

SOUTHWESTERN OREGON COMMUNITY COLLEGE  
Coos Bay, Oregon 97420

ACCREDITATION  
PROGRESS REPORT

June 1, 1975

## I. INTRODUCTION

This progress report has been completed to meet the recommendations of May 4, 1972, by the Higher Commission of the Northwest Association of Secondary and Higher Schools.

The report contains two sections. The first part deals with the implementation of the suggestions and recommendations made by the 1972 visitation committee. The second part of the report consists of answers to a series of questions provided by Dr. James F. Bemis, Executive Director of the Commission on Colleges of the Northwest Association of Schools and Colleges.

This progress report will show not only our responses to the criticisms of the visitation committee and their recommendations, but also our continuing commitment to develop those areas in which we have strength.

## II. RESPONSE TO RECOMMENDATIONS OF VISITATION COMMITTEE

1. Of great importance is the determination and publication of long-range educational plans. The building program and other vital decisions are waiting on this formulation. A clear statement of mission and roles and the plan for accomplishing them is perhaps the single most important immediate task.

Response: An architectural-planning firm has been hired to assist with the planning. In addition, the Administrative Assistant to the President has been released half-time from his other duties during the past year to develop the long range educational plan. He has appointed a variety of committees to work with divisions and is ahead of his schedule.

To date, the institutional policies, goals and concepts, the on-site and off-site analyses have been completed, and by June 1 the educational concepts, goals, priorities and the program report will be completed. At that time, the architects will have three or four alternative master plans ready for consideration by the Southwestern Oregon Community College administration, and the Board of Education. Between June 1 and July 1 there will be opportunity to generate several options on siting, evaluate all, and select one. July 1 to September 1 will see the master plan finalized and plan approval by the SWOCC administration, Board of Education, and the State Department of Education, with promotion throughout the Southwestern Oregon Community College District and submission to the voters for approval at a November election.

2. The college needs a written philosophy of education to enunciate the basis on which innovative instructional programs are being carried out. Current innovation implies such a philosophy, but no one has taken the time to think through these implications.

Response: A statement of philosophy has been developed by the Instructional Council. With some modifications, it has been approved by the Senate and currently is waiting for Board approval. A copy is attached.

3. The committee was greatly interested in two unusual aspects of organization and management: one, the so-called "open registration", and two, the mixing of vocational and academic courses under division chairmen of unrelated disciplines. Nothing in this recommendation should be construed to imply dissatisfaction by the accreditation team; however, there are problems and the college should continue to evaluate present practice. For example, there appears to be inefficiency in waiting two weeks before class enrollment is determined; what about each student's advisor in such a system; there appears to be no one coordinating certain area disciplines since they are fractionated among one or more divisions. In short, continue the innovation, but also continue the evaluation since assets have not yet proven to outweigh liabilities even though signs are hopeful.

Response: Registration procedure has been modified to the point where it is more traditional. In an effort to obtain greater efficiency, the option for some students to change classes before two weeks is still available, however, the opportunity is rarely utilized by students.

The mixing of vocational and academic areas has been continued. It has tended to lessen friction and improve communication and understanding between vocational and transfer faculty. We recognize that there is a problem with some single disciplines which do not fit easily into an organizational chart based on curricular similarities. Home economics is an example; so is forestry. We have provided arbitrary solutions which allows them to participate in the decision-making processes of a division. To that extent everything seems to be satisfactory.

4. Physical facilities are attractive but they have not necessarily been constructed for the activities they house. The need for some remodeling is apparent. Faculty offices are inadequate. Future construction should proceed carefully from educational plans. The learning center is a plus in this respect since it has great flexibility.

Response: There have been three new relocatable buildings built in the past year. One is presently being used as a machine tool practices lab; one is a nursing lab and classroom; one is a large classroom/meeting room facility.

Remodeling will be completed in Umpqua Hall this summer (to construct a balcony which will increase the instructional

as well as storage areas of the building). Other remodeling has been done on a limited basis. The revised long range plan will recommend further remodeling and new construction.

There has been no significant improvement in the faculty office situation.

5. The area of community development needs additional attention. With the excellent community relations that presently exist, many cultural, recreational, and service oriented programs could be offered.

Response: We feel that we are actively working in this field. We are making progress and will continue to do so. Our faculty, staff and students work with a wide variety of community agencies and groups. Many groups utilize college facilities for meetings and other activities.

We have representatives on Interagency Council, County Inter-agency Advisory Committee, Community Action, Centennial (Bi-centennial) Committee, Southwestern Oregon Child Care Council, Retired Senior Volunteer Program (RSVP), Coos-Curry Council of Governments, etc. Also, members of the staff are directly involved in such organizations as Kiwanis, Rotary, Lions and Chambers of Commerce of Coos Bay and North Bend.

6. There is some evidence of complacency among the faculty. A recognition of needs and problems outside the Coos Bay - North Bend area could be given a little higher priority.

Response: In an isolated area, it is not uncommon for people to look at their world first. We feel very strongly that in working with our community in the area of community development, there is an extremely high priority, and we encourage our faculty to engage themselves in dealing with all the problems of the Coos Bay - North Bend area. At the same time, it should be pointed out that in the last year, three people have gone on sabbatical leave, fourteen people attended summer sessions, and sixteen people were involved in summer school projects. A number of our faculty are on state and regional committees of various kinds.

The college's outreach program has been very effective in meeting the needs of people in even more remote areas, from Reedsport to the north of us to the Curry County (out of

district) towns of Port Orford, Gold Beach and Brookings to the south. From the academic year 1972-73 through the current year 1974-75, a total of 257 classes were scheduled, with a total enrollment of 3,711. The current year has seen the scheduling of 150 classes with an enrollment of 2,216 students in these areas.

The Golden Age Club of the college, which allows members who are residents of the Southwestern Oregon Community College Education District and who are 62 years of age or over, to attend classes without payment of tuition, has a membership of 922 at this time. A large percentage of classes, both on campus and in the outreach areas, have one or more Golden Age Club members enrolled every quarter.

The college became the prime sponsor for the RSVP Action activities in southwestern Oregon two years ago.

7. Continued effort should be directed toward a more equitable compensation work load formula for vocational-technical faculty.

Response: We do not have a separate work load for vocational faculty or for transfer faculty. Our work load is fifteen credit hours or 25 clock hours regardless of the relationship to transfer or non-transfer courses.

8. Division Chairmen need more time compensation if they are to be encouraged to become truly managers.

Response: At the present time, Division Chairmen are given one-half release time to meet their professional obligation as managers. We feel that this time is adequate and do not intend to grant more release time.

9. There is some question whether the present self-evaluation of the faculty is effective. More faculty should develop course outlines which specify instructional objectives.

Response: There is always a question whether any kind of evaluation of faculty is effective. We feel that we are making significant efforts in this task and are doing at least as well as anybody else. More faculty are involved in developing course outlines which specify instructional objectives. All of the course outlines developed at this institution specify instructional objectives.

10. A review of requirements for academic rank among vocational-technical faculty should be conducted. Present rules appear slanted in favor of academic people at the higher levels.

Response: Review of the requirements for academic rank has been made on at least two occasions since the report was written. We reject the judgment in the recommendation which says that academic people are favored. On the contrary, most statistical evidence and a reading of the rules would appear that, if anything, the vocational faculty are favored, and probably a redefinition of what "vocational" is, should be made.

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III. RESPONSE TO SERIES OF QUESTIONS OF JAMES F. BEMIS,  
EXECUTIVE DIRECTOR, HIGHER COMMISSION, NORTHWEST  
ASSOCIATION OF SCHOOLS AND COLLEGES

1. What actions have been taken, if any, regarding the suggestions and recommendations made in the committee report. If suggestions have not been followed, please explain why.

Response: See II. Response to Recommendations of Visitation Committee on preceding pages 2 through 6.

2. What significant new programs, new levels of instruction, or instruction at new locations, if any, are being offered, or are planned?

Response: There are some significant developments in our instructional program:

(1) An Associate Degree Nursing program has been developed and approved by both the State Board of Nursing and the State Board of Education. We intend to begin offering instruction in September of 1975.

(2) We have developed a television program which will not only provide immediate training for students in television but also provide for some community service activities also. Cable television channel 13 has been assigned to Southwestern Oregon Community College.

(3) We have offered, for the first time during fall quarter, a significant number of contract classes in Curry County, which is outside the Southwestern Oregon Community College District. Every appearance indicates that these courses are extremely successful. Following is a chart of classes held and enrollments in each of the outreach areas:

SUMMARY OF OUTREACH CLASSES

LOCATION	1970-71		1971-72		1972-73		1973-74		1974-75	
	Cl.	Enr.	Cl.	Enr.	Cl.	Enr.	Cl.	Enr.	Cl.	Enr.
Bandon	7	108	3	49	6	87	9	154	19	322
Brookings	--	---	--	---	2	8	2	8	10	160
Coquille	8	104	4	86	14	243	9	171	23	403
Gold Beach	--	---	--	---	3	55	--	---	26	347
Myrtle Point	3	53	1	19	6	109	13	113	22	267
Port Orford	--	---	--	---	--	---	--	---	9	135
Reedsport	13	139	10	116	20	252	23	295	41	582
TOTALS..	31	404	18	270	51	754	56	741	150	2216

An enrollment report covering the academic years 1972-73, 1973-74 and 1974-75, shows the following:

ENROLLMENT REPORT

	<u>1974-75</u>	<u>1973-74</u>	<u>1972-73</u>	<u>Pct. Incr/Decr 1975 over '74</u>
TECHNICAL VOCATIONAL FTE				
Vocational	647.6	530.7	528.6	+ 22.0 %
OTHER REIMBURSABLE FTE	261.5	145.0	122.5	+ 80.3 %
NON-REIMBURSABLE FTE	2.7	1.7	2.3	+ 58.8 %
Totals	911.8	677.4	653.4	+ 34.6 %
LOWER DIVISION FTE	542.9	504.4	509.3	+ 7.6 %
Total FTE	1454.7	1181.8	1162.7	+ 23.1 %



(4) Operating under a grant from the Oregon State Department of Education, Southwestern Oregon Community College and eight high schools from Reedsport to Myrtle Point and Gold Beach are, in June, 1975, completing the first year of an on-going articulation program in career and vocational education. Four-year curriculum guidesheets are prepared with each high school in each career field in order to map out a continuous program from the student's junior year in high school through two years of community college. Advanced placement crediting is employed so as to eliminate unnecessary repetition of high school courses in community college, and to give the student a head start toward the associate degree or certificates.

Fifty faculty, enrolled in Ed 507, are producing a dozen such curriculum maps in the areas of business, construction, electronics, forestry, machine tools, automotive mechanics, and welding. A powerful motivational ingredient for faculty cooperation is the annual Skills Contest Day at SWOCC for high school students in these same curricula.

Sixteen faculty started the program by visiting four companies in Portland for a week in June, 1974, immediately followed by a week of curriculum mapping on the college campus. The program grew from there and is planned to continue.

(5) During the last three years, the Cooperative Work Experience program has developed into a strong, viable component of most of the technical-vocational curricula. The increasing strength of this program is directly related to the involvement of instructor/coordinators in the several areas, notably business, forestry, and law enforcement. The enrollment in the concurrent (work and classes) term has gone from 40 in the fall of 1972 to a stable 54 in the spring of 1975, with a high of 51 in the 1974 summer alternate (full time work) term.

While the seminar component of Cooperative Work Experience has undergone the most drastic changes in content, the most outstanding improvement has been the development of individualized learning objectives as the basis for the training plan.

We are exploring the possibilities of extending the Cooperative Work Experience concept into other human services areas and the lower division collegiate program.

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

Response: A significant change in policy affecting the faculty comes from the emergence of the faculty affiliation with the Oregon Federation of Teachers and the establishment of the local chapter of the Southwestern Oregon Community College (SWOCC) Federation of Teachers. Negotiations continued for some eight months, and, in December of 1974, a contract was signed with the SWOCC Chapter of the OFT. Primarily, the faculty has been strengthened through their own self-evaluation and educational programs. It has remained essentially the same size. Faculty salaries have increased by approximately 10% in each of the last two years. The average amount being paid for salaries and fringe benefits in 1974-75, in comparison to 1971-72 when the last accreditation report was filed, is about 18% more.

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

Response: There have been three new, relocatable buildings built in the last year. One is presently being used as a machine tool practices lab; the second is the nursing lab and classroom; the third is a large classroom/meeting room facility. Other remodeling has been done but on a limited basis. During the coming summer, Umpqua Hall will be remodeled to add a balcony to increase the instructional and storage area of the building. There has been no significant improvement in the faculty office situation. The long range educational plan is in the process of being completed. We expect that suggestions for new construction and for remodeling will come from that plan, including some changes in the present makeup of the Learning Resource Center.

5. Have the library and laboratories been maintained and expanded to keep pace with the growth of the institution? Explain.

Response: The library has been expanded. We have a book budget of approximately \$22,000 each year. Significant expansion has been made in the audio-visual area of the library. Following is a chart showing book count, magazines and newspapers for the years ending June, 1973, June, 1974 and April, 1975:

LIBRARY: BOOK COUNT, MAGAZINES & NEWSPAPERS

<u>BOOK COUNT</u>	<u>Total Volumes</u>	<u>1st Titles</u>	
June, 1973	38,186	32,276	
June, 1974	41,269	34,497	
April, 1975	41,912	35,227	
<u>MAGAZINES AND NEWSPAPERS</u>	<u>June, 1973</u>	<u>June, 1974</u>	<u>April, 1975</u>
Magazine Subscriptions	573	584	589
Magazine Microfilm Reels	394	528	551
Newspaper Subscriptions	30	30	28
Newspaper Microfilm Reels	1198	1276	1329
A-V Equipment Acquisitions	\$16,459.20	\$4,478.34	\$8,438.39

As one of the services of the Learning Resource Center, and with the aid of Comprehensive Education and Training Act (CETA) funds, we have begun an Adult Basic Education program in Curry County, with classes in Brookings, Gold Beach, Port Orford and Langlois. So far, 106 students have been interviewed, tested and have started programs. Two students have received their GEDs.

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

Response: The state support figures for the next two years indicate an approximate 8% increase in state support each year. We have a major concern that in this year and for the next two years in the future, the state allocation for FTE is less than we regard as realistic, as with the formula shown earlier we have an enrollment which is greater than the state projections. This limited amount of student allocation may force us to consider curtailing many of our offerings and services.

There have been no other significant changes in the financial structure and the institution has operated with a cash carry-over for the past few years. We have been able to live within our tax base and have had a reduced tax rate each year.

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

Response: A half-time administrative assistant has been assigned to the President's office. Present plans call for the position to be full-time in 1975-76.

The Coordinator of Admissions and Records has been given an additional one-quarter release time.

We have added a professional position in Student Placement and Follow-up.

The present Coordinator of Off-Campus Classes has been given additional responsibilities and will have this as a full-time assignment.

JEB/JR:mj  
5/29/75

## STATEMENT OF PHILOSOPHY

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 President: September 24, 1974

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