and materials problems.

PHYSICAL SCIENCES DIVISION

INDUSTRIAL MECHANICS

ROLE AND OBJECTIVES

The Industrial Mechanics department is made up of three industry-oriented segments: welding, machine tool and auto mechanics. Four objectives of the program are:

1. pre-employment training,
2. training to upgrade employed mechanics,
3. training for other trades which require ancillary skills, and
4. training for the layman who, for personal reasons, wishes to acquire knowledge or skill in one of the three areas.

Industrial Mechanics is a two-year program preparing students for entry-level jobs in the automotive and metal working fields. Typical jobs are service station attendants, auto mechanics, machinists, and welders. There are opportunities for apprenticeship in the related trades. Completion of the program leads to the Associate in Science Degree.

MAJORS AND PROGRAMS

Achievement of our objective of pre-employment training, as judged by successful placement of 1981 graduates, varies considerably among the options. Welding placed 100% of their graduates, machine tool placed 25% of their graduates, and auto mechanics placed 20% of their graduates. These statistics are skewed because of less than normal business activity at this time. Achievement of objectives 2, 3, and 4, if judged by enrollment in part-time classes, is consistently high and as many sections are offered as the budget will allow.

Chart 3B of this section shows the declared majors and the full-time equivalency for fall terms for three years. All three areas show a large increase in majors, but not the corresponding increase in FTE, except for the growth in machine tools. Apprenticeship has dropped back to its 1979 numbers.

In the 1980 industrial mechanics majors follow-up, the usefulness of the College's training on the job was rated good or higher by 61% of the non-completers. It was rated good or higher by 80% of the completers. Only 54% of the non-completers were employed and 23% were seeking employment. All of the completers were employed. These figures were based on five completers and 13 non-completers returning the questionnaire. (See Follow-up studies in accreditation meeting room.)

GENERAL EDUCATION REQUIREMENTS

General education requirements are realistic and reasonable for those students who are degree oriented or university bound. Students with those goals are few. The bulk of the students in this major are interested in pre-employment or upgrading training. They resist enrolling in the general education classes. It also follows that many of these resisting students have deficiencies in reading and math skills. We have a grant for giving help to these students this year.

INDUSTRIAL MECHANICS (continued)

STUDENTS

There are more older students enrolling in industrial mechanics now than three years ago. Many of these older students are victims of reduced activity within the lumber industry and are upgrading their skills or learning new skills in an attempt to find employment. Most of the older students exhibit high motivation to learn and seem to resent any activity which deters progress toward their goal. Their presence has been helpful to the program.

COURSES

Courses offered within the department are precisely related to program objectives as judged from our advisory committee review of curriculum. Each segment of the Industrial Mechanics program maintains a specialized trade advisory committee which periodically reviews course outlines, facilities, and equipment and makes recommendations relative to curricular adjustment, equipment replacement, or condition of facility. Additional courses in the 0.700 range fulfill the need of some students who wish to gain knowledge simply for their own personal growth and development. See pages 43-46 in the catalog for course listings.

TEACHING METHODS

Theory classes within the program are presented to the student by classroom lecture. The lecture is supplemented with traditional tapes, slides, or other audio-visual aids. In addition to the above, the auto mechanics program has recently ordered a video system which they intend to use for demonstration in the laboratory. They will also use video tapes to enhance both theory and laboratory classes. Auto shop and machine tool laboratories use the traditional vocational methods of instruction wherein beginning students learn from projects. The advanced students are taught in a simulated industrial environment. Advanced auto shop students work on customer cars; machine shop students design and manufacture gears, etc. The welding laboratory differs in that individualized learning packets are used in the laboratory allowing each student to progress at his own speed. After skills are built, the advanced students design, fabricate, or repair various devices.

FACULTY

The faculty members include one full professor, two associate professors, two assistant professors, plus seven part-time instructors. No faculty member holds a master's degree, two have bachelor's degrees, and the rest are of industrial origin. All faculty members have accrued at least five years of industrial experience as journeymen prior to teaching. Our full professor chaired the state committee which developed the individualized welding curriculum which we use. This curriculum has been articulated with all high schools in Coos, Curry, and Douglas Counties which send students to the College. The faculty is hard-working and dedicated. The most obvious weakness is that some do not maintain their laboratories in a manner appropriate for a training institution.

INDUSTRIAL MECHANICS (continued)

FACILITIES

All facilities are usable, but the welding and machine tool laboratories will be moved into new facilities when the present building program is complete. The welding laboratory is presently housed off-campus. It will be nice when they will again become an "on-campus" member of the instructional team. The machine tool facility is small and does not allow enough teaching stations to make a reasonable economic unit. The new facility will allow for ten more teaching stations and a more efficient use of space. The auto shop is quite adequate to house existing offerings. It is well equipped, roomy, but lacks sufficient safe outside storage.

POTENTIAL CHANGES AND PROJECTIONS

Our ten-year projection does not include very much change in curricular objectives nor philosophy. Major changes may take place in methods or machines used in all three technologies, but we project that these changes will be at such a pace that normal replacement schedules will enable our faculty and facilities to remain current with the state of the art.

PHYSICAL SCIENCES DIVISION

MATHEMATICS

ROLE AND OBJECTIVES

The role of the mathematics department is that of providing learning experiences in mathematics for those individuals who wish to broaden their general education and cultural experience, to pursue occupational education courses, to improve their occupational skills and knowledge, to improve their skills through remedial instruction, and to pursue college parallel courses or programs. We offer course work that follows the above objectives and believe we fulfill those objectives. See course descriptions in the catalog on pages 47 and 48.

MAJORS AND PROGRAMS

Each year there are only one or two math majors as noted on Chart 3B in this section. That chart also shows the FTE for the fall term for the last three years. The drop in FTE for the current year happened probably because of our offering fewer sections of classes. Math majors can get a full complement of courses transferable to four-year colleges. Our program for majors is sound; however, if we were a larger school, we would offer courses in Boolean algebra, linear algebra, differential equations, or finite mathematics.

GENERAL EDUCATION REQUIREMENTS

The institutional requirement is the minimum of a one-year sequence in science or mathematics for the Associate in Arts Degree. Some of our department believe that is enough; others want the science or mathematics to be changed to science and mathematics. Only the Associate in Arts in Business requires a mathematics sequence.

STUDENTS

The number of students declaring a major in math over the last three years is indicated in chart 3B. The accuracy of these numbers is questionable, for we know of as many as eight or ten per year. Employment opportunities in the business and physical science fields have been particularly good during the last few years, and that fact has reflected in an overall increase in math total enrollment until the current year.

The courses offered by the department serve a wide range of programs, both technical-vocational and collegiate transfer. The quality of the students vary considerably with their background, age, and major. The current economic conditions in the community are also a factor in the return, or first time on campus, of many older students. Most older students are highly motivated to learn.

Motivation of college-age students who need to learn basic arithmetic is sometimes a challenging problem itself, especially if the student has avoided arithmetic for years and is convinced that 'avoidance' is the

MATHEMATICS (continued)

easiest route to take. The use of job-related groupings of students in basic classes so that job-related problems and textbooks can be used has worked well. It occasionally results in smaller class sizes.

Students are sometimes placed at the wrong level of math and gradually stop coming to class after the first or second quiz, either because they did well and are not learning or did poorly and are not learning. We could probably improve the drop-out rate by showing an honest concern for the student, his placement, and his progress in the course, especially during the first and second week of the term.

Chart 7 shows the overall math enrollment for the last five years. Both the fourth week and final week for fall, winter, and spring terms are shown. This information was compiled in an effort to evaluate our attrition rate for math students. These data indicate no problem between fourth and final week. A future study will be made to compare the first week and second week enrollments against the fourth and final weeks.

College visitations by faculty members have produced positive feedback with respect to our courses in general. This is especially true of science and computer science students who take math as part of their transfer programs.

The quality and achievements of non-transfer and vocational students as a result of mathematics learned at this institution is not easily determined. It is the opinion of the department, however, based on conversation with former students, that their knowledge of math acquired here has been a useful part of their education.

COURSES

All course syllabi are current, complete, and updated as of 1980-81. Courses relate directly to the objectives stated and are updated as a result of textbook review, changes made after visits to transfer students, department meetings. The relatively small classes provide interaction with students, and that interaction sometimes creates changes in the objectives or techniques used in the course.

All courses in the catalog are currently taught, with the exception of Math 191, 192, 193 (Math for Elementary Teachers). That sequence may be taught every other year; or, if not enough students enroll, it might be taught on a reading and conference basis.

In recent years Pre-Basic Math 0.605 was offered to take up the gap between the GED math and Basic Math 4.200. It was removed from the current catalog because it did not have enough enrollment for two years. The Developmental Education Committee is working with the math faculty to assess the math needs for that group of students to determine if there is a gap, if students are advised into wrong courses, or if the materials and subject covered are duplicated, among other topics.

MATHEMATICS (continued)

Introduction to College Math (Math 105, 106, 107) was dropped from the catalog in 1979 when we saw that students were choosing the Math 101 sequence or the Math 201 sequence instead.

TEACHING METHODS

In addition to blackboards and chalk, we use overhead projectors, video tapes, rental films, commercially packaged diagnostic tests and curriculum materials. A great deal of time is spent in developing subject-related problems related to our various students' majors. The lecture method and small group discussion are most frequently used. The Math Lab allows for one-to-one interaction for students who need it or who prefer to take programmed reading and conference courses.

FACULTY

John Anderson
B.S. in Elect. Engineering, Oregon State University
M.S. in Mathematics, University of Oregon
PREVIOUS EXPERIENCE: Senior Engineer, Instrumentation and Control General Electric Company, 6 years
YEARS HERE: 16
SPECIALTY: Engineering, Mathematics

Don Burdg
M.A. (Education), University of Northern Colorado
M.S. (Mathematics), Oregon State University
PREVIOUS EXPERIENCE: Assistant Professor, Central Oregon Community College, 11 years
YEARS HERE: 15
SPECIALTY: Mathematics, tennis coach, official timer at home basketball games

Ray Kelley
Ph.D., Ohio State University (Columbus)
PREVIOUS EXPERIENCE: Tenure Associate Professor USAF Academy (Colorado), 7 years
YEARS HERE: 13
SPECIALTY Physics, electronics, mathematics, space science, alternative energy, city government

Bill Kraus
B.A. in History and Education, Washington State College
M.A. in Mathematics Education, University of Oregon
M.S. in Mathematics, St. Louis University
PREVIOUS EXPERIENCE: Elementary, Junior High, and Senior High Schools 12 years
YEARS HERE: 11
SPECIALTY: Mathematics

Lanny R. Leslie
B.S. Forest Management, Utah State University
M.Ed. Vocational Education, Oregon State University
PREVIOUS EXPERIENCE: Forester, Bureau of Land Management, 3 years
YEARS HERE: 13
SPECIALTY: Forestry, mathematics, business.

MATHEMATICS (continued)

Ron Pullen — B.A., Arizona State University
M.A., Arizona State University
PREVIOUS EXPERIENCE: Junior and Senior High Schools, 6 years
YEARS HERE: 3 years, part-time
SPECIALTY: Mathematics

Andres Toribio — B.S. Mathematics, University of Oregon
M.S. Mathematics, Oregon State University
PREVIOUS EXPERIENCE: Junior and Senior High Schools, 8 years
YEARS HERE: 15
SPECIALTY: Algebra, Geometry, Foundations of Mathematics

FACILITIES

Facilities are adequate. The size of room assigned to classes does not always fit the class size, which can be a problem. The Math Lab needs a separate testing room which can be monitored from the lab.

POTENTIAL CHANGES AND PROJECTIONS

Faculty effectiveness is lower as the student-instructor ratio rises. We wish to guard our small classes. More departmental meetings could perhaps give more exchanges of ideas and methods and promote better understanding of our mutual goals and objectives, that is, our teaching.

The enrollment is tending roughly toward a constant point; therefore, we believe it unlikely our program will be altered significantly in the next ten years.

We are aware of the trend toward "go at your own pace math classes" but still feel our traditional approach is to the advantage of the student. For those who do not fit the classes or class schedule, we wish to continue Reading and Conference work through the Math Lab.

The Math Lab has been a help for students who can get to it. The current budget problems have reduced the hours to 9-2 daily plus two nights a week. We anticipate that the number of students using the lab, especially those needing the one-to-one attention, will continue to grow.

Our vocational people appreciate the courses tailored for their students, and we think it would be appropriate to give new titles to the electronics, forestry, and Industrial Mechanics Math courses in order to reflect the emphasis on topics associated with the technology.

PHYSICAL SCIENCE DIVISION

PHYSICS, ASTRONOMY, AND GENERAL TO PHYSICAL SCIENCES

ROLE AND OBJECTIVES

The role of this department is to provide courses for students enrolled in transfer, vocational, and enrichment programs. It is essentially a service department with no defined programs.

The following courses are taught each year at the times indicated:

CR	HR	COURSE	FALL	WINTER	SPRING
4	4	General Physics	PHY 201	PHY 202	PHY 203
1	3	Physics Laboratory	PHY 204	PHY 205	PHY 206
4	4	Engineering Physics	PHY 207	PHY 208	PHY 209
4	6	Practical Physics	-	4.300	4.304
3	3	Descriptive Astronomy	-	-	AST 101
4	3	Physical Science Survey	GS 104	GS 105	GS 106
0	3	Physical Science Lab (Concurrent with class)	GS 104	GS 105	GS 106

In addition, students who wish to study in special areas may enroll in PHY 199/299 or AST 199/299, which are reading and conference courses.

The transfer courses in general and engineering physics have been combined into one class due to the low enrollment in the individual classes. The advantages gained by having enough students for good classroom interaction are offset by the necessity of using a text which is suitable for both groups. Thus the engineering physics students are not challenged as much as they should be, despite the attempts by the instructor to upgrade the text material. The general physics students, meanwhile, are exposed to a level of course higher than normally presented.

The vocational course, Practical Physics, is tailored to the needs of industrial mechanics, fire science, and electronics majors in two-year programs. The course of study is well received by the students and usually has a healthy enrollment, which is construed as evidence that the course is achieving its objectives.

Descriptive Astronomy, taught once each year and usually in the spring, serves two functions. First, it serves as an alternate third term for physical science survey students; and second, it allows transfer students and part-time students seeking enrichment an opportunity to learn basic astronomy. The enrollment in this voluntary or elective class supports the conclusion that it is meeting a need as well as the objective of general science education.

Physical Science Survey has experienced difficulty over the past years because of low enrollment. Since it is primarily a requirement for elementary teachers and job opportunities have not been good until recently, not many students elected this course. Current enrollment is fair. The low enrollment has been compensated by running it primarily as physics in the fall, merging it with

PHYSICS, ASTRONOMY, AND GENERAL TO PHYSICAL SCIENCES (continued)

Chemistry 100 in winter term, and allowing students enrolled to take either Astronomy or Geology in the spring term. This has improved not only the course content but the enrollment which appears to be increasing.

In addition, from time to time, courses are offered which are designed for general public information. Courses, such as the COSMOS Television course and the alternate energy courses which involve both informational and applicational aspects of energy, have been offered.

Within the limits of the personnel in the department (part of one person), we feel the department has achieved its objectives.

MAJORS AND PROGRAMS

There are no majors offered by the department; but, as can be seen from the response above, the courses are directly related to the purposes of the department.

GENERAL EDUCATION REQUIREMENTS

Since the department has no major and exists to serve other majors only, we respond directly to their needs and, therefore, only indirectly to the general education requirements.

STUDENTS

On an average, one or less students have declared a major of physics over the last five years. Since we offer only the first year courses for a physics major, we do not actually provide this major.

There is no difference in quality of physics students. The students in general and engineering physics vary from excellent to poor in performance. Those who are ill-prepared or lacking in aptitude usually withdraw during the first weeks of fall term. Those remaining are usually hard-working and interested.

In the case of Practical Physics, the students seem to be more capable and able to absorb the concepts more easily during the last two or three years. In all probability the advent of the calculator, which places all students on a common basic mathematics level, has been helpful.

Students in the transfer courses seem to be successful in the subsequent work at four-year institutions. The evidence for this comes from past students who return to visit. There are many who change majors, but a significant portion of our students are successful in completing degree programs. Not too untypical would be a former student who is now a nuclear engineer and making an excellent salary, and as his younger brother put it, "How does it feel to have your former student earning more money than you are?"

TEACHING METHODS

As discussed under role and objectives, the courses taught are all directly related to various outside majors, programs, or community needs and to the

PHYSICS, ASTRONOMY, AND GENERAL TO PHYSICAL SCIENCES (continued)

course outlines' objectives. Physical Science Survey was almost dropped because of limited appeal; however, the present method of lapping it with other classes has made this unnecessary. All courses listed in the catalog have been offered in the last two years.

The syllabi are current and complete. The most effective way of ensuring upgrading is the periodic changes of texts. Texts are generally changed every two to three years. Since much of the material covered is classical, there is little change in concepts; but problems can reflect up-to-date ideas. The physics teacher reads periodicals such as Science, Physics Today, Physics Teacher, and Scientific American in an effort to keep current. The isolation from other teachers is a handicap which is partly alleviated by attending state meetings of the physics and science teachers. Ideas presented at these meetings are often used in the courses.

TEACHING METHODS

Slide projectors, overheads, movie projectors, video systems and blackboards are used. In addition we have added a graphic computer which we hope to use not only to give students computer experience but also to present concepts. The software has yet to be generated for the latter application.

Individual effectiveness is evaluated by the procedures common to the College: formal observation by peers, student surveys, and self examination. In addition, informal conferences with students as a group and individually are used to evaluate the program. Former students often provide useful criticism. All evaluation procedures are consistent with the Faculty Agreement.

FACULTY

The member of the faculty principally responsible for the courses is Ray Kelley.

Raymond H. Kelley, B.S., M.S., PhD.
Professor of Physics and Mathematics
TEACHING EXPERIENCE: United States Air Force Academy seven years
YEARS HERE: 12
RESEARCH EXPERIENCE: Aerospace Research Laboratory - three years, Brookhaven National Laboratory - two years
PUBLICATIONS: Several papers on radiation damage to semiconductor materials and radiation detectors while doing research. No recent publications since the environment is not conducive to this activity.

He has maintained an active interest in energy-related publications, as well as those publications related to space and space colonization. He has a broad background and is qualified to teach all mathematics courses, first-year electronics, and physics courses.

FACILITIES

The physical facilities provided for teaching physics are totally inadequate. The room used is shared with other courses, particularly with geology. The

PHYSICS, ASTRONOMY, AND GENERAL TO PHYSICAL SCIENCES (continued)

space for rock and equipment storage is completely used up, so many items are stored on the floor and in various nooks and crannies. The room was designed as a biology classroom with fixed desks and stools. Thus, it is neither suitable for demonstration nor for student experimentation. We have recognized this inadequacy and expect that remodeling will be made in the summer of 1982.

POTENTIAL CHANGES AND PROJECTIONS

Within the constraints imposed by the small number of students served and the economic realities, the policies and procedures in effect are optimum.

The courses now taught will probably continue to be taught over the next ten years. No changes are anticipated since both enrollment and content are established by conditions imposed by the majors served. These cannot be anticipated, only responded to.

The improvement of facilities will allow the single staff member to gain more effective control of apparatus and equipment and make possible development of better demonstration apparatus. The staff needs will remain slightly less than one full-time faculty member, so this person will have to teach in other areas as well.

Resources, as in the past, are expected to be limited. It might be appropriate in the future to add a lab fee for physics in order to provide funds for the laboratory materials.

CHART 1

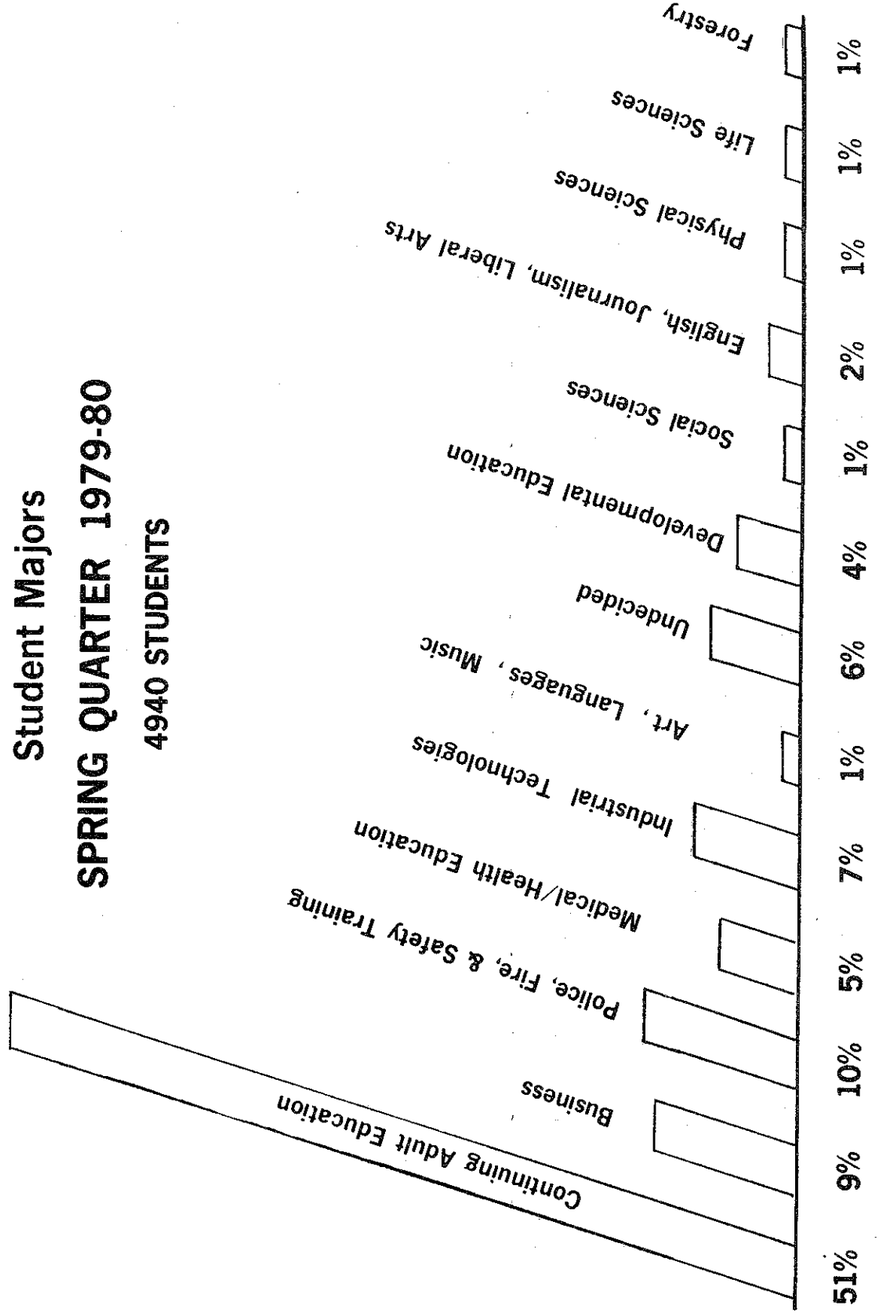


CHART 2

Percent of Yearly FTE Total

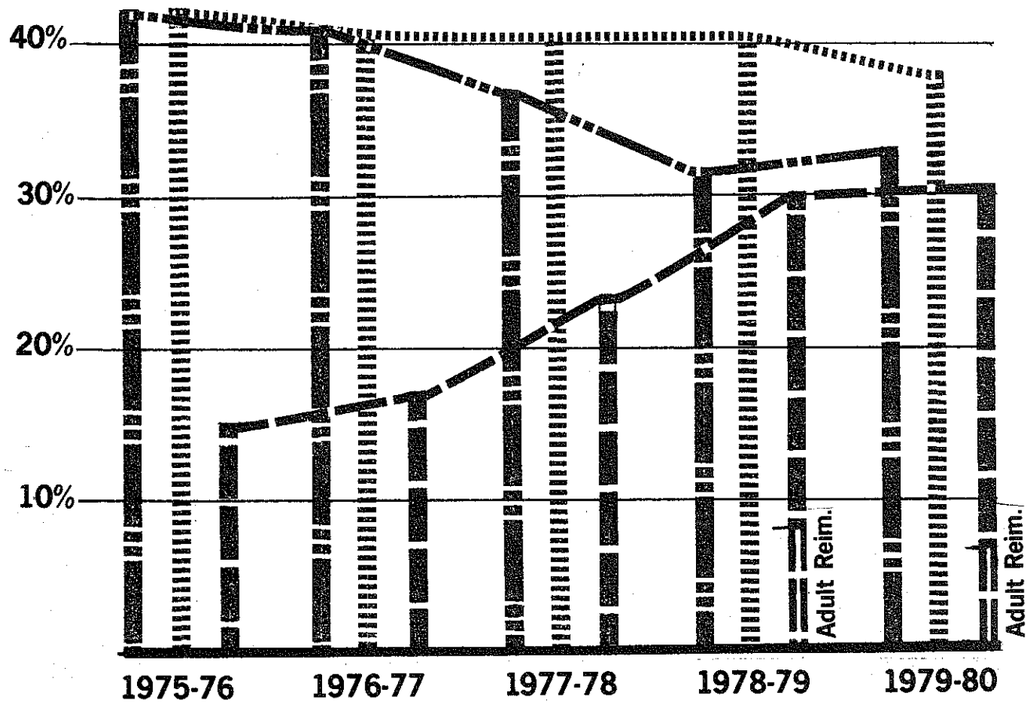


CHART 3A

FTE AND DECLARED MAJORS
FALL TERM

	1979-80 FTE	1979-80 Major*	1980-81 FTE	1980-81 Major*	1981-82 FTE	1981-82 Major*
ART/SOCIAL SCIENCE DIVISION						
Art/Photo	29.81	22	35.87	32	15.55	15
Speech/Theatre	7.71	15	6.16	2	5.58	14
Foreign Language	10.56	1	11.03	1	2.84	1
Economics	3.59	0	4.07	1	4.40	0
History	4.84	2	11.01	3	8.01	3
Political Science	.93	4	1.73	3	2.47	4
Social Sci/Social Work	.95	6	-	4	2.26	25
Psychology	14.01	16	16.25	13	16.08	15
Sociology/Anthropology	4.25	2	5.07	2	7.67	4
Fire Science	12.62	5	16.74	10	11.78	11
Criminal Justice	18.40	20	11.33	28	20.33	46
Music	10.12	10	8.20	13	7.80	10
ALLIED MAJORS						
Architecture	-	1	-	9	-	9
Law Pre-Professional	-	3	-	3	-	2
BUSINESS						
Accounting/Bookkeeping	19.35	58	20.61	78	25.92	69
Banking/Finance	-	7	5.14	0	3.02	6
Business Administration	27.12	102	25.81	110	28.19	110
Data Proc/Computer Sci	6.42	17	6.36	25	12.17	32
Secretarial Sci	29.92	40	30.50	53	29.73	47
Supervision	3.86	5	2.18	3	1.22	3
Forestry	10.51	42	15.26	53	9.26	45
ALLIED MAJORS						
Marketing/Real Estate	-	21	-	9	-	9
ENGLISH						
English (Writing/Comp/Comm)	32.61	10	38.73	12	23.40	8
Literature (Literature/Philosophy)	8.04	0	11.66	0	10.80	1
Journalism	.97	5	.82	6	.13	9
Reading	9.50	-	10.37	-	3.18	-
Study Skills	3.54	-	1.69	-	-	-
ABE/GED	27.02	-	28.27	-	23.80	-
ESL	1.54	-	3.57	-	3.04	-
ALLIED MAJORS						
Education	-	22	-	31	-	25
General Liberal Arts/Sciences	-	36	-	48	-	34

* Declared Majors = Carrying 8 or more credits

CHART 3B

	1979-80 FTE	1979-80 Major*	1980-81 FTE	1980-81 Major*	1981-82 FTE	1981-82 Major*
LIFE SCIENCE						
Agriculture	-	0	1.69	4	-	4
Biology	8.61	9	9.87	6	11.29	3
Botany/Zoology	2.22	1	3.55	0	3.26	0
Chemistry	7.02	1	8.42	1	9.16	3
Health Education	8.44	1	13.26	7	15.73	13
Home Economics	14.31	3	14.39	3	5.16	2
Nursing	11.57	45	17.88	80	17.59	88
Physical Education	34.26	16	47.21	25	27.54	15
Fisheries Technology	-		10.72	24	10.64	23
ALLIED MAJORS						
Medicine	-	4	-	17	-	18
Medical Technology	-	8	-	9	-	5
PHYSICAL SCIENCE						
Apprenticeship	5.52	61	5.38	89	4.57	61
Electronics	12.99	28	18.02	45	12.19	32
Engineering	1.13	19	1.67	32	1.13	19
General Science	1.17	9	2.07	4	1.16	1
Earth Sciences	2.75	5	3.87	3	3.24	2
Automotive/Engines	11.40	8	18.14	9	15.49	24
Welding	11.17	7	14.52	12	11.41	20
Machine Tools	6.32	7	5.54	4	8.95	18
Industrial Technology	3.66	38	3.81	54	3.04	35
Math	32.36	2	42.24	1	28.05	2
Physics	2.72	1	2.30	0	2.82	0

*Declared Majors = Carrying 8 or more credits

CHART 4

SOUTHWESTERN OREGON COMMUNITY COLLEGE
ARTS AND SOCIAL SCIENCES DIVISION
FALL TERM FTE 1969-1981

	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Art	50.32	58.02	60.20	55.35	54.05	20.30	21.39	20.44	22.79	23.28	24.14	31.17	13.53
Foreign Language	15.90	19.00	13.85	19.74	15.46	5.50	5.56	8.44	8.58	6.91	10.56	11.03	2.84
Music	17.52	19.42	25.61	21.06	23.50	7.61	6.16	9.05	9.15	6.14	10.12	8.20	7.83
Speech	14.20	18.07	16.95	14.65	16.00	2.43	3.04	2.90	1.40	1.93	2.59	3.99	2.60
Anthropology	12.60	15.60	15.80	13.60	7.00	2.64	3.84	2.73	1.86	1.73	1.73	2.07	2.07
Economics	11.20	12.00	10.80	7.40	5.60	3.47	2.13	3.07	2.79	9.19	3.59	4.07	4.40
Geography	15.20	12.40	13.80	7.40	10.00	2.13	-	-	-	-	-	-	-
History	49.40	49.20	43.40	29.80	24.40	7.00	9.00	9.20	5.78	6.65	4.84	11.01	8.01
Criminal Justice	11.55	18.60	34.95	27.60	40.65	(?)	16.90	11.69	11.37	12.02	18.40	11.33	20.28
Political Science	6.20	3.20	3.20	4.60	5.00	.95	2.00	1.53	.99	.73	.93	1.73	2.47
Psychology	32.00	56.47	57.21	44.04	36.28	13.18	19.94	20.49	15.09	16.03	14.01	16.25	16.08
Social Science	7.50	6.00	17.85	15.50	10.20	-	2.79	3.02	2.34	-	.95	-	-
Sociology	4.80	9.00	7.40	8.00	6.40	3.13	5.40	3.73	2.46	2.47	2.52	3.00	5.60
Photography	-	-	-	-	-	1.53	3.18	3.49	4.31	6.51	5.67	4.70	2.02
Theatre	-	-	-	-	-	3.05	5.02	3.42	7.77	2.68	5.12	2.17	2.98
Fire Science	-	-	-	-	-	6.97	16.86	4.80	13.14	11.67	12.62	16.74	12.91
Social Work	-	-	-	-	-	-	-	-	-	-	-	-	2.26

CHART 5

BUSINESS MAJOR 1980 FOLLOW-UP SURVEY HIGHLIGHTS

		1979 Completers	1979 Early Leavers	1980 Completers	1980 Early Leavers
1.	Number of questionnaires returned	20	34	15	23
2.	Early Leavers' most important reasons for leaving SWOCC (ranked)	1. accepted a job 2. lack of money 3. difficulty of work and school		1. lack of money 2. personal problems 3. difficulty of work and school	
		% 1979 Completers	% 1979 Early Leavers	% 1980 Completers	% 1980 Early Leavers
3.	Number of terms at SWOCC More than six (completers) Three or more (early leavers)	55	56	67	65

RESPONDENTS WERE ASKED TO RATE STUDENT AND INSTRUCTIONAL SERVICES USING THE CATEGORIES EXCELLENT, GOOD, FAIR AND POOR.

4.	Advising and program planning rated good or excellent	85	65	80	74
5.	Personal and career counseling rated good or excellent	75	71	87	57
6.	Instruction in general rated good or excellent	85	76	93	74
7.	Instruction in Lower Division Collegiate courses rated good or excellent	96	75	80	57
8.	Instruction in Vocational courses rated good or excellent	80	85	73	61
9.	Teacher interest in students rated good or excellent	80	76	87	87
10.	Reputation of the college in the community rated good or excellent	85	85	93	87
11.	Current employment status Employed Seeking employment	60 15	68 15	87 7	48 17
12.	A relationship exists between SWOCC training and employment	75	61	75	33
13.	Monthly salary distribution for those employed full-time				
	$300-499		7		
	500-699	40	53	28.6	33.3
	700-899	30	13	28.6	33.3
	900-1199	10	7	28.6	11.1
	1200-1499	10	13		11.1
	Over 1500	10	7	14.2	11.1
14.	SWOCC training increased personal income	60	41	42	18
15.	Usefulness of SWOCC training on the job rated good or excellent	86	64	73	57
16.	Currently enrolled in school	25	24	40	30

CHART 6

SAMPLE OF STUDENT COMMENTS FROM BUSINESS MAJORS

Completers

The majority of my experience with instructors and curriculum was stimulating and rewarding. Most of my instructors were knowledgeable, encouraging, helpful and interested in the students; they became my friends. The student who can't "make it" with all the help and support that is available to him or her at SWOCC, probably never will. I extend my thanks to all who made my experience there such a pleasant one.

I feel the "advising" I received was inadequate, uninformed and generally cost me--from time to tuition paid for classes, which were useless upon transferring. I came to SWOCC seeking an Associate degree--and was not told till my final term that I could have been taking all transfer classes and receiving such a degree.

Very little of my credits transferred.

The class that benefited me the most in obtaining and dealing with my job was Office Simulation.

I look forward to continuing my education at SWOCC soon.

I found that most teachers knew what they were teaching about but some could or would not understand their students' needs or circumstances.

Early Leavers

The college is great but trying to work full-time and go to school full-time became too much for me.

College education is wonderful but I feel there is a great mis-channeling of individuals. There is a real problem today with people going to college, like me, and graduating. After this is all through, you get out of school and have no job! Very important point. We need more education that will apply to careers.

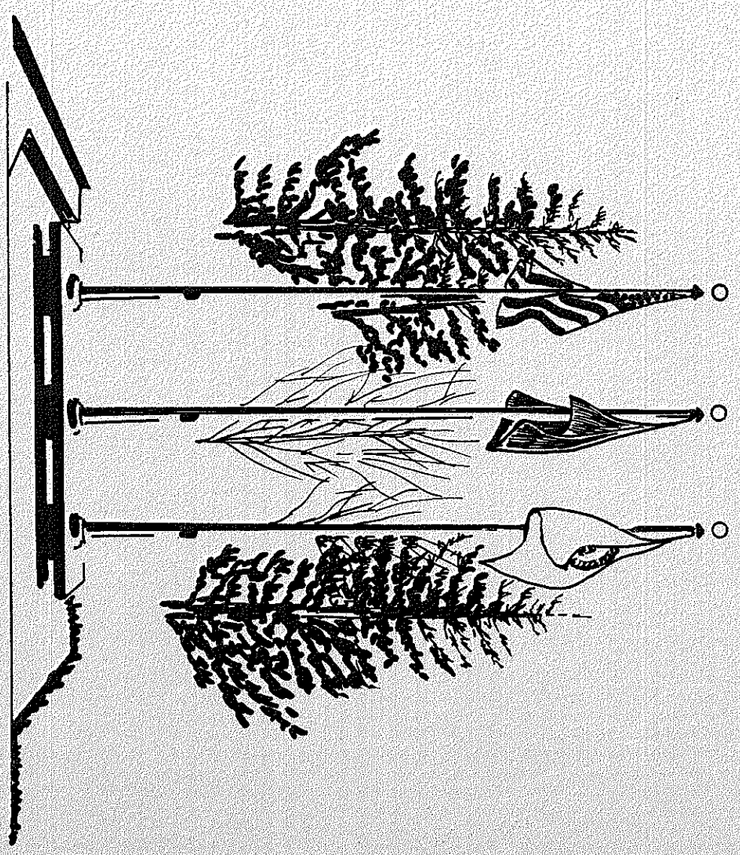
My course of study was night-time only. There were not enough courses of study at night for my interests.

I find that 3 of the classes I was particularly interested in were only available spring term last year and had to choose only one as they all were on the same night--retailing, advertising, and microcomputers--so it will take 3 years to accomplish these classes instead of one.

SOUTHWESTERN OREGON COMMUNITY COLLEGE
MATHEMATICS ENROLLMENT
1976 - 1981

	4.200		4.202		4.203		Mth 50		Mth 51		Mth 60		Mth 101		Mth 102		Mth 200		Mth 201		Mth 202		Mth 203		Total	
1976	4th	Final	4*	F*	4	F	4	F	4	F	4	F	4	F	4	F	4	F	4	F	4	F	4	F	4	F
F	113	117	63	62	9	9	45	48	1	1	1	1	56	56	0	0	9	10	7	8	1	1	1	1	313	351
W	59	58	94	94	5	5	50	49	34	35	1	1	0	1	34	34	1	1	7	7	7	7	0	0	292	290
S	55	56	37	37	45	45	19	19	22	23	19	19	1	1	0	0	28	27	0	0	8	8	5	5	239	240
1977																										
F	88	91	48	48	1	1	46	48	2	2	1	1	56	58	1	1	14	14	1	1	0	0	0	0	258	265
W	67	69	74	74	0	0	21	21	26	27	0	1	3	4	37	39	5	5	9	9	1	1	0	0	243	250
S	23	23	39	40	22	23	18	18	9	9	19	20	1	1	1	1	20	19	2	2	7	7	1	1	162	164
1978																										
F	83	85	50	53	0	0	36	38	2	2	0	0	54	56	1	1	11	11	4	4	1	1	0	0	242	251
W	44	33	74	75	0	0	33	36	25	24	3	4	1	1	38	38	1	1	12	12	0	1	0	0	231	225
S	40	39	48	46	13	13	21	21	18	19	21	21	1	0	1	1	32	30	0	0	11	10	0	0	206	201
1979																										
F	83	84	48	50	1	0	48	39	4	2	5	0	48	55	1	1	8	11	6	4	1	0	1	0	254	246
W	62	59	75	75	2	3	38	36	34	35	2	2	14	14	30	30	0	0	11	10	6	6	0	0	274	270
S	44	44	57	57	26	26	27	25	23	23	7	5	12	11	8	9	24	23	1	1	7	6	7	8	243	238
1980																										
F	111	112	101	102	0	0	67	69	11	8	5	5	77	78	0	0	27	23	5	4	0	1	0	0	404	402
W	56	57	126	125	0	0	71	73	33	33	2	2	24	26	47	46	2	2	24	20	0	0	0	0	385	384
S	36	34	60	58	43	45	34	33	34	31	24	24	2	2	15	13	27	28	1	1	19	18	0	0	295	287
1981																										
F	91	92	106	108	0	0	59	61	12	12	3	3	79	81	1	1	24	24	5	5	0	0	0	0	380	387
Totals	1055	1053	1100	1104	167	170	633	634	290	313	113	109	429	445	215	215	233	229	95	88	69	67	15	15	4421	4451

*4th week enrollment and Final week enrollment



VI
Continuing Education

CONTINUING EDUCATION AND
SPECIAL INSTRUCTIONAL ACTIVITIES
SELF-STUDY COMMITTEE

Bev Kemper, Chairperson . . . . . Physical Education Faculty

Chuck Brummel . . . . . Board

Frank Carter . . . . . Security Supervisor

Sam Cumpston . . . . . Business Faculty

Kathleen Francis . . . . . Nursing Faculty

Dorothy Gillett . . . . . Business Faculty

Jan Newlander . . . . . Home Economics Faculty

Darrell Saxton . . . . . Coordinator, Fire Sciences

Don Strahan . . . . . Coordinator, Special Programs

CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

STANDARD

Southwestern Oregon Community College has developed a variety of supplemental and special educational programs which are integral components of our College objectives. Activities are designed with an awareness that many people are unable to participate on a full-time basis.

The following activities are conducted by the College:

Off-campus classes
Non-credit programs
Off-campus centers
Special evening programs
Special lecture series
Workshops, short courses
Community service programs
Experimental learning formats for adults
Summer sessions

The administration of these activities is centralized in the Office of Instructional Services with division/departmental involvement in curriculum and instructor approval.

Adjunct faculty are subject to essentially the same hiring procedures as full-time faculty. Recognition and service in certain activities such as evening classes, workshops and off-campus classes are considered in the tenure and promotion evaluation of participating full-time faculty members.

The Office of Student Services accommodates the special needs of the students. For example, registration and refund procedures were developed with an awareness of the part-time students and of students living in outreach communities.

Periodic assessment of needs is done in order to provide responsive programming. Evaluation of courses is done on a regular basis.

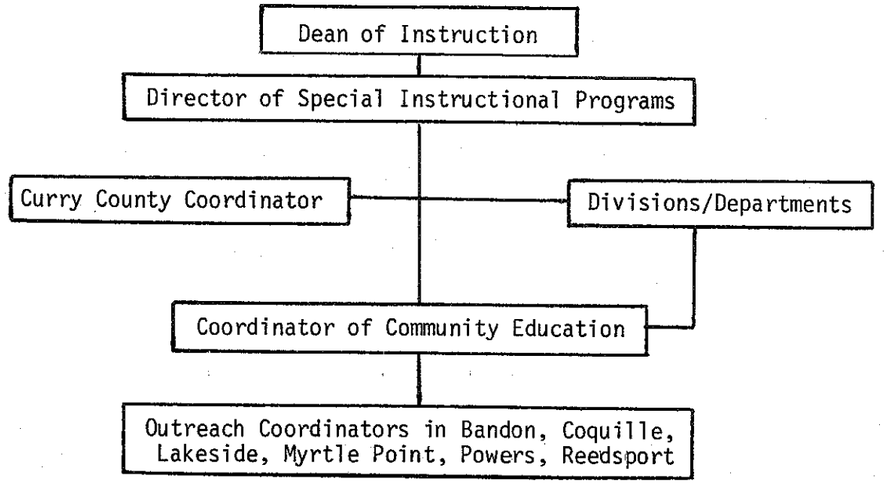
The granting of credit is consistent with institutional practices. Continuing Education Units (CEU's) are not used.

Special facility needs are met by using campus laboratories and facilities in schools and the general community. Library needs are met through evening hours on campus and an interlibrary loan service among the libraries within the district.

Off-campus centers, governed by the campus, are maintained in each of the outlying communities within the district. An identified locally based coordinator serves as the contact person for the residents of those communities. Coordinators solicit suggestions for new courses, convey problems or concerns with the existing courses, and assist in the evaluation process of courses and instructors. Communication occurs with coordinators on a regular basis by telephone and in person. In addition, the College has an inward toll-free number for use by residents of the outlying communities within the district.

DESCRIPTION

1. *Organization chart of administrative/coordinating responsibility for continuing education and special instructional activities.*



2. *List the specific activities and programs offered, including enrollments and sponsoring agency or departments.*

a. Board reports of off-campus offerings for fall, spring, winter, 1979-80. (Chart 1 at the end of this section)
b. List of campus classes for fall, 1980 done by Office of Special Instructional Programs. (Chart 2)
c. Summer school schedule for 1980. (Chart 3)
d. Curry county classes for 1979-80, special contract. (Chart 4)
e. Contemporary Lecture Series. (Chart 5)
f. Community service programs:
   (1) Rhubarb films: weekly on Tuesday evenings. (See schedule on file in accreditation meeting room.)
   (2) South Coast Performing Arts Conference.
   (3) Television show: "Good Afternoon...the College." (See on file in accreditation meeting room.)
g. Workshops and short courses as requested by identified client groups (occupational, vocational interest, etc.) even when the basic curriculum is not available at the College. For example:
   (1) Safety techniques for radiology licensure.
   (2) Lumber grading: we offer a forest technology curriculum but not a forest products manufacturing curriculum.
   (3) Sign language: we do not have a curriculum for the hearing impaired, but the hearing impaired requested the class.

DESCRIPTION (continued)

h. Media instruction
   (1) Oregon Educational Public Broadcasting System.
      (a) "Personal Finance and Money Management" course with 19 enrollments.
      (b) Business lab courses: utilize cassette tapes for individualized instruction. Have two or three courses taught simultaneously by one instructor. Enrollments vary from 10 to 30.
i. Experimental learning formats for adults.
   (1) See h. (b) above.
   (2) Math lab: utilizes same format as business lab only with cassette tapes. Enrollments vary from 10 to 18.

3. *Budget summary and how it is developed.*

a. Components: The budget is composed of six parts including under "other instruction" five categories:
   (1) Outreach: state reimbursable offerings outside the Bay Area, for 1980-81 a total of $237,697, allowing for 300 classes; however, cutbacks were initiated by winter term because of the shortfall in state funds.
   (2) Special workshops: possibly state reimbursable and held anywhere in district, for 1980-81, $9,210, allowing for 15 workshops and part-time faculty inservice training; however, $5,000 was eliminated due to the state shortfall.
   (3) Nonreimbursable: not state reimbursable and held anywhere in district, for 1980-81, $34,400, allowing 115 classes; however, $32,500 was eliminated due to the state shortfall.
   (4) Special contracts: no money budgeted for 1980-82 or 1981-82.
   (5) Curry county contract: administered by the Director of Special Instruction Programs, Curry county is not within the College district; however, state funding is received through a special state general fund category known as the "fourteenth fund."
b. Budget Development: The budget is based upon a projected number of classes or activities. The projection has allowed for a five to fifteen percent annual growth the last few years. The status of state funds may restrict the service and budget growth for the near future.
c. Sources of Income and Use of Net Surplus: The major sources of income include tuition, state funds based on full-time equivalent student formula, and local taxes. The majority of classes in the Continuing Education and Special Instructional Activities area are supported through tuition and state funds. Any net surplus is income for the general fund of the College.

4. *Faculty*

"Faculty" will refer to adjunct (part-time) faculty. Regular (full-time) faculty have never been hired for the express purpose of teaching Continuing Education and Special Instructional Activities.

DESCRIPTION (continued)

The selection process begins with an application which asks for academic and work experience information. Two different applications are used depending on the level of academic background of the applicant and the class(es) the applicant wishes to teach. (See application on file in the accreditation meeting room.)

Reference checks are made on each applicant. The completed application is then forwarded to the appropriate department or division for review and approval or disapproval. Initially approved applicants then meet with department or division chairpersons for an interview. Upon department or division approval and satisfactory responses from the references, the applicant is eligible for hire if the class or classes are offered.

5. *Workloads and Compensation*

For administrative purposes, the workload of adjunct faculty is kept to less than half a load. The compensation schedule is determined by the Board of Education. Compensation is based on the Part-Time Faculty Salary Scale. (See Policy Handbook located in accreditation meeting room.)

6. *Advertising and Promotional Materials*

Methods used to advertise classes are the following: class schedules, flyers, newspaper ads, newspaper stories, radio and television public service announcements, and a weekly half-hour television program aired on the local commercial television station. (See Promotional Samples in accreditation meeting room.)

7. *Fee Schedule*

The tuition for Continuing Education classes is based on the amount of transfer or nontransfer credit assigned to the particular class, the same as for all classes. The number of contact hours of the class usually dictates the amount of credit associated with nontransfer classes. The practice is consistent with classes offered in transfer and vocational programs with a few exceptions, e.g., a surcharge is necessary for multiple instructors or unusual costs are incurred by importing an expert who may demand travel and per diem and/or a premium stipend.

Occasionally tuition is reduced or not charged because of unusual situations; e.g., Sign Language is tuition free so that all members of a family may participate without creating a financial burden for the family. Tuition is waived for police reservists, fire department volunteers, ambulance volunteers and emergency service volunteers not pursuing a diploma or degree program in Law Enforcement, Criminal Justice Administration, or Fire Science Technology enrolling in any of the following: Crash Injury Management, Emergency Medical Training, Multi-media First Aid, Cardiopulmonary Resuscitation, Basic or Advanced First Aid, Fire Science Technology, Firefighting courses, Criminal Justice or Law Enforcement courses and Career Development courses.

DESCRIPTION (continued)

Tuition is occasionally waived for a class that targets a low income population or responds to unusual community circumstances, e.g., "Resume Writing and Job Application Procedures" following a mill closure.

8. *Follow-up Studies*

A survey of students taking classes in outreach locations was conducted during fall term of 1978. (See Survey of Students Taking Classes in Outreach Locations in accreditation meeting room.)

a. Fifty percent of first-time students intend to enroll in classes in the future and fourteen percent do not intend to enroll in the future while 36 percent marked not certain.
b. Eighty-eight percent of the students who have previously enrolled intend to enroll in future classes; one percent does not intend to enroll in the future; and eleven percent were not certain.
c. Nonreimbursable classes (hobby and recreation) and vocational supplementary classes are, for many students, first enrollment in college.
d. Other reimbursable classes received the greatest percentage of returning students.
e. Very few of the students enrolled in classes in outreach locations would travel to the campus to take classes.

Data obtained at the end of the 1977-78 school year indicated that forty percent of the students who took outreach classes for the first time fall term took courses in either winter or spring terms. (See Final Status Report of Project: Community Outreach Project, Non-Traditional Student Program Planning and Delivery, pages 8-9 in accreditation meeting room.)

9. *Report any recent needs assessments of target populations*

In the summer of 1976, the Oregon Research Institute conducted a "Needs Assessment and Attitude Survey Toward Southwestern Oregon Community College." (See in accreditation meeting room.) "The data indicated a strong interest in courses which are neither academic nor directly job related, but which would enable people to develop a personal or social skill or experience. Difference of sex, age, occupation and location were frequently noted in the sample, but the major persistent difference depends on whether or not the respondent has ever taken a class at the College."

During 1976-77, advisory committees were established in each of the outreach communities with the exception of Coquille. The results of the Oregon Research Institute survey for individual communities were provided for advisory committees in Bandon, Myrtle Point and Reedsport. (See in accreditation meeting room.) The committees were developed to provide a way for residents of those communities to express their educational needs and concerns to the College. (See Outreach Summary of Concerns and Recommendations in accreditation meeting room.) The input of the committees

DESCRIPTION (continued)

was examined by a representative faculty committee. (See Outreach Planning Committee Report in accreditation meeting room.) The Board of Education met with representatives of the committees, and the general faculty was exposed to the committees' recommendations during the College's annual fall retreat.

The committees continued to meet in 1977-78 and many recommendations were implemented. (See listings in accreditation meeting room.)

10. *Schedules of programs and/or courses over three-year period (1977-78, 1978-79, 1979-80)*

Schedules of programs and/or courses are included in Charts 1 to 5. Additional information is on file in the Offices of Instructional Services and Community Services.

11. The forms used to obtain approval to offer academic credit are the same as those used for vocational and lower division courses. (See Course Approval Forms in accreditation meeting room.)

12. Continuing Education Units (CEU's) are not utilized by the College.

13. *Credit for Short Courses*

Typically, a reimbursable short course has credit assigned to it based upon contact hours and whether the hours are primarily lecture or lab oriented. For example, a twenty hour course may be one or two credits depending on the situation. Courses of two to fifteen contact hours are assigned from no credit to one credit.

ANALYSIS AND APPRAISAL

Analyze the institution against the standard for continuing education and special special instructional activities. Note: This is a request for analysis with with a minimum of description. Please consider, but do not limit yourself, to to the following items in the analysis:

If continuing education and special instructional activities are highly centralized, analyze the efforts being made to ensure the creative participation of other components of the institution. If the services are highly decentralized, evaluate the ways being used to provide maximum coordination and cooperation.

Continuing education and special instructional activities are neither highly centralized nor decentralized. Involvement of instructional division or department and locally based coordinators along with the Offices of Special Instructional Programs and Community Education provide a good balance between centralization and decentralization. No change is anticipated or recommended.

ANALYSIS AND APPRAISAL (continued)

Evaluate the adequacy of the budget for the functions it supports. Is it handled by an administrative officer in conformity with the fiscal policies and procedures of the central business office of the institution?

The budget from the perspective of educational needs within the community is inadequate regardless of current enrollment levels. Needs are continually expressed that are not met due to budget limitations. Also as the need for additional students is recognized, the Office of Special Programs' budget is increased. As student enrollments exceed state reimbursement, the budget is reduced. The budget is handled in conformity with fiscal policies and procedures of the College.

Study the adequacy of the staff and facilities. Explain any deficiencies.

Instructional staff is almost entirely part-time faculty. Student evaluations indicate a high degree of satisfaction with most part-time faculty. Availability of staff to teach a particular course varies depending on a number of factors, but usually qualified people can be located to instruct classes that are nontraditional in nature.

The growth of the programs during the past three years has created a situation where a substantial amount of time beyond the "normal" work week is required of the two administrators. The committee recommends the continuation of two administrative positions with some additional clerical staff to meet current and anticipated additional responsibilities.

Facilities on-campus which are sometimes inadequate include art, home economics, and physical education. Classes in those curriculum areas are frequently subject to problems of access, inadequate space, electricity and storage. Those problems, except for physical education, will be solved when the laboratory-shops complex becomes available.

Facilities off-campus are limited particularly in the curriculum area of vocational preparatory courses. The laboratory-shops facilities of the high schools generally do not have the equipment necessary for our vocational programs. The private sector usually cannot make their equipment available due to the loss of revenue which would result from "down time."

Show that continuing education does not operate primarily to create surplus for the institution. Is it required to be self-supporting? Are student fees equitable?

While it is true that continuing education usually creates a surplus for the College, the philosophical commitment to meet the continuing education needs of the community is interwoven within the history of the College, as is reflected in the Philosophy Statement and the Goals of the College. (Please refer to Section 1 of this report.)

No directive has ever been issued requiring continuing education to be self-supporting except for direct instructional costs. No directive has been issued requiring instructional support, instructional supervision, materials, and all supplies, etc., to be covered by continuing education

ANALYSIS AND APPRAISAL (continued)

fees or tuition. Student fees and tuition in continuing education are calculated on the same basis as vocational and lower division transfer classes. No change is recommended, for student fees are equitable.

Study how continuing education and service are considered in faculty evaluation for promotion and tenure. Are there faculty load forms and other pertinent materials?

Credit for full-time faculty teaching in continuing education is calculated on the same basis as credit for teaching in lower division transfer and vocational areas.

Part-time faculty do not receive tenure, but promotions are figured on length of service and/or additional degrees. Promotions are given in the form of step increases on the salary schedule. (See in Policy Handbook in accreditation meeting room.)

No part-time faculty load forms are being used.

Study the means used to evaluate faculty and staff performance in continuing education.

Administrative staff are evaluated every one to three years, and classified staff are evaluated annually, which is normal procedure throughout the College. Full-time tenured and non-tenured faculty evaluation procedures are detailed in Section VII Instructional Staff of this report. (See also Evaluation Forms in accreditation meeting room.)

Part-time beginning instructors and those instructors who seem to have trouble retaining students are evaluated by a specialized form. A summary of the students' evaluations is sent to the division or department chairperson along with an occasional request for inservice or assistance for the part-time faculty member. A copy of the summary is sent to the part-time faculty member. The committee recommends the evaluation process be continued as outlined.

Evaluate the extent to which continuing education services are part of the regular assignments, not an overload, of the faculty member.

Full-time faculty members' teaching involvement in continuing education services is considered a part of regular assignments. Minimum involvement of full-time faculty in teaching continuing education classes has prevented a concern regarding overloads.

Full-time faculty members' workloads in continuing education support services are more difficult to assess. Full-time faculty do spend time in the course and instructor approval processes. Some released time for aiding part-time faculty has been given in home economics and physical education when the situation justified it.

Part-time instructors receive orientation and support from full-time faculty in the form of curriculum development, teaching techniques, logistics and evaluation. The committee acknowledges that some full-time faculty have a

ANALYSIS AND APPRAISAL (continued)

greater involvement than others in continuing education and related support services.

The committee recognizes the value of a competent part-time faculty to this College and the need for assistance from the full-time faculty. The effort required by full-time faculty needs to be acknowledged in computing workloads. Some faculty think the computation of workloads ignores these efforts.

The committee recommends that a more precise system used in assessment of workloads be established, but the committee has no specific system.

Review the training opportunities provided for faculty and staff development, especially in the areas of adult and non-traditional education.

A part-time faculty orientation meeting conducted by the Director of Special Instructional Programs is held at the beginning of each term. A part-time faculty handbook is distributed and reviewed at this meeting. (See in accreditation meeting room.) Not all part-time faculty members attend the orientation meeting. Only a few structured meetings are scheduled with full-time faculty colleagues; however, there is a great deal of informal communication and assistance.

The committee recommends the part-time faculty meeting each term be continued. A departmental meeting should immediately follow that orientation meeting. Furthermore, part-time faculty members should be monetarily compensated for attending the inservice meetings.

Further efforts are being made to involve part-time faculty in inservice training sessions. Five part-time physical education instructors and a full-time physical education faculty member attended a training workshop in aerobic exercises at Linn-Benton Community College. Occasional instructor inservice sessions are held depending on resources and need. Program administrators attend two or three state-wide conferences per year to meet with their colleagues from other colleges.

"Training" also should include the acceptance of continuing education and special instructional activities as acceptable components of a comprehensive community college. A faculty committee of division and department chairpersons reviewed and analyzed the results of the Outreach Advisory Committees in 1977. The Board of Education of the College met with representatives of the Outreach Advisory Committees and reviewed the recommendations of the committees in 1977. We need to review those recommendations with those people again.

Compare the compensation for faculty and staff in these services with other units in the institution.

The compensation for faculty and staff in continuing education is the same as for other units of the College. No change is anticipated or recommended.

ANALYSIS AND APPRAISAL (continued)

Evaluate the student services available to this particular clientele. Are these areas that need to be improved?

Student services are available to continuing education students provided the students know who to contact regarding specific services. Usually, the student has to come to campus to receive student services such as curriculum and financial advising and testing. Library services are available through the Coos Cooperative Library Service. Too, the library is open one day on weekends. The bookstore is open evenings the first two weeks of each term. Instructors of outreach classes often sell books and supplies to students on a consignment basis with the bookstore.

The biggest perceived need is to place some of the student services (career counseling and advising, for example) in centrally located areas in the outreach communities.

Carefully review all advertising and publications for possible misleading information and statements. What changes, if any, are indicated?

Promotion is without a need for change, for it is very good. At times we have questioned whether a different format for the class schedule would be beneficial. A new format might include more descriptive statements about some of the courses; however, the cost has been prohibitive. No changes are recommended.

Evaluate the follow-up studies made to determine the impact of the programs.

Our follow-up studies have been limited, and our use of available information is not always the best. We need to improve our data gathering and data application skills. (See Follow-up studies in accreditation meeting room.)

What is the completion rate for courses?

Based upon the broad definition of continuing education and special instructional activities in the Accreditation Handbook, it would be very difficult and time consuming to obtain the information. Furthermore, completion rate is somewhat suspect when measuring the degree of success of a continuing education class. We can, however, tell for any specific course the completion rate; but we have never compiled that information, nor do we think it would be very meaningful.

Evaluate the factors which determine whether a particular course or program will be offered. Who initiates the action?

The request to initiate a course or program comes from community residents, potential instructors, or College staff.

Factors determining whether a particular course will be offered include: history of previous offerings; instructor costs; travel costs; cost of materials; level of achieving state reimbursement; frequency of offering the same course or a similar course in a specific geographic area; changes

ANALYSIS AND APPRAISAL (continued)

in state regulations demanding certification changes for various client groups (Banking, First Aid); and even mill closures. All factors are considered in determining future schedules. No change is recommended.

Review course and program evaluation procedures. How are students, faculty members from the subject area, and outside agencies involved?

Course evaluations are done by students and by faculty members and often by "Do they come? Do they stay? Do they ask for seconds?" When student evaluations of part-time faculty indicate a problem, requests are made for assistance by the appropriate departments. The assistance may come in the form of a consultation or a classroom visitation followed by a consultation. Outside agencies generally are not involved unless it is necessary for curriculum purposes. Advisory committees may be called for consultation. No change is recommended.

Review the role of academic departments in the development of courses and programs.

Prospective course outlines are submitted by prospective instructors. The outlines are then reviewed for content approval by the appropriate academic department and the Office of Instructional Services, as are all courses and programs of the College. No change is recommended.

Study all courses and programs to determine whether they are consistent with the goals and objectives of the institution.

All courses offered in continuing education are consistent with the College's goals. No change is recommended.

Determine if academic credit is offered for courses that cannot be used to satisfy degree requirements.

The College offers academic credit for all courses which are approved as reimbursable by the State Department of Education. Courses which do not qualify for lower division transfer credit or vocational credit are assigned an "other adult" classification. This means courses assigned as "other adult" may be taken as elective credits toward an Associate in Science degree. Courses not considered reimbursable by the State Department are considered to be "hobby or recreation" in nature and receive no credit. No change is recommended.

If so, how is the student informed before enrolling?

Full-time students and part-time students who plan to complete a program or a degree are required to consult with an advisor each term to plan a program. It is during the advising process that students are informed of the credit situation. Changes have been made in the fall of 1981, due to budget problems. (See the Advisement section of this report for more details.)

What designation is used on the transcript?

Course numbers and titles are included on transcripts. The meaning of course numbers can be determined by consulting the catalog. No change is recommended.

ANALYSIS AND APPRAISAL (continued)

What is the justification for credit rather than C.E.U.'s or an equivalent non-credit measure?

Courses that are classified as "other adult" are viewed as being worthy educational experiences that should be accepted as electives toward an Associate in Science degree. Recording them with a C.E.U. or non-credit measure would indicate to many people that the courses are not as worthy a learning experience as transfer and vocational offerings. C.E.U.'s are not used for the "hobby and recreation" courses because a need has not been indicated. Documentation of enrollment in "other adult" and "hobby recreation" courses is the same as for all other courses offered by the College.

Evaluate the record keeping and reporting system for non-credit courses and programs. Is the cumulative record system for the students in such programs satisfactory?

The cumulative record system for all courses is the same. In an effort to save expenses and time "non-record" and "record" student classifications were developed in 1979-80. (See the Admissions and Registrar sections of this report for more details.) The process works if instructors and non-record students follow the directions. No change is recommended.

Review the awarding of credit for time-shortened offerings. What requirements are there to ensure that the content is comparable to the standard of one quarter hour of credit for 30 hours or one semester hour of credit for 45 hours of student involvement?

The amount of credit is determined by analyzing the submitted course outline and the type of instructional contact, specifically, lecture and/or laboratory. A prorated amount of credit is offered utilizing a 30 hour course as the basis for computation. The same procedure is used for awarding credit for other College courses. No change is recommended.

CHART 1

SOUTHWESTERN OREGON COMMUNITY COLLEGE

SUMMARY OF REIMBURSABLE OUTREACH CLASSES

Location	Fall 1979-80 FTE	Fall 1980-81 FTE	% Increase (Decrease)
Bandon	9.52	13.36	40.3
Coquille	20.23	19.92	(1.5)
Lakeside	6.95	7.46	7.3
Myrtle Point	10.36	10.00	(3.4)
Powers	2.92	1.82	(37.6)
Reedsport	17.01	20.57	20.9
Other Locations	20.85	25.48	22.2
TOTALS	87.84	98.61	12.2

	Winter 1979-80 FTE	Winter 1978-79 FTE	
Bandon	10.87	8.33	30.5
Coquille	17.56	11.20	56.8
Lakeside	5.72	4.92	16.2
Myrtle Point	13.64	10.43	30.7
Powers	2.93	2.32	26.2
Reedsport	20.86	13.86	50.5
Other Locations	22.82	18.66	22.2
TOTALS	94.40	69.72	35.3

	Spring 1979-80 FTE	Spring 1978-79 FTE	
Bandon	11.72	10.47	11.9
Coquille	18.62	17.66	5.4
Lakeside	7.35	3.73	97.0
Myrtle Point	10.49	10.63	(1.3)
Powers	2.22	4.06	(45.3)
Reedsport	18.65	18.75	(0.5)
Other Locations	27.92	19.47	43.4
TOTALS	96.97	84.77	14.3

SOUTHWESTERN OREGON COMMUNITY COLLEGE

LIST OF CAMPUS CLASSES DONE BY THE

OFFICE OF SPECIAL INSTRUCTIONAL PROGRAMS

FALL 1980

CLASS (BAY AREA)	FTE	NUMBER
Karate I 4238	1.482	42
Karate I 4239	1.271	36
Karate II 4240	.282	8
Fit. & Exercise 4243	0.353	10
Classical Ballet I 4285	0.794	15
Women's Self Defense 4288	0.176	10
Swimnastics 4233	1.165	22
Slimnastics 4290	1.906	36
Fitness & Exercise 4244	0.494	14
Patchwork II 3976	.424	12
Beg. Bowling 4314	0.178	8
Int. Bowling 4315	0.067	3
Adv. Bowling 4316	0.022	1
Painting for Pleasure 1044	0.476	9
Painting for Pleasure 1043	0.529	10
Black Letter Calligraphy 1029	1.165	22
Conversational Spanish 1256	0.424	8
Conversational Spanish 1258	0.318	6
Beg. Bowling 4317	0.156	7
Int. Bowling 4318	0.044	2
Adv. Bowling 4319	0.022	1
Jazz Dance 4236	1.218	23
Bdg. Cake Decorating 3962	0.635	18
Adv. Contract Bridge 7838	0.565	16
Int. Contract Bridge 7837	0.882	25
(CAMPUS)		
Beg. Motorcycle Rider Course	0.176	5
Mushroom Identification	3.229	61
Woodcutting	0.282	16
Left-Handed Calligraphy	0.476	9
Beg. Oil Painting	0.371	7
Calligraphy	1.165	22
Calligraphy	0.741	14
Begin Sign Language (Ameslan)	2.118	30
Beg. Sign Language	1.376	39
Slimnastics .580	1.906	36
Slimnastics PE 185	0.578	26
Geneology (Beg.)	.90	17
Geneology (Int.)	0.529	10
Geneology (Ind.)	0.688	13
First Aid	.80	12
Fruit Trees & Plants	.459	13
Fall & Winter Vegetables	0.424	24
Beg. Middle Eastern Dance	0.318	18
Beg. Middle Eastern Dance 0.211	.229	13
Knitting	0.565	16
WOK I	0.265	15
Beg. Conv. Spanish I	2.435	46
Beg. Conv. Norwegian	1.006	19
Stained Glass	.918	26
Beg. Conv. Japanese	.90	17
Int. Conv. Spanish I	.688	13
WOK II	.247	14
WOK IV	.265	15
Auto. Sur. for Women	.741	14
" " " "	.847	16
Yoga Applications	.388	11
Yoga Applications	.176	10
Int. Sign Language	.706	20
Homestead Animal Husbandry 3315	0.953	9
Log Scaling	1.376	26

SOUTHWESTERN OREGON COMMUNITY COLLEGE
IN-DISTRICT REIMBURSABLE FTE BY DISCIPLINE
SUMMER TERM 1980-81 FINAL FIGURES

Discipline	Voc. Prep.	Voc. Supp.	LDC	Other Reim.	Total Reim.
Art	--	--	.87	3.39	4.26
Music	--	--	1.60	2.21	3.81
Photography	--	--	--	.73	.73
Speech	--	--	.73	--	.73
Theatre	--	--	.47	.44	.91
Accounting/Bookkeeping	--	1.04	3.40	--	4.44
Banking and Finance	--	1.15	--	--	1.15
Business Administration	.05	--	2.56	--	2.61
Work Experience	1.71	--	--	--	1.71
Data Processing	--	--	.13	--	.13
Secretarial Science	3.82	--	--	--	3.82
Forestry	4.24	--	--	--	4.24
Composition	--	--	2.33	.85	3.18
Literature	--	--	.87	.14	1.01
Writing	--	--	--	.92	.92
Agriculture	--	--	--	1.43	1.43
Biology	--	--	--	.39	.39
Chemistry	--	--	2.58	--	2.58
Health/First Aid	--	.11	.47	1.57	2.15
Home Economics	--	--	--	3.59	3.59
Nursing	1.59	--	--	--	1.59
Physical Education	--	--	1.67	5.71	7.38
Electronics	2.95	--	--	--	2.95
Automotive	--	--	--	1.37	1.37
Small Engines	.66	--	--	--	.66
Mathematics	3.42	--	2.98	--	6.40
Physics	--	--	.09	--	.09
Anthropology	--	--	1.13	--	1.13
Criminal Justice	--	1.57	.93	--	2.50
Driver Education	--	2.36	--	.39	2.75
Economics	--	--	.60	--	.60
Fire Science	--	3.28	--	--	3.28
History	--	--	3.13	--	3.13
Psychology	--	--	5.60	.92	6.52
Sociology	--	--	1.80	--	1.80
Reading	--	--	.40	1.44	1.84
Study Skills	--	--	--	.17	.17
Other Workshops	--	--	--	2.47	2.47
GED Prep	--	--	--	1.41	1.41
ESL	--	--	--	.85	.85
ABE	--	--	--	7.72	7.72

CHART 4

SOUTHWESTERN OREGON COMMUNITY COLLEGE
CURRY COUNTY REIMBURSABLE FTE SUMMARY FOR 1979-80
FINAL FIGURES ALL TERMS

	Summer 1979-80	Fall 1979-80	Winter 1979-80	Spring 1979-80	TOTALS 1979-80	TOTALS 1978-79
Lower Division Collegiate	--	2.0	1.4	1.7	5.1	4.0
Vocational Preparatory	2.3	1.0	3.5	1.3	8.1	7.0
Vocational Supplementary	.5	7.4	7.7	2.2	17.8	14.7
Apprenticeship	--	.8	.8	.8	2.4	--
GED Prep	--	1.2	1.4	1.0	3.6	3.8
Other Reimbursable	1.2	10.8	16.1	9.4	37.5	40.2
TOTALS	4.0	23.2	30.9	16.4	74.5	69.7

CHART 5

CONTEMPORARY LECTURE SERIES

Wednesday noons - College Playhouse

Sponsored by Arts & Lectures Committee - Bob Cooper, Chairman

Oct. 1 "Volcanoes" Don Stensland, SWOCC Geology instructor
8 "Wooden Shipbuilding" Victor West, Coos-Curry Historical Society
15 "Impressions of China" George and Dorothy Vaughan, Coos Bay interior decorators
22 "Swan Song" Ed and Ann Chilla, SWOCC Drama Dept.
29 "Whale Beachings" Mike Graybill, Marine Biology Institute, Charleston

Nov. 5 "Intertidal Visitation" Dr. Bob Terwilliger, Marine Biology Institute, Charleston
12 "Loch Ness Monster" Bob Dibble, SWOCC Psychology professor
19 "Women Artists of the Northwest" Thea Shepherd, Tillamook artist

Dec. 4 "Coping with Computers" Phil Ryan, SWOCC Director of Data Processing
10 "The Sanctuary: Its Role in Coastal Planning" Dr. Delane Munson, Marine Biology Institute, Charleston

Jan. 7 "Shipwrecks near Coos Bay" Lorance Eickworth, long-time local resident
14 "Women in Oregon History" Ruth Kratochvil, Administrative Assistant, Umpqua Community College
21 "What's Going on in The World?" Charles Kocher, reporter for The World newspaper
28 "Lincoln" Dean John Rulifson, SWOCC's Office of Instruction

Feb. 4 "Salmon Production" John Anderson, BLM fisheries biologist
11 Southwesters Concert
18 "Everything You Wanted to Know about Investing But were Afraid to Ask" Joel Lemon, Foster and Marshall, Inc.
25 "Nutrition and Consumer Information" Marlee Newton, BAH dietician

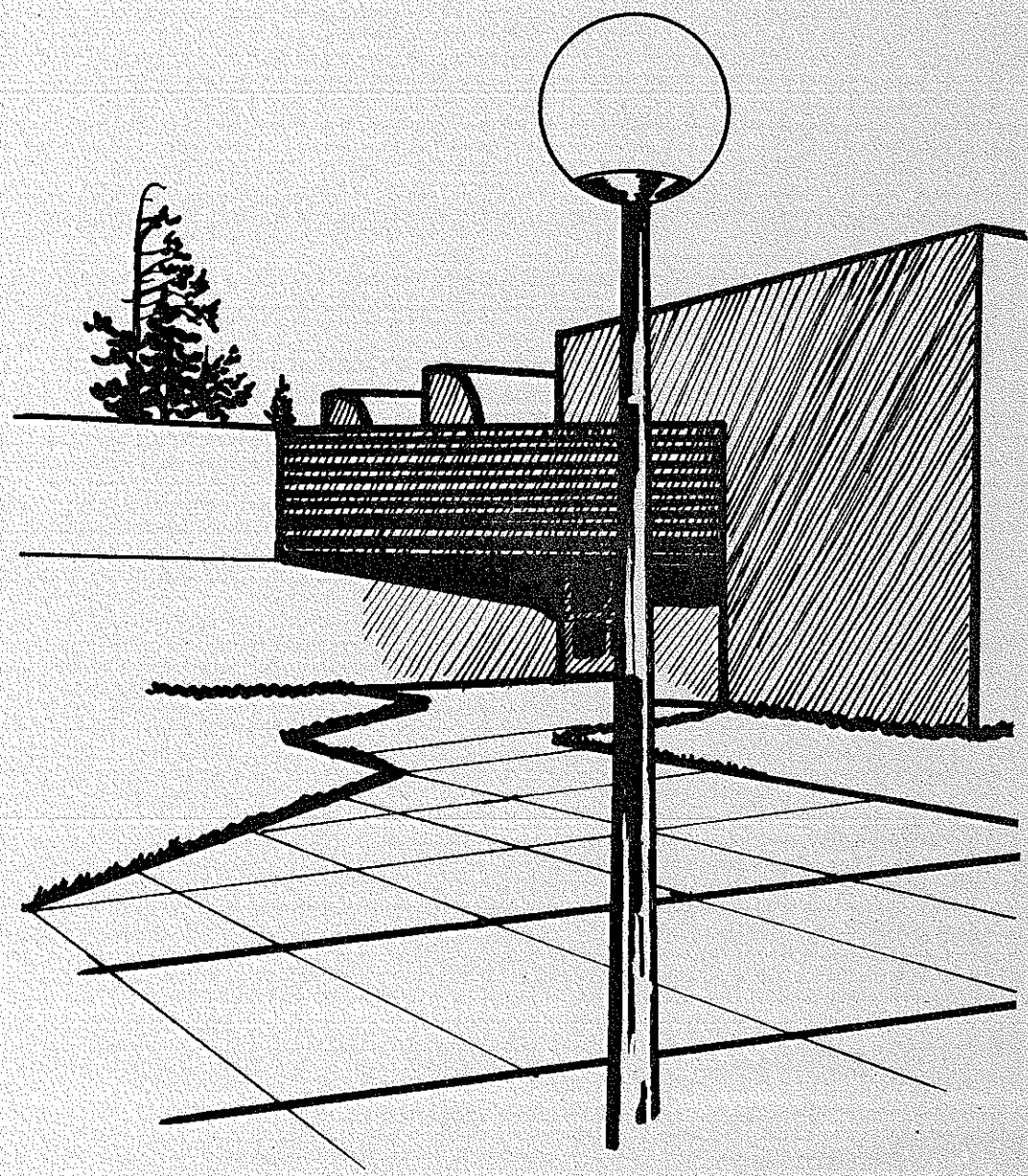
March 4 "A Church for Coatepeque" Leonard Farr, former board member
11 "Lewis and Clark Expedition" Nathan Douthit, history professor

April 1 "Natural History of the Gulf of California" Paul Rudy, Marine Biology Institute, Charleston
8 "The Author, His Editor, His Publisher" Walt Morey, author of "Gentle Ben" and 14 other children's books
15 "How to Improve Your Spelling Ability 90% in 45 Minutes" Dr. J. H. Swearingen, professor of English
22 "Future Space Colonization" Dr. Ray Kelley, professor of physics and mathematics
29 "Log Drives and Splash Dams" Dow Beckham

May 6 "Mountain Wildflowers" multi-media show Bob Cooper, associate professor of forest technology and chairman of the arts and lectures committee
13 "Chemicals in the Environment" Dr. Ron Lilienthal, professor of science
20 "Earliest Doctors of Coos and Curry Counties" Dr. Ray McKeown
27 "The Local Coast Guard Station and its Mission" Lt. Doug Mihalik

June 3 "Exotic Malaysia" Mr. and Mrs. Don Moffitt

VII
Instructional Staff



INSTRUCTIONAL STAFF
SELF-STUDY COMMITTEE

Veneita Stender, Chairperson . . . . . Home Economics Faculty

Bob Bower . . . . . Chairperson, English Division

Mike Hodges . . . . . Physical Education Faculty

Ron Lilienthal . . . . . Chairperson, Life Sciences

Don Moffitt . . . . . Chairperson, Business Division

Erik Muller . . . . . English Faculty

John Rulifson . . . . . Dean of Instructional Services

Don Stensland . . . . . Geology Faculty

INSTRUCTIONAL STAFF

STAFF DEVELOPMENT DESCRIPTION AND ANALYSIS AND APPRAISAL

The College recognizes that continuous staff development is of major importance by encouraging and requiring faculty to engage in activities designed to improve their performance.

The contract requires that each faculty member attend summer school sessions at a university or participate in other professional improvement programs at least once in every four years. Such college courses and/or programs are to be specifically approved in each instance by the administration. Faculty on twelve month contracts are excused from meeting this requirement. Normally, attendance at summer session has been determined to be nine credit hours. In many instances appropriate work experience has been substituted for formal course work. On presentation of evidence by the faculty member of the accumulation of 15 hours of approved course work, he shall be eligible for an extra step on the salary schedule.

The College also provides sabbatical leave for staff development and also leaves-of-absence. During the last contract year, two faculty members are on sabbatical leave, and one faculty member is on leave-of-absence.

Each year for the last decade, the College has sponsored an inservice program at a camp several miles from campus. (Cut 1981-82 because of budget limitations) The programs have varied throughout the years, e.g., introductions to the problems of writing, self study subject matter specialists, workshops on cardiopulmonary resuscitation, multi-media shows. The program is developed through cooperative effort of the administration and the Faculty Senate.

There is travel money available for the faculty for staff development purposes. That money has become more limited with tight budgets, and the value of that money has diminished because of the increased cost of transportation. However, most faculty members engage in some travel throughout the year.

The College has been a member of the Center for the Study of Community College Education, University of Texas. (Cut 1981-82 because of budget limitations) John Roueche has been part of the fall in-service; and at irregular times, the center sent a one sheet summary of the results of their research in community college education.

Faculty or staff can apply for a waiver of tuition for our classes. The waiver has been used relatively little since most of our programs are not appropriate for faculty development. However, several faculty members have had tuition waived for classes in data processing, which was not part of their original training, but which can be adapted to their roles at the College. All receive a reduction of tuition for any class which they choose to take.

When it is appropriate for their teaching field, faculty members have been given both increment credit and credit toward the completion of the summer school requirement for work experience which they have done in the field.

STAFF DEVELOPMENT DESCRIPTION AND ANALYSIS AND APPRAISAL (continued)

People in the vocational areas have used work experience to update their skills and to provide them with information about new developments or technologies.

Part-time faculty are required to take training sessions once every quarter, although few of them actually do, especially those who have taught for us a number of years. There is a part-time faculty handbook. Part-time faculty members are granted educational increments when appropriate, and tuition waivers for related classes are available to part-time faculty on occasion.

Staff development begins with the orientation of the faculty. The Dean of Instructional Services encourages the continued improvement of skills and knowledge of the new faculty. Every year, with the Report of Yearly Service, the faculty member is asked what steps have been taken to improve performance as a teacher and what plans are for further improvements. Many of the arrangements necessary for sabbatical leave, leaves-of-absence, travel or tuition waivers begin with the Report of Yearly Service.

The College provides leadership for the up-grading of both college and secondary school technical instructors by offering courses and designing workshops for the purpose of introduction of new products or methodologies. Experts from various industries or disciplines present and instruct in the latest techniques appropriate for the technical group involved, e.g., Pape Brothers, Incorporated, provided a workshop to the mechanics instructors relative to diesel injector systems; Eutectic Corporation provided instruction and demonstrations of new spray welding techniques for instructors. We have had workshops from the Personnel Development Center, clinics in various sports, and courses in sign language for our staff.

Summary. Our faculty is becoming more place-bound as is the rest of our society. We are isolated from major urban centers and the cultural and educational advantages which they offer. While travel and attendance at professional meetings is important, the costs of such travel are becoming more expensive. The tight budgets and the declining economy of the community make it highly unlikely that more funds can be made available for such travel. The increased costs of travel for sabbatical leaves or attendance at summer sessions place a greater burden on the faculty. The situation is indicative of a potential problem. As we become older, more comfortable in this community, the need for exposure to other colleges, other teachers, other industries is becoming more important.

For further information see the following:

Chart 1 Institutional Staff Profile Chart
Chart 1A Institutional Staff Profile Chart by Faculty Member
Chart 2 Number and Source of Terminal Degrees
Chart 3 Number of Full-Time Faculty 1971-1981
Chart 4 Full-Time Equivalency Students 1971-1981
Chart 5 Unduplicated Student Headcount Enrollments 1971-1981
Chart 6 Percent Change 1972-1981
Chart 7 Work Load Fall 1981

C. *ANALYSIS AND APPRAISAL: Analyze the institution against the standard for the instructional staff. Note: This is a request for analysis with a minimum of description. Careful judgment is expected. Please consider, but do not limit yourself to, the following items in the analysis:*

1. *Study specific assignments of responsibilities that exist for identifying, appraising, negotiating with, and selecting new faculty members. What changes, if any, are indicated?*

   a. The appropriate division and the Dean of Instructional Services identify a faculty opening during the budget process.

   b. The Division Chairperson, with the approval of the Dean, writes a job description and announcement.

   c. The Office of Instruction sends out the job announcement and establishes files for the applicants.

   d. The Division Chairperson, with approval from the Dean, forms a screening committee which includes members from the division and usually one member from some other division.

   e. The screening committee ranks the applicants and chooses the people to be interviewed.

   f. The screening committee and Dean interview select applicants.

      (1) interviewees do not pay for their transportation if they are offered a position and accept it or if they are not offered a position;
      (2) normally the top three applicants are interviewed;
      (3) only the Dean discusses salary with the applicants.

   g. The screening committee and Dean discuss and reach agreement about the applicant to be recommended to the President and the Board.

   h. Either the President or the Board may choose not to hire the applicant, in which case the screening committee and the Dean make another recommendation. Procedures for hiring part-time faculty vary from division to division.

   No changes are recommended, for the procedure has been working for us.

2. *Analyze the criteria used in evaluating prospective faculty members. How could they be improved?*

   The College uses criteria in evaluating prospective faculty members. Some criteria are stated; some are not.

   Board policy statement 9.010 reads "the college shall strive to recruit and select instructional staff that shall place its central emphasis on

C. ANALYSIS AND APPRAISAL (continued)

teaching." Board policy statements 9.012 and 9.014 state minimum instructor standards for teaching transfer and non-transfer courses. These policies do not address the prospective teacher's experience or ability; they deal, rather, with state minimums for education and/or vocational experience in the teaching field.

Everyone involved in the selection process wants to evaluate the prospective faculty member's ability to teach and to estimate his probable success teaching at the College. Additionally, the Statement of Purposes and Functions of the College, found in the 1981-83 catalog on page 6, implies an interest in faculty who possess more than subject mastery or minimum education or experience.

Purposes three to six deal with the various types of education offered by the College: occupational preparation and improvement, remedial instruction, and college transfer study. In many cases, the College seeks faculty who can teach their subjects in any of these educational settings. Furthermore, these purposes and functions imply expectations that any prospective faculty member be able to guide and counsel students, help broaden their general educational and cultural experiences, and assist them to participate in on-campus and community activities of benefit to the students, the College, and the community. In short, faculty must assist in "the optimum development of individuals."

At present, these purposes and functions are stated in terms of what the student needs or wishes and only by implication do they show what is expected of a prospective faculty member. The College should have a more detailed and comprehensive statement of criteria for hiring faculty. Perhaps, Board policy 9.010 needs supplementing.

Prospective faculty members are also evaluated in terms of what they might add to the balance and breadth of the faculty. This is a small school, with, in some cases, one or two instructors teaching a curriculum. The College, thus, must select faculty who complement existing staff. This need to make the most of faculty selection has been sharpened by the infrequent staff openings and the stability of our present staff.

Nonetheless, the present staff represents many geographical areas, many educational experiences, and many approaches to teaching and community service. The College is concerned that we have not been able to hire minority and women faculty. We may not be attracting minority faculty because we are not deliberately seeking them or because Coos County is not attractive to them. Our women faculty have been traditionally hired in the fields of home economics, nursing, business and English. We should continue searching for qualified minority and women candidates. Our College can better represent our nation's diversity, and in some areas, (counseling for example), a woman or minority faculty member could make the program more effective. (We do have a female health counselor who works half-time.)

C. ANALYSIS AND APPRAISAL (continued)

Like other community colleges we rely upon part-time instructors to extend our course offerings and staff extra sections of courses taught by the full-time staff. Our criteria for evaluating prospective part-time faculty are harder to define than those for the full-time faculty. This can be accounted for. The College does not pay as much attention to the hiring of part-time faculty as it does to the hiring of full-time faculty. Furthermore, the process of hiring part-time faculty is handled sometimes by the divisions, other times by the outreach coordinators with approval by the divisions. Obviously, too, part-time hiring is limited by local availability of skilled, interested applicants. In recent years, the College has improved methods of orienting and evaluating part-time faculty. Some of the best part-time faculty have competed successfully for full-time positions. For information regarding part-time faculty, see Continuing Education and Special Instructional Activities, Section VI.

3. *How has the institution periodically evaluated its faculty recruitment and selection policies and procedures?*

We have very few policies or procedures for the recruitment and selection of faculty. What policies do exist are very general and do not play a significant role in the recruitment of new faculty members. There has not been any significant evaluation of these existing policies and procedures by the Faculty Senate, the Instructional Council or any body representing the different facets of the school. This statement, however, does not suggest that there have not been evaluations of other policies and procedures. One valuable tool used in recent years was the television course on proper interviewing techniques and laws governing affirmative action. Most administrators, some Division Chairpersons and some faculty attended.

4. *Study the provisions that are made for faculty involvement in the formulation of fundamental instructional policies. Comment on their adequacy and make suggestions for improvement where indicated.*

There are several formal provisions for faculty involvement in fundamental instructional policies. One is the Instructional Council which meets weekly. Another opportunity for faculty involvement is through the Faculty Senate which meets weekly and studies a variety of issues and submits recommendations to the President. Also, faculty have the opportunity to attend the open hearings on new policy matters and revision of policy changes.

Some committee members feel that teachers do not use these opportunities, partly from inertia, partly from a belief that their suggestions are not taken seriously by the administration. Some Division Chairpersons do not report back from the Instructional Council and thus block a major channel for faculty input; some faculty insulate themselves from the issues. However, there are instances of effective faculty involvement, especially in grading and degree requirement committees.

ANALYSIS AND APPRAISAL (continued)

One way to increase the effectiveness of faculty involvement is to use the existing means more energetically. Major academic issues need to be defined and related to the College's educational mission. Faculty will not involve themselves in change if the agenda is non-existent or unclear, trivial, or unrelated to a continuing mission. When the educational mission falters and is lost sight of, faculty tend to avoid involvement in campus-wide issues.

New means range from a forum to a decision-making body. Perhaps, some committee members think, the College needs a forum to discuss and define the forces influencing the College, to examine long-range plans, and to suggest "what kind of place we want to be."

Some committee members suggest a College Council, representing all campus groups and empowered to decide the big issues affecting everyone.

Finally, one member suggests more games as a means to build trust and decision-making ability. The cooperative spirit of Camp Myrtlewood can be expressed throughout the year.

5. *Is there evidence to show that adequate teacher security is provided through competitive salaries and benefits, and retention of faculty members? Please provide sufficient detailed information as a basis for your answer.*

There is sufficient evidence to indicate that salaries provide an ample amount of faculty and administrative security. The attached Oregon Community College Association documents on faculty and administrative salaries clearly indicate that faculty is among the highest paid community college faculty in the State of Oregon. The administrative salaries study would indicate that, while our administrators are not the highest paid in the state, their salaries are competitive.

By offering good salaries and by aggressive faculty recruitment, the College has been able to select and maintain a faculty with outstanding academic qualifications. A review of the faculty listing in Oregon's community college catalogs shows that Southwestern Oregon Community College has the highest percentage of Ph.D's on its faculty.

One provision in the agreement between the College Board of Education and the College Federation of Teachers is the procedure to be followed in a reduction of force. However, during the 1978-79 school year, the administration proposed a reduction in force which according to the Union clearly violated the reduction in force provision of the agreement. Although no tenured faculty members were released, the employment of some part-time faculty members was terminated. The attempted RIF of 1978-79 had a drastic and lasting effect upon faculty morale and a sense of security. Although some anxiety stemmed from understandable fear of faculty members losing their jobs, most of the

ANALYSIS AND APPRAISAL (continued)

anxiety seemed to stem from the faculty belief that the provisions of the agreement were not being followed. In the year since the attempted RIF, the institution has provided for a more secure environment for full-time faculty. Some faculty morale is still suffering.

Among the part-time faculty at the College there exists complaints concerning inadequate pay. However, the part-time faculty's pay scale is in general providing sufficient incentives for obtaining and retaining qualified part-time help. While it is true that some areas of the College are having difficulties in obtaining qualified part-time faculty, the source of this difficulty probably lies not with the part-time pay scale as much as it does with the lack of qualified help in a small, isolated area such as Coos Bay, Oregon.

6. *Has the institution adopted a statement of principles of academic freedom to ensure freedom of teaching, investigation and learning? If not, what is the official position of the institution?*

Yes. (See Article IV in the Agreement by and between the Board of Education of Southwestern Oregon Community College District and the Southwestern Oregon Community College Federation of Teachers.)

7. *Is there evidence to show that teaching loads are equitably and reasonably determined? Please provide sufficient detailed information as a basis for your answer.*

Provisions for determining faculty work load are established in Article X and Article XI of the Faculty Agreement. A complete set of these provisions is mailed with this report, and includes the following:

Article X - Work Load

Section 1: The work load for teaching assignments is established at 15 credit hours or 25 clock hours. The work load for counseling and learning resource center personnel is established at 35 hours. Factors to be considered include class size, number of preparations, study center time, laboratory time and student advising.

Section 2: Provisions for Released Time

A. The amount of released time is to be determined by the dean, on the basis of service to the institution.
B. Released time for division chairperson.
C. Released time for coaches.
D. Released time for coordinators/directors.
E. Released time for student advising.
F. Released time for committee work, if substantial.

Section 3: Provisions for Overloads

ANALYSIS AND APPRAISAL (continued)

Section 4: Provisions Regarding Night Teaching

Section 5: Provisions for Changes in Scheduling and Work Assignments

Section 6: Provisions for Voluntary Acceptance of Overload Assignments

Article XI - Overloads and Summer Session

Provisions are established for overload and summer session compensation.

QUESTION: Are teaching loads equitably and reasonably determined?

1. Introduction:

   The matter of work load has been a source of major concern over the past several years. Perhaps no other issue at this institution has stimulated such a high degree of discussion, debate, controversy and compromise. Provisions satisfactory to some groups and individuals may be unsatisfactory to others. There is satisfaction with some provisions and dissatisfaction with others. In general, the Faculty Agreement takes into consideration many, and perhaps most, pertinent factors. Resolution of these factors, however, has not always been satisfactory to all members of the faculty, and several factors remain unsolved.

2. Fundamental Constraints:

   Work load determination is subject to various fundamental constraints, some of which are practical, and some of which are financial. Among these are the following:

   A. Practical constraints: In a practical sense, work loads are compared with those of similar institutions. Loads significantly higher or lower than those of other institutions would certainly be unsatisfactory and unreasonable. Personal limitations constitute another type of constraint. Such limitations may be physical, mental, or emotional, and they will certainly vary from person to person. Inadequate facilities generate real constraints; for example, work loads must be determined on the basis of existing facilities. Work loads are determined by contract acceptable to the Union. This acceptability, therefore, constitutes yet another type of constraint.

   B. Financial constraints: There is a fundamental relationship between financial expectations of the institution

ANALYSIS AND APPRAISAL (continued)

and work load. In general, as the financial condition of the institution deteriorates, work loads may increase. In addition, state reimbursement is directly related to student enrollment. The funding of marginal programs--those with low enrollment--is always a major financial concern, even though such programs may be very desirable. The value of marginal programs must be weighed against financial reality. Financial constraints, therefore, are inherent in governing the ultimate determination of work load.

3. The Nature and Theoretical Basis of Work Load:

   A. Nature of instructional activity: There is a fundamental relationship between instructional activity and work load. Instructional activity varies greatly, as does the amount of work associated with various activities. Theoretically, work load should reflect this variation, and should probably be adjusted to the actual amount of work to be accomplished. In practice, this would be difficult to achieve.

   B. Theoretical basis of work load: In the ideal situation, the work load should be adjusted to the individual in such a way that each person is working at maximum effectiveness. Again, it may be very difficult to realize this ideal in practice. However, it would seem that the closer the actual work load approaches this ideal, the greater the ultimate benefit to the student, the instructor, the institution, and the community.

4. The Contractual Basis of Work Load:

   Provisions which set forth the actual (contractual) basis of faculty work load are cited in Section 1, Article X of the Faculty Agreement. They are as follows:

   The salary scale is based on a work load calling for teaching assignments at 15 credit hours or 25 clock hours. Size of classes, number of required preparations, study center time, laboratory time, and student advisor time for activities are all to be considered. Counseling and Learning Resource Center personnel including study center shall be on duty assignments of 35 hours per week.

5. Overloads, Night Teaching and Summer Session:

   A. Overloads: At this point, provisions for overloads, cited in Section 3 of the Faculty Agreement, are generally considered reasonable and satisfactory. Provisions for voluntary acceptance are cited in Section 6. Also, Article XI provides for overload and summer session compensation.

ANALYSIS AND APPRAISAL (continued)

B. Night Teaching: Provisions for night teaching, cited in Section 4 of the agreement, are generally considered reasonable and satisfactory. Night teaching on a continuous basis is voluntary and several faculty do so on that basis.

6. Changes in Scheduling and Work Assignment:

Provisions are cited in Section 5 of the Faculty Agreement. The faculty generally feels that instructors should be involved in work assignment and schedule changes. It has been suggested that mutually satisfactory changes be made following a conference between the instructor, the Dean, and the Division Chairperson, whenever possible. In many cases, however, such a conference may be inconvenient. In order to expedite the change, therefore, an agreement may often be reached by two of these parties without consultation with the third party. For example, changes in assignment have often been agreed upon by the instructor and the Division Chairperson.

7. Released Time:

A. Released time for Division Chairpersons: Provisions are cited in Section 2a of the Faculty Agreement. According to several chairpersons, these provisions are not always adequate. Certain tasks become quite difficult and time consuming, and the released time does not always compensate for that.

B. Released time for coordinators/directors: Provisions are cited in Section 2d. They are generally considered reasonable and satisfactory.

C. Released time for student advising: Provisions are cited in Section 2d. This matter was a major source of general dissatisfaction among various faculty members. The primary issues included inequitable distribution of advisees; and advising students outside of the major discipline. These problems were, perhaps, most acute in the business and vocational disciplines. The present provisions, adopted in the fall of 1978, appear to have mitigated this concern to a considerable degree. Many, and perhaps most, faculty members consider these provisions to be reasonable and satisfactory at this time. Some feeling of dissatisfaction still remains, however, over certain aspects of the relationship between student advising and teaching load. Some administrators feel that this system is too costly and too difficult to measure advising efforts. All advising loads changed with the budget problems of fall, 1981. See the Advisement Section of this report for further information.

ANALYSIS AND APPRAISAL (continued)

D. Released time for coaching: Provisions are cited in Section 2b. There is considerable dissatisfaction among coaches with current provisions. Much of the coaching work load involves evening and weekend duties. This, of course, is inherent in the nature of coaching. When compared to other disciplines, however, the degree to which these duties occur is exceptional. The coaches have stated that they would prefer to be paid for extra evening and weekend duties, if possible. If this is not possible, they would prefer some other type of compensation such as, perhaps, extra sick or personal leave time. The coaches feel that actual released time, as provided in the agreement, has lowest priority among these options.

E. Other categories for released time: Some suggest that there are certain categories of work for which released time is not now granted, but which, perhaps, should be considered. Among these are the following:

1. Academic research: Arguments have been made in support of, and also against, released time for academic research.
2. Short courses, workshops, or other special projects: Preparation for this type of work is often substantial. Released time has often been arranged for these tasks, in cooperation with the Dean. However, there are no formal provisions in the faculty agreement.
3. Active, school-related work in the community: Faculty members are expected to play an active role in the community. In many cases this involves school-related activities, and there is no doubt that this work factor often becomes substantial. Since academic relations with the community are certainly a significant and legitimate function of the community college, a very convincing argument exists for the consideration of released time when this work becomes substantial.

F. Due to the present financial crisis, increases in released time are unlikely.

8. Class Size:

The practice of using class size as a factor in the determination of work load has generated substantial discussion and debate. There is no doubt that work load is governed by financial constraints, including reimbursement for student enrollment. However, the relationship of class size to work load involves several other important factors, some of which are as follows:

ANALYSIS AND APPRAISAL (continued)

A. There is a strong feeling among the faculty that, while class size is certainly a major concern of the faculty, it is properly an administrative responsibility. Some classes will normally have large enrollments, many of these because of academic requirements. Conversely, certain classes will normally have small enrollments. Such classes exist at almost all institutions, and are generally easily and widely recognized as traditionally having small enrollments, examples include calculus, organic chemistry, and foreign languages. Nevertheless, it may be desirable to offer such a class or program to enable students to complete a two-year sequence or, perhaps, to offer the community traditional college classes, or perhaps, to offer a more complete and enriched curriculum. The relationship of the small enrollment to work load should be considered by the administration when the decision is made to offer the class. Once this decision is made, the instructor should no longer have to worry about class size as related to work load for the rest of that instructional period and should be free of any stress associated with that relationship. This may mean that the administration will have to balance small classes in one discipline against large classes in another discipline. This may, in turn, create an inequity in work load, and especially if several small classes occur in one discipline. Perhaps such an inequity is not entirely undesirable. Certainly this inequity should be weighed against the values that accrue to the institution upon offering the class.

B. Minimum class size provisions: At the beginning of each quarter, instructors are subjected to heavy stress and worry as to whether or not the minimum class size will be met. This source of stress occurs again and again.

C. Class sizes do not necessarily correspond to the actual amount of work done. Some classes are less demanding than others: They may be naturally easier to teach, or they may require less work. In many cases, certainly, small classes are less demanding, large classes are more demanding. In many other cases, however, small classes are more demanding, whereas large classes are less demanding, and class size is not a significant factor in the demands of those classes. Several examples can be cited, one of which is as follows: Many math teachers feel that a class in calculus is more demanding and time-consuming than a class in basic mathematics. Yet calculus classes are traditionally small, and basic math classes are traditionally large.

ANALYSIS AND APPRAISAL (continued)

D. Another aspect of the relationship of class size to work load concerns the practice of employing class size as a factor on a quarter-to-quarter basis, rather than balancing student numbers over the school year. Faculty members generally feel that if student numbers are employed as a factor at all, and in many cases they probably should, then large numbers in one quarter should adequately compensate for smaller numbers in another quarter.

E. There is yet another significant point to be made concerning the relation of class size to work load. Most faculty members work over and above a normal set of hours each week, perhaps 50-60 hours and often more. But for each individual, there is a limit beyond which that person cannot go. This limit is physical, mental and emotional and, as one put it, "familiar." No person can exceed this limit, which certainly varies from individual to individual and which also probably changes from time to time for a particular individual. It is reasonable to say that most teachers do not work to their limit, certainly not at all times. Yet it is also reasonable to say that they sometimes, and perhaps often, do. The point can probably best be made by the following illustration: Let's say, for this illustration, that the individual limitation for a certain teacher is 60 hours a week, and that for one quarter that teacher has 60 students. Beyond 60 hours, that teacher has no more to give his students. It is simply physically and emotionally impossible. (This teacher may, however, be spending only 55 hours a week, and is therefore not teaching to his limit. Now another teacher might be able to exceed those hours because of a greater individual limitation, whereas yet another teacher could only spend a maximum of 50 hours with those students.) Now let's say that during the following quarter the teacher has 90 students, but his limitation is still 60 hours. This teacher may, at times, and perhaps for much of the quarter, approach this limitation. Even so, the increase in time spent is very small, and thus for each student, the time spent per student is reduced by nearly 50 percent. Finally, let's say that in the following quarter the teacher has 30 students, but his limitation is still 60 hours. Does the teacher then reduce his time to 30 hours? Very probably not. Most teachers will still probably spend nearly the same amount of time as during the previous quarters--perhaps not teaching to the limitation, but quite possibly, in this example, about 55 hours once again.

ANALYSIS AND APPRAISAL (continued)

9. Miscellaneous Concerns and Areas of Dissatisfaction with Work Load Provisions:

During the course of discussions of the committee a number of concerns were expressed by various faculty members about the work load provisions. These are listed below. The administration has attempted to meet these concerns in part over the years but does not feel that the concerns are unique to our situation nor are they inconsistent with practices at other institutions. Some administrators feel that the application of the work load formula has been too responsive to the diverse kinds of activity in which the faculty engage.

A. Transfer loads versus nontransfer loads (15 credit hours versus 25 clock hours): Most transfer faculty teach on a work load basis of 15 credit hours; most nontransfer faculty teach on a work load basis of 25 clock hours. This inequity tends to create considerable dissatisfaction among nontransfer faculty. However, many transfer faculty feel that their loads are in fact heavier than the nontransfer faculty. (See Faculty Load Reports in accreditation meeting room.)

B. Science laboratory provisions: Laboratory activities generally constitute a large portion of the work load for most science teachers. Conscientiously prepared lab exercises require a great deal of preparation time. In most cases, this is greater than the preparation time required for lectures. Lab exercises also require various after-class tasks, some of which consume a great deal of time. The actual work involved in teaching a laboratory exercise often requires a greater output of both physical and mental energy, hour for hour, than the corresponding lecture. The practice of allowing one credit hour for two hours of laboratory time is, therefore, a major source of dissatisfaction among science teachers, and is considered unreasonable.

C. Physical education classes: Instructors in physical education are dissatisfied with the practice of allowing one credit hour for three in-class hours of physical education instruction.

D. Single instructor disciplines with considerable extra activity: Some areas carry considerable extra activity naturally associated with or inherent to the discipline. Examples of such disciplines include music, with associated musical productions, and drama, with associated theatrical productions. Such activity may involve substantial blocks

ANALYSIS AND APPRAISAL (continued)

of time apart from the regular class schedule. In these and other cases, there is only one instructor for the discipline, and that instructor must handle both the classes and the associated activities. In such cases, the discipline would seem to be understaffed. Perhaps additional student aid or additional released time is needed.

E. Teaching a new class: teaching outside of the major discipline: Perhaps the greatest work load demands of an instructor, both in terms of time and energy, are those associated with teaching a class for the first time, and especially teaching outside of the major discipline. Such practices are common at a community college. The amount of time spent on a new class is often far greater than for any other instructional task. The output of physical, mental and emotional energy is also probably greater than that required for most other instructional tasks. This is compounded when the new class is not in the major discipline. There is a strong feeling among the faculty that adequate release time should be allowed in order to compensate for the higher work load associated with such classes.

F. Amount of time spent on nonteaching tasks: In many cases, a considerable amount of time is spent on nonteaching tasks. This has created a feeling among the faculty that this may, at times, be detrimental to the primary mission of the College--that of teaching. Some, and perhaps most of these tasks are certainly necessary. Yet they involve time expenditures that often range from 50 hours per quarter to more than 200 hours per quarter, and occasionally to more than 200 hours per quarter. Certainly the amount of time spent on a particular task varies greatly with the individual. For example, the amount of time spent in preparing this section on "Teaching Load" has been in excess of 80 hours. Yet another instructor may have adequately accomplished this task in 10 or 15 hours. Perhaps the following questions need to be asked: (1) Is this time expenditure a proper use of taxpayers' money? (2) Are the students well-served by the large number of hours spent by their instructor on a particular task?

8. *How is the teaching performance of the individual faculty member evaluated? What evidence is there to show that the criteria used are known and accepted by both the evaluating officials and the faculty?*

Evaluation of teaching performance is accomplished both formally and informally.

ANALYSIS AND APPRAISAL (continued)

One formal procedure, the Report of Yearly Service, has been quite consistent over several years. It asks the following questions:

A. What have been your special contributions to the development of the College during the past year? Feel free to mention both on-campus and off-campus activities.

B. What additional activities do you propose for next year?

C. What particular problems in the College have you had to face this year?

D. What changes do you propose for improving your classes next year?

E. What suggestions do you propose for improving the College next year?

F. Completion of Academic Work. In order to obtain the additional increment on the salary schedule, I am submitting the following 15 hours of approved academic course work (quarter taken, college, quarter hours, course title, grade received listed).

G. Contractual obligations. This section must be completed in detail. In order to meet the contractual obligation to attend summer sessions of university or other professional improvement programs at least once every four years (Section 2, Part C, Faculty Contract), I have completed the following program (quarter taken, college, quarter hours, course title, grade received, approved by date would be listed under Part 1 of summer session of university.) Part 2 - Other professional improvement program.

H. As a result of my professional growth and development, indicated in part by this report, I anticipate:

a. _____This next appointment will result in an an annual increment on the basis of the information listed above.
b. _____This next appointment will result in an additional increment on the basis of the information given in Section VI.
c. _____This next appointment will result in the granting of tenure.
d. _____This next appointment will result in promotion from _____ to _____.

After completion, the faculty member reviews it with the Division Chairman, who makes comments and forwards it on to the Dean of Instructional Services.

ANALYSIS AND APPRAISAL((continued)

In addition to using the answers in the report, the Dean of Instructional Services calls on informal information gathered during the year from students, faculty and other sources to discuss the faculty member's teaching performance.

In addition, Article VIII in the Faculty Agreement requires an extra evaluation each year for untenured faculty.

For this evaluation, a committee is selected by the Dean, Division Chairperson and the instructor. Members of the committee approve any special procedures, read the portfolio and meet with the instructor to discuss the evaluation.

Each instructor must prepare a portfolio consisting of a self-analysis student evaluations and peer evaluations. The self-analysis, often patterned after the Report of Yearly Service, allows the faculty member to review the past year and plan for the future.

Student evaluations are selected from several options by the instructor and given to the student for completion and are included in the portfolio.

Peer evaluations, to evaluate classroom teaching, require at least one visit in the classroom by a committee member selected by the instructor.

The evaluation committee members read the portfolio and then meet with the instructor to discuss teaching, among other topics. The portfolio is then forwarded to the Dean.

The Dean meets each year before March 1, with untenured faculty and before June 1 for others, to discuss teaching performance and other topics.

Considerable controversy surrounds the evaluation process. Approaches like making a television video-tape have been tried on occasion but are universally criticized. The methods now used are criticized. However, the general consensus now accepted is that no perfect method can be devised.

The validity of student evaluations is questioned. They glowingly give praise for an excellent teacher, but are inclined not to identify an average or poor teacher unless they greatly dislike that teacher. Also the students may be inhibited because the instructor normally hands out and collects the evaluation forms.

The peer evaluations will tell how the instructor is teaching during that evaluation meeting only. Teachers who are able to prepare and conduct that class effectively, but who don't their regular classes, are not detected. One student commented to an evaluator that the lecture being evaluated was the best ever. This evaluation does identify the ineffective instructor who is unaware of teaching inadequacies.

ANALYSIS AND APPRAISAL (continued)

The best use of the evaluation is giving the Dean and evaluation committee an opportunity in the evaluation meeting to discuss not only the formal evaluation but also the informal information received from students and faculty.

All in all, the evaluation process really satisfies no one but is the best that we have been able to devise.

The Dean, in the fall term of 1981, established a committee with the goals of simplifying the process, making it more individualized, and developing a mentor system. Early evaluation by the committee indicates general approval.

The part-time faculty is evaluated by the use of student evaluation forms which are summarized into a report. The report summary is made by the Director of Special Instructional Programs, who then gives it to the appropriate division or department chairperson for their comments and responses. A copy is mailed to the faculty member. If there is some serious concern, the Director of Special Instructional Programs will ask the appropriate supervisor to meet with the faculty member. A copy is kept in the faculty member's file. Part-time faculty seem to welcome the reports and respond often by improving their teaching performance.

9. *If faculty rank is employed, what criteria have been adopted and used for promotion? Is there evidence to show that the promotion system has a positive influence upon the morale and professional development of the faculty?*

A rank system is employed and includes the following: (See Faculty Agreement Appendix A mailed under separate cover.)

A. Criteria for rank placement of faculty teaching in the transfer program.

B. Criteria for original placement and rank advancement for technical-vocational faculty.

C. Evaluative criteria for advancement within rank:

1) Conditions for yearly advancement for one step: these include evidence of professional growth and contribution to the institution.
2) If yearly advancement is denied, the faculty member shall be notified and is allowed the right of appeal.
3) Provision is made for an extra step on the salary scale upon accumulation of 15 hours of approved course work.
4) Information regarding advancement is published by means of a Report of Yearly Service, due March 1.

ANALYSIS AND APPRAISAL (continued)

5) Conditions for evaluation of teaching quality are listed on attached sheet.
6) Conditions, wherein the faculty member may request a visit by the division chairman or other administrative officer, are listed on the attached sheet.

D. Introductory statements on criteria for rank, original placement and advancement:

1) Statement regarding establishment and administration of policy regarding rank, placement and advancement.
2) Establishment of Federation Personnel Committee to review appointment and promotion of faculty members.
3) Conditions for periodic review of policy and for revisions; listed on attached sheet.
4) Statement establishing that faculty will not be placed at a rank lower than that for which they qualify and also establishing that, under certain conditions, they may be placed at a higher rank.
5) Definition of terms used in these criteria; items 1 through 8 listed on attached sheet.
6) Statement that not more than 20 percent of full-time faculty shall be at the professor rank.

The most obvious aspect of the rank system is the separation of criteria into two sets: one set of criteria for faculty teaching in the transfer program and another set of criteria for faculty teaching in the technical-vocational program. There is a considerable disparity in the two sets of criteria. Criteria for transfer faculty are based primarily on education and teaching experience. There is no formal recognition for professional work experience within the major discipline outside of teaching; however, there are examples indicating that, in actual practice, consideration is given. Criteria for vocational faculty are based primarily on vocational and teaching experience and to a certain degree on formal education. These criteria are such, however, that a vocational faculty member with a college degree may fare no better in rank and placement than one without a degree. There is no formal recognition for advanced degrees in rank and placement of technical-vocational faculty.

The rank system appears to have a positive influence on faculty morale in the sense that the system is promoted and desired by the faculty and also in the sense that faculty members strive for advancement within rank and also from rank to rank. However, it appears to have a negative effect on faculty morale as well. The reasons for this negative effect are essentially two-fold. First, faculty salary levels are defined by rank; thus, when a faculty member reaches the last step in a particular rank, if that member is not eligible for the next rank, the salary level will remain the same, regardless of experience. Too, the quota established for the professional rank will ensure that faculty who may meet professional rank criteria cannot advance to that

ANALYSIS AND APPRAISAL (continued)

rank. Secondly, salary increments are such that percentage increases actually diminish; thus, instead of being rewarded for experience, a faculty member finds that the percentage of yearly salary increase due to advancement within rank is becoming smaller and smaller.

10. *What procedures are followed in selecting department and/or division chairmen? Do the procedure produce department and/or division harmony?*

Department Chairpersons

Department chairpersons are appointed by the Dean of Instructional Services with input from the chairperson of the division containing a particular department. Not all departments or specialized areas of study have a department chairperson. Departments or specialized areas of study that do are usually large in number of faculty and/or course offerings. Other specialized areas have a chairperson due to the extensive use of part-time faculty or a particular need for uniformity of policy, i.e., athletic department.

Division Chairpersons

Procedures for selection of a division chairperson are listed in Appendix C of the Faculty Senate Constitution. Procedures are listed for nominations, voting, term of office, special elections and recall. The procedures listed also spell out the role of the Dean of Instructional Services, who may accept or reject the nomination of a particular division.

Each faculty member has up to five votes based on academic load. The votes are apportioned according to the extent of a faculty member's load within a particular division. Voting is to be conducted by the faculty personnel committee by secret ballot. The Dean has up to one week to accept or reject the nominee selected.

The recall of a division chairperson can be initiated either by faculty members from within the division or by request of the Dean. An interesting point in Appendix C is the statement that unusual circumstances could suggest a division chairperson from outside the College. The procedures described here were adopted by the Board of Education in 1970.

There have been few instances in the past decade of complications relating to the election of a division chairperson. Usually he will serve more than one three-year term. The released time provisions for division chairpersons are not adequate to make this position attractive to a large portion of the faculty.

The provision for the amount of votes to be cast by each individual faculty member has the potential for misinterpretation or misunderstanding. Some individuals do not have a full academic load in their

ANALYSIS AND APPRAISAL (continued)

division and yet do not teach in any other division. The remainder of the load may be administrative, developmental, coaching or other special assignments. This individual may feel the inability to be fully represented with less than five votes to cast concerning their governance.

Overall, the selection of division chairpersons has gone relatively smooth in the past decade. It is a position not actively sought by the majority of the faculty. The administrative load makes it a position of some frustration.

The provisions for selection of department and/or division chairpersons are clear, concise, and readily accepted with minor reservation concerning number of votes cast per full-time faculty position. At times the part-time faculty vote is included. (See Appendix C of Faculty Senate Constitution.)

INSTITUTIONAL STAFF PROFILE CHART

FULL-TIME FACULTY 1980-81

RANK OR CLASS	NO.		NUMBER OF TERMINAL DEGREES					SALARY - 10 Month			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr.	M.	B.	Prof. License	Less Than Bach.	MIN.	MED.	MAX.	MIN.	MED.	MAX.	MIN.	MED.	MAX.	MIN.	MED.	MAX.
Professor	11		10				1	$22,464	$27,198	$32,681	10	13	19	10	22	40	13	15	16
Associate Professor	36		2	31	2		1	$21,539	$22,025	$26,856	3	12	19	7	17	35	11	15	18
Assistant Professor	15			11	2		2	$16,942	$19,364	$20,994	1	5	10	3	9	16	12	14	17
Instructor	4			2	2			$15,780	$16,735	$17,516	2	3	4	2	9	17	12	13	15
Graduate Assistant																			
Research Personnel																			
Visiting Lecturers																			
Others																			

INSTITUTIONAL STAFF PROFILE CHART
BY FACULTY MEMBER
1980-81

NAME	LAST DEGREE	
Anderson, John	M.S.	University of Oregon
Anderson, Phillip	M.A.	San Francisco State College
Auvil, Carroll	B.S. E.E.	Purdue University
Babcock, Joe	No Degree	
Barber, Roger	A.S.	SWOCC
Bower, Bob	M.A.	Western Illinois University
Brookins, Jack	M.Ed.	Colorado State University
Burdg, Don	M.S.	Oregon State University
Chilla, Ed	M.F.A.	University of Oregon
Cooper, Bob	M.S.	University of Washington
Cooper, Joanne	M.A.	University of Oregon
Cumpston, Sam	M.S.	University of Chicago
Davey, Barbara	M.S.	University of California - San Francisco
Dibble, Bob	M.S.	Eastern Washington State University
Dodrill, Barbara	M.E.	Oregon State University
Douthit, Nathan	Ph.D.	University of California - Berkeley
Erickson, Steve	M.S.	Eastern Washington State College
Fawver, Ben	Ph.D.	University of Illinois
Fenili, Larry	M.S.	Florida State University
Francis, Kathleen	M.S.	University of California
Gillett, Dorothy	M.Ed.	Oregon State University
Goetschalckx, Phil	A.S.	SWOCC
Grossman, Rich	M.A.	San Jose State College
Hall, Howard	M.F.A.	University of Oregon
Hodges, Mike	M.S.	University of Oregon
Hower, Charles	Ph.D.	University of Washington
Hoyt, Hugh	Ph.D.	University of Oregon
Humphrey, Thomas	M.A.	University of Oregon
Hunter, John	M.Ed.	University of Oregon
Jones, Kirk	M.L.	University of Washington
Kelley, Ray	Ph.D.	Ohio State University
Kemper, Bev	M.Ed.	Oregon State University
Koreiva, Bonnie	M.Ed.	University of Oregon
Kraus, Bill	M.S.	St. Louis University
Lang, Merri	M.S.	Cornell University
Lemoine, Bill	M.S.	University of Minnesota
Leslie, Lanny	M.Ed.	University of Oregon
Lilienthal, Ron	Ph.D.	Louisiana State University
Love, James	M.A.	San Francisco State University
McArthur, Doralee	B.S.	University of California
McCarthy, Dortha	M.L.	University of Washington
Meacham, Bernell	M.S.T.	Northwestern University
Miller, Bob	M.A.	University of Minnesota
Moffitt, Don	M.Ed.	Oregon State University
Muller, Erik	M.A.	University of Oregon
Newlander, Jan	B.S.	Concordia State College
Noland, John	M.F.A.	University of Oregon
Reeves, Dale	B.S.	University of Wyoming
Rosman, Chris	M.M.	Eastern Washington University
Rulifson, John	Ph.D.	University of Washington

CHART 1A
continued

INSTITUTIONAL STAFF PROFILE CHART
BY FACULTY MEMBER
1980-81

			Oregon State University
			University of Denver
Ruppe, Nancy	M.Ed.	Oregon State University	University of Oregon
Ryan, Phil	M.A.	University of Oregon	University of Oregon
Saxton, Darrell	No Degree	Oregon State University	Oregon State University
Sharp, Bill	M.B.A.	University of San Francisco	University of San Francisco
Shepard, Bob	M.A.	University of Oregon	University of Oregon
Shumake, Jim	M.S.	Southern Oregon College	Southern Oregon College
Smith, David	M.A.	Southern Oregon State College	Southern Oregon State College
Sorenson, Vernon	M.A.	Oregon State University	Oregon State University
Speasl, John	M.S.	Oregon State University	Oregon State University
Stahel, Terry	B.S.	Colorado State University	Colorado State University
Stender, Veneita	M.S.	University of Oregon	University of Oregon
Stensland, Don	M.S.	University of Montana	University of Montana
Stevenson, Jack	M.E.	University of Texas	University of Texas
Strahan, Don	M.S.	Oregon State University	Oregon State University
Stubbs, Ron	M.A.	University of California	University of California
Swearingen, Jack	Ph.D.	San Diego State University	San Diego State University
Toribio, Andy	M.S.	Indiana University	Indiana University
Vernon, Carol	M.A.	University of Wyoming	University of Wyoming
Walsh, Kathy	M.A.	Oregon State University	Oregon State University
Weaver, Terry	Ed.D.		
White, Richard	Ed.D.		
Wiedeman, Tom	B.S.		

CHART 2

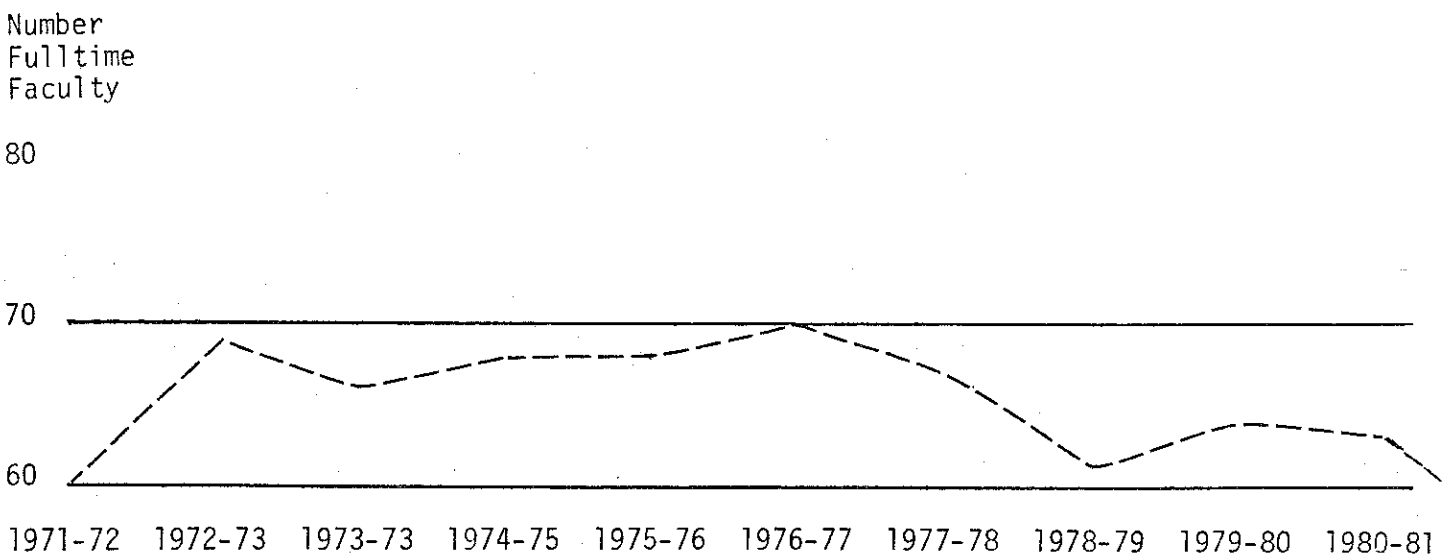
NUMBER AND SOURCE OF TERMINAL DEGREES

Institution Granting Terminal Degree 1980 - 81	Number of Degrees			
	Doctor	Master	Bachelor	Associate
Colorado State University		1		
Concordia State College			1	
Cornell University		1		
Eastern Washington State University		3		
Florida State University		1		
Indiana University	1			
Louisiana State University	1			
Northwestern University		1		
Ohio State University	1			
Oregon State University		10	2	
San Diego State University		1		
San Francisco State College		1		
San Jose State College		1		
Southern Oregon State College		2		
St. Louis University		1		
Southwestern Oregon Community College				2
University of California	1	2	1	
University of Chicago		1		
University of Denver		1		
University of Illinois	1			
University of Minnesota		2		
University of Montana		1		
University of Oregon	1	12		
University of San Francisco		1		
University of Texas	1			
University of Washington	2	4		
University of Wyoming		1	1	
Western Illinois University		1		

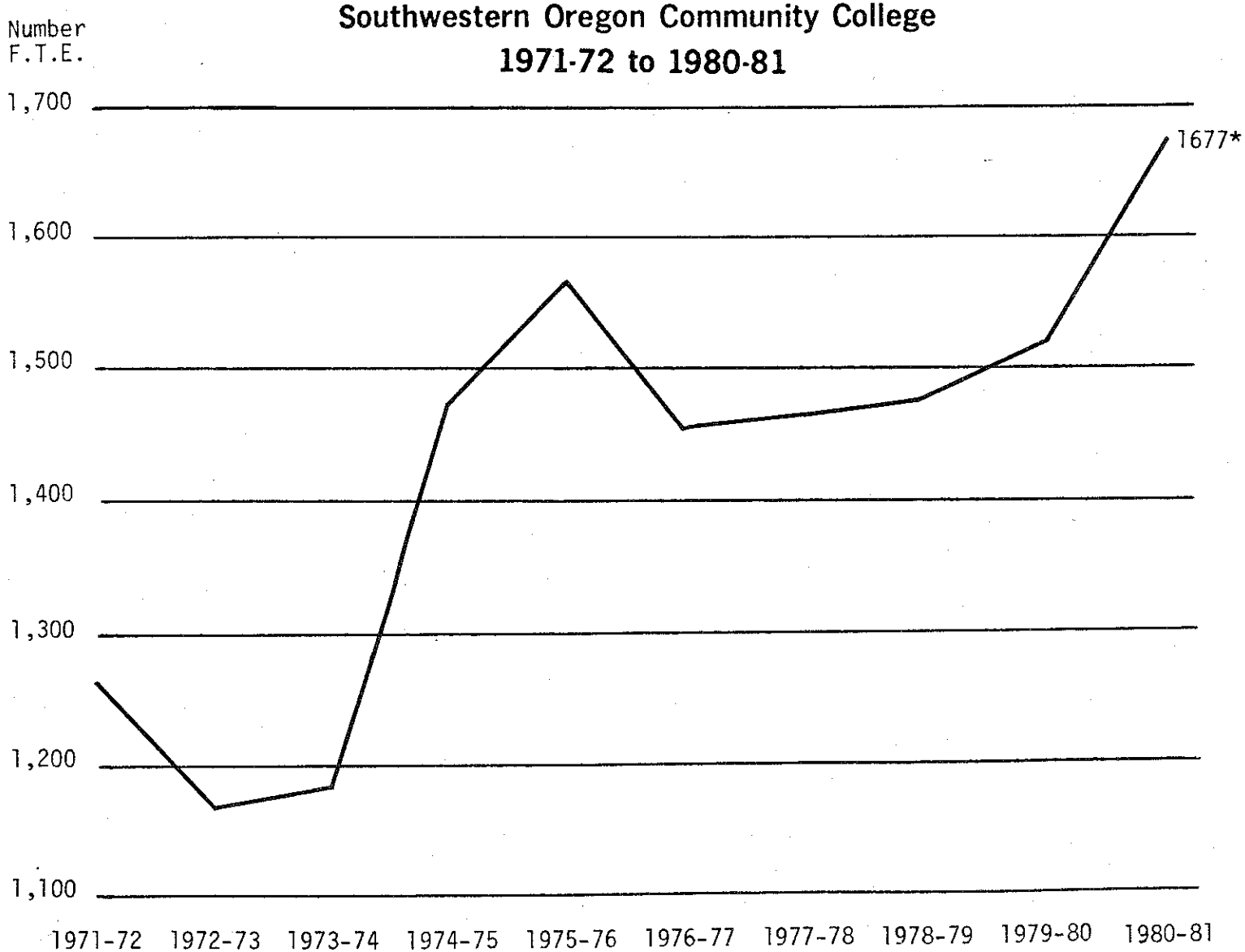
Number of Fulltime Faculty

1971-72 to 1980-81

Southwestern Oregon Community College



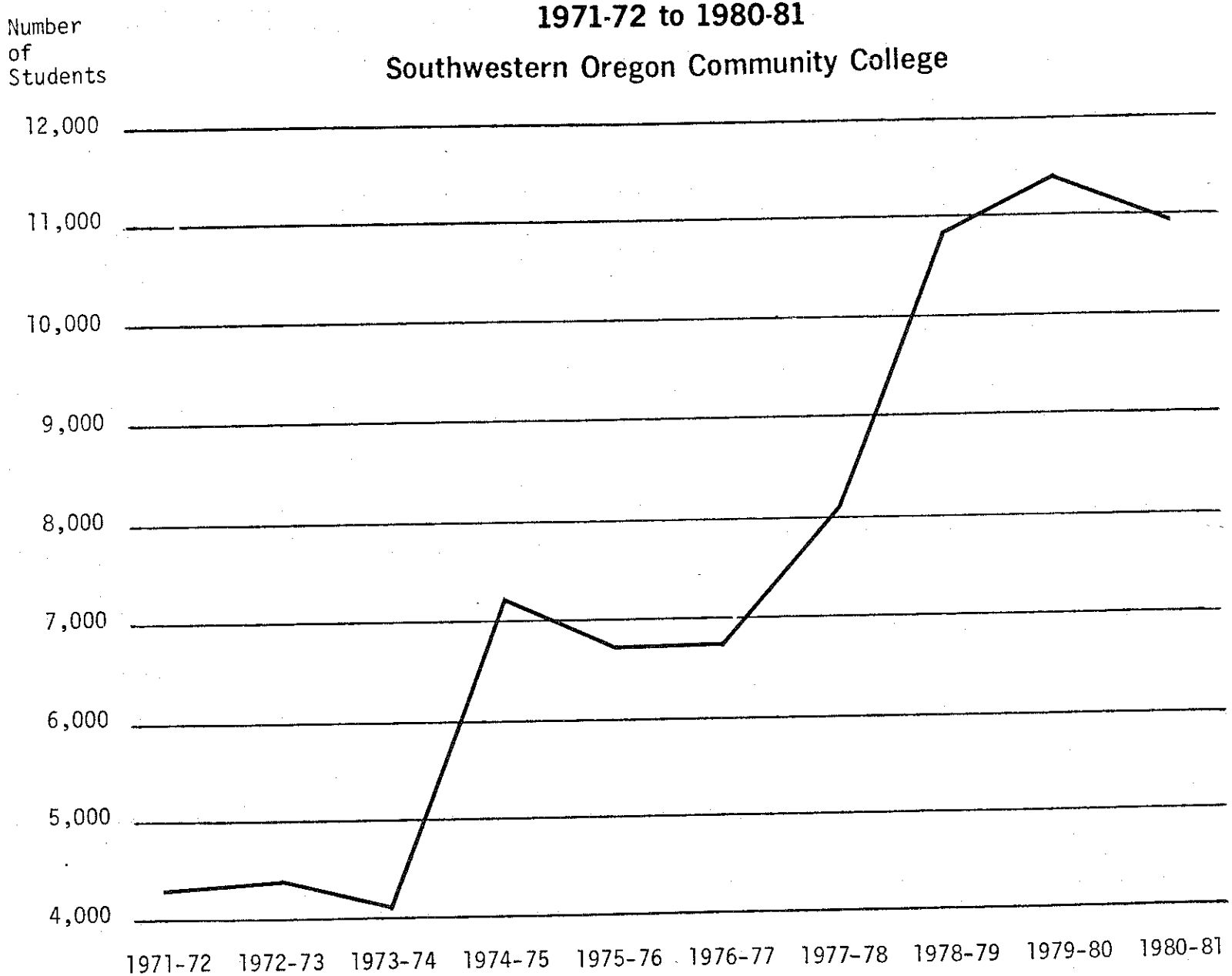
Indistrict Fulltime Equivalency Students
for
Southwestern Oregon Community College
1971-72 to 1980-81



*estimated

CHART 4

Unduplicated Student Headcount Enrollments
1971-72 to 1980-81
Southwestern Oregon Community College



Percent Change, 1972-73 to 1980-81 as compared with base year 1971-72 for:

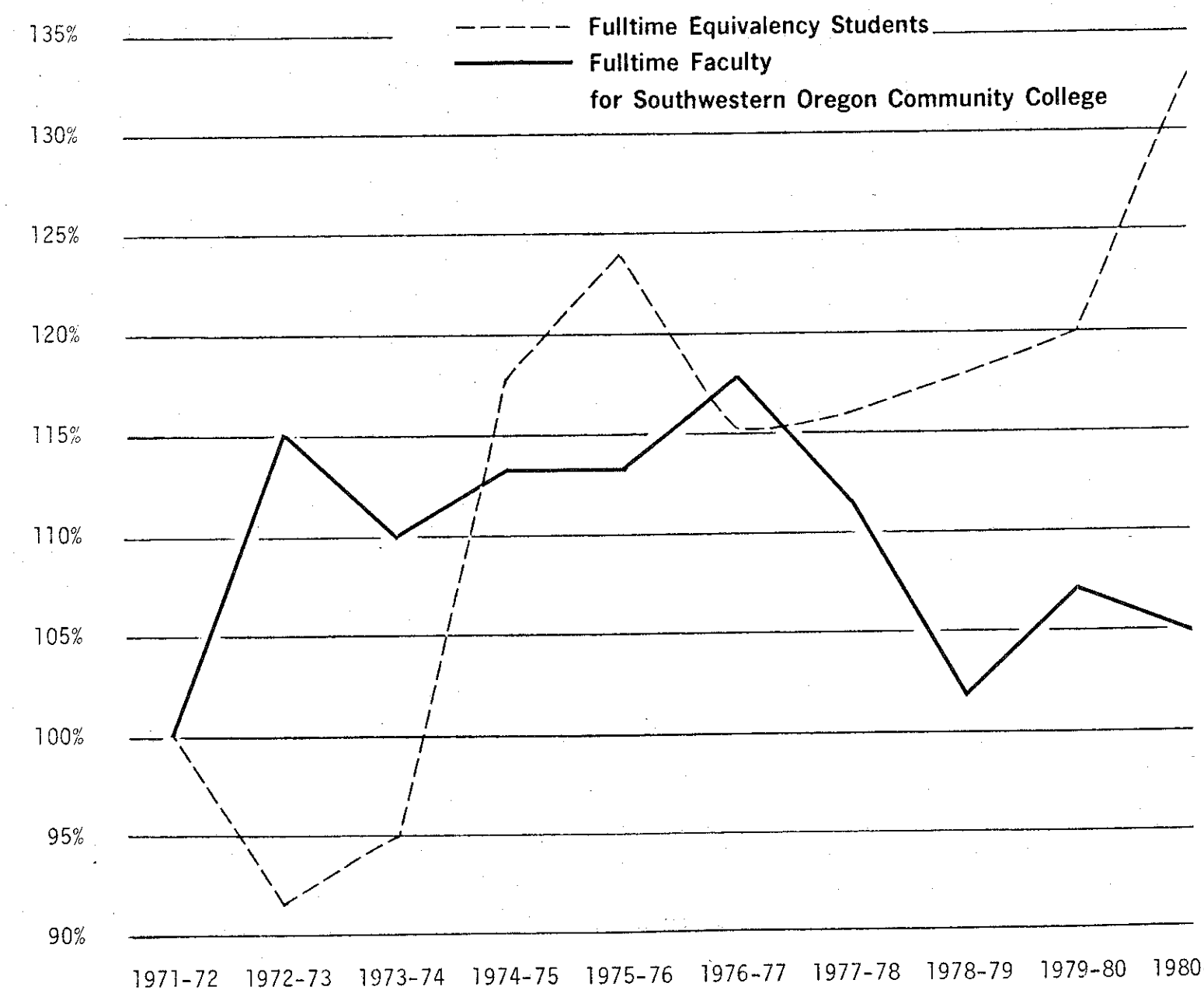


CHART 6

FACULTY WORKLOAD SUMMARY
FALL TERM 1981-82
FOURTH WEEK DATA

Division	# of Full-Time Faculty Fall 79-80	Fall 80-81	Fall 81-82	FTE Faculty Fall 79-80	Fall 80-81	Fall 81-82	Full-Time Student FTE Fall 79-80	Fall 80-81	Fall 81-82	% of Total Division FTE Fall 79-80	Fall 80-81	Fall 81-82	Mean FTE per Faculty Fall 79-80	Fall 80-81	Fall 81-82
Arts/Social Sciences	13	13	12	9.00	9.60	9.70	47.82	59.51	62.46	41	51	65	3.68	4.58	5.21
Business	12	12	14	8.10	8.90	12.00	56.39	78.30	93.15	60	81	88	5.13	6.53	6.65
English/ Reading/ Journalism	9	9	9	6.80	6.00	8.20	42.74	44.11	56.93	82	76	92	4.75	4.90	6.33
Life Sciences	12	13	12	8.20	9.20	10.03	44.12	53.93	56.65	53	41	64	3.68	4.15	4.72
Physical Sciences	12	12	12	10.20	10.00	11.60	67.40	86.90	76.25	70	71	79	5.61	7.24	6.35
ABE (English Division)	1	1	1	1.00	1.00	1.00	---	---	13.75	--	--	--	--	--	--
TOTALS (without ABE/GED)	59	60	60	43.30	44.70	51.53	258.47	322.75	345.44				4.38	5.38	5.76
Loading Factor				.724	.745	.859									

JOL:cpw
10/29/81

FULL-TIME FACULTY WORKLOAD REPORT
FALL TERM 1981-82
TENTH WEEK DATA

ARTS/SOCIAL SCIENCES DIVISION

Name	Fall 81-82 Student Contact	% Change + or (-) From Fall 80-81**	Fall 81-82 Class Credit Hours	Fall 81-82 Class Clock Hours	FTE Student Fall 79-80	FTE Student Fall 80-81	FTE Student Fall 81-82	FTE Faculty Fall 79-80	FTE Faculty Fall 80-81	FTE Faculty Fall 81-82	Annualized Ratio FTE Student to FTE Faculty Fall 79-80	Annualized Ratio FTE Student to FTE Faculty Fall 80-81	Annualized Ratio FTE Student to FTE Faculty Fall 81-82	Special Assignments/Notes
Chilla*	74	71	16	16	4.59	2.35	4.44	.60	.60	1.00	23	12	13	
Dibble*	49	(43)	3	3	2.71	5.27	2.60	.50	.50	.50	16	32	16	Counselor, CWE
Douthit	77	40	9	9	.95	3.49	4.75	.20	.60	.60	14	17	24	Division Chairman
Erickson*	143	25	9	9	7.39	6.62	9.53	.50	.50	.60	44	40	48	Counselor, CWE
Fenili*	92	52	6	6	1.83	2.63	8.31	.40	.40	.50	14	20	50	Coord. Public Service
Hall*	61	(34)	12	19	4.55	6.13	4.07	.80	.80	1.00	17	23	12	
Hoyt*	86	(20)	15	15	5.11	7.07	5.73	.80	.80	1.00	19	27	17	
Rosman*	107	12	14	23	5.06	3.91	5.02	.80	.80	1.00	19	15	15	
Saxton*	108	(4)	10	11.5	2.85	3.56	3.11	.80	.80	.60	11	13	16	Coord. Fire Science
Smith	69	(18)	15	14	2.00	4.44	4.87	1.00	1.00	1.00	6	13	15	
Stubbs*	115	2	15	15	4.70	5.95	7.67	.80	.80	1.00	18	22	23	
Vernon	56	(11)	12	22	3.69	4.20	3.60	1.00	1.00	1.00	11	13	11	

*Advisor 1980-81
**Not revised at 10th week

FULL-TIME FACULTY WORKLOAD REPORT
FALL TERM 1981-82
TENTH WEEK DATA

BUSINESS DIVISION

Name	Fall 81-82 Student Contact	% Change + or (-) From Fall 80-81**	Fall 81-82 Class Credit Hours	Fall 81-82 Class Clock Hours	FTE Student Fall 79-80	FTE Student Fall 80-81	FTE Student Fall 81-82	FTE Faculty Fall 79-80	FTE Faculty Fall 80-81	FTE Faculty Fall 81-82	Annualized Ratio FTE Student to FTE Faculty Fall 79-80	Annualized Ratio FTE Student to FTE Faculty Fall 80-81	Annualized Ratio FTE Student to FTE Faculty Fall 81-82	Special Assignments/Notes
Case	63	--	9	13	--	--	4.73	--	--	.80	--	--	18	Basketball
Cumpston/ Ryan*	183	83	20	23	--	6.19	12.17	--	1.30	1.30	--	16	37	
Dodrill*	112	51	15	16	4.61	6.44	9.60	.80	.80	.93	17	24	31	Coord. Business Lab, 3 hrs./wk. Accounting Lab
Gillett*	115	17	12	20	6.94	8.69	10.15	.80	.80	1.00	26	33	30	
Grossman*	74	(11)	15	21	8.09	7.32	5.47	.80	.80	1.00	30	27	16	
Lang	29	--	--	--	--	--	7.25	--	--	1.00	--	--	22	Farm Management
Miller*	204	62	16	17	3.86	8.22	15.35	.40	.80	1.00	29	31	46	Special lab shared with 3 other instructors
Moffitt*	22	(42)	--	--	2.51	3.42	4.31	.40	.40	.27	19	26	48	CWE, Small Business Mgmt. 3 hrs./wk. Accounting Lab
Sharp*	159	(15)	13	13	9.79	14.16	11.56	.80	.80	1.00	37	53	35	
Zapell*	75	(16)	11	19	6.55	7.27	5.45	.80	.80	1.00	25	27	16	
Cooper*	79	20	11	24	8.83	3.90	4.20	.80	.80	1.00	14	15	13	
Lemoine*	67	(26)	6	20	4.34	4.73	3.65	.80	.80	1.00	16	18	11	
Leslie*	124	(12)	13	15	5.07	7.96	6.56	.80	.80	1.00	19	30	20	

*Advisor 1980-81
**Not revised at 10th week

FULL-TIME FACULTY WORKLOAD REPORT
FALL TERM 1981-82
TENTH WEEK DATA

ENGLISH DIVISION

Name	Fall 81-82 Student Contact	% Change +or (-) From Fall 80-81**	Fall 81-82 Class Credit Hours	Fall 81-82 Class Clock Hours	FTE Student Fall 79-80	FTE Student Fall 80-81	FTE Student Fall 81-82	FTE Faculty Fall 79-80	FTE Faculty Fall 80-81	FTE Faculty Fall 81-82	Annualized Ratio FTE Student to FTE Faculty Fall 79-80	Annualized Ratio FTE Student to FTE Faculty Fall 80-81	Annualized Ratio FTE Student to FTE Faculty Fall 81-82	Special Assignments/Notes
Anderson*	71	(24)	9	9	4.71	7.45	5.50#	.80	.80	.60	18	28	28	AHSD
Bower*	70	56	9	9	1.31	2.98	5.09#	.20	.40	.60	20	22	25	Division Chairman
Humphrey	96	(15)	12	12	4.67	7.31	6.38#	1.00	1.00	1.00	14	24	19	
Muller	92	44	9	9	2.89	3.02	5.88#	.80	.80	1.00	11	11	17	Writing Workshop
Noland/ Noland*	95	(15)	14	14	6.05	7.43	6.39	.80	.80	1.00	23	28	19	
Shepard	99	30	12	12	4.88	6.48	8.00#	1.00	1.00	1.00	15	19	24	
Swearingen*	79	(6)	16	16	2.82	6.65	6.74	.80	.80	1.00	14	25	20	
Walsh*	50	30	15	15	4.63	2.79	4.41	.40	.40	1.00	35	21	13	
J. Cooper*	229	1	Variable		8.77	10.46	11.19	.80	.80	1.00	33	39	34	
McGuire	80	--	Variable		--	--	22.05	--	--	1.00	--	--	66	

*Advisor 1980-81
#Composition and 1.111 weighted at 1.25
**Not revised at 10th week

FULL-TIME FACULTY WORKLOAD REPORT
FALL TERM 1981-82
TENTH WEEK DATA

LIFE SCIENCES DIVISION

Name	Fall 81-82 Student Contact	% Change + or (-) From Fall 80-81**	Fall 81-82 Class Credit Hours	Fall 81-82 Class Clock Hours	FTE Student Fall 79-80	FTE Student Fall 80-81	FTE Student Fall 81-82	FTE Faculty Fall 79-80	FTE Faculty Fall 80-81	FTE Faculty Fall 81-82	Annualized Ratio FTE Student to FTE Faculty Fall 79-80	Annualized Ratio FTE Student to FTE Faculty Fall 80-81	Annualized Ratio FTE Student to FTE Faculty Fall 81-82	Special Assignments/Notes
Fawver*	135	15	12	18	4.88	6.84	6.47	.80	.80	1.00	18	26	19	
Hodges	151	27	9	23.5	3.09	3.15	4.84	.80	.80	1.00	12	12	15	Director of Athletics
Kemper*	87	(24)	8.5	12.8	4.68	5.42	3.52	.60	.60	.73	23	27	14	Coord. PE/Health
Lilienthal*	101	15	12	18	3.66	3.91	5.60	.40	.40	.60	20	29	28	Division Chairman
Love (Hower)	113	(7)	9	19	5.11	6.09	4.71	.80	1.00	1.00	19	18	14	
Newlander*	134	(30)	5	14.5	2.61	2.75	2.49	.60	.80	.60	13	10	12	Consumer Homemaking Grant
Shumake	192	17	8	21	5.86	6.49	8.09	1.00	1.00	1.00	18	19	24	
Speasl	132	(19)	6	12	3.13	4.15	5.11	.80	.80	.80	12	16	19	Volleyball
Stender*	60	50	7	17.5	--	2.68	2.71	--	.60	.80	--	13	10	
Davey*	65	117	Variable		3.72	2.38	5.61	.40	.40	.50	31	18	34	Dir. Health Occupations
McArthur*	15	67	Variable		2.70	2.38	2.38	.80	.80	1.00	10	9	7	Classes/labs shared
Quinn	23	(54)	Variable		2.65	5.33	6.09	.80	.80	1.00	8	20	18	Classes/labs shared

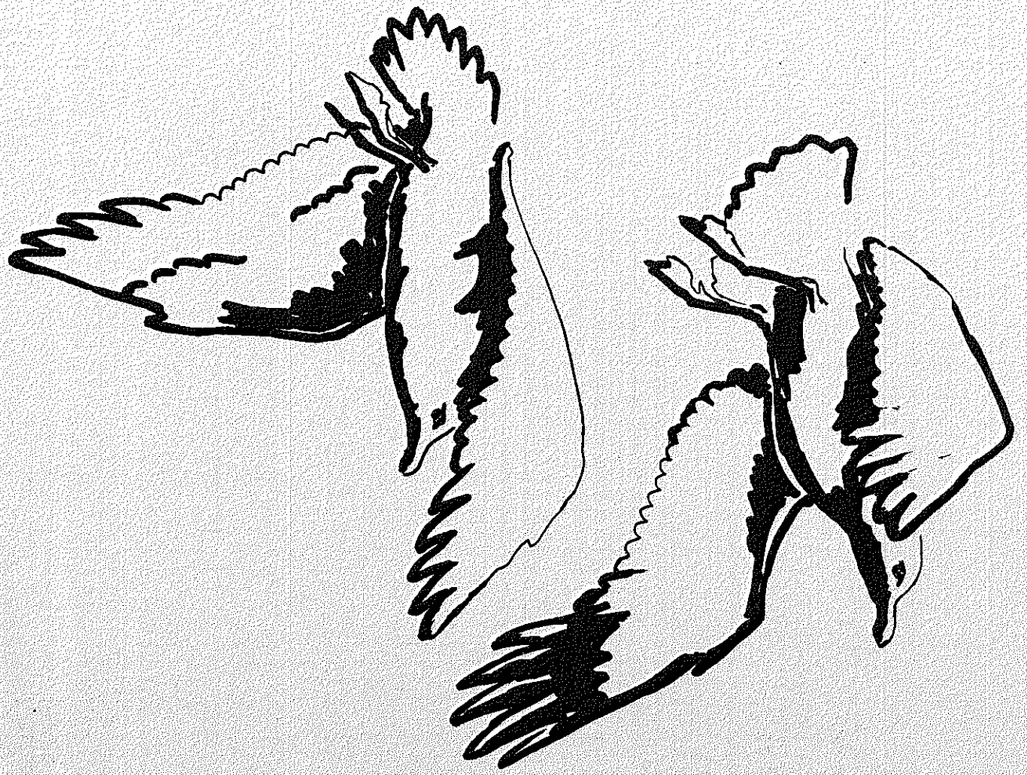
*Advisor 1980-81
**Not revised at 10th week

FULL-TIME FACULTY WORKLOAD REPORT
FALL TERM 1981-82
TENTH WEEK DATA

PHYSICAL SCIENCES DIVISION

Name	Fall 81-82 Student Contact	% Change + or (-) From Fall 80-81**	Fall 81-82 Class Credit Hours	Fall 81-82 Class Clock Hours	FTE Student Fall 79-80	FTE Student Fall 80-81	FTE Student Fall 81-82	FTE Faculty Fall 79-80	FTE Faculty Fall 80-81	FTE Faculty Fall 81-82	Annualized Ratio FTE Student to FTE Faculty Fall 79-80	Annualized Ratio FTE Student to FTE Faculty Fall 80-81	Annualized Ratio FTE Student to FTE Faculty Fall 81-82	Special Assignments/Notes
Anderson*	88	(36)	15	16	3.79	11.06	7.16	.80	.80	1.00	14	41	21	
Auvil*	59	(61)	Variable		10.62	14.79	8.03	.80	.80	1.00	40	55	24	
Babcock*	76	38	11	23	5.38	2.79	4.96	1.00	.80	1.00	16	10	15	
Barber*	60	5	10.5	22	2.71	5.29	4.38	.80	.80	1.00	10	20	13	
Burdg	105	37	16	16	7.72	5.70	9.27	1.00	1.00	1.00	23	17	28	
Goetschalckx*	75	24	9	15	3.83	4.41	3.34	.80	.80	.60	14	17	17	Division Chairman
Kelley	102	75	16	17	3.70	3.18	7.20	.60	.60	1.00	19	16	22	Electronic Math
Kraus	112	35	14	14	6.61	7.34	7.18	1.00	1.00	1.00	20	22	22	
Reeves*	85	(52)	12	24	5.55	8.38	5.31	.80	.80	1.00	21	21	16	
Stensland*	103	(20)	10	13	4.07	5.14	4.14	.80	.80	1.00	15	19	12	Regional Field Geology
Toribio	141	23	16	16	7.30	9.70	10.33	1.00	1.00	1.00	22	29	31	
Wiedeman*	84	(31)	12.5	22.5	4.71	9.12	6.88	.80	.80	1.00	18	34	21	

*Advisor 1980-81
**Not revised at 10th week



VIII Administration

ADMINISTRATION
SELF-STUDY COMMITTEE

Ben Fawver, Chairperson . . . . . Biology Faculty

Jack Brookins . . . . . President

Barbara Davey . . . . . Director of Nursing

Phil Goetschalckx . . . . . Industrial Mechanics Faculty

Mark Hamlin . . . . . ASG President

Tom Humphrey . . . . . English Faculty

Kirk Jones . . . . . Readers Services Librarian

Kay Kronsteiner . . . . . Payroll Bookkeeper

Bob Miller . . . . . Business Faculty

Suzanne Street. . . . . Computer Operator

ADMINISTRATION

I. Provide the following information on the governing board:

A. Names of Board members, how selected and for what terms, occupations represented, and compensation, if any.

The Board of Education of the Southwestern Oregon Community College District is composed of seven members, elected at large for four-year terms from residents of the Community College District. Elections are conducted in accordance with Oregon Revised Statutes; the Coos County Clerk is the elections officer of the district. To qualify, a person must be both a resident and a registered voter of the district. In the event of a vacancy, a majority vote of the members remaining on the Board determines who fills the vacancy until the next election.

Board of Education members serve without salary, but "they shall be allowed the actual and necessary expenses incurred by them in the performance of their duties." (See ORS 341.283 on file in the library.)

Board members for 1981-82 include the following:

Barbara Lea Brown
Occupation: Quilter, Homemaker
Date of original appointment of election: 1974
Date of last appointment or election: 1981
Term expires: 1985

Charles Brummel
Occupation: Chief Executive Officer, Security Bank of Coos County
Date of original appointment or election: 1979
Date of last appointment or election: 1979
Term expires: 1983

Jon Dowers
Occupation: Stock Broker
Date of original appointment or election: 1980
Date of last appointment or election: 1980
Term expires: 1983

N. Douglas Mills
Occupation: Senior Vice President and Loan Administrator, Western Bank
Date of original appointment or election: 1981
Date of last appointment or election: 1981
Term expires: 1982

Marcella Dailey
Occupation: Student, Rancher, Homemaker
Date of original appointment or election: 1981
Date of last appointment or election: 1981
Term expires: 1985

Sheldon Meyer
Occupation: Counselor, Dunes Family Health Care
Date of original appointment or election: 1980
Date of last appointment or election: 1980
Term expires: 1984

Gordon Ross
Occupation: Self-employed Dairyman, Cherry Grove Dairy
Date of original appointment or election: 1978
Date of last appointment or election: 1978
Term expires: 1982

B. *The relation of the president of the institution to the Board; i.e., is he/she an ex-officio member, does he/she have voting power on the Board?*

The President of the College is chief executive officer and is appointed Clerk and Budget Officer of the district. Because of his full time relationship with the College, his knowledge provides background for Board action, and to that extent, influences decision. With the assistance of the administrative staff, he assumes the responsibility of keeping the Board informed on College activities. He does not have ex-officio standing or voting privilege.

There are three ex-officio, non-voting members on the Board: the President of the faculty union (SWOCC Federation of Teachers), President of the classified staff union (SWOCC Classified Federation), and the President of the Associated Student Government. These additional members bring to the Board a breadth of information and point of view.

C. *The constitutional organization of the Board. How frequent are the meetings? What are the recent activities and significant accomplishments of the Board?*

The College district and Board of Education were chartered under the laws of the State of Oregon as a result of the vote of the people of the College district on May 1, 1961. The charter for the College was awarded by Governor Mark O. Hatfield in October, 1964.

The legal organization of the Board provides that a chairperson and vice chairperson be elected from its members after July 1 of each year.

The Board meets in regular session the third Monday of each month and at other times at the call of the chairperson.

The Board met the challenge of public employee collective bargaining by contracting for a professional negotiator, recognizing both faculty and classified staff unions, and successfully negotiating contracts with each. Though not always pleasant, the negotiations were concluded without work stoppages.

The Board created the "Gold Card" which provides for a tuition waiver for citizens of the College district over sixty-two years of age. The waiver was modified in fall, 1981, by making tuition costs half of regular costs.

The Board participates in the Oregon Community College Assembly. Board member, Leonard Farr, chaired the organization during a critical period of changing emphasis and of hiring a new director for the Assembly.

The College was thrust into a crisis over proposed staff changes to meet a period of declining enrollment. The Board played a key role in providing an acceptable solution to the problem through reassignment of staff which minimized further disruption to the institution and allowed for a return to normality.

The Board has made great strides toward the completion of its long-range plan. This is most apparent in the recent opening of the College-Community Center (Empire Hall) and the beginning of construction on the new shop/lab complex.

D. *To what higher administrative authority is the Board responsible? What is its power to review and reverse the action of the Board?*

The Board of Education is established in accordance with provisions in the Oregon Revised Statutes. Except where noted in these statutes, the Board is responsible to no group except the voters of the district. No body other than the Oregon Board of Education has power to review or reverse the Board's action.

The legal powers of the Board are prescribed by the Oregon Revised Statutes. (See in the Library.)

2. *Provide the following information on the administrative organization:*

A. *The organization chart which shows the complete administrative structure of the institution.*

(See charts I to VI in this section.)

B. *The names, titles, professional training, experience, length of service, duties and authority of principal administrative officers.*

Jack E. Brookins, President-Clerk

Professional Training: B.Ed. Colorado State University, 1950; M.Ed. Colorado State University, 1954; Graduate study in higher education, University of California, Berkeley, 1959-1964.

Experience: Six years secondary and adult vocational education; 25 years higher education; Dean of Vocational and Adult Education, Southwestern Oregon Community College, 1964-65; President, Southwestern Oregon Community College, 1965 to present.

Position Summary: The President of Southwestern Oregon Community College is the chief administrative officer of the Community College District. He is the executive officer of the Board of Education, the district budget officer, the clerk of the Community College District, and the chairman of the General Faculty. The President is responsible for the overall management of the College, including planning, directing, coordinating and evaluating all College programs and activities. He is personally responsible for College planning and development, and for relations with agencies outside the institution such as the Oregon State Department of Education, the Educational Coordinating Council, and the Oregon Community College Association.

John R. Rulifson, Dean of Instructional Services

Professional Training: B.A. University of Portland, 1953; M.A., University of Washington, 1957; Ph.D., University of Washington, 1967.

Experience: Instructor, Everett Junior College, 1957-67; Chairman, Social Sciences Division, Everett Junior College, 1961-1967; Dean of Instructional Services, Southwestern Oregon Community College, 1967 to present.

Position Summary: The Dean of Instructional Services is the principal administrative officer of the Office of Instructional Services. He gives general administrative direction and leadership to all personnel in the office. He is responsible for the planning, coordinating, directing and evaluating all functions of the Office of Instructional Services. He is the person primarily responsible for improvement of instruction and curriculum development. He is assisted by the Directors of Career Education, Learning Resource Center, and Special Instructional Programs.

John G. Hunter, Dean of Student Services

Professional Training: B.S. Oregon State University, 1964; M.Ed. University of Oregon, 1967.

Experience: General Science Teacher, Baker, Oregon, 1964-66; Research Assistant, University of Oregon, January 1967-June 1967; Intern Counselor, Tongue Point Job Corps Center (University of Oregon), June 1968 - September 1968; Coordinator of Admissions and Records and Instructor of Psychology, Southwestern Oregon Community College, 1968-1971; Dean of Students Services, 1971 to present.

Position Summary: The Dean of Student Services is the principal administrative officer of the Office of Student Services. He gives general administrative direction, coordination and leadership to all personnel in the office. He is responsible for planning, directing, coordinating and evaluating all functions and activities of the Office of Student Services. He is assisted by coordinators in the following areas: Admissions and Records, Counseling, Student Activities and Athletics.

Harvey N. Crim, Business Manager

Professional Training: B.S. Oregon State University, 1951.

Experience: City Recorder and Muncipal Judge, City of Coquille, Oregon, 1954-58; Georgia Pacific Corporation, Cost Accounting Sales and Traffic Management, 1959-62; Business Manager-Deputy Clerk, Southwestern Oregon Community College, 1963 to present.

Position Summary: The Business Manager is the principal administrative officer of the Office of Business Services. He gives general administrative direction and leadership to all personnel in the office. He is responsible for planning, coordinating, directing and evaluating all the functions and activities of the Office of Business Services. He is also assisted in his office by the Finance Director and the Superintendent of Buildings and Grounds.

James O. Love, Administrative Assistant to the President

Professional Training: B.A., San Francisco State University, 1962; M.A. in Business, San Francisco State University, 1967. Thirty hours course work in Data Processing and Computer Languages, Western Illinois University, summer 1969 and 1970. Course work in Vocational Education and Community College Administration with an administration internship at Lane Community College, Oregon State University, 1972-73.

Experience: High school and junior college business instructor, Santa Rosa, California, 1962-1967; Associate Professor of Business and Data Processing, Southwestern Oregon Community College, 1967-1975; Administrative Assistant, Southwestern Oregon Community College, 1975 to date.

Position Summary: The Administrative Assistant to the President is responsible for facilitating coordination between the Office of the President and the Offices of Business, Instructional and Student Services and also between the College and local and state agencies. He assists the President in administrative operations of the college, presents matters of educational policy to the Board, coordinates planning for educational facilities and services, coordinates the implementation of Community College Division data collection and reporting, prepares a personnel manual for professional employees, and performs such other tasks and assumes such other responsibilities as the President may assign or delegate.

D. Explain any provisions made for an Administrative Council or an advisory council if not included in 'c'.

Membership on the Administrative Staff is President, presiding officer; Dean of Instructional Services; Dean of Student Services; Business Manager; and Administrative Assistant to the President.

Because decisions made in Administrative Staff often relate to academic procedures, the Faculty Senate serves as a line of communication as outlined in Article XV of the Agreement by and between the Board of Education and the Faculty (Mailed to you under separate cover.)

1. The Administrative Staff is advisory to the President on College matters and serves as a clearinghouse and communications body. Members of the faculty may be called to the staff meetings for special work or informal sessions. With that exception, the Administrative Staff meetings are closed to all but the administrative officers. The Administrative Staff meets weekly, or more or less often as conditions dictate.

2. The Instructional Council is a communications link between the administration and faculty members in matters of instructional policy. The division chairpersons and supervisors convey staff recommendations pertaining to such matters as course offerings, schedules and curricula to the Council. The division chairpersons also communicate matters of instructional policy to their respective staffs. The Council serves as an advisory body to the Dean of Instructional Services in these matters. Budgetary allocations are also recommended by the Council.

   Membership of the Instructional Council is as follows:

   Dean of Instructional Services, chairperson
   Dean of Student Services
   Director of Career Education
   Director of the Learning Resource Center
   Director of Special Instructional Programs
   Arts/Social Science Division Chairperson
   Business Division Chairperson
   English Division Chairperson
   Life Sciences Division Chairperson
   Physical Sciences Division Chairperson.

3. Administrative, supervisory, and confidential staff, by virtue of their position, are excluded from collective bargining units of employees. Since their duties might involve a conflict of interest in labor negotiations, they are classified as Administrative/Supervisory/Confidential staff. These employees are the following:

   President/Clerk, Jack E. Brookins
   Dean of Instructional Services, John R. Rulifson
   Dean of Student Services, John G. Hunter
   Business Manager-Deputy Clerk, Harvey N. Crim

Administrative Assistant to the President, James O. Love
Director of Admissions, Jean von Schweinitz
Director of Career Education, Jack Stevenson
Director of Community Services, Ann Hunt
Director of Counseling, Richard White
Director of Data Processing, Suzanne Street
Director of Finance, Charles Bliss
Director of Learning Resource Center, Dortha McCarthy
Director of Special Instructional Programs, Bonnie Koreiva
Coordinator of Community Education, Don Strahan
Advisor, Financial Aids, Shirley Gitchell
Secretary to the President, Marilyn Sheets
Instructional Materials Technician, Pat Alvey
Bookstore Manager, Irma Barth
Superintendent of Buildings and Grounds, Don Neuharth
Assistant Superintendent of Buildings and Grounds, Jack Cabrera
Security Superintendent, Frank Carter
Payroll Bookkeeper, Kay Kronsteiner
Assistant to Dean of Instructional Services, Marlis Houghton

E. *Are administrative officers given academic status? If so, explain the plan.*

The President, Dean of Instructional Services, the Dean of Student Services, and the Administrative Assistant to the President have academic status. Faculty rank is awarded to them in areas of teaching competence the same as to any regular faculty member. The Business Manager does not have academic status.

3. *Provide the following information on the administration of the financial program:*

A. *Is there a chief finance or budget officer? If so, to whom is he/she responsible, what are his/her duties and authority?*

The President-Clerk is the budget officer of the College district. He is responsible to the Board for the development and administration of the budget. The Business Manager-Deputy Clerk coordinates the preparation of the budget document with the other administrative officers and the Division Chairpersons. (See the Finance section for Preparation Procedure and Budget Calendar.)

B. *Is there an organizational plan for assigning responsibilities that insures sound financial practices for the institution? If so, what is the plan?*

Sound financial practices for the institution are prescribed by Oregon Revised Statutes, Oregon Administrative Rules, the Oregon Department of Education, and confirmed by annual independent audit. Monthly statements of expenditures are routinely distributed to all Division Chairpersons.

C. *By whom and when is the budget presented to the governing board?*

The budget is presented to the governing board and the District Budget Committee by the President, as District Budget Officer, usually in January for formal hearings to begin. A budget must be adopted by July 1 of each year.

D. *Are the allocations for each department or basic unit made in the form of line items or is greater flexibility provided for expenditures?*

Allocations for each of the divisions are made on a line-item basis. The President does have flexibility in adjusting amounts as necessary among the divisions. If one division is budgeted more heavily than necessary for the number of students enrolled and another division faces an emergency becuase of a greater student load, adjustments can be made between division budgets. The President may also adjust amounts between the noninstructional areas.

E. *Are the various departments limited strictly to these amounts? Explain.* (See Item D.)

F. *Who has responsibility/authority to transfer funds from one departmental budget to another?* (See Item D.)

G. *What controls over expenditures are operative, within or without the institution?*

H. *How frequently are statements of expenditures and balances furnished to heads of departments or basic units?*

Monthly reports of all College expenditures are prepared. When it appears that a particular division or department is spending at too rapid a rate, it is notified by the Business Manager through the Dean of Instructional Services. If a particular budget has been expended, the Business Manager will refuse approval of requisitions until the Dean of Instructional Services indicates the fund to which the expenditure will be charged. (See Finance section for additional details on expenditure control policies.)

4. *Provide information as indicated on the administration of the physical plant.*

A. *Is the control and maintenance of the physical plant concentrated in one person? If so, to whom is he/she responsible?*

The College has a Superintendent of Buildings and Grounds, who is responsible to and directed by the Business Manager.

B. *Does he/she have full responsibility for plant maintenance, including repairs? Does he/she have other responsibilities? If so, explain.*

The Superintendent of Buildings and Grounds has full authority over all maintenance and custodial crews and is responsible for selecting

personnel. He has full responsibility of plant maintenance including repairs. Some of his other responsibilities include supervision of grounds, security, and motor pool.

C. *Is he/she authorized to make direct purchases of supplies and repair materials required for maintenance of the physical plant? If so, are there any limitations? If not, what approval is required for authorizing purchases recommended by him/her?*

The Superintendent is authorized to make direct purchases of supplies and repair materials, for maintenance within the College's normal purchasing procedure, that is, through the Business Manager, and in the case of equipment, through the President. Any amounts over $1,000.00 must be let to bid.

D. *Who is responsible for the selection and supervision of workers in the physical plant?* (See Item B.)

E. *Explain procedures in planning further developments in the physical plant.*

The planning process calls for a revision of the Plan for Educational Services and Facilities, 1978, the Master Plan, 1978, and the Tioga Remodel, 1978. The Office of the President, through the Administrative Assistant; is responsible for the initiation of the process. Divisions and committees and subject area specialist meet; the architect is given their ideas. More dialogue refines the needs and wants and the resources available, until the architect submits a plan. That plan is accepted or modified. After the plan gets faculty and staff and administrative approval, it goes to the Board.

F. *Include an organizational chart to show assignment of the physical plant.*

(See chart 3 in this section.)

5. *Provide information as indicated on the public relations program.*

A. *To what particular public or publics does the institution direct its appeal?*
B. *Explain briefly the personnel and procedures included in the program.*

The Office of Community Services has the function to evaluate public opinion, communicate to the district what the College has to offer, and execute a planned program of action to promote public understanding.

We work closely with the media to keep them informed about our programs, classes offered, and special events and activities. Because the College is such a vital force in the community, practically everything that happens here has news value. We supply information to other educators (in the high schools and

primary schools of the district) so they are well informed in advising their students. We keep citizens of the district informed on how we are using their tax dollars and carrying out the public trust. We also have an internal communications medium to keep faculty and staff informed on new developments.

The staff engaged in doing this consists of a Director of Community Services, a secretary (who also writes news releases and draws cartoons to illustrate flyers), and a one-half time graphic artist.

C. ANALYSIS AND APPRAISAL

1. Assess the attitude of the faculty toward the administration of the institution.

A questionnaire was designed and sent to all classified staff, faculty and administration. Returns were compiled on March 16, 1981. (See Chart 7 in this section.)

Replies to the questionnaire indicate that both faculty and staff feel they have an opportunity for professional growth and have been given reasonable financial support to perform their work. However, at least half of the faculty feel that physical space and facilities are not adequate in their department while the staff replied conversely. Most of the faculty also feel that secretarial/clerical support is not adequate. The opening of the new buildings will improve the space and facilities situation.

A large majority of both faculty and staff indicate that administrators were reachable and willing to listen to their problems. Conversely, these two groups seem to feel that the administration does not keep them fully informed of current and future plans and that the administration does not make decisions in a timely manner. During the committee meetings of fall, 1981, many faculty complained of the lack of information from administration. When the problem was discussed in more depth, one break was in Division Chairpersons not taking information back to the divisions.

Perhaps one of the reasons for the attitude that the administration does not keep others well informed and does not make timely decisions, is indicated by the replies to the statement "the administrators appear to function as a team." 54.5 percent of the administrators and 53.5 percent of the faculty disagree or strongly disagree with that statement.

It would seem an organized attempt should be made to provide opportunities for classified staff to upgrade their proficiencies. A strong majority of staff, faculty and administrators agree that these opportunities are not made available. (See Question 25 in Chart 7.) It was also generally agreed by all three groups that classified staff salaries are not adequate.

Written comments from the Survey on Administration. Administrative comments:

"The deans should work together rather than be concerned about turf. Spoken appreciation by the top levels of administration for good work would be helpful for morale."

To the statement "The administration makes decisions in a timely manner," a comment as follows: "Loaded question. I think generally we do."

Written comments from faculty:

To the statement, "My work is appreciated," a comment, "I have never been told 'good job' on anything in ten years."

"Administration should have more informal contact with faculty/staff. Treatment of classified staff is poor."

"Good faculty and administrative people. Certain areas need work: communications, decision making, but improvements are being made. Space and clerical staff and more faculty are the most pressing needs for me. I feel I have good back-up and support from department and division chairmen."

"The information on the financial condition of the college appears to be purposely muddled and misleading. Every year the administration apprises (us) of new pending fiscal emergency. Some years we have too few students, some years too many."

To the statement, "Administrators are reachable and will listen to problems," the comment as follows: "Action is something else."

Written comments from classified staff:

"I haven't the foggiest notion of what some of the administrators do."

"I feel that the administration contains some dead wood. Some of the positions are just not necessary. How about some budget cutting from the top?"

"There is a definite need for more clear communication between administration, faculty and staff."

"Where is the proper equipment for maintaining this campus? They have almost nothing to do it with."

"There seems to be a lot of disorder and confusion about procedures and guidelines for handling personnel matters having to do with classified staff, such as hiring practices, probation, requests for reclassification and merit raises, and especially evaluation."

2. *Study the measures taken to acquaint all faculty members with the overall organization plan and the provisions which affect them. Indicate apparent strengths and weaknesses.*

Each faculty member has a copy of the Faculty Handbook. Any changes in policies contained in the Handbook are made only after there has been a public hearing on the matter.

A Part-Time Faculty Handbook is available to each of the part-time instructors. In addition, a meeting is held at the beginning of each quarter to make the part-time faculty aware of their rights and duties as well as teaching aids available to them. (See both Handbooks on file in accreditation meeting room.)

One of the weaknesses is that there is a high ratio of part-time faculty to full-time faculty; and thus, it is difficult to find the time to provide proper supervision and support to the part-time faculty.

3. *Analyze and appraise the measures taken to develop and implement a program of equal opportunity, including actions to place women and members of ethnic minorities in appropriate faculty and staff positions.*

The College conforms to the federal laws and guidelines as an Affirmative Action Employer. When employment vacancies occur, the College advertises as an equal opportunity employer and distributes such notices where they may be seen by minority groups. Minority groups have also been informally notified of vacancies. This has been relatively unsuccessful in getting responses, however.

4. *What is the evidence to show that budgetary allocations are based upon objective data?*

Where possible, objective data, such as full-time equivalent figures and plant utilization figures, are used by the administration to justify budget items, along with reports of newly developed or expanded courses or programs. Most budgetary requests are initiated by members of the college community at the division level. In part, the divisions also have the responsibility of providing the justification for their requests. These needs are reviewed by the Instructional Council, the Faculty Budget Committee, and Administrative Council. The faculty is usually not aware of the data applied at the time when such priorities are set even though discussions do happen in Instructional Council. While Division Chairpersons get most data reported to the advisory committees, state or federal agencies, most faculty do not. Data gathering and reporting to state and federal agencies takes place through the Office of the President.

5. *Study the existing controls over purchases and expenditures. Are they considered unduly restrictive by those involved?*

The controls over purchases and expenditures do not seem to be overly restrictive to those people who are able to initiate their expenditures in the fall. However, as the year goes by, it becomes increasingly difficult to have purchases approved, for the budget scare, or fact, of needing to save for next year's cash-carry-over takes place.

6. *Evaluate the operating staff for the physical plant with respect to adequacy, competency and stability.*

The operating staff for the physical plant is adequate, competent, and stable according to information provided by the Business Manager, who administers the department. However, management's assistance is needed in the development of improved morale and attitudes of employees about their jobs, their fellow employees, students and the public. Service is one function of this staff, and, as such, services should be performed with a pleasant and willing attitude. Service should not be a special favor, but a part of the job.

For detailed analysis, see the Physical Plant section of this report.

7. *Analyze comparative studies made of costs of building and maintenance.*
8. *Assess the frequency and adequacy of plant utilization.*

Each two years, concurrent with meeting of the Oregon State Legislature, the College submits an analysis of building utilization and needs to the State Department of Education. The most recent of these was made the summer of 1980. Minimum criteria are set by the State Department of Education. These criteria are the same as those set for lower division courses by the State Department of Higher Education. In the 1979 analysis, physical plant utilization was second highest among community colleges in the state. (See Physical Plant section for utilization charts.)

Each year, at the time of the budget consideration, maintenance costs are thoroughly investigated and introduced into the budget in order to continue proper maintenance care. Routine maintenance has prevented considerable additional cost that might otherwise have accrued through neglect.

9. *Evaluate the strengths and weaknesses of the public relations program.*

In September, 1981, self-study committees all reported strong support for the public relations releases from the College. While the committees were concerned about local media reporters' articles being factual, there was no suggestion that the College was at fault. We are getting the word of the College out, and we are doing it well.

Evidence of activities and samples of publicity are on file with the Office of Community Services. Some current examples of activities are the television programs, speeches to local groups, lectures, films, special programs, special interest workshops, outreach programs (course offerings in outlying areas), cooperation with some groups and agencies, counselor visitations to high schools, and campus visitations arranged for various groups.

Though the College has worked at bringing community groups, organizations and agencies together to discuss and form common goals and has employed available resources to serve the community, the College could be more active in initiating such cooperation. The Arts and Lectures Committee has as a goal for the 1980's, to hold all performances on campus so that the College gets the publicity.

When pertinent information is prepared and provided by divisions or instructors concerning College offerings, meetings, or other campus activities, the Office of Community Services has the major responsibility for transmitting this information to the public. There has been some lack of coordination resulting in duplication of effort, due largely to the reassignment of duties to compensate for a one position reduction of staff in Community Services because of budget cuts.

10. *In what respects, if any, is it believed that the board of control might be strengthened or its activities made more constructive in the development of the institution?*

At the work session in the fall, 1981, all Board members expressed a need to visit the campus and to hear about more programs from the faculty in those programs. The administration was urged to provide that on-going orientation, rather like what has been done at some Board meetings under the President's Report. There is also a need for the campus community to see the Board.

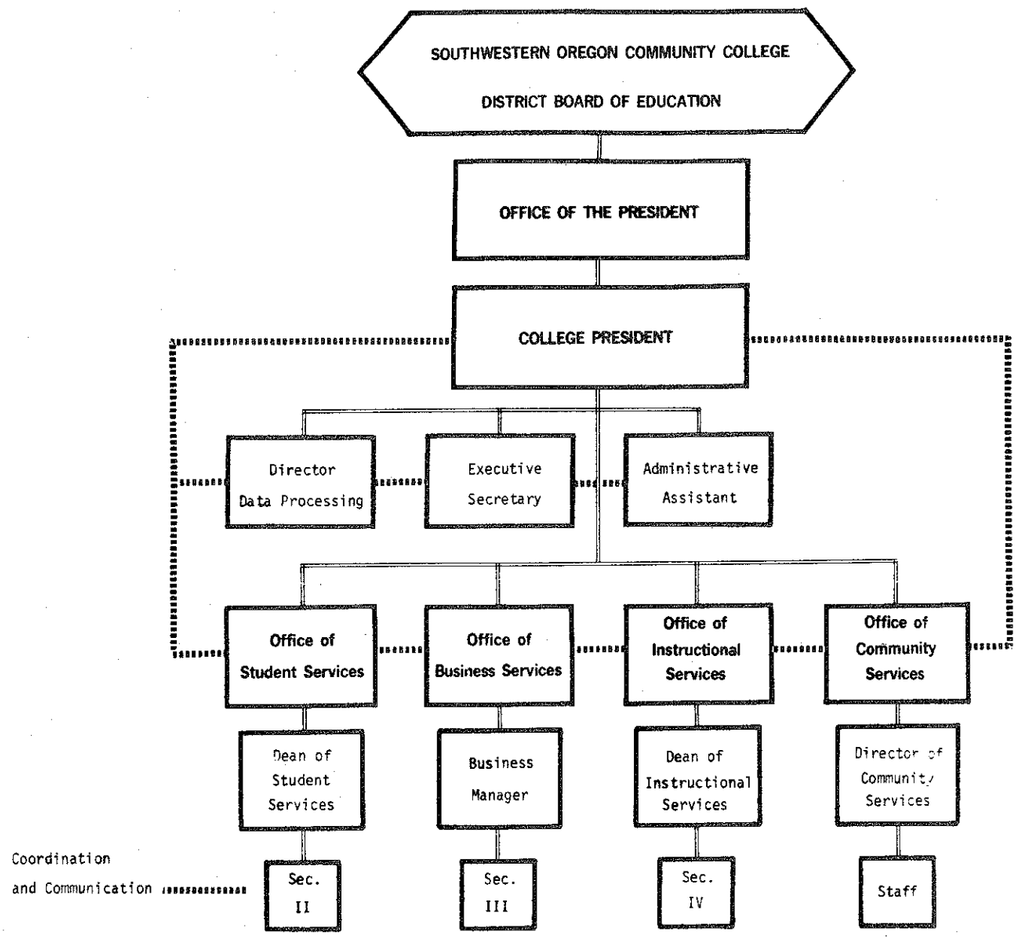
11. *Other concerns*

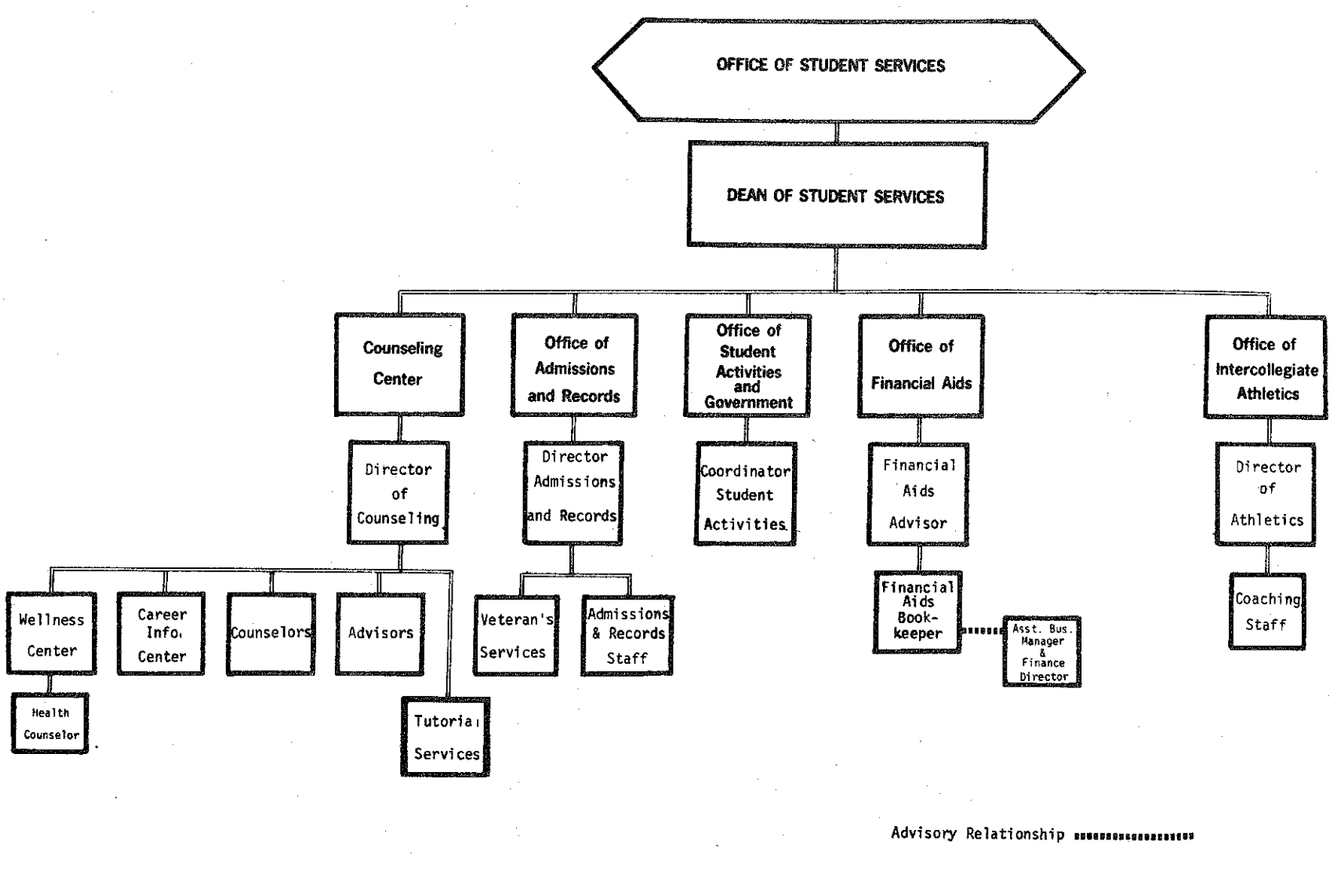
The organizational structure of the College is such that the Business Manager functions as both the Business Manager and the Personnel Manager. As Personnel Manager, he has some authority of command over classified staff beyond his own department. Such a structure can cause problems. This is most evident in the area of evaluation for salary adjustments when the different roles of Business Manager come into conflict. The Business Manager is primarily responsible for budget control and accounting; hence, his interest in dollar savings may prevail over the Personnel Manager's concern for morale and work-force stability, resulting in employees being denied advancement even though it had been recommended by their supervisors.

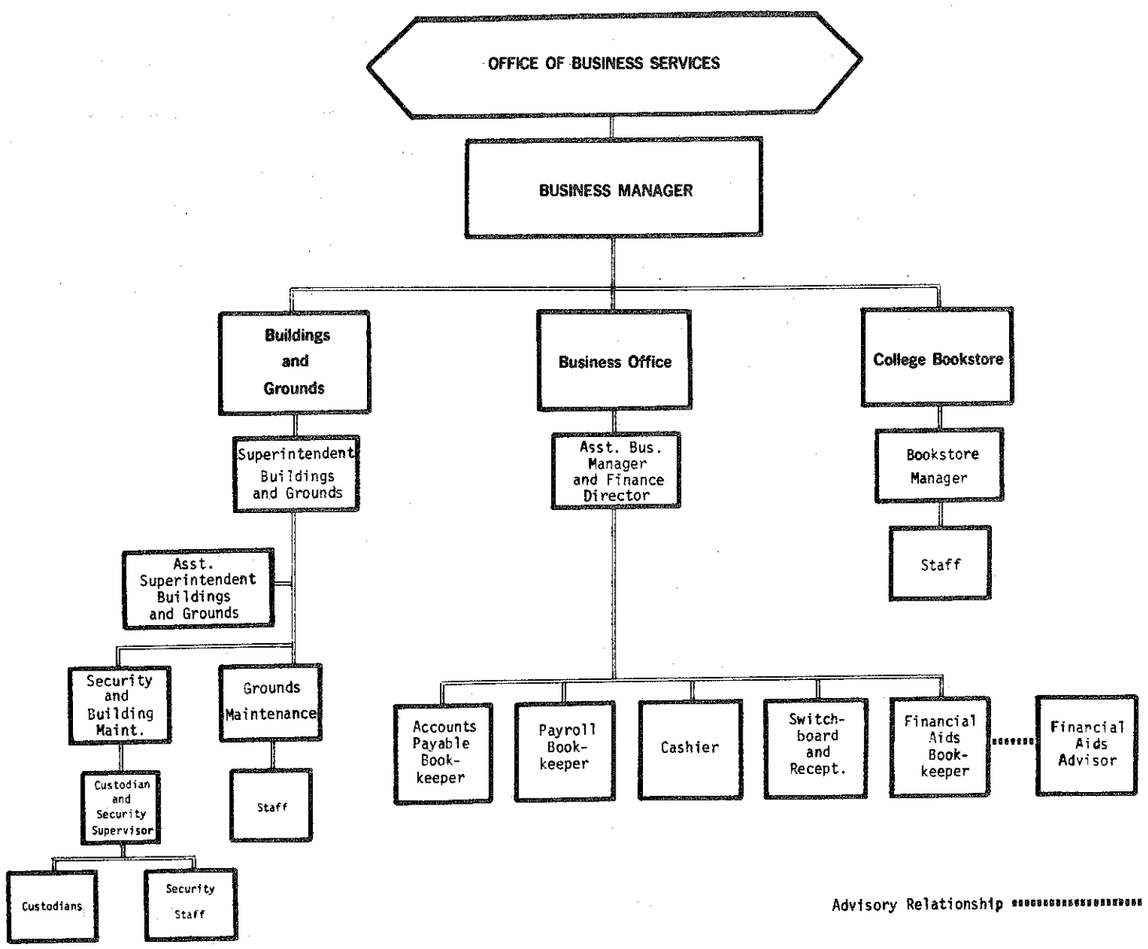
This problem could be solved by assigning the duties of Personnel Manager to an administrative staff member other than the Business Manager and giving supervisors the proper line of authority that their positions require. The Personnel Manager should be a staff, as opposed

to line, position with the responsibility of providing counsel, aid and service to the supervisors and to administer the personnel policies of the College.

The President feels the above structure has been portrayed inaccurately. The Business Manager makes no final decisions. Instead, it is after consultation with the Administrative Staff that the President makes a final decision.


SOUTHWESTERN OREGON COMMUNITY COLLEGE
DISTRICT BOARD OF EDUCATION
OFFICE OF THE PRESIDENT
COLLEGE PRESIDENT
Director Data Processing
Executive Secretary
Administrative Assistant
Office of Student Services
Office of Business Services
Office of Instructional Services
Office of Community Services
Dean of Student Services
Business Manager
Dean of Instructional Services
Director of Community Services
Coordination and Communication
Sec. II
Sec. III
Sec. IV
Staff


OFFICE OF STUDENT SERVICES
DEAN OF STUDENT SERVICES
Counseling Center
Office of Admissions and Records
Office of Student Activities and Government
Office of Financial Aids
Office of Intercollegiate Athletics
Director of Counseling
Director Admissions and Records
Coordinator Student Activities
Financial Aids Advisor
Director of Athletics
Wellness Center
Career Info. Center
Counselors
Advisors
Veteran's Services
Admissions & Records Staff
Financial Aids Book-keeper
Asst. Bus. Manager & Finance Director
Coaching Staff
Health Counselor
Tutorial Services
Advisory Relationship


OFFICE OF BUSINESS SERVICES
BUSINESS MANAGER
Buildings and Grounds
Business Office
College Bookstore
Superintendent Buildings and Grounds
Asst. Bus. Manager and Finance Director
Bookstore Manager
Staff
Asst. Superintendent Buildings and Grounds
Security and Building Maint.
Grounds Maintenance
Custodian and Security Supervisor
Staff
Custodians
Security Staff
Accounts Payable Book-keeper
Payroll Book-keeper
Cashier
Switch-board and Recept.
Financial Aids Book-keeper
Financial Aids Advisor
Advisory Relationship

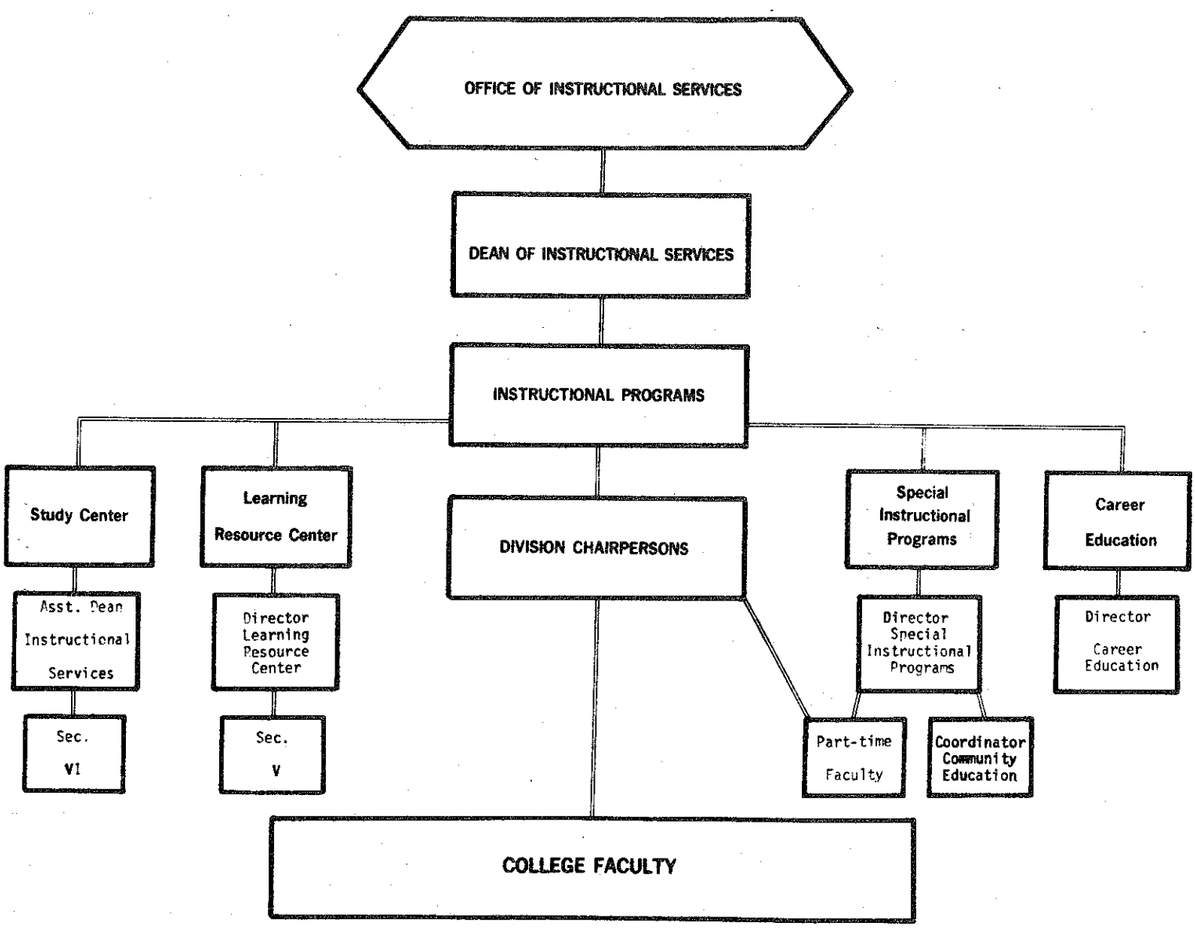

OFFICE OF INSTRUCTIONAL SERVICES
DEAN OF INSTRUCTIONAL SERVICES
INSTRUCTIONAL PROGRAMS
Study Center
Learning Resource Center
DIVISION CHAIRPERSONS
Special Instructional Programs
Career Education
Asst. Dean Instructional Services
Director Learning Resource Center
Director Special Instructional Programs
Director Career Education
Sec. VI
Sec. V
Part-time Faculty
Coordinator Community Education
COLLEGE FACULTY

CHART 5

CHART 6

CHART 7

ACCREDITATION COMMITTEE ON ADMINISTRATION
SURVEY

Please answer the questions below in the appropriate places and return this survey to the Office of Instruction by March 16, 1981. Do not sign this survey as it is meant to be anonymous.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The administration keeps faculty/staff fully informed on current and future plans.					
Administrators	9.1%	45.5%	45.5%	--	--
Faculty	--	31.4%	14.3%	34.3%	20%
Staff	--	40 %	13.3%	40 %	6.7%
2. Institutional goals have been developed with which each staff/faculty member is familiar and by which a faculty or division can plan goals and objectives.					
Administrators	9.1%	54.5%	18.1%	9.1%	9.1%
Faculty	--	42.9%	17.1%	34.3%	5.9%
Staff	--	26.7%	46.7%	26.7%	--
3. Goals and objectives have been developed by my division. I am familiar with them and can plan my goals and objectives accordingly.					
Faculty	8.6%	37.1%	14.3%	34.3%	5.7%
4. There is a sense of mutual respect between faculty, staff and administration of SWOCC.					
Administrators	--	63.6%	18.2%	9.1%	9.1%
Faculty		54.3%	14.3%	25.7%	5.7%
Staff	6.7%	33.3%	----	40 %	20 %
5. The overall administration of the institution is effective.					
Administrators	9.1%	63.6%	9.1%	18.2%	---
Faculty	---	54.3%	20 %	22.9%	2.9%
Staff	---	53 %	20.7%	13.3%	6.7%
6. The administration has provided clear guidance for tenure committees and probationary faculty vis-a-vis the tenure process.					
Administrators	18.2%	18.2%	54.5%	9.1%	---
Faculty	2.9%	37.1%	20 %	31 %	8.6%
7. The administration evaluates the performance of the faculty and staff to determine whether the student is being served.					
Administrators	9.1%	36.4%	45.5%	9.1%	---
Faculty	---	48.6%	14.3%	28.6%	8.6%
Staff	---	33.3%	53.3%	13.3%	---

Accreditation Committee on Administration Survey
Page 2

CHART 7A

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The administration provides remedial action when necessary to assure that the faculty and staff provide appropriate services to the student.					
Administrators	---	45.5%	27.3%	18.1%	9.1%
Faculty	5.7%	48.6%	34.3%	8.6%	2.9%
Staff	---	33.3%	60 %	6.7%	---
9. This institution has an Affirmative Action program.					
Administrators	---	36.4%	36.4%	18.1%	9.1%
Faculty	---	28.6%	57.1%	11.4%	2.9%
Staff	---	33.3%	46.7%	20 %	----
10. This institution provides an opportunity for me to grow both professionally and personally.					
Administrators	27.3%	27.3%	9.1%	36.4%	---
Faculty	11.4%	60 %	22.9%	5.7%	---
Staff	6.7%	53.3%	---	26.7%	13.3%
11. I have the opportunity to be involved in the budgeting process.					
Administrators	18.1%	45.4%	9.2%	27.3%	---
Faculty	8.6%	42.9%	17.1%	20 %	11.4%
Staff	6.7%	13.3%	6.7%	46.7%	26.7%
12. Funding appears to be appropriately distributed among the various divisions and departments of this institution.					
Administrators	---	72.7%	18.1%	9.2%	
Faculty	---	37.1%	48.6%	11.4%	2.9%
Staff	---	33.3%	46.7%	13.3%	6.9%
13. I have been given reasonable financial support in order for me to fulfill my role at this institution.					
Administrators	9.2%	63.6%	9.2%	9.2%	9.2%
Faculty	8.6%	65.7%	11.4%	14.3%	---
14. Physical space and facilities are adequate in my department.					
Administrators	---	54.5%	---	45.5%	
Faculty	5.7%	31.4%	11.4%	28.6%	22.9%
Staff	6.7%	46.7%	---	26.7%	20 %

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
15. Maintenance is adequate in my department. Administrators	---	72.7%	18.1%	9.2%	---
Faculty	11.4%	54.3%	2.9%	25.7%	5.7%
Staff	6.7%	73.3%	6.7%	6.7%	6.7%
16. The public information program for the college is adequate. Administrators	36.3%	54.5%	----	9.2%	---
Faculty	17.1%	57.1%	16.4%	11.4%	2.9%
Staff	20 %	66.7%	---	3.3%	---
17. Adequate graphics support is available. Administrators	9.2%	63.6%	15.1%	---	9.2%
Faculty	22.9%	54.3%	11.4%	8.6%	2.9%
Staff	13.3%	60 %	6.7%	20 %	---
18. Access to the division chairman is adequate. Faculty	45.7%	51.4%	---	2.9%	---
18a. Access to my department administrator is satisfactory. Staff	46.7%	40 %	---	6.7%	6.7%
19. Adequate transportation is immediately available to administrators, faculty and staff when needed for school business. Administrators	----	100%	---	---	---
Faculty	11.4%	54.3%	20 %	11.4%	2.9%
Staff	20 %	53.3%	20 %	6.7%	---
20. The bookstore is able to handle adequately my textbook needs. Faculty	17.1%	68.6%	2.9%	11.4%	
21. There are uniform and equitable hiring procedures for faculty and staff. Administrators	9.2%	54.5%	18.%	18.1%	---
Faculty	---	65.7%	22.9%	11.4%	---
Staff	---	20 %	33.4%	33.4%	12.3%
22. My salary is comparable to salaries of my colleagues in business, industry and at other colleges or state institutions. Administrators	9.2%	54.5%	---	36.3%	---
Faculty	5.7%	34.3%	20 %	37 %	2.9%
Staff	---	---	6.7%	40 %	53.3%
23. Adequate secretarial-clerical support is available. Administrators	---	63.6%	---	36.4%	---
Faculty	5.7%	28.6%	8.6%	42.9%	14.3%

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
24. The copying facilities on the campus are adequate. Administrators	9.2%	63.6%	27.2%	---	---
Faculty	14.3%	62.9%	17.1%	2.9%	2.9%
Staff	13.3%	60 %	---	13.3%	13.3%
25. Opportunities for classified staff upgrading are adequate. Administrators	---	18.1%	---	54.5%	27.2%
Faculty	---	17.1%	37 %	20 %	25.7%
Staff	---	6.7%	26.7%	40 %	26.7%
26. The new student orientation program meets the needs of the student. Administrators	---	54.5%	45.4%	9.2%	---
Faculty	2.9%	37.1%	42.9%	17.1%	---
27. The administration is professionally and personally qualified to do their jobs. Administrators	9.2%	63.6%	27.2%	---	---
Faculty	2.9%	37 %	42.9%	17.1%	---
Staff	----	66.7%	13.3%	13.3%	6.7%
28. The administrators are reachable and will listen to problems. Administrators	9.2%	72.7%	18.1%	---	---
Faculty	2.4%	82.9%	8.6%	5.7%	---
Staff	6.7%	53.3%	13.3%	6.7%	20%
29. The administrators appear to function as a team. Administrators	---	9.2%	36.4%	18.1%	36.4%
Faculty	5.7%	17.1%	25.7%	28.6%	22.4%
Staff	---	20 %	40 %	33.3%	6.7%
30. The administration makes decisions in a timely manner. Administrators	---	36.4%	9.2%	36.4	18.1%
Faculty	---	20 %	20 %	37.1%	22.9%
Staff	---	26.7%	26.7%	26.7%	20 %
31. My work is appreciated. Administrators	---	27.3%	27.3%	27.3%	18.1%
Faculty	14.3%	---	28.6%	17.1%	11.4%
Staff	20 %	46.7%	6.7%	13.3%	13.3%

32. My work load when compared with instructors teaching similar subjects at other community colleges is:

reasonable: 71.4% unreasonable: 28.5%

32a. My work load when compared with administrators at other community colleges is:

reasonable: 72.7% unreasonable: 27.3%

33. I perceive my work load to be:	Administrators	Faculty
equal to others at my institution:	18.1%	37.1%
heavier than others at my institution:	81.9%	62.9%
lighter than others at my institution:		

Other comments. please feel free to add your own comments not covered in the above survey.

IX
Students



STUDENTS: ADMISSIONS AND
REGISTRAR AND FINANCIAL AIDS
SELF-STUDY COMMITTEE

Steve Erickson, Chairperson . . . . . Counselor/Faculty
Barbara Brown . . . . . Board
Barbara Dodrill . . . . . Business Faculty
Nathan Douthit . . . . . Chairperson, Arts/Social Science Division
Cecil Johnson . . . . . Student
Phil Ryan . . . . . Director, Data Processing
Jack Stevenson . . . . . Director, Career Education
Jean Von Schweinitz . . . . . Director, Admissions
Toni Ortega . . . . . Student
Karl Chelgren . . . . . Student

STUDENTS: BOOKSTORE AND FOOD SERVICE
AND EXTRACURRICULAR ACTIVITIES, AND ATHLETICS
SELF-STUDY COMMITTEE

Jim Love, Chairperson . . . . . Administrative Assistant
Mary Bailey . . . . . Student Activities Coordinator
Barbara Brown . . . . . Board
Shirley Gitchell . . . . . Director, Financial Aids
Mark Hamlin . . . . . ASG President
Bill Lemoine . . . . . Forestry Faculty
Chris Rosman . . . . . Music Faculty
Terry Stahel . . . . . Director, Athletics
Carol Vernon . . . . . Art Faculty
Bev Macpherson . . . . . Computer Operator

STUDENTS: ORIENTATION AND ADVISING AND COUNSELING
AND TESTING AND HEALTH SERVICES AND PLACEMENT
SELF-STUDY COMMITTEE

Joanne Cooper, Chairperson . . . . . Reading Faculty
Ed Chilla . . . . . Arts Faculty
Bob Dibble . . . . . Counselor/Faculty
Rich Grossman . . . . . Business Faculty
Dianne Hall . . . . . Periodicals/Circulation, Learning Resource Center
John Hunter . . . . . Dean of Student Services
Sheldon Meyer . . . . . Board
Jon Sapper . . . . . Emphasis on Sophomores Counselor
John Speasl . . . . . Physical Education Faculty

STUDENTS

OFFICE OF STUDENT SERVICES

STANDARD

An institution should have and express a continuing concern for the total welfare of each student, including his/her physical and mental health, development of capacities and talents, establishment of relationships with other persons, and motivation for progress in intellectual understanding. The institution should seek to know as much as possible about the background of its students and should keep this information current and appropriately confidential.

The institution should provide activities which will not only motivate the students toward significant academic achievement, but also will establish meaningful associations among students, faculty, and the administration and will furnish ample opportunities for the development of numerous individual talents.

In order for the student personnel program to make its contribution to the total educational program, it requires the recognition, acceptance, and support of the administration and faculty. A well-trained, experienced person should be administratively responsible for the student personnel program and should enjoy comparable status to other university or college administrators.

The institution has the responsibility to publish, and to make generally available, a catalogue which is to serve as a basic source of current institutional information and requirements. It should be more than a compendium of accurate educational information. Student regulations should be realistic and clearly stated. Information about student fees and charges, and the institution's explicit policy with respect to refund of payments needs to be included. (The Northwest Association's publication, "An Evaluation Device for College Catalogues," is considered to be very useful in evaluating catalogues.)

The institution has the responsibility to develop a student code of conduct which contains clearly spelled-out rules of conduct aimed at protecting freedom of expression and, at the same time, assuring the rights of all members of the institutional community and the maintenance of an atmosphere on campus which is conducive to educational endeavor.

The code should recognize and protect the right of students to engage in orderly and responsible dissent and provide avenues for dealing with such dissent so that students are not attracted to disruptive and violent action.

The code should also contain provisions for dealing in a fair and equitable manner with those who violate the provisions of the code or who are unwilling to operate in an orderly and responsible fashion. The adjudicatory part of the disciplinary system should be tied to the special character of the institution in the same way that the code and its regulations are, while adhering to the procedural guarantees embodied in the concept of "due process."

OFFICE OF STUDENT SERVICES (continued)

DESCRIPTION

OBJECTIVES

Members of the Student Services Staff have identified the following objectives:

1. Provide the opportunity for each student to have a reasonable chance to move to the next step in career development by providing educational services that will help a student select or continue in a career that suits his/her talents and interests or to change careers at some point;

2. Provide the facilities and staffing needed to render optimum counseling services;

3. Provide personal counseling support to the student to assist the individual in establishing identity, self-esteem, needs, values, goals, problem-solving, and interpersonal relations;

4. Provide a program of academic advising that provides students the opportunity and guidance to discover and evaluate their skills and abilities as related to developing and enhancing career choices;

5. Provide activities to assist students with special needs in using available guidance information and services;

6. Provide adequate achievement testing with some predictive measures in order to place individuals in appropriate courses most nearly commensurate with their needs and abilities. Testing must demonstrate strengths as well as lack of strengths for at least the communication and computation capabilities of the person;

7. Provide students with health services that include treatment, education, prevention, and referral;

8. Develop follow-up data-gathering evaluations to determine the effectiveness of advising, guidance, educational programs, and services by designing techniques and instruments which will reflect information related to why a student succeeds or fails to complete his/her expressed objectives at the College. The instruments are to be used at successive intervals after a student leaves the College to discover whether his/her expectations were fulfilled or to what extent they were fulfilled.

9. Develop a follow-up system that will identify students that leave the College before the end of a term;

10. Develop a policy statement on the rights and responsibilities of students enrolled at the College;

OFFICE OF STUDENT SERVICES (continued)

11. Develop a clearinghouse for college services to veteran students;

12. Review and evaluate financial aid policies and procedures;

13. Develop a philosophy for intercollegiate athletics and college activities that will address the relationship of intercollegiate athletics, physical education, intramurals, extramurals, clubs, and other college-sponsored recreation and activities;

14. Provide an opportunity for students to participate in a balanced program of activities that will appeal to diverse interests.

ORGANIZATION

The organizational chart 2 in the Administrative section of this document shows diagrammatically how the Office of Student Services is organized and administered. The Dean of Student Services is assisted by Directors of Counseling, Admissions and Records, and Athletics, and also by a Financial Aids Advisor and a Coordinator of Student Activities. The directors, coordinator, and advisor meet with the Dean of Students regularly to deal with emergent concerns. The Student Services Staff meets biweekly or as needed to coordinate and plan activities.

PARTICIPATION

Faculty and students are involved in the formulation and administration of student personnel services primarily through Faculty Senate Committees. The Academic Standards Committee, as an advisory committee to the Director of Admissions and Records, receives and hears petitions and formulates proposed amendments to academic policies and procedures. (See Academic Standards minutes file in the Office of Admissions and Records.)

The Student Affairs Committee is composed of three faculty members, three students, and the Dean of Student Services. The Student Affairs Committee has recently proposed the Grievance Procedure that has been accepted by the College Board and is currently working on a Student's Rights and Responsibilities Statement.

The Scholarship and Loan Committee formulates policies and procedures for the Financial Aids Office, allocates talent grants, and evaluates applications for scholarships. In addition, the Committee hears petitions and appeals related to the administration of financial aid. The Committee is presently composed of six faculty members, two students, and two administrators, with one student seat vacant at this time.

An Ad Hoc Committee on Advising is currently meeting to suggest policy and procedure in the selection, assignment, and staff development procedures for our student advising system. Two developmental education committees have concerned themselves with the advising system in the past several years.

OFFICE OF STUDENT SERVICES (continued)

In addition to the above, each year as the budget is established for the auxiliary fund (which includes Associated Student Government, student publications, student activities, intercollegiate athletics, and student insurance), a series of hearings is scheduled where faculty and student input is sought for establishing budget levels and priorities for the auxiliary fund budget.

POLICY STATEMENTS

A brief statement covering student conduct and appeals appears in the College catalog, page 10. The expectation is that students will abide by the law of the land, which will be enforced by the constituted authority. The rights and responsibilities of students are those of the citizenry; we do not at this time apply a separate set of rules. See the newly adopted Student Grievance Procedure on file in accreditation meeting room. Also on file will be a draft copy of the Student's Rights and Responsibilities Statement.

There is some provision made for student review of academic requirements, as quoted from the catalog, page 10:

> "Under unusual circumstances, current academic requirements may be reviewed by the College at the request of individual students. Requests for such reviews originate with the student, who must fill out and file a petition form obtainable from the Admissions Office. Such petitions are filed by the student with the Academic Standards Committee."

In addition, a statement on student record policy is distributed to each student at registration each term. (See copy in accreditation meeting room.)

Veteran students receive a copy of Standards of Progress for Veterans at the time of application, and financial aid students receive various assurances and information as to rights and responsibilities as they receive their financial aid awards. (See copies in accreditation meeting room.)

ANALYSIS AND APPRAISAL

OBJECTIVES

The objectives of the Office of Student Services complement and supplement the educational program of the College and so correlate with the purposes of the institution. The Student Services objectives support the educational program by assisting the student in interpreting the educational programs of the College and by helping the student to identify, evaluate, and focus his/her objectives and energies to a particular phase of the educational program which may meet his/her needs.

The Student Services objectives support the educational program by directing attention to the total development of individual students and to the development of the College as a learning environment. They aim at increasing the

OFFICE OF STUDENT SERVICES (continued)

intrinsic worth of a wide diversity of individuals to themselves and to their community.

By offering various experiences through intramural and extracurricular activities, the Student Services Program attempts to broaden students' educational and cultural experiences. By trying to develop the College as a social system within the larger community, the program attempts to provide an environment for individual student growth. How successful these attempts have been is difficult to assess. The College is a nonresidential institution. Many students arrive in time for classes and leave as soon as they have attended them. However, since the addition of the college-community center, Empire Hall, there has been a noticeable improvement in the feeling of the campus and the socialization among students, as well as improvement in extracurricular activities. We have not had, for example, any difficulty generating student interest and participation in Associated Student Government, and a new social and support group called Laker Leaders has gained new impetus and participation.

Budget cuts have, however, sharply curtailed the work being done in placement and follow-up and have placed the student publications program in jeopardy.

ADMINISTRATIVE ORGANIZATION

The organizational chart shows the organization for the administration of the Student Services Program. The organization allows for proper administration and flow of information. However, the small size of the campus and the good working relationships between the Offices of Business Services and Student Services make the joint responsibility in the areas of Financial Aids, Bookstore, and Food Services function with relatively little difficulty. Organizationally, however, responsibility is not clearly defined nor formal input channels provided.

The Dean of Student Services represents the concerns of the Student Services Program at Administrative Council and Instructional Council and in unstructured decision-making sessions with other administrators. The President of the Associated Student Government represents student concerns at meetings of the Board of Education; he is an ex officio member of the Board.

The Student Services--advising, counseling, financial aids--are organized to take the best possible advantage of the talents of the professional staff. Advisors have been selected and trained from among the staff to advise in their fields of preparation. Financial aids are administered in part by a Financial Aids Committee, broadly representative of the college community; and counselors teach as well as counsel for the reason, among others, that they will then have the opportunity to be aware of student and instructor concerns within the educational program. Current financial stresses have clouded the structure for providing advising to students. In the face of these difficulties, however, the faculty have individually and collectively freely offered their time and service in support of student advising and orientation.

OFFICE OF STUDENT SERVICES (continued)

PHYSICAL FACILITIES

The physical facilities used for student personnel programs have been improved by the addition of Empire Hall in terms of food service, lounge and study space, Associated Student Government offices, Student Publication labs and facilities, and Student Activities offices. Moving the Food Services from the third floor of Tioga Hall to the new facilities, however, has left the counseling staff and career materials out of the traffic flow for most students and difficult to find for new students. Relocation of the counseling and health services area to a more suitable location is a high priority as we take occupancy of our new facilities. Because of instructional demand on the facilities of the College, there is at times not adequate conference and testing space. Admissions and Records, Financial Aids, Student Activities, Testing, Placement, Housing, Health Services, and Counseling would be better served by a facility that would allow centralization of these functions.

There has not been adequate justification nor planning for increased financial support for financial aids administration, placement, health services, or counseling. The justification of these functions in terms of the priorities of the total college has lagged, along with the funding.

Based on present enrollment and educational programs, the Student Services staff has projected a need for a full-time coordinator of Financial Aids and Placement, one and one-half additional counselors (based on a conservative one counselor to four hundred FTE ratio), a full-time Health Services Advisor with a ground-floor location for the Health Services, and a full-time Placement Follow-up Coordinator. Because of the talents and abilities of our present half-time Cooperative Work Experience Coordinator, it is possible that placement and follow-up responsibilities could be added to that position and meet the instructional and student needs in those three areas in a cost efficient way.

POLICY STATEMENTS

Policy statements are published in the Board of Education Policy Manual, in the full- and part-time handbook, to a limited extent in the catalog, and distributed to students at registration and as they interact with the financial aids and veterans offices. The Student Activities Coordinator is cooperating with the Associated Student Government to publish a student handbook that will contain a more complete compilation of applicable policies and procedures of immediate concern to students. Though students receive policy statements at several points, there is considerable evidence that they do not recall having received them, nor having read or understood their content. The student handbook will represent an improvement in student understanding of rights and responsibilities.

Due process is provided for through the Academic Standards Committee, the Scholarship and Loan Committee, and the Student Affairs Committee. A grievance procedure, adopted by the Board, provides for a more formal due process in the event that students are not able to resolve their differences

OFFICE OF STUDENT SERVICES (continued)

with the College through other existing channels. A student may receive assistance in determining the proper procedure to follow to obtain a hearing by consulting with the Dean of Student Services, the Director of Counseling, or the Director of Admissions and Records. Faculty advisors also provide an important resource to students in understanding their rights and responsibilities and in locating the proper place to seek amelioration of their difficulties.

STUDENTS

ADMISSIONS

STANDARD

The admissions policy of an institution should be the responsibility of the faculty, the administration, and the governing board. It should be clearly expressed and openly published. The individual (usually the Director of Admissions) or agency responsible for administering this policy should be clearly identified.

The admission requirements, both quantitative and qualitative, should be related to the purposes of the institution. Colleges vary greatly in their purposes, and it is logical that admission requirements likewise will be different.

The primary criterion for evaluating admission and retention requirements is the success of the students in the college programs to which they are admitted. In other words, student achievement should be consistent with the purposes of the institution.

The officer for admissions should be in a strategic position to enhance the relationships between his/her college and the secondary schools and the other colleges it serves. He/she must share the responsibility of the institution to assure that recruiting activities and related publications portray the institution accurately and honestly.

The policy for the acceptance of transfer credit should be clearly defined. The quality of work for transferred credit should be in keeping with the quality required of all students of the institution. The student transferring should be officially notified at the time of his/her admission the exact status of his/her advance standing.

There should be a clearly defined policy for the readmission of students dismissed from the college for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution.

DESCRIPTION

Consistent with the philosophy and objectives of the College, policy statement 7.002 states our admission policy.

> It is the policy of the Board of Education of the Southwestern Oregon Community College District that persons who are high school graduates and others who are 18 years of age and have the ability to profit from instruction may be admitted to the College. In special cases, public school students may be admitted if they are recommended by their principals.

STUDENTS

ADMISSIONS

DESCRIPTION (Continued)

There are procedures that limit students' admittance to a certain course or program. The catalog contains the statement, "For entrance requirements to special certificate, diploma or degree programs, read the description of the requirements for the special program." The procedures for selecting students to the nursing program, which is the only limited enrollment program the College currently offers, are published in the catalog. Policy 7.056 (see Chart 1 in this section) and 7.054 (Chart 2) detail the admissions into controlled courses and programs as does Policy 7.056A for the nursing program. (Chart 3)

The College's open admission policy results in a student body representing a wide range of abilities, backgrounds, goals, behavior patterns, etc. "Success" can mean many things for students in a community college. With this in mind, retention efforts are directed at helping the student be successful with whatever he chooses to do and to set realistic goals so that he will know what he can or cannot do. Students who declare that their objective is to complete a program or work toward a degree are required to take placement tests and work with an advisor. The placement test results are used by the academic advisor to help the student select the appropriate courses. The advisor serves as a personal contact for the student and as someone interested in the concerns of the student.

To encourage the student to maintain a certain standard of academic achievement, the College has a policy that provides for monitoring the student's progress, Policy 7.062, administered by the Admissions Office. (Chart 4 and a proposed change, Chart 5)

Other retention efforts have included making personal calls to students who miss class and sending out questionnaires to students who have not returned for a new term. Attrition and follow-up studies are part of an ongoing effort to determine which students are dropping out and why they are dropping out. (See Follow-up Studies on file in accreditation meeting room.)

The success of the students and of the retention program can be measured in a number of ways. One way might be to look at the number of students who complete degree requirements or who transfer to four-year institutions. Because of the diversity of the students, their goals and objectives, and the diverse purposes of the College, it is difficult to pinpoint a criterion of success. Four-year institutions report that students transferring do as well in their classes as those students who began their college education at the four-year institution. Students often report that the College has made a real difference in their lives and the lives of their loved ones. A summary of the number of graduates over the past six years is included. (See Charts 6 and 7.)

DESCRIPTION (Continued)

Several contacts are made each year with each of the high schools in the College district and the ones in Curry County. These contacts are made by the Director of Admissions, the Financial Aid Advisor, the counseling department, the Deans, the President, and the individual faculty members. Occasionally, teams of faculty visit high schools to talk to seniors about college. The high school students and faculty are invited to the College campus each year for functions such as Skills Day, Career Fairs, High School Visitation Days, Principal-Counselor Days, Math Day, and Performing Arts Days. High school students are admitted to ASG dances, College sports events, and to the Arts and Lectures events and make frequent use of the library.

Each year, the Admissions Office contacts the high schools to get a list of the seniors and their addresses. Letters and information about all the community colleges in Oregon are sent to each student. When the high school does not provide the names and addresses, the letters and information are inserted into envelopes and delivered to the high schools to be mailed by the high schools.

Each year, the Admissions Office provides to the high schools the names and majors of those students who graduated from their school the previous year and who are now enrolled at the College.

Contact with other Oregon community colleges is maintained through quarterly meetings of the Directors of Admission and Registrars of Oregon. This group has a joint annual meeting with their counterparts from all the Oregon public and private four-year schools.

The College catalog, program brochures, and the class schedule are used in recruiting activities. While overall responsibility for publications rests with the Office of Community Services, the Admissions Office is responsible for making sure that sections of the catalog, such as the academic calendar, the sections on admission, registration, tuition and fees, residency guidelines, and academic regulations are updated properly. Every effort is made to see that the publications portray the institution accurately and honestly.

The procedures followed for academic notification are outlined under Philosophy and Procedure Statement on Academic Notification, Number 7.062. They involve the following:

a. sending a letter expressing concern to students who have attended for two or more terms and whose term GPA falls below 2.0, or who receive more than 2 Y's and/or F's in a term. Approximately 125-130 students per term get this letter, about 1/10 of the students who have declared their intentions of completing a program.

b. placing on probation students who have attended two or more terms and whose cumulative GPA falls below 2.0, or who have received two or more

DESCRIPTION (Continued)

Y's and/or F's for two consecutive terms. Currently, we have 25-40 students on probation each term. Prior to the 1979-80 academic year, that number was considerably less due to the fact that under the policy then in effect students were not liable for probation until they had attempted 45 or more credits.

c. holding suspension hearings for students who while on probation earn term GPA's of less than 2.0, or receive more than two Y's and/or F's in a term. In the past five years, twenty-three students have been suspended. Of these, six have petitioned the Admissions Office for readmission. When this occurs, the Director of Admissions schedules an Academic Standards Committee meeting to which the student (and his advisor, if he wishes) is invited to present the reasons he feels the petition should be granted. The committee interviews the student about goals, objectives, and plans for achieving them. The committee then sets conditions the student must meet in order to be reinstated. These may include reporting weekly to the advisor, getting weekly attendance and progress reports from instructors, or taking a limited number of credits. The student is on probation for the term of admission. At the end of this term his performance is reviewed by the committee. This practice is consistent with the standards of admission to the College in that it requires the student to demonstrate that he is capable of profiting from instruction.

Prior to winter term, 1982, the College followed an open admissions policy; thus, the only record of admissions is the record of students enrolled. Charts 6 and 7 show total enrollment in programs and the number of graduates for the past six years.

ANALYSIS AND APPRAISAL

The College's "open admission" practice is inconsistent with its stated admission policy. To correct this inconsistency the self-study committee for admissions is recommending the following changes in the stated admissions policy:

1. The admission policy (7.002 referenced in the description) should be changed to reflect the fact that in practice we do not require prospective students to go through a formal admission procedure. We recommend that the wording at the end of the policy statement be changed from"...may be admitted to the College," to read "...may enroll in classes at the College."

2. The same policy indicates that if a prospective student has not graduated from high school and is under the age of 18, he must obtain permission from his high school principal to attend classes. This is not regularly enforced. High school students and others under the age of 18 often attend classes at the College without such permission. The committee believes that this practice is in the best interests of the College and the students. The committee is therefore recommending that the policy be further changed to read "It is the policy of the Board of Education of Southwestern Oregon

ANALYSIS AND APPRAISAL (Continued)

Community College District that persons who are high school graduates and others who have the ability to profit from instruction may enroll in classes at the College."

The committee will ask for hearings on this policy and will strive to make the change indicated, following the procedure of policy formation and approval, with a time line for completion by June 1, 1982.

The College's liberal open admission policy serves its students well only insomuch as an effective advising system is in place. We have gradually improved the advising system over recent years, in part by providing in-service advisor workshops, placement testing, and workload incentives for advising. Continuing efforts will be needed to ensure that students are provided with accurate, useful advice on how to plan their education and future careers. The budget problems, fall, 1981, changed the advising so much that careful watch on how it is related to potential admission problems is needed.

One area in advising and admissions that needs to be improved is accurately communicating course prerequisites. Course prerequisites are seldom identified in the class schedule. The committee strongly recommends that every course identified as having a prerequisite in the catalog be listed indicating that prerequisite in the class schedule.

Another problem area in advising and admissions is that we do not know why many of our students are dropping out during their first term and not returning. We have made various modest attempts to find out why they are leaving. (See Follow-up Studies on file in accreditation meeting room.) The Admissions Accreditation Committee is recommending that an incentive be provided for students to go through an "exit interview." One suggested incentive was that students be given a partial tuition rebate for going through an "exit interview" with their advisors.

Returning students sometimes find that by the time they are able to register for classes, they are unable, because of classes being filled, to enroll in some of their required classes. The committee is recommending that returning full-time students in a program be given priority in the classes for that program.

The statement on page 4 of the College catalog regarding transfer students should reflect the fact that the College recognizes credits from accredited institutions only. The committee is recommending that the statement be changed to read "In determining a transfer student's academic status, his or her previous record from an accredited institution is evaluated as though it had been earned at Southwestern Oregon Community College."

Several pertinent documents are regularly transmitted to advisors and counselors. Every advisor periodically receives a listing of all of his or her advisees. Advisors also receive copies of each of their advisees current term class registration. Counselors and advisors receive copies of all academic standards committee decisions regarding their advisee. Student transcripts are available on request. We see no reason to make changes in this procedure.

STUDENTS

REGISTRAR

STANDARD

Adequate record keeping is basic to the proper functioning of any institution. Traditionally, the Registrar is keeper of academic records of collegiate institutions. If no other office has this responsibility, the Registrar's Office must maintain an acceptable system of permanent records. The system must safeguard the records at all times against the possibility of loss by fire or vandalism.

The vital academic records that all institutions must maintain include: The minutes of all faculty meetings, the minutes of all campus educational policies committees, the permanent academic records of all students, important statistical reports, historical and current academic rules and regulations, and other such records for the academic managements of the institution.

The Registrar's Office or other appropriate officials shall be responsible for an efficient system including the time schedule and class and final examination schedules.

Unless assigned elsewhere, the Registrar could have the responsibility for interpreting the academic rules and regulations; certify student rating for Selective Service, honor lists, athletic eligibility, student offices and living groups; the custodianship of the institution's seal; serve as editor of the college catalogue and supervise its distribution; supervise veterans' affairs, schedule rooms for classes and meetings.

In general terms the various publications of the American Association of Collegiate Registrars and Admissions Officers should provide a guide for conformity for records and procedures.

DESCRIPTION

a. *The first term enrollment by year, department, and classes for the current year and for the last three preceding years.* (See Chart 8.)

b. *The consolidated yearly enrollment by year, departments, and classes for the last three preceding years.* (See Chart 9.)

c. *The Summer Session enrollment by year, department, and classes for the last three preceding years.* (See Chart 10.)

d. *The enrollment data for the past three years for extension, correspondence and evening session.*

We do not keep any separate figures on evening session enrollment. Evening classes are considered as part of our regular curriculum, and are therefore not differentiated in any way.

e. *The number of graduates, by department, for each of the last three years.* (See Chart 11.)

STUDENTS

REGISTRAR (Continued)

f. The projected enrollment figures for the next ten years by fall term, extension, and Summer Session. (See Chart 12.)

ANALYSIS AND APPRAISAL

The Director of Records establishes and maintains records on students including evaluation of records transferred from other institutions. Transcripts of records are made available to third parties as requested by students and to faculty for use in advising. The College has an adequate system of record keeping to make possible these communication functions, but it needs to be on-line access to the computer. However, a major problem exists in meeting student requests for transcripts and evaluations in a timely manner and still completing other functions of the Admissions and Records Office. In the fourth week, fall term of 1976, enrollment was approximately 3200 students. In fourth week of fall term of 1980, enrollment was 5140 students. There has not been an increase in Admissions and Records Office staff to offset the dramatic increase in workload.

PATTERN OF

ENROLLMENT AT END OF FOURTH WEEK OF FALL TERM CLASSES

UNDUPLICATED HEAD COUNT

1976	1977	1978	1979	1980	1981
3200	3490	4318	4622	5140	3272

To cope with the increasing enrollment and the strain on space and personnel, a system was devised two years ago whereby students are classified as "record" or "non-record." Record students are those who are enrolled full-time and/or those who are enrolled part-time and are pursuing a degree. For record students, the traditional form of records, including a paper transcript, is kept. For non-record students, no transcript is kept, but other forms of records are maintained that enable the Admissions and Records staff to construct a transcript at any time one is needed. The system has resulted in enough savings of space to enable the Admissions and Records Office to continue to function, but the process of preparing transcripts is burdensome, as is explaining the process to students.

Academic records of students not currently enrolled (inactive records) are stored in a fireproof vault. This space is shared with the President's Office, the Business Office, and the Financial Aids Office. The vault is not designed for efficient use of the limited space, but a plan for making it more efficient has been developed and is currently being considered. Microfilming of inactive student records was begun about six years ago, but to alleviate that space problem, an accelerated program of microfilming student records has been in process for two years. Currently the records of all students who have not been enrolled for the past five years have been or are being microfilmed. In the coming year, the plan calls for the records of students who have not attended for three years to be microfilmed.

ANALYSIS AND APPRAISAL (Continued)

Active transcripts are kept in trays that are rolled into the Admissions Office during the day and stored in the fireproof vault at night. Personal records are kept in fireproof file cabinets in the Admissions Office. There is adequate protection from fire and theft.

The AACRAO publications are used where they seem appropriate. Wide differences in size and function of colleges make it necessary to tailor the AACRAO guidelines to local circumstances. For example, we deviate from the "Academic Record and Transcript Guide" in several respects:

1. The office makes reports on enrollment to the administrative staff and to the State Department of Education.

2. Faculty grade reports are turned in to the Data Processing office for input to the computer and then turned over to the Admissions and Records Office to be made a part of the permanent records.

The Director also communicates with students and staff concerning academic rules and regulations, and athletic eligibility. In interpreting academic rules and regulations, the Director has the assistance of the Academic Standards Committee which meets with students in academic difficulty or who wish to petition the College for an exception to the rules. The Director is responsible for supervision of a Veteran's Advisor who handles the details of assisting veterans. The Director is not responsible for preparing and distributing the College catalog nor for scheduling class and meeting rooms. There are no obvious problems in the present system of communications because the Director of this office is involved.

The Admissions and Records Office is easily available to students. It is located near the entrance to the College in Dellwood Hall, the administration building. However, the limited space available for clerical workers in the office and for students waiting to be helped sometimes creates long lines, particularly at registration times. Some time in the near future, additional space will be made available as some campus functions move into the newly constructed buildings.

The Admissions and Records Office maintains minutes of all Academic Standards Committee meetings but does not maintain minutes of all faculty meetings nor minutes of other campus educational policy committees. These minutes, if kept, are maintained by the respective committees. Minutes of Faculty Senate, Student Council, and Instructional Council are kept by the respective bodies. Minutes of the College Board of Education are kept by the President's Office and the Library. These minutes adequately preserve a record of debates on educational policy issues; and it is unnecessary to add that record keeping function to the Admissions and Records Office. It would be desirable, however, to develop a document retention policy for the College. This would make clear the responsibilities of College committees for maintaining records. Those Faculty Senate, Student Council, and Instructional Council minutes should be available in a central consistent location; perhaps the Library should get copies, too.

ANALYSIS AND APPRAISAL (Continued)

There is a need to make more and better use of technology. Consideration should be given to installing terminals giving direct access to the College computer or to a stand-alone computer. Student data should be kept on-line and readily accessible electronically rather than in paper form. There is a problem with available staff time in that some staff must work the switchboard relief and the mailroom duty.

STUDENTS

ORIENTATION

STANDARD

The program of student orientation, with the support of the faculty and administration, should establish an individual and personal relationship between the entering student and the institution. The institution must accept the responsibility to maximize the educational value of all aspects of a student's life on campus. The institution's curricula, its range of extracurricular activities, total facilities, and its general educational purposes are all vital aspects of the student's orientation.

DESCRIPTION

A student orientation program exists. Selected faculty advisors, counselors, and student assistants provide an orientation session before the beginning of each term with most sessions held before the beginning of the fall term.

New students are strongly advised but not required to attend an orientation session for the purpose of receiving general information about college, financial aid information, and placement test interpretation. Catalog, course and program descriptions, student activity programs, the assignment of appropriate advisors, a campus tour, and individual assistance with program planning and development are given.

New students who have not taken placement tests prior to attending an orientation session are advised to schedule an appointment with a counselor or advisor for scheduling assistance after the placement tests have been taken.

In 1980, in addition to the orientation sessions on campus, counselors met with some groups of students in private homes for the purpose of providing orientation information. Although a campus tour was not included during these sessions, all other information was included.

Individual orientations can be requested by any student who is not able to attend regularly scheduled group sessions.

ANALYSIS AND APPRAISAL

An ongoing evaluation process is used. Feedback from orientation participants (students, counselors, faculty advisors, and student assistants) is evaluated for possible revisions to the formal orientation sessions. A recent recommended change is that faculty members should be included to a greater degree during orientation sessions. Also the orientation process should be publicized to the faculty, not just off campus.

Home orientation sessions are popular because of the increase in the personal attention given each student. We hope to continue this format.

Occasionally some students are unable to attend any of the scheduled orientation sessions. To address the needs of these students, we should investigate the use of audio or video tapes which could be used at their convenience and as reinforcement to some who do attend a session.

ANALYSIS AND APPRAISAL (continued)

We do not have an updated student handbook and have recommended that one be produced. It could be used to advantage in the orientation process. Completion of the handbook is expected during the spring of 1982.

A strength of the program is the individual attention to students' needs. Assistance with pre-registration and assignment of advisors during orientation session also contributes to our success. We emphasize community awareness; and with the help of the Office of Community Services, we do a good job with that publicity. With the ongoing evaluation process, the current program should continue to fulfill the needs of new and returning students needing assistance with college life.

ADVISEMENT, COUNSELING AND TESTING

STANDARD

It is recognized that many forms of counseling are provided by collegiate institutions; the number of forms is dependent upon the size and complexity of the institution. Regardless of size, provisions should be made for individual attention to students. Capable counselors and advisors should be readily available in reference to academic, personal and vocational problems of the student. Some institutions may need intensive and extensive time-consuming counseling by professionally oriented psychological counselors. Others may need special counseling programs for particular groups such as students from other lands or culturally disadvantaged pupils. In every case, there should be a well-developed program, which is periodically evaluated, and for which there is a clear designation of responsibility.

DESCRIPTION

a. *Describe the facilities at the institution for conducting the counseling and testing program.*

The Counseling Center is located on the third floor of Tioga Hall. The facilities include the offices of the counselors, a small waiting room, and a career information center which houses college catalogs, college information materials, and career materials. Each office is equipped with desks, chairs, bookcases, and a telephone system which is also capable of interoffice communications. There is no designated room for group counseling, although several appropriately furnished rooms are available on campus and may be reserved in advance.

A separate testing area is located in Dellwood Hall. It is supervised directly by the Dean of Student Services and staffed by his secretary. In addition to two offices, there is one testing room with three tables accommodating twelve students at one time. Conference rooms in Dellwood Hall are usually available for any overflow. Tests available include placement, vocational interest, aptitude, personality and intelligence measures. The testing center also provides proctor services for other tests such as CLEP, GRE, GED, and ACT.

b. *Describe the formal advisory services to assist students with registration, curriculum development, academic standards, and degree requirements.*

The advising program, coordinated by the Director of Counseling, is available to all students. Recognizing advising as an ongoing process opposed to a single event, the 49 faculty members who advise are given sliding scale work load credit based upon the number of students assigned to them. Students are assigned an advisor if they are pursuing a program, have a declared major, or are full-time students with an interest within the advisor's assigned area of expertise. Any student not fitting any one of the above-mentioned descriptions is not required to have an advisor, but advising services are available at student request.

DESCRIPTION (Continued)

Student and advisor interaction is assured for registration, schedule planning, academic achievement, and degree requirements, for the registration forms require an assigned advisor's signature to be processed.

Placement test scores and previous records are kept by each advisor and used for appropriate course or program selection and personal counseling.

Advisors work closely with any student pursuing a vocational certificate or transfer program, as well as providing assistance in the sometimes difficult task of adapting to college life.

Changes were made in the advising program for 1981-82, compared to previous years, because of uncertainty about faculty participation. (The budget for 1981-82 had not been passed when plans were being made in August and early September.)

All new program (and other interested) students were told to take the placement test, complete an application, and attend one of 21 group meetings called College Information and Registration Assistance (CIRA) prior to fall term registration. These sessions were organized for different majors and for undecided students. Earlier, faculty members were asked to volunteer to assist students in selecting appropriate courses. Many faculty did volunteer. At the conclusion of each CIRA meeting, students were taken to volunteer faculty for advising in their fields of study. Students were encouraged to confer with these instructors, or others with whom they had classes, throughout the term.

Essentially the same process was followed for new students entering winter term, except only seven sessions were scheduled prior to advising and registration, and these were not delineated by major.

Not as many formal expectations were made on faculty advisors for 1981-82, because they had volunteered to advise as well as have a full teaching load, instead of having released time as in past years.

In addition to the above, a completely revised Advisor's Handbook was prepared in the summer of 1981, and distributed in the fall to all faculty and administrators. Also, five advising workshops were held to provide staff with new information. (See Advisor's Handbook in accreditation meeting room.)

c. *List the duties and functions of the principal professional staff persons involved in the counseling and testing programs.*

The principal staff involved in counseling and testing are the following:

- Dean of Students: In addition to other duties provides guidance for pre-enrollment ABE, GED, AHSD, and Native American students; provides other counseling as requested; supervises the testing activities.

DESCRIPTION (continued)

- Director of Counseling and Testing: Responsible for coordination and supervision of staff assignments and for coordinating the advising program, including his own counseling and guidance activities, four-fifths contracted time; is assigned teaching of a course called Career Planning, for one-fifth time.

- Counselors: Two faculty are contracted three-fifths time for counseling, guidance, and advising. One carries the special assignment of International Student Advisor and Coordinator of Services to Handicapped and Disadvantaged Students. The other coordinates relations, visitations, etc., with four-year institutions in Oregon and also other outside visitations, such as Military Recruiting Officers.

- Counselor: Special grant counselor assigned as Emphasis on Sophomores coordinator and as the career/college seminars coordinator. (The Emphasis on Sophomores report will be on file in the accreditation meeting room.) Vocational education grant money was available for this position in 1979-80 and 1980-81.

- Health Counselor: One-half time nurse who is the only woman counselor other than the Director of Admissions and Records.

- Secretaries: One is located in the Tioga office complex and one with the Dean of Student Services in Dellwood Hall.

- Counselor Aides: Four CETA funded aides are contracted for 24 hours per week. Their various duties have been in career/college seminar service, career planning service, handicapped service, and career information center service.

- The Director of Admissions and Records: Responsible for counseling students whose grade point average is below the standard set by the College, in addition to other duties of her office.

ANALYSIS AND APPRAISAL

Advising:

From 1972 through 1981 advising programs at the College have been good. Historically, all advisors are full-time teachers or administrators; currently, not all teachers and administrators advise. Whenever possible advisors are assigned within their area of expertise, but that is not always possible, especially when advising is done in the summer. The success of the advising program is dependent upon the serious involvement of both advisors and advisees. The advisor's authority is reinforced by requiring the advisor's signature on the registration form for "record" students. The advising survey, however, indicates questions on how strictly the signature policy is enforced and suggests it should be.

The faculty has strongly supported released time for advisors. There are some disagreements in determining released time ratio. Some advisors

ANALYSIS AND APPRAISAL (continued)

have less than 12 advisees for 1/15th of their work load, while others work with more than 60 advisees for 4/15th of their work load. Demands on advisor's time should be commensurate with released time allotted. In addition, more peer advising by experienced students is recommended by the survey.

While many advisors feel that advisees do not take sufficient responsibility for course selections and should attempt to make out their own course selection sheets prior to meeting with their advisor, others noted that many community college students lack the experience to make effective choices concerning their educational goals. The suggestion that the advisor's name be placed next to the student's name on class lists should be explored further. Many faculty members want a closer working relationship to be developed between a student's instructors and his/her advisor.

Following is a listing of evaluative comments from a survey of all faculty, advisors, and administrators taken spring, 1981. (See survey on file in accreditation meeting room.)

----The grouping of advisors in the same office is not conducive to a private conversation between an advisor and an advisee, in summer as well as during the academic year.

----Those who are not qualified to advise in a subject area should not advise in those areas, during summer or the academic year.

----Many advisors feel that the administrator of the program should write messages that are short and to the point.

----No more than 30 to 35 advisees should be assigned to any one advisor.

----Course descriptions should more clearly tell what is to be taught in the classroom, and prerequisites should be clearly stated.

----A formal advisor evaluation process should be used to reinforce the importance of advising. Perhaps this could be incorporated into The Report of Yearly Service through the Office of Instructional Services.

----A system should be developed for relaying messages between advisors and advisees promptly and confidentially.

----The cost of released time is under study.

----Advisors should meet with the advising administrator once quarterly.

ANALYSIS AND APPRAISAL (continued)

Advising (continued)

----Advisors should maintain better records of their advising sessions.

----It would aid in the advising process if all students attended an orientation session when they initially enroll in the College.

With the current year's change described earlier, we can state that a heavy advising load fell on counselors and program directors who were available early in the fall. As faculty volunteered to advise when they reported to campus and continued to advise for winter classes, the loads are leveling out. The advising issue may become a point for formal negotiations between the Board and the College AFT.

Determine the range and mean number of advisees assigned to faculty.

Forty-nine instructors, counselors and administrators served as advisors for 1980-81. Their reported number of advisees ranged from 2 to 117. Deleting the advisor on record for ABE (the 117 students) and the Director of Counseling (who is more available for counseling and advising and who had 72 advisees), there were 47 individuals with a range of 71 (2-73) advisees and a mean of 24.2.

Some of the advisors with "heavy" advising loads are directors of programs and are expected to assume more advising responsibilities as part of their total load. There are only two or three instances each quarter of advisors whose loads might not be considered "equitable and reasonable." These cases are recognized by the Dean of Instructional Services and adjustments in assignments or overload pay are made.

For the 1981-82 academic year, advising is on a "volunteer" basis. Figures are not yet available for winter, 1982; but for fall, 1981, there were 60 instructors, counselors, and administrators who advised, with a range (after deleting ABE head teacher and Director of Counseling) of 94 (1-95) and a mean of 17.9 advisees.

Guidance:

The guidance program provides for individual attention to students and is meeting the needs of most students through a wide variety of services and a competent staff. Although no written evaluations of the program are routinely done, the Director of Counseling does evaluate the performance of each counselor every spring and discusses the evaluation with each of them. Also, the Director and the Dean of Students appraise the Center's activities and then bring the counseling staff together for discussion. Goals for the following year are formed and are discussed with the staff in the fall. The following is the result of the last evaluation:

- a general plan was worked out for relocating the counseling service when space becomes available;

ANALYSIS AND APPRAISAL (continued)

Guidance (continued)

- a plan was developed to change the teaching assignment of some counselors so that they have more time assigned for teaching;
- four half-time CETA counselor technicians were hired to provide services to target groups (re-entry women, physically disabled and career resources awareness);
- membership was developed in the Inter-Agency Council and other community groups to organize and implement joint projects;
- workshops on career planning, job search skills, and stress management were begun;
- a one-credit career planning course for forestry students;
- contact with the high schools was increased through the Emphasis on Sophomores grant;
- the career/college seminars were begun;
- the physically disabled segment of the campus community was formally assigned as the responsibility of one of the counselors.

Noteworthy aspects of the guidance services are the holistic concern for the individual, the special workshops developed to fill high demand areas, and the seeking of grants for seminars and programs. Other positive aspects are the high level of cooperation and feedback with the local high schools and the other departments on campus. The quality personnel, including the secretaries, and all their efforts to provide full service are reflected in the wide use of the program.

Deficiencies are due mainly to the lack of space and personnel. Insufficient personnel creates heavy staff loads. Other drawbacks include having no group counseling room and the physical separation of the services from other student services departments, such as testing and veteran departments. Also, the lack of visibility because of the isolated location decreases student awareness of these vital services.

Improvements underway or being contemplated are the following:

- a telecourse offering on career/life planning,
- a class offering on job search skills,
- increased publicity in the form of a student orientation handbook,
- increased working relationship with the Developmental Education program,
- planned integration of all Student Services department into one building,
- planned change of the health counselor position from half to full-time,
- request for hiring one counselor to help provide additional services for the disadvantaged and the re-entry women students.

ANALYSIS AND APPRAISAL (continued)

Testing:

As a result of the last evaluation, the placement testing component is regularly evaluated by advisors, counselors and Developmental Education instructors. Now validity and correlation studies are done every two to three years. Other tests and inventories are picked subjectively by the counselors to fill the needs of the individual students, so tests that don't provide a needed service are weeded out through disuse. The work of the Developmental Education Committee in 1976 and in 1979-80, has led to concerns of our testing component. (See these reports on file in accreditation meeting room.) We now have a strong emphasis on having students pursuing a degree or certificate take the placement tests before orientation sessions.

An improved testing facility with more space and better ventilation is needed. The thin walls, fluctuating temperature, overcrowding, poor air circulation, and people entering and leaving during testing create distractions.

We need to develop methods to explain the purpose of the placement test prior to testing in order to reduce test anxiety. We need to increase the advisors' understanding of the testing services.

Also, because the College is receiving more requests for educational opportunities by individuals who are classified as handicapped, there is a need to enlarge the testing program and resources to include specialized tests that are appropriate for certain categories of individuals such as the hearing-impaired, those with limited English abilities, etc. Attention is being given to these needs, for several modifications of previously constructed tests and new instruments that have been specially designed for these purposes are being reviewed for use.

The testing program is to be commended for providing services to business agencies in the community, such as the police departments, and for the efforts of the program's secretary.

STUDENTS

FINANCIAL AIDS

STANDARD

It should be the goal of the college to assist with some form of aid every needy student who can meet the basic academic requirements for admission. Once admitted, financial assistance should be adequate to enable the student to achieve his educational objectives. Therefore, the financial aid program needs to be planned and tailored to individual student circumstances.

The total amount of financial assistance provided a student should not exceed the amount he needs to enjoy a full collegiate experience. In determining the extent of a typical student's financial need, the college should take into account the financial support which may be expected from the income, assets, and other resources of the parents and student.

The financial aids office should be centralized and have the authority to use all forms of student assistance at the college. Program policies and procedures should be guided by the faculty. Through centralization and sound policies, it should be possible to grant a loan, grant, scholarship, part-time job, or any combination of these to a worthy student.

Precise information about the opportunities and requirements for financial aid is important. Careful attention needs to be given to information provided schools, parents, and students through publications and other communications.

DESCRIPTION

The College provides students with three documents that cover the opportunities and requirements for financial aid:

A Student Guide to Financial Aid -- this is a comprehensive overview of available financial assistance;
Financial Aid Brochure -- this is given out at the fairs, in advising, and is a condensed version of the Student Guide to Financial Aid;
Financial Aid Award Budgets for Full-Time Students -- this document gives information on budgets to aid students who are applying for financial assistance. (See in accreditation meeting room.)

Additionally, pages 8 and 9 of the current College catalog have detailed information on loans, scholarships, and grants.

The Faculty Senate and the President appoint faculty members to serve on the Scholarship and Loan Committee. The committee consists of the Dean of Students, the Business Manager, and four or five faculty members. A student is appointed to the committee by the Associated Student Government.

The Scholarship and Loan Committee has the following responsibilities:

1. Evaluates the applicants and selects the recipients.

DESCRIPTION (continued)

2. Acts as the review panel for petitions submitted by students on academic probation.
3. Establishes the Talent Grant allocations for the academic year.
4. Establishes policy pertaining to financial aid programs.
5. Assists the Financial Aid Advisor in making decisions regarding a particular problem with a program or student.

ANALYSIS AND APPRAISAL

The supervision and disbursement of all funds are handled by the Office of Business Services. These funds are subject to the same auditing conditions as are other College funds. Additionally, financial aid funds are audited to federal standards on an annual basis as required by the federal government.

Follow-up on financial aid recipients occurs only if the student receiving financial assistance does not make "satisfactory academic progress." The procedure is explained on pages 19 and 20 of the Student Guide to Financial Aid. At least two things cause a problem with the system. First, if the counselor does not know the student, he must, in a very short period of time and with minimal information, determine if the student should be continued in financial assistance. Second, even if the counselor decides to say "no," the student can go to another counselor who may sign an approval. Students then can circumvent any one counselor who might know them well or be negative. There is a need for closer communication between the counselors and the Scholarship and Loan Committee. Inviting the counselors to attend meetings of the Scholarship and Loan Committee could help resolve this. Perhaps more counselors should be assigned to that committee.

The College uses the College Scholarship Services Financial Aid Form to establish a student's need. The packaging policy is found on page 13 of Student Guide to Financial Aid. Need is not determined in awarding a Talent Grant, so it is possible for a student to receive aid when there is not a need established. This same procedure applies to Merit Scholarships. If a student is receiving Federal or State aid in addition to a Talent Grant, need is established and aid is not awarded over his need. It is possible to receive a Basic Grant (which is an entitlement) and a Talent Grant (which does not evaluate need) and have the student receive more than his need. This is documented and does not happen very often. (See files in Financial Aids Office.)

At this time the College does not have any off-campus student employment jobs which are funded by the Federal Work-Study Program and a ten percent match from the non-profit off-campus agency. When Federal funds were available, this program was offered with about five positions per year.

We know specifically how many students are working in the community and by industry grouping. We know that many of our part-time students are working full-time and many of the full-time students are working part-time. (See Follow-Up Studies on file in accreditation meeting room.) There are

ANALYSIS AND APPRAISAL (continued)

two student employment programs on campus: The Federal Student Work-Study Program and the General Student Employment Program. In 1979-80, 147 students worked and earned $103,832 total with an average of $706 per student. Students can work up to 15 hours a week while attending classes and 40 hours a week during vacation periods. For the same period, 80 students were employed in the General Student Employment Program, earning $27,946, for an average of $349 per student. Fifteen students were employed by the General Student Fund in the summer and earned $4,570 for an average of $304 for the summer. One of the biggest problems is finding students with capabilities to fill the available work stations who also qualify for the work-study program.

The College awards 14 merit and 14 district full-tuition scholarships each year, four for each high school district within the College district. District scholarships are awarded on the basis of academic achievement, scholastic ability, citizenship and need. Merit scholarships are awarded on the basis of academic achievement, scholastic ability and citizenship. If a student withdraws from school during the academic year, an alternate recipient is selected for the remainder of the year.

In 1979-80, 62 students applied for merit and district scholarships; 19 students received district scholarships and 24 students received merit scholarships. The average district scholarship was for $314, and the average merit scholarship was for $412.

The College awards 77 full tuition talent grants to students with outstanding talents who participate in College programs outside the classroom and make significant contributions to both the development and operation of the College. In 1979-80, 124 talent grants which average $189 per student were given to students for a total expended of $23,446. Student applications for assistance under the talent grant program are received and considered by the Scholarship and Loan Committee in the same manner as all other requests for financial assistance at the College. The Scholarship and Loan Committee makes the final decision as to the awarding of all talent grants. Because of budget limitations in 1980-81 and 1981-82, only 40 talent grants were awarded.

Student Loans--short-term

Part-time and full-time students are eligible for student loans. The maximum loan is $250 per term. A $10 processing fee is included in the loan repayment schedule. The processing fee is reduced to $2.50 if the loan is repaid within 30 days of the date received and to $5.00 if the loan is repaid according to the established repayment schedule. Students take the following steps to apply for a 90-day loan:

1. Pick up application form in the Financial Aids Office.
2. Complete application and return it to the Financial Aids Office for a personal interview with the advisor.
3. If the loan is approved, a Promissory Note is drawn and reviewed with the student.

ANALYSIS AND APPRAISAL (continued)

4. A repayment schedule is established, student and co-signer sign the note.
5. If note is processed seven days before registration, the money will be available at registration.

The College issued 171 emergency tuition loans in 1979-80 for a total of $44,896.

Long-term loans

The College offers two long-term loan programs: The National Direct Student Loan Program and The Guaranteed Student Loan Program. In 1979-80, the College issued 40 National Direct Student Loans for an average of $508 per loan and approved 15 Guaranteed Student Loans for an average of $924 per loan.

On June 30, 1980, the default rate for the National Direct Student Loan Program was 19.96 percent. This is an improvement over past years, but is still high. One of the problems seems to be insufficient time to follow-up on all of the loans and see that they are collected. (See file in accreditation meeting room.)

Due to the uncertainty of the federal programs, it is difficult to determine how much need can be met by the federal level. The College must develop innovative programs to help the Financial Aids Office meet this challenge.

The Financial Aids Office is working to capacity. Some of the work could be facilitated with an effective Financial Aid Computer Program Package. Such a program could relieve the staff of the routine posting and record keeping and allow more time to keep up with the increasing numbers of financial aid requests.

STUDENTS

BOOKSTORE

STANDARD

A collegiate institution or its students may operate a bookstore as a service to the institution and its student body. Complete stocks of required and recommended texts for all courses plus technical and reference books and study aids are needed. The bookstore should offer a reasonable selection in fiction, nonfiction, poetry, and many titles in paperback books for inexpensive supplementary reading. While sporting goods, gifts, clothing and general merchandise may be carried, primary emphasis must be given to support of the educational program.

Prices should be as reasonable as possible without undermining the price structure of local merchants. Surpluses, if any, should be used to benefit the institution, its students, faculty and staff, or invested in improvements of the facility.

Policies of the bookstore should be set by a board representing the administration, faculty and student body. Strict accounting of the operation should be a responsibility of the institution.

DESCRIPTION

The College owns and operates a bookstore located on the first floor of Tioga Hall. It carries the required and recommended texts.

The bookstore is centrally located on campus and has approximately 1000 square feet in space with windows on the ground floor allowing for some natural light. The bookstore is equipped with a U-shaped counter with storage cabinets, one display counter, two desks, five double library book stacks, and assorted cabinets.

In addition to texts, it carries a minimal number of dictionaries and study guides, but no supplementary or extracurricular reading material. It does offer miscellaneous supplies on a very limited basis.

The prices tend to be comparable to the local merchants. Accounting for the College bookstore is done by the Bookstore Manager, the Business Manager and the Finance Director. The audit for the last three years was performed by the firm of Scoville and Franklin as a part of the regular College audit. (See in accreditation meeting room.)

ANALYSIS AND APPRAISAL

The bookstore policies are set by the Business Manager and the Administrative Staff. There is no policy setting board at this time; and no change is planned, for things seem to be working fine.

During the school years of 1978-79 and 1977-78, the bookstore operated at a profit; however during the year of 1979-80, the bookstore operated at a loss

ANALYSIS AND APPRAISAL (continued)

due to heavy freight cost increases. This loss was made up in the 1980-81 year. During the years of profit the additional monies were placed into a building reserve and helped in the funding of Empire Hall.

A questionnaire was prepared to elicit honest responses from the student body of the College. In an effort not to lead the student to envision a problem when the question was to serve only as a guide for remarks, the questionnaire asked only for positive statements and positive criticism or comments. (See Bookstore Questionnaire in accreditation meeting room.)

Two hundred questionnaires were handed out at random, in different places, at different times of the day, on three consecutive days. Forty-five questionnaires were returned. The following is an enumeration of the student responses and the number of times that response occurred:

The bookstore is helpful and friendly	13
The bookstore prices are too high	8
The bookstore is in a convenient location	7
Better ordering techniques should be employed	6
It should be a student operated bookstore	5
There should be better refund regulations on used books	4
There should be a larger selection of non-required materials	4
The bookstore should be a larger building	4
There should be more school supplies and paper products	3
The store is well organized	3

Other comments were ranging from "I like the free book covers and books," to "I can cash a check for five dollars."

The Instructional Council each quarter discusses the problem of getting textbooks on time for the beginning of classes, for that problem seems to be growing. No resolution has even been made except to try to get instructors to submit their order requests on time to meet bookstore deadlines.

The bookstore personnel would like more storage and a larger space as well as additional counter space for displays and supplies. Quarterly billing is too long between billing. We suggest monthly billing. Too, the return of unneeded textbooks is often not speedy enough, so we incur additional losses. We do not have enough College souvenirs to satisfy the patrons. One change we have recently done is to change the prices of texts to suggested retail prices in order to cover the increased freight rates.

STUDENTS

FOOD SERVICES

STANDARD

Food services justify careful inspection. The morale of a resident student is directly affected by the food he/she eats and how it is prepared by personnel who are themselves regularly inspected for cleanliness and care in food handling.

Food should be prepared under the guidance of a professionally trained dietitian.

Feeding facilities should be large enough so that excessive time is not required of the students waiting for service.

DESCRIPTION

Empire Hall was completed in January, 1981, and is the college-community center. Food services are a part of the facility and are located on the first floor with the dining area overlooking Empire Lake. The food service and vending operation is contracted to a private firm and is not College operated. Students and/or the general public may make selections from a variety of sandwiches, homemade soups, pastries, entrees, and specials. A salad bar has also been added as a result of student requests and is offered during peak lunch time hours. During the time when the food service is closed vending machines offer hot beverages, candy, snacks, and ice cream. Students may bring food from home or elsewhere and use the tables.
The food is prepared under the guidance of a professionally trained dietitian.
The capacity of the dining area is 126. A partition may be pulled open to another section and gain an additional 40 seats.
The ASG and our student financial aid fund share in about $5,000 per year from the private operation. This amount is split 70 percent to financial aids and 30 percent to the operation of ASG.

ANALYSIS AND APPRAISAL

The overall reputation of the food service among students is good. Based on the results of a survey during spring, 1981, the students questioned seemed satisfied with the quality, variety and serving size of foods offered. Others expressed concern over the nutritional value of some of the "starchy" or "sugar-loaded" items. Several students would appreciate more vegetarian dishes.

a. While 58 percent of those surveyed said cafeteria prices were reasonable, 15 percent said they were high and 11 percent marked "expensive". Another 10 percent felt cafeteria prices were low and 4 percent said "inexpensive". The cafeteria director feels that only a college-owned and operated cafeteria could offer cheaper prices. Of a small sample surveyed during December of 1981, all said prices were low to reasonable. Vending machine prices seem comparable to those of machines found elsewhere.

ANALYSIS AND APPRAISAL (continued)

b. The dining hall is bright, clean and generally a pleasant place to eat. However, there have been two major complaints. One is that the noise level is high and sometimes makes conversation difficult. No policy exists, and one is urgently needed, perhaps setting time limits for the loud music. The office of Community Services and one faculty office in the building are as concerned with this problem as are many students and faculty who use the dining room. The other complaint regards smoking. There are tables reserved for non-smokers, with signs serving as reminders not to smoke. Many students have voiced the opinion that there are not enough tables for non-smokers or that there is not enough segregation of smoking and non-smoking areas.

The supervision of the facility is performed by no particular person during daytime operating hours. In the evening, supervision is the responsibility of the on-campus administrator. Supervision is adequate, and there have been no complaints from students or staff. No changes are planned.

There are deficient aspects of the feeding operation. The present table arrangement creates a feeling of crowding and sometimes makes maneuvering a food tray difficult. There have been suggestions to experiment with different table arrangements to attempt to correct the problem.

Another possible inadequacy is the flow of traffic through the cafeteria line. Many times the area is congested with several people waiting for their meals while others are trying to reach the soft drink machines or buy "quick" items like tater tots or doughnuts. A suggestion is being considered to move the coffee and soft drink machines outside the main area in an attempt to alleviate the congestion.

The dining hall is made available to the community according to the College policy statement:

> "The primary use of all college buildings shall be dedicated to the college's educational program. However, the Board of Education recognizes a responsibility to the community and, therefore, makes the buildings and facilities available for community use if such use does not conflict with the college's educational program."

Civic or nonprofit organizations are charged $50 for Empire Hall Dining Room or $10 for Empire Hall Meeting Rooms for four or fewer hours. This fee may be waived if the activity is judged to be in the best interests of the College or community. Scheduling is done through the Office of Instructional Services.

Empire Hall was built with district funds, and there are no outstanding financial obligations.

The following are recommendations for improved service:

1. There should be equal division of eating space for non-smokers and smokers, rather than a smaller non-smoking section.

ANALYSIS AND APPRAISAL (continued)

2. Some type of partition, either physical or visual, should replace the small movable signs outlining the No Smoking section.
3. A place should be made available for students who wish to smoke while studying. Many cafeteria tables are occupied at lunch time by smokers who are not eating, but choose not to use the lounge space in the front of the building where smoking is allowed.
4. The meeting rooms should not be scheduled during peak lunch hours. This overflow area is often needed when the dining area fills beyond capacity.
5. Trays or racks should be installed under chairs so students may store books and purses while they are eating.
6. A restaurant specialist should be consulted to analyze the table arrangement in order to maximize the usage of available space.
7. The number of complaints regarding the high noise level warrant a closer look at the problem. Consideration should be made for the installation of some type(s) of sound absorbers, such as corner draperies, banners and hanging plants.
8. Consideration should be given to a greenhouse-type addition to the cafeteria to handle overflow and increased demands for food service, perhaps enclosing the north patio.

Project the needs for housing and food services for the next ten years in terms of facilities, equipment, staff and resources. Indicate priorities if possible.

The committee notes that crowding of the food facility occurs only at the 12:00 - 1:00 peak lunch hour. Students will probably learn to stagger their eating times to overcome this problem. There are many hours during the day when the facility is hardly used, but the food service is open. The committee feels strongly about the recommendation that a food service specialist be asked to consider diverse seating arrangements and the possibility of including a greenhouse-type structure extending toward the lake to alleviate future overcrowding. Also, the committee feels that movement through the food service line would be more efficient if the serving elements were rearranged.

STUDENTS

HEALTH SERVICES

STANDARD

Depending upon their nature, institutions may have varying degrees of responsibility for physical and mental health services. They should recognize this responsibility and make appropriate provision for these services.

The size, location, and nature of an institution will partly determine the extent to which it should provide for medical care. An adequate health record made before or upon entrance, may be a part of every student's file.

DESCRIPTION

The College has provided part-time health counselor services for the past five years to students and staff. The campus is within five minutes of Bay Area Hospital and emergency services, so no attempt has been made to duplicate services which are readily available.

The health center (Wellness Resource Center) consists of two rooms on third floor of Tioga Hall. The office is used for counseling and health teaching and contains a modest medical library, over-the-counter medicine, and informational material. The examination room has areas for examinations, laboratory (with centrifuge and microscope), cot, and steam sterilization.

The Health Counselor is a registered nurse who has completed a College Health Practitioner program and is prepared to provide "primary health care" to students.

"Primary health care" refers to "care which may be initiated by the client or provided in a variety of settings." The Health Counselor is responsible for providing a broad range of services which may include health maintenance and appropriate referrals. (See Oregon Administrative Rules, Board of Nursing 851-30-001 on file in the accreditation meeting room and also a detailed position description for Health Counselor.)

The College has had a standing agreement with Bay Cities Ambulance, Inc., that they will respond immediately, without concern for financial responsibility, when they receive a request for emergency service from our switchboard operator. The College assumes secondary responsibility for costs so incurred.

Provisions for medical care, surgery, and hospitalization are covered through the student accident insurance policy which the student pays for in his registration fees. This policy is intended to be secondary coverage unless no primary coverage is available.

State Accident Insurance Fund is provided for field experience and work experience students formally registered in appropriate programs. Nonpaid students have SAIF provided by the College. Paid students have SAIF provided by the employer. Nursing students in a practicum setting must purchase a $300,000 liability policy on a yearly basis.

DESCRIPTION (continued

Monthly and annual reports are given to the administration showing the level of service and the scope of treatment given. (See in accreditation meeting room.)

ANALYSIS AND APPRAISAL

Student fees in the amount of $350.00 are used to cover the cost of equipment and supplies for the health services program. That amount is inadequate for purchasing the supplies and equipment needed.

The staff is excellent in ability and knowledge; however, the half-time contract inhibits the effectiveness of serving a large percentage of the students. Even so, the number of students using health services averages between 1100 and 1200 per year. Since the nurse is on duty only four hours per day, the heavy load is apparent.

Equipment is outdated and facilities are incomplete to provide optimum services. Third floor Tioga Hall is a poor location because of the transportation problem with the slow elevators. We should have a space at ground level with sink, toilet, two cot rooms, an office, and a waiting area. At our current level of service we have the following equipment needs: one hemoglobinometer, one thigh cuff for blood pressure, an incubator, birth control medication or resources for birth control, one electrocardiograph machine. The space problem may be solved as the new building complex is opened and space becomes available elsewhere on campus. Students have requested that serious consideration be given to Empire Hall as the location for the Health Counselor.

We could expand services if we had a full-time person and the support staff of a secretary and a part-time evening person.

STUDENTS

EXTRACURRICULAR ACTIVITIES

STANDARD

In order to properly minister to the student's physical, mental and moral needs, the institution should have a well-coordinated student program of extracurricular activities. The program should be diverse enough to adequately cover the needs and interests of the student body. Participation in these activities and organizations should be limited to a point where they contribute to, but not interfere with, the academic progress of individual students and the primary instructional program of the institution. Adequate financial support is necessary. Management should be a joint responsibility of the students and faculty.

DESCRIPTION

The extracurricular activities are centered in the Associated Student Government, the cocurricular clubs, student publications, Arts and Lectures Committee and various performing arts activities. The College objective, "...to participate in programs and activities which will contribute to their general, occupational, or personal growth and development," is the objective of these activities.

Associated Student Government (ASG) is a recognized platform for the development of student leadership on campus. It is directed by an executive council and by a council of senators.

The constitution of the Associated Student Government details the organization and duties of the executive board, the council, and the individual officers; provides for elections; and the ministry of funds. During the 1979-80 school year, the council drew up a supplementary elections policy to further clarify how the elections should be run. (See on file in accreditation meeting room.)

The constitution was last revised in April, 1978, and is again under review for revision purposes. The revision will be presented to the student body and must have a two-thirds majority vote to pass. It must also be ratified by Dean of Student Services, the President of the College, and the Board of Education.

During the 1980-81 academic year, the following representative activities were promoted by the ASG, to provide in part for the extracurricular experiences of students:

1. Maintaining a game room in Empire Hall
2. Coordinating summer and fall game room intramural tournaments
3. Building club support and communication on campus, including revising the club guidelines for club funding
4. Getting legitimate participation with C.C.O.S.A.C. (Community Colleges of Oregon Student Associations and Commissions is an organization intended to represent the students at the state level.)

DESCRIPTION (continued)

4. continued -
   The 1980-81 year was the first in history of C.C.O.S.A.C. that all 13 community college student governments have been represented at state meetings.
5. Providing several school dances, including co-sponsoring of a benefit dance for the local youth center
6. Being involved with "Campus Organizations Day"
7. Sponsoring an on-campus debate on the concept of a People's Utility District
8. Sponsoring an informational forum with the League of Women Voters on the local ballot measures
9. Providing noon-time "Koffeehaus" entertainment, and co-sponsoring the Rhubarb Film Series
10. Organizing and taking part in an ASG weekend retreat
11. Building attractive suggestion boxes and placing them in areas on-campus with heavy student traffic
12. Revising the campus posting policy
13. Initiating campus-wide recognition and celebration of the hostage release
14. Organizing a campus-wide recycling program

Unlike the previous eight years, in the last two school years, ASG elections have had enough candidates running for offices. Oftentimes a candidate who does not win an election will remain involved in an ex-officio capacity. It is not unusual, however, that some ASG members are replaced at mid-year, for various reasons. When this happens, the council has not had any trouble finding interested students to run for those positions. It is interesting to note the wide age range of council members during the 1980-81 year, 18 to 49, and the 1981-82 year, 18 to 54.

Student Clubs

The following student clubs were active during the 1980-81 academic year: Phi Beta Lambda, Forestry Club, Outdoor Club, Vocational Industrial Clubs of America, Nursing Club, Vet's Club, Creative Writing Club, Yoga Club, and the Fishing Technologies Association. For 1981-82, add Latter Day Saints Club, Activity Club, and Drama Club, and drop the Creative Writing Club and the Yoga Club.

There is another active student group on-campus called "Laker Leaders". The group consists of the cheering squad Rally members, who are chosen in the fall by a panel of members of the community who are knowledgeable in the area of performance.

Finances

The Southwester: The finances for the school newspaper follow:

Materials and Supplies	390
Staff Travel	250
Outside Services	5500
Other	940
Equipment Repairs	200
	7280

DESCRIPTION (continued)

ASG:

The budget that sustained the Student Government program for 1979-80 is compared to the budget for 1980-81 at the end of this section. (Charts 13-13A) The several sources of income are indicated. In the spring of each year, the out-going Student Government prepares the budget for the incoming council. It is difficult to predict the revenues and priorities of activities that the next year's council will have. This year, for example, the revenues reached $3798.74 by December 1980, and the expenditures reached $3342.00. Revenue from the game room and Automatic Sales seems to be better than predicted. Student Government monies are managed by the Student Council which directs its treasurer on expenditures and budget preparation. Requisitions for checks are signed by the ASG President and the Coordinator of Student Activities.

Student Activities:

The Student Activities budget comes from both the Auxiliary and the General funds. It covers payroll for the Coordinator of Student Activities; part of the payroll for the secretary of the Counselling Center (who is a part-time secretary for the Coordinator); some student payroll (for game room employees, intramural officials, and office help); materials and supplies; staff travel; outside services; student insurance; new equipment; and equipment repair and replacement. At this point, the Student Activities budget is adequate to cover the necessary expenditures to operate the Student Activities Program.

Policy 7.082 adopted in 1977 states that up to ten percent of tuition income "shall be transferred to an auxiliary fund for the support of approved student activities." The apportionment is determined from budgets submitted by the Associated Government and approved during the regular budget process by the Board of Education.

Extracurricular Activities Program:

The Arts and Lectures Committee, in response to student, faculty, and community interests, schedules and makes arrangements for a selection of speeches and performances. Funds are budgeted annually for this purpose, $5,000 for 1980-81 and $2500 in 1981-82.

The philosophy of the committee is that they should bring a variety of attractions to the campus, rather than to spend a majority of their budget on one or two attractions or to opt for a larger off campus site. This year the following attractions were scheduled and funded:

Dr. Tom Ferguson, speaking about "Medical Self Help"
Dr. Lendon Smith, speaking about "Behavior and Diet"
Victor Steinhart, noted pianist
Performing Arts Conference: Drama, Music, Dance
Facets Performance Ensemble (a theatrical dance troupe)
The Northwest Woman (giving a historical review of some noted women)

DESCRIPTION (continued)

Rhubarb Film Festival (funded by both ASG and the Arts and Lectures Committee)
Virginia Terris (reading poetry)
Fenmere V. Ruijven (internationally famous law enforcement officer)

Drama and music programs offer students opportunities to perform. Drama productions have been Wings, Noah's Flood, and Ah Wilderness. In 1980-81 the music department presented a voice recital, various recitals for the Performing Arts Conference, the Brahm's Requiem, a special community Christmas Caroling party, quarterly Brown Bag Concerts, several jazz band concerts, and various performances in the community and an on-campus Mother's Day concert by pianist David Smith. Spring quarter the music department travels to a music contest and to present various concerts in some of the outlying areas.

Further details of the extracurricular activities programs will be found on file in the Office of Community Services.

ANALYSIS AND APPRAISAL

Student Publications:

Student publications include The Southwester, campus newspaper; the Beacon, a campus arts publication; and Potpourri, a booklet by the campus Creative Writing Club.

Publications are guided by a Publications Board which determines policy and approves financing. The Publications Board has the following membership: editor of each of the student publications, business manager of each, editorial faculty advisors, business faculty advisor, two student council representatives, chairman of the English Division, and an administrative representative appointed by the President of the College. The Board is guided by a publications policy that is intended to "preserve the tradition of a student controlled publications program." The policy supports freedom of the press and good taste, and has been approved by the District Board of Education.

The Southwester was published more or less weekly during the 1980-81 school year, 25 issues in total. Publication dates were adjusted to the academic calendar. The editor is selected by the Publications Board from students who submit applications. The advisor is the journalism instructor, and the journalism class provides some personpower to support the newspaper effort. The paper is tabloid size, carrying news and articles directed toward student interest, interspersed with photographs. Makeup and appearance are editorial prerogatives and change with editorships, as do content and point of view. In 1981-82 the journalism program was discontinued. The Coordinator of Student Activities advises the paper which is now published every two weeks.

Associated Student Government

It is difficult to assess how effective Associated Student Government is in representing students. The follow-up studies, however, show that student

ANALYSIS AND APPRAISAL (continued)

government is not very visible and is not utilized. Being available and willing to listen is an important factor, as are the physical facilities. ASG deals with individuals within the student body rather than the student body as a whole. It is in this context that ASG represents the "student body." However, there exists only one collective (and reasonably stable) student organization for the purpose of student representation. That organization is the ASG.

Moving into Empire Hall with ASG and publications workroom all together has been a pleasant happening. These new facilities should enhance our program; but in fact, we are just as hidden as before. The ideal space for ASG offices is the area next to the balcony on second floor Empire Hall, not back in the corner of second floor. The argument that a full-time classified staff must be visible in that balcony space seems weak. Our move to that area could solve the noise level complaints from that office and could give some private space, also. Student government strongly wants to move to the balcony area.

The ASG is cooperating with the Faculty Senate and Administration to implement a Student Grievance Procedure, which will do a lot to inform the student of certain rights, and further, the pursuit of those rights.

Because of the transient nature of the community college student body (many part-time students, no dorms on campus, and several outlying areas), a large percentage of the actual student body does not participate in extra-curricular activities.

The students have access to the following forms of communication on and off campus: student paper, suggestion boxes, the College weekly television program, campus News Bulletin, local radio stations, and flyers on campus. They are also currently working on being able to make taped announcements to be aired over the stereo system in Empire Hall. The only set "controls" over the student voice are the Posting Policy (which ASG administers) and the Publications Policy. (See on file in accreditation meeting room.)

The Board of Education has the ultimate control over student publications. This has been delegated by the Board to the President of the College. The President, in turn, has released control to the advisors of the respective publications. The advisors create a climate of training so as to enable the student to assume control of publication. We see no reason to change these procedures or policies.

IMPROVEMENTS

A noteworthy aspect of the activities is the fact that ASG exists with some strength in a commuter college and all those accomplishments listed in the description. Almost all of our student activities are free to college students and faculty.

ANALYSIS AND APPRAISAL (continued)

We lack attractive bulletin boards in all our buildings for the purpose of better campus communication. We lack a signboard displaying upcoming events. We also lack a Student Grievance Procedure (although one is currently in the Board's hands). And, we lack a student handbook, however, the Student Activities Coordinator is starting a procedure for producing one. We lack visibility in Empire Hall and the entire College lacks visibility from Newmark Avenue. We plan to address these issues actively.

STUDENTS

INTERCOLLEGIATE ATHLETICS

STANDARD

Admission procedures and requirements, including academic standards and curricular requirements, shall be the same for athletes as for other students.

Funds used to support all athletic programs shall be fully controlled by the administration and shall be reflected in an annual audit of the institution's financial records.

Intercollegiate athletics shall be organized under faculty supervision, and they must meet ethical standards as well as the prescribed regulations of the athletic conference or association of which the institution may be a member.

DESCRIPTION

Members of the athletic staff are employed either full-time or part-time and given rank and placement the same as other members of the faculty. Released time is allowed for coaching responsibilities for full-time faculty, and the part-time coach receives a salary. Each full-time faculty member also teaches business, physical education or health classes and participates in faculty committees.

a. Intercollegiate athletics, dedicated to the College's goals and open to all who wish to participate, are viewed as the logical extension of the physical education program for the more competitive and skilled student. During 1980-81 we engaged in men's and women's tennis, basketball, track, and cross-country. Additionally, we had men's wrestling and women's volleyball teams. In 1981-82, budget problems caused the program to drop to one men's sport (basketball) and one women's sport (volleyball). The 1980-81 level of sports has been maintained by donations and donated time by coaches, with full Board approval.

b. The Director of Athletics and the athletic department are directly responsible to the Dean of Students. The Dean of Instruction and the Business Manager have indirect input into the department. The Athletic Director is responsible for the coaching staff and must insure that the needs of the student athletes are met. In addition, the athletic staff works closely with intramurals and equipment room personnel.

Coaching staff for 1981-82:

Name	Teaching Status	Sport
Beth Kuhn	Part-time Coach and Coordinator, Student Activities	
Dan Cumberland	Part-time Instructor of Health and Physical Education	Women's Basketball

DESCRIPTION (continued)

Coaching staff for 1981-82 (continued):

Mike Hodges	Full-time Assistant Professor of Health and Physical Education	Men's, Women's Track and Cross-Country; Athletic Director
John Speasl	Full-time Assistant Professor of Health and Physical Education	Women's Volleyball and Men's Wrestling
Bruce Case	Part-time Instructor of Business	Men's Basketball

(Responsibilities of the Athletic Director and coaches will be on file in the accreditation meeting room.)

b. *Explain the status of athletic personnel as to sources of salary, faculty members, and responsibility to faculty.*

Coaches are not paid for coaching but are given released time from teaching responsibilities. Travel and per diem come from the athletic budget which is allotted from the College auxiliary fund of the general fund. Gate receipts and advertising money go directly into the general fund. The current year only men's basketball and women's volleyball are College funded, as noted above.

ANALYSIS AND APPRAISAL

Analyze the institution against the standards for intercollegiate athletics.

a. *Review the academic requirements for members of intercollegiate athletic squads to participate. Are the requirements reasonable and consistently followed?*

The rights and responsibilities of student athletes are well defined and are published for the parents, students, and coaches to have and use. We find them reasonable and consistently followed. (See rights and responsibilities of student athletes on file in the accreditation meeting room.)

Additionally, the Admissions Office is responsible for evaluating and monitoring all athletic academic standings. The process that the Admissions Office uses is consistent with NJCAA eligibility rules and regulations.

b. *Study the duties and positions of the coaches. Indicate strengths and weaknesses.*

The major strength of the coaching staff is its energy and positive attitude. After studying the positions, the major weakness involves time, not just the time of coaching, but the time away from campus, from the other faculty duties of teaching and other assignments. The current year budget problems have created problems we have not had time to analyze.

ANALYSIS AND APPRAISAL (continued)

c. *Evaluate the control of the athletic policy and the control of the funds that support intercollegiate athletics. Indicate how faculty and students are involved.*

The athletic budget is established by coaches, Athletic Director, Dean of Students and Business Manager. The procedure for control of athletic funds is that the coach requests funds. That request is approved or disapproved by the Athletic Director. If approved, the request is sent to the Dean of Students for his approval or disapproval. Final approval or disapproval is made by the Board based on funds available. Hearings are held each year, and every year students have been present to review the intercollegiate athletic budget, as well as the other auxiliary fund budgets.

The current year's budget with the donations for all other sports has caused great changes for us. The current economic situation may cause us to get no full-funding again next year for all sports. The donations for more than the one-and-one program may become a way of life.

d. 1. *By sport, how many athletes during 1979-80 received financial aid through the institution?*

SPORT	NUMBER ON ROSTER	NUMBER RECEIVING FINANCIAL AID
Basketball (men)	12	12
Tennis (men/women)	11	8
Track (men/women)	15	15
Volleyball (women)	9	9
Wrestling (men)	15	13
Total	62	57

2. *By sport, and by types of financial aid, what was the range and mean of assistance provided?*

SPORT		BEOG	SEOG	SNG	NDSL	CWSP	TG	DIS SCH	GEN EMP	TOTAL AID & MEAN
Basketball										
	Range	270-962	/	424	/	619-973	70-420	/	582-632	8,023
	Mean	569	/	424	/	796	257	/	607	669
Tennis										
	Range	862-962	220	318-424	/	219-973	170-264	/	39-138	7,662
	Mean	929	220	389	/	597	185	/	89	958
Track										
	Range	726-962	1,060	530	/	90-1,448	140-420	420	74-327	10,008
	Mean	867	1,060	530	/	769	235	420	163	667
Volleyball										
	Range	862-962	1,050	550	/	804-939	140-420	/	39-387	10,923
	Mean	912	1,050	550	/	894	249	/	251	1,214
Wrestling										
	Range	476-1,112	150-850	106-530	200-300	129-1,254	140-364	/	61-357	22,137
	Mean	950	332	318	250	650	232	/	209	1,703

Some athletes participated in more than one sport. No effort was made to allocate aid among sports.

ANALYSIS AND APPRAISAL (continued)

3. No male or female student athlete received renewal of the talent grant if he withdrew from the program or if his absenteeism, poor grades and/or uncooperative attitude necessitated his removal from the team.

4. *By sport, what was the range and mean of grade point averages for athletes that received financial aid in 1979-80?*

SPORT	RANGE OF CUMULATIVE GPA	MEAN CUMULATIVE GPA
Basketball	1.625 - 3.529	2.742
Tennis	2.192 - 3.529	2.896
Track	1.743 - 3.798	2.628
Volleyball	1.938 - 3.259	2.622
Wrestling	1.500 - 3.325	2.395

STUDENTS

INTRAMURAL ATHLETICS

STANDARD

The nature and scope of the intramural program, if any, should be in relation to the institution's location and type (residential or commuting) and the presence and type of other agencies which may partly meet the needs of the students.

DESCRIPTION

Describe the nature and scope of the intramural program.

The Intramual Program is based on the following principles:

A. That the program be a free offering of organized sports competition and recreational activities for everyone desiring to participate.

B. That it be a well-balanced program of team games, individual and dual sports, and co-recreational activities, conducted both formally and informally.

C. That participants have the opportunity to benefit from social relationships, improved health, and enhanced personal development through involvement in the program.

D. That the program contributes to increased appreciation and desire for development and maintenance of organic and neuro-muscular fitness.

E. That the program contributes to the development of wholesome attitudes regarding the value which physical activity has in modern living.

F. That the program be based on the concept that students should have freedom of choice, equality of opportunity, and responsibility for sharing in planning, supervising, and administering the program.

G. That good moral and ethical conduct be reinforced.

H. That each event in the program be conducted as efficiently as possible.

I. That new groups be sanctioned and leagues organized whenever there is sufficient interest to warrant such a move. (The intramural department may organize a league for competition whenever four or more groups make application.)

J. That the program be safely administered in regard to the participants, the equipment, and the facilities.

DESCRIPTION (continued)

There are presently three categories of programs:

A. Intramurals - Any full or part-time student, faculty member, or College staff member is eligible for participation.

B. Community Recreation I - Any community member is eligible for participation. The activities are "open play" in nature.

C. Community Recreation II - Any community member is eligible for participation. The activities are "organized" community recreation in nature.

The involvement of the Southwestern Oregon Community College Intramural Program with the community, as outlined above, is in accordance with the philosophy of the College that states: "Southwestern Oregon Community College has a responsibility to provide educational, cultural, and recreational opportunities for all of the people who live within its district."

For administering the program the Student Activities budget has line items for student employees (referees), materials and supplies, staff travel, and outside services (gym rental). In addition to that, the student government in the past has given monies toward purchase of awards and some equipment. Too, the Physical Education and Athletics departments cooperate with the Activities Coordinator in the sharing of equipment. Requests for capital outlay items, such as canoes and back packs, have recently appeared on the Student Activities budget requests, but have yet to pass the budget cuts.

ANALYSIS AND APPRAISAL

a. *Study and report on the intramural program as part of the total educational program.*

In accordance with the philosophy statement of the College, the Intramural Program helps provide for the "maximum development in the individual of certain qualities which are good for the individual and society." By being involved in the Intramural Program, one can actively engage in experiences which brings him into contact with others, thus becoming more aware of "responsibilities to self, family, community, and nation."

The Intramural Program also helps educate the participant and the student officials in safety awareness; leisure time activities; sports rules, skills, and etiquette. It enhances a student's preparation for a profession in the sports and recreation fields.

We believe we are doing this as evidenced in our participation level. (See statistics, activities lists, and a procedures handbook in the accreditation meeting room file.)

ANALYSIS AND APPRAISAL (continued)

b. *Evaluate the facilities and supervision. What improvements are indicated to better meet the needs and demands of the students?*

The Intramural Program has a sharing role, for it uses the same facilities as both the Physical Education and Athletics departments. This works out well, especially with the addition of a new softball field, so that two fields can now be utilized at once. There are times when facilities off campus are rented for use for the Community Recreation II part of the Intramural Program. The leagues which utilize these facilities pay a small fee, which in turn pays for the rental charge. These may need to be increased to actual cost because of the budget problems we face.

Empire Lake is one facility which has not been utilized in the Intramural Program. We hope to expand our offerings especially in the areas of fishing and canoeing. Budget problems have postponed all plans.

The trails around the lake are not yet utilized by the Intramural Program. At this point they are not wide enough to justify a "fun run," but other activities could be considered. The Forestry Club has as a project the maintenance of the trails.

While Intramural activity has a supervisor who is responsible for safety, rules and interpretation, fair play, and equipment management, the Coordinator of Student Activities is ultimately responsible for the supervision of the program. Sometimes it is necessary to hire other employees to supervise activities because of the breadth of the program and the other activities the Coordinator must do. With budget problems facing us, we may not be able to have the funds for hiring that extra help.

In 1976, a student interest survey on Athletics and Intramurals indicated that "there is a need to continue the development of a strong intramural program for men and women, one which accommodates the interests of part-time students." More specifically, the higher interest areas were volleyball, bowling, and badminton. Presently we lack a bowling offering, other than in the physical education classes. (See Student Interest Survey - Women's and Men's Athletics at SWOCC on file in accreditation meeting room.)

We presently need a new survey in Intramurals, to see if our students' needs and interests have changed since 1976. This survey is planned for fall term registration, 1982, when the best cross-section of students can be reached and the most thorough distribution of surveys can take place.

It is an ever present challenge to find the type of activity that will attract the women students. Offering co-ed intramurals has helped. Many women attended the weight loss/wellness clinic titled "Feeling Good" offered by the Coordinator of Student Activities and the Health Counselor. Even though this is not an Intramural activity, it seemed to get more women involved in extracurricular activities.

STUDENTS

PLACEMENT

STANDARD

An institution has an obligation to assist students in securing part-time employment on campus, off-campus during the school term and the summer, as well as for appropriate employment of graduates. It has the further obligation to maintain continuing contact with prospective employers in those professions and other occupations for which it offers preparation.

DESCRIPTION

Placement service is a decentralized function taking place within individual instructional areas throughout the College. Although we have had a placement officer, in 1978 necessary budget cuts included the termination of the office. That termination was based in part upon the six-year history of very low demand for services provided by that office.

In addition to the placement activities of individual instructional areas, the placement function continues in part in the Cooperative Work Experience instructor's responsibilities, with clerical assistance provided by the secretary. The secretary lists both jobs and job seekers. Applicants are matched with employers where possible and unfilled positions are listed on the bulletin boards in the Counseling Center and in the college-community center, Empire Hall. This service is available to any student who is completing his course of study or terminating his enrollment by contacting the Counseling Center.

Career planning and job search skills are taught as a part of Career Planning Psy 140, Office Simulation 2.595, Office Procedures I 2.584, Work Experience 2.298, and BA 198 Field Experience, as well as being part of many vocational classes. Counselors also work with students in small groups and individually to assist in career planning and obtaining job search skills.

ANALYSIS AND APPRAISAL

Since placement services are available as a decentralized function, only a small amount of data has been collected on the number and percentage of students who have been placed. However, an annual follow-up study of students who either completed a program in the spring of 1980 or did not return in the fall of 1981 shows that students were unaware of Placement and wanted it. (See the complete study on file in accreditation meeting room.) These results were distributed to the Administrative Supervisory Staff, Board of Education, and to Division Chairpersons, who were asked to communicate the results to the instructors in their divisions. Since faculty members assist in the placement of their students in jobs or in other institutions of higher education, most are very satisfied with the decentralized system. There does need to be higher visibility of the counseling center secretary as coordinator of some placement activities. The committee recommends that her job function be more publicized through the use of flyers, bulletins, etc.

ANALYSIS AND APPRAISAL (continued)

We believe the College faculty and staff feel a responsibility to assist in the selection of employment and advanced educational opportunities for students during the school year and the summer, to provide job-related education, and to base assistance upon relevant and accurate information about employees, employers, and students. With no accurate data-base it is difficult to ascertain the extent to which these goals are being met. Job-related skills are being taught. However, employer-college relations and assistance in the employment process would be improved by hiring a full-time placement officer.

A full-time placement officer at a paraprofessional or professional level is recommended, as well as a full-time clerical person. This staffing recommendation is based upon the assumption that placement staff would be involved in the areas of job development, off-campus part-time placement, career placement, College work-study placement, student employment follow-up, on-campus employer recruitment, reports (clerical duties), public information, job counseling, career information library, placement program, evaluation and career planning. The committee recognized a definite need for increased placement services and personnel, realizing, however, that present budget constraints may necessitate that a combination of job functions be found within existing personnel.

CHART 1

ADMISSION CRITERIA FOR PROGRAMS AND COURSES WITH LIMITED ENROLLMENT

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

1) Every effort shall be made to select students who appear to have the greatest potential for service to their community in their chosen careers;

2) All potential students shall have an equal opportunity for admission consideration regardless of age, handicap, national origin, race, marital status, religion, or sex;

3) Preference shall be given to in-district students.

Adopted by the Board of Education
7.056 August 18, 1975

CHART 2

ADMISSION INTO COURSES AND PROGRAMS WITH ENROLLMENT LIMITS

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

Adopted by Board of Education Action:

7.054 August 18, 1975

CHART 3

ADMISSION CRITERIA FOR THE NURSING PROGRAM

1. Preference shall be given to in-district students.

2. Selection shall be by random drawings from pools of qualified candidates.

3. Residency status shall be determined as of April 30th by the Director of Admissions and Records.

4. First Year Program:

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

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

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

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

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

5. Second Year Program:

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

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

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

Approved by the President

January 25, 1979

CHART 4

PHILOSOPHY AND POLICY STATEMENT ON ACADEMIC NOTIFICATION

Consistent with the purpose of Southwestern Oregon Community College to provide for the optimum development of individuals, a notification procedure of academic progress has been established. Academic Notification is a procedure by which a student will be informed of his possible lack of academic progress. It is hoped that students will take advantage of this notification to consult with an academic advisor.

Academic Notification:

1. A student will be notified of his possible lack of academic progress if during a particular quarter one of the following occurs:

   He has received more than one letter grade of W.
   He has received more than one letter grade of I.
   He has received one letter grade of W and one of I.
   He has established less than a 2.00 grade point average.

2. A student who has attempted to complete 12 credit hours or more or has been enrolled for one quarter or more and has not achieved a 2.00 cumulative grade point average, must see an academic advisor during the next quarter in which the student is enrolled.

3. A student who has attempted to complete 45 credit hours and has not achieved a 2.00 cumulative grade point average will be subject to suspension. A hearing will be conducted for each student who may be subject to suspension by the Academic Standards Committee before the student is actually suspended from the college.

4. The admissions office will implement the Academic Notification policy.

Approved for Implementation
By the President
September 9, 1975

CHART 5

PROPOSED ACADEMIC NOTIFICATION POLICY

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

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

a. the term GPA is less than 2.0

b. the student receives two or more Y's and/or F's in a term.

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

a. during the second term of enrollment and thereafter, the cumulative GPA falls below 2.0.

b. for two consecutive terms, the student receives two or more Y's and/or F's.

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

If during any term while on probation a student does not make satisfactory academic progress, that student and the advisor will be notified that the student is subject to suspension. A hearing will be scheduled for the student to meet with the Academic Standards Committee, and the committee will decide the conditions for continued enrollment, or that the student is suspended.

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

CHART 6

GRADUATES BY DEPARTMENT

Degree	1976	1977	1978	1979	1980	1981
Associate in Arts	34	43	32	26	27	23
A.A. Business Admin.	0	0	2	1	2	4
A.A. Criminal Justice Adm.	3	0	4	2	1	1
A.S. General Business	22	22	14	16	9	14
A.S. Business Technology						
-Accounting	7	2	4	6	3	9
-Banking & Finance	0	0	0	1	1	2
-Marketing	5	1	0	1	3	0
-Office Management	3	1	1	1	2	2
A.S. Data Processing	0	3	0	0	0	1
A.S. Legal Secretary	0	1	1	1	4	0
A.S. Supervisory Training	2	4	4	5	1	1
A.S. Secretarial Training	0	4	2	0	0	1
A.S. Electronics Training	3	3	2	2	2	3
A.S. Fire Science Tech.	1	2	0	0	0	1
A.S. Forest Technology	23	13	7	25	16	12
A.S. Industrial Mechanics						
-Welding	2	0	1	2	0	4
-Automotive	2	6	4	0	4	3
-Machine Tool Pract.	3	3	2	1	3	1
A.S. Law Enforcement	14	6	2	3	0	2
A.S. Nursing	0	18	19	16	16	17
A.S. Industrial Tech.						
-Apprenticeship	1	1	2	0	0	2
ONE YEAR CERTIFICATES						
Real Estate	0	0	0	1	0	0
Stenography	2	3	2	1	1	0
Data Processing	0	0	0	1	1	0
Secretarial Technology	0	1	0	0	1	0
Medical/Clerical	9	8	7	3	2	4
Legal Secretary	0	0	0	1	1	0
Bookkeeping/Clerical	1	4	5	2	3	6
Accounting	1	0	0	0	1	1
Supervisory Training	2	0	1	0	0	1
Electronics Service	0	0	0	0	1	0
Law Enforcement	0	0	1	0	0	1
Fisheries Technology	0	0	0	0	0	1

CHART 7

SOUTHWESTERN OREGON COMMUNITY COLLEGE

Chart 7

YEAR	NUMBER OF FIRST AND SECOND YEAR STUDENTS		NUMBER OF GRADUATES	
	LDC	VO-TECH	LDC	VO-TECH
75-76	664	885	37	103
76-77	382	1023	43	106
77-78	556	1564	38	81
78-79	631	1420	29	89
79-80	793	1540	30	80
80-81	600	1336	28	88

CHART 8

SOUTHWESTERN OREGON COMMUNITY COLLEGE
REIMBURSABLE FTE BY DISCIPLINE
FALL TERMS 1977, 1978, 1979

Discipline	1977-78	1978-79	1979-80
Art	20.82	23.28	24.14
Photography	4.44	6.51	5.67
Music	9.52	6.14	10.12
Speech	1.40	1.93	2.59
Theatre/TV	8.17	2.68	5.12
Foreign Languages	8.58	6.91	10.56
Banking and Finance			
Accounting and Bookkeeping	20.65	17.42	19.35
CWE and Field Experience	8.45	6.13	2.58
Business Administration	15.88	22.99	27.12
Data Processing	5.94	6.95	6.42
Secretarial	31.55	35.68	29.92
Supervision	3.07	2.01	3.86
Forestry	20.51	14.91	10.51
Fisheries Tech			
Communications	4.66	4.34	3.79
Writing	23.94	27.22	28.82
Literature	9.24	7.47	7.18
Philosophy	.60	.80	.86
Journalism	.89	1.29	.97
Agriculture			
General Science	--	--	.37
Biology	9.33	7.47	8.61
Botany	1.33	1.96	.80
Zoology	1.33	1.36	1.42
Chemistry	8.78	6.89	7.02
Physical Science	1.51	1.16	.80
Geology	1.24	2.87	1.69
Physics	4.40	1.80	2.72
Oceanography	--	--	1.06
Home Economics	11.47	17.48	14.31
Nursing	10.36	11.63	11.57
Physical Education	19.35	23.86	34.26
Health and First Aid	9.82	16.41	8.44
Mathematics	33.95	29.31	32.36
Small Engines	2.44	2.93	1.72
Machine Tools	5.82	5.31	6.32
Welding	10.42	11.08	11.17
Automotive	10.54	10.79	9.68
Apprenticeship	5.69	8.12	5.22
Electronics	7.43	9.19	12.99
Blueprint Reading/Drafting	4.17	3.11	3.66
Engineering	.60	.53	1.13
Economics	2.80	2.40	3.59
History	5.93	6.65	4.84
American Government	1.00	.73	.93
Social Sciences	2.43	--	.95
Psychology	14.73	16.03	14.01
Sociology	2.47	2.47	2.52
Anthropology	1.87	1.73	1.73
Fire Science Training	13.14	11.67	12.62
Law Enforcement	13.23	12.02	18.40
Reading	6.94	5.68	9.50
Study/Communication Skills	9.63	3.68	3.54
Education	1.21	.11	.21
Adult Basic Education	29.70	36.58	22.13
English as a Second Language	--	1.34	1.54
GED Prep	--	4.36	4.89
Miscellaneous	2.99	6.04	9.18
TOTALS	466.36	479.41	487.48

CHART 8A

SOUTHWESTERN OREGON COMMUNITY COLLEGE
IN-DISTRICT REIMBURSABLE FTE
FALL TERMS 1980-81 AND 1981-82

Discipline	Fall 1980-81	Fall 1981-82	% Increase or (Decrease) 80-81 to 81-82
Art	31.17	13.53	(57)
Foreign Language	11.03	2.84	(74)
Music	8.20	7.83	(5)
Photography	4.70	2.02	(57)
Speech	3.99	2.60	(35)
Theatre	2.17	2.98	37
Accounting/Bookkeeping	20.61	21.82	6
Banking and Finance	5.14	3.02	(41)
Business Administration	25.81	28.09	9
Work Experience	.78	.77	(1)
Data Processing	6.36	12.17	91
Secretarial Science	30.50	29.64	(3)
Supervision	2.18	1.22	(44)
Forestry	15.26	9.26	(39)
Communications	4.71	3.65	(23)
Journalism	.82	.13	(84)
Literature	9.13	9.13	--
Philosophy	2.53	1.67	(34)
Writing/Composition	34.02	19.75	(42)
Agriculture	1.69	--	--
Biology	9.87	11.29	14
Botany	2.22	2.02	(9)
Chemistry	8.42	9.16	9
Health/First Aid	7.89	6.59	(16)
Home Economics	14.39	5.16	(64)
Nursing	17.88	17.56	(2)
EMT	5.37	9.14	70
Physical Education	47.21	27.54	(42)
Zoology	1.33	1.24	(7)
Apprenticeship	5.37	4.57	(15)
Blueprint Reading/Drafting	3.81	3.04	(20)
Electronics	18.02	12.19	(32)
Engineering	1.67	1.13	(32)
General Science	2.07	1.16	(44)
Geology	3.87	3.24	(16)

CHART 8A
continued

Discipline	Fall 1980-81	Fall 1981-82	% Increase or (Decrease) 80-81 to 81-82
Automotive	15.76	14.26	(10)
Machine Tool Practice	5.54	8.95	62
Small Engines	2.38	1.23	(48)
Welding	14.52	11.41	(21)
Maintenance Non-Technical	6.08	--	--
Mathematics	42.24	28.05	(34)
Physics	2.30	2.82	23
Anthropology	2.07	2.07	--
Criminal Justice/Law Enforcement	11.33	20.28	79
Driver Education	2.66	.72	(73)
Economics	4.07	4.40	8
Fire Science and Training	16.74	12.91	(23)
History	11.01	8.01	(27)
Political Science	1.73	2.47	43
Psychology	16.25	16.08	(1)
Sociology	3.00	5.60	87
Social Work	--	2.26	--
Education	1.78	.07*	--
Reading	10.37	3.18*	--
Study Skills	1.69	--	--
Other Workshops	6.62	2.44	(63)
ESL	3.57	3.04	(15)
ABE	26.22	22.92	(13)
GED	2.05	1.75	(15)
AHSD	--	.02	--
Post-Secondary Remedial	--	26.07	--
TOTALS	579.18	488.17	(16)

* Included in Post-Secondary Remedial 1981-82

CHART 9

SOUTHWESTERN OREGON COMMUNITY COLLEGE
IN-DISTRICT REIMBURSABLE FTE BY DISCIPLINE
FOR 1977-78, 1978-79, 1979-80, and 1980-81
Includes Summer, Fall, Winter, and Spring Terms

Discipline	1977-78	1978-79	1979-80	1980-81
Art	61.99	67.45	74.79	82.54
Foreign Language	19.65	19.33	25.42	21.59
Music	25.89	19.36	28.25	29.33
Photography	16.34	18.67	19.16	17.28
Speech	7.14	9.35	12.43	14.32
Theatre	16.01	7.26	12.92	9.22
Accounting/Bookkeeping	47.01	45.14	47.73	57.52
Banking and Finance	--	--	3.50	13.90
Business Administration	43.14	55.15	59.36	65.31
Work Experience	29.62	34.75	12.62	9.21
Data Processing	19.19	22.08	19.08	26.23
Secretarial Science	80.22	91.35	80.43	94.44
Supervision	7.05	7.14	8.31	5.04
Forestry	53.84	47.46	41.97	46.27
Fisheries Tech				30.13
Communications	12.33	10.82	10.86	11.36
Journalism	3.04	2.89	2.36	4.12
Literature	30.20	22.06	25.74	27.81
Philosophy	2.40	2.06	3.79	7.40
Writing	76.00	72.11	83.64	100.72
Agriculture	--	--	1.66	4.09
Biology	26.20	22.39	22.78	28.45
Botany	3.64	5.34	2.31	5.22
Chemistry	18.32	14.50	18.65	28.96
Health/First Aid	25.53	33.61	39.64	25.870
Home Economics	34.92	44.35	45.02	47.83
Nursing	38.44	35.30	43.21	67.67
Physical Education	62.68	89.42	119.85	155.28
Zoology	3.56	4.41	3.18	3.11
Apprenticeship	17.63	16.41	16.89	17.80
Astronomy	.66	1.73	1.60	1.93

#Work experience reported within the disciplines for 1979-80.

*Summer figures are not included in the 1977-78 column. They are not available by discipline for that year.

CHART 9
continued

IN-DISTRICT REIMBURSABLE FTE BY DISCIPLINE (Continued)

Discipline				
Blueprint Reading/Drafting	7.59	9.63	9.01	9.44
Electronics	19.37	27.67	34.95	44.07
Engineering	1.13	1.19	2.70	3.14
General Science	4.18	4.09	3.95	4.56
Geology	4.04	9.55	6.98	11.81
Automotive	27.02	26.43	26.55	44.78
Machine Tools	15.36	15.84	21.39	17.92
Small Engines	8.45	7.19	6.63	8.08
Welding	31.77	43.17	33.79	41.18
Miscellaneous Maintenance	15.98	19.63	29.04	17.68
Mathematics	86.30	81.05	91.21	117.19
Oceanography	1.27	--	1.06	--
Physics	11.63	7.43	12.19	13.00
Anthropology	5.14	6.59	4.99	8.27
Criminal Justice	36.30	43.98	53.85	46.40
Economics	6.60	7.92	9.52	10.22
Fire Science and Training	33.56	42.79	37.09	51.97
Driver Education				7.60
History	21.34	19.18	20.70	31.85
Political Science	2.76	2.06	4.06	5.66
Psychology	46.05	52.49	43.72	60.53
Sociology	10.93	12.45	10.78	14.60
Social Science	6.12	--	1.77	--
ABE	88.25	102.33	76.93	79.22
ESL	--	3.09	6.83	11.21
GED	--	8.76	13.07	13.11
Education	2.79	.65	1.33	3.11
Reading	19.73	16.61	27.77	27.35
Study	22.75	11.87	4.53	4.62
Other Workshops	--	.71	2.12	19.34
Miscellaneous				.69
TOTALS	1319.05	1330.88	1412.84	1788.55

*Not reported as separate discipline for 1978-79.

CHART 10

SOUTHWESTERN OREGON COMMUNITY COLLEGE
REIMBURSABLE FTE BY DISCIPLINE
SUMMER TERM 1978-79 FINAL FIGURES

DISCIPLINE	Voc. Prep.	Voc. Supp.	LDC	Other Reim.	Total Reim.
Art	--	--	.47	3.46	3.93
Photography	--	--	--	.71	.71
Music	--	--	.22	--	.22
Speech	--	--	.73	--	.73
Accounting/Bookkeeping	--	1.51	1.93	--	3.44
CWE/Field Experience	12.10	--	1.41	--	13.51
Business Administration	.24	--	2.22	--	2.46
Data Processing	--	--	.29	--	.29
Secretarial	3.51	--	--	--	3.51
Writing	--	--	1.00	--	1.00
Literature	--	--	1.47	.24	1.71
Biology	--	--	.55	2.06	2.61
Home Economics	--	--	--	.49	.49
Nursing	4.46	--	--	--	4.46
Physical Education	--	--	.24	1.08	1.32
Health/First Aid	--	.94	--	1.06	2.00
Mathematics	4.06	--	2.33	.32	6.71
Automotive	--	.63	--	--	.63
Electronics	.81	--	--	--	.81
Blueprint Reading/Drafting	.53	--	--	--	.53
Economics	--	--	1.87	--	1.87
History	--	--	.47	--	.47
Psychology	--	--	3.87	2.81	6.68
Sociology	--	--	.07	--	.07
Fire Science Training	--	1.54	--	--	1.54
Law Enforcement	--	--	1.36	.49	1.85
Reading	--	--	.38	1.29	1.67
Study & Communication Skills	--	--	--	1.98	1.98
Adult Basic Education	--	--	--	11.91	11.91
Miscellaneous	--	--	--	.71	.71
TOTALS	25.71	4.62	20.88	28.61	79.82

CHART 10A

SOUTHWESTERN OREGON COMMUNITY COLLEGE
REIMBURSABLE FTE BY DISCIPLINE
SUMMER TERM 1979-80 FINAL FIGURES

DISCIPLINE	Voc. Prep.	Voc. Supp.	LDC	Other Reim.	Total Reim.
Art	--	--	1.16	.93	2.09
Photography	--	--		1.99	1.99
Music	--	--	--	.18	.18
Speech	--	--	1.20	--	1.20
Theatre/TV	--	--	.69	.27	.96
Accounting/Bookkeeping	--	1.13	1.07	--	2.20
CWE/Field Experience	3.18	--	.49	--	3.67
Business Administration	.09	.04	1.91	--	2.04
Data Processing	--	--	.18	--	.18
Secretarial	3.75	--	--	--	3.75
Forestry	4.94	--	--	--	4.94
Writing	--	--	1.07	.53	1.60
Biology	--	--	.13	1.23	1.36
Zoology	--	--	.07	--	.07
Chemistry	--	--	.02	--	.02
Physics	--	--	.02	--	.02
Home Economics	--	--	--	1.00	1.00
Nursing	6.07	--	--	--	6.07
Physical Education	--	--	2.67	4.62	7.29
Health/First Aid	--	2.94	--	--	2.94
Mathematics	2.66	--	3.02	--	5.68
Automotive	.47	--	--	--	.47
Electronics	2.33	--	--	--	2.33
History	--	--	1.53	--	1.53
Psychology	--	--	2.40	2.12	4.52
Law Enforcement	--	4.20	1.24	1.07	6.51
Reading	--	--	.27	1.54	1.81
Study/Communication Skills	--	--	--	.05	.05
Adult Basic Education	--	--	--	6.68	6.68
GED Prep	--	--	--	1.13	1.13
TOTALS	23.49	8.31	19.14	23.34	74.28

CHART 10B

SOUTHWESTERN OREGON COMMUNITY COLLEGE
IN-DISTRICT REIMBURSABLE FTE BY DISCIPLINE
SUMMER TERM 1980-81 FINAL FIGURES

DISCIPLINE	Voc. Prep.	Voc. Supp.	LDC	Other Reim.	Total Reim.
Art	--	--	.87	3.39	4.26
Music	--	--	1.60	2.21	3.81
Photography	--	--	--	.73	.73
Speech	--	--	.73	--	.73
Theatre	--	--	.47	.44	.91
Accounting/Bookkeeping	--	1.04	3.40	--	4.44
Banking and Finance	--	1.15	--	--	1.15
Business Administration	.05	--	2.56	--	2.61
Work Experience	1.71	--	--	--	1.71
Data Processing	--	--	.13	--	.13
Secretarial Science	3.82	--	--	--	3.82
Forestry	4.24	--	--	--	4.24
Composition	--	--	2.33	.85	3.18
Literature	--	--	.87	.14	1.01
Writing	--	--	--	.92	.92
Agriculture	--	--	--	1.43	1.43
Biology	--	--	--	.39	.39
Chemistry	--	--	2.58	--	2.58
Health/First Aid	--	.11	.47	1.57	2.15
Home Economics	--	--	--	3.59	3.59
Nursing	1.59	--	--	--	1.59
Physical Education	--	--	1.67	5.71	7.38
Electronics	2.95	--	--	--	2.95
Automotive	--	--	--	1.37	1.37
Small Engines	.66	--	--	--	.66
Mathematics	3.42	--	2.98	--	6.40
Physics	--	--	.09	--	.09
Anthropology	--	--	1.13	--	1.13
Criminal Justice	--	1.57	.93	--	2.50
Driver Education	--	2.36	--	.39	2.75
Economics	--	--	.60	--	.60
Fire Science	--	3.28	--	--	3.28
History	--	--	3.13	--	3.13
Psychology	--	--	5.60	.92	6.52
Sociology	--	--	1.80	--	1.80
Reading	--	--	.40	1.44	1.84
Study Skills	--	--	--	.17	.17
Other Workshops	--	--	--	2.47	2.47
GED Prep	--	--	--	1.41	1.41
ESL	--	--	--	.85	.85
ABE	--	--	--	7.72	7.72
TOTALS	18.44	9.51	34.34	38.11	100.40

CHART 11

SOUTHWESTERN OREGON COMMUNITY COLLEGE
GRADUATES BY DEPARTMENT

Degree	1980	1979	1978
Associate in Arts	27	26	32
A.A. Business Administration	2	1	2
A.A. Criminal Justice Administration	1	2	4
Associate in Science General Business	9	16	14
A.S. Business Technology-Accounting	3	6	4
" " " Banking & Finance	1	1	
" " " Marketing	3	1	
" " " Office Management	2	1	1
A.S. Electronics Service	2	2	2
A.S. Fire Science Technology	5		
A.S. Forest Technology	16	25	7
A.S. Secretarial Technology			2
A.S. Industrial Mechanics (Welding)		2	1
" " " (Automotive)	4		4
" " " (Machine Tool Prac)	3	1	2
A.S. Law Enforcement		3	2
A.S. Legal Secretary	4	1	1
A.S. Supervisory Training	1	5	4
A.S. Nursing	16	16	19
A.S. Industrial Technology (Apprenticeship)			2
One Year Certificate			
Real Estate		1	
Stenography	1	1	2
Data Processing	1	1	
Secretarial Technology	1		
Medical/Clerical	2	3	7
Legal Secretary	1	1	
Bookkeeping/Clerical	3	2	5
Accounting	1		
Electronics Service	1		
Law Enforcement			1
Supervisory Training			1

CHART 12

PROJECTED ENROLLMENT FOR THE NEXT TEN YEARS
FOR FALL TERM AND SUMMER SESSION (FTE)

YEAR	SUMMER TERM	FALL TERM
1980	103	581
1981	95	610
1982	100	634
1983	105	650
1984	115	666
1985	117	683
1986	120	700
1987	122	718
1988	125	736
1989	130	754

CHART 13

Associated Student Government Budget

Revenue	1979-80	1980-81
Automatic Sales	600	500
Cash	2,350	-0-
Dances	1,600	1,000
Game Room	2,350	2,500
Tuition Receipts	5,478	5,500
	12,528	9,500
Expenditures		
Materials and Supplies	300	400
Travel	300	400
Clubs	2,000	2,500
Rhubarb Film Festival	1,200	1,600
Dances	2,600	2,000
Koffeehaus'	1,378	500
Secretarial Expenses	300	300
Intramurals	1,500	300
Awards Ceremony	600	600
Graduation	-0-	900
Equipment	2,350	-0-
	12,528	9,500

CHART 13A

ASG BUDGET

REPORT FROM 12/15/81--2/1/82

INCOME STATEMENT

Receipts	Actual	Total	Proposed 1981-82
Cash	5058.70	5058.70	2380.00
Tuition Recpts.	-	834.00	2500.00
Automatic Sales	684.77	2045.36	2500.00
Gameroom Recpts.	243.75	1479.50	2500.00
Rhubarb Film Funds	106.79	307.05	1510.00
Dance Recpts.	-	510.60	1000.00
TOTAL RECEIPTS	6094.01	10,235.21	12,390.00
Expenditures			
Materials & Supplies	87.66	229.43	600.00
Travel Expenses	90.00	553.42	1100.00
Clubs & Intramurals	100.00	250.00	2000.00
Rhubarb	-	-	4300.00
Entertainment (Dance Expenses)	175.00	253.37	2500.00
Secretarial Expenses	180.00	360.00	540.00
CCOSAC Dues	-	239.65	400.00
Awards Ceremony	-	-	600.00
Graduation	-	6.00	300.00
Other	-	20.00	50.00
TOTAL EXPENDITURES	632.66	1911.87	12,390.00
Cash balance as of 2/1/82		5461.35	