Southwestern Oregon Community College

& Oregon Consortium for Nursing Education

Nursing Program Application Packet

Fall 2012

Submit all application materials to:

Southwestern Oregon Community College
Jade Stalcup
1988 Newmark
Coos Bay OR 97420
jstalcup@socc.edu
541-888-7443
Sumner Hall, Room 4

Please make a copy of the entire packet for your records before submitting it by the February 15, 2012 deadline.

It is the policy of Southwestern Oregon Community College Board of Education that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, sexual orientation, religion, national origin, age, political affiliation, parental status, veteran status or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Vice President of Administrative Services in Tioga 512. Phone 541-888-7206 or TDD 541-888-7368. All other issues, concerns, and complaints should also be directed to the Vice President of Administrative Services for referral to the appropriate administrator.

Southwestern Oregon Community College
& Oregon Consortium for Nursing Education

Fall 2012 Nursing Application Packet Checklist

Completed applications will be accepted postmarked 1/5/12 through 2/15/12. It is the applicant's responsibility to ensure that all required documents listed below are received by the deadline. Due to the high volume of submissions, candidates are not guaranteed notification of missing application items. Make a copy of the completed packet for your files. Documents submitted but not requested (e.g. letters of reference) will be discarded.

I attest that I have fulfilled the following requirements:

1. ___ **Read the Fall 2012 Nursing Program Information Packet and Technical Standards document**

2. ___ **Completed Southwestern Oregon Community College's Application for Admission,** including a one-time non-refundable fee of $30.00, available online at: http://www.oregonmentor.org/applications/southwestern_oregon_cc/apply.html.
   - o New students: receipt or check included
   - o Current students: approximate date fee paid_____

3. ___ **Completed Southwestern Oregon Community College/OCNE Nursing Program Application**. (Page 3)
   I understand that by applying to SOCC's Nursing Program, I am also applying for co-admission and authorizing the release of my application information to OHSU. In addition, I am authorizing my information to be released to the State Board of Nursing for research purposes only.

4. ___ **Paid $50 non-refundable nursing application-processing fee**, copy of receipt attached.

5. ___ **Attached or requested official (unopened) college transcripts** from all institutions where prerequisite courses have been taken through Fall term 2011 *that have not yet been evaluated by SOCC's Transcript Evaluator*. **SOCC transcripts do not need to be attached**. I understand that a minimum of 30 credits of prerequisites must be completed by the end of Fall term 2011 and that transcripts for courses in progress during Winter term must be submitted by 4/13/12.

6. ___ **Attached completed Prerequisite Planning Chart:** (Page 4) I understand that I must complete BI 231 Anatomy & Physiology with a "C" grade or higher by the end of Fall term 2011. I understand that all 50 credits must be completed prior to beginning the program in Fall 2012. The cumulative GPA for all 50 credits of pre-requisites must be 3.0 or higher.

7. ___ **International students** are required to check in with the International Student Advisor at 541-888-7251 and are required to have a minimum TOEFL score of 450 (paper-based) or 133 (computer-based).

8. ___**Attached signed statements:**
   - o Regarding Program and Licensure Requirements (Page 5)
   - o Regarding Proof of Health Status and Immunizations (Page 6)
   - o Nursing Program Application Statistics (Page 7)

9. ___**Signed and completed Nursing Application Packet Checklist. (This Page)**

10. ***Optional* - attached proof of any of the following for application points**:

    ___Health care background ___Volunteer Work ___Study Skills

_____ _____ _____

Name **Signature** **Date**

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Southwestern Oregon Community College
& Oregon Consortium for Nursing Education

Fall 2012 Nursing Application

Student Information

Please type or print neatly in blue or black ink.

Last Name | First Name | Middle Initial | Previous Last Name(s)

SOCC ID Number | Social Security Number | Date of birth (mm/dd/yy)

Male ☐ Female ☐

Email address **required*

Current mailing address | City | State | Zip

Physical address (if different from mailing address) | City | State | Zip

Daytime phone | Evening phone | Message/Cell phone

Education Information

List all colleges where you have completed nursing prerequisites and/or a degree

College	State	Dates of attendance	Degree earned/ number of credits

I have read and understand the admission criteria for the nursing program at Southwestern Oregon Community College and OCNE. I understand that it is my responsibility to meet all program and application criteria. I verify that all statements on this application are complete and true. I understand that falsification of any information may lead to disqualification or dismissal from the program. I give my permission for release of pertinent application information to the OCNE partner schools, including OHSU and the State Board of Nursing, as necessary to facilitate my program of study and to enhance the application process for future applicants.

Signature | Date

Completed packets must be received between January 5, 2012 through February 15, 2012.

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Southwestern Prerequisite Planning Chart

A minimum of 30 credits of the 50 listed below must be completed by the end of Fall term 2011, **including Anatomy and Physiology I (BI 231)**. Official transcripts must be included in the application packet for completed classes, unless taken at SOCC. Official transcripts for classes completed elsewhere Winter term are due by April 13, 2012. All 50 credits must be earned with a "C" grade or higher prior to the first term of the nursing program Fall 2012. If Pass/Fall grades are used, a "Pass" grade equals a "C". The most recent grade will be used for classes that are retaken. Science and computer science classes must be completed within seven years (taken Fall term 2005 or more recently).

All fields must be completed.

Classes taken at other colleges can only be deemed equivalent by SOCC's Transcript Evaluator based on curriculum content. Classes with the same course title and/or number may not transfer in as equivalent.

SOCC Required Prerequisites	Grade Earned (A, B, C, IP, NA)	Credits (At least 30 completed)	Term / Year Completed or Planned	Earned at College/University (Official transcripts must be attached if taken outside of SOCC)	Course Number	Course Title
☐ Anatomy and Physiology I (BI 231)		4	/			
☐Anatomy and Physiology II (BI 232)		4	/			
☐Anatomy and Physiology III (BI 233)		4	/			
☐ Bioethics (PHL 205) **OR** ☐Ethics (PHL 102)		3	/			
☐Chemistry (CHEM 110)		4	/			
☐ Computer Competency (CS 120)		4	/			
☐ English Composition I (WR 121)		3	/			
☐ English Composition II (WR 122)		3	/			
☐ Microbiology (BI 234)		4	/			
☐ Life Span Development (PSY 237)		3	/			
☐ Math Competency (MTH 95 or higher)		4	/			
☐ Nutrition (FN 225)		4	/			
☐ Social Science Course (200 level) Course:_____		3	/			
☐ Speech (SP 218) **OR** ☐ Speech (SP 219)		3	/			

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Southwestern Oregon Community College
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Statement Regarding Program and Licensure Requirements

Students accepted for provisional admission into the Nursing Program at Southwestern Oregon Community College are advised, prior to enrollment, of the following Oregon State Board of Nursing (OSBN) rules concerning Application for Licensure by Examination:

> *If the applicant has a physical or mental condition that could affect their ability to practice nursing safely, a physical or mental assessment may be required. The assessment will assist in the determination as to whether or not the applicant's physical or mental health is adequate to serve the public safely.*
>
> *An applicant who has been arrested, charged or convicted of any criminal offense will be evaluated and a determination will then be made as to whether the arrest, charge or conviction bears a demonstrable relationship to the practice of nursing.*

The College cannot be responsible for a student's physical, mental, or emotional health or ability to qualify for licensure. If you are unable to qualify under the above requirements, you may wish to reconsider your choice of program.

Examples of crimes for which an individual will be denied licensure include:

- Crimes against another person such as murder, manslaughter, assault, rape, sexual abuse, child abandonment or neglect.
- Conviction within seven years for a crime against property such as first degree offenses including burglary, arson, criminal mischief, robbery or forgery.
- An extended history of arrests and convictions demonstrating habitual disregard for societal rules.

You will be required to complete a criminal records check after you are provisionally accepted to the nursing program. Some clinical agencies may require another security check. A criminal background check will also be required by OSBN when you apply for licensure. A criminal record detected in this manner will preclude your ability to complete the required clinical experience and result in dismissal from the Program.

Contact the OSBN office (call 503-731-4745 or email Oregon.bn.info@state.or.us) if you have questions concerning your eligibility for licensure. Individual circumstances vary. OSBN staff can provide complete and accurate information and may be able to advise you so as to save unnecessary time and expense.

I have read the above statement and I verify that I qualify for clinical experience at all clinical sites and for nursing licensure in the State of Oregon. I also agree to release any criminal background information to Southwestern Oregon Community College for use in the Nursing Program.

_____ _____

SIGNATURE **DATE**

Southwestern Oregon Community College
& Oregon Consortium for Nursing Education

Proof of Health Status and Immunizations

Listed items are to be completed once you have been notified that you are provisionally accepted. However, this signed form is to be turned in with application as acknowledgement of student responsibility.

I understand that once provisionally accepted to the Southwestern Nursing Program, I must complete the following and provide proper documentation by the deadline stated in the acceptance letter:

1. A physical examination by a licensed health care professional, including urine and blood tests within a specific timeframe.

2. A tuberculosis skin test, with follow-up chest x-ray if skin test is positive. NOTE: This test must be repeated each year in the program.

3. Immunizations or titers, as appropriate, for Measles, Mumps, Rubella, and Chicken Pox.

4. Tetanus immunizations within the last 10 years.

5. As a nursing student you may be at risk for contracting Hepatitis B. Therefore, you are required to obtain the Hepatitis B vaccination. This is a series of three injections given over a six month period. Only the first dose must be completed prior to the start of the program**.**

6. It is also recommended that you obtain the following immunizations: influenza, pneumonia and meningitis. These immunizations are not required, but they are recommended for your safety and the safety of patients.

7. I further understand that I will be required to take a drug test **at my expense** prior to the start of the clinical portion of the program. Results of the testing will remain confidential.

_____ _____

SIGNATURE **DATE**

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Southwestern Oregon Community College
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Nursing Program Application Statistics

The requested information will be used to determine an accurate representation of the actual students applying to nursing programs in order to assist in obtaining grants and maintaining statistics on a statewide basis. The form has no bearing on your application status at Southwestern Oregon Community College.

Programs Applied To For Fall 2012 Admission

Please list below any nursing programs, in addition to Southwestern, that you have applied to for Fall 2012 admission.

☐ **I have only applied for admission to SOCC's Nursing Program**

_____
Name of School City/State

_____
Name of School City/State

_____
Name of School City/State

_____
Name of School City/State

Language

☐ English is my native language.
☐ English is my secondary language. My native language is_____

_____ _____
SIGNATURE **DATE**

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Southwestern Oregon Community College
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Volunteer/Community Service Activities Form

Student Name_____ **Date**_____

Supervisor:

The above individual is planning to apply to the SOCC Nursing Program and can earn points in the selection process with proof of volunteer/community service activities within the last 5 years. In order to receive those points, each applicant must provide official documentation. We are asking you to assist this applicant with the process. Please do the following:

- Keep this form intact
- Fill in the requested information below
- Seal it in an envelope (preferably a company letterhead envelope)
- Sign your name across the seal.

The sealed envelope must be received no later than February 15, 2012 to earn points. If you have any questions, you may call the Nursing Program Secretary at 541-888-7443. Thank you for your help.

Please verify (by checking the appropriate box) the amount of hours this applicant has volunteered within the last five years using the scale provided:

☐ 0 hours of service ☐ 1 to 260 hours ☐ 261 to 416 hours ☐ 417 or more hours

_____ _____
Volunteer Beginning Date **Volunteer End Date**

_____ _____
Organization **Phone Number**

_____ _____
Supervisor Printed Name **Position/Title**

_____ _____
Signature **Date**

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Associate of Applied Science Nursing

The ***Associate of Applied Science in Nursing*** degree prepares graduates to become licensed as a Registered Nurse. Successful completion of six quarters qualifies students for meeting the academic requirements to take the NCLEX exam for licensure in the state of Oregon. The license is transferable across the nation. Once admitted, the student is required to take all curriculum courses as they appear in the catalog or before. This is a restricted entry program, and students must submit a separate application along with their college admission application.

OCNE Oregon Consortium for Nursing Education

- Associate of Applied Science Nursing (178 KB)
- Prerequisite Planning Chart (384 KB)
- Acceptable CPR Card Types (230 KB)
- Information Packet Fall 2012 (753 KB)
- Technical Standards Fall 2012 (386 KB)
- Nursing Program Application Packet Fall 2012 (749 KB)

Contact Jade Stalcup at 541-888-7443 for further application requirements.

LPNs who are interested in applying to the second year of the Southwestern Oregon Community College Nursing Program should call 541-888-7443 to make an appointment with Susan Walker, Director of Nursing. Please indicate that you are an LPN inquiring about advanced placement when you call. Entrance into the program is based on space availability. The application deadline for entry to the second year of the SWOCC Nursing Program beginning Fall 2012 is November 1.

- LPN Advance Placement Program Information (386 KB) ***To qualify, LPN's must have the following:***
- LPN to RN OCNE Advanced Placement Timeline (409 KB)
- LPN Advance Placement Application Packet and Checklist 2010-2012 (883 KB)

- Current, unencumbered Oregon LPN license
- Minimum of 500 hours of work experience as an LPN by November 1, 2011.
- All prerequisites completed with average or higher GPA of 3.0
- All first year general education courses completed with a 'C' or better by end of summer term 2010.

Related links

- Basic Nursing Assistant Course
- Basic Nursing Assistant Course Online
- Certificate of Completion Pharmacy Technician
- Certificate of Completion Phlebotomy Technician
- Certificate of Completion Rural Health Aide
- Certified Nursing Assistant (CNA) 2

(Updated Nov 2, 2011)

E-mail Printer Friendly

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SOUTHWESTERN
Oregon Community College

Accreditation Progress Report

A Report Prepared for the Northwest Commission on Colleges and Universities

VISION
Southwestern leads and inspires lifelong learning

MISSION
Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

CORE THEMES
Access * Learning & Achievement
Innovation & Sustainability * Community Engagement

October 2010

ACCREDITATION PROGRESS REPORT

A Report Prepared for the Northwest Commission on Colleges and Universities

Southwestern Oregon Community College

Coos Bay, Oregon

Prepared by Accreditation Core Team (ACT)

Robin Bunnell, Institutional Researcher
Valerie Martinez, Vice President of Instruction
Sharon Smith, Accreditation Liaison Officer

Submitted by
Dr. Patty Scott, President

October 2010

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I. Introduction

The purpose of the College focused accreditation visit at Southwestern Oregon Community College (SWOCC) in April 2009, was to conduct a Focused Interim Evaluation of the institution's progress specifically regarding Recommendation 1 of the spring 2007 Regular Interim Evaluation Report:

1. It is recommended that the College identify and publish the expected learning outcomes for each of its degree and certificate programs. It is further recommended that the College develop measures to assess the effectiveness of each of its educational programs and utilize the resulting data to make judgments about program effectiveness, allocate resources, and make necessary modifications. It is recommended that through regular and systematic assessment, the College demonstrates that students who complete their programs have achieved these outcomes. Finally, it is recommended that the institution provide evidence that its assessment activities lead to the improvement of teaching and learning (Standard 2.B.2, 2.B.3).

The evaluation was intended to verify and clarify information contained in the March 2009, Southwestern Oregon Community College Focused Interim Accreditation Report. The College viewed the focused visit as an opportunity for discussion and improvement.

After the Evaluator's visit and submission of her written report to the Commission in spring 2009, and subsequent correspondence from the NWCCU President, Dr. Sandra Elman, in July 2009, the Commission's decision requested a progress report in fall 2010 to address Recommendation 1 of the Focused Interim Report.

> **Recommendation 1**
> The Evaluator recommends that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning. (Standards 2.B.2 and 2.B.3)

II. Progress Report

During the spring 2009 Focused Interim Visit, the Accreditation Evaluator found evidence that SWOCC had identified and published expected learning outcomes for each of its degree and certificate programs. In addition, the Evaluator found assessment of learning outcomes and use of assessment results had been progressing on a variety of fronts since the 2007 visit. The Evaluator's report cited the following assessment activities in her report of April 24, 2009:

- General education learning outcomes in writing, mathematics and critical thinking were measured through benchmark scores established from the Collegiate Assessment of Academic Proficiency (CAAP) instrument. CAAP was selected in 2007 as the primary tool to support institutional-level general outcomes. Data was collected from the CAAP tests taken by each graduate to analyze the level of achievement of SWOCC students. CAAP results for 2008 showed improvement for the three areas measured.

- Faculty interviewed identified specific ways results had been used to improve teaching and learning. Assessment activities included final grades, capstone projects, skills demonstrations and simulations, and practice and certification exams. Rubrics were included on course syllabi. Nursing faculties decided to teach medical calculation each term and were reviewing if, by doing this, they were helping students improve math skills. Faculty stated setting CAAP baselines and reviewing results had encouraged them to reassess more effective ways to encourage and measure critical thinking. CAAP data was used to make changes to both the Fire Science and EMT program by purchasing and utilizing additional learning aids focused on the development of critical thinking.
- Using the Nichols Model, the College tied degree and certificate outcomes to Institutional Strategic Goals and had identified assessment criteria and tasks. Faculty expressed appreciation of the framework the model provided and the concrete way it required them to look at data to ensure they had enough information before making changes.
- Faculty interviewed were able to clearly identify how the assessment and planning software, TracDat, enabled them to link course and program outcomes to budget and to strategic planning and expressed excitement about the possibilities of being able to use program outcomes attainment to formulate and prioritize budgets and strategic directions.
- Faculty understood and had begun to use the results of assessment to improve teaching and learning. There was consensus among the faculty and agreement assessment activities were bringing about positive change across the campus.
- Faculty conveyed discussions were more thoughtful and they were engaged in dialogue about assessment.
- The administration had a clear collaborative vision of assessment at both the institutional and educational program level.
- The mechanisms were in place to clearly link results of assessment activities to resource allocation and improvement.
- The SWOCC Board of Education had requested, and received, new measures of institutional effectiveness linking directly to program outcomes assessment.

Since the focused evaluation visit in spring 2009, SWOCC has now completed a full cycle of assessment. In this progress report, we offer information and evidence showing College efforts toward addressing Evaluator Clary's **Recommendation 1:**

> *The Evaluator recommends that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning. (Standards 2.B.2 and 2.B.3)*

Three major achievements have been documented and all contribute to the foundation upon which institutional and program effectiveness are assessed and improved.

1. A culture of assessment and continuous improvement is cultivated and welcomed at the College.

2. Uniform and consistent assessment definitions, processes and tools were fine tuned and adopted, creating a framework for assessing institutional effectiveness, and for improving teaching and learning.
3. Data from assessment is used to inform decisions to improve teaching and learning and unit/institutional effectiveness.

Creating a culture of assessment and continuous improvement

Southwestern administrators, faculty and staff have continued to develop and foster a culture of assessment and continuous improvement since the Commission reviewed the Focused Visit Evaluation report in spring 2009. The College assessment and planning report of **2008 - 2010 Activities and Process Steps** clearly shows the systematic ways in which processes were developed, implemented and strengthened in support of assessment, planning, budgeting and continuous improvement.

Accreditation Progress Report Activities and Process Steps – Closing the Loop	
Timeframe	Activities and Processes
Phase I – Adoption of Nichols Model and TracDat Software	
2008 – Fall	1. In-service accreditation review and all staff meetings held to review current outcomes and introduce Nichols model.
2008 – Fall	2. Documented outcomes/objectives using hardcopy Nicholls model template; (a) Linked to College Goals; (b) Means of Assessment identified; (c) Criteria for Success identified
2009 – Winter	3. Created draft handbook documenting processes and requirements associated with assessment, planning and budgeting requests.
2009 – Winter	4. Staff transferred hardcopy 4-column Nicholls model information into the TracDat software
2009 – Spring	5. Unit staff reviewed data and information transfer; refined outcomes, means of assessment and criteria for success as needed
Phase II – Institutional Effectiveness and Assessment Taskforce Formed, Affirmation of Outcomes, Means of Assessment and Criteria for Success	
2009 – Summer and Fall	6. Training sessions held for all staff to learn the TracDat software. Group sessions and individual training sessions held throughout summer (summer in-service session) and fall terms. Ongoing trainings held as needed for staff.
2009 – Fall	7. Institutional Effectiveness and Assessment Taskforce (IEAT) formed in October – main focus is to refine a handbook that documents the processes and requirements associated with assessment, planning and budgeting requests. Co-chairs, Joy Parker, Writing Instructor, and Robin Bunnell, Institutional Researcher. IEAT met weekly during 2009-10 academic year.
2009 – Fall	8. Unit staff affirmed appropriateness of outcomes; added outcomes if needed and inactivated outcomes as needed for 2009-10
2009 – Fall	9. Unit staff reviewed and refined means of assessments and criteria for success for 2009-10 during staff and department meetings
2009 – Fall	10. Unit staff added new assessment and/or criteria as needed and inactivated assessment no longer in use for 2009-10
2010 – Spring	11. Unit staff reviewed all steps in Phase I and II and ensure they are complete

Phase III – Entry of Yearly Results, Use of Results and Annual Summary Unit Planning Report	
2010 – Spring	12. Unit staff entered results into TracDat Software for all outcomes and the associated means of assessment
2010 – Spring	13. Unit staff entered use of results into the TracDat software
2010 – Spring	14. Unit staff input resources needed for the upcoming year into the TracDat software within the "Use of Results" screens
2010 – Spring	15. Unit staff affirmed appropriateness of outcomes; added outcomes if needed and inactivated outcomes as needed for 2010-11
2010 – Spring	16. Unit staff reviewed and refined means of assessments and criteria for success; added new assessment and/or criteria as needed and inactivated assessment no longer in use for 2010-11 during staff and department meetings
2010 – Spring	17. Unit staff input review year accomplishments into the TracDat software using Review Year Results and Use of Results Screens
2010 – Spring	18. Unit staff review all steps in Phase III to ensure they are complete
Phase IV – Reporting Unit Annual Summary Report Entry and Review of Unit Resources Needed	
2010 – Spring	19. Reporting Units developed summary reports of unit results and resources needed; reviewed with unit staff
2010 – Spring	20. Reporting Units sent summary reports to appropriate VP and shared with units
2010 - Spring	21. Budget Officers considered requests for resources needed during the budget process (also for 2010-11 budget)
Phase V - Summary Reports and Final Reports Timeline; Taskforce Update	
May 27, 2010	IEAT co-chairs distributed draft handbook for review to all members of the taskforce
June 4, 2010	Unit-level analytical summary documentation is completed in TracDat software; units notify division office or appropriate manager of completion
July 15, 2010	Deans/managers prepared an analytical summary of TracDat input, and submit to appropriate VP, and shared with units.
August 10, 2010	Institutional Effectiveness and Assessment Handbook final draft form reviewed by members available during summer; handbook piloted with new staff for feedback and updating to a final document.
August 15, 2010	Vice Presidents prepared an analytical summary of TracDat input, submitted report to IEAT, and shared with units.
September 30, 2010	IEAT reviews all submitted summaries to prepare a year-end report to Planning Council on progress made in meeting College goals, use of assessment results
Anticipated October 2010	Planning Council reviews year-end reports; refinements made to report as necessary; recommendations made to President and Executive Team; communication is given to the campus documents are placed on the web.

Desirous of increasing faculty and staff awareness of, and involvement in, program and institutional effectiveness processes, a change to the existing Faculty Senate sub-committee structure was proposed. This proposal incorporated a revision of the **former** Faculty Senate Budget and Planning Sub-Committee to include **Assessment** as a pilot component and as part of creation of the new Institutional Effectiveness Task Force (IEAT). The pilot Faculty Senate Sub-Committee was formed in the fall of 2009 and named Assessment, Planning and Budget (APB). Under this revision, committee member assignments were made and approved for the Institutional Effectiveness Task Force (IEAT), the Planning Council (PC) and the College Budget Committee (CBC) meetings to act as inter-committee liaisons. In the spring of 2010, the body of General Faculty approved the continuance of the APB Faculty Senate sub-committee pilot through 2011.

Uniform and consistent assessment definitions, processes and tools were fine tuned and adopted

Concurrent to the unit and program assessment activities, the newly formed Institutional Effectiveness and Assessment Taskforce (IEAT) initiated a plan of work and meeting schedule. The IEAT is comprised of representatives from a college wide range of academic and support units. The Taskforce established a Guidelines Handbook which contains the documented history and evolution of College assessment processes, describes the College processes for comprehensive program review of academic and administrative/educational support units, and outlines how units are to develop outcomes and enter their assessment plans into TracDat software.

With college-wide cross representation, IEAT provided a forum for the exchange of information about program review and assessment strategies among programs and administrative units. The activities of the committee are supported by the Institutional Researcher and the Office of Instruction and include:

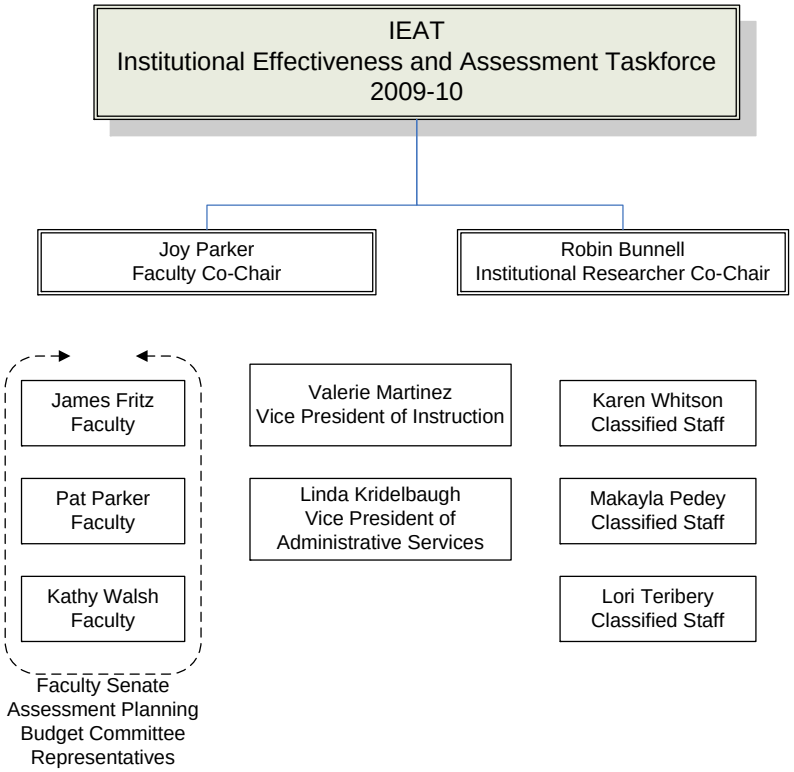
- Review/design Southwestern Oregon Community College institutional effectiveness processes and reports;
- Review/recommend revisions to indicators of institutional effectiveness;
- Review/design of content and format for department/program/discipline performance reports;
- Review/design program improvement plans;
- Guidance and support of the implementation of pilot department/program/discipline assessments; and
- Creation of the Institutional Effectiveness and Assessment Handbook. (Appendix C)

The IEAT, co-chaired by Institutional Researcher, Robin Bunnell, and SWOCC Writing Instructor, Joy Parker, developed the Guidelines Handbook through a year-long process which included input from faculty, classified staff, and management members. The Guidelines Handbook is divided into the following sections:

1. Introduction: History, Purpose and Overview
2. Institutional Effectiveness: Planning, Assessment, and Budgeting
3. Planning

4. Assessment
5. Budgeting
6. Appendices

The following illustration depicts the structure and membership of IEAT.



The taskforce is slated to become the Institutional Effectiveness and Assessment Oversight Committee upon completion, adoption and dissemination of the Guidelines Handbook and all associated institutional effectiveness and assessment processes in fall 2010.

Using assessment data to improve teaching and learning, unit and institutional effectiveness

At the beginning of the 2009-10 academic year, all administrative/educational support units and programs were required to review and update operational outcomes and program student learning outcomes. Accompanying this activity was a required review of the units' and/or programs' means of assessment and criteria for success. Instituting this activity allowed staff and faculty to examine the written operational outcomes and program student learning outcomes with fresh eyes and with additional understanding of the expectations for program assessment—improvement of teaching and learning.

Throughout the 2009-10 academic year, units and programs refined assessment measures, conducted assessment activities, gathered data and recorded assessment data in TracDat. The use of this tool for entry of all assessment and planning activities provides one source of

information from which any administrator can access information. Once data was collected for each assessment activity, units and programs initiated the analysis and synthesis stage, drawing conclusions to determine how the results would be used.

A formal rotation schedule of program review was developed and adopted for all programs and administrative/educational support units. (Appendix B) High-level, standardized unit audit reports were generated from TracDat software to determine if unit assessment activity was in progress and on track according to these established timelines. From within the system, and via email, communication regarding the unit's assessment activities were sent by unit administrators to the individuals assigned with entry of assessment data.

Throughout the 2009-10 academic year, both instructional and administrative educational support units reviewed measures of assessment, assessment data, analyzed the data and created plans for using the results for improving teaching and learning. Evidence of how units used assessment results for improving teaching and learning is provided in this report through the reports generated from within the TracDat software. (Appendix A)

III. Summary

Southwestern Oregon Community College Board of Education, faculty, staff and administrators made a serious and concerted effort to address Recommendation 1 of the spring 2009 Focused Evaluation Report. The College, its President and Board of Education are fully committed to full implementation of all institutional effectiveness and assessment activities. As the culture of assessment becomes fully integrated, the institutional effectiveness model and processes will also undergo periodic evaluation and improvement.

Coincidental to the progress made toward addressing Recommendation 1 of the spring 2009 Focused Evaluation Report, the College took steps to review and re-write the College purpose in our Mission Statement, paving the way for identification of the core themes which comprise the essential elements of the mission. In addition, parameters for mission fulfillment have been outlined and a threshold for mission fulfillment was established. The College has been placed on the NWCCU New Standards Evaluation Schedule with Year One, Standard One Report due in spring 2011; and Comprehensive, All Standards, Report with a visit scheduled in spring 2012. The College's current model for assessing and improving institutional effectiveness forms the foundational element for future accreditation reporting and subsequent visits.#

APPENDICES

Appendix A

Instructional Unit Reports: Use of assessment results to improve teaching and learning

UR: Assessment Results

Southwestern Oregon Community College

BUS-AAS Office Management

Review Year: 2010-11

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
BUS-AAS Office Management - Computer Software - Demonstrate mastery of business computer software **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practice Exams **Assessment Method Category:** Student Success **Criterion:** Keyboarding at 45 wpm with 90% accuracy on a three-minute timing	10/13/2009 - On schedule to be piloted 2009-2010. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Due to change in faculty staffing, assessment will be piloted 2009-2010.	05/04/2010 - Online software to record attainment levels selected to pilot next year. **Resources Needed:** none, online software accompanies textbooks
		10/13/2009 - No data available due to change in faculty **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Due to change in faculty staffing, assessment will be piloted 2009-2010.	05/04/2010 - schedule to pilot next year. **Resources Needed:** none identified to date
	Assessment Method: Microsoft Application Specialist practice exams **Assessment Method Category:** Standardized Test **Criterion:** Minimum score of 80% on four of six Microsoft Certified Application Specialist practice exams		
BUS-AAS Office Management - Office Systems and Procedures - Demonstrate comprehensive knowledge of office systems and procedures	**Assessment Method:** Mock Exams **Assessment Method Category:** Student Success **Criterion:**	10/13/2009 - On schedule to be piloted 2009-2010 **Result Type:** On Schedule **Result Year / Status:**	05/04/2010 - schedule to pilot next year. **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	100 percent of students will score 80% or higher on part 1 of the Certified Administrative Professional mock exam	2008-09 Result **Synthesis and Analysis:** Due to change in faculty staffing, assessment will be piloted 2009-2010.	none identified to date
BUS-AAS Office Management - Concepts of Office Management - Demonstrate proficiency in describing and indentifying fundamental concepts of office management **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Mock Exam **Assessment Method Category:** Student Success **Criterion:** 100 percent of students will score 80% or higher on part 2 of the Certified Administrative Professional mock exam	10/13/2009 - On schedule to be piloted 2009-2010. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Due to change in faculty staffing, assessment will be piloted 2009-2010.	05/04/2010 - schedule to pilot next year. **Resources Needed:** none identified to date
BUS-AAS Office Management - Applying Skills - Apply human relations, organizational development, and critical thinking skills to solve problems in an office setting **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Mock Exam **Assessment Method Category:** Student Success **Criterion:** 100 percent of students will score 80% or higher on part 4 of the Certified Administrative Professional mock exam	10/13/2009 - On schedule to be piloted 2009-2010. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Due to change in faculty staffing, assessment will be piloted 2009-2010.	

UR: Assessment Results

Southwestern Oregon Community College

DISC-Computer Science, Math, Science

Review Year: 2010-11

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
DISC-Computer Science, Math, Science - Technical Information - Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further question confidently and creatively. **Outcome Types:** Learning **Start Date:** 02/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CAAP Test for graduating students **Assessment Method Category:** Standardized Test **Criterion:** Benchmark on critical-thinking students will score within .5 of the national average in Science, Mathematics, Computer Science and Engineering classes.	11/06/2009 - The 2008-09 CAAP results did not have statistically reliable participation. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The third administration of the CAAP standardized test revealed that unless students are required and/or given an incentive, participation is such that a statistically valid pool will not be achieved. **Related Documents:** CAAP 2008 Degrees.pdf	11/06/2009 - Request that administration require students that are near graduation to take the CAAP test on a three-year rotating basis.
DISC-Computer Science, Math, Science - Problem Solving - Apply scientific and technical modes of inquiry individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner. **Outcome Types:** Learning **Start Date:** 02/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CAAP Test for graduating students. **Assessment Method Category:** Standardized Test **Criterion:** Benchmark on critical-thinking students will score within .5 of the national average in Science, Mathematics, Computer Science and Engineering classes.	11/06/2009 - The 2008-09 CAAP Test did not have statistically reliable participation **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The third administration of the CAAP standardized test revealed that unless students are required and/or given an incentive, participation is such that a statistically valid pool will not be achieved. **Related Documents:** CAAP 2008 Degrees.pdf	05/05/2010 - Request that administration require students that are near graduation to take the CAAP test on a three-year rotating basis.
DISC-Computer Science, Math, Science - Review Year Reports - Review Year Program Assessment Overview and	**Assessment Method:** 2008-09 Program Review Year Summary Report		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report			
DISC-Computer Science, Math, Science - Annual Strategic Plan Reports - Program Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report **Assessment Method:** 2010-11 Program Annual Strategic Plan Summary Report		
DISC-Computer Science, Math, Science - Critically Assess - Assess the strengths and weaknesses of scientifici studies and critically examine the influence of scientific and technical knowledge on human society and the environment. **Outcome Types:** Learning **Start Date:** 07/01/2010 **Outcome Status:** Currently Being Assessed			

UR: Assessment Results

Southwestern Oregon Community College

ECE-AAS Childhood Education and Family Studies

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
ECE-AAS Childhood Education and Family Studies - Creating a Healthy Learning Environment - Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. **Outcome Types:** Learning **Outcome Status:** Currently Being Assessed	**Assessment Method:** Evaluation Documents **Assessment Method Category:** Student Success **Criterion:** 75% of students will pass practicum assessments in ECE 163, ECE 261, ECE 262 with 80% or better.	06/01/2010 - 100% of students passed practicum assessments in ECE 163, 262 and 262 with 80% or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Students are not able to pass the identified classes without meeting 80% or better of practicum assessments. These assessments are the indicator of whether students can put thier knowledge into practice. These assessments are in the process of being revised to establish more consistency as they are completed by multiple suprevising teachers.	07/14/2010 - Continually update assessments to assure that program is current with industry standards. **Resources Needed:** annual review of indicators on assessments. **Budget: Funds Needed:** 0.0000
ECE-AAS Childhood Education and Family Studies - Meeting Child's Needs - Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. **Outcome Types:** Learning **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practicum and Student Teaching Evaluation Documents **Assessment Method Category:** Student Success **Criterion:** 75% of students will pass practicum assessments in ECE 163, ECE 261, ECE 262 with 80% or better.	07/14/2010 - 100% of students passed assessments with 80% or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Assessments indicate that students are practically applying thier knowledge in the classroom seting.	07/14/2010 - Continually update assessments to assure that program is current with industry standards. annual review of indicators on assessments **Resources Needed:** annual review of indicators on assessments
ECE-AAS Childhood Education and Family Studies - Building Partnerships - Devise ways to build partnerships with families and ways to share information, resources, and referrals.	**Assessment Method:** Participation in core classes HDFS 285, ECE 209and HDFS 222. **Assessment Method Category:** Student Success	07/14/2010 - 100% of students completed practicum ECE 209 and HDFS 285 Professional Issues in ECE with C or better. Only 66.67 % completed HDFS 222 Family Relations with a C or better. 33.33% completed with a D.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Criterion:** 75% of students will successfully complete HDFS 285, ECE, and HDFS 222 with a C or better	**Result Type:** Criterion Not Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** ECE 209 and HDFS 285 are courses involving a large amount of practical application. Students do consistently well in these classes . HDFS 222 is more focused on reading and written responses. More practical applications may need to be included to assist studnts to impove their acquisition of mastery of the course content.	
ECE-AAS Childhood Education and Family Studies - Design Culturally Relevant Curriculum - Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Anecdotal recording and completion of Developmental Continuum Assessments on observed children **Assessment Method Category:** Student Success **Criterion:** 75% of students will pass practicum assessments in ECE 163, ECE 261, ECE 262 with 80% or better.	07/14/2010 - 100% of students passed assessments with 80% or better. **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** This criterion indicates that students have the skills needed to manage the day to day required anecdotal recording and ongoing assessments required in the ECE	07/14/2010 - Continually update assessments to assure that program is current with industry standards. **Resources Needed:** annual review of indicators on assessments
ECE-AAS Childhood Education and Family Studies - Understanding Child Development - Demonstrate an understanding of child development, including awareness of a multi-cultural perspective, from birth to age eight. **Outcome Types:** Learning **Start Date:** 03/05/2009	**Assessment Method:** Successful completion of ED 258, Multicultural Education including Advocacy and Action project **Criterion:** 75% of students will successfully complete ED 258 with a C or better	07/14/2010 - 80% of students completed this course with C or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** This result shows that the goal was met , but also causes us to consider the other	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Status: Currently Being Assessed		20%. This is an online class. The 10% with D grades and the other 10% with F grades earned those grades for various reasons including lack of completing assignments and lack of quality in assignments submitted.	
ECE-AAS Childhood Education and Family Studies - Culturally Relevant Learning Environments - Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practicum and Student Teaching Evaluation Documents **Assessment Method Category:** Student Success **Criterion:** 75% of students will pass practicum assessments in ECE 163, ECE 261, ECE 262 with 80% or better.	07/14/2010 - 100% of students passed assessments with 80% or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student accomplishment has shown that students are understanding and imolementing what they know in relation to establishing strong learning environments.	
ECE-AAS Childhood Education and Family Studies - Professionalism and Advocacy - Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practicum and Student Teaching Evaluation Documents Participation in mock staffing activity **Assessment Method Category:** Student Success **Criterion:** 75% of students will pass practicum assessments n ECE 163, ECE 261, ECE 262 with 80% or better.	07/14/2010 - 100% of students passed these courses with C or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** This result indicates that students are able to put their knowledge into practice, not only with children , but with staff, parents and partners as well.	
ECE-AAS Childhood Education and Family Studies - Pursue Articulated Transfer - Be	**Assessment Method:** Student Tranfer to OUS	05/05/2010 - To be determined in 2012 - 2013 **Result Type:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
prepared for transfer to pursue articulated transfer to Bachelor degree program. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method Category:** Enrollment **Criterion:** Within 5 years of graduation 10% of graduating students will transfer to the Oregon University System	Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Criterion will be assessed in 2012-2013.	
ECE-AAS Childhood Education and Family Studies - Review Year Reports - Review Year Program Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Program Review Year Summary Report		
ECE-AAS Childhood Education and Family Studies - Annual Strategic Plan Reports - Program Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report **Assessment Method:** 2010-11 Program Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

EMS-AAS Emergency Medical Technican: Paramedic

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
EMS-AAS Emergency Medical Technican: Paramedic - Assess Patients and Treatment Protocols - Assess patients and apply treatment protocols in simulated emergency medical situations. **Outcome Types:** Learning **Start Date:** 02/11/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student achievement **Assessment Method Category:** Student Success **Criterion:** Students will meet or exceed the acceptable scoring criteria for identified activities using commercially developed skills sheets.	05/05/2010 - Data was not recorded for this outcome during the '08-'09 academic year. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** After reviewing these outcomes with the primary instructor of this program it appears that the listed means of assessment for this outcome and what was intended are not the same.	05/05/2010 - When asked "What are the program outcomes that are established for the EMT Paramedic program?" the program director responded: Prepare students using the DOT national curriculum for national testing for certification at the paramedic level. When asked "How do you assess these outcomes to determine if they have been met?" he responded "Using pass rates for the NREMT exam." With this information it will be important to review the process of developing program and student learning outcomes with program director to establish clear and measurable outcomes and appropriate means of assessment.
EMS-AAS Emergency Medical Technican: Paramedic - Decision Making Skills - Demonstrate decision-making skills during simulated emergency scenarios **Outcome Types:** Learning **Start Date:** 02/11/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** Students will meet or exceed the acceptable scoring criteria for identified activities using commercially developed skills sheets.	05/05/2010 - Data was not collected for this outcome during the '08-'09 academic year. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** After reviewing these outcomes with the primary instructor of this program it appears that the listed means of	05/05/2010 - When asked "What are the program outcomes that are established for the EMT Paramedic program?" the program director responded: Prepare students using the DOT national curriculum for national testing for certification at the paramedic level. When asked "How do you assess

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		assessment for this outcome and what was intended are not the same.	these outcomes to determine if they have been met?" he responded "Using pass rates for the NREMT exam." With this information it will be important to review the process of developing program and student learning outcomes with program director to establish clear and measurable outcomes and appropriate means of assessment.
EMS-AAS Emergency Medical Technican: Paramedic - Basic and Advance Support Skills - Perform all basic and advance support skills in a safe and timely manner **Outcome Types:** Learning **Start Date:** 02/11/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** Students will meet or exceed the acceptable scoring criteria for identified activities using commercially developed skills sheets	05/05/2010 - Data was not collected for this outcome during the '08-'09 academic year. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** After reviewing these outcomes with the primary instructor of this program it appears that the listed means of assessment for this outcome and what was intended are not the same.	05/05/2010 - When asked "What are the program outcomes that are established for the EMT Paramedic program?" the program director responded: Prepare students using the DOT national curriculum for national testing for certification at the paramedic level. When asked "How do you assess these outcomes to determine if they have been met?" he responded "Using pass rates for the NREMT exam." With this information it will be important to review the process of developing program and student learning outcomes with program director to establish clear and measurable outcomes and appropriate means of assessment.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
EMS-AAS Emergency Medical Technican: Paramedic - Review Year Reports - Review Year Program Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Program Review Year Summary Report		
EMS-AAS Emergency Medical Technican: Paramedic - Annual Strategic Plan Reports - Program Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Program Annual Strategic Plan Summary Report		

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Southwestern Oregon Community College

AH-AAS Medical Assistant

Review Year: 2009-10

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
AH-AAS Medical Assistant - General Knowledge - Demonstrate general knowledge of medical terminology, anatomy and physiology, and medical law and ethics **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practice Exam **Assessment Method Category:** Student Success **Criterion:** Average score of 75% on on the Certified Medical Assisting practice exam, part 1	04/18/2010 - There are no results to report for this outcome. Students are ineligible to take the Certified Medical Assistant Exam. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** At this time, graduates of this program may not sit for the Certified Medical Assistant Exam as the program does not meet the accreditation requirements for students to be eligible to sit for the exam. This is not an appropriate form of assessment for this outcome and a new "means of assessment" must be determined.	05/05/2010 - It is recommended to separate this outcome into three different outcomes (medical terminology, anatomy and physiology, and medical law and ethics) in order to measure student success within the individual classes associated with the various content within these suggested sub-outcomes. The second recommendation is to review the Medical Assistant program to determine the proper steps to be awarded accreditation status and allow students to sit for the national certification exam.
AH-AAS Medical Assistant - Medical Office Practices - Demonstrate proficiency in medical office administrative practices **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practice Exam **Assessment Method Category:** Student Success **Criterion:** Average score of 75% on the Certified Medical Assisting practice exam, part 2	04/18/2010 - There are no results to report for this exam. Students in the Medical Assistant program are not eligible to sit for the Certified Medical Assistant Exam. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** At this time, graduates of this program may not sit for the Certified Medical Assistant Exam as the program does not meet the accreditation requirements for students to be eligible to sit for the exam. This is not an appropriate form of assessment for this	05/05/2010 - The Medical Assistant program needs to participate in a formal self-study to evaluate the appropriate steps to become an accredited program so that students can be eligible to take the Certified Medical Assistant Exam. After self-study is complete, it will be appropriate to identify new outcomes that address the desired knowledge and skills required by a graduate of an accredited medical assistant program.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		outcome and a new "means of assessment" needs to be determined.	The second recommendation is to review the Medical Assistant program to determine the proper steps to be awarded accreditation status and allow students to sit for the national certification exam.
AH-AAS Medical Assistant - Knowlegde of Clinical Practice - Demonstrate comprehensive knowledge of clinical practice **Outcome Types:** Learning **Start Date:** 02/13/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Practice Exam **Assessment Method Category:** Student Success **Criterion:** Average score of 75% on the Certified Medical Assisting practice exam, part 3	04/18/2010 - There are no results available to report as students are not eligible to take the Certified Medical Assistant Exam. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The Medical Assistant Program needs to participate in formal self-study of this program to determine the appropriate steps to take in order to become an accredited program in order to allow students to be eligible to take the Certified Medical Assistant Exam.	05/05/2010 - The Medical Assistant Program Director will need to identify a required skill set that will meet the requirements of an accredited Medical Assistant program as determined by the American Association of Medical Assistants and the Commission on Accreditation of Allied Health. Once these skill sets are determined a specific outcome(s) will need to be identified prior to the student's clinical practicum as well as one that provides an appropriate form of evaluation with the Program Director and the on-site supervisor during the clinical practicum.
AH-AAS Medical Assistant - Review Year Reports - Review Year Program Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:**	**Assessment Method:** 2008-09 Program Review Year Summary Report **Assessment Method:** 2009-10 Program Review Year Summary Report		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Review Year Report	**Assessment Method:** 2012-13 Program Review Year Summary Report		
AH-AAS Medical Assistant - Annual Strategic Plan Reports - Program Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2010-11 Program Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

NRS-AAS Nursing

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
NRS-AAS Nursing - Review Year Reports - Review Year Program Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Program Review Year Summary Report	05/06/2010 - mmm **Result Type:** Review Year Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** mmm	
		10/11/2009 - 100% of first and second year nursing students met the competencies at midterm and finals. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** We will continue to evaluate competency attainment at midterm and at finals.	06/29/2010 - Ongoing revision of nursing student handbook; evaluation of clinical placement based on midterm and final competency outcomes, course outcomes and clinical evaluation by faculty; feedback from advisory committees; embedding opportunities in nursing courses, campus learning lab skills and simulations for reflection and self-analysis; advising; collaborate with librarian to update library resources; ongoing focus groups with students, staff, community partners. **Resources Needed:** Financial resources are needed to insure lab and simulation equipment is up-to-date; simulation equipment is needed for our distant site campus in Brookings (Account number 10-1405-53321). Resources are needed for advisory meetings; faculty meetings to plan, develop and review curriculum; student professional development;

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			(Account #10-1405-53111); faculty resources such as books, audio-visual materials; curriculum development **Budget: Funds Needed:** 25000.0000

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RI-Computation

Review Year: 2010-11

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
RI-Computation - Problem Solving - Model, analyze, and solve real-world problems in a mathematical context. **Outcome Types:** Learning **Start Date:** 02/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CAAP Mathematics Test **Assessment Method Category:** Standardized Test **Criterion:** Average score at or above average score from previous year	05/05/2010 - The 2008-09 CAAP Test did not have statistically reliable participation. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Since there was not enough statistically reliable participation with the CAAP Test, it would be appropriate to identify a new means of assessment for this outcome and/or review the outcome for possible changes as well.	07/21/2010 - As there were not enough students who participated in the 2008-2009 CAAP Test to provide statisticaly reliable data, it would be appropriate to identify another form of measuring this outcome. A committee of math faculty should evaluate this outcome and determine a more appropriate form of measurement or define a new outcome that provides them the best assessment. This could also be collaborative committee where faculty from other programs provide input to determine additional forms of assessment for this outcome that would still meet the defined parameters of this outcome. **Resources Needed:** Faculty support and time to allow for quality discussion and input. Perhaps providing summer incentives for meeting to discuss these possibilities while there is still time to make necessary adjustments before fall term. Giving release time or hiring an adjunct faculty member to not only teach classes but to help organize this pathway of assessment.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
RI-Computation - Analyzing and Evaluating Problems - Analyze and evaluate real-world problems in a logical manner **Outcome Types:** Learning **Start Date:** 02/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** CAAP Critical-Thinking Test **Assessment Method Category:** Standardized Test **Criterion:** Average score at or above average score from previous year	05/05/2010 - The 2008-09 CAAP Test did not have statistically reliable participation. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Since there was not enough statistically reliable participation with the CAAP Test, it would be appropriate to identify a new means of assessment for this outcome and/or review the outcome for possible changes as well.	07/21/2010 - As there were not enough students who participated in the 2008-2009 CAAP Test to provide statisticaly reliable data, it would be appropriate to identify another form of measuring this outcome. A committee of math faculty should evaluate this outcome and determine a more appropriate form of measurement or define a new outcome that provides them the best assessment. This could also be collaborative committee where faculty from other programs provide input to determine additional forms of assessment for this outcome that would still meet the defined parameters of this outcome. **Resources Needed:** Faculty support and time to allow for quality discussion and input. Perhaps providing summer incentives for meeting to discuss these possibilities while there is still time to make necessary adjustments before fall term. Giving release time or hiring an adjunct faculty member to not only teach classes but to help organize this pathway of assessment.
RI-Computation - Utilize Technology - Utilize technology for analyzing and evaluating real-world problems.	**Assessment Method:** Successful completion **Assessment Method Category:** Student Success	05/05/2010 - Data was not collected for this outcome as the outcome is not written in a manner that clarifies an specific elements to be measured.	07/21/2010 - A review of this outcome needs to be completed and new parameters need to be established for appropriate data

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Learning **Start Date:** 02/10/2009 **Outcome Status:** Currently Being Assessed	**Criterion:** Embed technological skills in mathematics and computer information systems courses. Require successful completion of such courses in the curriculum for various programs of study.	**Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** As the intent of this outcome is unclear, it would be appropriate to determine an alternative way of wording this outcome so that it is clear as to the desire of the program. It will also be important to establish a clear and reliable means of assessment for the new outcome.	collection. **Resources Needed:** Faculty support and time to allow for quality discussion and input. Perhaps providing summer incentives for meeting to discuss these possibilities while there is still time to make necessary adjustments before fall term. Giving release time or hiring an adjunct faculty member to not only teach classes but to help organize this pathway of assessment.
RI-Computation - Review Year Reports - Review Year Program Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Program Review Year Summary Report		
RI-Computation - Annual Strategic Plan Reports - Program Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report **Assessment Method:** 2010-11 Program Annual Strategic Plan Summary Report		

Administrative Educational Support Unit Reports: Use of assessment results to improve teaching and learning

UR: Assessment Results

Southwestern Oregon Community College

AS-Bookstore

Review Year: 2009-10

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
AS-Bookstore - Ordering - Provide students with multiple options for purchasing necessary course textbooks and materials. **Outcome Types:** Operational **Start Date:** 10/23/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** eFollett report **Assessment Method Category:** Participation **Criterion:** Increase alternative venue purchasing by 10%	11/05/2009 - Online sales decreased by 11% from the 2007/2008 to 2008/2009 school year. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Advertise the online bookstore and seek ways to inform the students of this venue for textbook purchasing.	04/19/2010 - Advertise the online bookstore and seek ways to inform the students of this venue for textbook purchasing. Plan and implement bookstore promotions to increase student knowledge of the online bookstore. **Resources Needed:** Funds for bookstore certificates **Budget: Funds Needed:** 400.0000
	Assessment Method: Report of completed meetings **Assessment Method Category:** Participation **Criterion:** Implement a textbook advisory committee and meet 4 times.		
AS-Bookstore - Provide Resources - Provide all course materials and related resources to promote student success **Outcome Types:** Operational **Start Date:** 10/23/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Textbook book orders **Assessment Method Category:** Participation **Criterion:** Increase the number of book orders turned in by the due date by 25%.	11/05/2009 - We achieved a 10% increase for 2008-09. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** 40% of the Fall term book orders were turned in by the due date. 30% of the Spring term book orders were turned in by the due date. We have accessed the procedures for requesting book orders from faculty along with the percentage of	04/13/2010 - We plan to implement new strategies and strive to strengthen relationships with the faculty.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		resulting textbook orders placed. We plan to implement new strategies and strive to strengthen relationships with the faculty.	
	Task: Baseline data **Description:** Gather data for last year **Means of Assessment:** completed **Criteria and Timeline for Success:** November 6 **Task Status:** In-Progress		
AS-Bookstore - Customer Service - Build strong relationships with students, faculty, and staff **Outcome Types:** Operational **Start Date:** 10/23/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Customer Service Survey **Assessment Method Category:** Survey - Institutional **Criterion:** Receive an average of 4 out 5 on all questions of the survey.	11/05/2009 - No survey was taken in the 2008/2009 school year. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** NA	
	Assessment Method: Report of bookstore friends added. **Assessment Method Category:** Observation **Criterion:** Implement motivational marketing techniques to promote sales and service. Seek inexpensive social advertising venues. Start a facebook page and aquire 25 bookstore friends.		
AS-Bookstore - Review Year Reports - Review Year Unit Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:**	**Assessment Method:** 2008-09 Unit Review Year Summary Report	04/13/2010 - Process and procedures continue to be assessed and new strategies will be developed based upon the analysis. **Result Type:** Review Year Report **Result Year / Status:**	04/13/2010 - Update the book order process. Order renewable cap and gowns. Update the book adoption process. Begin analysis of a textbook rental program. Implement monthly promotions.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
07/01/2008 **Outcome Status:** Review Year Report		2008-09 Result **Synthesis and Analysis:** Bookstore is undergoing organizational changes and is using Porter 5 competition challenges to perform an analysis over the next year.	**Review Year Report Only:** **Internal External Trends:** Direct competition: The Bookstore sells many different types of products. Each has competition from other retailers. Offical Southwestern apparel is not available from any other distributor; however, unauthorized dealers such as prepsportswear.com sell their version of Southwestern logo apparel. Students and staff can also choose to purchase apparel that is not logoed. Academic priced software is available on sites such as academic superstore and JourneyEd. Textbook sales have many competitors. Bookstores compete with student to student sales, large chain retailers, websites such as Amazon or half.com, and textbook rental websites. Customers: Southwestern Bookstore's target market is our students, the student's families, and alumni. The Bookstore targets this market. The Bookstore strives to carry items that appeal to the customers - sweatshirts and mugs for the family or alumni and software and electronics for students. Suppliers: The Bookstores main suppliers are publishers and wholesalers. The publisher provides bookstores with the retail price for the textbooks. Most bookstores do not price the books themselves; instead they follow the publisher's list price. The margin for textbooks is very small.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			This makes it difficult for bookstores to sell the textbooks for less than the list price. If the bookstores try to sell the books for more than the list price then they will have competition from other school bookstores selling at list. The used price of a book is also set for bookstores. The margin on used books purchased from a wholesaler is also very small. Bookstores purchase supplies and other merchandise from wholesalers in the industry. The margins on these goods are closer to normal retail standards. Most bookstores do not have enough buying power to purchase from really large wholesalers and suppliers where they would have larger margins. Potential entrants: Bookstores everywhere have seen many new forms of entrants into the market over the last 10 years. Students have access to e-books, book rentals, and internet marketplace purchases. Southwestern Bookstore could face competition from another bookstore opening up that is not owned by the college yet functions as such. This has happened at many large universities. I think the internet holds the greatest potential for new entrants to come into play. Substitute products: For textbooks the student can choose to purchase an e-book instead of the traditional physical copy. Students can also rent the book instead of purchasing it. When it comes to the supplies they are selling

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			students can purchase other brands instead of the ones that Southwestern offers. As I mentioned before prepsportwear offers a knock-off version of some Southwestern apparel. If individuals want to purchase logo merchandise then they have no other substitution available. The academic software is only offered in certain formats with no substitutions to choose, students can purchase it other places but it will be the same software.
	Assessment Method: 2009-10 Unit Review Year Summary Report		
	Assessment Method: 2012-13 Unit Review Year Summary Report		
AS-Bookstore - Annual Strategic Plan Reports - Unit Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Unit Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Unit Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

IA-Family Center

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
IA-Family Center - Sustainabilty, Planning & Growth - Ensure that Childhood Education and Family Studies program plans, needs and development are included in the overall vision and structure for long term college sustainability and growth. **Outcome Types:** Strategic **Start Date:** 04/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Maintaining Family Center funding within the general fund **Assessment Method Category:** Unit Reports **Criterion:** Annual Budget reflecting funding for the Family Center	06/01/2010 - Family Center funding is included in general fund accounts 10 1409 and 10 1403 **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Funding for the Family Center is stable for the upcoming fiscal year. The funding is intertwined between 10 1409 Child Care Services and 10 1403 Early Childhood Education as the Family Center is the practicum site for the ECE program and provides the professional model for industry standards.	
IA-Family Center - Instructional Programming - Continually have faculty participate in researching, innovating, and implementing exceptional educational programs and experiences. **Outcome Types:** Learning **Start Date:** 04/10/2009 **Outcome Status:** Currently Being Assessed			
IA-Family Center - Maintain annual State of Oregon certification - Maintain annual State of Oregon certification **Outcome Types:** Operational **Start Date:** 11/01/2009 **Completion Date:**		04/28/2010 - Annual State Certification maintained Nove 17 2009 **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
11/17/2009 **Outcome Status:** Annual Report		The Family Center maintained state certification and excellence in all areas. This certification was used as prepartion for NAEYC acreditation visit.	
		09/16/2009 - Fire inspection passed 09/09. **Result Type:** On Schedule **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** This inspection is a prerequisite for state certification annually.	
IA-Family Center - Maintain NAEYC Accreditation - Maintain NAEYC Accreditation **Outcome Types:** Operational **Start Date:** 09/30/2009 **Completion Date:** 02/23/2010 **Outcome Status:** Complete	**Task:** Laurie Potts **Criteria and Timeline for Success:** NA **Means of Assessment:** application submitted September 30, 2009 **Task Status:** In-Progress		
		04/28/2010 - NAEYC acreditation was granted after site visit on Feb 23 2010. The Center received 100% in all areas with the exception of observable curriculum in the children's classroom as it was "share day" during the observation visit and our specific curriculum was not observed in presentation. 80% was scored for observable child curriculum. **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** All preparations synthesized to document and showcase the quality of the programming at the Family Center. Based on the NAEYC accreditation, we will seek to maintain budget support for all	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		accreditation costs in the future. **Related Documents:** NAEYC Accreditation Decision.pdf NAEYC Certificate.pdf	
IA-Family Center - Review Year Reports - Review Year Unit Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Unit Review Year Summary Report		
IA-Family Center - Annual Strategic Plan Reports - Unit Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Unit Annual Strategic Plan Summary Report **Assessment Method:** 2010-11 Unit Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

ITS-Institutional Research

Mission Unit: To support the college mission and Strategic Plan by developing, coordinating, and supporting the use of data information for data-driven decisions to improve and enhance learning opportunities and experiences.

Review Year: 2010-11

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
ITS-Institutional Research - Quality Surveys - Provide access and support for staff to participate in, develop and deploy quality surveys to support institutional effectiveness, program, unit and student learning outcomes assessment. **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Staff Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 90% of respondents will average a 4 rating on a 5 point scale	02/08/2010 - 2009-10 ITS survey to assess this objective. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Refer to 2009-10 results	
		10/28/2009 - Incorporating survey into the ITS annual survey. Results available for 2009.10 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred to 2009-10	11/20/2009 - ITS Survey to be deployed in 2009-10 and will include new questions related to IR.
	Task: Staff Development training: Survey Software **Description:** Develop and train staff on the functionality and operation of the survey software to support insitutional effectiveness reporting and outcome means of assessment tools. **Means of Assessment:** All staff trained on survey software. Ongoing training for new staff. **Criteria and Timeline for Success:** All staff initially trained by September 2009. **Task Status:** In-Progress	10/20/2009 - One-on-one training has occurred. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Training occurs one-on-one as staff need to develop surveys. Anticipated Summer 2010 In-service training item.	10/20/2009 - Schedule full staff training for summer 2010.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
ITS-Institutional Research - Institutional Effectiveness Reporting - Produce quality written, visual and web-based reports and information communicating the effectiveness of the institution **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Staff and Board Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 90% of respondents will average a 4 rating on a 5 point scale	02/08/2010 - Deferred to 2009-10 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred	
		10/28/2009 - Survey being incorporated into the ITS annual survey. Scheduled for 2009-10. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred to 2009-10	
	Task: Measures of Achievement Online **Description:** Develop and produce new measures of institutional achievement for online access to information which are aligned with the strategies and tasks of the units, state reporting, federal reporting and accreditation requirements. **Means of Assessment:** Completion of initial deployment of dashboard. Completion of enhancement of dashboard. **Criteria and Timeline for Success:** Initial deployment of dashboard measures: October 2008 Enhancement of dashboard measures: February 2009 Ongoing continual improvement. **Task Status:** Completed	10/20/2009 - Measures of Achievement are online as of summer 2009. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Measures of Achievement are online - IR website. Continual improvement of website and reporting will occur.	
		02/10/2009 - New Measures submitted to Executive Team for approval. Scheduled for the March Board Meeting. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** New measures created that are aligned with Accreditation requirements, federal & state reporting as well as grant requirements. Schedule of reporting established based on availability of data.	05/06/2009 - Measures presented to the Board and reports being produced based on the schedule. Refer to document located in MIE folder entitled Measures of Achievement. **Implementation Status:** 05/06/2009 - Implemented beginning with the March 2009 Board meeting

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			02/10/2009 - Adjust timeline for March 2009; make presentation to the Board **Implementation Status:** 02/10/2009 - Presentation at Board Meeting
	Task: Staff development training - Informer **Description:** Train all staff to use informer to extract data to support decisions, measures of institutional effectiveness, outcomes/objectives measures and other reporting needs. **Means of Assessment:** All staff trained. Ongoing staff training for new hires. **Criteria and Timeline for Success:** All staff initially trained by September 2009. **Task Status:** Completed	10/20/2009 - In-service training completed August and September 2009. Ongoing training provided in the staff training center. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Training provided during summer in-service for all staff. Web 4.0 version training occurred. Currently over 180 reports converted to Informer. Ongoing training will occur.	10/20/2009 - Provide ongoing training for staff until all reports have been converted from colleague to informer.
		05/04/2010 - Reviewed all policies and procedures for currency. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Reviewed 10 policies and procedures. Updated 7 policies to be current with the current processes.	
		11/04/2009 - Provided training and support to 39 faculty and staff related to assessment and accreditation outcomes and objectives. **Result Type:** Achieved	11/04/2009 - Provide continued training in November.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		Result Year / Status: 2008-09 Result **Synthesis and Analysis:** Training feedback has provided additional opportunities to enhance future training activities.	
ITS-Institutional Research - Government Report Compliance - Respond to state, federal and institutional requests for data in a timely manner providing accurate, reliable and valid information. **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Staff Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 90% of respondents will average a 4 rating on a 5 point scale	10/21/2009 - Survey administered in fall 2009; awaiting results **Result Type:** Deferred **Result Year / Status:** Pending Follow-Up **Synthesis and Analysis:** Survey administration scheduled for fall 2009	10/28/2009 - Results returned by survey administrator; pending HR follow-up in 2009-10.
	Task: IPEDS Business Services Reporting **Description:** Support Business Services to use colleague reporting to report IPEDS required data elements and reducing the need for customized reports. **Means of Assessment:** Full utilization of colleague to process IPEDS reporting required for finance reporting. **Criteria and Timeline for Success:** Completion April 2010		
	Task: IPEDS Colleague Reporting - IR **Description:** Fully develop colleague reports to accurately produce data for IPEDS reporting for institutional characteristics, completions and enrollment data. **Means of Assessment:** Colleague reports fully operational. **Criteria and Timeline for Success:**		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
	April 2010		
	Task: IPEDS Human Resources Colleague **Description:** Work with Human Resources to develop IPEDS reporting through the colleague system reports to reduce the need for customized reporting. **Means of Assessment:** Completion of IPEDS colleague reporting process. **Criteria and Timeline for Success:** January 2010 **Task Status:** In-Progress	02/10/2009 - IPEDS HR Report operational as of February 2010; piloted in February 2009 with success. **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** HR IPEDS reporting utilizing Colleague processes were used for the Winter 2009 IPEDS Human Resources collection. HR will address any further requirements to refine and enhance the process.	02/10/2009 - Tested 2009; operational for 2010 **Implementation Status:** 05/06/2009 - Implemented Winter 2009 IPEDS collection
ITS-Institutional Research - Review Year Reports - Review Year Unit Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Unit Review Year Summary Report	04/26/2010 - Assessment activities were the main focus for 2008-09. TracDat software and training occurred during fall and winter with closing the looop training during spring. Surveys for the ITS area will be incorporated into the ITS annual survey beginning 2009-10 as part of the organizational structure changes. Federal and state reports were all filed timely and accurately. Development of the data warehouse for internal reporting was initiated. **Result Type:** Review Year Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Assessment taskforce will be meeting to develop guidelines and training materials. Communication to staff continues to be an area that needs enhancement to better support staff in the assessment area. Refinement of process and procedures need to be considered to better serve staff.	04/26/2010 - Data warehouse to be upgraded for SQL migration and linking of fields from multiple files allowing for enhanced reporting capabilities: project to last the next two year; develop training website and program for staff to provide resources and tools to assist them in performing their duties over the next two years. Federal reporting requirements are upgraded each year and compliance with all new regulations is mandatory - continue to develop mechanisms to operate efficiently using electronic methods. Assessment guidelines and support for staff are a key area for IR to provide information, data and training. **Resources Needed:** Training materials **Budget: Funds Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			2000.0000 **Review Year Report Only:** **Internal External Trends:** Federal regulation changes for reporting and state reporting requirements must be incorporated into processes to meet compliance requirements. Staff continue to ask for training and technical skills support. Assessment and use of data is an area that needs further development and support.
	Assessment Method: 2011-12 Unit Review Year Summary Report	03/12/2010 - enter review year results; one liner about the overall effectiveness of the unit **Result Type:** Review Year Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** enter the analysis of the overal review of all assessments in preparation for the use of results section of the report.	03/12/2010 - enter the improvement plan here, any changes planned also go here **Resources Needed:** enter any resources needed **Budget: Funds Needed:** 50.0000 **Annual Plan Summary Report Only: Accomplishments:** not used - only for the annual plan summary report **Review Year Report Only:** **Internal External Trends:** enter the internal and external trends that have impacted the program/unit during the review period; enter any other information important to the review of the program/unit
	Assessment Method: 2014-15 Unit Review Year Summary Report		
ITS-Institutional Research - Annual Strategic Plan Reports - Unit Annual Strategic Plan	**Assessment Method:** 2010-11 Unit Annual Strategic Plan		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Annual Report	Report		

UR: Assessment Results

Southwestern Oregon Community College

IA-Library

Mission Unit: Develop collections and services that support the educational programs of the college and help students achieve their goals.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
IA-Library - Access to Digital Resources - Offer a range of digital resources to fulfill instructional needs of SOCC stakeholders. **Outcome Types:** Annual Plan Summary Report **Start Date:** 01/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Annual user satisfaction survey **Assessment Method Category:** Survey - Institutional **Criterion:** 75% or more of survey respondents will select satisfied or highly satisfied in regard to electronic resources.	10/27/2009 - 85% responded satisfied or highly satisfied to the question: Are the library collections adequate to meet your needs: electronic resources? Average of 4.31 on a 5 point scale. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** 187 users completed the survey. Electronic resources are exceeding the desired user satisfaction level. Electronic reources had the highest level of satisfaction of all resources. Library staff will continue to maintain and search for electronic resources that meet constituent needs. Changing in state funding will require that SOCC take on a larger share of the cost for electronic resources.	06/01/2010 - These results indicated a high level of satifaction with electronic resources. In September 2009 many new electronic databases became available due to changes in the Statewide Database Licensing Agreement. We have made these available on the library web page and included new resources in library instruction. **Resources Needed:** Electronic resources (database subscriptions) vary greatly in price. They renew on an annual basis. To maintain specialized periodical database subscriptions (e.g. CINAHL for the Nursing program) we have to budget for projected costs. We are adding virtual reference sources to meet the needs of elearning. **Budget: Funds Needed:** 33000.0000 **Annual Plan Summary Report Only: Accomplishments:** High level of user satisfaction with electronic resources available. 04/13/2010 - Budget request increased to support continued migration toward electronic resources (e-books and subscription databases). Usage reports show

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			continued expansion in terms of search and retrieval from these products. **Resources Needed:** Additional funding for next fiscal year for 10-2102-54709 (electronic resources) $15,000. **Budget: Funds Needed:** 33000.0000
	Assessment Method: Compare year to year usage data for electronic databases. **Assessment Method Category:** Unit Reports **Criterion:** Increase usage by 10% from 2007-2008 to 2008-2009	10/27/2009 - Usage as measured by total number of electronic database searches reveals a 58% increase 08-09. Searches in 07-08 - 21,407 Searches in 08-09 - 33,855 **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Electronic resource usage increased dramatically from 07-08 to 08-09 it is vital that adequate fiscal resources are allocated to continue to provide the level of electronic resources necessary to meet the demand.	04/13/2010 - Budget request increased to support continued migration toward electronic resources (e-books and subscription databases). Usage reports show continued expansion in terms of search and retrieval from these products. **Resources Needed:** Additional funding for next fiscal year for 10-2102-54709 (electronic resources) $15,000. **Budget: Funds Needed:** 33000.0000
IA-Library - Access for E-Learning Users - Provide resources that support all institutional programs and services **Outcome Types:** Operational **Start Date:** 01/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review ACRL Standards for E-Learning Library Services, Identify key elements for strategic planning and determine impact on operational budget. **Assessment Method Category:** Self-Evaluation **Criterion:** A completed strategic plan related to E-learning library services that conforms to	04/13/2010 - Revised standards approved by NWCCU in January 2010. Standard 2 requires documentation of the adequacy of resources and capacity ...to achieve intended outcomes of programs and service, wherever offered and however delivered. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	10/27/2009 - Upon receipt of revised standards the library director will convene a committee to develop the strategic plan.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
	the elements of the revised standards for NWCCU.	The library director will work with the Assistant Dean of Learning to develop a coordinated strategic plan for E-learning library services.	
IA-Library - Relevant holdings - Ensure periodical holdings are appropriate in level of currency, depth, and breadth to support instructional programs. **Outcome Types:** Operational **Start Date:** 01/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** faculty survey **Assessment Method Category:** Survey - Institutional **Criterion:** Revise and update periodical subscription lists based on annual faculty feedback.	06/01/2010 - Faculty survey in Spring term led to cancellation of titles on the print subscription list based on perceived value for instructional and professional use. **Result Type:** Annual Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Annual survey of faculty is an important tool to assure that print and electronic subscriptions are meeting instructional needs for college programs of instruction. The addition of a number of full-text databases (statewide database licensing and SOCC funded licenses) expands accessible resources for students and staff.	06/01/2010 - Print and electronic subscriptions are meeting instructional needs for college programs of instruction.The addition of a number of full-text databases (statewide database licensing and SOCC funded licenses) expands accessible resources for students and staff. **Annual Plan Summary Report Only: Accomplishments:** The current level of funding is adequate to support subscriptions and make them accessible in print and/or electronically.
		10/27/2009 - Spring 2009 faculty had opportunity to review current subscription lists and make suggestions for additions or non-renewal. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** As a result of faculty feedback the renewal list was updated and submitted, resulting in fewer periodical titles for 2009-2010.	06/01/2010 - Subscription list review and faculty survey were used to modify the subscription list. Several subscriptions were cancelled and reduced the total cost of print subscriptions for the next year. **Resources Needed:** The Ebsco annual subscription invoice is a substantial budget item for the library. Subscrition costs generally increase year to year. Libraries generally budeget 7% cost for inflation. **Annual Plan Summary Report Only: Accomplishments:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			Subscription costs have been controlled by careful analysis of usage and consideration of faculty instructional needs. 04/13/2010 - Library staff edited the renewal list to reflect faculty input for the 2009-2010 renewal of print subscriptions in support instructional programs. **Resources Needed:** No additional funds are required. The goal is to maintain but not expand the number of print periodicals.
IA-Library - Review Year Reports - Review Year Unit Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Unit Review Year Summary Report	04/13/2010 - During this assessment period we noted high levels of satisfaction with subscription-based electronic resources (databases) and a substantial increase in usage in specific databases related to instructional programs of the college. Faculty provided feedback about the print periodicals and that information was used to modify the subscription list and holdings. We deferred planning for anticipated changes in Accreditation requirements because the NWCCU has not completed the Standards Revision project. The library is meeting the overarching goal of providing collections and services that support the educational programs of the college. **Result Type:** Review Year Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The library strives to improve the availability of electronic resources and	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		services. Toward that end, we monitor usage and user satisfaction, ease of use and cost per transaction for subscription-based electronic resources. Although there are clear advantages to "anywhere, anytime" availability of these resources, we are cognizant of the costs and presumed accessibility of these resources. In a rural county with many low income residents, the infrastructure that supports accessibility is not evenly distributed. Continuous improvement in the availability of digital resources may require additional funding as consortial agreements change.	
IA-Library - Annual Stratetgic Plan Reports - Unit Annual Strategic Plan Summary **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Unit Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Unit Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

SS-Recreation Center

Mission Unit: To provide students, staff, and faculty with engaging opportunities that promote a positive, balanced, healthy lifestyle in an environment that is safe, clean, stimulating, challenging, and inviting.

Review Year: 2011-12

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
SS-Recreation Center - Provide Access - Provide access to quality services at the Recreation Center **Outcome Types:** Operational **Start Date:** 10/20/2008 **Completion Date:** 04/30/2010 **Outcome Status:** Complete	**Assessment Method:** Recreation Center Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** Average of 3.5 on a 5 point scale	04/30/2010 - Basic written survey did not follow established criterion. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Demonstrates percentage of people achieving certain goals, as well as info regarding the usage of the facility and desired activities. Future surveys will offer at least some questions on a 5 point scale to provide more measureable results. **Related Documents:** SELF PACED FITNESS SURVEY RESULTS 2008-09.doc	05/07/2010 - Future surveys will esablish quanitative questions that allow both a benchmark and ongoing camparitive results. **Resources Needed:** None needed.
		10/23/2009 - The Rec Center has been deferred to focus on high priority tasks in my other position in College Advancement, such as the new Curry Campus. **Result Type:** Deferred **Result Year / Status:** Pending Follow-Up **Synthesis and Analysis:** None	
SS-Recreation Center - Support Student Development Opportunities - Support student development opportunties through recreation center activities and operations	**Assessment Method:** Event Activity **Assessment Method Category:** Self-Evaluation **Criterion:**	04/30/2010 - Offered at least 13 activities over course of year. **Result Type:** Criterion Met **Result Year / Status:**	05/07/2010 - With less staff (i.e., Director at half time), the number of activities may be reduced in the future. However, it is expected that the facility will continue to

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Operational **Start Date:** 04/23/2009 **Completion Date:** 04/30/2010 **Outcome Status:** Complete	Offer at least 3 main activities per year	2008-09 Result **Synthesis and Analysis:** The Recreation Center is tasked with offered student programming each term. During 2008-09, the Recreation Center offered many activities, including: New Student Orientation activities, ping pong events, Wii competitions, volleyball open gym, basketball open gym, Flag Football league, Basketball League, Basketball tournament, a walking contest, a partnership with others on a "Biggest Loser" contest, open climbing wall hours, a canoeing event, and a new outdoor equipment checkout/rental program.	offer 1-2 activities for students and/or employees Fall through Spring.
		10/23/2009 - The Rec Center will offer a Basketball league during Winter Term 2010. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The last two year's, Intramural Basketball attracted 6 teams and was the most popular sport on campus.	
		10/23/2009 - Rec Center offered Flag Football during fall term. **Result Type:** On Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Fall Term 2009 Flag Football attracted a record 9 teams, more than double the number that played in the last two leagues.	
SS-Recreation Center - Review Year Reports - Review Year Unit Assessment	**Assessment Method:** 2008-09 Unit Review Year Summary Report	04/30/2010 - Provide written summary report of Recreation Center covering 2008-09, plus details	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Completion Date:** 04/30/2010 **Outcome Status:** Complete		all the way back to 2006 when facility opened. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Recreation Center 2008-09 Assessment Report Summary Create general facility rules and procedures, including topics like hours, use by students/employees/community, age policy, room schedules/rules/procedures, conduct rules, and sanitation procedures. Worked with Human Resources to complete staffing pending budget changes and need to operate climbing wall. Purchased equipment and created check-out procedures. Worked closely with Information Technology to write programs and purchase check-in software. As a result, Super Circuit is now tracked automatically. Created Self Paced Fitness for people wanting to use the Recreation Center when not already registered in a credit class. The pace in registrations has steadily grown to about $50-60,000 a year. Increased attention was put on offering intramural and other programming for students, employees, and others visiting the Recreation Center, leading to at least 13 activities throughout course of year. Our managers have worked with those responsible with risk management to try to alleviate many of our concerns and/or liabilities with the facility. We also developed a registration reconciliation process for funds processed through the Recreation Center. **Related Documents:** Recreation Center 2008-09	05/07/2010 - The expectation is to try to maintain the service and activities offered at the Recreation Center with less staff, noting the Director position was split in November of 2009. Provide at least 1-2 activities a term and maintain Self Paced Registrations at at least a $50,000 level during an economically depressed time period. Tweak procedures as needed.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		Report.docx	
SS-Recreation Center - Annual Strategic Plan Reports - Unit Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Unit Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Unit Annual Strategic Plan Summary Report		

Appendix B
Rotation Schedules of Program Review and Unit Assessment

Instructional Units: Program Review Year Schedule 2010-2014

Southwestern Oregon Community College

Four Year Program Review Schedule

Degree/Certificate/Area (Program)	Responsible Faculty/Staff	2010-11	2011-12	2012-13	2013-14
AAOT General	Academic Affairs/Senate		X		
ASOT-Business	Academic Affairs/Senate		X		
AS General	Academic Affairs/Senate		X		
AAS General	Academic Affairs/Senate				X
AGS General	Academic Affairs/Senate				X
FOUND and GEN ED Speech/Oral Communication		X			
FOUND and GEN ED Writing		X			
FOUND Cultural Literacy				X	
FOUND Information Literacy				X	
RI Human Relations		X			
RI Communication		X			
ASOT Computer Applications ASOT					X
AAS Computer Literacy					X
DISC and DIST Arts & Letters	Art	X			
DISC and DIST Arts & Letters	Journalism	X			
DISC and DIST Arts & Letters	Literature	X			
DISC and DIST Arts & Letters	Music	X			
DISC and DIST Arts & Letters	Theater	X			
DISC and DIST Arts & Letters	Foreign Language	X			
DISC and DIST Arts & Letters	Sign Language	X			
DISC and DIST Arts & Letters	Humanities	X			
DISC and DIST Arts & Letters	Philosophy	X			
DISC and DIST Social Science	Anthropology			X	
DISC and DIST Social Science	History			X	
DISC and DIST Social Science	Political Science			X	
DISC and DIST Social Science	Psychology			X	
DISC and DIST Social Science	Sociology			X	
DISC and DIST Social Science	Women's Studies			X	
DISC and DIST Social Science	Criminal Justice	X			
DISC and DIST Social Science	Education			X	
DISC and DIST Social Science	Geography			X	
AAS Administrative Office Professional	AOP	X			
Administrative Office Professional - 1 Yr Cert	Bookkeeping Clerical	X			
Administrative Office Professional - 1 Yr Cert	Clerical	X			
Administrative Office Professional- 1 Yr cert	Office Receptionist	X			
AAS Business	Business Mangement/Entrepreneurship			X	

Southwestern Oregon Community College

Four Year Program Review Schedule

Degree/Certificate/Area (Program)	Responsible Faculty/Staff	2010-11	2011-12	2012-13	2013-14
AAS Business - Acctg Option	Management/Entrepreneurship: Accounting			X	
AAS Business	Accounting			X	
AAS Business	Supervision			X	
AAS Business	Marketing			X	
Business - 1 Yr Cert	Retail Certificate			X	
Childhood Education & Family Studies	Early Childhood		X		
Childhood Education & Family Studies	Education		X		
Childhood Education & Family Studies	Paraeducator/Educational Assistant		X		
Childhood Education & Family Studies	Infant Toddler		X		
Computer Information Systems	Computer Information Systems				X
Computer Information Systems	CCENT Certification Prep				X
Computer Information Systems	CCNA Certification Prep				X
Computer Information Systems	Network Management				X
Computer Information Systems	Software Support				X
Computer Information Systems	Website Fundamentals				X
Computer Information Systems	Technical Support				X
AAS Computer Information Systems	CIS Health Informatics				X
Criminal Justice - 1 Yr Cert	Juvenile Corrections	X			
AAS Culinary Institute	Culinary Art				X
AAS Culinary Institute	Baking and Pastry				X
AAS Welding	Welding and Fabrication			X	
Welding -1 Yr Cert	Welding and Fabrication			X	
Welding - Less than 1 Yr	Welding Assistant			X	
FOUND Health, Wellness and Fitness	Health and Wellness	X			
FOUND Mathematics	Mathematics	X			
RI Computation	Mathematics	X			
DIST Science ASOT-Bus	Sciences				
DISC and DIST Math Science Computer Science	Biology		X		
DISC and DIST Math Science Computer Science	Chemistry		X		
DISC and DIST Math Science Computer Science	Engineering		X		
DISC and DIST Math Science Computer Science	General Science		X		
DISC and DIST Math Science Computer Science	Geology		X		
DISC and DIST Math Science Computer Science	Mathematics		X		
DISC and DIST Math Science Computer Science	Physics		X		
Allied Health - Course	BNA	X			

Southwestern Oregon Community College

Four Year Program Review Schedule

Degree/Certificate/Area (Program)	Responsible Faculty/Staff	2010-11	2011-12	2012-13	2013-14
Allied Health - 3 Courses	CNA-2	X			
AAS Allied Health	Medical Assistant	X			
Allied Health - 1 Yr Cert	Medical Clerical	X			
Allied Health - 1 Yr Cert	Medical Aide	X			
Allied Health - 1 Year Certif	Pharmacy Technician	X			
Allied Health - 1 Year Certif	Phlebotomy	X			
Allied Health - 1 Year Certif	Rural Health Care Aide	X			
Athletic Training, Health & Physical Education - 1 Yr Cert	Personal Trainer/Aging Adult	X			
Athletic Training, Health & Physical Education - 1 Yr Cert	Personal Trainer/Group Exercise Leader	X			
AAS Emergency Services Training Programs	EMT-Paramedic			X	
AAS Emergency Services Training Programs	Fire Science			X	
Emergency Services Training Programs - 1 Year Certif	Fire Science I			X	
Emergency Services Training Programs - 1 Year Certif	Fire Science II			X	
AAS Nursing (OSBN Nov. 13-16) - Due Feb. 2012 or lat	Nursing		X		
IA Family Center	Laurie Potts		X		
IA eLearning	Sharon Smith		X		
IA Teaching amd Learning Center	Katie Paulson		X		
IA Library	Sharon Smith				X
IA ABE/GED	Pat Parker		X		
IA EL Civics	Pat Parker		X		
IA DOC SUMMIT Shutter Creek	Bonnie Maxwell		X		
IA Skills Center	Pat Parker		X		
IA Tutoring and Reading	Sharon Miller		X		
IA Business Development Center	Arlene Soto			X	
IA Community Education	Karen Helland		X		
IA Workforce Development	Karen Helland		X		

Administrative and Educational Support (AES) Units – Non-Instructional Related Program Review Year Schedule 2010-2013

Area	Review Year
AS-Administrative Supervision	2011-12
AS-Athletics	2011-12
AS-Bookstore	2009-10
AS-Business Services	2011-12
AS-Campus Safety	2010-11
AS-Dining Services	2009-10
AS-Human Resources	2010-11
AS-Mail and Print Services	2010-11
AS-OCCI Administration	2009-10
AS-Plant Services	2009-10
AS-Student Housing	2011-12
CC-Curry County	2010-11
EM-Admissions/Recruiting	2010-11
EM-Financial Aid	2011-12
EM-International Students	2011-12
EM-Student Activities & Events/ASG	2009-10
EM-Student First Stop	2012-13
ESPS-Advising and Orientation	2011-12
ESPS-Cooperative Work Experience and Career	2011-12
ESPS-Counseling and Testing	2012-13
ESPS-Disability Services	2010-11
ESPS-Student Support Services SSS TRIO	2010-11
ITS-Institutional Research	2010-11
ITS-Integrated Technology	2009-10
ITS-Lab and Classroom Technology	2011-12
PRES -Presidential Supervision	2012-13
PRES-College Advancement	2011-12
PRES-Foundation	2010-11
SS-Recreation Center	2011-12
SS-Talent Search/UB/Gear Up	2010-11
WCD-Community Education	2011-12
WCD-Workforce Development	2011-12

Appendix C
Institutional Effectiveness and Assessment Guidelines Handbook

Southwestern Oregon Community College

Institutional Effectiveness, Planning and Assessment Handbook

Developed by the Institutional Effectiveness and Assessment Taskforce
June 2010

The charge of the taskforce was to develop the processes and guidelines designed to demonstrate the effectiveness of programs and services at Southwestern Oregon Community College as determined on October 20, 2009

Purpose: The purpose of the taskforce is to:

1. Develop the processes designed to demonstrate the effectiveness of programs and services;
2. Develop the guidelines and framework for assessment of programs and services;
3. Propose institutional standards of achievement for programs and services;
4. Serve as a resource for faculty and staff in determining assessment methods and tools;
5. Propose how general student learning outcomes are assessed and how the use of those results will be used across programs and disciplines to improve the overall student learning experience;
6. Enhance communication and encourage the sharing of information, ideas, and solutions among committee members and departments at Southwestern to promote innovation, continuous improvement, assessment activities and research;
7. Collaborate with the Administration of Southwestern and the Faculty Senate Assessment, Planning & Budget Committee to establish and maintain effective communication channels among the team and staff at Southwestern as one component of Accreditation;
8. Contribute to the improvement of processes to provide faculty and staff with the resources necessary to support teaching and learning.

Activities: The team will pursue its purposes by undertaking appropriate activities chosen by the membership and recommended by the Administration. Activities specifically included are:

1. Regular meetings for the sharing of information among team members in order to find solutions, establish procedures, and maintain quality activities associated with assessment, research, continuous improvement, innovation and institutional effectiveness.
2. Create and use sub-committees to carry out specific implementations and special projects as needed by the team.
3. Establish and maintain shared resources for mutual support among faculty and staff at Southwestern.
4. Identify emerging trends and establish best practices in the areas of assessment, research, continuous improvement, and innovation.
5. Create an Institutional Effectiveness and Assessment Draft Handbook recommending the processes and guidelines to the Planning Council.

Taskforce met from October 23, 2009 to June 7, 2010.

Oversight committee will meet the first Tuesday of every month beginning November 1, 2010.

Institutional Effectiveness and Assessment Taskforce

Robin Bunnell, Administration Co-Chair
Joy Parker, Faculty Co-Chair
James Fritz, Faculty
Kim Hyatt, Administration
Linda Kridelbaugh, Administration
Val Martinez, Administration
Makayla Pedey, Classified Staff
Pat Parker, Faculty
Lori Teribery, Classified Staff
Karen Whitson, Classified Staff

Introduction

Increasing demands for accountability has been one of the defining characteristics of postsecondary education in the 1990s. Whether at the federal level (Student Right-to-Know Act), state level (Oregon State Board of Education "Measure What You Treasure" for the community colleges), or locally (planning and budgeting, accreditation), assessing institutional effectiveness and educational offerings is an ongoing challenge.

This document serves as Southwestern Oregon Community College's (Southwestern) continuing efforts in this area. The Institutional Effectiveness and Assessment Task Force, co-chaired by Institutional Researcher, Robin Bunnell, and Southwestern Writing Instructor, Joy Parker, developed the guidelines through a year-long process which included faculty, classified staff, and management members. The taskforce became the Institutional Effectiveness and Assessment Oversight Committee at the beginning of the academic year 2010-11.

It is intended that this document serve as The Southwestern Institutional Effectiveness, Planning and Assessment Handbook.

The Handbook is divided into the following sections:

1. Introduction: History, Purpose and Overview
2. Institutional Effectiveness: Planning, Assessment, and Budgeting
3. Planning
4. Assessment
5. Budgeting
6. Appendices

Sections of the handbook are electronically linked and keywords are linked to the glossary to easily jump to definitions and sections within the handbook. The links appear as a different color and are underlined.

Section I:

Introduction: History, Purpose and Overview

History

Now, more than at any other time in the history of community colleges exists a need for accountability. In order to meet and exceed calls for local, regional, state and national accountability fully developed institutional planning and effectiveness processes are required. Inextricable ties between planning, effectiveness, and resource allocation guide College leaders through good times and times of financial difficulty. Strong planning process and demonstration of institutional effectiveness contribute to an institution's ability to maintain public trust, compliance with regional accreditation standards, and its own definition of mission fulfillment. Southwestern has taken the steps necessary to develop planning and effectiveness processes which build a culture of evidence and the confidence necessary to fulfill its mission.

Southwestern is accredited by the Northwest Commission on Colleges and Universities (NWCCU), nationally recognized by the U.S. Department of Education and the Council for Higher Education (CHEA) as a regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The NWCCU website states:

> "Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public (http://www.nwccu.org/ Accreditation Overview). "Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or preaccreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid" (http://www.nwccu.org/).

The accreditation process occurs on a seven year cycle with visits in years 3, 5 and 7. The benefits of accreditation include:

- Financial Aid Opportunities – Federal (and often state) financial aid is only available to students who enroll at a college, university, or other institution of higher learning that has been accredited by the appropriate regional or special accrediting body.

- Workplace Success – Some employers prefer or require degrees/training from accredited institutions.

- Transfer of credit to other accredited institutions - student transfer between accredited colleges and universities throughout the nation is possible because of the reciprocal agreements between the six regional accrediting agencies.

- Quality Assurance - Regional accreditation assures the public, including parents, students and the business community, that the institution adheres to standards that are based on peer evaluation, regular self-evaluation and reports, and assessment of institutional effectiveness.

Southwestern also has received specialized accreditation or program approval recognition for Culinary Arts and Baking and Pastry- ACF, Early Childhood Education Program and Degree, EMT Basic, Intermediate and Paramedic, Nursing Program, and the Transitional Education program.

Southwestern has developed a vision, a clearly defined mission, core themes, and core values that are intended to guide the college through the planning, assessment, and budgeting processes. All efforts to assess our effectiveness must be based on these founding principles.

Vision

Southwestern Leads and Inspires Lifelong Learning

Mission

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Core Themes

According to NWCCU, the accrediting body for community colleges:

> A *core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.* Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. (http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm)

It is expected by NWCCU that Southwestern:

> identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. . . . establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (NWCCU, *Standard 1.b.1, 1.b.2,* 2010)

Southwestern developed the institutional core themes in response to the new accreditation standards adopted by NWCCU in January 2010. The core themes were identified during the academic year 2009-10 through a collaborative process that included faculty, staff and management. Four core themes (Appendix A) emerged from the appreciative inquiry process which began during the fall 2009 in-service sessions and during the resulting follow-up sessions.

1) Access
Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.

2) Learning and Achievement
Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.

3) Innovation and Sustainability
Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.

4) Community Engagement
Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Core Values

The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Community – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning – Filter every decision, activity, and function through the lens of learning.

Innovation – Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism – Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Purpose of Institutional Effectiveness and Related Processes:

- Facilitate student success and learning
- Serve as a catalyst for positive change
- Improve the quality of teaching and learning
- Improve the quality of student support services and operational services
- Ensure that students are receiving effective instruction and achieving the standards set by programs, disciplines and course offerings
- Improve programs, disciplines and course offerings, including assessment of needs related to staff, curriculum, equipment, facilities and other resources
- Inform administrative, board and other appropriate bodies' decisions with regard to the initiation, continuation, enhancement and/or elimination of programs, disciplines and course offerings
- Respond to external accountability demands, including accreditation
- Use data for decision making and allocation of resources
- Support the ongoing commitment to a culture of continuous improvement through appropriate planning and budgeting that are derived from the assessment processes

For Whom is this Handbook Intended?

This handbook is a guide to the different processes of planning and assessment with reference to budgeting. The handbook is designed to help new staff become familiar with the processes and to guide all staff as they complete the assessment processes as part of their unit. It is intended that staff will be able to refer to this handbook for common terms and definitions. Included in the handbook are the basic steps for end-users responsible for entering information into the ***TracDat*** system, software designed to meet the planning and assessment needs of Southwestern. TracDat electronically captures and stores all assessment-related processes and documents rather than having end-users create hardcopy documents or store supporting documentation on their own computers. The system provides uniform reporting across all departments and/or units. Each department and/or unit is responsible for entering and maintaining all information within the TracDat system (check with the associate dean/supervisor of the department/unit to confirm the end-user responsible for maintaining information in the system):

***Unit* Level – Instructional Associate Dean/Faculty and Administrative Leaders**

- ***Outcomes***
- ***Means of Assessments***
- ***Results***
- ***Use of Results***
- Documentation as evidence of results
- ***Program Review*** Year Reports
- ***Annual Plan Priorities***
- Annual Report of Accomplishments.

***Reporting Unit* Level – Instructional Associate Dean and Administrative Leaders**

- ***Goals*** – Reporting Unit
- Results – Reporting Unit Overview
- Annual Reports – Reporting Unit Overview

***Strategic Plan* Level - President, Vice President and Executive Leaders**

- ***Annual Priorities***
- ***Status Updates***

Administrative Level – Assessment *Team*

- Vision
- Mission
- Core Values
- Core Themes
- Strategic Plan Goals
- Yearly Plan Development
- Administrative Maintenance

What Topics are Covered?

***Institutional Effectiveness* and Demonstrating Achievement**

Institutional effectiveness is meant to illustrate whether the college is meeting its mission and core themes as well as achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and assessment process that focuses on improvement in all aspects of college operations and educational outcomes.

Standard Four: Effectiveness and Improvement of the NWCCU standards outlines the expectations related to Institutional Effectiveness:

> The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies. (NWCCU, *Standard Four*, 2010).

Planning

Management leads the institution from where it is now to where it would like to be in the future. The planning process is conducted in collaboration among management, faculty and classified staff to formulate a plan that is designed to achieve institutional goals with the available resources. The planning process (1) identifies the goals to be achieved at the institutional level based upon information gathered at the unit level; (2) identifies annual priorities to achieve the goals at the institutional and the unit level; (3) includes decisions on allocating resources to pursue the goals and priorities, including capital and people; and (4) implements, directs, and monitors all the steps in their proper sequence. (Appendix B).

Assessment

Assessment is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional goals, core themes and mission.

Budgeting

We establish a budget document of the planned level of expenditures based on projected revenues. The budgeting process is conducted in collaboration among management, faculty, and classified staff to formulate a detailed budget for all funds at the unit level.

TracDat

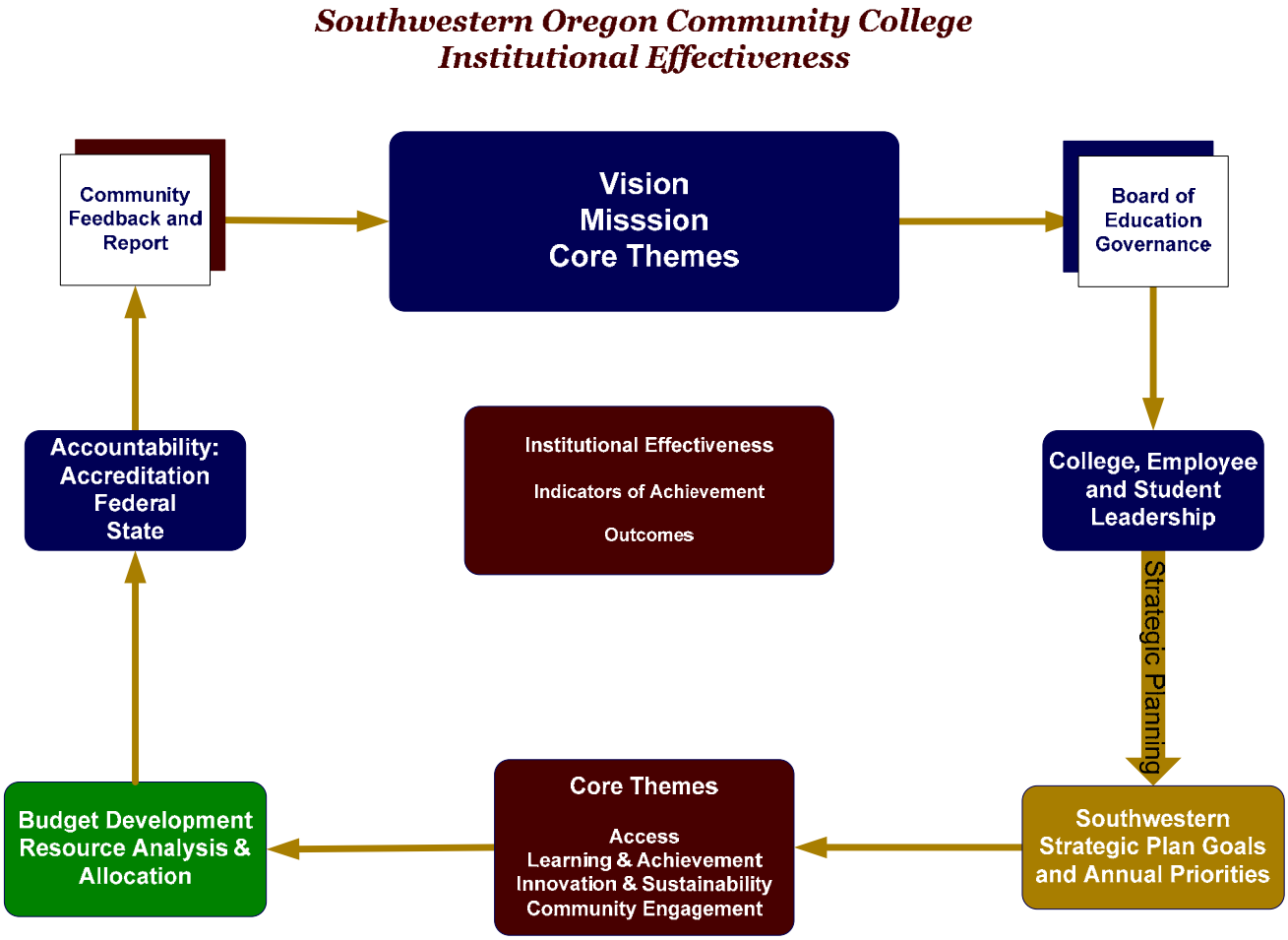
TracDat is a management software system designed to provide a repository for all assessment and planning documents as well as documenting the process. It is used to manage and document the following institutional effectiveness activities at Southwestern.

- Document ***Student Learning Outcomes*** ***(SLO)*** and results
- Document ***Administrative and Educational Support Unit Outcomes*** ***(AESO)*** and results
- Document ***General Education Outcomes*** ***(GEO)*** and results
- Document ***Degree*** and ***Certificate*** Outcomes and results
- Manage ***department and/or unit*** annual priorities and status updates
- Manage the institutional strategic plan goals and annual priorities including status updates
- Link reporting unit goals and SLO/AESO/GEO activities to the College goals
- Access reports
- Document ***Program Review*** and use of results for all ***planned*** improvements
- Provide departments and/or units an opportunity to request needed funds during the budget process

Section II
Institutional Effectiveness: Planning, Assessment, and Budgeting

As an accredited institution, Southwestern is committed to implementing a planning, assessment and effectiveness process which uses available resources and produces clear evidence of student learning and excellent learner support. The institution will guide and support staff in the systematic documentation of student learning and learner support. Southwestern also disseminates such documentation to both the college community and the community at large. The following diagram is meant to illustrate the flow of work and interactions of information from the Board of Education, through the institution and out to and back from the community. A detailed integrated view of the model is illustrated in Appendix C.

Institutional Effectiveness Model - Board and Community Diagram



Characteristics of Institutional Effectiveness

- Collaborative (with participation and support from the board, administration, faculty, support staff, students and community)
- Ongoing (a dynamic process that is expected to evolve over time – continuous improvement)
- Impartial
- Efficient
- Data driven
- Meaningful (the value of the process is evident to the campus community)
- Accountable (those involved will hold each other accountable for following the process, making decisions and following through)
- Communicated (assessment results will be shared before any decisions, and outcomes will be communicated to stakeholders)

The College's institutional effectiveness process is an on-going, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its mission. The institutional effectiveness process at Southwestern Oregon Community College is an on-going planning—implementing—assessing cycle that is applied at every level of the College. It provides the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College mission.

Institutional Effectiveness is demonstrated through ***mission fulfillment***. Southwestern demonstrates achievement of mission fulfillment by successfully meeting the ***objectives*** of our core themes. ***Objective*** performance is measured by setting annual target levels for each core theme ***indicator of achievement***. Core themes are mapped to individual indicators of achievement and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of indicators. ***Indicators of Achievement*** were developed to identify the individual success indicators and to set target benchmarks for which the institutional strives to annually achieve. (Appendix D)

Indicators of Achievement

Indicators identified by the institution to illustrate achievement of the mission at the institutional level and reported to the Board of Education. Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Accreditation and State standards also require the College to have in place practices to evaluate and assess the effectiveness of all programs and the administrative operations. Indicators of Achievement are one way the College demonstrates to the Accreditation agency, the State, the Board, the students, the Community and the staff institutional effectiveness.

Southwestern reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the Measure What You Treasure report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus and the alignment of existing College measures with the new State indicators and accreditation requirements, a new set of measures was proposed for consideration by the Board of Education beginning April 2009. The measures have served the college and are once again undergoing revision to meet the new accreditation standards and will be labeled Indicators of Achievement (Appendix D).

TracDat Software Structure

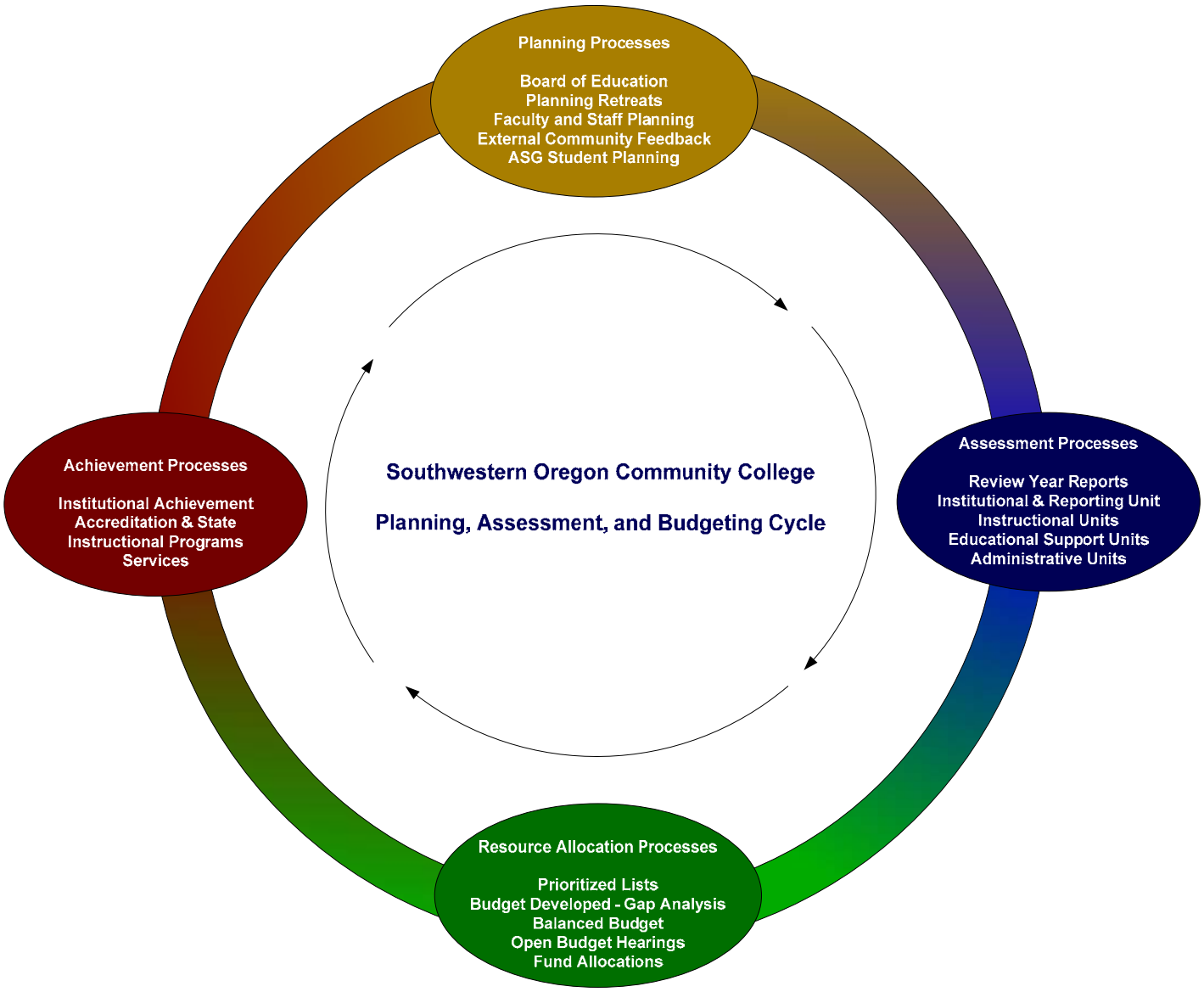
The Nichols model (Appendix F) was adopted and initial templates developed for use by faculty and staff to complete the development of outcomes, means of assessment and criteria for success by all instructional and administrative/educational support units and the information was then entered into the TracDat software providing ease of tracking, centralization of data, and templates for reporting results and use of results. All future entries will be made directly into the software system. These will be easily completed through assignments that allow staff to respond to an email link and directly add data to templates which automatically update the data system. TracDat quick-entry steps are included in each section of the handbook. Further instructions and templates are located in Appendix E.

Planning, Assessment and Budgeting

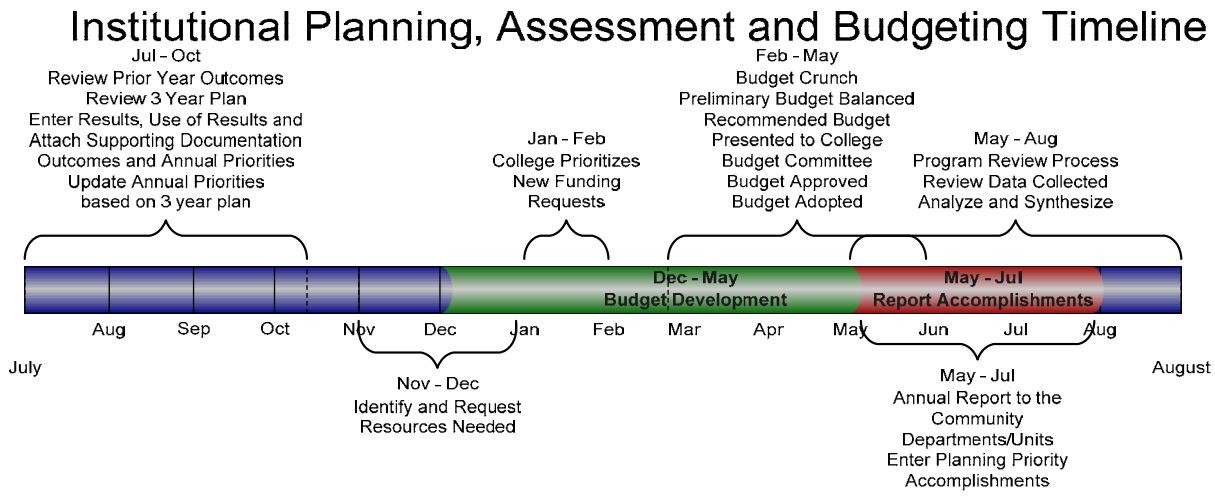
Planning, assessment and budgeting are all processes that are interrelated and occur on a cyclical basis. Planning processes allow the college to create a roadmap to guide the staff to fulfill the mission and meet the strategic plan goals. The assessment processes, including the reporting of achievements, allow the college to determine the effectiveness of the operations and student learning outcomes then communicate these to the

public. The assessment results are used to plan for the future and to request budget funds. All of the budget processes are designed to ensure that the appropriate level of projected expenditures and revenues are planned for the next academic year and that prioritized budget requests from the planning and assessment processes have been included.

Planning, Assessment and Budgeting Processes Cycle



Planning, Assessment and Budgeting Timeline



Section III
Planning Processes

Planning

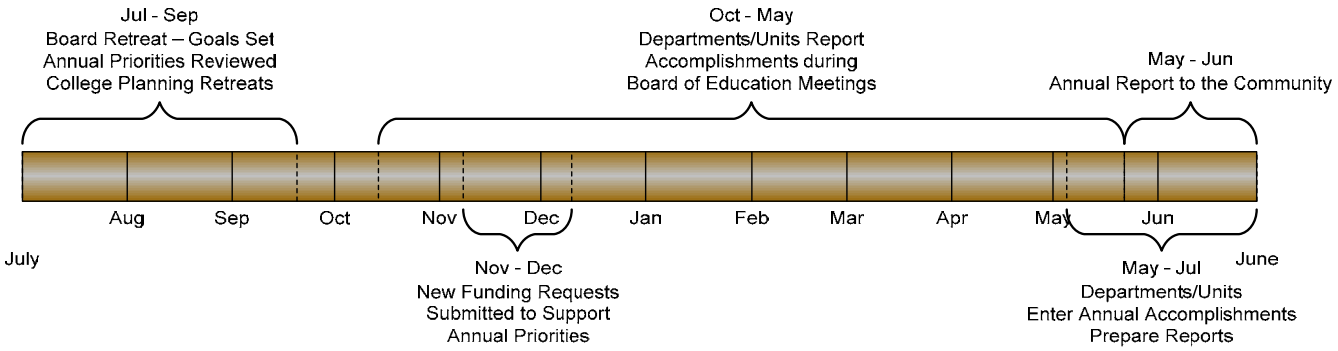
Planning is the collaborative process by which the college develops long-term ***strategic plan goals*** and ***annual priorities***. The strategic plan goals are designed to serve the college for at least a seven-year period which coincides with the accreditation review cycle.

Other planning processes include the Master Facility Plan, the Technology Plan, the Academic Plan, and the Emergency Preparedness plan. Each of the plans is developed through a similar process and is led by a campus representative appointed by the Executive Team.

Planning Steps and Timeline

Planning begins with the annual Board of Education Retreat held in July of each year. The Board of Education meets to identify annual Board Goals and to review the Southwestern ***Strategic Plan***. The Board Goals and comments on the strategic plan are communicated to the campus during the September Board of Education meeting. Unit and/or department planning along with reporting unit planning occur during fall term for the next year. This process allows for the emergence of annual plan priorities from all units and/or departments as a result of the various meetings held during the term. Annual priorities are identified from annual planning meetings and from the assessment process (reporting of results and use of results). Requests for budget funds or reallocation of resources are tied to the annual priorities previously identified in the planning and assessment processes. The budget process directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the mission of the College.

Institutional Planning Timeline



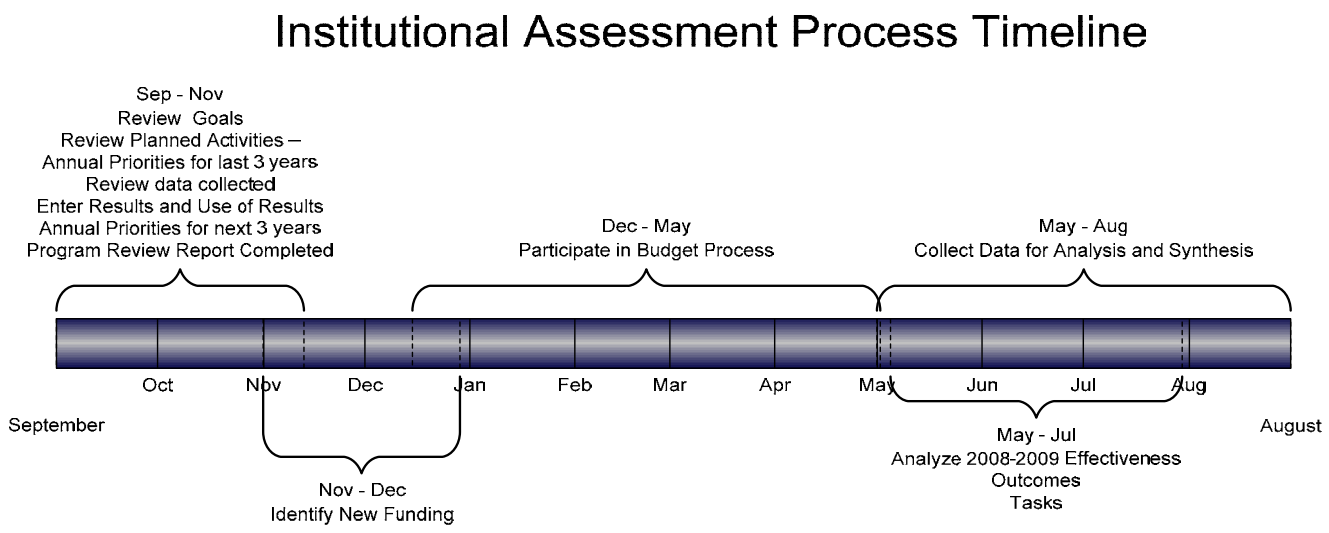
- During the fall term, the institution reviews the Board of Education goals and holds meetings to identify both unit and department goals and to set annual priorities for the next year with a rolling three-year annual priority list.
- The compilation of all of the goals goes into a document that identifies the main goals of the current strategic plan (updated at least every 7 years).
- Each year, every department identifies its annual priorities to align with the strategic plan goals.
- Quarterly, or even more frequently, these priorities are entered into the TracDat system along with ongoing status updates.
- Each quarter, reporting units enter a status update for priorities derived from their unit reports. These reports are used by the Executive Team for quarterly Board of Education Updates to the Strategic Plan.
- Each unit and/or department submits an annual report to the reporting unit.
- Each reporting unit synthesizes all of its achievements and produces a reporting-unit annual-priorities status-update report.
- This report is then used to create the ***Annual Report to the Community***.

TracDat Quick Entry Steps – Units and Reporting Units	
1)	*Unit tab - enter annual priorities by clicking on the yellow "add" tab at the bottom of the screen*
2)	*Outcomes & Assessment tab – confirm that the annual strategic plan outcome is active*
3)	*Means of Assessment link – add new annual report each year; copy prior year then edit and change dates*
4)	*Results tab – enter ongoing results throughout the year and at least once a quarter* *Submit quarterly reports to reporting unit*
5)	*Reports tab – create an ongoing report of results using the Southwestern Strategic Plan - Update 2010-11; or create a quarterly report of results using the Southwestern Strategic Plan Quarterly Update Fall (choose appropriate quarterly report); save a copy of the report and upload into the document repository*
6)	*Reporting Units Only: Use Step 4 and 5*
7)	*Reporting Units Only: Submit report to Executive Team representative October 1, January 1, April 1, June 15*

All TracDat quick steps are described in further detail including visual images of the software screens in Appendix E.

Assessment

Assessment is a means of evaluation and analysis designed to demonstrate how well the College and units/departments have met the outcomes identified for student learning and administrative/educational support services. All units/departments are expected to conduct a comprehensive program review once every three years beginning with the academic year 2010-11. Unit/department reports are submitted to the reporting unit staff by November 15th following the review year. Example: 2010-11 Program Review Report is submitted by November 15, 2011.



For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and services can be modified to engage students in the learning process and to sustain institutional effectiveness. Institutional effectiveness reflects how well the college is meeting its mission and goals.

Assessment Plan

An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

Assessment Plan Evaluation Requirements

Every unit/department is required to evaluate how well the outcomes have been met on an annual basis. Results are entered on an annual basis. A Program Review is conducted at least every three years and a comprehensive report of program/operational effectiveness is produced. Units/departments are expected to hold an annual meeting to discuss the active outcomes (the information to be discussed at the meeting is to be distributed for review by all members of the unit at least one week prior to the meeting in order to facilitate quality discussions at the meeting). It is desirable to have the outcomes be reviewed on an annual basis and any new outcomes be added to the TracDat system. At the same time, users should inactivate any outcomes in TracDat that are no longer applicable. Before deactivating any outcomes, the user must be sure results and use of results for those outcomes have been reported in a comprehensive review year report. In this way, the history of institutional decisions will be preserved.

What is Program Review?

Program review has four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

The use of results is the planned improvements, changes, and any other modifications to programs and/or services. The comprehensive review includes quantitative and qualitative data as well as a review of operational policies and procedures. (Eight Steps, Appendix H and Appendix I)

Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.

What are Outcomes?

They are culminating activities, products, or performances that can be measured.

What are Administrative or Educational Support Outcomes (AESO)?

They are outcomes related to administrative or educational support services provided to students or potential students. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

Administrative outcomes are a means of evaluating the services provided by administrative units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

Educational Support outcomes are a means of evaluating the services provided by educational support units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

What are Student Learning Outcomes (SLO)?

Student learning outcomes are related to the instruction provided to students at the course or program level. ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?***

Student learning outcomes are a means of evaluating student learning. They are created and assessed by the faculty, department, or academic program. They inform planning and lead to goals of improved learning. SLOs are expressed in statements of what students will be able to think, know, do, or feel because of a given educational experience. SLOs should be tied to reporting unit goals.

What are General Education Student Learning Outcomes (GESLO)?

General education student learning outcomes are the knowledge, skill, attitudes and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum

outcomes for their academic or technical area of study. ***Answers the question, "What will the student be able to DO with what is learned in a program?***

What are Program Outcomes?

Program outcomes are all identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

How do I develop an outcome?

An outcome is a result of an action – use verbs. Examples: Refer to Appendix F and Appendix G (Nichols model examples and Bloom's Taxonomy).

Getting started is the hardest part; remember that you have been doing a portion of this all along. The Eight-Step Process outlined below provides a clear and tangible way to articulate your efforts. The intention of the process is to provide a step-by-step layout of how to develop SLOs and AESOs, how to assess them, what to do with the data, and how to use the findings. It also explains how to document your efforts with the model that is used by the campus. By establishing and maintaining a documentation process, it is easier for you and your department/unit to see what work has been done, how it went, and what actions need to be taken to meet the goals and needs of your department.

Developing and assessing SLOs and AESOs is a process, and the following steps are intended to serve as a set of guidelines. It is imperative to look at the culture within your department/unit or program to determine how this process will best be implemented.

STEP	DESCRIPTION
1. **Preliminary Discussion**	Schedule a faculty/staff meeting to brainstorm ideas for outcomes.
2. **SLO/AESO Statements – see Appendix H** **General Education Outcomes - see Appendix I** **Bloom's Taxonomy – see Appendix G**	a) Develop a list of measurable SLO/AESO b) Enter into TracDat – Refer to Appendix E
3. **Assessment Plan – see Appendix E**	a) Develop an assessment plan for each SLO/AESO b) Enter means of assessment and criteria for success into TracDat – Refer to Appendix E
4. **Data Collection – see Appendix E** **Sample Means of Assessment Listing**	Assess student learning or client experiences using identified means of assessment and collecting the results of the assessments Refer to Appendix E
5. **Data Analysis and Summary – see Appendix J**	a) Aggregate and analyze the data. b) Enter the results into TracDat- Refer to Appendix E
6. **Closing the Loop – see Appendix J**	a) Determine ways to use the data and make applicable revisions to the curriculum, services, departmental processes, and the outcomes. b) Enter the Use of Results into TracDat - Refer to Appendix E c) Print Program Review Report from TracDat – Refer to Appendix E
7. **Documentation – see Appendix J**	a) Attach data and other documentation to support the decisions and changes made. b) Attach supporting documentation to the results in

	TracDat - Refer to Appendix E
8. **Continuous Cycle – see Appendix J**	Repeat the process while continuing to incorporate your SLO/AESO process into your Electronic Planning for Institutional Effectiveness

How do I Assess Outcomes?

Once the assessment plan has been completed and data collected (Steps 1 – 4 listed above) it is time to start assessing the outcomes. By following the guidelines for Steps 5 through 8 listed below and in Appendix J, the assessment process is completed and the continual improvement cycle begins. Program review and assessment is an ongoing process cycling through Steps 1 – 8 at least once every three years.

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior as you think about what you had expected to happen. How do they compare? Enter the results in TracDat–you may use the template located in Appendix E as a guide or to record initial information.

Step 6: Closing the Loop - Determine ways to use the data to make applicable revisions to the curriculum, departmental services and processes, and the outcomes. The planned activities are listed as the annual priorities for the unit for the associated years – the items that will be done or plan to do.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings, see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful dialogue and initiate change.

Enter the information within TracDat—you may use the template located in Appendix E as a guide or to record initial information. Report specific use of results: what will be done next year or in the next three years as a result of the synthesis and analysis, what improvements will be made, what changes are expected to be implemented. Enter planned activities in TracDat as the annual priority for the associated year. Explain briefly how analysis of the data led to the changes.

Are new resources needed? If so, enter a request for budget funds within TracDat, identifying the account number and the amount needed. You may want to use the template located in Appendix E to list all resources needed. Resources requested by department/unit faculty and staff are the foundation of plan implementations, which lead toward the achievement of identified annual priorities and changes to the curriculum or services. Resources may include budget, facilities, staffing, research support, training, and marketing.

Step 7: Documentation – Always attach documentation within the TracDat system as evidence to support the analysis of the data. Attach meeting minutes, aggregate scores, and other examples that support the results and provide evidence. (Appendix E)

Step 8: Continuous Cycle - Repeat the process continuously at least once every three years, *focusing on various* SLOs/AESOs. It is recommended Steps 5 – 8 be repeated on a yearly basis to capture data and enter yearly results.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals, its current and future needs, and its current strategies to serve its students and clients. Continuous

improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue analytical discussions and to revise assessment efforts as necessary in order to ensure that student and client needs are being met.

Section V
Budgeting Processes

Budgeting

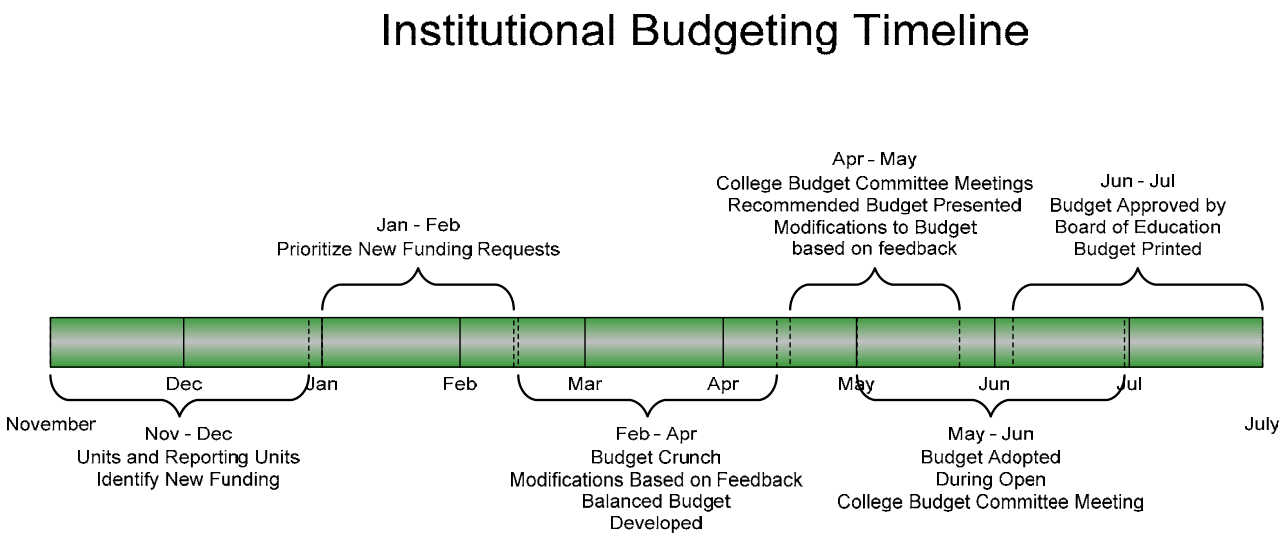
Budgeting is the collaborative process by which the college establishes a planned level of projected revenues and expenditures at the unit level for all funds.

Budgeting Steps and Timeline

The process for developing the college budget can be grouped into the following four areas: (a) prepare the recommended budget, (b) approve the budget, (c) citizen involvement and public exposure, and (d) adopt the budget. Staff members request funds to be included in the budget as a result of the assessment and planning processes conducted by all departments/unit. Each department and/or unit submits a prioritized list to the reporting unit staff responsible for budget preparation.

Budget preparation begins with revenue forecasting and determining known expenditures and obligations. The next step is to review the unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial crunch (comparison of projected revenues to requested expenditures) of the budget. Campus meetings are held for input and to consider other requests not submitted on the prioritized lists.

The goal is to prepare the budget while adhering to the strategic plan under the constraint of the financial situation. The Faculty Senate Assessment, Planning, and Budgeting Committee participate in discussions held in the Internal Budget Advisory Committee (IBAC). The proposed budget crunching continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee (composed of seven college district citizens and seven Board members). The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public comment available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the approved budget during a Board of Education meeting and the Adopted Budget becomes the Approved Budget for the fiscal year.



- During late fall term, based on the assessment and planning processes, the institution reviews all requests for funds that were entered in the TracDat system.
- Requests are prioritized by each department/unit and submitted to reporting unit staff.
- Reporting unit staff members hold meetings with all associated departments/units and finalize budget priorities. The budget priorities are submitted to the appropriate Executive Team member.
- Initial crunch of the budget occurs – projected revenues and expenditures are put in system for gap analysis.
- Meetings held on campus until the gap is closed; then the recommended budget book is assembled.
- The Recommended Budget is presented to the College Budget Committee for approval.
- The next step is to present the Approved Budget to the Board of Education for adoption.

TracDat Quick Entry Steps – Requesting Funds for the Budget Cycle	
1)	*Results tab – Enter request for funds after entering the results for an outcome and then clicking on the add use of results link; this request is for the next budget cycle* • *Enter the account number* • *Enter the dollar amount requested (no dollar sign and no decimals)*
2)	*Use of Results associated with the Results tab entry for annual priorities – request funds for next cycle*
3)	*Use of Results associated with the Results tab entry for review year reports – request funds for next cycle*
4)	*Print report for annual priorities: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff*
5)	*Print report for review year: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff*
6)	*Budget requests may occur at other times of the year and outside of the planning and assessment process; contact supervisor for the process to request funds*
7)	*Print and save all reports to the document repository as evidence of requests*

Appendix A
Core Themes and Strategic Plan Goals
2009-10

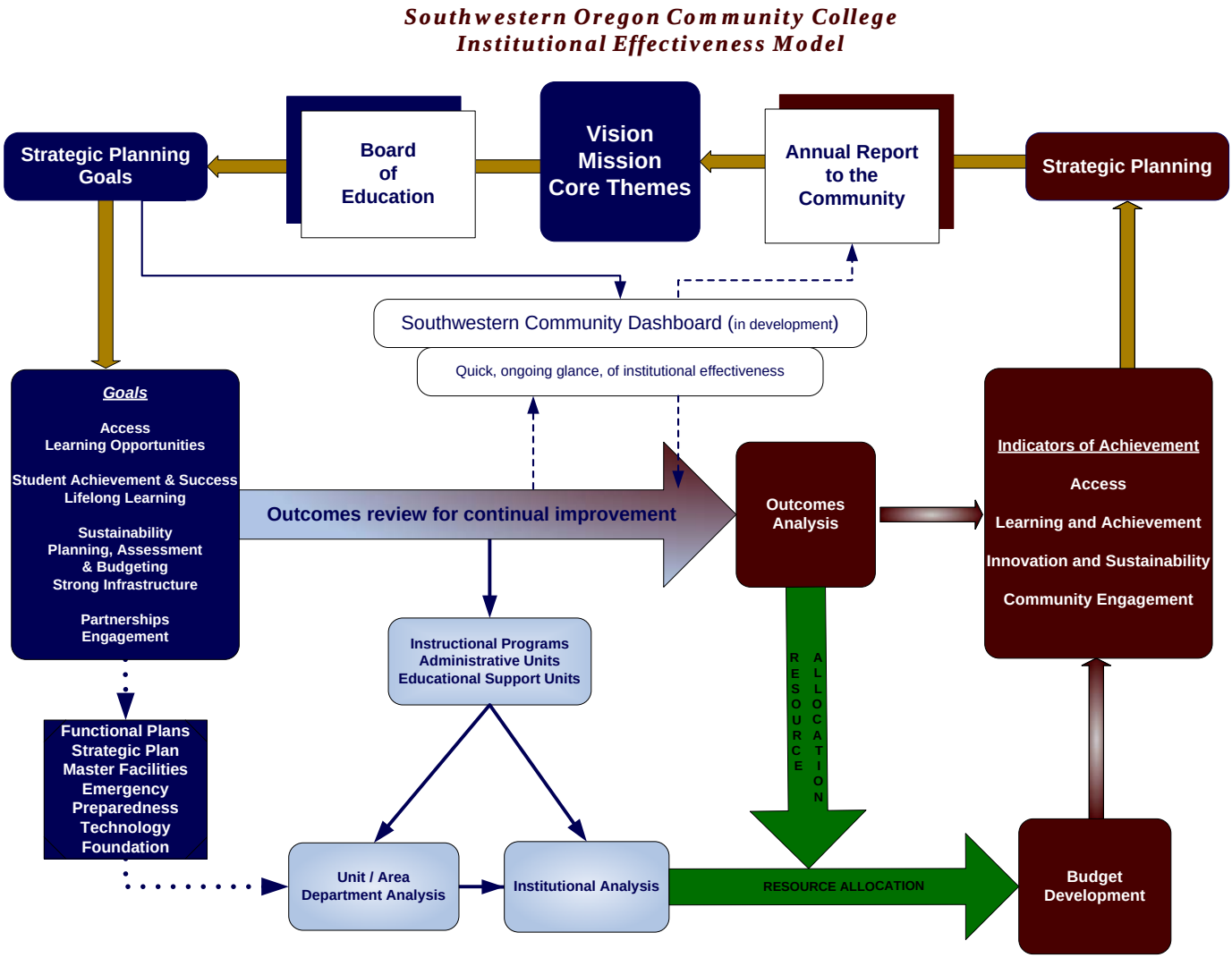
Core Themes	Strategic Plan Goals
Access Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.	**1** Ensure access to diverse learning opportunities.
	2 Provide access to support services for students, staff, and the community.
Learning and Achievement Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.	**3** Maintain and develop quality learning opportunities to encourage student success and achievement.
	4 Support student goal attainment and lifelong learning.
Innovation and Sustainability Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.	**5** Create the vision and structure for long-term college sustainability and growth.
	6 Support college growth through appropriate planning, budgeting, and assessment.
	7 Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.
Community Engagement Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.	**8** Sustain and build strong community, business, and agency partnerships.
	9 Promote and provide opportunities for the community to engage in diverse activities and events.

Appendix B

Planning, Assessment and Budgeting Cycle with Steps

Appendix C

Integrated Institutional Effectiveness and Assessment Model



Appendix D

Southwestern Oregon Community College
Office of Institutional Research

DRAFT Indicators of Achievement
Core Theme Indicators of Success

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
1	**FTE Credit and Non-Credit Report** Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status FTE Part-time enrollment status FTE Program Area FTE	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends Trends	3% 3476 3367 Trends Trends Trends	3% 3580 3468 Trends Trends Trends	3% 3688 3572 Trends Trends Trends
2	**Enrollment Credit and Non-Credit Report** Percentage increase over prior year Total enrollment Reimbursable enrollment Full-time enrollment status Part-time enrollment status Program Area	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 10,947 3,000 Trends Trends Trends	3% 11,275 3,000 Trends Trends Trends	3% 11,614 3,000 Trends Trends Trends	3% 11,962 3,000 Trends Trends Trends
3	**Labor Trends** Percentage of programs meeting high demand labor needs	Access 1 Learning Achievement 4	80% State 90% Local	80% State 90% Local	80% State 90% Local	80% State 90% Local
4	**Student Satisfaction** Average rating level for services Average rating for courses	Access 2 Learning Achievement 3 Community Engagement 8 Community Engagement 9	TBA Adjust Target as Necessary	4 of 5 4 of 5	4 of 5 4 of 5	4.25 of 5 4.25 of 5
5	**Student Intended Goals Achieved** Percentage of students attaining self-disclosed goal	Learning Achievement 4 Community Engagement 9	TBA Adjust Target as Necessary	50%	50%	50%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
6	**Annual Report to the Community** Percentage of goal priorities achieved	Access 1, 2 Learning Achievement 3, 4 Innovation Sustainability 5, 6, 7 Community Engagement 8,9	90%	90%	90%	90%
7	**Course Credit and Non-Credit Report** Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status Part-time enrollment status Program Area Courses offered Billing Credits enrolled	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends 3% Trends 61,000	3% 3476 3367 Trends Trends 3% Trends 64,000	3% 3580 3468 Trends Trends 3% Trends 67,000	3% 3688 3572 Trends Trends 3% Trends 70,000
8	**Employer Perceptions** Employer Satisfaction and Opinion Survey	Learning Achievement 3 Innovation Sustainability 5, 6 Community Engagement 8	Need Baseline	4 out of 5 Example need to set from baseline		
9	**Employee Development & Satisfaction** Employee Satisfaction and Opinion Survey Percent of employee participation Number of trainings offered	Innovation and Sustainability 7	Need Baseline	4 out of 5 75% 10	Examples; need to determine	
10	**Student Engagement** a. CAAP: Collegiate Assessment of Academic Performance b. CCSSE: Community College Survey of Student Engagement c. SENSE: Survey of Entering Student Engagement	Learning and Achievement 3, 4	Fill in CAAP and CCSSE benchmark And SENSE SENSE 2009	Benchmark goals go here CCSSE 2010	CAAP 2011	SENSE 2012
11	**Early Alert** Percent of students passing courses after being put on early alert	Learning Achievement 3	75% Within 2 % of all courses	75.5%	76%	76.5%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
12	**No longer used; replace with Student Achievement** Percent of passing grades in all courses Percent of passing grades by course type (LDC, Voc Prep, etc) Average GPA of program students Average GPA of graduates Graduation Rates	Learning Achievement 3,4 Get all baselines	77% 80% LDC 85% VP 90% VS 68% Remedial GPA Baseline Baselines needed	77.5% LDC VP VS Remedial .2 increase each year	78% LDC VP VS Remedial .2 increase each year	78.5% LDC VP VS Remedial .2 increase each year
13	**Placement Rate** **Perkins info here – get from state**	Access 1, 2 Learning Achievement 3, 4	Use grant figures			
14	**Structured Work Experience** Percent of majors participating in course Percent of change in participating business from year to year	Access 1, 2 Learning Achievement 3 Community Engagement 8	34% 3% increase	34% 3% increase	34% 3% increase	34% 3% increase
15	**Fiscal: Statement of Cash Flows YTD– All Funds** Positive growing cash flow	Innovation Sustainability 5, 7	800,000	1,000,000	1,200,000	1,400,000
16	**Fiscal: Statement of Revenues and Expenditures – All Funds** Revenues exceed expenditures	Innovation Sustainability 5, 7	**Ratios Check with BO**			
17	**Fiscal: Balance Sheet – All Funds**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
18	**Fiscal: Statement of Budget and Actual Revenues and Expenditures**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
19	Fiscal: Revenues & Expenditures - CCFIS	1 and 3	Remove			
20	**Fiscal: Enterprise Funds Activity**	Innovation Sustainability 5, 7	**Ratios Check with BO**			
21	**Fiscal: Foundation Activity** Increase in donors over prior year Increase in recipients over prior year	Innovation Sustainability 7 Community Engagement 8	3% 3%	3% 3%	3% 3%	3% 3%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
22 State	**State Student Success Indicators** **SSI 1: High school students enrolling directly into college** Track number of Oregon high school graduates who enroll in a community college the following fall term	Access 1, 2	**Baseline 33%**	Set by state with 2011		
22 State	**SSI 2: Postsecondary level of math, reading and writing** Measure skills necessary to enter LDC credit courses and CTE program areas	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 3: Credits earned toward an Associate of Arts Degree** Measure progress in LDC program areas at milestone points	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 4: Credits earned toward a CTE certificate or degree** Measure progress in CTE program areas at milestone points	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 5: Term to term persistence** Measure whether student continues from term to term	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 6: Fall to fall retention** Measure whether student returns one year to the next	Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 7: GED to next level** Measure the movement from GED completion to the next level of learning	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 8: GED fall to fall persistence** Measure the movement of GED completers who persist at the next level of training	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
22 State	**SSI 9: ESL/ESOL noncredit to next level** Measure how a student transitions from ESL/ESOL to credit classes	Access 1, 2 Learning Achievement 3, 4	**Baseline**			
23 State	**KPM 1: SUCCESSFUL GED APPLICANTS** Percentage of GED certificate applicants successful	Learning Achievement 3, 4	79%	79%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	**KPM 7: COMPLETION OF BASIC SKILLS/ESL** Percentage of students enrolled in a basic skills or ESL program who complete successfully	Learning Achievement 4	50.9%	63.7%	63.7%	63.7% *
23 State	**KPM 8: NURSING COMPLETION** Percentage of students who successfully complete a nursing program	Learning Achievement 3, 4	73.7%	73.7%	73.7%	73.7% *
23 State	**KPM 10: BITS COMPANY SATISFACTION** Percentage of companies ranking training they received through community college Business and Industry Training System (BITS)	Community Engagement 8	95%	95%	95%	95% *
23 State	**KPM 11: LICENSING/CERTIFICATION RATES** Oregon community college students' pass rate for national licensing tests compared to national pass rates	Learning Achievement 3, 4	93%	93%	93%	93% *
23 State	**KPM 12: CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION** Number of Career Technical Education (CTE) degrees and certificates awarded	Learning Achievement 3, 4	3% 150	3% 155	3% 160	3% 165
23 State	**KPM 13: ASSOCIATE DEGREE COMPLETION** Percentage of students in Associates degree programs who obtain an Associates degree	Learning Achievement 3, 4	31.6%	31.6%	31.6%	31.6% *
23 State	**KPM 14: STUDENT TRANSFERS TO OUS** Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year	Learning Achievement 3, 4	15.2%	15.2%	15.2%	15.2% *
23 State	**KPM 15: PROGRESS OF TRANSFER STUDENTS** Percentage of community college transfer students who demonstrate progress by returning for the second year	Learning Achievement 4	80%	80%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	**KPM 16: TUITION/FEES** Oregon's rank for college tuition and fees among all western states	Access 1, 2 Innovation Sustainability 5, 6	TBD	TBD	TBD	TBD
23 State	**KPM 17: HIGH SCHOOL PARTICIPATION** Number of high school students enrolled in community college credit programs	Access 1, 2	3% 667	3% 688	3% 708	3% 729
23 State	**KPM 18: MINORITY ENROLLMENT** Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group.	Not Tracked at this time Access 1, 2	TBA	TBA	TBA	TBA
24 State	State Future Student Success Indicators FSSI 10 through 18					

- **2012 Target – state has not yet determined target level**

Appendix E

TracDat Software and Data Entry Steps
Templates and Resources to Assist in Developing Outcomes and Means of Assessment

TracDat Web Link – full documentation available within the system

http://tracdat.socc.edu:8081/tradat

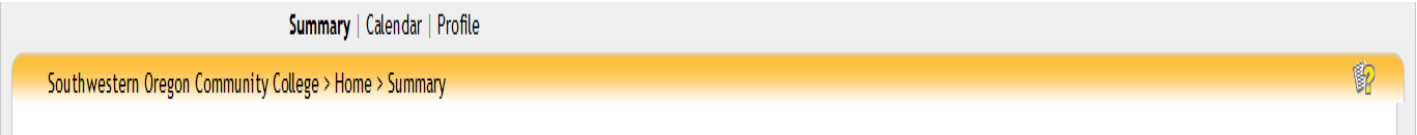
TracDat Login and Password

- The user name is assigned by the Institutional Research Office – ext. 7339.
- Username is generally the same as your Colleague username
- The password is initially set as the username plus the numeral "1": username1

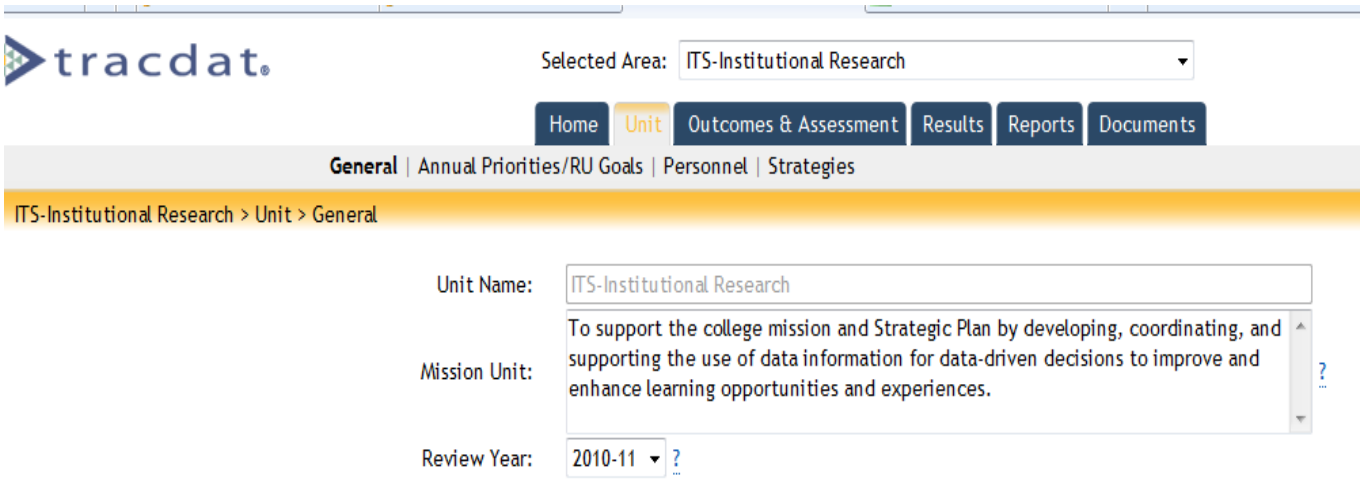
TracDat Quick Entry Steps – TracDat Web Link and Login	
1)	*Using a web browser, go to http://tracdat.socc.edu:8081/tracdat/*
2)	*Enter your username – generally the same as your Colleague username*
3)	*Enter your password – initially set as your username1*
4)	*Click Login*
5)	*To logout lick on "Logout" located in the upper right-hand side of all screens*

TracDat Help Icons

Help icons are located on each screen in the orange strip near the top on the right-hand side and are denoted by a , providing help information for the screen. Click on the icon to activate the help screen.



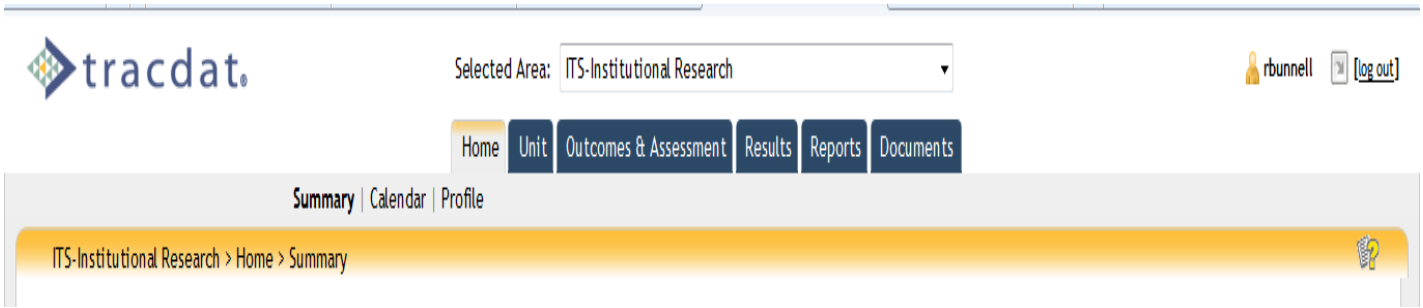
Help icons are also located next to each textbox and are denoted by a providing help information for the associated textbox. Click on the icon to activate the help screen.



Home Tab and Links

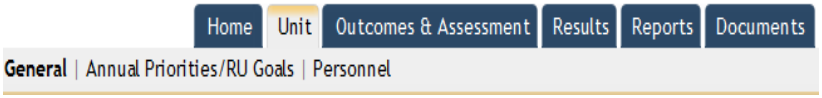
The Home tab is a dashboard view of a Unit. It shows a snapshot of the unit's assessment plan, assessment information, priorities and assignments. Clicking on a number (often purple), will either take you to another area with more specific information or pop-up a descriptive window.

Be sure you have selected the unit from the drop down menu next to the "Selected Area"



- **Summary Link**- Displays an overview of the outcomes and results for a particular assessment unit.
- **Calendar Link**- Provides a calendar to enter data.
- **Profile Link** – Provides a summary of user account information as it is known in TracDat.
  - This is where the ***password may be changed by the user***.
  - Follow instructions using the help icons

Unit Tab and Links

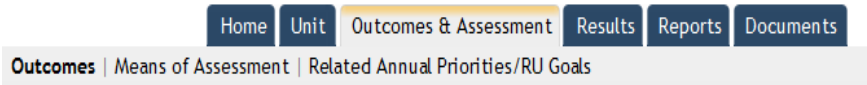


- **General** – Displays the College Mission statement.
  - Displays the Unit Name
- **Mission** – Unit: This is where the mission of the unit is displayed on the screen
- **Review Year**: The next triennial review year for the unit is displayed on the screen
- **Annual Priorities/RU Goals**
  - All annual priorities for the unit/department are displayed on this screen
  - New priorities are added from this screen based on annual unit/department meetings
  - Each of these priorities can be tied back to a college goal and a Reporting Unit goal.
- **Personnel**
  - This screen lists the staff who have access to view and/or are able to edit a department/unit's information
  - Administrator of the unit may add or delete staff

TracDat Quick Entry Steps – Mission * Review Year * Annual Priorities	
1)	*Add the Unit Mission in the textbox*
2)	*Select the review year (triennial cycle) that is scheduled for the unit; update after comprehensive review is completed and the review year report is produced and sent to the reporting unit staff*

3)	*Add annual plan priorities after planning meetings and based on assessment* *Click on the yellow tab at the bottom of the screen to "add new annual priorities/RU goals"*
4)	*Select the Goal Type in the dropdown box of "Annual Strategic Plan Summary Report"*
5)	*Add priority in the textbox: short one line item that is planned to be completed in the next academic year*
6)	*Select the year associated with the priority in the dropdown box for Annual Priority Year*
7)	*Click on the Save Changes yellow tab near the bottom of the screen*

Outcomes and Assessment Tab and Links



The Outcomes and Assessment Tab is where General Student Learning Outcomes, Administrative and Educational Support Outcomes are entered. This is also where Degree and Certificate Outcomes are entered as well as outcomes for related instruction, discipline areas, and foundational instruction. The outcomes are identified by each unit/department through staff meetings - Step 1 of developing and assessing outcomes. Formalizing the outcome and entering into TracDat is Step 2 of developing and assessing outcomes. The assessment plan is the combination of outcomes, means of assessment, and criteria for success.

Adding a New Outcome: Click on the link

Use this screen to add a new outcome as well as annual plan reports and review year reports.

Designing SLOs for programs and AESO for units requires the participation of all departmental faculty and/or staff. Ideally, the design begins with a series of conversations, usually in small groups.

Faculty refers to the learning goals for students and identifies knowledge and performance values in the discipline as a way to begin the process. These conversations should consider both affective and cognitive learning domains.

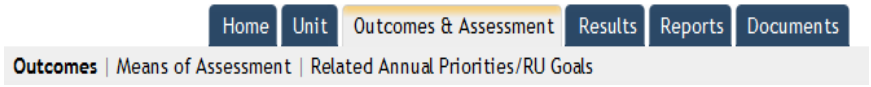
TracDat Quick Entry Steps – Adding a New Outcome (Step 2)	
6)	*Click on yellow tab at bottom of the screen*
7)	*Outcome Name: Type in an abbreviated name to identify the outcome*
8)	*Outcome: Type in the full outcome description*
9)	*Outcome Types: Select the type of outcome – learning for instructional / operational for other units*
10)	*Outcome Status: Select the status of the outcome – currently being assessed for all new outcomes*
11)	*Start Date: Type date outcome became effective*
12)	*End Date: Leave blank and only change once the outcome has been completed or becomes inactive*
13)	*Always click the yellow Save Changes button when done*

Note: For annual priorities the outcome is the annual strategic plan summary. This has already been added to the list of outcomes for each unit.

Outcome Template

Outcomes	*Means of Assessment Criteria for Success*	*Results Synthesis and Analysis*	*Use of Results*

Adding a New Means of Assessment: Click on the link



Step 3 of developing and assessing outcomes: You may add as many different Assessment Methods as you wish.

The Means of Assessment is the method of determining whether the learning or performance outcome has been achieved. It is the systematic collection of data and information focused on student learning, and other unit outcomes. The assessment of student learning outcomes is integral to the SLO process. It is a department-controlled task. Step 4 of the process is to administer the identified assessments.

The Means of Assessment should meet the following criteria:

- identify specific means of assessment (survey, test, etc.) for the outcome
- indicate consideration of previous data, if available
- establish minimum score for success at achieving outcome
- give number (%, fraction, actual number) of students or clients who are expected to meet the minimum score
- establish the minimum sub-score in given area(s) of interest (optional)
- specify when actual assessment occurs and by whom it is administered
- identify evaluator(s)
- specify evaluation process

Criteria for Success guidelines:

- establishes minimum expected score for success at achieving outcome
- quantifies (%, fraction or actual) number of students who are expected to meet the minimum score
- indicates consideration of alternate data (previous SLO assessment effort(s), external reports), if available (optional)
- establish the minimum score for any subcategories within the outcome, if applicable

TracDat Quick Entry Steps – Adding a Means of Assessment (Step 3)	
1)	*Click on yellow tab at bottom of the screen to add a new assessment method*
2)	*Assessment Method Category: Select the assessment tool from the drop down menu (not used for the annual strategic plan)*
3)	*Assessment Method: Type in-detail the method of the assessment (standard wording used for the annual strategic plan)*
4)	*Criterion: Type in the criteria for success (not used for the annual strategic plan)*
5)	*Timeline: Indicate yearly or other timeframe to be used (not used for the annual strategic plan)*
6)	*Active: Make sure this box is checked for all active means of assessments*
7)	*Always click the yellow Save Changes button when done*

Note: For annual priorities the means of assessment is the yearly strategic plan. The first year has already been added to the list of outcomes for each unit. In future years, copy the means of assessment and change the year.

Sample Means of Assessment and Criteria for Success

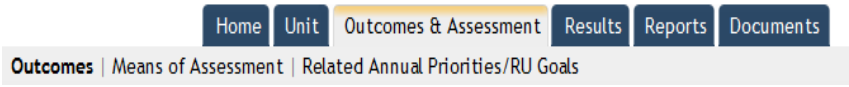
How do we measure outcomes? Tools and/or instruments are used as a means of assessment (assessment methods vary) and criteria for success. Several tools are available for measuring outcomes. The most common are provided in the list below, for more ideas please contact Institutional Research.

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
• Locally developed tests or standardized Tests	• Exit interviews of students	• Student self-evaluations
• Faculty-created rubrics	• Student, employer and alumni surveys	• Point-of-service surveys
• Essays	• Graduation and transfer rates	• Focus Groups
• Blind-scored projects	• Job placement data	• Graduation Surveys
• Professional exams	• Satisfaction surveys	• ACT or CCSSE
• Capstone experience or course	• Observing and recording students' Behaviors	• Counting the volume/degree of service, direct method
• Juried review of projects, exhibitions and Performances	• Self-report measures assessing students' perceptions of what they've learned	• Observations (number of participants, number of inquiries, reaction of participants, etc.)
• Portfolio assessment	• CCSSE or CAAP	• Satisfaction surveys – attitudinal Assessment
• Certification & placement exams.	• Research projects	• External Validation – Audits, Inspections, etc.
This list displays a sample of methods, instruments and tools available to faculty and staff and is meant to stimulate ideas for other methods		

Example Means of Assessment and Criteria for Success
Customer Satisfaction: Customer satisfaction is equal to or higher than the previous year.

Quality: Work is completed with a percentage of errors, numbers or dollars better than or equal to the previous year
Quantity: The percentage of requests fulfilled or numbers served is equal to or better than the previous year
Efficiency: Average time for a response
Music: 75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. The scales will be evaluated by at least two full-time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the spring and fall 2006 semesters in the normal performance evaluation process for the classes.
ESL: By the end of fall 2006, 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric for Level 5 as measured by their classroom instructors.
Speech: 70% of the students completing Speech 1A will have an average of 2 on a three-point scale rubric evaluating eye contact, organization, body control, and volume. The rubric will be used on speech delivery for a speech given in the last fourth of the semester in spring '07. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee.
Fire Technology: The Fire Technology Program will administer and evaluate the standardized State Fire Marshall Firefighter I certification during the 15th week of the spring and fall semesters. Evaluations will be based upon standards set by The Office of the State Fire Marshall and The California Fire Service Training and Education System.
Information Technology: System Availability and Uptime – the student information system will be available 99% of the time during normal business hours (7:30 – 4:30 Monday – Friday) as measured in academic year 2005-06 by the system administrators collecting system availability statistics. Evaluation will occur at the end of the academic year, June 30, 2006.
Learning Assistance Center: 75% of students will complete the entire survey on preferences for the Skills Lab environment. 70% of the student will mark 'a' on Question 1 to show the satisfaction with the current space. 40% will mark 'a' on Question 2 to show satisfaction with the conditions. The four question survey will be administered by the front counter personnel on the sixth week of spring 2007 semester as they check into lab. Skills Lab personnel will tabulate and average the responses.
Increase enrollment of non-traditional and part-time students by 3%
Increase Career Pathway enrollments by 3%
Increase retention of students by 3%
Adopt one new program
Improve student ratings of instructors by 5%
Improve student satisfaction of services by 10%
Increase in-service activities for all employee groups
Increase student academic achievement in "X" course by 5%

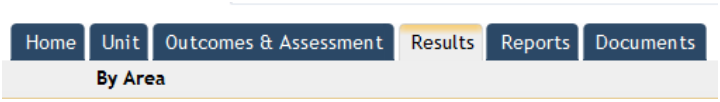
Relating Annual Priorities and RU Goals: Click on the link



Use this screen to relate an SLO/AESO/Annual Plan Reports to those Goals and/or Annual Priorities which it supports. The Goals of all appropriate Units are shown. To select a Goal, click the box to the left of the Goal.

TracDat Quick Entry Steps – Relating Annual Priorities and RU Goals	
1)	*Notice the dropdown textbox at the top of the screen; this is the outcome that is currently being viewed*
2)	*Select all appropriate related annual priorities and/or reporting unit goals or other goals as displayed by checking the box next to the corresponding statement*
3)	Use the scroll bar to move down the screen and see additional goals or priorities.
4)	*Save changes*
5)	*Go back to the dropdown textbox and select the next outcome to be viewed*
6)	*Repeat steps 2 and 3 as necessary for all outcomes*

Results Tab and Use of Results



After collecting the data from the assessments, Step 4 of the process, enter the results into the TracDat system using the Add a Result feature. This will display a screen that includes textboxes for synthesis and analysis of the data and fulfills Step 5 of assessing the outcomes.

Results = a succinct statement that states what criteria level was achieved; this is not a paragraph or even a few sentences as this is designed to illustrate the level achieved.

Example: Criteria = 95% of students will achieve an average score of 70% on XYZ
Results = 100% of student achieved an average score of 80% on XYZ

Synthesis and Analysis is the area to enter the details associated with the results.

Relate Documents - Departments and units should support the conditions above with quantifiable data, conduct appropriate analyses, and make supportable conclusions. Data may be available from IR, check to confirm common data set information that is available for your department. You may also report on your own internally-generated data like the results from previous assessment efforts, budget reports, or advisory council minutes.

TracDat Quick Entry Steps – Results Tab (Step 5)	
1)	*Select the area for unit results (or the annual strategic plan year for status updates) (or select the courses to enter for course results located under the selection area tab)*
2)	*Click on Add a Result yellow tab near the bottom of the screen*
3)	*When the new screen appears, click on **select** for which SLO/AUO/SA the Summary of Data applies to.*
4)	*Select the Assessment Method that appears in the internal screen*
5)	*Summary of Data: Type in the summary of data from the assessment*
6)	*Summary of Data Date: Type in the date the summary was entered.*
7)	*Summary of Data Type: If the data met or exceeded the criterion select Criterion Met; if the **data did not meet the criterion select Criterion Not Met.***
8)	*Summary of Data Status: If this summary of data is complete select Closed; if it is not complete select Open from the drop down menu.*
9)	*Summary of Data Status Update Date: If an update is done this date will automatically default.*
10)	*Notes: Type in any anecdotal information or leave blank.*
11)	*Attach supporting documentation – this is the evidence of the assessments and supports the analysis*
12)	*Always click the Save Changes button when you are done.*

If there are documents related to an AESO/SLO/Annual Priority(i.e. test examples, Excel files with data results, meeting minutes)—they can be uploaded to TracDat and associated with a particular outcome via the results and use of results screens. Documents may also be uploaded directly to the system using the Documents tab and then selected from the results and use of results screen.

Relating a document on the results or use of results screen:
Adding documents directly to the repository:

Documents Tab

Use this screen to create document folders to store department/unit documents that are used in the assessment and planning processes. Reports provided by IT to support programs internal conditions are in the "Reports for <current year> folder.

TracDat Quick Entry Steps – Documents Tab	
1)	Click on the Add Documents link
2)	Browse – adds a new document not already in document repository;
3)	Name the document in a way that identifies the information and links to the outcome
4)	Always click the Save Changes button when you are done.

Results, Synthesis and Analysis (including internal and external trends) Template

Outcomes	*Means of Assessment Criteria for Success*	*Results Synthesis and Analysis*	*Use of Results*

Use of Results Link within the Results Entry Screen

The Use of Results is the process of closing the loop, Step 7. Determine ways to use the data and make applicable revisions to the curriculum, departmental processes and the outcomes. Departments and units should support their efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. You may report on your own internally-generated data or request data from the Institutional Researcher ext. 7339.

Enter the information within TracDat – you may use the template located below as a guide or to record initial information. Report specific use of results, what will be done next year or in the next three years as a result of the synthesis and analysis. What improvements will be made? What changes are expected to be implemented? Explain how analysis of the data led to the changes.

NOTE: The Use of Results link will only appear after the Results have been saved by clicking the yellow Save Changes button.

TracDat Quick Entry Steps – Use of Results Link (Step 7)	
5)	*After saving the results information the link for the Use of Results will be accessible; mini-tab on bottom left-hand side of the screen with the link located on the right-hand side of the screen*
6)	*Be sure the Use of Results mini-tab has been selected (the other option is for documentation)*
7)	*Click on the Add Use of Results link*
8)	*Type in the Use of Results.*
9)	*Request Budget Funds if needed – enter the account number*
10)	*Enter the amount of budget funds requested – no dollar sign, no commas or decimals*

11)	*Review Year Report requires the entry of internal and external trends over the last three years*
12)	*Annual Plan report requires the accomplishments to be listed*
13)	*Attach supporting documentation – any other documentation not previously related to results*
14)	*Always click the Save Changes button when you are done.*

Use of Results Template

Outcomes	***Means of Assessment Criteria for Success***	***Results Synthesis and Analysis***	***Use of Results***

Use of Results Screen – Resources Needed

To facilitate completion of the "Use of Results – Resources Needed" section within TracDat, you may want to use the template to list all resources needed. Resources requested by department/unit faculty and staff are the foundation of plan implementation toward the achievement of identified goals. Resources may include budget, facilities, staffing, research support, training, and marketing.

Outcome	Resources Needed Y or N	List Resources Needed – Include budgetary item amounts as well as other resource types

Reports Tab

This screen displays a list of all the available reports defined for the department/unit. Program level reports are displayed on the Assessment Unit screen. Note the two different screen choices:

a**. Unit** – runs reports at the Assessment Unit level –data entered on the Outcomes and Assessment tab.
b. **Course** – runs reports at the Course level –data entered on the Course Assessment Plan tab.

TracDat Quick Entry Steps – Use of Results Link (Step 7)	
1)	*Click run to being generating a report*
2)	*Select the parameters to filter data for the report – this narrows down the type of information returned in the report*
3)	*Click the Execute Report button to generate the report (if no parameters are defined within the report the report will run automatically).*
4)	*The report opens in a new window.*
5)	*Once the report has been viewed and the data confirmed, always generate a report and save the document repository. The report is easily retrievable for the future and includes the information within the system corresponding to the date of the report.*

Appendix F

Nichols Model

1. Addressing the Mission and Reporting Unit Goals
2. Determining Outcomes
3. Identifying Means of Assessment and Criteria for Success
4. Summarizing of Data Collected
5. Using Results

1	2	3	4	5
Mission and Reporting Unit Goals	***Outcomes***	***Means of Assessment Criteria for Success***	***Results Synthesis and Analysis***	***Use of Results***
The mission and applicable reporting unit goal(s) of the program, department or administrative unit.	What will the student think, feel, know or be able to do as a result of a given educational experience or from the use of services?	What tools will be used to establish and measure success? What are the criteria for success?	Summarize the findings. How close were the results to the criteria for success?	What does the data tell us about our process? What, if anything, do we need to do to our course, program or department to improve? What resources are necessary?

Appendix G

Bloom's Taxonomy

List of Websites and Verbs by Domain

Clemson University

http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf

http://nerds.unl.edu/pages/preser/sec/articles/blooms.html

Verb Wheel - CalState Technology Enhancement Program

http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html

New Verbage

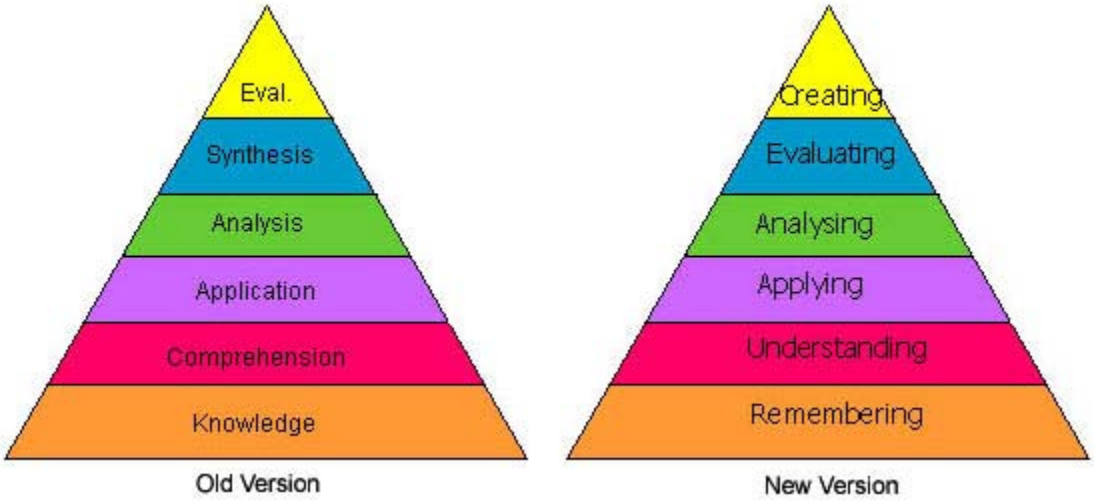
Old Dominion University

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

University of Georgia

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Domains



Bloom's Cognitive Domain

The following verbs are useful in discussing the six levels of Bloom's Cognitive Domain.

KNOWLEDGE

discuss
define
memorize
repeat
record
list
recall
name
relate

ANALYSIS

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize

EVALUATION

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose

COMPREHENSION

discuss
restate
describe
recognize
explain
express
identify
locate
report
review
tell

DIAGRAM

inspect
debate
inventory
question
relate
solve
examine

ASSESS

estimate
measure
inspect

APPLICATION

translate
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
show
sketch

SYNTHESIS

compose
plan
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare
propose

Appendix H

Developing and Assessing Outcomes

The following are some guiding questions to help in the development of SLOs and AESOs:

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/program:

- What should this student know or understand?
- What will this student be able to do?
- What kind of skills or values will this student possess?

Think about a student or potential student who will receive a certain service. What kind of service experience would allow for the greatest satisfaction?

As a result of this service:

- How should this student act?
- What kind of attitude should this student possess?
- What will the student gain?

When considering the questions above, think about how you will know whether or not your students or clients have performed as you had intended for them to perform. What will the students or clients do to provide evidence that they have successfully met your expectations?

Once the outcomes have been developed, create the assessment plan (means of assessment and criteria for success) and include the following:

- What means of assessment will you employ?
    - Choices include course-embedded assessments, portfolios, surveys, and tests
- How do you expect your students/clients to fare?
    - Establish a minimum score for success and indicate the number (%, fraction, actual number) of students/clients whom you expect to meet the minimum score
- Whom will you assess?
    - Consider the course(s), class section, activity, workshop, term
- How will you collect your evidence?
- When will you collect your evidence?
- Who will be responsible for the administration of the assessment?
- Who will be responsible for the evaluation of the data collected?
- If you have conducted this assessment in the past, do you have any previous data to use as a marker for comparison?
- How would you plan to use the results?

Remember that you don't have to measure everything about every student during every course in every term or about every client for every service! Be selective and measure only those areas in which you are most interested and/or those areas that are most relevant to meeting current or future student/client needs.

Appendix I

Identification of Institutional General Student Learning Outcomes

General Student Learning Outcomes:

The purpose of the entire general education assessment is to evaluate how our institution and its curriculum are equipping our students with the basic general education skills – and then, as a result of the evaluation, to adjust the curriculum, if necessary, to assure that these outcomes are being adequately addressed. So, the assessment is formative rather than summative.

Several principles underlie the process. First, the general education learning outcomes are the responsibility of the faculty as a whole, not merely the responsibility of isolated departments. Next, the process was designed to be minimally intrusive for faculty. Also, it is important to note that neither names of students nor names of faculty are attached to any of the work when it is evaluated, and as a result, no names are attached to the data as it is analyzed and reported.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES are the knowledge, skill, attitudes, and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

- **Communication:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, and presentation of self and information.
- **Computation:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.
- **Creative, Critical & Analytical Thinking:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.
- **Community/Global Consciousness & Responsibility:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity and empathy.
- **Discipline Content:** Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by SOCC Faculty Senate – January 28, 2005

Modified from the League for Innovation, www.league.org

Academic leaders, in concert with Faculty Senate and Student Services Leaders, determined, in 2007 that the Collegiate Assessment of Academic Proficiency test (CAAP) would become the global assessment tool for the general education student learning outcomes. The assessment is administered every three years (previously done annually through 2009), data is collected from the results of the assessments and the data is compiled in preparation for analysis, synthesis and use of results to improve teaching and learning.

Appendix J

Assessment Steps 5 to 8: Evaluation of Assessments and Outcomes

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior with what you had expected. How do they compare?

Some questions to consider when studying the data:

- What skills (or portions of skills) did students universally understand?
- What were the most common errors that students made?
- What did the students not grasp at all?
- For which parts of the service did clients express the greatest satisfaction?
- What were some of their recommendations?
- Are there other findings that you did not expect?
- What are you most surprised by?
- Were there any trends, patterns or themes that emerged from the data?

Some guidelines to keep in mind after documenting the data:

- Does your summary of the data clearly address the means of assessment and criteria for success stated in the assessment plan?
- Have you reported the actual results for the expected level of success (include %, fraction, actual number, etc.)?
- Have you highlighted any key findings?
- When you have prepared your summary of data, did you enter it into TracDat. (Appendix E)
- Did you attach any relevant documents such as spreadsheets or findings. (Appendix E)

Examples: Data Analysis and Summary

Welding: From fall 2006 and spring 2007:
These following scores reflect the percentage of students passing each subcategory of the practical exam:

Welder Selection	100%
Welder Set up	90%
Metal Preparation	100%
Rod Selection	82%
Speed of Travel	50%
Rod Angle	50%

Conclusion: Students require additional instruction in learning rod selection, and the manipulative skills of rod angle and speed of travel to meet the department's outcomes.

Step 6: Closing the Loop

Determine ways to use the data and make applicable revisions to the curriculum, departmental processes, and the outcomes.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings,

see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful discussion and initiate change.

Guiding questions could include the following:

- Were you satisfied with the student performance or client response?
- Are changes or improvements necessary?
- Based on the data analysis and summary, how would you modify the teaching/service to better address the student/client needs?
- SLOs: What should be done to improve student learning?
- What elements of the teaching and learning process should be added, deleted or modified to increase student success?
- AESOs: What do you need in order to improve student/client experiences?

Evaluate the assessment plan.

- What did you think of this SLO/AESO?
- Does it need to be revised?
- Does the criteria for success need to be changed?
- Should this outcome be assessed again?

Once adequate discussion has taken place, determine the plan of action and make necessary revisions or changes.

Examples: Closing the Loop

Welding: As a result of the low scores in the two subcategories involving manipulative skills, the Welding department began a peer tutoring program to assist welders with their manipulative skills. As a result of the low scores in subcategory 4, direct instruction on welding rod selection has increased by 3 hours in both WELD 40 and WELD 51.

Step 7: Documentation –

When documenting your use of results, consider the following:

- Does your plan for change align with the findings from the assessment effort?
- What improvements, enhancements, changes does your unit/office/department plan to make as a result of the findings?
- Who will be responsible for making the change?
- When will the change take place?

Step 8: Continuous Cycle - Repeat the process continuously focusing on various SLOs/AUOs.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals and then plan strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue campus-wide and unit level discussions and revise assessment efforts as necessary to ensure that student and client needs are being met.

Appendix K

Institutional Effectiveness Glossary of Terms and Definitions

The following **terms** and **definitions** are used within the Southwestern Institutional Effectiveness Planning and Assessment Handbook:

Accreditation: The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof. (www.nwccu.org)

Southwestern is regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Program and special accreditation agencies also exist (Culinary, Early Childhood Education, EMT to name a few).

Analysis of Results:

Annual Priority: The priorities identified by all of the college faculty and staff through the planning process. The things we plan to do; what faculty and staff expect to implement, complete, or achieve in a given year.

Assessment: The process for gathering evidence of student learning, discovering the degree to which courses, programs and administrative and educational support services accomplish intended outcomes, and probing the achievement of institutional goals and mission.

Assessment Method: Essentially two types of assessment – 1) **Direct methods** of assessment require students to produce work so that reviewers can assess how well students meet expectations and 2) **Indirect methods** of assessment provide opportunities for students to reflect on their learning experiences and inform the reviewers their perceptions of their learning experience (Palomba & Banta, 1999).

Embedded Assessment: Refers to assessment that is included as part of the regular instruction or service. For example, specific questions can be embedded in numerous classes via quizzes, tests, and homework to provide summative and formative evaluation of departmental, program, or institutional outcomes. Embedded assessment is more easily obtained as it uses current assignments/tests for the assessment purposes and does not require much additional or extra work from the instructor.

Formative Assessment: Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. This type of assessment is descriptive, focusing on the process.

Performance based Assessment: Applies with items or tasks that require students to apply knowledge, skills, and abilities in real world situations. Similar to direct assessment, performance based assessment illustrates skills of students through direct measurements of their behaviors on an instrument or assignment. Performance-based assessment might be a part of a formative assessment process, as an instructor might elect to grade a student's performance to determine a student's improvement in a skill (the purpose of formative assessment). An instructor might also use a performance based assessment as one aspect of the student's skill set in a cumulative assessment of grades, performance, etc. (summative assessment). Performance based assessment is an example of authentic assessment because instead of using a standardized test to measure a skill, the student is required to illustrate his/her knowledge. Finally, performance based assessment is contrasted to indirect assessment because indirect assessments ask students to reflect upon the learning process rather than to demonstrate).

Summative Assessment: Evaluation at the conclusion of a unit of instruction, used to determine or judge student skills and knowledge or the effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study

Assessment Plan: An assessment plan is the combination of ***outcomes***, ***means of assessment*** and ***criteria for success*** that have been identified for every unit/department on campus.

Budgeting: The process of developing a planned level of projected revenues and expenditures

CAAP: Collegiate Assessment of Academic Performance (CAAP). A nationally normed, standardized, academic test designed to measure general-education foundational skills that are typically attained in the first two years of college. The CAAP test scores provide one way to estimate the level of educational development.

CCSSE: Community College Survey of Student Engagement – a national survey administered every three years

Certificates: one-year certificates approved by the State

Cohort: A group whose progress is measured at different points in time. Refers to a specialized group of students who share a common element or characteristic. Examples include first-time freshman, student who begin the same program of study at the same time. Cohorts are often tracked over long periods of time (e.g., via longitudinal studies).

Completers: Students completing a course, credential, certificate or graduate from the college

Completion Rate: The proportion of students (cohort) who enrolled in and subsequently completed a course, degree, certificate, or a short-term program.

Core Theme: Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. *As defined by NWCCU, a core theme* is a *manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

Core Values: The values we hold which form the foundation on which we perform work and conduct ourselves. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Course Completion Rate: The percentage of students earning passing grades of A, B, C, D, S, and R issued to students that were enrolled within a course at the end of the refund period.

Credential: an educational goal below the level of the one-year certificate level (short-term certificate)

Criteria for Success: Criterion established to act as evidence of whether an outcome is achieved. ***Answers the question: "What is the target expectation level?"***

Degree Program: two-year degree programs approved by the State

Transfer Degree Programs: AAOT, AS and ASOT two-year degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Applied Associate of Science (A.A.S.). A lower division undergraduate degree normally representing about two years (60 semester or 90 quarter units) of college study or its equivalent in depth and quality of learning experience. The A.A. degree implies more liberal education orientation, the A.S. degree implies an applied education orientation, and the A.A.S. implies even more emphasis on an applied educational orientation.

Discipline: a branch of learning or scholarly instruction. (Oxford English Dictionary) i.e. geology, biology, chemistry, physics and etc.

Division: Specialized unit within the College. i.e. Allied Health, Math, Science, Health and Physical Education, or Student Support Services

Fill-Rate: Percentage of students enrolled (course, program, etc) at the end of the refund period

Formative Assessment: ***See Assessment***

Foundational Requirements: An essential collegiate-level component of associate and baccalaureate degree programs designed to foster effective independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge. (NWCCU) Required for completion of the Associate of Arts Oregon Transfer Degree.

FTE: Full-time equivalent – the enrollment of a student based on 510 clock hours equals 1 FTE;

Reimbursable FTE – courses approved for state funding reimbursement and students who qualify for state funding reimbursement (instate students and border state students, second term out of state students).

Non-reimbursable FTE- course is not approved for state funding reimbursement or the student clock hours do not qualify for state funding reimbursement (foreign students, students outside of the state other than border states in their first term of enrollment).

Goal: A result that the College is attempting to achieve. A desired organizational end-point, achieved through some sort of development. ***Answers the question: "Where do we want to go?"***

***Reporting Unit Goal*:** A reporting unit goal that has been developed in collaboration with members of the reporting unit and which also aligns with one or more of the institutional strategic goals. Approved by the Reporting Unit Administrator/Supervisor.

Strategic Plan Goal: A goal that is developed by members of the College and the community then used for Strategic Planning

Graduation Rate: The proportion of students who enrolled in and subsequently completed a degree or certificate program compared to the original number of students (cohort) that enrolled at the end of the refund period.

Headcount: Numerical number of students enrolled in courses at Southwestern

Duplicated Headcount or Student Enrollment: The total number of students enrolled in all courses at Southwestern wherein the count is duplicated for students enrolled in more than one course.

Unduplicated Headcount or Unduplicated Enrollment: The total number of students enrolled in a single course or who have attended Southwestern having been counted only one time in the total figure.

HelpBox: Online system used to request Integrated Technology Services (ITS) support; requires a login and is available on the intranet. All ITS requests for assistance need to be logged

Indicator: The particular characteristic, dimension, or element you will be measuring to monitor in outcomes attainment. An indicator is a regularly produced measure that described a specified condition or result that the college can gather information on, examine and report on, and use regularly and systematically as a tool for planning, assessment and decision making.

Indicator of Achievement: The indicators identified by the institution to illustrate achievement of the mission.

Institutional Effectiveness: The process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation. (National Alliance of Community and Technical Colleges). It is the ability of the College to match its performance to the purposes established in its mission and vision statements (see Ewell, 1992) and to the needs and expectations of its stakeholders (see Alfred, 2005)

Licensure and Certification Pass Rates: Proportion of students who obtain licensure or certification in a career or technical program offering such option as compared to the original enrolled students (cohort) at the end of the refund period.

Means of Assessment or Measure: Method (direct or indirect – a tool) used to measure whether a desired outcome has been achieved.

Method: ***See Assessment – Assessment Method***

Mission: Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Mission Fulfillment: Southwestern demonstrates achievement of mission fulfillment by successfully meeting the objectives of our core themes. ***Objective*** performance is measured by setting annual target ***benchmarks*** for each core theme ***indicator of success***. Core themes are mapped to individual indicators of success and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of a measure.

NWCCU: Northwest Commission on Colleges and Universities

Objective: Describes the accomplishment of the indicator of achievement or planned priorities. Ex: Produce 4 quarterly reports and 2 annual reports.

Outcome:

Expected Learning Outcomes: "Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree)." (League for

Innovation, 2001 at: http://www.league.org/league/projects/lcp/lcp3/Learning_Outcomes.htm) based on the work of Barr, McCabe, and Sifferlen

Administrative or Educational Unit Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' experiences associated with the services provided by an administrative or educational unit. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"

Program Outcomes: All identified Student Learning Outcomes specific to the program, a culminating activity, product, or performance that can be measured. ***Answers the question, "What will the student be able to DO with what is learned in the program?***

Student Learning Outcome*:** A culminating activity, product, or performance that can be measured. The results or evidence of students' learning experiences ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?

Performance after Transfer: The cumulative GPA achieved by students who originally enrolled at Southwestern during a specified year (cohort) who then transfer to an Oregon public four-year university compared to other students at the same university.

Persistence: a measure of the students who enroll for the first time at the beginning of one academic year and who are still enrolled at the beginning of the following year in at least one credit, but who have not yet graduated or completed a degree or certificate.

Placement Rates: The proportion of entering students who then obtain employment in a field directly related to that skill within one year of last attendance compared to the original number of enrolled students (cohort) at the end of the refund period.

Planning: The process by which the mission and goals of an institution are determined and the means to achieve them are specified. Institutional planning incorporates the institution's statement of purpose and comprehensive self-study with plans that take into account the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support utilized

Program: Instructional programs encompass all educational offerings including credentials, certificates (pathways, short-term and one-year) and two-year degrees with a breakdown by course of study and/or discipline. A systemic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements for a degree or a credential. May refer to the total educational offering of an institution.

Program Review: Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.
Program review consists of four parts:

1) A comprehensive review of the unit outcomes;
2) The synthesis and analysis of the results of each outcome;
3) Review of the internal and external trends that impact the unit; and
4) The use of results for each outcome.

Related Instruction: A recognizable body of instruction in program-related areas of communication, computation, and human relations for applied or specialized associate degree or certificate programs of 30 semester credits or 45 quarter credits in length.

Reporting Unit: Management level reporting areas such as the President, Office of Instruction, Administrative Services, and the like.

Reporting Unit Goal: ***See Goal***

Results: The culminating information related to a measure associated with an outcome or for yearly reporting. i.e. Data derived from measuring an outcome or objective.

Retention – Student cohort enrollment measured one year later

SENSE: Survey of Entering Student Engagement, a national survey

Statistic of Interest: Results in a statistical figure based on the defined criteria. ***Example: The proportion of students who enrolled in and subsequently completed a degree or certificate program.***

Strategic Plan: The plans of the college associated with the strategic goals, including the annual priorities.

Strategic Plan Goal: ***See Goal***

Status Updates: The update of accomplishment associated with the annual priorities to reflect what has been implemented, completed, or achieved during a given year.

Student Goal Attainment: A measure of students whose initial goals upon entering the college were met upon exit from the college.

Student Learning Outcome: *See Outcome*

Student Satisfaction Rate: The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.

Summative Assessment: ***See Assessment.***

Target: Target level identified for achievement/success - percentages and figures established for identified performance indicators. Includes: student performance standards - the level(s) of student competence in a content area; an actual measurement of group performance against an established standard at defined points along the path toward reaching the standard. Subsequent measurements of group performance use the target levels to measure progress toward achievement.

Transfer Degree Programs: ***See Degree Program***

Transfer Rates: Proportion of an entering degree-enrolled, student cohort that enrolls in another college ***within one year of leaving the college***.

> ***Transfer-out-Rate*:** percentage of students previously enrolled at Southwestern who transfer to another college who were pursuing a credential, certificate or degree program
>
> ***Transfer-out-Transfer Degree Rate*:** percentage of students **previously** enrolled at Southwestern ***in transfer degree programs*** who transfer to another college (AAOT, AS and ASOT)

Unit: generally defined as an academic, administrative or educational support area that has a budget unit associated with the area and that reports to a mid-management or upper-management level.

Use of Results: The planned improvements, enhancements or new items identified from the results, synthesis and analysis of the assessment process.

Vision: Southwestern's vision statement: Southwestern Leads and Inspires Lifelong Learning

References

Definition Resources (2010).

Definitions and language adapted from the Mt. San Antonio College Assessment Handbook, with permission, 2010

Retrieved from http://ww2.gsu.edu/-wwwotc (indicator and objective)

Retrieved from http://assessment.tamu.edu/asmt/methods.htm

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
NWCCU

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February 11, 2011

Dr. Patty M. Scott
President
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

Dear President ~~Scott~~: Patty

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to inform you that the progress report submitted by Southwestern Oregon Community College was accepted. The Commission was satisfied that progress had been made regarding Recommendation 1 of the Spring 2009 Focused Interim Evaluation Report. This matter was the subject of Commission correspondence dated July 31, 2009.

In accepting the report, the Commission requests that Southwestern Oregon Community College submit an addendum to its Spring 2012 Comprehensive Self-Evaluation Report to again address Recommendation 1 of the Spring 2009 Focused Interim Evaluation Report. In making this request, the Commission finds that Recommendation 1 is now substantially in compliance with Commission criteria for accreditation, but in need of improvement.

If you have questions, please do not hesitate to contact me.

Best wishes for a rewarding academic year.

Sincerely,

Sandra E. Elman
President

SEE:rb

Enclosure: Recommendation

cc: Dr. Sharon Smith, Director, Library and Learning Resources

Focused Interim Evaluation Report
Spring 2009
Southwestern Oregon Community College
Recommendation

1. It is recommended that the College demonstrate, through regular and systematic assessment, that students who complete its programs of study have achieved the expected outcomes. In addition, the College must show that assessment activities lead to the improvement of teaching and learning (Standard 2.B.2, 2.B.3).

Live Link as of February 1, 2012: http://nwccu.org/

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Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or preaccreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid.

The Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are reviewed.

The Commission oversees regional accreditation for 162 institutions. Its decision-making body consists of up to twenty-six Commissioners who represent the public and the diversity of higher education institutions within the Northwest region.

Dates for 2012 Year Three and Year Seven Workshops now available on Calendar of Events.

Spring 2012 Year One Reports are due March 1, 2012.

The revised Eligibility Requirements and revised Standards may be found by clicking on the Standards and Policies button on the left. The "Accreditation Standards" page also contains links to pdf documents of the previous standards and eligibility requirements.

The calendar for the transition to the new accreditation cycle may be found by clicking the Transition Calendars button to the left.

Position Announcement: Executive Vice President

Live Link as of February 1, 2012:
http://www.socc.edu/accreditation/pgs/bm~doc/reaffirmation-aug-2011.pdf

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
NWCCU

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August 12, 2011

Dr. Patty M. Scott
President
Southwestern Oregon Community College
1988 Newmark Avenue
Coos Bay, OR 97420

Dear President Scott:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Southwestern Oregon Community College has been reaffirmed on the basis of the Spring 2011 Year One Evaluation. Congratulations on receiving this continued recognition.

In reaffirming accreditation, the Commission requests that the College address Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report in its updated response to Standard One as part of its Spring 2012 Comprehensive Self-Evaluation Report. A copy of the Recommendation is enclosed for your reference.

In taking this action, the Commission finds that Recommendation 1 of the Spring 2011 Year One Peer-Evaluation Report is an area where Southwestern Oregon Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

If you have questions, please do not hesitate to contact me.

Best wishes for a rewarding academic year.

Sincerely,

Sandra E. Elman
President

SEE:rb

Enclosure: Recommendation

cc: Mrs. Robin Bunnell, Institutional Researcher
Mr. David Bridgham, Board Chair
Ms. Camille Preus, Commissioner, Oregon Department of Community Colleges and Workforce Development

Year One Peer-Evaluation Report
Spring 2011
Southwestern Oregon Community College
Recommendation

1. Not all of the Institutional Level Success Indicators that are used as measures of core theme achievement are meaningfully aligned with the core theme objectives as defined in the Report. The evaluation panel recommends that SWOCC continue to develop measureable and meaningful, outcome measures for accomplishment of its core themes (Standard 1.B.2).

Year One Peer-Evaluation Report

Southwestern Oregon Community College

Coos Bay, OR

March 1 – May 20, 2011

A confidential report of findings prepared for the
Northwest Commission on College and Universities

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Evaluation Committee

Dr. Jane A. Karas (Chair)
President
Flathead Valley Community College

Ms. Barbara Grover
Assistant Vice President for Institutional Effectiveness
Salt Lake Community College

Dr. Todd Schwarz
Instructional Dean
College of Southern Idaho

Introduction

Marking its 50th anniversary in May, 2011, Southwestern Oregon Community College (SWOCC) is a comprehensive community college that serves three counties in southwest Oregon. The college serves 10,000 students (3,300 FTE). SWOCC is recovering from declared financial exigency in 2008 and reduced state funding in 2009-2011; they are working toward a return to fiscal stability. Many employees including faculty are handling increased workloads to cover for position and program cuts while maintaining core mission function.

Southwestern Oregon Community College (SWOCC) had its accreditation reaffirmed on the basis of a spring 2009 Focused Interim Report evaluation. A fall 2010 Progress Report was requested for Recommendation 1 on outcomes assessment in academic programs leading to the improvement of teaching and learning. The Commission accepted the Progress Report, found SWOCC to be in compliance, and requested an update on further improvement on Recommendation 1 in SWOCC's spring 2012 Comprehensive Self-Evaluation Report.

Institutional changes since the last Regular Interim visit in 2007 include:

- Changes to the College mission statement;
- Identification of core theme objectives and performance indicators;
- Development of processes to analyze data to increase institutional effectiveness;
- Strategic response to financial challenges through elimination of positions and implementation of sustainability measures.

Assessment of the Self-Evaluation Report

During March, April, and May, 2011, a three-person peer-evaluation team from the Northwest Commission on Colleges and Universities (hereafter referred to as the Commission) conducted a Year One Comprehensive Peer-Evaluation of SWOCC. In accordance with Commission procedures, the review was carried out using the off-site virtual environment. Further, the evaluation was conducted based upon the *2010 Accreditation Standards and Eligibility Requirements* published by the Commission.

The Evaluation Committee received a hard copy of the College's *Year One Self-Evaluation Report* and Appendices in a timely manner. The Report was accompanied by a copy of the SWOCC 2010-2011 Catalog. SWOCC submitted a quality *Year One Self-Evaluation Report* that addressed Standard 1

requirements in a clear, concise and logical format. The background information provided in the Introduction, Institutional Context and Preface fully described recent institutional changes and challenges.

Report on Eligibility Requirements

Although the NWCCU's request to provide an Executive Summary of Eligibility Requirements (ER 2 and 3) was a late addition to the guidelines for writing the Year One Report, the institution addresses Eligibility Requirements 2 and 3.

The Report states, "The State Department of Community Colleges and Workforce Development (CCWD) has the legal authority for statewide coordination of the approval of community college courses and curricula as granted through Chapter 589, Division 6 of the Oregon Administrative Rules adopted by the State Board of Education under the authority of Chapter 341 of the Oregon Revised Statutes." (ER2).

"Through highly collaborative and inclusive processes, Southwestern faculty, staff, and administrators reviewed the Mission Statement and identified Core Themes beginning September 2009, extending through March 2010. The Board of Education accepted and adopted the campus' work and revisions to the Mission Statement in January 2010, and adopted the Core Themes at their April 26, 2010 meeting. " (ER 3)

Report on Standard 1

Introduction

The mission statement presented in the *Year One Self-Evaluation Report* reads as follows:

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Standard 1.A Mission

Standard 1.A.1

The College used an inclusive, essentially top-down process to review its mission and identify core themes over a period of time, September 2009 – March 2010.

The Board of Education created drafts of the new mission and four core themes which were then vetted and revised within the college community before formal ratification. The new mission statement was adopted by the Board of Education in January 2010. SWOCC has revised their mission statement three times since 2000.

SWOCC's mission statement is appropriate for a comprehensive community college. The mission statement is succinct, and states in general terms how SWOCC will serve the needs of its community, and how the college will conduct its work. The mission would be useful in providing direction for the institution's efforts, including the allocation of resources and application of capacity.
A copy of the mission statement is in the printed 2010-2011 SWOCC Catalog and on the college web site. The Evaluation Committee concludes that the mission statement is widely published and available to stakeholders.

Standard 1.A.2

Mission fulfillment is defined by SWOCC as,

… *"successfully meeting the objectives of our Core Themes" (pg 8 of Report).*

Progress on mission fulfillment will be monitored through *Institutional Level Success Indicators* for each of the core theme objectives. SWOCC is in the process of reconciling strategic planning performance factors, new state-developed indicators, and accreditation requirements into a coherent set of indicators to inform the college of its institutional effectiveness. Appendix items (Institutional Effectiveness, Planning and Assessment Handbook, and All College Success Indicators) indicate much consideration has been given to develop a conceptual framework for this challenging work.

Senior- level administrators reviewed the *Institutional Level Success Indicators* developed by Core Theme Leaders, and proposed to the Planning Council an acceptable mission fulfillment threshold: *The College will meet established targets for 70% of Institutional Level Success Indicators.* This statement is clear, and the condition of an acceptable threshold of mission fulfillment is achievable.

<u>Compliment 1</u> The Report Appendix items clearly exhibit the results of SWOCC's extensive work to develop institutional effectiveness measures aligned with state, accreditation and institutional expectations.

Standard 1.B Core Themes

Standard 1.B.1

SWOCC has articulated four core themes: Access, Learning and Achievement, Innovation and Sustainability, and Community Engagement that are aligned with their mission and well incorporated with strategic planning goals. The core themes were ratified by the Board of Education in April 2010.

Core Theme Leaders then worked with academic, operational, and support units to establish core theme objectives and achievement indicators, and to develop the internal processes to monitor assessment data and inform improvement activities around institutional effectiveness and mission fulfillment. The core theme objective achievement indicators are all elements of SWOCC's *Institutional Level Success Indicators.* The core themes are fundamental aspects of SWOCC's mission. The Evaluation Committee notes, however, that none of the core themes address *serving the cultural needs of the community*, which is a prominent promise in the mission statement.

Standard 1.B.2

Core Theme 1: Access

The objectives for this core theme are: Access to multiple learning opportunities; and Support services for student, staff and community. The indicators are appropriate and measurable but not sufficient to measure achievement of the core theme second objective. There are no success indicators listed that would give SWOCC meaningful feedback on the efficacy of its support services for staff. It is not clear to the Evaluation Committee how support services for staff fits under the Access core theme.

Core Theme 2: Learning and Achievement

This core theme description mentions student achievement outcomes including: retention, persistence, completion, graduation and/or transfer; but there are no direct measures of these outcomes in the *Institutional Level Success Indicators* listed in the Report. Many of the state-measured success indicators (SI 25, 26), shown in Appendix D, would be appropriate direct measures of the student learning outcomes mentioned in this core theme.

Using a national instrument for the measurement of general education learning outcomes will give SWOCC rich information about student learning on institutional-level learning outcomes. However, the instrument may not give more specific feedback on student achievement of course and program learning outcomes that are included in the third objective. The Evaluation Committee also

believes that tracking the GPA of students in different programs may not provide meaningful (i.e. improvement informing) feedback on student achievement of program-level learning outcomes.

Core Theme 3: Innovation and Sustainability

Dealing with their financial challenges and planning for economic stability have had a marked influence on the development of this core theme.
The Innovation and Sustainability core theme has the most fully developed success indicators that will give SWOCC meaningful feedback on the long-term sustainability and growth of the institution.

Concern 1 SWOCC uses this core theme to assert it will seize opportunities for resource development through entrepreneurism, grants and the College Foundation. There are, however, no success indicators to measure the efficacy of these efforts supporting the Innovation and Sustainability core theme. (Standard 1.B.2)

Core Theme 4: Community Engagement

There are many meaningful success indicators for the measurement of partnerships with local and district organizations and community engagement. State provided reports and surveys administered by the institution will provide actionable feedback on this core theme.

Concern 2 Numbering the objectives under each core theme will make referring to the objectives and correlated *Institutional Level Success Indicators* easier for the institution and external evaluators. (Standard 1.B.2)

Concern 3 Not all the *Institutional Level Success Indicators* that are used as measures of core theme achievement are meaningfully aligned with the core theme objectives as defined in the Report. The Evaluation Committee recommends that SWOCC continue to develop measureable and meaningful, outcome measures for accomplishment of its core themes. (Standard 1.B.2)

Summary

SWOCC has thoroughly reviewed its mission, promises to the community it serves, and its commitment to responsible stewardship of resources. The institution engaged in this broad-based work over the past two years. To promote accountability, SWOCC has developed *Institutional Level Success Indicators* that are mapped to its core themes, mission fulfillment, and strategic goals. Core theme achievement targets have been established from baseline figures for the

success indicators established in 2009-10. It is evident that SWOCC is well positioned to address NWCCU Standards 2-5.

Recommendations and Commendations

Recommendations

1. Not all the *Institutional Level Success Indicators* that are used as measures of core theme achievement are meaningfully aligned with the core theme objectives as defined in the Report. The Evaluation Committee recommends that SWOCC continue to develop measureable and meaningful, outcome measures for accomplishment of its core themes. (Standard 1.B.2)

OPEN
Online Program for Education in Nursing
Opening pathways to healthcare careers.

Oregon Online NA Program

Application & Information

Successful completion provides eligibility to take the Oregon state certification exam to become a Certified Nursing Assistant (CNA-1)

Southwestern Oregon Community College

1988 Newmark Avenue, Coos Bay, OR 97420 www.socc.edu

Contact: Ellen Riley • 541-888-1501 • eriley@socc.edu

OPEN
Online Program for Education in Nursing
Opening pathways to healthcare careers.

ONLINE BASIC NURSING ASSISTANT (BNA) TRAINING PROGRAM

Coordinated by Southwestern Oregon Community College

DESCRIPTION

The Online Basic Nursing Assistant Training is an Oregon State Board of Nursing (OSBN) program. The 9 credit program:

- 5 credits in online theory (51 hours): Includes instruction in bedside nursing skills, basic restorative skill, mental health and social service needs, personal care skills, and knowledge of client's rights.
- 4 credits in skills lab (24-30 hours) and clinical rotation (75 hours) minimum: Students will gain the knowledge and skills necessary to care for clients in long-term care and acute care facilities that are under direct care of a licensed nurse.

Following successful completion of the course, a certificate of completion is awarded to the student and the student can receive certification with the OSBN by applying and successfully completing the Oregon Nursing Assistant CNA-1 Exam.

COSTS

FEES:

- Fee for Online Theory (51 hours, 5 credits) $565
- Lab and Clinical at Community College (4 credits) $435

OTHER COSTS (ESTIMATED):

- Mosby's Textbook for Nursing Assistants 7th ed $70-80
- CPR course if not currently certified $45-60
- Criminal History Check $52+
- State Certification Exam $106
- Scrubs $30
- Nurse Quality Stethoscope $25
- Gait Belt $25
- Shoes (white leather uppers preferred) $40

Tuition and fees are subject to change.

COURSE REQUIREMENTS AND INFORMATION

- **Attendance in 24-30 hours of lab class and 75 hours clinical session is required.** This is a requirement of OSBN, and neither the instructor nor the Program Director can waive the requirement. If you do not plan to attend every lab and clinical, you will need to make up the hours, as you will not pass or receive a refund of the course tuition and fees.

- **English as a Second Language**: The ability to read and understand English at a tenth grade level of competency is important for success in the course.

- **All students are required to have a TB screening test (recorded in millimeters) within six months and proof of MMR immunization or titer.** Some clinical facilities may require other immunizations, such as the Hepatitis B immunization (series of three) or tetanus. **Official medical documentation, such as your immunization card, must be provided with the application.**

- **Prior to starting the clinical rotation, the student must obtain a current and valid CPR card from The American Heart Association (Basic Life Support for Healthcare Providers) or have an American Red Cross Professional Rescuer Card (minimum of CPR/AED).**

- **The following functional abilities are considered to be essential for success in this program:** Fine motor skills, gross motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, mathematics, emotional stability, analytical thinking, critical thinking, interpersonal skills, and communication skills. All students are required to meet these essential functions.

- **You are expected to maintain a professional appearance and conduct**. For clinical, you will need scrubs (color of school's choice), white shoes (leather uppers, rubber soles), a watch that measures seconds, and a black ink pen. For student and client safety personal hygiene must be maintained. Students are to be free of the smell of fragrances and tobacco. Hair must be off the collar, pulled back from the face, and clean. Jewelry must be kept to a minimum; there is a limit of one ring per hand, one simple stud earring per ear; and no visible tattoos. Pagers and cell phones must be off during classroom and clinical hours.

- **Financial Aid:** The class is 9 credits, allowing students to apply for financial aid at 3/4 time. Once you are fully registered at SWOCC, FAX your ***Consortium Agreement*** to Avena Singh at 541-888-7247

- **VA Representative**, will work with students and requests that they call their home college representative.

- **Criminal Clearance:** Conviction of a felony and/or drug use or distribution may result in the OSBN withdrawing the privilege of administering the Certified Nursing Assistant examination. The Online Basic Nursing Assistant Program will deny admission to individuals who have committed crimes or have a history of arrests that will not allow them to be licensed or certified.

- **Withdrawal:** Students are responsible for withdrawing from courses they no longer wish to attend. Students need to withdraw from both the online theory and skills lab and clinical rotation. This must be done within the published withdrawal period or grades will be issued. Students are still responsible for payment of all charges.

HOW TO REGISTER FOR YOUR COURSE

SOCC REGISTRATION INFORMATION

Nursing 9091 (5 credits): 51 hours online theory
Nursing 9091L (4 credits): 24 hours skills lab and 75 hours clinical

The following requirements need to be sent to:
Nursing Administrative Asst. Sumner Hall R-4,
Southwestern Oregon Community College,
1988 Newmark Ave, Coos Bay, OR 97420
These records may be Faxed (541-888-7285) to or hand delivered to same address

OREGON ONLINE BNA PROGRAM APPLICATION

- ✓ **Complete and submit your *Oregon Statewide BNA/CNA Application* with required documentation that is attached to the back of the Application packet**
- ✓ Scan and email to: eriley@socc.edu or Fax to: 541-888-7625
- ✓ Postal mail to Ellen Riley, Sumner Hall 22, 1988 Newmark Avenue, Coos Bay, OR 97420
- ✓ Immunizations records
- ✓ Criminal History Check initiated (make a copy of completed form and send the dated copy back)
- ✓ Current CPR card must be either of the following:
  American Heart Assn, "BLS" for Health Care Providers" or
  American Red Cross, "CPR.AED for Professional Rescuer"

To register for the BNA Online Didactic NUR 9190 and Skill Lab/Clinical NUR 9190
Apply for admission to SOCC: **Complete the attached Student Record Form and mail signed form to above address or return during the Orientation you attend. (see back of packet)**

Additional Registration Info:

- Applicants are accepted on a first come, first served basis
- Applicants must be at least 16 years of age
- High school students may need written authorization from their high school and/or legal guardian
- Students must initiate online lessons no less than five school days before labs are scheduled to begin
- After you have completed your theory and passed your exam, you have two weeks to start your skills lab at your community college

If you have any questions about your ability to meet the program requirements, please contact the Southwestern Oregon Community College Health and Human Development Assistant at 541-888-7443 or email Ellen Riley at eriley@socc.edu.

If you require special arrangement of accommodations during your program of study, please contact the appropriate Disability Services coordinator for your college. At Southwestern Oregon Community College, Disability Services can be reached at www.socc.edu/serv_resrc/disability.

The Statewide Online BNA Program will be offered each quarter per demand. Check the Southwestern Oregon Community College and partner college schedule of classes for class dates.

Southwestern Oregon Community College

CRIMINAL BACKGROUND CLEARANCE RELEASE POLICY

Students are required to meet all of the requirements of the Oregon State Board of Nursing and the clinical agency, including passing a criminal background check.

The student is responsible to initiate the criminal background check as part of the application. Initiate the criminal background check in time for the college's authorized representative to review the results before the start of the clinical rotation.

HOW TO OBTAIN A CRIMINAL BACKGROUND CLEARANCE REALEASE:

- Read the Department of Human Resources list of Potentially Disqualifying Crimes
- (ORS 407-007-0200 through 407-007-0380), below or view at: www.oregon.gov/DHS/chc/rules_policy.shtml
- and the Nurse Practice Act, Division 63 viewed at: http://wwsw.osbn.state.or.us/OSBN/pdfs/npa/Div63.pdf.

- If you have questions about personal circumstances, call the Oregon State Board of Nursing office and speak to one of the practice advisors at 1-971-673-0648.

- Sign the "Oregon Online BNA Program Application" agreeing to the terms of SOCC's "Criminal Background Clearance Release" policy.

- Obtain fingerprints

- Complete the Oregon State Police "Copy of Own Record Request" form attached to this packet, mail the fingerprint card and appropriate fees to the address indicated on the form.

- Upon receiving the results of the Criminal Background Clearance from the Oregon State Police:
    - Submit the original letter to your home school contact as soon as possible in order to be cleared for clinical. .

Oregon State Board of Nursing ● Nurse Practice Act Divison 63
Stat. Auth: ORS 678.440, ORS 678.442, 678.444, 678.445
Stats. Implemented: ORS 678.440, ORS 678.442, 678.444

Causes for Denial, Reprimand, Suspension, Probation or Revocation of CNA Certificate
851-063-0080
Under the contested case procedure in ORS 183.310 to 183.550 the Board may deny, reprimand, suspend, place on probation or revoke the certificate to perform duties as a CNA for the following causes:
(1) Conviction of the nursing assistant of a crime where such crime bears demonstrable relationship to the duties of a nursing assistant; ORS 678.442(2(a)
(2) Any willful fraud or misrepresentation in applying for or procuring a certificate or renewal thereof; ORS 678.442(2)(b)
(3) Use of any controlled substance or intoxicating liquor to an extent or in a manner injurious to the certificate holder or others or to an extent that such use impairs the ability to conduct safely the duties of a nursing assistant; ORS 678.442(2)(c)
(4) Violation of any provision of ORS 678.010 to 678.445 or rules adopted thereunder; ORS 678.442(2)(d)
(5) Physical or mental condition that makes the certificate holder unable to perform the duties of a nursing assistant; ORS 678.442(2)(e)
(6) Conduct unbecoming a nursing assistant in the performance of duties. ORS 678.442(2)(f)
Stat. Auth: ORS 678.442
Stats. Implemented: ORS 678.442

Conduct Unbecoming a Nursing Assistant
851-063-0090

A CNA, regardless of job location, responsibilities, or use of the title "CNA," who, in the performance of nursing related duties, may adversely affect the health, safety or welfare of the public, may be found guilty of conduct unbecoming a nursing assistant. Conduct unbecoming a nursing assistant includes but is not limited to:

(1) Conduct related to the client's safety and integrity:
(a) Leaving a nursing assistant assignment without properly notifying appropriate supervisory personnel;
(b) Failing to report to proper authorities information regarding incompetent, unethical or illegal practice of any health care provider;
(c) Failing to respect client rights and dignity regardless of social or economic status, personal attributes or nature of health problems or disability;
(d) Failing to report actual or suspected incidents of client abuse; or
(e) Engaging in sexual misconduct related to the client or to the workplace.

(2) Conduct related to other federal or state statutes/rule violations:
(a) Knowingly aiding, abetting or assisting an individual to violate or circumvent any law, rule or regulation intended to guide the conduct of health care providers;
(b) Violating the rights of privacy, confidentiality of information or knowledge concerning the client, unless required by law to disclose such information;
(c) Discriminating against a client on the basis of age, race, religion, sex, sexual preference, national origin or disability;
(d) Abusing a client. The definition of abuse includes but is not limited to intentionally causing physical harm or discomfort, striking a client, intimidating, threatening or harassing a client;
(e) Neglecting a client. The definition of neglect includes but is not limited to unreasonably allowing a client to be in physical discomfort or be injured;
(f) Engaging in other unacceptable behavior or verbal abuse towards or in the presence of a client such as using derogatory names or gestures or profane language;
(g) Using the client relationship to exploit the client by gaining property or other items of value from the client either for personal gain or sale, beyond the compensation for services; Oregon State Board of Nursing ● Nurse Practice Act
(h) Possessing, obtaining, attempting to obtain, furnishing or administering
prescription, or controlled drugs to any person, including self, except as directed by a person authorized by
(i)Removing or attempting to remove drugs, supplies, property or money from the workplace without authorization.

(**3) Conduct related to communication**
(a) Inaccurate recordkeeping in client or agency records;

(b) Incomplete recordkeeping regarding client care; including but not limited to document care given or other information important to the client's care or documentation which is inconsistent with the care given;
(c) Falsifying a client or agency record; including but not limited to filling in someone else's omissions, signing someone else's name, recording care not given, fabricating data/values;
(d) Altering a client or agency record; including but not limited to changing words/letters numbers from the original document to mislead the reader of the record, adding to the record after the original time/date without indicating a late entry;
(e) Destroying a client or agency record;
(f) Failing to maintain client records in a timely manner which accurately reflects management of client records, including failure to make a late entry within a reasonable time period; or
(g) Failing to communicate information regarding the client's status to the supervising nurse or other appropriate person in a timely manner.

(4) Conduct related to the client's family
(a) Failing to respect the rights of the client's family regardless of social or economic status, race, religion, or national origin;
(b) Using the CNA client relationship to exploit the family for the CNA's personal gain or for any other reason;
(c) Stealing money, property, services, or supplies from the family; or
(d) Soliciting or borrowing money, materials, or property from the family;

(**5) Conduct related to co-workers: violent, abusive threatening, harassing, or intimidating behavior towards a co-worker which either occurs in the presence of clients or otherwise relates to the delivery of safe care to clients.**

(6) Conduct related to achieving and maintaining clinical competency:
(a) Failing to competently perform the duties of a nursing assistant;
(b) Performing acts beyond the authorized duties for which the individual is certified; or
(c) Assuming duties and responsibilities of a nursing assistant without nursing assistant training or when competency has not been established or maintained.
(7) Conduct related to impaired function:
(a) Use of drugs, alcohol or mind-altering substances to an extent or in a manner dangerous or injurious to the nursing assistant or others or to an extent that such use impairs the ability to conduct safely the duties of a nursing assistant; or
(b) Having a physical or mental condition that makes the nursing assistant unable to perform safely the duties of a nursing assistant.

(8) Conduct related to certificate violations:
(a) Providing, selling, applying for or attempting to procure a certificate by willful fraud or misrepresentation;
(b) Functioning a a medication assistant without current certification as a medication assistant.
(c) Altering a certificate of completion of training and/or nursing assistant certification issued by the Board;
(d) Disclosing contents of the competency examination or soliciting, accepting or compiling information regarding the contents or the examination before,during or after its administration;
(e) Allowing another person to use one's nursing assistant certificate for any purpose;
(f) Using another's nursing assistant certificate for any purpose; or
(g) Representing oneself as a CNA without current, valid CNA certification.

(9) Conduct related to the certificate holder's relationship with the board:
(a) Failing to cooperate with the Board during the course of an investigation. The duty to cooperate does not include waiver of confidentiality privileges, except if a client is harmed. This waiver of confidentiality privileges does not apply to client-attorney privilege.
(b) Failing to answer truthfully and completely any question asked by the board on an application for initial certification, renewal of certification or recertification;
(c) Failing to provide the Board with any documents requests by the Board; or
(d) Violating the terms and conditions of a Board order.

Stat. Auth: ORS 6768.442
Stats. Implemented: ORS 678.442
Conduct Unbecoming

The Oregon Administrative Rules contains OARs filed through October 31, 2010
DEPARTMENT OF HUMAN SERVICES, ADMINISTRATIVE SERVICES DIVISION AND DIRECTOR'S OFFICE
Division 7: Criminal History Checks: DHS Employees, Volunteers, and Contractors (portions relevant to the Basic Nursing Assistant Course)

407-007-0275 Disqualifying Convictions Under ORS 443.004

(1) The crimes listed in section (3) of this rule are disqualifying crimes for those employees and individuals subject to ORS 443.004, and as specified in the relevant program administrative rules. For the purpose of this rule, a subject individual does not include a peer support specialist who:

(a) Is providing peer support services as defined by OAR 309-032-1505;
(b) Is under the supervision of a qualified clinical supervisor;
(c) Has completed training required by the Department; and
(d) Is currently receiving or has formerly received mental health services, or is in recovery from a substance use disorder and meets the abstinence requirements for staff providing services in alcohol or other drug treatment programs.

(2) Individuals who are employees and hired prior to July 28, 2009 are exempt from section (3) of this rule provided that the employee remains in the same position working for the same employer after July 28, 2009. This exemption is not applicable to licensees.

(4) Public funds may not be used to support, in whole or in part, the employment of an individual in any capacity identified in section (1) of this rule who has been convicted:

(a) In the last 10 years of a crime involving the delivery or manufacture of a controlled substance; or (b) Of any of the following crimes:

(A) ORS 163.095, Aggravated murder
(B) ORS 163.115, Murder

Criminal Records Checks on Providers (OAR 407-007-0200 to 407-007-0370)

(C) ORS 163.118, Manslaughter I
(D) ORS 163.125, Manslaughter II
(E) ORS 163.145, Criminally negligent homicide
(F) ORS 163.149, Aggravated vehicular homicide
(G) ORS 163.165, Assault III
(H) ORS 163.175, Assault II
(I) ORS 163.185, Assault I
(J) ORS 163.187, Strangulation
(K) ORS 163.200, Criminal mistreatment II
(L) ORS 163.205, Criminal mistreatment I
(M) ORS 163.225, Kidnapping II
(N) ORS 163.235, Kidnapping I
(O) ORS 163.263, Subjecting another person to involuntary servitude II
(P) ORS 163.264, Subjecting another person to involuntary servitude I
(Q) ORS 163.266, Trafficking in persons
(R) ORS 163.275, Coercion
(S) ORS 163.355, Rape III
(T) ORS 163.365, Rape II
(U) ORS 163.375, Rape I
(V) ORS 163.385, Sodomy III

(W) ORS 163.395, Sodomy II
(X) ORS 163.405, Sodomy I
(Y) ORS 163.408, Unlawful sexual penetration II
(Z) ORS 163.411, Unlawful sexual penetration I

Criminal Records Checks on Providers (OAR 407-007-0200 to 407-007-0370)
(AA) ORS 163.415, Sexual abuse III
(BB) ORS 163.425, Sexual abuse II
(CC) ORS 163.427, Sexual abuse I
(DD) ORS 163.432, Online sexual corruption of a child II, if the offender reasonably believed the child to be more than five years younger than the offender
(EE) ORS 163.433, Online sexual corruption of a child I, if the offender reasonably believed the child to be more than five years younger than the offender
(FF) ORS 163.435, Contributing to the sexual delinquency of a minor
(GG) ORS 163.445, Sexual misconduct, if the offender is at least 18 years of age
(HH) ORS 163.465, Public indecency
(II) ORS 163.467, Private indecency
(JJ) ORS 163.525, Incest with a child victim
(KK) ORS 163.535, Abandonment of a child
(LL) ORS 163.537, Buying or selling a person under 18 years of age
(MM) ORS 163.670, Using a child in display of sexually explicit conduct
(NN) ORS 163.680, Paying for viewing a child's sexually explicit conduct
(OO) ORS 163.684, Encouraging child sexual abuse I
(PP) ORS 163.686, Encouraging child sexual abuse II
(QQ) ORS 163.687, Encouraging child sexual abuse III
(RR) ORS 163.688, Possession of materials depicting sexually explicit conduct of a child I
(SS) ORS 163.689, Possession of materials depicting sexually explicit conduct of a child II
(TT) ORS 163.700, Invasion of personal privacy
(UU) ORS 164.055, Theft I

(VV) ORS 164.057, Aggravated theft I
(WW) ORS 164.098, Organized retail theft
(XX) ORS 164.125, Theft of services, if charged as a felony
(YY) ORS 164.215, Burglary II
(ZZ) ORS 164.225, Burglary I
(AAA) ORS 164.325, Arson I
(BBB) ORS 164.377, Computer crime, if charged with a felony
(CCC) ORS 164.405, Robbery II
(DDD) ORS 164.415, Robbery I
(EEE) ORS 165.022, Criminal possession of a forged instrument I
(FFF) ORS 165.032, Criminal possession of a forgery device
(GGG) ORS 165.800, Identity theft
(HHH) ORS 165.803, Aggravated identity theft
(III) ORS 167.012, Promoting prostitution
(JJJ) ORS 167.017, Compelling prostitution
(KKK) ORS 167.054, Furnishing sexually explicit material to a child
(LLL) ORS 167.057, Luring a minor
(MMM) ORS 181.594, Sex crimes, including transporting child pornography into the state

(c) Of an attempt, conspiracy, or solicitation to commit a crime described in section(b) of this rule; or (d) Of a crime in another jurisdiction that is substantially equivalent to a crime described in section (2)(b) of this rule.

The Department may conduct a weighing test under ORS 181.534 on employees and individuals convicted of any crime in section (3) of this rule. However, the preclusive effect of ORS 443.004 shall outweigh all other factors described in OAR 407-007-0300.

Stat. Auth.: ORS 181.534 & 409.050
Stats. Implemented: ORS 181.534 & ORS 443.004

407-007-0280 Potentially Disqualifying Convictions

A conviction of any of the following crimes is potentially disqualifying. Offenses or convictions that are classified as less than a misdemeanor, such as violations or infractions, are not potentially disqualifying (see ORS 161.505 to 161.565).

The crimes listed in this section are permanent review crimes which require that a fitness determination be completed regardless of date of conviction.

ORS 162.155, Escape II
(b) ORS 162.165, Escape I
(c) ORS 162.285, Tampering with a witness
(d) ORS 162.325, Hindering prosecution
(e) ORS 163.005, Criminal homicide
(f) ORS 163.095, Aggravated murder
(g) ORS 163.115, Murder
(h) ORS 163.118, Manslaughter I
(i) ORS 163.125, Manslaughter II
(j) ORS 163.145, Criminally negligent homicide
(k) ORS 163.149, Aggravated vehicular homicide
(l) ORS 163.160, Assault IV
(m) ORS 163.165, Assault III
(n) ORS 163.175, Assault II
(o) ORS 163.185, Assault I
(p) ORS 163.187, Strangulation
(q) ORS 163.190, Menacing
(r) ORS 163.200, Criminal mistreatment II

(s) ORS 163.205, Criminal mistreatment I
(t) ORS 163.207, Female genital mutilation
(u) ORS 163.208, Assault of public safety officer
(v) ORS 163.213, Unlawful use of an electrical stun gun, tear gas, or mace I
(w) ORS 163.225, Kidnapping II
(x) ORS 163.235, Kidnapping I
(y) ORS 163.245, Custodial interference II
(z) ORS 163.257, Custodial interference I
(aa) ORS 163.263, Subjecting another person to involuntary servitude in the second degree
(bb) ORS 163.264, Subjecting another person to involuntary servitude in the first degree
(cc) ORS 163.266, Trafficking in persons

(dd) ORS 163.275, Coercion
(ee) ORS 163.355, Rape III
(ff) ORS 163.365, Rape II
(gg) ORS 163.375, Rape I
(hh) ORS 163.385, Sodomy III
(ii) ORS 163.395, Sodomy II
(jj) ORS 163.405, Sodomy I
(kk) ORS 163.408, Unlawful sexual penetration II
(LL) ORS 163.411, Unlawful sexual penetration I
(mm) ORS 163.415, Sexual abuse III
(nn) ORS 163.425, Sexual abuse II
(oo) ORS 163.427, Sexual abuse I

(pp) ORS 163.432, Online sexual corruption of a child in the second degree
(qq) ORS 163.433, Online sexual corruption of a child in the first degree
(rr) ORS 163.435, Contributing to the sexual delinquency of a minor
(ss) ORS 163.445, Sexual misconduct
(tt) ORS 163.452, Custodial sexual misconduct I
(uu) ORS 163.454, Custodial sexual misconduct II
(vv) ORS 163.465, Public indecency
(ww) ORS 163.467, Private indecency
(xx) ORS 163.476, Unlawfully being in a location where children regularly congregate
(yy) ORS163.479, Unlawful contact with a child
(zz) ORS 163.515, Bigamy
(aaa) ORS 163.525, Incest
(bbb) ORS 163.535, Abandonment of a child
(ccc) ORS 163.537, Buying or selling a person under 18 years of age
(ddd) ORS 163.545, Child neglect II
(eee) ORS 163.547, Child neglect I
(fff) ORS 163.555, Criminal nonsupport
(ggg) ORS 163.575, Endangering the welfare of a minor
(hhh) ORS 163.670, Using child in display of sexually explicit conduct
40(iii) ORS 163.680, Paying for viewing a child's sexually explicit conduct
(jjj) ORS 163.684, Encouraging child sexual abuse I
(kkk) ORS 163.686, Encouraging child sexual abuse II
(LLL) ORS 163.687, Encouraging child sexual abuse III

(mmm) ORS 163.688, Possession of materials depicting sexually explicit conduct of a child I (nnn) ORS 163.689, Possession of materials depicting sexually explicit conduct of a child II
(ooo) ORS 163.693, Failure to report child pornography
(ppp) ORS 163.700, Invasion of personal privacy
(qqq) ORS 163.732, Stalking
(rrr) ORS 163.750, Violating court's stalking protective order
(sss) ORS 164.055, Theft I
(ttt) ORS 164.057, Aggravated theft I
(uuu) ORS 164.075, Theft by extortion
(vvv) ORS 164.085, Theft by deception

(www) ORS 164.098, Organized retail theft
(xxx) ORS 164.125, Theft of services
(yyy) ORS 164.135, Unauthorized use of a vehicle
(zzz) ORS 164.170, Laundering a monetary instrument
(aaaa) ORS 164.215, Burglary II
(bbbb) ORS 164.225, Burglary I
(cccc) ORS 164.315, Arson II
(dddd) ORS 164.325, Arson I
(eeee) ORS 164.365, Criminal mischief I
(ffff) ORS 164.377, Computer crime
(gggg) ORS 164.395, Robbery III
(hhhh) ORS 164.405, Robbery II
(iiii) ORS 164.415, Robbery I

(jjjj) ORS 165.013, Forgery I
(kkkk) ORS 165.022, Criminal possession of a forged instrument I
(LLLL) ORS 165.032, Criminal possession of a forgery device
(mmmm) ORS 165.055, Fraudulent use of a credit card
(nnnn) ORS 165.065, Negotiating a bad check
(oooo) ORS 165.581, Cellular counterfeiting I
(pppp) ORS 165.800, Identity theft
(qqqq) ORS 165.803, Aggravated identity theft
(rrrr) ORS 165.810, Unlawful possession of a personal identification device
(ssss) ORS 166.005, Treason
(tttt) ORS 166.070 Aggravated harassment
(uuuu) ORS 166.085, Abuse of corpse II
(vvvv) ORS 166.087, Abuse of corpse I
(wwww) ORS 166.155, Intimidation II
(xxxx) ORS 166.165, Intimidation I
(yyyy) ORS 166.220, Unlawful use of weapon
(zzzz) ORS 166.270, Possession of weapons by certain felons
(aaaaa) ORS 166.272, Unlawful possession of machine guns, certain short36 barreled firearms and firearm silencers
(bbbbb) ORS 166.275, Possession of weapons by inmates of institutions

(ccccc) ORS 166.370, Possession of firearm or dangerous weapon in public building or court facility; exceptions; discharging firearm at school
(ddddd) ORS 166.382, Possession of destructive device prohibited
(eeeee) ORS 166.384, Unlawful manufacture of destructive device
(fffff) ORS 166.429, Firearms used in felony

(ggggg) ORS 166.450 Obliteration or change of identification number on firearms
(hhhhh) ORS 166.720, Racketeering activity unlawful
(iiiii) ORS 167.012, Promoting prostitution
(jjjjj) ORS 167.017, Compelling prostitution
(kkkkk) ORS 167.054, Furnishing sexually explicit material to a child

(LLLLL) ORS 167.057, Luring a minor
(mmmmm) ORS 167.062, Sadomasochistic abuse or sexual conduct in live show
(nnnnn) ORS 167.075, Exhibiting an obscene performance to a minor
(ooooo) ORS 167.080, Displaying obscene materials to minors
(ppppp) ORS 167.212, Tampering with drug records
(qqqqq) ORS 167.262, Adult using minor in commission of controlled substance offense
(rrrrr) ORS 167.315, Animal abuse II
(sssss) ORS 167.320, Animal abuse I
(ttttt) ORS 167.322, Aggravated animal abuse I
(uuuuu) ORS 167.333, Sexual assault of animal
(vvvvv) ORS 167.339, Assaulting law enforcement animal
(wwwww) ORS 181.594, Sex crimes including transporting child pornography into the state
(xxxxx) ORS 181.599, Failure to report as sex offender
(yyyyy) ORS 433.010, Spreading disease (willfully) prohibited
(zzzzz) ORS 475.525, Sale of drug paraphernalia prohibited
(aaaaaa) ORS 475.805, Providing hypodermic device to minor prohibited
(bbbbbb) ORS 475.840, Prohibited acts generally (regarding drug crimes formerly ORS 475.992)

(cccccc) ORS 475.846, Unlawful manufacture of heroin
(dddddd) ORS 475.848, Unlawful manufacture of heroin within 1,000 feet of school
(eeeeee) ORS 475.850, Unlawful delivery of heroin
(ffffff) ORS 475.852, Unlawful delivery of heroin within 1,000 feet of school
(gggggg) ORS 475.854, Unlawful possession of heroin
(hhhhhh) ORS 475.856, Unlawful manufacture of marijuana
(iiiiii) ORS 475.858, Unlawful manufacture of marijuana within 1,000 feet of school
(jjjjjj) ORS 475.860, Unlawful delivery of marijuana
(kkkkkk) ORS 475.862, Unlawful delivery of marijuana within 1,000 feet of school
(LLLLLL) ORS 475.864, Unlawful possession of marijuana
(mmmmmm) ORS 475.866, Unlawful manufacture of 3,4-methylenedioxymethamphetamine
(nnnnnn) ORS 475.868, Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school
(oooooo) ORS 475.870, Unlawful delivery of 3,4-methylenedioxymethamphetamine
(pppppp) ORS 475.872, Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school
(qqqqqq) ORS 475.874, Unlawful possession of 3,4-methylenedioxymethamphetamine
(rrrrrr) ORS 475.876, Unlawful manufacture of cocaine
(ssssss) ORS 475.878, Unlawful manufacture of cocaine within 1,000 feet of school
(tttttt) ORS 475.880, Unlawful delivery of cocaine
(uuuuuu) ORS 475.882, Unlawful delivery of cocaine within 1,000 feet of school
(vvvvvv) ORS 475.884, Unlawful possession of cocaine

(wwwwww) ORS 475.886, Unlawful manufacture of methamphetamine
(xxxxxx) ORS 475.888, Unlawful manufacture of methamphetamine within 1,005 feet of school
(yyyyyy) ORS 475.890, Unlawful delivery of methamphetamine
(zzzzzz) ORS 475.892, Unlawful delivery of methamphetamine within 1,000 fee 10 of school
(aaaaaaa) ORS 475.894, Unlawful possession of methamphetamine

(bbbbbbb) ORS 475.904, Unlawful delivery of controlled substance within 1,000 15 feet of school
(ccccccc) ORS 475.906, Penalties for distribution to minors
(ddddddd) ORS 475.908, Causing another person to ingest a controlled substance
(eeeeeee) ORS 475.910, Application of controlled substance to the body of another person
(fffffff) ORS 475.914, Prohibited acts for registrants (with the Oregon State Board of Pharmacy)
(ggggggg) ORS 475.967, Possession of precursor substance with intent to manufacture controlled substance
(hhhhhhh) ORS 475.990, Commercial drug offense
(iiiiiii) ORS 475.992 Prohibited acts generally (regarding drug crimes; renumbered to ORS 475.840 in 2005)
(jjjjjjj) ORS 677.080, Prohibited acts (regarding the practice of medicine)
(kkkkkkk) ORS 685.990, Penalties (pertaining to naturopathic medicine)
(LLLLLLL) ORS 689.527 Prohibited practices; rules (pertaining to pharmacy technicians and practitioners)
(mmmmmmm) Any federal crime
(nnnnnnn) Any U.S. military crime
(ooooooo) Any unclassified felony defined in Oregon Revised Statutes not listed in this rule

(ppppppp) Any other felony in Oregon Revised Statutes not listed in this rule that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by the AD
(qqqqqqq) Any felony in a jurisdiction outside Oregon that is not the substantial equivalent of any of the Oregon crimes listed in this section but that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by the AD
(rrrrrrr) Any crime of attempt, solicitation, or conspiracy to commit a crime listed in this section pursuant to ORS 161.405, 161.435, or 161.450, including any crime based on criminal liability for conduct of another pursuant to ORS 161.155
(sssssss) Any crime in any other jurisdiction that is the substantial equivalent of any of the Oregon crimes listed in section (1) of this rule, as determined by the AD
(ttttttt) Any crime that is no longer codified in Oregon or other jurisdiction but that is the substantial equivalent of any of the crimes listed in section (1)of this rule, as determined by the AD (2) The crimes listed in this section are ten-year review crimes which require that a fitness determination be completed if the date of conviction is within ten years of the date the Background Check Request form was signed or the date the Department conducted a criminal records check due to imminent risk.
(a) ORS 033.045, Contempt of court
b) ORS 109.311, Prohibited fees-adoption
(c) ORS 133.076, Failure to appear on criminal citation
(d) ORS 133.310(3), Violation of restraining order
(e) ORS 135.290, Punishment by contempt of court (violation of release agreement)
(f) ORS 162.015, Bribe giving
(g) ORS 162.025, Bribe receiving
(h) ORS 162.065, Perjury
(i) ORS 162.075, False swearing
(j) ORS 162.117, Public investment fraud

(k) ORS 162.145, Escape III
(L) ORS 162.175, Unauthorized departure

(m) ORS 162.185, Supplying contraband
(n) ORS 162.195, Failure to appear II
(o) ORS 162.205, Failure to appear I
(p) ORS 162.247, Interfering with a peace officer
(q) ORS 162.257, Interfering with a firefighter or emergency medical technician
(r) ORS 162.265, Bribing a witness
(s) ORS 162.275, Bribe receiving by a witness
(t) ORS 162.295, Tampering with physical evidence
(u) ORS 162.305, Tampering with public records
(v) ORS 162.315, Resisting arrest
(w) ORS 162.335, Compounding
(x) ORS 162.355, Simulating legal process
(y) ORS 162.365, Criminal impersonation
(z) ORS 162.367, Criminal impersonation of peace officer

(aa) ORS 162.369, Possession of false law enforcement identification card
(bb) ORS 162.375, Initiating a false report
(cc) ORS 162.385, Giving false information to police officer for a citation
(dd) ORS 162.405, Official misconduct II
(ee) ORS 162.415, Official misconduct I
(ff) ORS 162.425, Misuse of confidential information
(gg) ORS 163.195, Recklessly endangering another person
(hh) ORS 163.196, Aggravated driving while suspended or revoked

(ii) ORS 163.212, Unlawful use of an electrical stun gun, tear gas, or maceII
(jj) ORS 164.043, Theft III
(kk) ORS 164.045, Theft II
(LL) ORS 164.095, Theft by receiving
(mm) ORS 164.138, Criminal possession of a rented or leased motor vehicle
(nn) ORS 164.140, Criminal possession of rented or leased personal property
(oo) ORS 164.162, Mail theft or receipt of stolen mail
(pp) ORS 164.235, Possession of a burglary tool or theft device
(qq) ORS 164.255, Criminal trespass I
(rr) ORS 164.265, Criminal trespass while in possession of firearm
(ss) ORS 164.272, Unlawful entry into motor vehicle
(tt) ORS 164.354, Criminal mischief II
(uu) ORS 165.007, Forgery II
(vv) ORS 165.017, Criminal possession of a forged instrument II
(ww) ORS 165.037, Criminal simulation
(xx) ORS 165.042, Fraudulently obtaining a signature
(yy) ORS 165.070, Possessing fraudulent communications device
(zz) ORS 165.074, Unlawful factoring of credit card transaction
(aaa) ORS 165.080, Falsifying business records
(bbb) ORS 165.085, Sports bribery
(ccc) ORS 165.090, Sports bribe receiving
(ddd) ORS 165.095, Misapplication of entrusted property
(eee) ORS 165.100, Issuing a false financial statement

(fff) ORS 165.102, Obtaining execution of documents by deception(ggg) ORS 165.540, Obtaining contents of communication
(hhh) ORS 165.543, Interception of communications
(iii) ORS 165.570, Improper use of 9-1-1 emergency reporting system
(jjj) ORS 165.572, Interference with making a report
(kkk) ORS 165.577, Cellular counterfeiting III
(LLL) ORS 165.579, Cellular counterfeiting II
(mmm) ORS 165.692, Making false claim for health care payment
(nnn) ORS 166.015, Riot
(ooo) ORS 166.023, Disorderly conduct I
(ppp) ORS 166.025, Disorderly conduct II
(qqq) ORS 166.065, Harassment
(rrr) ORS 166.076, Abuse of a memorial to the dead
(sss) ORS 166.090, Telephonic harassment
(ttt) ORS 166.116, Interfering with public transportation
(uuu) ORS 166.180, Negligently wounding another
(vvv) ORS 166.190, Pointing firearm at another
(www) ORS 166.240, Carrying of concealed weapon
(xxx) ORS 166.250, Unlawful possession of firearms
(yyy) ORS 166.470, Limitations and conditions for sales of firearms
(zzz) ORS 166.480, Sale or gift of explosives to children
(aaaa) ORS 166.649, Throwing an object off an overpass II
(bbbb) ORS 166.651, Throwing an object off an overpass I
(cccc) ORS 166.660, Unlawful paramilitary activity

(dddd) ORS 167.007, Prostitution
(eeee) ORS 167.090, Publicly displaying nudity or sex for advertising purposes
(ffff) ORS 167.122, Unlawful gambling in the second degree
(gggg) ORS 167.127, Unlawful gambling in the first degree
(hhhh) ORS 167.167, Cheating
(iiii) ORS 167.222, Frequenting a place where controlled substances are used
(jjjj) ORS 167.325, Animal neglect II
(kkkk) ORS 167.330, Animal neglect I
(LLLL) ORS 167.337, Interfering with law enforcement animal
(mmmm) ORS 167.340, Animal abandonment
(nnnn) ORS 167.352, Interfering with assistance, search and rescue or therapy animal
(oooo) ORS 167.355, Involvement in animal fighting
(pppp) ORS 167.365, Dogfighting
(qqqq) ORS 167.370, Participation in dogfighting
(rrrr) ORS 167.428, Cockfighting
(ssss) ORS 167.431, Participation in cockfighting
(tttt) ORS 167.820, Concealing the birth of an infant
(uuuu) ORS 192.865, Criminal penalty (pertaining to Address Confidentiality Program)
(vvvv) ORS 314.075, Evading requirements of law prohibited (tax evasion)
(wwww) ORS 411.630, Unlawfully obtaining public assistance
(xxxx) ORS 411.640, Unlawfully receiving public assistance

(yyyy) ORS 411.675, Submitting wrongful claim or payment (e.g., public assistance)
(zzzz) ORS 411.840, Unlawfully obtaining or disposing of food stamp benefits

(aaaaa) ORS 412.074, Unauthorized use and custody of records of temporary assistance for needy families program
(bbbbb) ORS 412.099, Sharing assistance prohibited
(ccccc) ORS 417.990, Penalty for placement of children in violation of compact
(ddddd) ORS 471.410, Providing liquor to persons under 21 or to intoxicated persons; allowing consumption by minor on property
(eeeee) ORS 475.912, Unlawful delivery of imitation controlled substance
(fffff) ORS 475.916, Prohibited acts involving records and fraud
(ggggg) ORS 475.918, Falsifying drug test results
(hhhhh) ORS 475.950, Failure to report precursor substances transaction
(iiiii) ORS 475.955, Failure to report missing precursor substances
(jjjjj) ORS 475.960, Illegally selling drug equipment
2(kkkkk) ORS 475.965, Providing false information on precursor substances report
(LLLLL) ORS 803.230, Forging, altering or unlawfully producing or using title or registration
(mmmmm) ORS 807.620, Giving false information to police officer
(nnnnn) ORS 811.060, Vehicular assault of bicyclist or pedestrian
(ooooo) ORS 811.140, Reckless driving
(ppppp) ORS 811.540, Fleeing or attempting to elude police officer
(qqqqq) ORS 811.700, Failure to perform duties of driver when property is damaged
(rrrrr) ORS 811.705, Failure to perform duties of driver to injured persons
(sssss) ORS 819.300, Possession of a stolen vehicle
(ttttt) ORS 830.475, Failure to perform the duties of an operator (boat)
(uuuuu) Any unclassified misdemeanor defined in Oregon Revised Statutes not listed elsewhere in this rule

(vvvvv) Any other misdemeanor in Oregon Revised Statutes not listed in this rule that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by the AD
(wwwww) Any misdemeanor in a jurisdiction outside Oregon that is not the substantial equivalent of any of the Oregon crimes listed in section (2) of this rule but that is serious and indicates behavior that poses a threat or jeopardizes the safety of vulnerable persons, as determined by the AD. If a misdemeanor in a jurisdiction outside Oregon is similar to a violation in Oregon, then it may not be considered potentially disqualifying under this section.
(xxxxx) Any crime of attempt, solicitation or conspiracy to commit a crime listed in this section pursuant to ORS 161.405 or 161.435, including any conviction based on criminal liability for conduct of another pursuant to ORS 161.155
(yyyyy) Any crime in any other jurisdiction which is the substantial equivalent of any of the Oregon crimes listed in section (2) of this rule, as determined by the AD
(zzzzz) Any crime which is no longer codified in Oregon, but which is the substantial equivalent of any of the crimes listed in section (2) of this rule, as determined by the AD

The crimes listed in this section are five-year review crimes which require that a fitness

determination be completed if the date of conviction is within five years of the date the Background Check Request form was signed or the date the Department conducted a criminal records check due to imminent risk.

(a) ORS 162.085, Unsworn falsification
(b) ORS 162.235, Obstructing governmental or judicial administration
(c) ORS 164.245, Criminal trespass II
(d) ORS 164.335, Reckless burning
(e) ORS 164.345, Criminal mischief III
(f) ORS 165.555, Unlawful telephone solicitation of contributions for charitable purposes
(g) ORS 165.813, Unlawful possession of fictitious identification
(h) ORS 166.075, Abuse of venerated objects

(i) ORS 166.095, Misconduct with emergency telephone calls
(j) ORS 811.182, Criminal driving while suspended or revoked
(k) ORS 813.010, Driving under the influence of intoxicants (DUII)
(L) ORS 830.315, Reckless operation of a boat
(m) ORS 830.325, Operating boat while under influence of intoxicating liquor or controlled substance
(n) ORS 830.730, False information to peace officer or Oregon State Marine Board
(o) Any conviction for attempt, solicitation or conspiracy to commit a crime listed in this section pursuant to ORS 161.405 or 161.435, including any conviction based on criminal liability for conduct of another pursuant to ORS 161.155
(p) Any crime in any other jurisdiction which is the substantial equivalent of any of the Oregon crimes listed in section (3) of this rule, as determined by the AD
(q) Any crime which is no longer codified in Oregon, but which is the substantial equivalent of any of the crimes listed in section (3) of this rule, as determined by the AD

(4) Evaluations of crimes may be based on Oregon laws and laws in other jurisdictions in effect at the time of the fitness determination, regardless of the jurisdiction in which the conviction occurred.

31
32 (5) An SI may not be denied under these rules due to the existence or contents of a juvenile
33 record that has been expunged pursuant to ORS 419A.260 to 419A.262.
34
35 (6) An SI may not be denied under these rules due to the existence or contents of an adult
36 record that has been set aside pursuant to ORS 137.225.
37
38 *Stat. Auth.: ORS 181.537 & 409.050*
39 *Stats. Implemented: ORS 181.534, 181.537 & 409.010*
40
41
42 **407-007-0290 Other Potentially Disqualifying Conditions**
43
44 The following are potentially disqualifying conditions:
45
46 (1) The SI makes a false statement to the QE, AD, or Department, including the provision of
47 materially false information, false information regarding criminal records, or failure to

1 disclose information regarding criminal records. Nondisclosure of violation or infraction

2 charges may not be considered a false statement.
3
4 (2) The SI is a registered sex offender in any jurisdiction. There is a rebuttable presumption
5 that an SI is likely to engage in conduct that would pose a significant risk to vulnerable
6 individuals if the SI has been designated a predatory sex offender in any jurisdiction
7 under ORS 181.585 or found to be a sexually violent dangerous offender under ORS
8 144.635 (or similar statutes in other jurisdictions).
9
10 (3) The SI has an outstanding warrant for any crime in any jurisdiction.
11
12 (4) The SI has a deferred sentence, conditional discharge, or is participating in a diversion
13 program in any jurisdiction for any potentially disqualifying crime.

(5) The SI is currently on probation, parole, or post-prison supervision for any crime in any jurisdiction, regardless of the original conviction date (or date of guilty or no contest plea if there is no conviction date).

(6) The SI has been found in violation of post-prison supervision, parole, or probation for any crime in any jurisdiction, regardless of the original conviction date (or date of guilty or no contest plea if there is no conviction date), within five years from the date the Background Check Request form was signed or the date the Department conducted a criminal records check due to imminent danger.

(7) The SI has an unresolved arrest, charge, or a pending indictment for any crime in any jurisdiction.

(8) The SI has been arrested in any jurisdiction as a fugitive from another state or a fugitive from justice, regardless of the date of arrest.

(9) The SI has an adjudication in a juvenile court in any jurisdiction, finding that the SI was responsible for a potentially disqualifying crime that would result in a conviction if committed by an adult. Subsequent adverse rulings from a juvenile court, such as probation violations, shall also be considered potentially disqualifying if within five years from the date the Background Check Request form was signed or the date the Department conducted a criminal records check due to imminent danger.

(10) The SI has a finding of "guilty except for insanity," "guilty except by reason of insanity," "not guilty by reason of insanity," "responsible except for insanity," "not responsible by reason of mental disease or defect," or similarly worded disposition in any jurisdiction regarding a potentially disqualifying crime, unless the local statutes indicate that such an outcome is considered an acquittal.

(11) Child protective services reports that have a outcome of founded, substantiated, or valid in which the SI is determined to have been responsible for the abuse. This potentially disqualifying condition only applies when:

(a) The Department administrative rules specifically require a protective services background check as part of the application process including but not limited to child foster homes, adoptive families, licensed private child caring agencies, or child care providers; and

6(b) The BCU has the authority to conduct an abuse check.

Stat. Auth.: ORS 181.537 & 409.050
9 *Stats. Implemented: ORS 181.534, 181.537 & 409.010*

407-007-0300 Weighing Test

When making a fitness determination, the AD shall consider any of the following factors if an SI has potentially disqualifying convictions or conditions as disclosed by the SI or which is otherwise known:

(1) Circumstances regarding the nature of potentially disqualifying convictions and conditions including but not limited to:

(a) The details of incidents leading to the charges of potentially disqualifying convictions or resulting in potentially disqualifying conditions.

(b) Age of the SI at time of the potentially disqualifying convictions or conditions.

(c) Facts that support the convictions or potentially disqualifying conditions.

(d) Passage of time since commission of the potentially disqualifying convictions or conditions.

(e) Consideration of state or federal laws, regulations, or rules covering the position, facility, employer, or QE regarding the potentially disqualifying convictions or conditions.

(2) Other factors when available including but not limited to:

(a) Other information related to criminal activity including charges, arrests, pending indictments, and convictions. Other behavior involving contact with law enforcement may also be reviewed if information is relevant to other criminal records or shows a pattern relevant to criminal history.

(b) Periods of incarceration.

(c) Status of and compliance with parole, post-prison supervision, or probation.

(d) Evidence of alcohol or drug issues directly related to criminal activity or potentially disqualifying conditions.

(e) Evidence of other treatment or rehabilitation related to criminal activity or potentially disqualifying conditions.

(f) Likelihood of repetition of criminal behavior or behaviors leading to potentially disqualifying conditions, including but not limited to patterns of criminal activity or behavior.

(g) Information from the Department's protective services, abuse or other investigations in which the investigator documented behavior or conduct by the subject individual that would pose a risk to or jeopardize the safety of vulnerable individuals.

(h) Changes in circumstances subsequent to the criminal activity or disqualifying conditions including but not limited to:

(A) History of high school, college, or other education related accomplishments.

(B) Work history (employee or volunteer).

(C) History regarding licensure, certification, or training for licensure or certification.

(D) Written recommendations from current or past employers, including Department client employers.

(i) Indication of the SI's cooperation, honesty, or the making of a false statement during the criminal records check process, including acknowledgment and acceptance responsibility of criminal activity and potentially disqualifying conditions.

(3) The AD shall consider the relevancy of the SI's criminal activity or potentially disqualifying conditions to the paid or volunteer position, or to the environment in which the SI will reside, work, or visit.

36 *Stat. Auth.: ORS 181.537 & 409.050*
37 *Stats. Implemented: ORS 181.534, 181.537 & 409.010*

DISCLOSURE AND AUTHORIZATION REGARDING PROCUREMENT OF BACKGROUND REPORTS

In connection with my nursing assistant training, I understand that investigative background inquiries are to be made on me which may include criminal convictions, and other reports. Further, I understand that you will be requesting information from various Federal, State, and other agencies which maintain records concerning my past activities relating to my, criminal, civil and other experiences.

I authorize without reservation, any party or agency contacted to furnish the above mentioned information and release all parties involved from any liability and responsibility for doing so. This authorization and consent shall be valid in original, fax or copy form.

Applicant Signature: _____ ***Date:*** _____

Please PRINT clearly:

Name: _____ Maiden / AKA: _____
First Middle Last

Current Address: _____ County: _____

City: _____ State: _____ Zip: _____ How long: _____

Phone Number:_____ Cell Phone #: _____

Fitness Determination
Oregon History Results

☐ **No potentially disqualifying history**

☐ **Potentially disqualifying history disclosed**
Probationary status granted ☐ **Yes** ☐ **No**

Signature: _____ **Date:**_____

Return signed copy with completed BNA - Application

COPY OF OWN RECORD REQUEST

This form is to be used **ONLY** when requesting a copy of **YOUR OWN** Oregon Criminal History information or clearance letter.

This form may be copied.

NAME: _____
Last, First, Middle

OTHER NAMES USED:_____

DATE OF BIRTH:_____ /_____/_____
month day year

SOCIAL SECURITY NUMBER: (optional) _____ - _____ - _____

YOUR MAILING ADDRESS:_____
Street or P.O. Box

_____
City, State, Zip Code

_____
Country

TELEPHONE (_____)_____

MY CHECK OR MONEY ORDER, PAYABLE TO OREGON STATE POLICE, IS INCLUDED FOR THIS SERVICE AS FOLLOWS:

COPY OF OWN RECORD ($33.00) $_____

PLEASE NOTARIZE RESPONSE ($5.00) $_____

TOTAL INCLUDED $_____
**Your fingerprint card will be returned with your response.

Mail this document with your fingerprints (and money) to the following address:
Oregon State Police
Identification Services Section
Unit 11
P.O. Box 4395
Portland, OR 97208-4395

The results, along with the fingerprint cards submitted will be returned to you. Please allow 5-10 business days to receive your response.

DUE TO THE CONFIDENTIALITY OF CRIMINAL HISTORY RECORD INFORMATION, RESULTS WILL BE MAILED ONLY TO THE REQUESTOR.

For questions or further information, please contact us at: (503) 378-3070.

Make a copy and return with BNA - Application Date submitted_____

OREGON ONLINE BNA PROGRAM
Southwestern Oregon Community College

1988 Newmark Ave, Coos Bay, OR 97420. (541)888-2525 www.socc.edu

Full Legal Name_____ Home Community College _____

Address: Street_____City_____State____Zip_____

Social Security #_____Email_____

Phone Number(s)Home_____Cell_____Race_____

Birth date_____ City & State where you were born_____

Attach copies of documentation verifying the following – Do not submit original documents

Immunizations, titers or diagnosis by a medical doctor of childhood illness	✓	*Program Staff Only*
MMR (Measles, Mumps, Rubella) - Dose 1		
MMR (Measles, Mumps, Rubella) - Dose 2		
Tdap (Tetanus and Diptheria) (within the last 10 years)		
Varicella (Chicken pox)		
Tuberculin skin test (PPD) or chest x-ray (within the last 6 months)		
Hepatitis B		
CPR Card		

Date Criminal Background Check Initiated : Oregon State Police _____ Other: NAME_____		

Are there any conditions requiring you to need accommodations while in the course?
Yes_____ No_____ (If yes, please explain)_____
_____

I verify that I have received and reviewed the BNA Information Packet. I recognize that I am responsible for understanding and complying with the written material in the Information Packet.

Applicant Signature_____ Date_____

I verify that I have reviewed the Department of Human Resources list of Potentially Disqualifying Crimes (ORS 407-007-0200 through 407-007-0380), viewed at: www.oregon.gov/DHS/chc/rules_policy.shtml and the Nurse Practice Act, Division 63 viewed at: http://www.osbn.state.or.us/OSBN/pdfs/npa/Div63.pdf. I have read and agree with the terms of SOCC's Criminal Background Clearance Release policy.

Applicant Signature_____ Date_____

I understand that I must obtain CPR certification before clinical begin. Only American Heart Association BLS (Basic Life Support) for Healthcare Providers or American Red Cross CPR/AED for the Professional Rescuer cards will be accepted.

Applicant Signature_____ Date_____

Make a copy of this application and supporting documentation for your records

Application received and documentation verified: _____*Southwestern Oregon Community College is an equal opportunity educator and employer*

OAR 589-006-0200
Referenced online at Live Link as of February 1, 2012:
http://arcweb.sos.state.or.us/rules/OARS_500/OAR_589/589_006.html

Approval of Lower Division Collegiate Programs and Courses

(1) Under the authority of ORS 341.425, the State Board delegates to the Department the authority to approve Lower Division Collegiate courses.

(2) A community college that is accredited by the Northwest Association of Schools and of Colleges and Universities shall follow the Department's Lower Division Collegiate Course Approval procedure to request new courses.

(3) A community college that is not accredited by the Northwest Association of Schools and of Colleges and Universities shall apply for approval through their contracting college.

Stat. Auth.: ORS 326.051
Stats. Implemented: ORS 341.425
Hist.: 1EB 132, f. 5-19-72, ef. 6-1-72; 1EB 166, f. 2-20-74, ef. 3-11-74; 1EB 172, f. 6-17-74, ef. 9-1-74; EB 14-1991, f. & cert. ef. 7-19-91; Renumbered from 581-042-0020, 581-042-0025, 581-042-0030 & 581-042-0035; DCCWD 1-2001, f. & cert. ef. 3-21-01, Renumbered from 581-043-0275; DCCWD 1-2003, f. & cert. ef. 1-9-03; DCCWD 5-2003, f. & cert. ef. 10-20-03

Live Link as of February 1, 2012: http://www.occa17.com/

Events

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OCCA Conference

Investment Board

National Education News

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27	28	29	30	**1**	**2**
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11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

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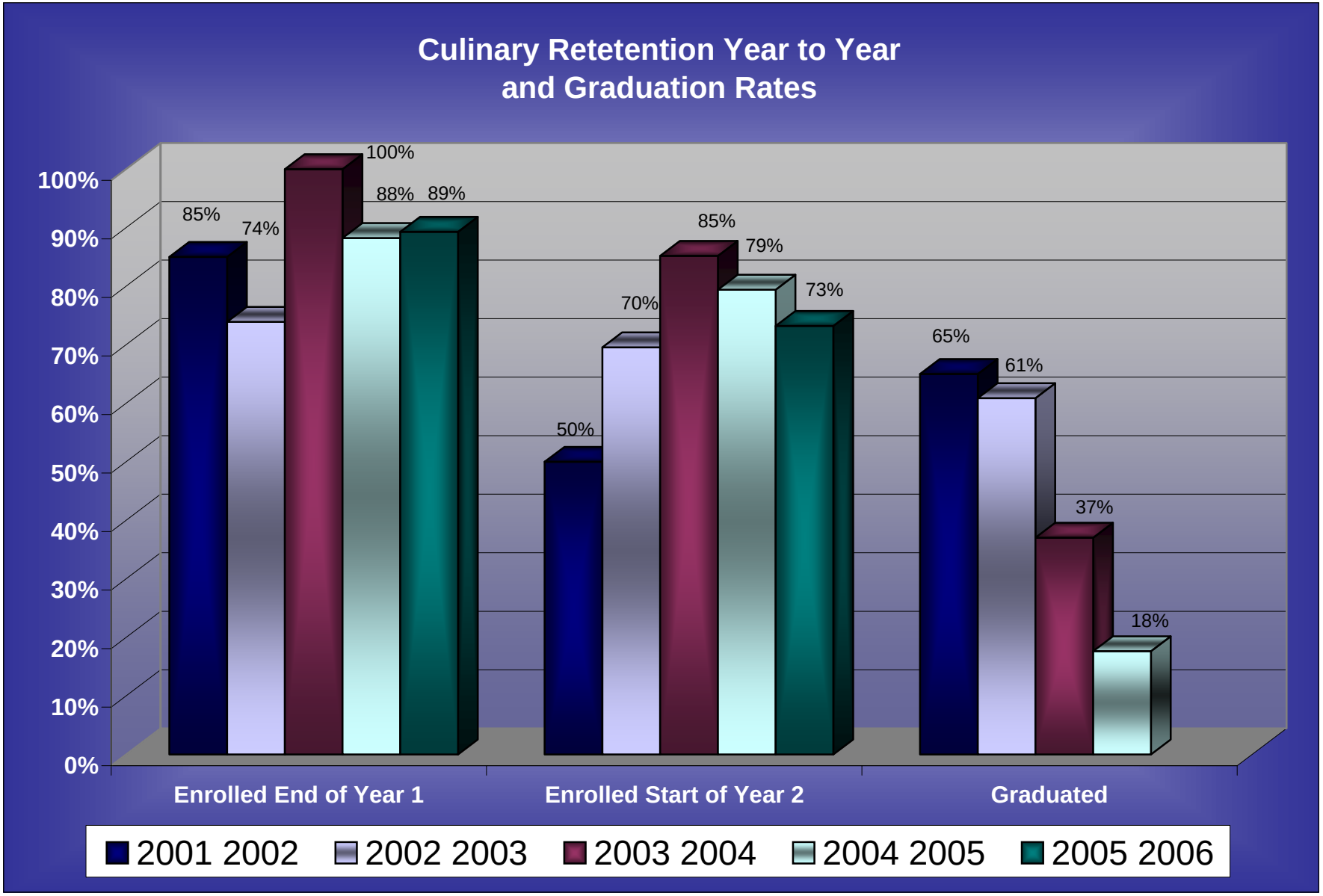
Culinary Retetention Year to Year
and Graduation Rates
100%
90%
80%
70%
60%
50%
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30%
20%
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0%
85%
74%
100%
88%
89%
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85%
79%
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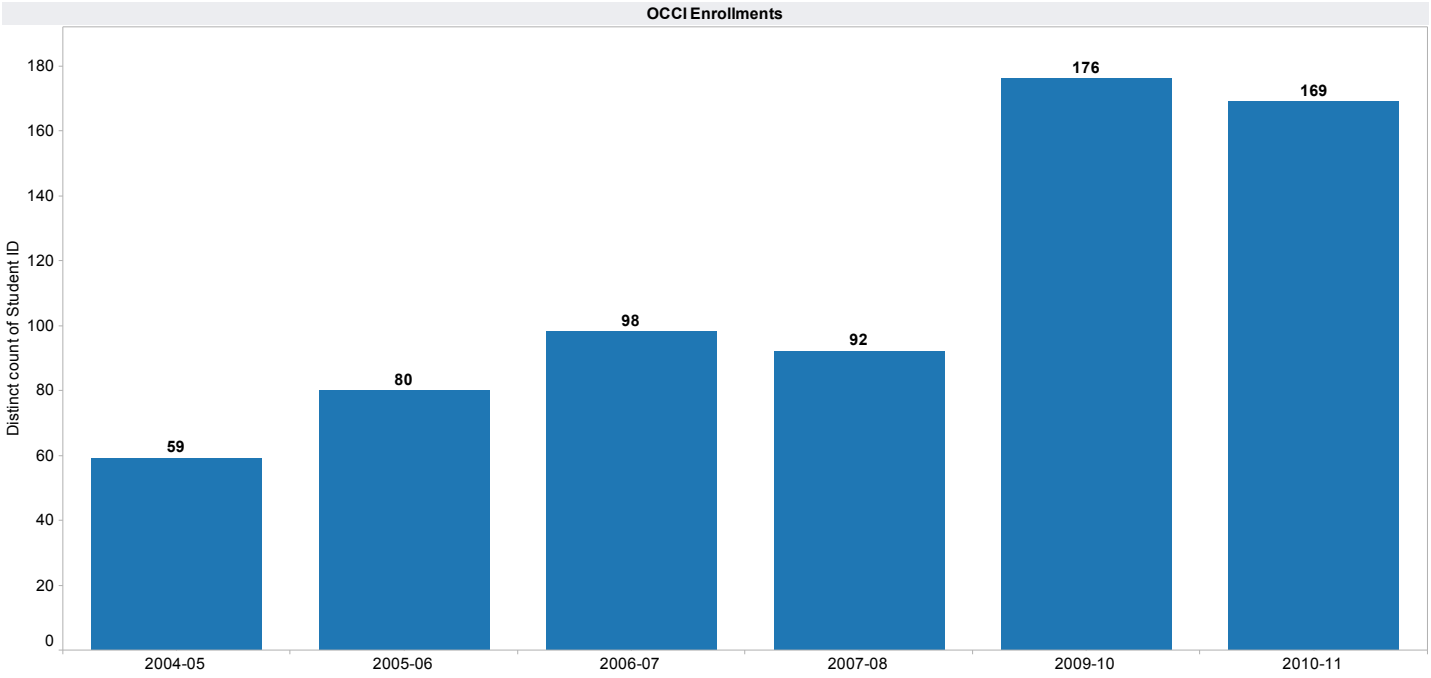
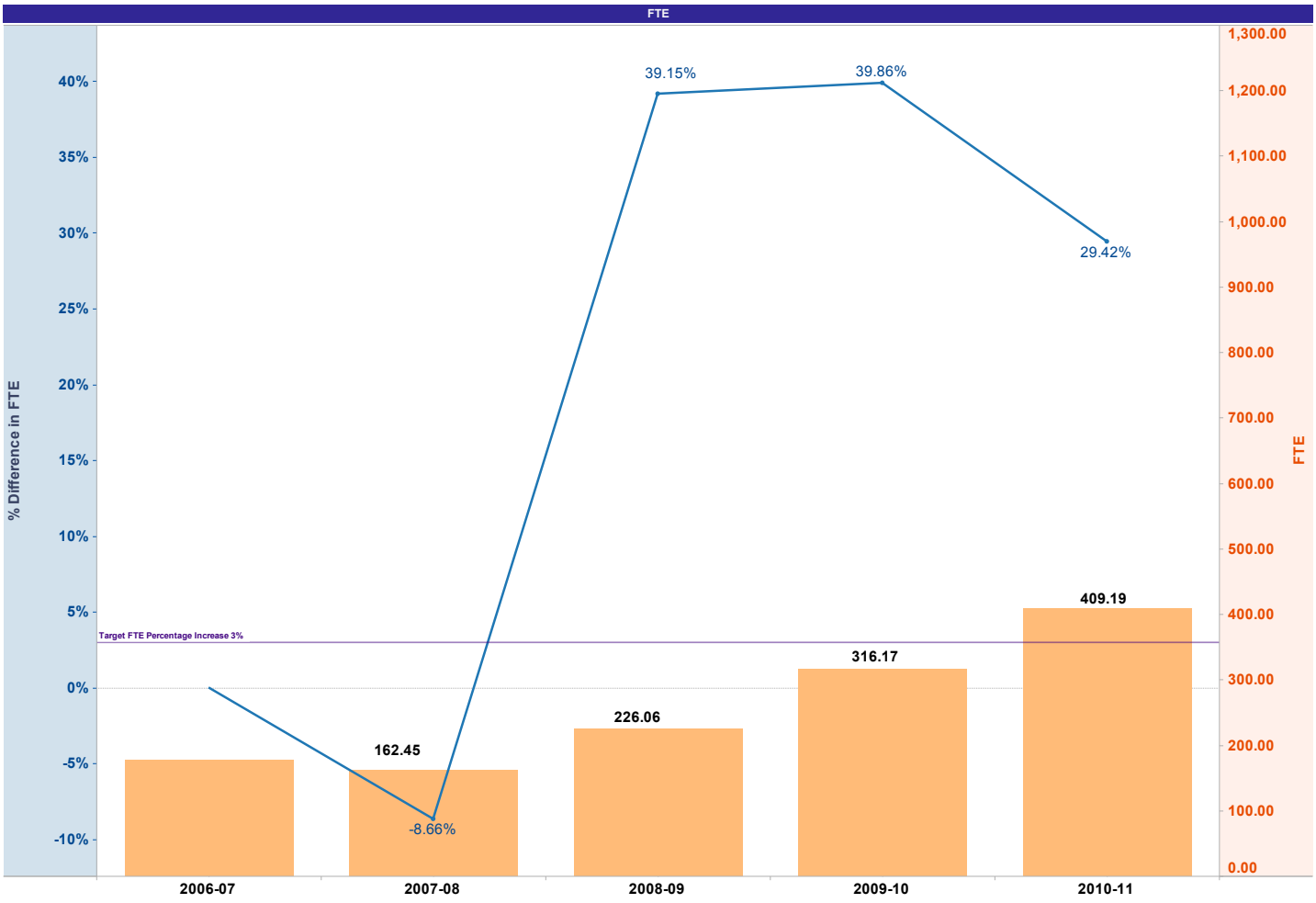
65%
61%
37%
18%
Enrolled End of Year 1
Enrolled Start of Year 2
Graduated
2001 2002
2002 2003
2003 2004
2004 2005
2005 2006


OCCI Enrollments
Distinct count of Student ID
180
160
140
120
100
80
60
40
20
0
59
80
98
92
176
169
2004-05
2005-06
2006-07
2007-08
2009-10
2010-11

OCCI FTE


FTE
% Difference in FTE
FTE
40%
35%
30%
25%
20%
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10%
5%
0%
-5%
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1,300.00
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1,100.00
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900.00
800.00
700.00
600.00
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400.00
300.00
200.00
100.00
0.00
Target FTE Percentage Increase 3%
39.15%
39.86%
29.42%
-8.66%
162.45
226.06
316.17
409.19
2006-07
2007-08
2008-09
2009-10
2010-11

OREGON CONSORTIUM FOR NURSING EDUCATION INTERGOVERNMENTAL AGREEMENT

This Agreement is among Oregon Health & Science University (OHSU), Blue Mountain Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, Rogue Community College, Southwestern Oregon Community College, Treasure Valley Community College, and Umpqua Community College (Collaborating Community Colleges); hereinafter, the parties are jointly referred to as OCNE Schools.

Whereas, the OCNE Schools seek to promote the successful education of students who enroll in the Oregon Consortium for Nursing Education Program (OCNE Program) at their respective institutions; and

Whereas, the primary purpose of the OCNE Program is to develop and maintain a shared nursing curriculum;

Therefore, OCNE Schools agree to the following goals, terms and conditions:

1. PURPOSE AND GOALS

A. Each Collaborating Community College will award the Associate Degree in Applied Science in Nursing and OHSU will award the Bachelor of Science Degree with a major in nursing.

B. This Agreement and its Appendices will provide for:

(1) shared admission and progression standards

(2) co-admission to the nursing program at both the Collaborating Community College and OHSU (co admission is an agreement that applicants admitted to a Collaborating Community College school would be accepted by transfer to OHSU without an additional competitive application process

(3) dual enrollment (concurrent enrollment in two or more schools in the same term) as needed for students to complete the program

(4) cooperative arrangements to facilitate financial aid to eligible students

(5) efficient and effective use of resources at all OCNE Schools.

2. ACADEMIC AFFAIRS

A. **Curriculum.**

(1) The nursing faculty of the OCNE Schools (OCNE Faculty), through the inter-institutional OCNE curriculum committee comprised of representatives of the OCNE Schools, have recommended a design for the nursing curriculum.

(2) The curriculum must be approved and implemented by each OCNE School pursuant to each schools' usual academic review process.

(3) Each OCNE School will identify and charge to the appropriate faculty, committees and/or administrative personnel to determine content, chronology of content, or scheduling of specific courses to implement the shared curriculum on its campus.

(4) The inter-institutional OCNE curriculum committee shall evaluate, monitor and recommend changes to the shared curriculum.

B. **Options**. Collaborating Community Colleges shall offer students three options for completion of the OCNE Program:

(1) Completion of six terms in the nursing program, graduating with an Associate of Applied Science (AAS) Degree.

(2) Completion of the AAS Degree, and progression to the final four terms for a Bachelor of Science Degree.

(3) Completion of the first five terms in the nursing program and progression to the final four terms for a Bachelor of Science Degree without completion of an AAS Degree.

C. **Student Evaluation**. Nursing faculty at each OCNE School will implement measures to assure that students meet the designated benchmarks developed by the OCNE faculty in order to progress and to graduate. Benchmarks are a designation of the competency levels required for progression of students at specific points in the program, usually at the end of the academic year.

D. **Policy Development**. Subject to approval by nursing faculty and academic administrators of each OCNE school, the OCNE faculty will develop and maintain academic policy and procedures necessary or convenient to implement the shared curriculum and recommend such policies and procedures for adoption to the nursing faculty and academic administration of each OCNE School. These policies and procedures must be in accord with applicable standards and requirements of the Oregon State Board of Nursing, the Oregon Boards of Education and Higher Education, the national nursing accreditation bodies, and the Northwest Commission of Colleges and Universities.

3. **ADMISSIONS**

A. The OCNE Schools agree to develop a common set of admission standards, criteria and procedures to be used by students at an OCNE school desiring to access the shared nursing curriculum. Such agreed upon standards, criteria and procedures shall be made an appendix to this Agreement. It is

understood that these standards and procedures will need to accommodate OHSU requirements for admission into OHSU including, but not limited to, background check requirements. Applications will be evaluated and admissions decisions will be made by each school's faculty and admissions administration according to standards and criteria established under this paragraph and adopted by each OCNE School. Student applicants who demonstrate successful completion of nursing prerequisite courses shall be eligible to apply to one or more OCNE Schools. Decisions on approval or denial of an admission will be made through processes, persons or committees designated by each OCNE School.

B. Students who meet progression standards developed and agreed to by OCNE Schools will automatically be eligible for OHSU enrollment without a separate application review process. Agreed upon progression standards shall be in writing and attached to this Agreement as an appendix. Collaborating Community Colleges will identify students who meet progression standards and will facilitate their transfer, including student records, to OHSU.

C. OHSU and each Collaborating Community College reserves the right to determine whether to assess an application fee, and if so, will set the amount of the fee to support its application review process.

D. OHSU reserves the right to determine whether to assess a transfer fee, and if so, will set the amount of the fee to support the transfer process.

E. As a condition of admission and to the extent permitted by law, OCNE Schools shall require students enrolled in the program to consent that their student records will be shared between and made available to each OCNE School as necessary to facilitate transfer and financial aid administration.

4. **TUITION AND FEES**

A. Tuition and fees will be assessed based on the courses for which students register. Each Collaborating Community College shall determine and assess tuition and fees for its courses; OHSU will determine and assess tuition and fees for its courses. The institution that received the tuition and fees will be responsible for withdrawals and refunds in accordance with its policies

B. Tuition will be assessed at resident or non-resident rates as determined by the residency classification requirements of the institution in which the student enrolls.

C. Students shall pay the appropriate tuition and fees as charged by the OCNE School(s) in which they are registered. When students are registered in OHSU and are receiving services at a Collaborating Community College, they shall be assessed and pay all applicable fees on the same basis as such fees apply to other students at the Collaborating Community College.

5. **STUDENT SERVICES**

A. **Access to Services**. Students in an OCNE school shall have access to student services provided at the Collaborating Community Colleges and OHSU on the same basis as those institutions provide such to other students at their schools when they are enrolled in those schools and pay applicable tuition and fees.

B. **Accommodations for Students with Disabilities**. Accommodations for students with an ADA/504 qualifying disability will be coordinated by the applicable Collaborating Community College in consultation with OHSU Office for Student Access. Each OCNE School will make the final determination regarding eligibility and appropriate accommodations, and bear the costs for accommodations for its courses. Accommodations which require physical changes to facilities where costs are involved will be the responsibility of the institution where those facilities are located. Accessibility to programs, activities and other events outside of the instructional program will be the responsibility of the institution sponsoring those events. The OCNE Steering Committee and the Collaborating Schools' Disability Services Offices shall develop jointly procedures and guidelines to serve students with disabilities in accordance with this Agreement. Such procedures and guidelines shall be made an appendix to this Agreement.

C. **Health Service and Health Insurance**. Students in the OCNE Program will be required to participate in the student health service provided by the Collaborating Community College at which the student is registered according to the policies of that school. OHSU enrolled students at each campus will also be required to purchase major medical insurance as required by OHSU.

D. **Compliance.** OCNE students will be required to comply with the policies generally applicable to students of each institution in which they are enrolled including, but not limited to such policies as those concerning immunizations and background checks.

6. **REGISTRATION AND STUDENT RECORDS**

A. Students who are admitted to a Collaborating Community College will register for nursing courses through the regular registration process at that school for the first 5-6 terms. After transfer to OHSU enrollment for the upper division work, students will register for nursing courses through OHSU. Students will register for arts and science (non-nursing) courses using the registration process where the course is being offered.

B. The Registrar's Office at each OCNE School will maintain student records for courses taken at their institution. Students will be included in the student/FTE count for the school in which they are registered.

C. The OCNE Schools will work toward developing electronic data interchange (EDI) information technologies. Any such interchange shall be in writing and made an appendix to this Agreement.

7. **FINANCIAL AID AND SCHOLARSHIPS**

A. All students in the OCNE program shall be eligible to apply for financial aid in the same manner as other students enrolled at an OCNE School. Financial aid may only be dispensed at the OCNE School in which the student is pursuing a degree, i.e. at the Collaborating Community College during the first five to six terms depending on the degree option selected by the student, and at OHSU during the final four terms following transfer to OHSU for the baccalaureate option.

B. Students will be subject to the financial aid policies and procedures of the OCNE School evaluating and awarding financial aid.

C. Student data for financial aid will be shared between institutions using the data information system called Oregon Financial Aid Exchange (OFAX). Compliance information and end-of- term information will be shared between Financial Aid Offices at each institution according to terms of a separate agreement agreed to by the OCNE Schools and added as an appendix to this Agreement.

8. **STUDENT RIGHTS, GRIEVANCES AND CONDUCT**

A. **Privileges**. Students in the OCNE Program shall be awarded the same rights and privileges as other students on the campus at which the student is physically present throughout the program. In addition, OHSU enrolled students shall have the same rights and privileges on the same terms as other students on the OHSU campuses including, but not limited to, representation or participation on committees, councils and task forces of the school of nursing and the university.

B. **Grievances**. Complaints or grievances against or involving OCNE School administration, faculty, staff, services or facilities will be processed and cared for pursuant to the applicable institutional process or grievance procedure in place at the school about whose administration, faculty, staff, services or facilities they are complaining.

C. **Conduct**. Alleged violations of an OCNE School's standards or policies will be addressed through processes, procedures and sanctions of the school whose standards or policies are alleged to have been violated. OHSU and the Collaborating Community College will coordinate and share information regarding misconduct proceedings to the extent permitted by law.

9. FACULTY

A. **Faculty**. Faculty of each Collaborating Community College will provide instruction for courses for the first five terms of the nursing curriculum, and the sixth term for students who opt to complete the AAS Degree. In spring or summer term, year 2 of the nursing curriculum, students who progress to complete the Bachelor of Science degree will become students of OHSU and faculty of OHSU will provide instruction.

B. **Adjunct Faculty**. A faculty member of any OCNE School may apply for consideration to be an adjunct or have a joint appointment at another OCNE School. Such a request shall be subject to the policies and procedures of the school requested to provide the appointment.

10. ADMINISTRATION AND FINANCE

A. **Space and Services**. Use of office space, classrooms, laboratories, and other facilities and services will be negotiated as needed among OCNE Schools.

B. **Library**. Each Collaborating Community College is responsible for providing a local library collection of resource material for the OCNE program in consultation with its nursing faculty. Students, staff and faculty in the OCNE Program will have the same access to the local campus library and its services and at the same cost as any students, staff and faculty on the respective school. All OHSU enrolled students will have access to the OHSU library and its services under the same policies as students, staff and faculty on the OHSU Portland campus.

11. MISCELLANEOUS

A. **Authority**. OHSU has not granted or delegated any of its powers, statutory, implied, administrative, managerial or otherwise, to the Collaborating Community Colleges. This Agreement in no way confers upon the Collaborating Community Colleges the right to possess, use or control OHSU's property, except as has been agreed to herein, and as may be required to perform its obligations under this Agreement. Similarly, it is understood that the Collaborating Community Colleges have not granted or delegated any of their powers, statutory, implied, administrative, managerial or otherwise, to OHSU, nor does this Agreement confer upon OHSU the right to possess, use or control the Collaborating Community Colleges' property, except as has been agreed to herein, and as may be required to perform its obligations under this Agreement..

B. **Liability**. Each party will be responsible for its tortious acts and those of its officers, employees, or agents, except to the extent that Oregon law limits the liability of a public institution, its officers, agents and employees.

C. **Relationship**. OCNE Schools intend that each party's relationship to the other at all times and for all purposes under this Agreement is to be that of independent contractor. Neither is considered an agent or employee of the other for any purpose, and no party nor any of its agents, employees, or students is entitled to any of the benefits that the other provides its employees, except as specifically provided otherwise in this Agreement. This agreement shall not create any rights in any third parties, specifically any students participating in the program. The only parties to this agreement are OCNE Schools.

D. **Dispute Resolution**. The OCNE Schools agree that they will attempt to resolve any dispute between them arising out of or related to this Agreement at the lowest appropriate level of administration possible. If a dispute continues to be unresolved, the Deans for each affected party shall be advised of the issue and shall meet to negotiate an acceptable resolution.

12. TERM AND TERMINATION

A. This agreement shall become effective upon approval by OHSU and the eight Collaborating Community Colleges and will be implemented by OCNE Schools under a phased plan for curriculum implementation.

B. Amendments to this agreement and its appendices must be in writing and approved by the designated representative of each OCNE School.

C. Any party to this Agreement may terminate its participation in the Agreement with any other party by providing 6 months prior notice to the other party. A termination under this paragraph shall not terminate either parties' participation in this Agreement with the other parties to the Agreement.

D. This Agreement shall be reviewed every three years and will automatically renew for a successive three year term unless a party to the Agreement, at least six months prior to the end of a term, gives notice of its intent to terminate the Agreement.

E. In the event of termination under either paragraph C or D of this section, all affected parties will strive to meet commitments made to the then currently enrolled students in the program.

13. SIGNATURES

Oregon Health & Science University
3181 SW Sam Jackson Park Road
Portland Oregon 97239

_____

Mt. Hood Community College

_____

Peter O. Kohler, M.D.
President

Date

Lesley M. Hallick, Ph.D.
Provost & Vice President for Academic Affairs

Date

Kathleen Potempa, PhD, RN, FAAN
Dean and Vice President

Date

Rogue Community College

Date

Southwestern Oregon Community College

2/22/06

Date

Date

Date

Umpqua Community College

Date

Blue Mountain Community College

Date

Date

Date

Clackamas Community College

Lane Community College

Date Date

Date Date

Treasure Valley Community College

Date

One-Year Certificate of Completion

Certificate of Completion is awarded for a specific curriculum of fewer than 90 credits and is approved by the State Board of Education. Programs that are at least 45 credits are considered One-Year Certificates of Completion and are eligible for federal financial aid. Programs that are fewer than 45 credits are considered Less Than One-Year Certificates of Completion. These programs are state approved but may not be eligible for federal financial aid.

- Certificate of Completion Accounting
- Certificate of Completion Bookkeeping Clerical
- Certificate of Completion Childhood Education and Family Studies
- Certificate of Completion Clerical
- Certificate of Completion Computer Information Systems
- Certificate of Completion Fire Science Technology: Level II
- Certificate of Completion Medical Clerical
- Certificate of Completion Paraeducator/Educational Assistant
- Certificate of Completion Pharmacy Technician
- Certificate of Completion Phlebotomy Technician
- Certificate of Completion Rural Health Aide
- Certificate of Completion Welding and Fabrication

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Local budget law

Most local governments in Oregon, from the smallest cemetery district to the largest city, must prepare and adopt an annual or biennial budget. Schools, counties, cities, rural fire protection districts, and most special districts are all subject to the same budgeting provisions. Only those districts specifically exempted in law do not have to prepare and adopt a budget. Local budget law is found in the Oregon Revised Statute, Chapter 294. The law sets out several specific procedures that must be followed during the budget process. The budget must be completed by June 30the day before the start of the fiscal year or biennial budget period to which it relates.

What are the purposes of local budget law?

The Legislature clearly identified the purposes of local budget law in the statute. It is designed to:

- Establish standard procedures for preparing, presenting, and administering the budgets of Oregon´s local governments,
- Encourage citizen involvement in the preparation of the budget before its final adoption,
- Provide a method of estimating revenues, expenditures, and proposed taxes, and
- Institute a method for control of revenues and expenditures for the promotion of efficiency and economy in the expenditure of public funds.

Many of the requirements in the law, such as public meetings, publication notices, non-governing body representation on the budget committee, and the availability of the budget document throughout the development process are designed to encourage citizen involvement. An overriding theme in the law is that public policy decisions are to be made openly in a public meeting. Citizens have the right to be there and to know what their local government intends to do, before it happens.

The law requires that all local governments use uniform formats prescribed by the Department of Revenue in the preparation of their budget. This requirement lends a semblance of consistency and predictability between both large and small local governments´ budget documents. From year to year, comparisons can more easily be made when formats are consistent. This will help in analyzing your local government´s fiscal plan.

Do all local governments have to comply with this law?

Schools, counties, cities, rural fire protection districts, urban renewal agencies, and most special districts are all subject to the same budgeting provisions. Some special districts are not. If you have a question about whether or not a local government is subject to this law, you can contact your county assessor or the Department of Revenue at 503-945-8293.

What can citizens expect from the process?

You can expect to be notified of all budget meetings. These generally occur between January and June, and notice is often provided in the newspaper. Check with your local district to learn their method of publication or the meeting schedule.

You can expect to be able to ask questions and/or make comments at the budget committee meeting specifically designated for public input.

You can expect to have the opportunity to submit written and/or verbal testimony at the budget hearing.

You can expect to have the opportunity to review the budget document. You can obtain one for yourself if you so desire. Local government can legally charge for copies but the cost cannot exceed the actual cost of the photocopying.

You can expect to be able to vote on any temporary property tax measures advanced by the local government.

You can expect to be able to challenge the tax levy of the district in tax court if you think it violates

the law.

What procedural steps must a local government take to comply with the law?

Local budget law requires many procedural steps in the development and final adoption of the annual budget.

The following are the primary steps each local government must consider:

- The budget officer prepares a proposed budget.
- Notice of the budget committee meeting is published.
- The budget document is made available at or before the budget committee meeting at which the budget is presented.
- The budget committee conducts at least one public meeting for receiving the budget message and the budget document as well as providing opportunity for public questions or comments.
- The budget committee approves the budget.
- Notice of the public hearing and a summary of the approved budget is published.
- The governing body conducts a public hearing on the approved budget.
- The governing body, after public comment and deliberations, adopts the budget and enacts resolutions or ordinances accordingly by June 30.
- The governing body certifies the district´s tax, if any, to the county assessor by July 15.

Note: In Multnomah County, some of the publication and hearing requirements are performed for the local government by the Tax Supervising and Conservation Commission.

How is compliance with local budget law monitored?

The citizens of a district have the opportunity and the responsibility to be involved in the process. It is more efficient to the overall system when citizens become involved in the development of the budget itself, rather than mounting a legal challenge to the result.

The Department of Revenue has administrative oversight responsibility for local budget law. The department prescribes forms, writes administrative rules to clarify the legal requirements, produces a manual for use by local governments, and provides training on the correct procedures. The law also specifically prohibits the Department of Revenue from interfering with the fiscal policy of a local government.

How can a citizen participate in the budget process of a local government?

As mentioned, the Legislature designed the procedures of local budget law to encourage citizen participation. Citizens can participate in a variety of ways. Here are a few possibilities:

- Volunteer to become a budget committee member.
- Attend the budget committee and governing body budget meetings and the public hearing.
- Obtain a copy of the budget when it becomes available or simply review it at the office of the district.
- Vote on ballot measures for additional funding requested by the local government.
- Provide written or oral testimony to the budget committee or the governing body on the policy outlined in the budget, and,
- Respectfully challenge irregularities observed in the budget process.

Can a citizen challenge the process and if so, how is that done?

Yes, ORS 294.485 outlines a process that allows 10 "interested taxpayers" to appeal to the Oregon Tax Court any ad valorem property tax made contrary to law. The challenge must be made within 30 days of the district´s certification to the county assessor. If the court finds that the budget and the tax certification in question do not substantially comply with local budget law, the tax levy can be declared void or be modified.

For specific questions about local budget law, e-mail us at: Finance.Taxation@state.or.us.

OREGON COMMUNITY COLLEGES HANDBOOK & PLANNING GUIDE
COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT

Welcome
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Points of Contact
Site Map
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WELCOME

The Oregon Community Colleges Handbook & Planning Guide, 2011 Edition (the Community College Handbook) is a comprehensive resource for Oregon community colleges. The handbook is designed to assist both veteran staff and those new to Oregon community colleges with the state requirements and procedures governing community college operations. We are pleased to transition this handbook to an online application. Providing this information in this format allows for easy, state of the art access. The addition of on-line filing of applications and program changes will significantly contribute to the efficiency of program approval processes, information management and accountability requirements.

The handbook is periodically revised and updated. This edition includes updates and changes to reflect current policies and practices while maintaining the comprehensive body of information college staff have found useful in previous editions. Community Colleges and Workforce Development (CCWD) staff are available to assist you in understanding revisions and new applications.

We hope that this electronic application will streamline the work of Oregon's community colleges and their efforts to continue to provide high quality education and training in response to the needs of community college students, Oregon's workforce and Oregon's citizens.

My thanks to all of those who have participated in refreshing this updated version of the Community College Handbook.

Camille Preus
Commissioner, Community Colleges and Workforce Development Department

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News Popular Recent

ESEA Flexibility Waiver Draft
Tuesday, December 20, State Schools Superintendent Susan Castillo and Governor Kitzhaber's Education Advisor Ben Cannon unveiled the first draft of Oregon's Elementary and Secondary Education Act (ESEA) waiver proposal. The first draft of the waiver pro...

Oregon School for the Deaf Advisory Board Meeting Notice
January 6, 2012 9:00 A.M. to 3:00 P.M. At the Oregon School for the Deaf, Clerc Conference Room 999 Locust Street NE Salem, Oregon 97301 PUBLIC PARTICIPATION IS WELCOME: From 9:05 A.M. to 9:10 A.M. Public Comment will be received. The Oregon Department...

Seeking Nominations for 2012 History Teacher of the Year
Do you know an outstanding history teacher? Nominate him/her for History Teacher of the Year! The Gilder Lehrman Institute of American History is seeking nominations for the annual $10,000 National History Teacher of the Year Award, given to the best Am...

State Board of Education Announces New Member
(Salem, Ore.) – State Schools Superintendent Susan Castillo and State Board Chair Brenda Frank are pleased to announce Serilda Summers-McGee as the latest member of the State Board of Education. Summers-McGee was confirmed by the Oregon Senate last mont...

December 19 Update - Draft Best Practices Guide for Administering OAKS
On December 1, 2011 ODE presented the draft Best Practices Guide to the State Board of Education for the Board's consideration. ODE will bring the draft Best Practices Guide back to the Board for formal adoption on January 19, 2012 . In response to stak...

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Chapter 244 — Government Ethics

2009 EDITION

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GENERAL PROVISIONS

244.010 Policy. (1) The Legislative Assembly declares that service as a public official is a public trust and that, as one safeguard for that trust, the people require all public officials to comply with the applicable provisions of this chapter.

(2) The Legislative Assembly recognizes and values the work of all public officials, whether elected or appointed.

(3) The Legislative Assembly recognizes that many public officials are volunteers and serve without compensation.

(4) The Legislative Assembly recognizes that it is the policy of the state to have serving on many state and local boards and commissions state and local officials who may have potentially conflicting public responsibilities by virtue of their positions as public officials and also as members of the boards and commissions, and declares it to be the policy of the state that the holding of such offices does not

constitute the holding of incompatible offices unless expressly stated in the enabling legislation.

(5) The Legislative Assembly recognizes that public officials should put loyalty to the highest ethical standards above loyalty to government, persons, political party or private enterprise.

(6) The Legislative Assembly recognizes that public officials should not make private promises that are binding upon the duties of a public official, because a public official has no private word that can be binding on public duty.

(7) The Legislative Assembly recognizes that public officials should expose corruption wherever discovered.

(8) The Legislative Assembly recognizes that public officials should uphold the principles described in this section, ever conscious of the public's trust. [1974 c.72 §§1,1a; 1987 c.566 §7; 2005 c.22 §185; 2007 c.865 §28; 2009 c.68 §1]

244.020 Definitions. As used in this chapter, unless the context requires otherwise:

(1) "Actual conflict of interest" means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated unless the pecuniary benefit or detriment arises out of circumstances described in subsection (12) of this section.

(2) "Business" means any corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, self-employed individual and any other legal entity operated for economic gain but excluding any income-producing not-for-profit corporation that is tax exempt under section 501 (c) of the Internal Revenue Code with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

(3) "Business with which the person is associated" means:

(a) Any private business or closely held corporation of which the person or the person's relative is a director, officer, owner or employee, or agent or any private business or closely held corporation in which the person or the person's relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth $1,000 or more at any point in the preceding calendar year;

(b) Any publicly held corporation in which the person or the person's relative owns or has owned $100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year;

(c) Any publicly held corporation of which the person or the person's relative is a director or officer; or

(d) For public officials required to file a statement of economic interest under ORS 244.050, any business listed as a source of income as required under ORS 244.060 (3).

(4) "Candidate" means an individual for whom a declaration of candidacy, nominating petition or certificate of nomination to public office has been filed or whose name is printed on a ballot or is expected to be or has been presented, with the individual's consent, for nomination or election to public office.

(5) "Development commission" means any entity that has the authority to purchase, develop, improve or lease land or the authority to operate or direct the use of land. This authority must be more than ministerial.

(6)(a) "Gift" means something of economic value given to a public official, a candidate or a relative or member of the household of the public official or candidate:

(A) Without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or candidates or the relatives or members of the household of public officials or candidates on the same terms and conditions; or

(B) For valuable consideration less than that required from others who are not public officials or candidates.

(b) "Gift" does not mean:

(A) Contributions as defined in ORS 260.005.

(B) Gifts from relatives or members of the household of the public official or candidate.

(C) An unsolicited token or award of appreciation in the form of a plaque, trophy, desk item, wall memento or similar item, with a resale value reasonably expected to be less than $25.

(D) Informational or program material, publications or subscriptions related to the recipient's performance of official duties.

(E) Admission provided to or the cost of food or beverage consumed by a public official, or a member of the household or staff of the public official when accompanying the public official, at a reception, meal or meeting held by an organization when the public official represents state government as defined in ORS 174.111, a local government as defined in ORS 174.116 or a special government body as defined in ORS 174.117.

(F) Reasonable expenses paid by any unit of the federal government, a state or local government, a Native American tribe that is recognized by federal law or formally acknowledged by a state, a membership organization to which a public body as defined in ORS 174.109 pays membership dues or a not-for-profit corporation that is tax exempt under section 501(c)(3) of the Internal Revenue Code, for attendance at a convention, fact-finding mission or trip, conference or other meeting if the public official is scheduled to deliver a speech, make a presentation, participate on a panel or represent state government as defined in ORS 174.111, a local government as defined in ORS 174.116 or a special government body as defined in ORS 174.117.

(G) Contributions made to a legal expense trust fund established under ORS 244.209 for the benefit of the public official.

(H) Reasonable food, travel or lodging expenses provided to a public official, a relative of the public official accompanying the public official, a member of the household of the public official accompanying the public official or a staff member of the public official accompanying the public official, when the public official is representing state government as defined in ORS 174.111, a local government as defined in ORS 174.116 or a special government body as defined in ORS 174.117:

(i) On an officially sanctioned trade-promotion or fact-finding mission; or

(ii) In officially designated negotiations, or economic development activities, where receipt of the expenses is approved in advance.

(I) Food or beverage consumed by a public official acting in an official capacity:

(i) In association with the review, approval, execution of documents or closing of a borrowing, investment or other financial transaction, including any business agreement between state government as defined in ORS 174.111, a local government as defined in ORS 174.116 or a special government body as defined in ORS 174.117 and a private entity or public body as defined in ORS 174.109;

(ii) While engaged in due diligence research or presentations by the office of the State Treasurer related to an existing or proposed investment or borrowing; or

(iii) While engaged in a meeting of an advisory, governance or policy-making body of a corporation, partnership or other entity in which the office of the State Treasurer has invested moneys.

(J) Waiver or discount of registration expenses or materials provided to a public official or candidate at a continuing education event that the public official or candidate may attend to satisfy a professional licensing requirement.

(K) Expenses provided by one public official to another public official for travel inside this state to or from an event that bears a relationship to the receiving public official's office and at which the official participates in an official capacity.

(L) Food or beverage consumed by a public official or candidate at a reception where the food or beverage is provided as an incidental part of the reception and no cost is placed on the food or beverage.

(M) Entertainment provided to a public official or candidate or a relative or member of the household of the public official or candidate that is incidental to the main purpose of another event.

(N) Entertainment provided to a public official or a relative or member of the household of the public official where the public official is acting in an official capacity while representing state government as defined in ORS 174.111, a local government as defined in ORS 174.116 or a special government body as defined in ORS 174.117 for a ceremonial purpose.

(O) Anything of economic value offered to or solicited or received by a public official or candidate, or a relative or member of the household of the public official or candidate:

(i) As part of the usual and customary practice of the person's private business, or the person's employment or position as a volunteer with a private business, corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, not-for-profit corporation or other legal entity operated for economic value; and

(ii) That bears no relationship to the public official's or candidate's holding of, or candidacy for, the official position or public office.

(P) Reasonable expenses paid to a public school employee for accompanying students on an educational trip.

(7) "Honorarium" means a payment or something of economic value given to a public official in exchange for services upon which custom or propriety prevents the setting of a price. Services include, but are not limited to, speeches or other services rendered in connection with an event.

(8) "Income" means income of any nature derived from any source, including, but not limited to, any salary, wage, advance, payment, dividend, interest, rent, honorarium, return of capital, forgiveness of indebtedness, or anything of economic value.

(9) "Legislative or administrative interest" means an economic interest, distinct from that of the general public, in:

(a) Any matter subject to the decision or vote of the public official acting in the public official's capacity as a public official; or

(b) Any matter that would be subject to the decision or vote of the candidate who, if elected, would be acting in the capacity of a public official.

(10) "Member of the household" means any person who resides with the public official or candidate.

(11) "Planning commission" means a county planning commission created under ORS chapter 215 or a city planning commission created under ORS chapter 227.

(12) "Potential conflict of interest" means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, unless the pecuniary benefit or detriment arises out of the following:

(a) An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.

(b) Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.

(c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

(13) "Public office" has the meaning given that term in ORS 260.005.

(14) "Public official" means any person who, when an alleged violation of this chapter occurs, is serving the State of Oregon or any of its political subdivisions or any other public body as defined in ORS 174.109 as an elected official, appointed official, employee or agent, irrespective of whether the person is compensated for the services.

(15) "Relative" means:

(a) The spouse of the public official or candidate;

(b) Any children of the public official or of the public official's spouse;

(c) Any children of the candidate or of the candidate's spouse;

(d) Siblings, spouses of siblings or parents of the public official or of the public official's spouse;

(e) Siblings, spouses of siblings or parents of the candidate or of the candidate's spouse;

(f) Any individual for whom the public official or candidate has a legal support obligation;

(g) Any individual for whom the public official provides benefits arising from the public official's public employment or from whom the public official receives benefits arising from that individual's

employment; or

(h) Any individual from whom the candidate receives benefits arising from that individual's employment.

(16) "Statement of economic interest" means a statement as described by ORS 244.060 or 244.070.

(17) "Zoning commission" means an entity to which is delegated at least some of the discretionary authority of a planning commission or governing body relating to zoning and land use matters. [1974 c.72 §2; 1975 c.543 §1; 1977 c.588 §2; 1979 c.666 §5; 1987 c.566 §8; 1989 c.340 §2; 1991 c.73 §1; 1991 c.770 §5; 1993 c.743 §8; 1995 c.79 §85; 1997 c.249 §75; 2001 c.200 §1; 2003 c.14 §115; 2005 c.574 §1; 2007 c.865 §8; 2007 c.877 §16a; 2009 c.68 §2; 2009 c.689 §§1,2]

244.025 Gift limit. (1) During a calendar year, a public official, a candidate or a relative or member of the household of the public official or candidate may not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of $50 from any single source that could reasonably be known to have a legislative or administrative interest.

(2) During a calendar year, a person who has a legislative or administrative interest may not offer to the public official or a relative or member of the household of the public official any gift or gifts with an aggregate value in excess of $50.

(3) During a calendar year, a person who has a legislative or administrative interest may not offer to the candidate or a relative or member of the household of the candidate any gift or gifts with an aggregate value in excess of $50.

(4) This section does not apply to public officials subject to the Oregon Code of Judicial Conduct. [2007 c.877 §18; 2009 c.68 §3]

244.030 [1974 c.72 §24; repealed by 2007 c.865 §41]

244.040 Prohibited use of official position or office; exceptions; other prohibited actions. (1) Except as provided in subsection (2) of this section, a public official may not use or attempt to use official position or office to obtain financial gain or avoidance of financial detriment for the public official, a relative or member of the household of the public official, or any business with which the public official or a relative or member of the household of the public official is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the public official's holding of the official position or office.

(2) Subsection (1) of this section does not apply to:

(a) Any part of an official compensation package as determined by the public body that the public official serves.

(b) The receipt by a public official or a relative or member of the household of the public official of an honorarium or any other item allowed under ORS 244.042.

(c) Reimbursement of expenses.

(d) An unsolicited award for professional achievement.

(e) Gifts that do not exceed the limits specified in ORS 244.025 received by a public official or a relative or member of the household of the public official from a source that could reasonably be known to have a legislative or administrative interest.

(f) Gifts received by a public official or a relative or member of the household of the public official from a source that could not reasonably be known to have a legislative or administrative interest.

(g) The receipt by a public official or a relative or member of the household of the public official of any item, regardless of value, that is expressly excluded from the definition of "gift" in ORS 244.020.

(h) Contributions made to a legal expense trust fund established under ORS 244.209 for the benefit of the public official.

(3) A public official may not solicit or receive, either directly or indirectly, and a person may not offer or give to any public official any pledge or promise of future employment, based on any understanding that the vote, official action or judgment of the public official would be influenced by the

pledge or promise.

(4) A public official may not attempt to further or further the personal gain of the public official through the use of confidential information gained in the course of or by reason of holding position as a public official or activities of the public official.

(5) A person who has ceased to be a public official may not attempt to further or further the personal gain of any person through the use of confidential information gained in the course of or by reason of holding position as a public official or the activities of the person as a public official.

(6) A person may not attempt to represent or represent a client for a fee before the governing body of a public body of which the person is a member. This subsection does not apply to the person's employer, business partner or other associate.

(7) The provisions of this section apply regardless of whether actual conflicts of interest or potential conflicts of interest are announced or disclosed under ORS 244.120. [1974 c.72 §3; 1975 c.543 §2; 1987 c.566 §9; 1989 c.340 §3; 1991 c.146 §1; 1991 c.770 §6; 1991 c.911 §4; 1993 c.743 §9; 2007 c.877 §17; 2009 c.68 §4]

244.042 Honoraria. (1) Except as provided in subsection (3) of this section, a public official may not solicit or receive, whether directly or indirectly, honoraria for the public official or any member of the household of the public official if the honoraria are solicited or received in connection with the official duties of the public official.

(2) Except as provided in subsection (3) of this section, a candidate may not solicit or receive, whether directly or indirectly, honoraria for the candidate or any member of the household of the candidate if the honoraria are solicited or received in connection with the official duties of the public office for which the person is a candidate.

(3) This section does not prohibit:

(a) The solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of $50 or less; or

(b) The solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the public official or candidate. [2007 c.877 §24; 2009 c.68 §21]

244.045 Regulation of subsequent employment of public officials; lobbying by former members of Legislative Assembly. (1) A person who has been a Public Utility Commissioner, the Director of the Department of Consumer and Business Services, the Administrator of the Division of Finance and Corporate Securities, the Administrator of the Insurance Division, the Administrator of the Oregon Liquor Control Commission or the Director of the Oregon State Lottery shall not:

(a) Within one year after the public official ceases to hold the position become an employee of or receive any financial gain, other than reimbursement of expenses, from any private employer engaged in the activity, occupation or industry over which the former public official had authority; or

(b) Within two years after the public official ceases to hold the position:

(A) Be a lobbyist for or appear as a representative before the agency over which the person exercised authority as a public official;

(B) Influence or try to influence the actions of the agency; or

(C) Disclose any confidential information gained as a public official.

(2) A person who has been a Deputy Attorney General or an assistant attorney general shall not, within two years after the person ceases to hold the position, lobby or appear before an agency that the person represented while employed by the Department of Justice.

(3) A person who has been the State Treasurer or the Chief Deputy State Treasurer shall not, within one year after ceasing to hold office:

(a) Accept employment from or be retained by any private entity with whom the office of the State Treasurer or the Oregon Investment Council negotiated or to whom either awarded a contract providing for payment by the state of at least $25,000 in any single year during the term of office of the treasurer;

(b) Accept employment from or be retained by any private entity with whom the office of the State Treasurer or the Oregon Investment Council placed at least $50,000 of investment moneys in any single year during the term of office of the treasurer; or

(c) Be a lobbyist for an investment institution, manager or consultant, or appear before the office of the State Treasurer or Oregon Investment Council as a representative of an investment institution, manager or consultant.

(4) A public official who as part of the official's duties invested public funds shall not within two years after the public official ceases to hold the position:

(a) Be a lobbyist or appear as a representative before the agency, board or commission for which the former public official invested public funds;

(b) Influence or try to influence the agency, board or commission; or

(c) Disclose any confidential information gained as a public official.

(5)(a) A person who has been a member of the Department of State Police, who has held a position with the department with the responsibility for supervising, directing or administering programs relating to gaming by a Native American tribe or the Oregon State Lottery and who has been designated by the Superintendent of State Police by rule shall not, within one year after the member of the Department of State Police ceases to hold the position:

(A) Accept employment from or be retained by or receive any financial gain related to gaming from the Oregon State Lottery or any Native American tribe;

(B) Accept employment from or be retained by or receive any financial gain from any private employer selling or offering to sell gaming products or services;

(C) Influence or try to influence the actions of the Department of State Police; or

(D) Disclose any confidential information gained as a member of the Department of State Police.

(b) This subsection does not apply to:

(A) Appointment or employment of a person as an Oregon State Lottery Commissioner or as a Tribal Gaming Commissioner or regulatory agent thereof;

(B) Contracting with the Oregon State Lottery as a lottery game retailer;

(C) Financial gain received from personal gaming activities conducted as a private citizen; or

(D) Subsequent employment in any capacity by the Department of State Police.

(c) As used in this subsection, "Native American tribe" means any recognized Native American tribe or band of tribes authorized by the Indian Gaming Regulatory Act of October 17, 1988 (Public Law 100-497), 25 U.S.C. 2701 et seq., to conduct gambling operations on tribal land.

(6) A person who has been a member of the Legislative Assembly may not receive money or any other consideration for lobbying as defined in ORS 171.725 performed during the period beginning on the date the person ceases to be a member of the Legislative Assembly and ending on the date of adjournment sine die of the next regular session of the Legislative Assembly that begins after the date the person ceases to be a member of the Legislative Assembly. [1987 c.360 §1; 1993 c.743 §10; 1995 c.79 §86; 1997 c.750 §1; 2007 c.877 §15]

Note: Section 15b, chapter 877, Oregon Laws 2007, provides:

Sec. 15b. (1) For purposes of ORS 244.045 (6), if a special session of the Legislative Assembly is held in calendar year 2008 or 2010, the first special session held in that calendar year is considered a regular session of the Legislative Assembly.

(2) This section is repealed January 1, 2011. [2007 c.877 §15b]

244.047 Financial interest in public contract. (1) As used in this section:

(a) "Public body" has the meaning given that term in ORS 174.109.

(b) "Public contract" has the meaning given that term in ORS 279A.010.

(2) Except as provided in subsection (4) of this section, a person who ceases to hold a position as a public official may not have a direct beneficial financial interest in a public contract described in subsection (3) of this section for two years after the date the contract was authorized.

(3) Subsection (2) of this section applies to a public contract that was authorized by:
(a) The person acting in the capacity of a public official; or
(b) A board, commission, council, bureau, committee or other governing body of a public body of which the person was a member when the contract was authorized.
(4) Subsection (2) of this section does not apply to a person who was a member of a board, commission, council, bureau, committee or other governing body of a public body when the contract was authorized, but who did not participate in the authorization of the contract. [2007 c.877 §23a; 2009 c.689 §4a]

REPORTING

244.050 Persons required to file statement of economic interest; filing deadline. (1) On or before April 15 of each year the following persons shall file with the Oregon Government Ethics Commission a verified statement of economic interest as required under this chapter:
(a) The Governor, Secretary of State, State Treasurer, Attorney General, Commissioner of the Bureau of Labor and Industries, Superintendent of Public Instruction, district attorneys and members of the Legislative Assembly.
(b) Any judicial officer, including justices of the peace and municipal judges, except any pro tem judicial officer who does not otherwise serve as a judicial officer.
(c) Any candidate for a public office designated in paragraph (a) or (b) of this subsection.
(d) The Deputy Attorney General.
(e) The Legislative Administrator, the Legislative Counsel, the Legislative Fiscal Officer, the Secretary of the Senate and the Chief Clerk of the House of Representatives.
(f) The Chancellor and Vice Chancellors of the Oregon University System and the president and vice presidents, or their administrative equivalents, in each institution under the jurisdiction of the State Board of Higher Education.
(g) The following state officers:
(A) Adjutant General.
(B) Director of Agriculture.
(C) Manager of State Accident Insurance Fund Corporation.
(D) Water Resources Director.
(E) Director of Department of Environmental Quality.
(F) Director of Oregon Department of Administrative Services.
(G) State Fish and Wildlife Director.
(H) State Forester.
(I) State Geologist.
(J) Director of Human Services.
(K) Director of the Department of Consumer and Business Services.
(L) Director of the Department of State Lands.
(M) State Librarian.
(N) Administrator of Oregon Liquor Control Commission.
(O) Superintendent of State Police.
(P) Director of the Public Employees Retirement System.
(Q) Director of Department of Revenue.
(R) Director of Transportation.
(S) Public Utility Commissioner.
(T) Director of Veterans' Affairs.
(U) Executive director of Oregon Government Ethics Commission.
(V) Director of the State Department of Energy.
(W) Director and each assistant director of the Oregon State Lottery.
(X) Director of the Department of Corrections.

(Y) Director of the Oregon Department of Aviation.
(Z) Executive director of the Oregon Criminal Justice Commission.
(AA) Director of the Oregon Business Development Department.
(BB) Director of the Office of Emergency Management.
(CC) Director of the Employment Department.
(DD) Chief of staff for the Governor.
(EE) Administrator of the Office for Oregon Health Policy and Research.
(FF) Director of the Housing and Community Services Department.
(GG) State Court Administrator.
(HH) Director of the Department of Land Conservation and Development.
(II) Board chairperson of the Land Use Board of Appeals.
(JJ) State Marine Director.
(KK) Executive director of the Oregon Racing Commission.
(LL) State Parks and Recreation Director.
(MM) Public defense services executive director.
(NN) Chairperson of the Public Employees' Benefit Board.
(OO) Director of the Department of Public Safety Standards and Training.
(PP) Chairperson of the Oregon Student Assistance Commission.
(QQ) Executive director of the Oregon Watershed Enhancement Board.
(RR) Director of the Oregon Youth Authority.
(SS) Director of the Oregon Health Authority.
(h) Any assistant in the Governor's office other than personal secretaries and clerical personnel.
(i) Every elected city or county official.
(j) Every member of a city or county planning, zoning or development commission.
(k) The chief executive officer of a city or county who performs the duties of manager or principal administrator of the city or county.
(L) Members of local government boundary commissions formed under ORS 199.410 to 199.519.
(m) Every member of a governing body of a metropolitan service district and the executive officer thereof.
(n) Each member of the board of directors of the State Accident Insurance Fund Corporation.
(o) The chief administrative officer and the financial officer of each common and union high school district, education service district and community college district.
(p) Every member of the following state boards and commissions:
(A) Board of Geologic and Mineral Industries.
(B) Oregon Business Development Commission.
(C) State Board of Education.
(D) Environmental Quality Commission.
(E) Fish and Wildlife Commission of the State of Oregon.
(F) State Board of Forestry.
(G) Oregon Government Ethics Commission.
(H) Oregon Health Policy Board.
(I) State Board of Higher Education.
(J) Oregon Investment Council.
(K) Land Conservation and Development Commission.
(L) Oregon Liquor Control Commission.
(M) Oregon Short Term Fund Board.
(N) State Marine Board.
(O) Mass transit district boards.
(P) Energy Facility Siting Council.
(Q) Board of Commissioners of the Port of Portland.
(R) Employment Relations Board.

(S) Public Employees Retirement Board.
(T) Oregon Racing Commission.
(U) Oregon Transportation Commission.
(V) Wage and Hour Commission.
(W) Water Resources Commission.
(X) Workers' Compensation Board.
(Y) Oregon Facilities Authority.
(Z) Oregon State Lottery Commission.
(AA) Pacific Northwest Electric Power and Conservation Planning Council.
(BB) Columbia River Gorge Commission.
(CC) Oregon Health and Science University Board of Directors.
(DD) Capitol Planning Commission.
(q) The following officers of the State Treasurer:
(A) Chief Deputy State Treasurer.
(B) Chief of staff for the office of the State Treasurer.
(C) Director of the Investment Division.
(r) Every member of the board of commissioners of a port governed by ORS 777.005 to 777.725 or 777.915 to 777.953.
(s) Every member of the board of directors of an authority created under ORS 441.525 to 441.595.
(2) By April 15 next after the date an appointment takes effect, every appointed public official on a board or commission listed in subsection (1) of this section shall file with the Oregon Government Ethics Commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.
(3) By April 15 next after the filing deadline for the primary election, each candidate described in subsection (1) of this section shall file with the commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.
(4) Within 30 days after the filing deadline for the general election, each candidate described in subsection (1) of this section who was not a candidate in the preceding primary election, or who was nominated for public office described in subsection (1) of this section at the preceding primary election by write-in votes, shall file with the commission a statement of economic interest as required under ORS 244.060, 244.070 and 244.090.
(5) Subsections (1) to (4) of this section apply only to persons who are incumbent, elected or appointed public officials as of April 15 and to persons who are candidates on April 15. Subsections (1) to (4) of this section also apply to persons who do not become candidates until 30 days after the filing deadline for the statewide general election.
(6) If a statement required to be filed under this section has not been received by the commission within five days after the date the statement is due, the commission shall notify the public official or candidate and give the public official or candidate not less than 15 days to comply with the requirements of this section. If the public official or candidate fails to comply by the date set by the commission, the commission may impose a civil penalty as provided in ORS 244.350. [1974 c.72 §§4,4a; 1975 c.543 §3; 1977 c.588 §3; 1977 c.751 §16; 1979 c.374 §5; 1979 c.666 §6; 1979 c.697 §1; 1979 c.736 §1; 1979 c.829 §9b; 1987 c.373 §26; 1987 c.414 §148; 1987 c.566 §10; 1991 c.73 §2; 1991 c.160 §1; 1991 c.163 §1; 1991 c.470 §13; 1991 c.614 §2; 1993 c.500 §10; 1993 c.743 §11; 1995 c.79 §87; 1995 c.712 §94; 1997 c.652 §16; 1997 c.833 §22; 1999 c.59 §62; 1999 c.291 §28; 2001 c.104 §77; 2003 c.214 §1; 2003 c.784 §13; 2005 c.157 §6; 2005 c.217 §23; 2005 c.777 §14; 2007 c.813 §2; 2007 c.865 §17; 2007 c.877 §13; 2009 c.68 §5; 2009 c.595 §192; 2009 c.896 §10]

244.055 Additional reporting requirements for State Treasury; review; confidentiality. (1) In addition to the statement required by ORS 244.050, the State Treasurer and any person listed under ORS 244.050 (1)(q) and this subsection shall file quarterly at a time fixed by the State Treasurer a trading statement listing all stocks, bonds and other types of securities purchased or sold during the preceding

quarter:

(a) Directors of the Cash Management Division and the Debt Management Division.

(b) Equities, fixed income, short term fund, real estate, equities real estate and commercial and mortgage real estate investment officers and assistant investment officers.

(c) Fixed income and short term fund investment analysts.

(2) The statement required by subsection (1) of this section shall be filed for review with the State Treasurer, the Attorney General and the Division of Audits of the office of the Secretary of State. The content of the statement is confidential.

(3) If the State Treasurer or the Chief Deputy State Treasurer determines that a conflict of interest exists for an officer or employee, the State Treasurer shall subject the person to appropriate discipline, including dismissal or termination of the contract, or both, pursuant to rule. If the State Treasurer has cause to believe that a violation of this chapter has occurred, the State Treasurer shall file a complaint with the Oregon Government Ethics Commission under ORS 244.260.

(4) If the State Treasurer fails to act on an apparent conflict of interest under subsection (3) of this section or if the statement of the State Treasurer or the Chief Deputy State Treasurer appears to contain a conflict of interest, the Director of the Division of Audits shall report the failure or apparent conflict to the Attorney General, who may file a complaint with the commission. [1993 c.743 §26; 2007 c.865 §29]

244.060 Form of statement of economic interest; contents. The statement of economic interest filed under ORS 244.050 shall be on a form prescribed by the Oregon Government Ethics Commission. The public official or candidate filing the statement shall supply the information required by this section and ORS 244.090, as follows:

(1) The names of all positions as officer of a business and business directorships held by the public official or candidate or a member of the household of the public official or candidate during the preceding calendar year, and the principal address and a brief description of each business.

(2) All names under which the public official or candidate and members of the household of the public official or candidate do business and the principal address and a brief description of each business.

(3) The names, principal addresses and brief descriptions of the sources of income received during the preceding calendar year by the public official or candidate or a member of the household of the public official or candidate that produce 10 percent or more of the total annual household income.

(4)(a) A list of all real property in which the public official or candidate or a member of the household of the public official or candidate has or has had any personal, beneficial ownership interest during the preceding calendar year, any options to purchase or sell real property, including a land sales contract, and any other rights of any kind in real property located within the geographic boundaries of the governmental agency of which the public official holds, or the candidate if elected would hold, an official position or over which the public official exercises, or the candidate if elected would exercise, any authority.

(b) This subsection does not require the listing of the principal residence of the public official or candidate.

(5) All expenses with an aggregate value exceeding $50 received by the public official during the preceding calendar year when participating in a convention, mission, trip or other meeting described in ORS 244.020 (6)(b)(F), including the name and address of the organization, unit of government, tribe or corporation paying the expenses, the nature of the event and the date and amount of the expense.

(6) All expenses with an aggregate value exceeding $50 received by the public official during the preceding calendar year when participating in a mission, negotiations or economic development activities described in ORS 244.020 (6)(b)(H), including the name and address of the person paying the expenses, the nature of the event and the date and amount of the expenditure.

(7) All honoraria and other items allowed under ORS 244.042 with a value exceeding $15 that are received by the public official, candidate or member of the household of the public official or candidate during the preceding calendar year, the provider of each honorarium or item and the date and time of the

event for which the honorarium or item was received.

(8) The name, principal address and brief description of each source of income exceeding an aggregate amount of $1,000, whether or not taxable, received by the public official or candidate, or a member of the household of the public official or candidate, during the preceding calendar year, if the source of that income is derived from an individual or business that has a legislative or administrative interest or that has been doing business, does business or could reasonably be expected to do business with the governmental agency of which the public official holds, or the candidate if elected would hold, an official position or over which the public official exercises, or the candidate if elected would exercise, any authority. [1974 c.72 §5; 1975 c.543 §4; 1987 c.566 §11; 1991 c.770 §7; 1993 c.743 §12; 2003 c.14 §116; 2007 c.877 §19; 2009 c.68 §6]

244.070 Additional statement of economic interest. A public official or candidate shall report the following additional economic interest for the preceding calendar year only if the source of that interest is derived from an individual or business that has a legislative or administrative interest or that has been doing business, does business or could reasonably be expected to do business with the governmental agency of which the public official holds, or the candidate if elected would hold, an official position or over which the public official exercises, or the candidate if elected would exercise, any authority:

(1) Each person to whom the public official or candidate or a member of the household of the public official or candidate owes or has owed money in excess of $1,000, the interest rate on money owed and the date of the loan, except for debts owed to any federal or state regulated financial institution or retail contracts.

(2) The name, principal address and brief description of the nature of each business in which the public official or candidate or a member of the household of the public official or candidate has or has had a personal, beneficial interest or investment, including stocks or other securities, in excess of $1,000, except for individual items involved in a mutual fund or a blind trust, or a time or demand deposit in a financial institution, shares in a credit union, or the cash surrender value of life insurance.

(3) Each person for whom the public official or candidate has performed services for a fee in excess of $1,000, except for any disclosure otherwise prohibited by law or by a professional code of ethics. [1974 c.72 §6; 1975 c.543 §5; 1987 c.566 §12; 2007 c.877 §20; 2009 c.68 §7]

244.080 [Subsection (1) enacted as 1974 c.72 §8; subsection (2) enacted as 1975 c.543 §7(1); 1977 c.588 §4; 1987 c.566 §13; repealed by 2007 c.865 §41]

244.090 Report on association with compensated lobbyist. (1) Each public official or candidate required to file a statement of economic interest under this chapter shall include on the statement the name of any compensated lobbyist who, during the preceding calendar year, was associated with a business with which the public official or candidate or a member of the household of the public official or candidate was also associated.

(2) Subsection (1) of this section does not apply if the only relationship between the public official or candidate and the lobbyist is that the public official or candidate and lobbyist hold stock in the same publicly traded corporation.

(3) As used in this section, “lobbyist” has the meaning given that term in ORS 171.725. [1974 c.72 §7; 1975 c.543 §6; 1987 c.566 §14; 2007 c.865 §32]

244.100 Statements of expenses or honoraria provided to public official. (1) Any organization, unit of government, tribe or corporation that provides a public official with expenses with an aggregate value exceeding $50 for an event described in ORS 244.020 (6)(b)(F) shall notify the public official in writing of the amount of the expense. The organization, unit, tribe or corporation shall provide the notice to the public official within 10 days after the date the expenses are incurred.

(2) Any person that provides a public official or candidate, or a member of the household of the public official or candidate, with an honorarium or other item allowed under ORS 244.042 with a value

exceeding $15 shall notify the public official or candidate in writing of the value of the honorarium or other item. The person shall provide the notice to the public official or candidate within 10 days after the date of the event for which the honorarium or other item was received. [1975 c.543 §11; 1991 c.677 §1; 2007 c.865 §6; 2007 c.877 §21a; 2009 c.68 §8]

244.105 [2007 c.877 §23; 2009 c.68 §9; renumbered 244.218 in 2009]

244.110 Statements subject to penalty for false swearing. (1) Each statement of economic interest required to be filed under ORS 244.050, 244.060, 244.070 or 244.090, or by rule under ORS 244.290, and each trading statement required to be filed under ORS 244.055 shall be signed and certified as true by the person required to file it and shall contain a written declaration that the statement is made under the penalties of false swearing.

(2) A person may not sign and certify a statement under subsection (1) of this section if the person knows that the statement contains information that is false.

(3) Violation of subsection (2) of this section is punishable as false swearing under ORS 162.075. [1974 c.72 §22; 1977 c.588 §5; 2007 c.865 §7; 2009 c.68 §10]

244.115 Filing required for member of Congress or candidate; filing date. (1) Each member of Congress from this state and each candidate for nomination or election to the office of United States Representative in Congress or United States Senator from this state shall file with the Oregon Government Ethics Commission a copy of the federal ethics filing required under federal law or by congressional rule.

(2) The member or candidate shall file the information required under subsection (1) of this section not later than 30 days after the filing date required under federal law or congressional rule. If the filing is not made in a timely manner, the commission shall obtain copies of the filing and indicate on the filing that the filing was not made with the commission by the member or candidate.

(3) All filings made under this section are public records available for public inspection. [1991 c.160 §7; 2007 c.865 §33]

CONFLICTS OF INTEREST

244.120 Methods of handling conflicts; Legislative Assembly; judges; appointed officials; other elected officials or members of boards. (1) Except as provided in subsection (2) of this section, when met with an actual or potential conflict of interest, a public official shall:

(a) If the public official is a member of the Legislative Assembly, announce publicly, pursuant to rules of the house of which the public official is a member, the nature of the conflict before taking any action thereon in the capacity of a public official.

(b) If the public official is a judge, remove the judge from the case giving rise to the conflict or advise the parties of the nature of the conflict.

(c) If the public official is any other appointed official subject to this chapter, notify in writing the person who appointed the public official to office of the nature of the conflict, and request that the appointing authority dispose of the matter giving rise to the conflict. Upon receipt of the request, the appointing authority shall designate within a reasonable time an alternate to dispose of the matter, or shall direct the official to dispose of the matter in a manner specified by the appointing authority.

(2) An elected public official, other than a member of the Legislative Assembly, or an appointed public official serving on a board or commission, shall:

(a) When met with a potential conflict of interest, announce publicly the nature of the potential conflict prior to taking any action thereon in the capacity of a public official; or

(b) When met with an actual conflict of interest, announce publicly the nature of the actual conflict and:

(A) Except as provided in subparagraph (B) of this paragraph, refrain from participating as a public

official in any discussion or debate on the issue out of which the actual conflict arises or from voting on the issue.

(B) If any public official's vote is necessary to meet a requirement of a minimum number of votes to take official action, be eligible to vote, but not to participate as a public official in any discussion or debate on the issue out of which the actual conflict arises.

(3) Nothing in subsection (1) or (2) of this section requires any public official to announce a conflict of interest more than once on the occasion which the matter out of which the conflict arises is discussed or debated.

(4) Nothing in this section authorizes a public official to vote if the official is otherwise prohibited from doing so. [1974 c.72 §10; 1975 c.543 §7; 1987 c.566 §15; 1993 c.743 §15]

244.130 Recording of notice of conflict; effect of failure to disclose conflict. (1) When a public official gives notice of an actual or potential conflict of interest, the public body as defined in ORS 174.109 that the public official serves shall record the actual or potential conflict in the official records of the public body. In addition, a notice of the actual or potential conflict and how it was disposed of may in the discretion of the public body be provided to the Oregon Government Ethics Commission within a reasonable period of time.

(2) A decision or action of any public official or any board or commission on which the public official serves or agency by which the public official is employed may not be voided by any court solely by reason of the failure of the public official to disclose an actual or potential conflict of interest. [1974 c.72 §11; 1975 c.543 §8; 1993 c.743 §16; 2007 c.865 §9]

244.135 Method of handling conflicts by planning commission members. (1) A member of a city or county planning commission shall not participate in any commission proceeding or action in which any of the following has a direct or substantial financial interest:

(a) The member or the spouse, brother, sister, child, parent, father-in-law, mother-in-law of the member;

(b) Any business in which the member is then serving or has served within the previous two years; or

(c) Any business with which the member is negotiating for or has an arrangement or understanding concerning prospective partnership or employment.

(2) Any actual or potential interest shall be disclosed at the meeting of the commission where the action is being taken. [Formerly 215.035 and 227.035]

APPLICATION OF CHAPTER

244.160 Filing of statement of economic interest by public official of political subdivision other than city or county. (1) Any political subdivision in this state, other than a city or county, by resolution may require any public official of the subdivision to file a verified statement of economic interest with the Oregon Government Ethics Commission.

(2) The political subdivision shall file a copy of the resolution with the commission. [1974 c.72 §9; 2007 c.865 §34]

244.162 Information provided to persons required to file statement of economic interest. (1) A person designated by a public body as defined in ORS 174.109 shall provide information explaining the requirements of ORS 244.050, 244.060, 244.070 and 244.090 to each newly elected or appointed public official serving the public body who is required to file a verified statement of economic interest under ORS 244.050. The information must be received by the public official either at the first meeting attended by the public official or before the public official takes the oath of office, whichever occurs first.

(2) At the time of fulfilling duties under subsection (1) of this section, the person designated by the

public body shall provide to each newly elected or appointed public official serving the public body a copy of the statements and explanation provided to the public body under subsection (3) of this section.

(3) The Oregon Government Ethics Commission shall provide copies of the statements described in ORS 244.060, 244.070 and 244.090 and an explanation of the requirements of the law relating to the statements to each public body that is served by a public official who is required to file a statement described in ORS 244.060, 244.070 or 244.090.

(4) A newly elected or appointed public official serving a public body who is not informed of the filing requirements under ORS 244.050, 244.060, 244.070 and 244.090 and provided with a copy of the statements and explanation as required under this section before attending the first meeting or taking the oath of office may resign that office within 90 days thereafter or before the next date specified in ORS 244.050 for the filing of a statement, whichever is later, without filing a verified statement of economic interest and without incurring a sanction or penalty that might otherwise be imposed for not filing. [Formerly 244.195]

244.165 Rules or policies of state agency or association of public bodies; commission approval; effect. (1) For the purpose of protecting against violations of the provisions of this chapter, a state agency, as defined in ORS 183.750, or a statewide association of public bodies, as defined in ORS 174.109, may adopt rules or policies interpreting the provisions of this chapter. The rules or policies must be consistent with the provisions of this chapter. A state agency or a statewide association of public bodies may submit rules or policies adopted under this subsection to the Oregon Government Ethics Commission for review.

(2) Upon receiving rules or policies submitted under subsection (1) of this section, the commission shall review the rules and policies to determine whether the rules and policies are consistent with the provisions of this chapter. The commission, by a vote of a majority of the members of the commission, shall approve or reject the rules or policies. The commission shall notify the state agency or statewide association of public bodies in writing of the commission's approval or rejection. A written notice of rejection shall explain the reasons for the rejection.

(3) Unless the applicable rule or policy is amended or repealed by the state agency or the statewide association of public bodies, the commission may not impose a penalty under ORS 244.350 or 244.360 on a public official for any good faith action the official takes in compliance with a rule or policy that was adopted by the state agency that the official serves, or by a statewide association of which the public body that the official serves is a member, and approved by the commission under subsection (2) of this section. [2007 c.865 §5; 2007 c.877 §39b]

244.170 [1975 c.216 §1a; repealed by 2003 c.14 §117]

NEPOTISM

244.175 Definitions for ORS 244.177 and 244.179. As used in ORS 244.177 and 244.179:

(1) "Governing body" has the meaning given that term in ORS 192.610.

(2) "Member of the household" means any person who resides with the public official.

(3) "Public body" has the meaning given that term in ORS 174.109.

(4) "Relative" means the spouse of the public official, any children of the public official or of the public official's spouse, and brothers, sisters, half brothers, half sisters, brothers-in-law, sisters-in-law, sons-in-law, daughters-in-law, mothers-in-law, fathers-in-law, aunts, uncles, nieces, nephews, stepparents, stepchildren or parents of the public official or of the public official's spouse. [2007 c.865 §26b; 2009 c.689 §3]

244.177 Employment of relative or member of household; exceptions. (1) Except as provided in subsections (2) to (4) of this section:

(a) A public official may not appoint, employ or promote a relative or member of the household to,

or discharge, fire or demote a relative or member of the household from, a position with the public body that the public official serves or over which the public official exercises jurisdiction or control, unless the public official complies with the conflict of interest requirements of this chapter.

(b) A public official may not participate as a public official in any interview, discussion or debate regarding the appointment, employment or promotion of a relative or member of the household to, or the discharge, firing or demotion of a relative or member of the household from, a position with the public body that the public official serves or over which the public official exercises jurisdiction or control. As used in this paragraph, "participate" does not include serving as a reference, providing a recommendation or performing other ministerial acts that are part of the normal job functions of the public official.

(2) A member of the Legislative Assembly may appoint, employ, promote, discharge, fire or demote, or advocate for the appointment, employment, promotion, discharge, firing or demotion of, a relative or member of the household to or from a position on the personal legislative staff of the member of the Legislative Assembly.

(3)(a) A public official may appoint, employ, promote, discharge, fire or demote, or advocate for the appointment, employment, promotion, discharge, firing or demotion of, a relative or member of the household to or from a position as an unpaid volunteer with the public body that the public official serves or over which the public official exercises jurisdiction or control.

(b) Paragraph (a) of this subsection does not apply to the appointment, employment, promotion, discharge, firing or demotion of a relative or member of the household to a position as an unpaid member of a governing body of the public body that the public official serves or over which the public official exercises jurisdiction or control.

(c) A relative or member of the household described in paragraph (a) of this subsection may receive reimbursement of expenses provided in the ordinary course of business to similarly situated unpaid volunteers.

(4) This section does not prohibit a public body from appointing, employing, promoting, discharging, firing or demoting a person who is a relative or member of the household of a public official serving the public body. [2007 c.865 §26c]

244.179 Supervision of relative or member of household; exceptions. (1) Notwithstanding ORS 659A.309 and except as provided in subsections (2) to (4) of this section, a public official acting in an official capacity may not directly supervise a person who is a relative or member of the household.

(2) A member of the Legislative Assembly may directly supervise a person who:

(a) Is a relative or member of the household; and

(b) Serves as a public official in a position on the personal legislative staff of the member of the Legislative Assembly.

(3)(a) A public official acting in an official capacity may directly supervise a person who is a relative or member of the household if the person serves as an unpaid volunteer.

(b) Paragraph (a) of this subsection does not apply to service by a person in a position as an unpaid member of a governing body that a public official of whom the person is a relative or member of the household serves or over which the public official exercises jurisdiction or control.

(c) A relative or member of the household serving as an unpaid volunteer described in paragraph (a) of this subsection may receive reimbursement of expenses provided in the ordinary course of business to similarly situated unpaid volunteers.

(4) A public body may adopt policies specifying when a public official acting in an official capacity may directly supervise a person who is a relative or member of the household. [2007 c.865 §26d]

244.180 [1975 c.216 §2; 1987 c.566 §16; 2005 c.22 §186; repealed by 2007 c.865 §41]

244.190 [1975 c.216 §3; 1987 c.566 §17; 2005 c.22 §187; repealed by 2007 c.865 §41]

244.195 [1979 c.332 §2; 2007 c.865 §10; renumbered 244.162 in 2007]

244.200 [1975 c.216 §5; repealed by 1983 c.350 §62 (244.201 enacted in lieu of 244.200 and 244.210)]

244.201 [1983 c.350 §63 (enacted in lieu of 244.200 and 244.210); 1995 c.712 §95; repealed by 2007 c.865 §41]

LEGAL EXPENSE TRUST FUND

244.205 Legal expense trust fund; establishment; eligible legal expenses. (1) Subject to the authorization of the Oregon Government Ethics Commission as described in ORS 244.209, a public official may establish a legal expense trust fund if the public official incurs or reasonably expects to incur legal expenses described in subsection (2) of this section.

(2) Proceeds from the trust fund may be used by the public official to defray legal expenses incurred by the public official in any civil, criminal or other legal proceeding or investigation that relates to or arises from the course and scope of duties of the person as a public official. The legal expenses must be incurred in connection with:

(a) The issuance of a court's stalking protective order under ORS 30.866 or 163.738;

(b) The issuance of a citation under ORS 163.735;

(c) A criminal prosecution under ORS 163.732;

(d) A civil action under ORS 30.866; or

(e) Defending the public official in a proceeding or investigation brought or maintained by a public body as defined in ORS 174.109.

(3) Except as provided in subsection (2) of this section, a public official may not use proceeds from the trust fund for any personal use.

(4) A public official may not establish or maintain more than one legal expense trust fund at any one time.

(5) The provisions of ORS chapter 130 do not apply to a trust fund established under ORS 244.205 to 244.221. [2007 c.877 §29; 2009 c.505 §1]

244.207 Use of fund proceeds. (1) The proceeds of a legal expense trust fund may be used to:

(a) Defray legal expenses described in ORS 244.205;

(b) Defray costs reasonably incurred in administering the trust fund, including but not limited to costs incident to the solicitation of funds; and

(c) Discharge any tax liabilities incurred as a result of the creation, operation or administration of the trust fund.

(2) The proceeds of a trust fund may also be used to defray or discharge expenses, costs or liabilities incurred before the fund was established if the expenses, costs or liabilities are related to the legal proceeding for which the fund was established. [2007 c.877 §30]

244.209 Application to establish fund; commission review and authorization. (1) A public official may apply to establish a legal expense trust fund by filing an application with the Oregon Government Ethics Commission. The application must contain:

(a) A copy of an executed trust agreement described in subsection (2) of this section;

(b) A sworn affidavit described in subsection (3) of this section signed by the public official; and

(c) A sworn affidavit described in subsection (4) of this section signed by the trustee.

(2) The trust agreement must contain the following:

(a) A provision incorporating by reference the provisions of ORS 244.205 to 244.221; and

(b) A designation of a trustee under ORS 244.211.

(3) The affidavit of the public official must state:

(a) The nature of the legal proceeding that requires establishment of the trust fund;
(b) That the public official will comply with the provisions of ORS 244.205 to 244.221; and
(c) That the public official is responsible for the proper administration of the trust fund.
(4) The affidavit of the trustee must state that the trustee:
(a) Has read and understands ORS 244.205 to 244.221; and
(b) Consents to administer the trust fund in compliance with ORS 244.205 to 244.221.
(5) Upon receiving an application under this section, the commission shall review the trust agreement, the affidavits and any supporting documents or instruments filed to determine whether the application meets the requirements of ORS 244.205 to 244.221. If the commission determines that the application meets the requirements of ORS 244.205 to 244.221, the commission shall grant written authorization to the public official to establish the trust fund.
(6) The commission shall review the quarterly statements required under ORS 244.217 and shall monitor the activities of each trust fund to ensure continued compliance with ORS 244.205 to 244.221.
(7) Unless subject to the attorney-client privilege, all documents required to be filed relating to the creation and administration of a trust fund are public records subject to disclosure as provided in ORS 192.410 to 192.505.
(8) A public official may not establish a legal expense trust fund without receiving prior written authorization of the commission as described in this section.
(9) A public official may file an amendment to a trust agreement approved as part of a trust fund under this section. The commission shall approve the amendment if the commission determines the amendment meets the requirements of ORS 244.205 to 244.221. [2007 c.877 §31; 2009 c.505 §3]

244.210 [1975 c.216 §4; repealed by 1983 c.350 §62 (244.201 enacted in lieu of 244.200 and 244.210)]

244.211 Duties of trustee. (1) The trustee of a legal expense trust fund is responsible for:
(a) The receipt and deposit of contributions to the trust fund;
(b) The authorization of expenditures and disbursements from the trust fund;
(c) The filing of quarterly statements required under ORS 244.217; and
(d) The performance of other tasks incident to the administration of the trust fund.
(2) The public official who establishes the trust fund may either serve as the public official's own trustee or may appoint and certify to the Oregon Government Ethics Commission the name and address of a trustee. Any default or violation by the trustee shall be conclusively considered a default or violation by the public official. [2007 c.877 §32; 2009 c.505 §2]

244.213 Contributions to fund. (1) Except as provided in subsection (3) of this section, any person may contribute to a legal expense trust fund established under ORS 244.205 to 244.221.
(2) A person may make contributions of moneys to a legal expense trust fund in unlimited amounts. Pro bono legal assistance and other in-kind assistance may also be provided without limit and is considered a contribution subject to the reporting requirements of ORS 244.217.
(3) A political committee as defined in ORS 260.005 that is a principal campaign committee may not contribute to a legal expense trust fund. [2007 c.877 §33]

244.215 Fund account. (1) A trustee of a legal expense trust fund shall establish a single exclusive account in a financial institution, as defined in ORS 706.008. The financial institution must be located in this state and must ordinarily conduct business with the general public in this state.
(2) The trustee shall maintain the account in the name of the trust fund.
(3) All expenditures made by the trustee shall be drawn from the account and:
(a) Issued on a check signed by the trustee; or
(b) Paid using a debit card or other form of electronic transaction.
(4) A contribution received by a trustee shall be deposited into the account not later than seven

calendar days after the date the contribution is received. This subsection does not apply to in-kind contributions received.

(5) This section does not prohibit the transfer of any amount deposited in the account into a certificate of deposit, stock fund or other investment instrument.

(6) The account may not include any public or private moneys or any moneys of any other person, other than contributions received by the trustee.

(7) A trustee shall retain a copy of each financial institution account statement from the account described in this section for not less than two years after the date the statement is issued by the financial institution. [2007 c.877 §34]

244.217 Statement of contributions received and expenditures made. (1) The trustee of a legal expense trust fund shall, according to the schedule described in subsection (3) of this section, file with the Oregon Government Ethics Commission a statement for the applicable reporting period showing contributions received by the trustee and expenditures made from the trust fund account established under ORS 244.215.

(2) Each statement shall list:

(a) The name and address of each person who contributed an aggregate amount of more than $75, and the total amount contributed by that person;

(b) The total amount of contributions not listed under paragraph (a) of this subsection as a single item, but shall specify how those contributions were obtained;

(c) The amount and purpose of each expenditure and the name and address of each payee; and

(d) The name and address of any person contributing pro bono legal assistance and the fair market value of the assistance provided by the person.

(3) Statements required to be filed with the commission under this section shall be filed according to the schedule described in ORS 244.218.

(4) If no contributions are received and no expenditures made during the reporting period, the trustee shall file a statement indicating that no contributions were deposited and no expenditures were made.

(5) The trustee may amend a statement filed under this section without penalty if the amendment is filed with the commission not later than 30 days after the deadline for filing the statement. [2007 c.877 §35]

244.218 Quarterly filing of statements. Statements required to be filed with the Oregon Government Ethics Commission under ORS 244.217 shall be filed in each calendar year:

(1) Not later than April 15, for the accounting period beginning January 1 and ending March 31;

(2) Not later than July 15, for the accounting period beginning April 1 and ending June 30;

(3) Not later than October 15, for the accounting period beginning July 1 and ending September 30; and

(4) Not later than January 15 of the following calendar year, for the accounting period beginning October 1 and ending December 31. [Formerly 244.105]

Note: 244.218 was added to and made a part of ORS chapter 244 by legislative action but was not added to any smaller series therein. See Preface to Oregon Revised Statutes for further explanation.

244.219 Termination of fund. (1) A legal expense trust fund established under ORS 244.205 to 244.221 may be terminated by:

(a) The public official who established the trust fund;

(b) Subject to subsection (2) of this section, the terms of the trust agreement; or

(c) The Oregon Government Ethics Commission following a determination by the commission that a violation of any provision of this chapter has occurred in connection with the trust fund.

(2) A trust agreement may provide that a legal expense trust fund is terminated not later than six months following the completion of the legal proceeding for which the fund was established. Upon

application of the public official who established the trust fund, the commission may extend the existence of the trust fund to a specified date if the commission determines that the public official has incurred legal expenses that exceed the balance remaining in the fund. If the commission extends the existence of the trust fund, the trust fund terminates on the date the extension expires.

(3) Following termination of a legal expense trust fund, the trustee may not accept contributions to or make expenditures from the fund.

(4) Not later than 30 days after a trust fund is terminated, the trustee of the fund shall file with the commission a final report listing the totals of all contributions made to the fund and all expenditures made from the fund. [2007 c.877 §36]

244.221 Disposition of moneys in terminated fund; distribution of award of attorney fees, costs or money judgment. (1) Not later than 30 days after a legal expense trust fund is terminated, the trustee of the fund shall return any moneys remaining in the fund to contributors to the fund on a pro rata basis.

(2) If the legal proceeding for which the trust fund was established results in an award of attorney fees, costs or any other money judgment award to or in favor of the public official, amounts awarded shall be distributed in the following order:

(a) To pay outstanding legal expenses;

(b) To contributors to the trust fund on a pro rata basis; and

(c) To the public official or, if required by the trust agreement, to an organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code. [2007 c.877 §37]

COMMISSION

244.250 Oregon Government Ethics Commission; appointment; term; quorum; compensation; legal counsel. (1) The Oregon Government Ethics Commission is established, consisting of seven members. The appointment of a member of the commission is subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565. Members shall be appointed in the following manner:

(a) The Governor shall appoint four members from among persons recommended, one each by the leadership of the Democratic and Republican parties in each house of the Legislative Assembly. If a person recommended by the leadership of the Democratic or Republican party is not approved by the Governor, the leadership shall recommend another person.

(b) The Governor shall appoint three members without leadership recommendation. No more than two members appointed under this paragraph may be members of the same major political party.

(2) A person who holds any public office listed in ORS 244.050 (1) except as a member of the commission may not be appointed to the commission. No more than four members may be members of the same political party.

(3) The term of office of a member is four years. A member is not eligible to be appointed to more than one full term but may serve out an unexpired term. Vacancies shall be filled by the appointing authority for the unexpired term.

(4) The commission shall elect a chairperson and vice chairperson for such terms and duties as the commission may require.

(5) A quorum consists of four members but a final decision may not be made without an affirmative vote of a majority of the members appointed to the commission.

(6) Members shall be entitled to compensation and expenses as provided in ORS 292.495.

(7) The commission may retain or appoint qualified legal counsel who must be a member of the Oregon State Bar and who is responsible to the commission. The appointment of legal counsel under this subsection may be made only when the commission finds it is inappropriate and contrary to the public interest for the office of the Attorney General to represent concurrently more than one public official or agency in any matter before the commission because the representation:

(a) Would create or tend to create a conflict of interest; and

(b) Is not subject to ORS 180.230 or 180.235.

(8) The Attorney General may not represent before the commission any state public official who is the subject of any complaint or action of the commission at the commission's own instigation. [1974 c.72 §12; 1977 c.588 §6; 1987 c.566 §18; 1991 c.770 §3; 1993 c.743 §17; 2007 c.865 §1]

244.255 Commission funding. (1) The Oregon Government Ethics Commission shall estimate in advance the expenses that it will incur during a biennium in carrying out the provisions of ORS 171.725 to 171.785 and 171.992 and this chapter. The commission shall also determine what percentage of the expenses should be borne by the following two groups of public bodies:

(a) Public bodies in state government; and

(b) Local governments, local service districts and special government bodies that are subject to the Municipal Audit Law.

(2) The commission shall charge each public body for the public body's share of the expenses described in subsection (1) of this section for the biennium. The amount to be charged each public body shall be determined as follows:

(a) The commission shall determine the rate to be charged public bodies in state government. The same rate shall be applied to each public body described in this paragraph. To determine the amount of the charge for each public body, the commission shall multiply the rate determined under this paragraph by the number of public officials serving the public body.

(b) The commission shall set the charge for local governments, local service districts and special government bodies that are subject to the Municipal Audit Law so that each local government, local service district or special government body described in this paragraph pays an amount of the total expenses for the group that bears the same proportion to the total expenses that the amount charged to the local government, local service district or special government body for the municipal audit fee under ORS 297.485 bears to the total amount assessed for the municipal audit fee.

(3) Each public body shall pay to the credit of the commission the charge described in this section as an administrative expense from funds or appropriations available to the public body in the same manner as other claims against the public body are paid.

(4) All moneys received by the commission under this section shall be credited to the Oregon Government Ethics Commission Account established under ORS 244.345.

(5) The commission shall adopt rules specifying the methods for calculating and collecting the rates and charges described in this section.

(6) As used in this section:

(a) "Local government" and "local service district" have the meanings given those terms in ORS 174.116.

(b) "Public body" has the meaning given that term in ORS 174.109.

(c) "Public official," notwithstanding ORS 244.020 (14), means any person who, on the date the commission charges the public body under this section, is serving the public body as an officer or employee.

(d) "Special government body" has the meaning given that term in ORS 174.117.

(e) "State government" has the meaning given that term in ORS 174.111. [2007 c.877 §2; 2009 c.68 §11]

244.260 Complaint and adjudicatory process; confidentiality; Preliminary Review Phase; Investigatory Phase; possible actions by order; report of findings; contested case procedure; limitation on commission action. (1)(a) Any person may file with the Oregon Government Ethics Commission a signed written complaint alleging that there has been a violation of any provision of this chapter or of any rule adopted by the commission under this chapter. The complaint shall state the person's reason for believing that a violation occurred and include any evidence relating to the alleged violation.

(b) If at any time the commission has reason to believe that there has been a violation of a provision

of this chapter or of a rule adopted by the commission under this chapter, the commission may proceed under this section on its own motion as if the commission had received a complaint.

(2)(a) Not later than two business days after receiving a complaint under this section, the commission shall notify the person who is the subject of the complaint.

(b) Before approving a motion to proceed under this section without a complaint, the commission shall provide notice to the person believed to have committed the violation of the time and place of the meeting at which the motion will be discussed. If the commission decides to proceed on its own motion, the commission shall give notice to the person not later than two business days after the motion is approved.

(c) The commission shall give notice of the complaint or motion under paragraph (a) or (b) of this subsection by mail and by telephone if the person can be reached by telephone. The notice must describe the nature of the alleged violation. The mailed notice must include copies of all materials submitted with a complaint. If the commission will consider a motion to proceed without a complaint, the notice must provide copies of all materials that the commission will consider at the hearing on the motion.

(d) Information that the commission considers before approving a motion to proceed on its own motion under this section and any correspondence regarding the motion or potential violation is confidential. Commission members and staff may not make any public comment or publicly disclose any materials relating to the motion pending the commission's approval to proceed. A person who intentionally violates this paragraph is subject to a civil penalty in an amount not to exceed $1,000. Any person aggrieved as a result of a violation of this paragraph by a member of the commission or its staff may file a petition in a court of competent jurisdiction in the county in which the petitioner resides in order to enforce the civil penalty provided in this paragraph.

(3) After receiving a complaint or deciding to proceed on its own motion, the commission shall undertake action in the Preliminary Review Phase to determine whether there is cause to undertake an investigation. If the person who is the subject of the action is a member of the Legislative Assembly, the commission shall determine whether the alleged violation involves conduct protected by section 9, Article IV of the Oregon Constitution.

(4)(a) The Preliminary Review Phase begins on the date the complaint is filed or the date the commission decides to proceed on its own motion and ends on the date the commission determines there is cause to undertake an investigation, dismisses the complaint or rescinds its own motion. The Preliminary Review Phase may not exceed 135 days unless:

(A) A delay is stipulated to by both the person who is the subject of action under this section and the commission with the commission reserving a portion of the delay period to complete its actions; or

(B) A complaint is filed under this section with respect to a person who is a candidate for elective public office, the complaint is filed within 61 days before the date of an election at which the person is a candidate for nomination or election and a delay is requested in writing by the candidate. If the candidate makes a request under this subparagraph, the Preliminary Review Phase must be completed not later than 135 days after the date of the first meeting of the commission that is held after the date of the election.

(b) During the Preliminary Review Phase, the commission may seek, solicit or otherwise obtain any books, papers, records, memoranda or other additional information, administer oaths and take depositions necessary to determine whether there is cause to undertake an investigation or whether the alleged violation involves conduct protected by section 9, Article IV of the Oregon Constitution.

(c) The Preliminary Review Phase is confidential. Commission members and staff may acknowledge receipt of a complaint but may not make any public comment or publicly disclose any materials relating to a case during the Preliminary Review Phase. A person who intentionally violates this paragraph is subject to a civil penalty in an amount not to exceed $1,000. Any person aggrieved as a result of a violation of this paragraph by a member of the commission or its staff may file a petition in a court of competent jurisdiction in the county in which the petitioner resides in order to enforce the civil penalty provided in this paragraph.

(d) At the conclusion of the Preliminary Review Phase, the commission shall conduct its

deliberations in executive session. All case related materials and proceedings shall be open to the public after the commission makes a finding of cause to undertake an investigation, dismisses a complaint or rescinds a motion. Prior to the end of the Preliminary Review Phase, the executive director of the commission shall prepare a statement of the facts determined during the phase, including appropriate legal citations and relevant authorities. Before presentation to the commission, the executive director's statement shall be reviewed by legal counsel to the commission.

(e) The time limit imposed in this subsection and the commission's inquiry are suspended if:

(A) There is a pending criminal investigation that relates to the issues arising out of the underlying facts or conduct at issue in the matter before the commission unless the parties stipulate otherwise; or

(B) A court has enjoined the commission from continuing its inquiry.

(5)(a) If the commission determines that there is not cause to undertake an investigation or that the alleged violation of this chapter involves conduct protected by section 9, Article IV of the Oregon Constitution, the commission shall dismiss the complaint or rescind its motion and formally enter the dismissal or rescission in its records. The commission shall notify the person who is the subject of action under this section of the dismissal or rescission. After dismissal or rescission, the commission may not take further action involving the person unless a new and different complaint is filed or action on the commission's own motion is undertaken based on different conduct.

(b) If the commission makes a finding of cause to undertake an investigation, the commission shall undertake action in the Investigatory Phase. The commission shall notify the person who is the subject of the investigation, identify the issues to be examined and confine the investigation to those issues. If the commission finds reason to expand the investigation, the commission shall move to do so, record in its minutes the issues to be examined before expanding the scope of its investigation and formally notify the complainant, if any, and the person who is the subject of the investigation of the expansion and the scope of the investigation.

(6)(a) The Investigatory Phase begins on the date the commission makes a finding of cause to undertake an investigation and ends on the date the commission dismisses the complaint, rescinds its own motion, issues a settlement order, moves to commence a contested case proceeding or takes other action justified by the findings. The Investigatory Phase may not exceed 180 days unless a delay is stipulated to by both the person who is the subject of action under this section and the commission with the commission reserving a portion of the delay period to complete its actions.

(b) During the Investigatory Phase, the commission may seek any additional information, administer oaths, take depositions and issue subpoenas to compel attendance of witnesses and the production of books, papers, records, memoranda or other information necessary to complete the investigation. If any person fails to comply with any subpoena issued under this paragraph or refuses to testify on any matters on which the person may be lawfully interrogated, the commission shall follow the procedure described in ORS 183.440 to compel compliance.

(c) The time limit imposed in this subsection and the commission's investigation are suspended if:

(A) There is a pending criminal investigation that relates to the issues arising out of the underlying facts or conduct at issue in the matter before the commission unless the parties stipulate otherwise; or

(B) A court has enjoined the commission from continuing its investigation.

(d) At the end of the Investigatory Phase, the commission shall take action by order. The action may include:

(A) Dismissal, with or without comment;

(B) Continuation of the investigation for a period not to exceed 30 days for the purpose of additional fact-finding;

(C) Moving to a contested case proceeding;

(D) Entering into a negotiated settlement; or

(E) Taking other appropriate action if justified by the findings.

(e) The commission may move to a contested case proceeding if the commission determines that the information presented to the commission is sufficient to make a preliminary finding of a violation of any provision of this chapter or of any rule adopted by the commission under this chapter.

(7) A person conducting any inquiry or investigation under this section shall:

(a) Conduct the inquiry or investigation in an impartial and objective manner; and

(b) Provide to the commission all favorable and unfavorable information the person collects.

(8) The commission shall report the findings of any inquiry or investigation in an impartial manner. The commission shall report both favorable and unfavorable findings and shall make the findings available to:

(a) The person who is the subject of the inquiry or investigation;

(b) The appointing authority, if any;

(c) The Attorney General, if the findings relate to a state public official;

(d) The appropriate district attorney, if the findings relate to a local public official; and

(e) The Commission on Judicial Fitness and Disability, if the findings relate to a judge.

(9) Hearings conducted under this chapter must be held before an administrative law judge assigned from the Office of Administrative Hearings established under ORS 183.605. The procedure shall be that for a contested case under ORS chapter 183.

(10) The Oregon Government Ethics Commission may not inquire into or investigate any conduct that occurred more than four years before a complaint is filed or a motion is approved under subsection (1) of this section.

(11) This section does not prevent the commission and the person alleged to have violated any provision of this chapter or any rule adopted by the commission under this chapter from stipulating to a finding of fact concerning the violation and consenting to an appropriate penalty. The commission shall enter an order based on the stipulation and consent.

(12) At any time during proceedings conducted under this section, the commission may enter into a negotiated settlement with the person who is the subject of action under this section.

(13) As used in this section:

(a) “Cause” means that there is a substantial, objective basis for believing that an offense or violation may have been committed and the person who is the subject of an inquiry may have committed the offense or violation.

(b) “Pending” means that a prosecuting attorney is either actively investigating the factual basis of the alleged criminal conduct, is preparing to seek or is seeking an accusatory instrument, has obtained an accusatory instrument and is proceeding to trial or is in trial or in the process of negotiating a plea. [1974 c.72 §13; 1989 c.807 §1; 1991 c.272 §1; 1991 c.770 §1a; 1993 c.743 §18; 1999 c.849 §§51,52; 1999 c.850 §1; 2003 c.75 §30; 2007 c.865 §23; 2009 c.163 §2]

244.270 Findings as grounds for removal; notice to public bodies. (1) If the Oregon Government Ethics Commission finds that an appointed public official has violated any provision of this chapter or any rule adopted under this chapter, the finding is prima facie evidence of unfitness where removal is authorized for cause either by law or pursuant to section 6, Article VII (Amended) of the Oregon Constitution.

(2) If the commission finds that a public official has violated any provision of this chapter or any rule adopted under this chapter, the commission shall notify the public body, as defined in ORS 174.109, that the public official serves. The notice shall describe the violation and any action taken by the commission. The commission shall provide the notice not later than 10 business days after the date the commission takes final action against the public official. [1974 c.72 §14; 1977 c.588 §7; 2007 c.865 §11]

244.280 Commission advisory opinions; effect of reliance on opinion. (1) Upon the written request of any person, or upon its own motion, the Oregon Government Ethics Commission, under signature of the chairperson, may issue and publish written commission advisory opinions on the application of any provision of this chapter to any proposed transaction or action or any actual or hypothetical circumstance. A commission advisory opinion, and a decision by the commission to issue an advisory opinion on its own motion, must be approved by a majority of the members of the

commission. Legal counsel to the commission shall review a proposed commission advisory opinion before the opinion is considered by the commission.

(2) Not later than 60 days after the date the commission receives the written request for a commission advisory opinion, the commission shall issue either the opinion or a written denial of the request. The written denial shall explain the reasons for the denial. The commission may ask the person requesting the advisory opinion to supply additional information the commission considers necessary to render the opinion. The commission, by vote of a majority of the members of the commission, may extend the 60-day deadline by one period not to exceed 60 days.

(3) Except as provided in this subsection, unless the commission advisory opinion is revised or revoked, the commission may not impose a penalty under ORS 244.350 or 244.360 on a person for any good faith action the person takes in reliance on an advisory opinion issued under this section. The commission may impose a penalty under ORS 244.350 or 244.360 on the person who requested the advisory opinion if the commission determines that the person omitted or misstated material facts in making the request. [1974 c.72 §15; 1975 c.543 §9; 1977 c.588 §8; 1987 c.566 §19; 1991 c.272 §2; 1993 c.743 §13; 2007 c.865 §12; 2007 c.877 §25a]

244.282 Executive director and staff advisory opinions; effect of reliance on opinion. (1) Upon the written request of any person, the executive director of the Oregon Government Ethics Commission may issue and publish written staff advisory opinions on the application of any provision of this chapter to any proposed transaction or action or any actual or hypothetical circumstance.

(2) Not later than 30 days after the date the executive director receives the written request for a staff advisory opinion, the executive director shall issue either the opinion or a written denial of the request. The written denial shall explain the reasons for the denial. The executive director may ask the person requesting the advisory opinion to supply additional information the executive director considers necessary to render the opinion. The executive director may extend the 30-day deadline by one period not to exceed 30 days. The executive director shall clearly designate an opinion issued under this section as a staff advisory opinion.

(3)(a) Except as provided in paragraph (b) of this subsection, unless the staff advisory opinion is revised or revoked, the commission may only issue a written letter of reprimand, explanation or education for any good faith action a person takes in reliance on a staff advisory opinion issued under this section.

(b) The commission may impose, for an action that is subject to a penalty and that is taken in reliance on a staff advisory opinion issued under this section, a penalty under ORS 244.350 or 244.360 on the person who requested the opinion if the commission determines that the person omitted or misstated material facts in making the request.

(4) At each regular meeting of the commission, the executive director shall report to the commission on all staff advisory opinions issued since the last regular meeting of the commission. The commission on its own motion may issue a commission advisory opinion under ORS 244.280 on the same facts or circumstances that form the basis for any staff advisory opinion. [2007 c.865 §14; 2007 c.877 §39c; 2009 c.68 §12]

244.284 Staff advice; effect of reliance on advice. (1) Upon the written or oral request of any person, the executive director or other staff of the Oregon Government Ethics Commission may issue written or oral staff advice on the application of any provision of this chapter to any proposed transaction or action or any actual or hypothetical circumstance. Any written advice not designated as a staff advisory opinion under ORS 244.282 is considered staff advice issued under this section.

(2) Before imposing any penalty under ORS 244.350 or 244.360, the commission may consider whether the action that may be subject to penalty was taken in reliance on staff advice issued under this section. [2007 c.865 §15; 2007 c.877 §39d]

244.290 General duties of commission; rules. (1) The Oregon Government Ethics Commission

shall:

(a) Prescribe forms for statements required by this chapter and provide the forms to persons required to file the statements under this chapter or pursuant to a resolution adopted under ORS 244.160.

(b) Develop a filing, coding and cross-indexing system consistent with the purposes of this chapter.

(c) Prepare and publish reports the commission finds are necessary.

(d) Make advisory opinions issued by the commission or the executive director of the commission available to the public at no charge on the Internet.

(e) Accept and file any information voluntarily supplied that exceeds the requirements of this chapter.

(f) Make statements and other information filed with the commission available for public inspection and copying during regular office hours, and make copying facilities available at a charge not to exceed actual cost.

(g) Not later than February 1 of each odd-numbered year, report to the Legislative Assembly any recommended changes to provisions of ORS 171.725 to 171.785 or this chapter.

(2) The commission shall adopt rules necessary to carry out its duties under ORS 171.725 to 171.785 and 171.992 and this chapter, including rules to:

(a) Create a procedure under which items before the commission may be treated under a consent calendar and voted on as a single item;

(b) Exempt a public official who is otherwise required to file a statement pursuant to ORS 244.050 from filing the statement if the regularity, number and frequency of the meetings and actions of the body over which the public official has jurisdiction are so few or infrequent as not to warrant the public disclosure;

(c) Establish an administrative process whereby a person subpoenaed by the commission may obtain a protective order;

(d) List criteria and establish a process for the commission to use prosecutorial discretion to decide whether to proceed with an inquiry or investigation;

(e) Establish a procedure under which the commission shall conduct accuracy audits of a sample of reports or statements filed with the commission under this chapter or ORS 171.725 to 171.785;

(f) Describe the application of provisions exempting items from the definition of “gift” in ORS 244.020;

(g) Specify when a continuing violation is considered a single violation or a separate and distinct violation for each day the violation occurs; and

(h) Set criteria for determining the amount of civil penalties that the commission may impose.

(3) The commission may adopt rules that:

(a) Limit the minimum size of, or otherwise establish criteria for or identify, the smaller classes that qualify under the class exception from the definition of “potential conflict of interest” under ORS 244.020;

(b) Require the disclosure and reporting of gifts or other compensation made to or received by a public official or candidate;

(c) Establish criteria for cases in which information relating to notices of actual or potential conflicts of interest shall, may not or may be provided to the commission under ORS 244.130; or

(d) Allow the commission to accept the filing of a statement containing less than all of the information required under ORS 244.060 and 244.070 if the public official or candidate certifies on the statement that the information contained on the statement previously filed is unchanged or certifies only as to any changed material.

(4) Not less frequently than once each calendar year, the commission shall:

(a) Consider adoption of rules the commission deems necessary to implement or interpret provisions of this chapter relating to issues the commission determines are of general interest to public officials or candidates or that are addressed by the commission or by commission staff on a recurring basis; and

(b) Review rules previously adopted by the commission to determine whether the rules have continuing applicability or whether the rules should be amended or repealed.

(5) The commission shall adopt by rule an electronic filing system under which statements required to be filed under ORS 244.050 and 244.217 may be filed, without a fee, with the commission in an electronic format. The commission shall accept statements filed under ORS 244.050 and 244.217 in a format that is not electronic.

(6) The commission shall make statements filed under ORS 244.050 and 244.217, including statements that are not filed in an electronic format, available in a searchable format for review by the public using the Internet. [1974 c.72 §17; 1987 c.566 §20; 1993 c.743 §23; 2007 c.865 §3; 2007 c.877 §9c; 2009 c.68 §13]

Note: The amendments to 244.290 by section 9d, chapter 877, Oregon Laws 2007, become operative January 1, 2013. See section 9e, chapter 877, Oregon Laws 2007, as amended by section 25, chapter 68, Oregon Laws 2009. The text that is operative on and after January 1, 2013, including amendments by section 14, chapter 68, Oregon Laws 2009, is set forth for the user's convenience.

244.290. (1) The Oregon Government Ethics Commission shall:

(a) Prescribe forms for statements required by this chapter and provide the forms to persons required to file the statements under this chapter or pursuant to a resolution adopted under ORS 244.160.

(b) Develop a filing, coding and cross-indexing system consistent with the purposes of this chapter.

(c) Prepare and publish reports the commission finds are necessary.

(d) Make advisory opinions issued by the commission or the executive director of the commission available to the public at no charge on the Internet.

(e) Accept and file any information voluntarily supplied that exceeds the requirements of this chapter.

(f) Make statements and other information filed with the commission available for public inspection and copying during regular office hours, and make copying facilities available at a charge not to exceed actual cost.

(g) Not later than February 1 of each odd-numbered year, report to the Legislative Assembly any recommended changes to provisions of ORS 171.725 to 171.785 or this chapter.

(2) The commission shall adopt rules necessary to carry out its duties under ORS 171.725 to 171.785 and 171.992 and this chapter, including rules to:

(a) Create a procedure under which items before the commission may be treated under a consent calendar and voted on as a single item;

(b) Exempt a public official who is otherwise required to file a statement pursuant to ORS 244.050 from filing the statement if the regularity, number and frequency of the meetings and actions of the body over which the public official has jurisdiction are so few or infrequent as not to warrant the public disclosure;

(c) Establish an administrative process whereby a person subpoenaed by the commission may obtain a protective order;

(d) List criteria and establish a process for the commission to use prosecutorial discretion to decide whether to proceed with an inquiry or investigation;

(e) Establish a procedure under which the commission shall conduct accuracy audits of a sample of reports or statements filed with the commission under this chapter or ORS 171.725 to 171.785;

(f) Describe the application of provisions exempting items from the definition of "gift" in ORS 244.020;

(g) Specify when a continuing violation is considered a single violation or a separate and distinct violation for each day the violation occurs; and

(h) Set criteria for determining the amount of civil penalties that the commission may impose.

(3) The commission may adopt rules that:

(a) Limit the minimum size of, or otherwise establish criteria for or identify, the smaller classes that qualify under the class exception from the definition of "potential conflict of interest" under ORS 244.020;

(b) Require the disclosure and reporting of gifts or other compensation made to or received by a

public official or candidate;

(c) Establish criteria for cases in which information relating to notices of actual or potential conflicts of interest shall, may not or may be provided to the commission under ORS 244.130; or

(d) Allow the commission to accept the filing of a statement containing less than all of the information required under ORS 244.060 and 244.070 if the public official or candidate certifies on the statement that the information contained on the statement previously filed is unchanged or certifies only as to any changed material.

(4) Not less frequently than once each calendar year, the commission shall:

(a) Consider adoption of rules the commission deems necessary to implement or interpret provisions of this chapter relating to issues the commission determines are of general interest to public officials or candidates or that are addressed by the commission or by commission staff on a recurring basis; and

(b) Review rules previously adopted by the commission to determine whether the rules have continuing applicability or whether the rules should be amended or repealed.

(5) The commission shall adopt by rule an electronic filing system under which statements required to be filed under ORS 244.050 and 244.217 must be filed, without a fee, with the commission in an electronic format.

(6) The commission shall make statements filed under ORS 244.050 and 244.217 available in a searchable format for review by the public using the Internet.

244.300 Status of records. (1) Records of the Oregon Government Ethics Commission are public records of this state.

(2) All information submitted to the commission in any statement required under this chapter is a public record. [1974 c.72 §18; 1977 c.588 §9; 2007 c.865 §35]

244.310 Executive director. (1) The Oregon Government Ethics Commission shall appoint an executive director to serve at the pleasure of the commission.

(2) The executive director is responsible for the administrative operations of the commission and shall perform such other duties as may be designated or assigned to the executive director from time to time by the commission.

(3) The commission may not delegate the power to adopt rules or issue commission advisory opinions to the executive director. The executive director may issue staff advisory opinions as provided in ORS 244.282. [1974 c.72 §16; 2007 c.865 §16]

244.320 Manual on government ethics; effect of reliance on manual; revision. (1) The Oregon Government Ethics Commission shall prepare and publish a manual on government ethics that explains in terms understandable to legislative and public officials and the public the requirements of this chapter and the commission's interpretation of those requirements whether stated by rule or in an opinion. The manual shall set forth recommended uniform reporting methods for use by persons filing statements under this chapter. The manual, and any updates to the manual made under subsection (3) of this section, must be approved by a vote of a majority of the members of the commission.

(2) In preparing the manual, the commission shall consider the format of the manual prepared by the Attorney General to guide public officials and the public in the requirements of ORS chapter 192.

(3) The commission shall update the manual as often as the commission believes necessary but no less frequently than once every four years.

(4) The commission shall make copies of the manual available in an electronic format on the Internet.

(5) The commission may not impose a penalty under ORS 244.350 or 244.360 on a public official or candidate for any good faith action the public official or candidate takes in reliance on the manual, or any update to the manual, approved by the commission under this section. [1991 c.522 §2; 2007 c.865 §36; 2009 c.68 §15]

244.330 Distribution of manual on government ethics. The Oregon Government Ethics Commission shall distribute, insofar as is practicable, copies of its ethics manual to every public official. The commission shall seek the assistance of professional associations that represent public officials in its efforts to comply with this section. [1993 c.714 §4]

Note: 244.330 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 244 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

244.340 Continuing education program. The Oregon Government Ethics Commission shall prepare and present a program of continuing education for public officials. The commission may use its own staff or may contract for the preparation or presentation of the program of continuing education. [1993 c.714 §5; 2007 c.865 §37]

244.345 Oregon Government Ethics Commission Account. The Oregon Government Ethics Commission Account is established separate and distinct from the General Fund. All moneys received by the Oregon Government Ethics Commission, other than appropriations from the General Fund, shall be deposited into the account and are continuously appropriated to the commission to carry out the duties, functions and powers of the commission. [2001 c.716 §11; 2007 c.865 §40a]
ENFORCEMENT

244.350 Civil penalties; letter of reprimand or explanation. (1) The Oregon Government Ethics Commission may impose civil penalties not to exceed:

(a) Except as provided in paragraph (b) of this subsection, $5,000 for violation of any provision of this chapter or any resolution adopted under ORS 244.160.

(b) $25,000 for violation of ORS 244.045.

(2)(a) Except as provided in paragraph (b) of this subsection, the commission may impose civil penalties not to exceed $1,000 for violation of any provision of ORS 192.660.

(b) A civil penalty may not be imposed under this subsection if the violation occurred as a result of the governing body of the public body acting upon the advice of the public body's counsel.

(3) The commission may impose civil penalties not to exceed $250 for violation of ORS 293.708. A civil penalty imposed under this subsection is in addition to and not in lieu of a civil penalty that may be imposed under subsection (1) of this section.

(4)(a) The commission may impose civil penalties on a person who fails to file the statement required under ORS 244.050 or 244.217. In enforcing this subsection, the commission is not required to follow the procedures in ORS 244.260 before finding that a violation of ORS 244.050 or 244.217 has occurred.

(b) Failure to file the required statement in timely fashion is prima facie evidence of a violation of ORS 244.050 or 244.217.

(c) The commission may impose a civil penalty of $10 for each of the first 14 days the statement is late beyond the date set by law, or by the commission under ORS 244.050, and $50 for each day thereafter. The maximum penalty that may be imposed under this subsection is $5,000.

(5) In lieu of or in conjunction with finding a violation of law or any resolution or imposing a civil penalty under this section, the commission may issue a written letter of reprimand, explanation or education. [1974 c.72 §19; 1977 c.588 §10; 1987 c.360 §3; 1993 c.743 §29; 1993 c.747 §2; 1997 c.750 §2; 2005 c.179 §3; 2007 c.865 §18; 2007 c.877 §11a; 2009 c.68 §16; 2009 c.689 §4]

244.355 Failure to file trading statement. A person who intentionally fails to file a complete and accurate statement under ORS 244.055 commits a Class C felony. [2007 c.865 §31]

244.360 Additional civil penalty equal to twice amount of financial benefit. In addition to civil

penalties imposed under ORS 244.350, if a public official has financially benefited the public official or any other person by violating any provision of this chapter, the Oregon Government Ethics Commission may impose upon the public official a civil penalty in an amount equal to twice the amount the public official or other person realized as a result of the violation. [1974 c.72 §20; 1987 c.566 §21; 2007 c.865 §19; 2007 c.877 §12a]

244.370 Civil penalty procedure; disposition of penalties. (1) Any civil penalty under ORS 244.350 or 244.360 shall be imposed in the manner prescribed by ORS 183.745.

(2) Notwithstanding ORS 183.745, a hearing is required in all cases prior to imposition of a penalty unless the public official or candidate waives the hearing. The public official or candidate to whom the notice is addressed has 10 days from the date of service of the notice in which to waive a hearing before the Oregon Government Ethics Commission and the public official or candidate shall be so notified.

(3) All penalties recovered under ORS 244.350 and 244.360 shall be paid into the State Treasury and credited to the General Fund. [1974 c.72 §21; 1977 c.588 §11; 1989 c.706 §10; 1991 c.734 §13; 2007 c.865 §25]

244.380 [1974 c.72 §23; 1975 c.543 §12; 1977 c.588 §12; 1987 c.566 §22; 1995 c.607 §69; 2007 c.865 §20; repealed by 2009 c.689 §7]

244.390 Status of penalties and sanctions; consideration of other penalties imposed. (1) A penalty or sanction imposed by the Oregon Government Ethics Commission under this chapter is in addition to and not in lieu of any other penalty or sanction that may be imposed according to law.

(2) Before making a finding that there is cause to undertake an investigation under ORS 244.260 and before imposing a civil penalty under ORS 244.350 or 244.360, the commission shall consider the public interest and any other penalty or sanction that has been or may be imposed on the public official as a result of the same conduct that is the subject of action by the commission under ORS 244.260.

(3) Nothing in this chapter is intended to affect:

(a) Any statute requiring disclosure of economic interest by any public official or candidate.

(b) Any statute prohibiting or authorizing specific conduct on the part of any public official or candidate. [1974 c.72 §25; 2007 c.865 §2; 2007 c.877 §39a; 2009 c.68 §23]

244.400 Attorney fees for person prevailing in contested case. (1) A person who prevails following a contested case hearing under this chapter or ORS 171.778 shall be awarded reasonable attorney fees at the conclusion of the contested case or on appeal.

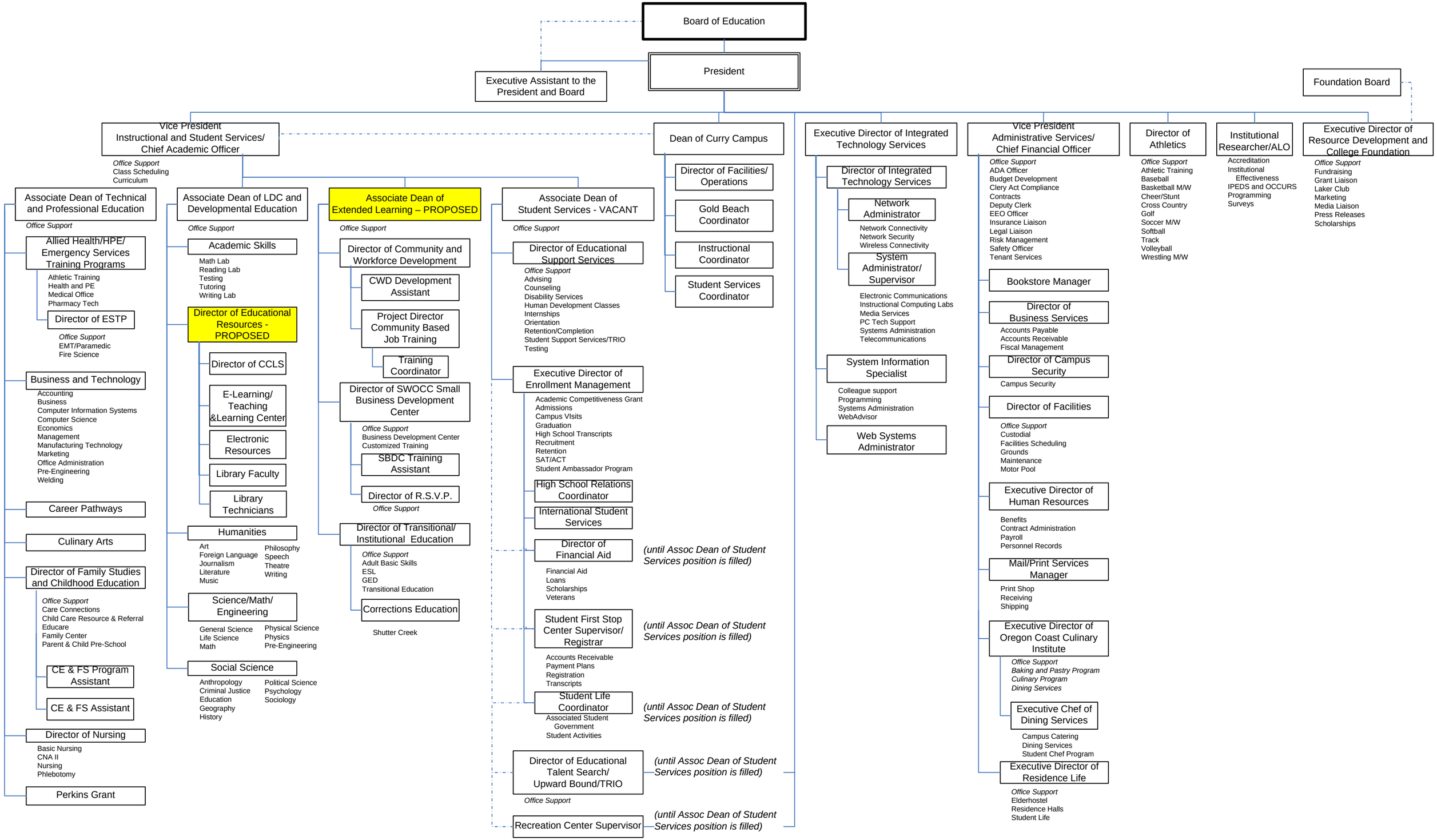
(2) Upon prevailing following a contested case hearing or lawsuit, the person may petition the Marion County Circuit Court for the purpose of determining the award of reasonable attorney fees. The Oregon Government Ethics Commission shall be named as a respondent in the petition. The petitioner and respondent shall follow the procedure provided in ORCP 68 for the determination of reasonable attorney fees. The court shall give precedence on its docket to petitions filed under this subsection as the circumstances may require.

(3) An appellate court shall award reasonable attorney fees to the person if the person prevails on appeal from any decision of the commission.

(4) Attorney fees to be awarded under this section shall be only those fees incurred by the person from the time the commission notifies the person that it has entered an order to move to a contested case proceeding.

(5) Any attorney fees awarded to the person pursuant to this section shall be paid by the commission from moneys appropriated or allocated to the commission from the General Fund. [1991 c.770 §9; 1993 c.743 §30; 2007 c.865 §26]

CHAPTER 245 [Reserved for expansion]



Southwestern Oregon Community College
Organizational Chart
as of January 20, 2012

Live Link as of February 1, 2012: http://www.ous.edu/stucoun/prospstu/tadmissions

Oregon University System

Advanced Search

search

Admission: Transfer Students

Getting Started | Admissions Requirements | More Info

Congratulation on getting your transfer started! This page will give you information on the common transfer admissions requirements for all Oregon University System institutions. Besides the general requirements for all OUS institutions, some are campus-specific. Admission requirements such as grade point average and application policies and procedures vary by campus, and some academic programs have specific requirements too, so if you have your heart set on a certain campus or program, start learning about its requirements now before you apply. The Transfer Students section offers many links and resources to help you plan.

Getting Started:

Be sure to contact the individual university admissions counselors and programs of interest for campus and program-specific admission guidelines. Go to OUS Campus Transfer Links for key transfer links at each university.

Campus Admissions Websites:

- Eastern Oregon University
- Oregon Institute of Technology
- Oregon State University
- Oregon State University- Cascades
- Portland State University
- Southern Oregon University
- University of Oregon
- Western Oregon University

In addition, the OUS Viewbook: Freshman and Transfer Undergraduate Admission Information 2012-13 (PDF) is an introductory brochure for prospective freshman and transfer students on Oregon's seven public universities and branch campus, including descriptions of each campus, programs offered, and general application guidelines.

Oregon's public universities offer many programs and services to help make transferring seamless for the thousands of students who enter from community colleges and other four-year institutions. See Planning to Transfer, Degree Partnership Programs, and OUS Campus Transfer Links to learn more about opportunities and resources. To find out more about transferring military credits, see Veterans' Benefiits.

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Transfer Student General Admission Requirements, 2012-13 Academic Year

The requirements for entering an Oregon public university are detailed in the following policy and summarized below.

- Admissions Policy for the 2012-2013 Academic Year
- Admissions Policy for the 2011-2012 Academic Year

Transfer students are admitted to an Oregon public university on the basis of meeting an acceptable GPA on a minimum number of transferable credits. First, check how many transferable credits you have, and your grade point average (GPA). See Planning to Transfer for options on planning and determining transferable credits.

Students who have completed fewer than 12 transferable quarter credits should follow the Freshman Admission Requirements. Students who have completed between 12 and 36 quarter credit hours of college-level work (see university-specfic requirements in chart below) must meet both freshman *and* transfer admission requirements. Transfer students who graduated from high school in 1997 or after must complete two terms of a college-level Second Language with an average grade of C- or above, or meet the Freshman Second Language requirements. Be sure to contact the individual university and program of interest to get information no campus specific and program specific requirements and guidelines.

Make sure you are aware of priority Admission and Scholarship Deadlines listed in the OUS Viewbook, particularly if you want to be considered for need or merit-based financial aid and scholarships. Honors Colleges and Programs have special admissions requirements and deadlines. See campus websites for more information.

The chart below provides an overview of the minimum transfer requirements at each university. Special programs or majors may require additional requirements, so consult the most recent edition of the university's general catalog or ask an admissions counselor for guidance.

Overview: Transfer Student Admission Requirements *2012-13 Academic Year*

	EOU	OIT	OSU*	PSU	SOU	UO	WOU
Minimum College Hours Required [1]	30	36	36	30	36	36	36
GPA (Residents)[2]	2.25	2.25	2.25	2.25	2.25	2.25	2.25
GPA (Nonresidents)[2]	2.25	2.25	2.25	2.25	2.25	2.50	2.25
Applicant Must Meet Specified Course Requirements[3]	Yes	Yes	Yes	Yes	Yes	Yes	Yes

[1] *Students with fewer than 12 transferable quarter credits (or 8 semester hours) must meet freshman admission requirements. Students with 12 of the minimum college credits required by the school must meet both freshman and transfer admission requirements.*

2 Applicants who graduate with an Oregon Transfer Module or AAOT from an Oregon community college will be admitted with a 2.00 GPA.At OIT: Transfer applicants who hold an associate's or bachelor's degree will be admitted with a 2.00 GPA. At PSU: Applicants who hold a transferable associate's or bachelor's degree or an Oregon Transfer Module will be admitted with a 2.00 GPA. At SOU: Applicants who obtain an associate's degree from an approved partner institution will be admitted with a 2.00 GPA.

3 Courses required: OSU, PSU, UO, and WOU require one writing course (beginning with WR 121) with at least a C-. UO, OSU, and WOU require college algebra or above with at least a C-, or the equivalent of Math 105. EOU requires successful completion of a minimum of two courses in sciences, social sciences, or humanities; college level writing and math are strongly recommended. OIT transfer applicants must demonstrate readiness for college level mathematics and writing, e.g., by completion of the equivalent of Math 95 Intermediate Algebra or higher and WR 115

Introduction to Writing (or higher) with grades C or above; applicants who do not have an associate's or bachelor's degree must have at least 33 college-level credits that are not in Physical Education. OSU requires the Insight Resume.

** For admissions to OSU-Cascades, see their website, www.osucascades.edu/admissions.*

More Admission Information:

- Academic Calendar, 2011-2016: This document lists academic term and year beginning and end dates for OUS campuses.
- Admissions Fee. Applicants must pay a $50 fee for each university to which they apply, but fee deferrals may be granted in some cases.
    - 2012-13 Deferral Form (PDF)- Request for deferral of Application Fee for admission to 2012-13 Academic Year.
- Interinstitutional Exchange Policy – Some students choose to study at another OUS campus for a portion of their education. OUS campus exchange policy allows up to one year of study at another OUS campus.
- OUS Native American Resource Guide offers information about campus resources, web sites, financial aid resources, community college transfer processes, distance education, and more.

Posted Wed, 12/08/2010 - 5:05pm

6.2 All Employees

Criminal Background Checks 6.2.009
Employer Payment of Employee Contributions 6.2.012
Employment of Family Members 6.2.010
Grievance Procedure 6.2.070
Harassment Discrimination Incident Documentation 6.2.070
Harassment Discrimination Informal Complaint Report 6.2.070
Hiring College Staff 6.2.006
Pay Day 6.2.016
Payroll Deductions for Tax Sheltered Annunities 6.2.014
Personnel Files 6.2.002
Position Descriptions 6.2.004
Retired Employee Status 6.2.022
Statement of Procedure on Layoff and Reduction in Force 6.2.008
Unemployment Fund for Grants and Special Contracts 6.2.026
Volunteers Covered by Workers' Compensation 6.2.024

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CERTIFICATE OF COMPLETION PHARMACY TECHNICIAN

The Certificate of Completion Pharmacy Technician program prepares individuals for employment in hospital and retail pharmacies. Pharmacy Technician is a category of support personnel and denotes a skilled worker who has been trained to assist the pharmacist in preparing and dispensing medications. This category of support personnel is spelled out in Oregon Administrative Rules 855-41-205 under the auspices of the Oregon State Board of Pharmacy.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a pharmacy environment either in a hospital or retail setting.
- Assist the pharmacist in the preparation and dispensing of medications.
- Be aware of the duties and limitations of a pharmacy technician as per Oregon Administrative rules 855-41-205.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check. Any student who is unable, for any reason, to complete the practice parts of this curriculum will not be able to continue in the program. Drug testing will be done prior to clinical practice. Graduates may choose to take a national certification examination at the successful conclusion of the program.

This program is currently offered entirely through distance education. All PHAR classes are offered only online. Other courses in the program are offered in the traditional classroom setting as well.

GRADUATION REQUIREMENTS

Students must complete a minimum of 51 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion Pharmacy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH20 (4)** Basic Mathematics[1]	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 17 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**PHAR5470 (4)** Introduction to Pharmacy: Practice and Law	**MTH70 (4)** Elementary Algebra (or higher)	**WR121 (3)** English Composition	
WINTER = 18 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**PHAR5472 (3)** Pharmacology I	**PHAR5474 (2)** Pharmacy Calculations	**PHAR5475 (4)** Pharmacy Technician Procedures I	**BA285(3)** Human Relations in Organizations
SPRING = 16 CREDITS	**SP100 (3)** Basic Speech Communication[2]	**PHAR5477 (3)** Pharmacy Records Management	**PHAR5473 (3)** Pharmacology II	**PHAR5478 (3)** Pharmacy Technician Practicum	**PHAR5476 (4)** Pharmacy Technician Procedures II	

51 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1]MTH55 may be substituted.

[2]SP100 or higher to fulfill requirement.

***All students in this program are advised to check individual course descriptions for prerequisites.*

CERTIFICATE OF COMPLETION PHLEBOTOMY TECHNICIAN

The Certificate of Completion Phlebotomy Technician prepares individuals, under the supervision of physicians and other health care professionals, to draw blood samples for patients using a variety of intrusive procedures. The program includes instruction in basic vascular anatomy and physiology, blood physiology, skin puncture procedures and applicable standards and regulations.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

- Function as a professional in a medical office environment.
- Draw blood from a patient using a variety of skin puncture procedures.
- Understand the physiology of blood and the vascular network of the human body.

ENTRY REQUIREMENTS

This is a restricted entry program and students must submit a separate application along with their college admission application. Applications are now being accepted for the 2012-2013 cohort. For more information, contact the Program Secretary, Sumner Hall, Room 4 at 541-888-7443 or contact Susan Walker, Director of Nursing & Phlebotomy at 541-888-7298 for further application requirements.

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

Due to the nature of this curriculum and the access to drugs, all students will have to declare themselves "drug free" and be subject to a criminal background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 53 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses in this program must be completed with a 'C' or better. Fifteen (15) of the last 30 credits must be earned at Southwestern before the Certificate of Completion in Phlebotomy Technician is awarded.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

PREREQUISITES	**CIS101 (2)** Computers in Society	Reading Score of ASSET39 COMPASS69	**MTH70 (4)** Elementary Algebra (or placement test score)	**WR90 (3)** Paragraph Fundamentals (or placement test score)		
FALL = 14 CREDITS	**AH111 (3)** Medical Terminology I	**AH121 (3)** Body Structures and Functions I	**MLT2005 (2)** Basic Phlebotomy	**WR115 (3)** Introduction to Expository Writing (or higher)	**MTH80 (3)** Technical Mathematics (or higher)	
WINTER = 16 CREDITS	**AH112 (3)** Medical Terminology II	**AH122 (3)** Body Structures and Functions II	**MLT2010 (2)** Advanced Phlebotomy	**MLT2015 (3)** Phlebotomy: Clinical I	**AH152 (2)** Medical Law and Ethics	**BA285(3)** Human Relations in Organizations
SPRING = 15 CREDITS	**SP100 (3)** Basic Speech Communication[1]	**PSY237 (3)** Life Span Development	**CIS120 (4)** Concepts of Computing	**MLT2020 (2)** Phlebotomy: Clinical II	**HE250 (3)** Personal Health[2]	
SUMMER = 8 CREDITS	**MLT2280 (8)** Cooperative Work Experience					

53 CREDITS = TOTAL PROGRAM REQUIREMENTS

PROGRAM NOTES

[1]SP218 or SP219 may be substituted for SP100.

[2]PE231 or three credits of PE185 may be substituted for HE250.

***All students in this program are advised to check individual course descriptions for prerequisites.*

Procurement

Process	Project Cost
DIRECT AWARD FOR GOODS/SERVICES: The College is encouraged but not obligated to obtain informal competitive quotes.	$5,000 or less
COMPETITIVE QUOTES: The College obtains three competitive quotes or documents effort to obtain three quotes	$5,001 - $74,999
FORMAL SOLICITATION: Invitation to Bid, Request for Proposal	$75,000 and higher
BOARD APPROVAL OF CONTRACTS: The College requests Board approval for contracts prior to award	Board approval for contracts ≥ $25,000

Community College Rules of Procurement

Community College Rules of Procurement Adopted by SWOCC in 2005

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Description	Degree/Cert Type	State Status (A) Active (I) Inactive	Effective Year
New Degrees and Certificates			
Physical Education: Personal Trainer – Aging Adult	CERT	A	2007/2008
Physical Education: Personal Trainer – Group Exercise Leader	CERT	A	2007/2008
Emergency Medical Technology (EMT) – Paramedic	AAS	A	2008/2009
Phlebotomy Technician	CERT	A	2008/2009
Clerical	CERT	A	2009/2010
Commercial Drivers License Training	CERT	A	2009/2010
Computer Information Systems	AAS	A	2010/2011
Computer Information Systems – Health Informatics	AAS	A	2010/2011
Green Technician	CERT	A	2010/2011
Administrative Office Professional	AAS	A	2011/2012
Marine Biology	AS	A	2011/2012
Terminated Degrees and Certificates			
Gerontology – Human Services	AAS	I	2009/2010
Human Service	AAS	I	2009/2010
Substance Abuse	AAS	I	2009/2010
Environmental Technology	AAS	I	2009/2010
Manufacturing Technology – Industrial Electronics	AAS	I	2009/2010
Manufacturing Technology – Manufacturing/Machining	AAS	I	2009/2010
Apprenticeship Trades	AAS	I	2009/2010
Corrections Officer Administration	AAS	I	2009/2010
Criminal Justice Administration Law Enforcement	AAS	I	2009/2010
Turf and Landscape Technology	AAS	I	2009/2010
Web Development Administration	AAS	I	2009/2010
Culinary Arts Chef Training	CERT	I	2009/2010
Manufacturing Technology – Manufacturing/Machining	CERT	I	2009/2010
Legal Secretary	CERT	I	2009/2010
Surgical Technology	CERT	I	2009/2010
Emergency Medical Technician	CERT	I	2009/2010
Medical Assistant – Medical Transcription	CERT	I	2009/2010
CIS: Software Support	AAS	I	2010/2011
Network	AAS	I	2010/2011
Office Management	AAS	I	2010/2011
Technical Support	AAS	I	2010/2011
Marketing	AAS	I	2010/2011
CIS: Software Support	CERT	I	2010/2011
Network	CERT	I	2010/2011
Technical Support	CERT	I	2010/2011
Website Fundamentals	CERT	I	2010/2011
Significantly Changed Degrees and Certificates			
Business Management/Entrepreneurship	AAS	A	2011/2012
Criminal Justice	AS	A	2011/2012

ssessment es lts

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Cl M n t r n e nolo eld n nd r t on

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Cl M n t r n e nolo eld n nd r t on et nd O er te E ment et nd o er te m n l nd sem tom t eld n nd tt n e ment sed n t e met l r t on nd str Outcome Types: e rn n Start Date: 02 2 2009 Outcome Status: C rrentl e n ssessed	Assessment Method: t dent e ement Assessment Method Category: t dent ess Criterion: C or etter r de n 010 062 125 126	0 0 2012 2010 11 e rn n nd e ement 87 o st dents e rn n C r de or etter Result Type: e rn n e ement Result Year / Status: 2010 11 es lt Synthesis and Analysis: o t ome met In re se n e ement l el n l en ed n e n lt Related Documents: et t dent r des d	0 0 2012 Cont n e to mon tor
		0 0 2012 2009 10 e rn n nd e ement 88 o st dents e rn n C r de or etter Result Type: e rn n e ement Result Year / Status: 2009 10 es lt Synthesis and Analysis: O t ome met Cont n e to mon tor Related Documents: et t dent r des d	0 0 2012 Cont n e to mon tor Resources Needed: none Resources Needed: none Budget: Funds Needed: 0 0000 Budget: Funds Needed: 0 0000 Core Theme Association: e rn n e ement
		10 17 2009 100 o st dents om le n 010 062 125 nd or 126 e rned r de o C or er Result Type: Cr ter on Met Result Year / Status: 2008 09 es lt Synthesis and Analysis: O t ome met ont n e mon tor n	05 0 2010 O t ome met ont n e mon tor n ro r m ssessments to ens re ont n ed s ess

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		program assessments to ensure continued success. **Related Documents:** SetUp Student Grades.pdf	
CIS-AAS Manufacturing Technology: Welding and Fabrication - Layout and Fabrication Skills - Perform basic layout and fabrication skills to produce welded metal parts and projects. **Outcome Types:** Learning **Start Date:** 02/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** C or better grade in: WLD4165, WLD4166, WLD4150, WLD4155	04/04/2012 - 2010-11: Learning and Achievement. 85% of students earning a C grade or better. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Outcome met. **Related Documents:** Layout Student Grades.xlsx	04/04/2012 - Continue to monitor.
		04/04/2012 - 2009-10: Learning and Achievement. 88% of students earning a C grade or better. **Result Type:** Learning & Achievement **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Outcome met. Change in faculty. **Related Documents:** Layout Student Grades.pdf	04/04/2012 - Continue to monitor.
		10/17/2009 - on an average, 95% of students completing the identified courses passed with a grade of C or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Outcome met, continue monitoring program assessments to ensure continued success.	05/04/2010 - Outcome met, continue monitoring program assessments to ensure continued success.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Related Documents: Layout Student Grades.pdf	
CIS-AAS Manufacturing Technology: Welding and Fabrication - Read and Interpret Blueprints and Symbols - Read and Interpret blueprints and American Welding Society standard welding symbols **Outcome Types:** Learning **Start Date:** 02/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** C or better grade in: DRFT105, WLD4165, WD4166	04/04/2012 - 2010-11: Learning and Achievement. 83% of students earning a C grade or better. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Outcome met. **Related Documents:** Blueprint Student Grades.pdf	04/04/2012 - Continue to monitor **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** program growth
		04/04/2012 - 2009-10: Learning and Achievement. 83% of students earning a C grade or better. **Result Type:** Learning & Achievement **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Outcome met. **Related Documents:** Blueprint Student Grades.pdf	04/04/2012 - Continue to monitor. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** New faculty, program expansion. **Core Theme Association:** Learning & Achievement
		10/17/2009 - 100% of students completing the identified courses passed with a grade of C or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Outcome met, continue monitoring program assessments to ensure continued success. **Related Documents:** Blueprint Student Grades.pdf	05/04/2010 - Outcome met, continue monitoring program assessments to ensure continued success. **Resources Needed:** none

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
CIS-AAS Manufacturing Technology: Welding and Fabrication - Professional and Ethical Behavior - Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace. **Outcome Types:** Learning **Start Date:** 02/23/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** C or better grade in: BA285, MFG4180 0r WLD4180, WLD4170	04/04/2012 - 2010-11: Learning and Achievement **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Outcome met. **Related Documents:** Professionalism Student Grades.pdf	04/04/2012 - Continue to monitor **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** program growth, changes in faculty **Core Theme Association:** Learning & Achievement
		04/04/2012 - 2009-10: Learning and Achievement. 93% of all students earned a grade aof C or above. **Result Type:** Learning & Achievement **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Outcome met. **Related Documents:** Professionalism Student Grades.pdf	04/04/2012 - Continue to monitor **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** program expansion **Core Theme Association:** Learning & Achievement
		10/17/2009 - On an average, 86% of students completing the identified courses passed with a grade of C or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Outcome met, continue monitoring program assessments to ensure continued success. **Related Documents:** Professionalism Student Grades.pdf	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
CIS-AAS Manufacturing Technology: Welding and Fabrication - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Program Annual Strategic Plan Summary Report		
	Assessment Method: Compile, review, and analyze student grades as a measure of student achievement. **Assessment Method Category:** Student Success **Criterion:** At least 75% of students earn a "C" or better in WLD, MFG, and MT classes	03/31/2012 - 2010-2011: 85% of first year welding students passed welding coursework with a grade of C or better. Goal was met. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Analysis focused on first year welding coursework due to insignificant data for year two coursework. Student achievement was 2% higher than 2009-2010 data.	03/31/2012 - 2011-2012: Continue to monitor student achievement. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement
	Assessment Method: Compile, review, and analyze class section enrollments for efficiency of delivery and to identify faculty needs. **Assessment Method Category:** Enrollment **Criterion:** Maintain average section enrollment of at least 75% of recommended capacity.	03/31/2012 - First year program courses approaching capacity, however, overall average section enrollment did not meet goal. **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Capacity of Welding courses were increased 20% through equipment acquisition through the CBJT grant in 2009 and incoming enrollments continue to grow, however, significant decrease in the number of students taking non-welding courses to attain degree or certificate has been observed. Additionally, due to limitations in faculty, more R&C sections were offered to accommodate second year	03/31/2012 - Redesign programs to develop one year certificate focusing on welding with second year of AAS focusing on fabrication and supporting skills to encourage completions and align with advisory committee recommendations. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Access

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		student course needs.	**Planned Action Updates/Implementation Update:** 03/31/2012 - New program developed in Fall 2011 for implementation in 2012 academic year.
	Assessment Method: Compile, review, and analyze program enrollment **Assessment Method Category:** Enrollment **Criterion:** Maintain program enrollment	03/31/2012 - 2010-2011: Overall enrollment in AAS Welding and Fabrication dropped by 19% from previous year. **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Although raw data indicates a drop in enrollments, closer investigation indicates that program experienced significant growth in incoming enrollment, however, second year program enrollments diminished significantly. Industry trend is to hire employees once they have reached a moderate level of welding proficiency thereby more students are electing to enter the workforce after completing only one year of the AAS program. Additionally, due to the inability to hire an adjunct faculty to cover additional section demands of the increase first year cohort, optional sections of courses were not offered in 2010-2011.	03/31/2012 - Continue to monitor trend in shorter programs. Redesign 1-Yr certificate to cover all major welding courses to prepare students for ready employment and certification. New certificate design will promote completion prior to program departure for employment. **Resources Needed:** Second full-time faculty to assist in instruction of two full first year cohorts; funded through CBJT grant funds for 2011-2012. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Industry emphasis on industry certification levels rather than collegiate credentials. **Select Planning Year:** 2011-12 **Core Theme Association:** Access **Planned Action Updates/Implementation Update:** 03/31/2012 - 2011-2012: Adjunct instructor hired for 2011-2012 funded by CBJT grant funds.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
CIS-AAS Manufacturing Technology: Welding and Fabrication - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	03/31/2012 - 2010-2011: Student achievement goals have been met and over the three year program review period the program has also exceeded goals to maintain enrollments. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** The program is continuing to attract more incoming students each year and overall enrollments have increased, however, anomalies resulting from faculty changes and trends in more compact educational plans produced a decline in the 2010-2011 program year. Program redesign will help to accommodate the changing needs.	03/31/2012 - 2013-2014: Learning and achievement. Explore funding strategies for program development in emerging manufacturing industry fields as researched in prior year. **Resources Needed:** Explore funding strategies outside of general funds to expand Southwestern's Manufacturing and Technology program beyond welding. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Emerging employment opportunities in manufacturing **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 03/31/2012 - 2012-2013: Learning and Achievement. With the efforts of the CBJT grant, the AAS Welding and Fabrication has been enhanced into a very strong welding program. Next steps for building Southwestern's Manufacturing and Technology program should be researched and planned. Industry employment trends in Fabrication and Mechatronics are promising. **Resources Needed:** none **Budget: Funds Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			0.0000 **Internal External Trends:** Manufacturing and Technology industry developments **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 03/31/2012 - 2013-1014: With continued growth of the program, it will necessary to continue to identify the means to increase programming funding to cover increased faculty and materials costs associated with the expanded program. **Resources Needed:** No additional resources will be requested if 2012-2013 funding is maintained at requested level. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 03/31/2012 - 2011-1012: With the overall growth and success of the program, use CJBT grant funds to cover increased faculty and materials costs associated with the expanded program pilot year. **Resources Needed:** $21,000 materials plus adjunct faculty salary and benefits: To be covered by CBJT grant without

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			general fund increase. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement **Planned Action Updates/Implementation Update:** 03/31/2012 - Adjunct faculty hired for 2011-2012 year and materials acquired for the expanded pilot year with the support of the CBJT grant and materials support from local industry partners. --- 03/31/2012 - 2012-1013: With the overall growth and success of the program, it is necessary to identify the means to increase programming funding to cover increased faculty and materials costs associated with the expanded program. **Resources Needed:** $29,000 increase in materials budget plus funding to continue adjunct faculty position without CBJT grant funding. **Budget: Funds Needed:** 98000.0000 **Internal External Trends:** Industry trends encourage effective yet compact educational plans. **Select Planning Year:** 2011-12 **Core Theme Association:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Learning & Achievement
		01/22/2012 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Strategic Planning Spring 2011	02/03/2012 - Future Learning and Achievement - Machine Technology 1. Find grant funding to support development of fabrication program options **Core Theme Association:** Learning & Achievement
			02/03/2012 - Future Innovation and Sustainability - Machine Technology 1. Develop metal art program offered in conjunction with Manufacturing Tech department. **Core Theme Association:** Innovation & Sustainability
			02/03/2012 - 2012-13 Innovation and Sustainability - Machine Technology 1. Convert adjunct faculty position to tenure-track. **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability
			02/03/2012 - 2011-12 Innovation and Sustainability - Machine Technology 1. Pilot simulation lab to expose students to specialty welding techniques 2. Explore entrepreneurship opportunities.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			3. Work with Business students to develop business plan. 4. Explore materials acquisition options and partnerships for cost savings. 5. Develop plan to sustain program for new capacity **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability 02/03/2012 - 2011-12 Community Engagement - Machine Technology 1. Expand advisory committee membership to expand expertise areas of membership 2. Have local industry specialists assist in the design and delivery of simulation lab curriculum **Select Planning Year:** 2011-12 **Core Theme Association:** Community Engagement. 01/22/2012 - 2012-13 Access - Welding 1. Offer adequate sections of first and second year coursework to accommodate two cohorts of students. 2. Continue outreach to market opportunities, including to non-traditional students **Select Planning Year:** 2012-13 **Core Theme Association:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Access 01/22/2012 - 2012-13 Learning and Achievement - Welding 1. Explore opportunities to expand program options ? machining and fabrication **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2011-12 Learning and Achievement - Welding 1. Update course outlines for alignment with industry standards 2. Pilot program to offer supplemental instruction and open lab opportunities for students needing support **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2011-12 Access - Welding 1. Offer adequate sections of first year coursework to accommodate two cohorts of entering students. 2. Market opportunities to non-traditional students 3. Review course sequencing and investigate feasibility to align pathway certificates to industry certification levels **Select Planning Year:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			2011-12 **Core Theme Association:** Access
	Assessment Method: Interim Review		
	Assessment Method: Compile, review, and analyze student grades as a measure of student achievement **Assessment Method Category:** Student Success **Criterion:** At Least 75% of all students earn a C or better in WLD, MFG, amd MT courses.		
	Assessment Method: Compile, review, and analyze class section enrollments for efficiency of delivery and to identify faculty needs. **Assessment Method Category:** Enrollment **Criterion:** Maintain average section enrollment of at least 75% of recommended enrollment capacity.		
	Assessment Method: Compile, review, and Assess program enrollment and graduation data **Assessment Method Category:** Enrollment **Criterion:** Maintain Program enrollment		

UR: Assessment Results

Southwestern Oregon Community College

AS-Administrative Supervision

Mission Unit: Provide responsible fiscal and resource stewardship, ethical leadership, and responsive support to Southwestern staff, enabling employees to accomplish the task of providing dynamic, quality education to students.

Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Administrative Supervision - Fiscal Stability - Maintain and increase financial stability of Southwestern. **Outcome Types:** Operational **Start Date:** 10/28/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review of unit expenditures compared to budget. **Assessment Method Category:** Self-Evaluation **Criterion:** Spending by all units within 5% of budget	05/04/2010 - Underspent the budget by $200,000 adding to the ending fund balance **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Continue to be fiscally resonsible and vigilant.	05/04/2010 - Working with IT to develop reports to monitor budgets that are out of line per budget category.
	Assessment Method: Review of check authorization process. **Assessment Method Category:** Self-Evaluation **Criterion:** 100% verfication of available funds prior to authorization	05/04/2010 - nearly 100% of all requests to spend funds are verified prior to spending **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Implemented the online requisitions using a pilot during the winter and fully implementing during the spring. Still need to incorporate the travel requests into the process.	05/04/2010 - Incorporate the travel requests into the requisition process.
	Assessment Method: Budget process reviewed - verification and justification compliance. **Assessment Method Category:** Self-Evaluation **Criterion:** 100% balance verification will be completed during new budget process	05/04/2010 - 100% balance verification completed. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Continue to make the budget process more efficient and inclusive.	05/04/2010 - Internal budget committee input into the budget solution by requesting recommendations for revenues and expenditures to balance the budget. Hold additional open informational meetings for additional input and communication of the process and financial situation.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Administrative Supervision - Safe learning, Living and Work Environment - Maintain and provide a safe work environment for staff, students, and community members on campus. **Outcome Types:** Operational **Start Date:** 10/28/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Report from the workers' compensation insurance carrier **Criterion:** Lower experience modification factor of college's workers' compensation policy to 1.0. Liability exposures will be reduced as a by-product.	10/21/2009 - Standardization Supervision - Experience modification factor is 1.34. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Although the frequency of claims dramatically decreased from the 07/08 to 08/09 policy year, the actual experience modification factor which is based on three year's worth of loss ratios, will still be affected by the 07/08 policy year. The experience modification factor continues to be poor until the college can achieve a three year period of low losses.	05/04/2010 - Become more active in the safety program and plan to have a proactive safety education approach to lowering the modification rate to reach the goal of 1.0. **Resources Needed:** Need additional funds to develop safety program and ergonomically correct furniture and equipment. **Budget: Funds Needed:** 6000.0000
	Assessment Method: Complete review and revision of OSHA required written programs. **Assessment Method Category:** Self-Evaluation **Criterion:** Review of all five required OR-OSHA programs reviewed and rewritten.	05/04/2010 - Reviewed programs changes made as required. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Carol put what was done in here.	05/04/2010 - Yearly review of programs and implement changes for 2009-10.
	Assessment Method: Complete campus-wide safety training **Assessment Method Category:** Self-Evaluation **Criterion:** Hazard Communication and Bloodborne Pathogens training completed fall 2008.	05/04/2010 - Training completed fall 2008 during in-service. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Training completed during in-service for all staff.	05/04/2010 - Plan to hold another training in 2009-10 and hold meetings for new staff and OCCI staff. **Resources Needed:** Training consultants **Budget: Funds Needed:** 1500.0000

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Task Name: Emergency Evacuation **Task Description:** Write/compile emergency evacuation manual **Means of Assessment:** Complete manual **Criteria and Timeline for Success:** Fall 2010 **Task Status:** In-Progress		
	Task Name: Ergonomics Assessments **Task Description:** Perform ergonomic assessments of employee workstations as requested. **Means of Assessment:** Assessments conducted/workstation improvement completed. **Criteria and Timeline for Success:** As requested **Task Status:** In-Progress		
	Task Name: HazCom Program **Task Description:** Write Hazard Communication Program for college. **Means of Assessment:** Program written. **Criteria and Timeline for Success:** Fall 2008 **Task Status:** Completed		
	Task Name: Personal Protective Equipment Program **Task Description:**		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Write Personal Protective Equipment Program for college. **Means of Assessment:** Program written. **Criteria and Timeline for Success:** Fall 2010 **Task Status:** In-Progress		
	Task Name: Safety Equipment **Task Description:** Facilitate installation of panic buttons in First Stop **Means of Assessment:** Complete installation **Criteria and Timeline for Success:** Fall 2009 **Task Status:** In-Progress		
	Task Name: Safety Website **Task Description:** Create College safety website **Means of Assessment:** Website released to campus **Criteria and Timeline for Success:** Fall 2009 **Task Status:** Completed		
AS-Administrative Supervision - Legal Compliance - Ensure compliance with legal requirements. **Outcome Types:** Operational **Start Date:** 10/28/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Incorporate new required policies into yearly Clery Report. **Assessment Method Category:** Self-Evaluation **Criterion:** Clery report submitted which includes all new policies.	05/04/2010 - Clery report submitted on time with all new reporting requirements included for 2008. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Review upcoming reporting changes and incorporate into the 2009 report.	05/04/2010 - New HEOA requirements must be included in the 2009 report. Review requirements and develop process to collect data.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Assessment Method: Distribution of new Bloodborne Pathogens written program. **Assessment Method Category:** Self-Evaluation **Criterion:** Create new Bloodborne Pathogens written program for college. **Related Documents:** BBP program for general college.8.25.08.docx BBP Declination Statement.pdf BBP written program requirements outline from Division Z.6.9.09.docx healthcare provider statement.docx Post Exposure Procedures.docx Sharps Log.docx source individual consent for information exchange.docx source individual refusal for testing.docx source physician's report.docx source physician's report.docx	05/04/2010 - Bloodborne Pathogens procedure written and implemented. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** New procedures developed and implemented including training programs and ongoing new staff trainings.	05/04/2010 - Yearly review of procedure to ensure compliance and schedule appropriate trainings. **Resources Needed:** training consultant - funds already identified within another result area.
	Assessment Method: Checklist of program requirements. **Assessment Method Category:** Self-Evaluation **Criterion:** 100% of programs reviewed using checklist with 100% compliance.	10/21/2009 - Program review using checklist not yet completed. **Result Type:** Behind Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred until next year due to other project assignments	
	Assessment Method: Review of Clery program **Assessment Method Category:** Self-Evaluation **Criterion:** Program reviewed annually for compliance of requirements	10/21/2009 - Reviewed existing Clery program/annual report **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result	05/04/2010 - Remaining Clery requirements for 2009-10 implementation will be incorporated into the October report.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Related Documents: socc-clery-annual-report-2008.pdf	**Synthesis and Analysis:** Wrote Clery required policies/submitted statistics for 2008 annual report to Dept. of Ed. Still have four new Clery policies to incorporate into annual report for next year. **Related Documents:** socc-clery-annual-report-2008.pdf	**Resources Needed:** Considering new software for incident tracking and report generation. **Budget: Funds Needed:** 5000.0000
	Assessment Method: Review college Hazard Communication Program **Assessment Method Category:** Self-Evaluation **Criterion:** Create new college Hazard Communication Program **Related Documents:** hazard-communication.pdf	05/04/2010 - Emergency Management program being reviewed and revamped. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Emergency management committee formed; semi-monthly meetings of the committee; participate in the disaster recovery statewide program.	05/04/2010 - Complete the overhaul of the emergency management program and crisis management program.
	Task Name: Administrative Services Website **Task Description:** Create/launch new administrative services website **Means of Assessment:** Website released **Criteria and Timeline for Success:** Fall 2009 **Task Status:** Completed		
	Task Name: Clery Act **Task Description:** Write Clery required policies/procedures and release to college community **Means of Assessment:**		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Release annual report and upload crime statistics to Department of Education website. **Criteria and Timeline for Success:** October 2009 **Task Status:** Completed		
	Task Name: Clery Act Tracking Software **Task Description:** Utilize new Incident Tracker software to obtain Clery crime statistics. **Means of Assessment:** Compile accurate crime statistics. **Criteria and Timeline for Success:** October 2009 **Task Status:** Completed		
	Task Name: Clery Act Training **Task Description:** Attend training to ensure understanding of Clery requirements. **Means of Assessment:** Training attended. **Criteria and Timeline for Success:** Winter 2009 **Task Status:** Completed		
	Task Name: Crisis Management Procedures **Task Description:** Review, revise and disseminate crisis management procedures. **Means of Assessment:** Completion of task. **Criteria and Timeline for Success:** Need Date **Task Status:**		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Completed		
	Task Name: Risk Management Duties and **Task Description:** Ensure that the duties and responsibilities of risk management are performed in one or more staff positions. **Means of Assessment:** Duties and responsibiltiies assigned. **Criteria and Timeline for Success:** Summer **Task Status:** In-Progress		
AS-Administrative Supervision - Policies and Procedures - Maintain college policies and procedures to assist students, community and staff. **Outcome Types:** Operational **Start Date:** 03/18/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Pertinent policies reviewed on an annual basis. **Assessment Method Category:** Self-Evaluation **Criterion:** 100% review of scheduled policies for annual updates.		
	Task Name: College Cell Phones **Task Description:** Create cellular phone policies and procedures **Means of Assessment:** Policies published to SOCC community **Criteria and Timeline for Success:** Spring 2009 **Task Status:** Completed		
	Task Name: Integrated Technology Services Procedures **Task Description:** Facilitate revision and release of new ITS policies.		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Means of Assessment: Policies placed on new adminstrative services website. **Criteria and Timeline for Success:** Spring 2009 **Task Status:** Completed		
	Task Name: Procedure Revision, Creation, Deletion **Task Description:** Create procedure on Procedure Revision, Creation, Deletion **Means of Assessment:** Procedure approved and released **Criteria and Timeline for Success:** Winter 2009 **Task Status:** Completed		
	Task Name: Purchasing Procedure **Task Description:** Revised purchasing policy **Means of Assessment:** Policy published on web **Criteria and Timeline for Success:** Summer 2009 **Task Status:** Completed		
	Task Name: Review Tuition Policy **Task Description:** Review tuition policy during budget cycle and based upon proposed changes. **Means of Assessment:** Completion **Criteria and Timeline for Success:** Completed **Task Status:** Completed		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Administrative Supervision - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008	**Assessment Method:** Program Review	05/04/2010 - Legal compliance and policy and procedures reviewed and on track for yearly reviews and ensure the incorporation of new requirements. New requirements for Clery, HEOA and training programs reviewed and included in new reports and procedures. Reviewed budget process and implemented new processes that replaced check requests with online requisitions encumbering funds. Activated the safety committee and program. Focused on managing current year budget with reductions exceeding 2.9 million. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Linda will put in the analysis along with use of results for what is planned for next three years.	05/04/2010 - planned for next three years or so **Internal External Trends:** swot analysis :)
	Assessment Method: Interim Review		
AS-Administrative Supervision - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

UR: Assessment Results

Southwestern Oregon Community College

EM-Admissions/Recruiting

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
EM-Admissions/Recruiting - Enrollment process completion - Insure access to services to support completion of the enrollment process **Outcome Types:** Operational	**Assessment Method:** Telephone follow up report **Assessment Method Category:** Unit Reports **Criterion:** 6% increase in telephone contact		
Start Date: 10/14/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** XARR report and telephone contact data **Assessment Method Category:** Unit Reports **Criterion:** Increase the percentage of campus visits relative to student contact by 3%	10/27/2011 - 2010-2011 increased campus visits from 128 in 2009-2010 to 159 in 2010-2011. A 24% increase **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 1. Continued accuracy in reporting campus tours: fine tuned our system to make sure that all students who went on a tour were recorded in the system and a thank you note sent 2. Verified information of those going on the tour: Made sure to get the information of the students who were not already in our system 3. Continued contact with students encouraging tours and participation: every phone call that student ambassadors make, they encourage students to schedule a campus tour and share about spring preview weekend. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 Increased campus visits relative to student contact from 100 in 2008-2009 to 130 in 2009-2010. A 30% increase	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Result Type: Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Developed a more organized system to ensure all campus tours were recorded in the system and each person sent a thank you note. 2. More time on phone scheduling tours: Student ambassadors are being trained to schedule campus tours, make follow up/reminder phone calls for upcoming tours **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 Increased campus visits relative to student contact from 56 to 100 **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Tracking of campus visits increased during 2008-2009 versus the previous year. Additional staff hired to help take on the tasks in the office and increase student contact **Related Documents:** xarr tracking.xlsx	
	Assessment Method: Student Admitted XARR report **Assessment Method Category:** Unit Reports **Criterion:** Increase percentage of admissions compared to the number of students contacted by 3%	10/27/2011 - 2010-2011 5% increase **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Continued college fairs and high school visits. We did not increase due to how the fairs were scheduled, budget issues, and person issue with our staff. Re-evaluating which college fairs we will attend and how to effectively visit high schools in those same areas. Continued to work on contacting prospective students to answer questions. Also, worked on accuracy on entering contact information in the system. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 17% increase in admission applications. **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Continued to look at and increase high school visits and college fairs. Evaluated effectiveness of the high schools that we visited to determine a fit with SWOCC. 2. Continued to work on effectiveness on calling prospective students to provide accurate information about SWOCC and answer questions. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 17% increase from 2007-2008. **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Increased college fairs and high school visits. Attended Southern California college fairs to increase exposure of the college to prospective students Increased phone calls to prospective students to provide information on the college. Developed a system for student ambassadors to call prospective students. **Related Documents:** xarr tracking.xlsx	
EM-Admissions/Recruiting - Access to college information - Provide access to college information for prospective students. **Outcome Types:** Operational **Start Date:** 10/14/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** College fair tracking sheet for inquires **Assessment Method Category:** Unit Reports **Criterion:** Increase student inquiries by 6%	10/27/2011 - 2010-2011 Decrease in 4% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Less students attending college fairs that we attended Realized that we also need to revamp our recruiting materials and tables to create a display that is interesting to high school students. We are lacking depth and interest in our display. **Related Documents:** College fair tracking sheet.xlsx	
		10/27/2011 - 2009-2010: 1% increase in inquiries from college fairs and highschool visits from 2008-2009 **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** We were seeing less students at some of the college fairs this year. We are seeing more schools add items to	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		their displays to make their college more attractive to propective students. We need to continue to stay competitive with other colleges when creating interest for prospective students. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 Increased student inquiries from 2007-2008 to 2008-2009 by 11% **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased inquiries received from college fairs by 11%. Increased the number of college fairs and high school visits. **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: College fair tracking sheet fairs and visits **Assessment Method Category:** Unit Reports **Criterion:** Increase college fairs and high school visits attended by 3%	10/27/2011 - 2010-2011 Increased College fairs and high school visits by 11% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Scheduled high school visits around college fairs in Alaska and Nevada. Visited more high schools in Oregon. Added an additional week of college fairs in Montana **Related Documents:** College fair tracking sheet.xlsx	
		10/27/2011 - 2009-2010 College fairs and high schools visits remained almost equal to previous year **Result Type:** Access	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Result Year / Status: 2009-10 Result **Synthesis and Analysis:** Continued the same schedule for college fairs and visited different high schools. We reached out to the high schools who have expressed interest in SWOCC and developed a travel schedule around those interested high schools. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 Increased fair and high school visits by 18% from 2007-2008 to 2008-2009 **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased high school visits in areas such as California, Nevada, Washington, Oregon and Alaska while in those areas for college fairs. Also increased college fairs by expanded networks in areas such as California, Nevada, Oregon, Idaho and Alaska **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: College fair tracking sheet for brochure distributed **Assessment Method Category:** Unit Reports **Criterion:** Increase brochure distribution by 5%	10/27/2011 - 2010-2011 Decreased brochure distribution by 4% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Less students at college fairs. Also seeing less creativity in display. **Related Documents:** College fair tracking sheet.xlsx	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		10/27/2011 - 2009-2010 Increased distriburtion by 1% **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Lower number of students attending some of the college fairs. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 increased brochure distribution by 20% **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased our marketing brochures from 5000 in 2007-2008 to 6,000 in 2008-2009. These brochures are used exclusively at college fairs and high school visits. **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: Website use reports from IT **Assessment Method Category:** Unit Reports **Criterion:** Increase website use by 10%		
EM-Admissions/Recruiting - Support student transition - Support services for students as they transition into student life **Outcome Types:** Operational **Start Date:** 10/14/2008	**Assessment Method:** Student Enrollment XARR for increased enrollment **Assessment Method Category:** Unit Reports **Criterion:** Increase enrollment by 3%	10/27/2011 - 2010-2011 Increased by 5% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Status: Currently Being Assessed		1. student internship continued during the summer to help prepare incoming students through the admission process 2. Continued contact with prospective students through the year **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 Increased by 17% **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Student Ambassador Intern Position started during the summer to help complete incoming students files **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 increased application by 17% **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased contact with applied students **Related Documents:** xarr tracking.xlsx	
	Assessment Method: Student opinion and statisfaction survey **Assessment Method Category:** Survey - Institutional **Criterion:** Average rating 4 out of 5		

EM-Admissions/Recruiting - Annual Data

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)	11/01/2011 - Compliance checklist - doing all needed procedures. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 123	
EM-Admissions/Recruiting - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Completion Date:** 12/01/2011 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	11/01/2011 - 1. Increase percentage of admission compared ot the number of students contacted by 3% 2008-2009: Exceeded goal (Increased by 17%) 2009-2010: Exceeded goal (Increased by 17%) 2010-2011: Exceeded goal (Increased by 5%) 2. Increase the percentage of campus visits relative to student contact by 3% 2008-2009: Exceeded goal (Increased by 44%) 2009-2010: Exceeded goal (Increased by 30%) 2010-2011: Exceeded goal (Increased by 24%) 3. Increase college fair and high school visits attended by 3% 2008-2009: Exceeded goal (Increased by 18%) 2009-2010: Did not exceed goal (remained same) 2010-2011: Exceeded goal (Increased by 11%) 4. Increase student inquiries by 6% 2008-2009: Exceeded goal (Increased by 11%)	11/30/2011 - 2013-2014: ACCESS 1.We will continue to schedule high school visits and college fairs. Hoping to increase budget funds to attend more of both and also to create a more dynamic display for our recruiting tables. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process. **Resources Needed:** 1. 3 Ipads for recruiting table: Create I-store to create interest for prospective students students 2. 4 New recruiting table clothes 3. Virtual tour video using the Ipads to learn about different areas of campus from finanicial aid to athletics, housing to admissions

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		2009-2010: Did not meet goal (Increased by 1%) 2010-2011: Did not meet goal (Decreased by 4%) 5. Increase brochure distribution by 5% 2008-2009: Exceeded goal (Increased by 20%) 2009-2010: Did not meet goal (Increased by 1%) 2010-2011: Did not meet goal (Decreased by 4%) 6. Increase enrollment by 3% 2008-2009: Exceeded goal (Increased by 17%) 2009-2010: Exceeded goal (Increased by 17%) 2010-2011: Exceeded goal (Increased by 5%) **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 1. Develop a college fair and high school visit schedule that is continuously being re-evaluated for effectiveness, specifically, looking at high schools visits that are in the surrounding areas of a college fair. We have seen a decrease in ability to attend college fairs and high school visits in the past 3 years because of budget issues, fair schedules and personnel issues. We've continued to contact prospective students to answer questions and provide accurate information to these students and also worked on accuracy when entering information into the system. 2.Developed a more accurate and	and advising to career interests. **Budget: Funds Needed:** 2500.0000 **Internal External Trends:** There has been a decrease in in-district enrollments that we have expected. This requires us to continue to recruit in-district students, but also pull more students from out of the area to attend SWOCC **Select Planning Year:** 2013-14 **Core Theme Association:** Access 11/29/2011 - 2012-2013: ACCESS .We will continue to schedule high school visits and college fairs. Hoping to increase budget funds to attend more of both and also to create a more dynamic display for our recruiting tables. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process. **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		organized system to ensure all campus tours are recorded correctly in the system and each person is sent a thank you note. We have spent more time on the phone scheduling tours and confirming appointments. We made sure to verify information for those going on the tour and add those needed into the system. Continued to make contact with students encouraging tour and participation: Every phone call that student ambassadors make, they encourage students to schedule a campus tour and share about Spring Preview Weekend. 3. We saw a decrease in student attending college fairs for reasons that are beyond our control (issues with bus system, attendance in high school down, schedule conflicts with athletics and with school schedules). We are also seeing more colleges developing intriguing displays to attract prospective students to their colleges. We need to create more depth and interest in our display to stay competitive and draw students to our tables. 4.The student services internship was developed to help prepare incoming students through the admissions process. Worked the past three years to fine tune the program to effectively reach and prepare as many applicants as possible to start each fall term. We also continued to contact prospective students throughout the year to answer any questions about SWOCC.	1. 3 Ipads for recruiting table: Create I-store to create interest for prospective students students 2. 4 New recruiting table clothes 3. Virtual tour video using the Ipads to learn about different areas of campus from finanicial aid to athletics, housing to admissions and advising to career interests. **Budget: Funds Needed:** 2500.0000 **Internal External Trends:** We have seen a decrease in in-district enrollments which forces us to focus our recruiting on out of district students as well as in district students and programs. **Select Planning Year:** 2012-13 **Core Theme Association:** Access 11/01/2011 - 2011-12: ACCESS .We will continue to schedule high school visits and college fairs. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2011-12 **Core Theme Association:** Access
	Assessment Method: Interim Review		

UR: Assessment Results

Southwestern Oregon Community College

EM-Admissions/Recruiting

Program Review Year: 2010

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
Admissions/Recruiting - Enrollment ess completion - Insure access to ces to support completion of the llment process **come Types:** rational **t Date:** 4/2008 **come Status:** ently Being Assessed	**Assessment Method:** Telephone follow up report **Assessment Method Category:** Unit Reports **Criterion:** 6% increase in telephone contact		
	Assessment Method: XARR report and telephone contact data **Assessment Method Category:** Unit Reports **Criterion:** Increase the percentage of campus visits relative to student contact by 3%	10/27/2011 - 2010-2011 increased campus visits from 128 in 2009-2010 to 159 in 2010-2011. A 24% increase **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 1. Continued accuracy in reporting campus tours: fine tuned our system to make sure that all students who went on a tour were recorded in the system and a thank you note sent 2. Verified information of those going on the tour: Made sure to get the information of the students who were not already in our system 3. Continued contact with students encouraging tours and participation: every phone call that student ambassadors make, they encourage students to schedule a campus tour and share about spring preview weekend. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 Increased campus visits relative to student contact from 100 in 2008-2009 to 130 in 2009-2010. A 30% increase	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Result Type: Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Developed a more organized system to ensure all campus tours were recorded in the system and each person sent a thank you note. 2. More time on phone scheduling tours: Student ambassadors are being trained to schedule campus tours, make follow up/reminder phone calls for upcoming tours **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 Increased campus visits relative to student contact from 56 to 100 **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Tracking of campus visits increased during 2008-2009 versus the previous year. Additional staff hired to help take on the tasks in the office and increase student contact **Related Documents:** xarr tracking.xlsx	
	Assessment Method: Student Admitted XARR report **Assessment Method Category:** Unit Reports **Criterion:** Increase percentage of admissions compared to the number of students contacted by 3%	10/27/2011 - 2010-2011 5% increase **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:**	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Continued college fairs and high school visits. We did not increase due to how the fairs were scheduled, budget issues, and person issue with our staff. Re-evaluating which college fairs we will attend and how to effectively visit high schools in those same areas. Continued to work on contacting prospective students to answer questions. Also, worked on accuracy on entering contact information in the system. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 17% increase in admission applications. **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Continued to look at and increase high school visits and college fairs. Evaluated effectiveness of the high schools that we visited to determine a fit with SWOCC. 2. Continued to work on effectiveness on calling prospective students to provide accurate information about SWOCC and answer questions. **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 17% increase from 2007-2008. **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Increased college fairs and high school visits. Attended Southern California college fairs to increase exposure of the college to prospective students Increased phone calls to prospective students to provide information on the college. Developed a system for student ambassadors to call prospective students. **Related Documents:** xarr tracking.xlsx	
Admissions/Recruiting - Access to ge information - Provide access to ge information for prospective students. **come Types:** rational **t Date:** 4/2008 **come Status:** ently Being Assessed	**Assessment Method:** College fair tracking sheet for inquires **Assessment Method Category:** Unit Reports **Criterion:** Increase student inquiries by 6%	10/27/2011 - 2010-2011 Decrease in 4% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Less students attending college fairs that we attended Realized that we also need to revamp our recruiting materials and tables to create a display that is interesting to high school students. We are lacking depth and interest in our display. **Related Documents:** College fair tracking sheet.xlsx	
		10/27/2011 - 2009-2010: 1% increase in inquiries from college fairs and highschool visits from 2008-2009 **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** We were seeing less students at some of the college fairs this year. We are seeing more schools add items to	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		their displays to make their college more attractive to propective students. We need to continue to stay competitive with other colleges when creating interest for prospective students. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 Increased student inquiries from 2007-2008 to 2008-2009 by 11% **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased inquiries received from college fairs by 11%. Increased the number of college fairs and high school visits. **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: College fair tracking sheet fairs and visits **Assessment Method Category:** Unit Reports **Criterion:** Increase college fairs and high school visits attended by 3%	10/27/2011 - 2010-2011 Increased College fairs and high school visits by 11% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Scheduled high school visits around college fairs in Alaska and Nevada. Visited more high schools in Oregon. Added an additional week of college fairs in Montana **Related Documents:** College fair tracking sheet.xlsx	
		10/27/2011 - 2009-2010 College fairs and high schools visits remained almost equal to previous year **Result Type:** Access	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Result Year / Status: 2009-10 Result **Synthesis and Analysis:** Continued the same schedule for college fairs and visited different high schools. We reached out to the high schools who have expressed interest in SWOCC and developed a travel schedule around those interested high schools. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 Increased fair and high school visits by 18% from 2007-2008 to 2008-2009 **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased high school visits in areas such as California, Nevada, Washington, Oregon and Alaska while in those areas for college fairs. Also increased college fairs by expanded networks in areas such as California, Nevada, Oregon, Idaho and Alaska **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: College fair tracking sheet for brochure distributed **Assessment Method Category:** Unit Reports **Criterion:** Increase brochure distribution by 5%	10/27/2011 - 2010-2011 Decreased brochure distribution by 4% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Less students at college fairs. Also seeing less creativity in display. **Related Documents:** College fair tracking sheet.xlsx	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		10/27/2011 - 2009-2010 Increased distriburtion by 1% **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Lower number of students attending some of the college fairs. **Related Documents:** College fair tracking sheet.xlsx	
		05/05/2010 - 2008-2009 increased brochure distribution by 20% **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased our marketing brochures from 5000 in 2007-2008 to 6,000 in 2008-2009. These brochures are used exclusively at college fairs and high school visits. **Related Documents:** College fair tracking sheet.xlsx	
	Assessment Method: Website use reports from IT **Assessment Method Category:** Unit Reports **Criterion:** Increase website use by 10%		
Admissions/Recruiting - Support ent transition - Support services for ents as they transition into student life **come Types:** rational **t Date:** 4/2008	**Assessment Method:** Student Enrollment XARR for increased enrollment **Assessment Method Category:** Unit Reports **Criterion:** Increase enrollment by 3%	10/27/2011 - 2010-2011 Increased by 5% **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:**	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
come Status: ently Being Assessed		1. student internship continued during the summer to help prepare incoming students through the admission process 2. Continued contact with prospective students through the year **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2009-2010 Increased by 17% **Result Type:** Access **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** 1. Student Ambassador Intern Position started during the summer to help complete incoming students files **Related Documents:** xarr tracking.xlsx	
		10/27/2011 - 2008-2009 increased application by 17% **Result Type:** Access **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Increased contact with applied students **Related Documents:** xarr tracking.xlsx	
	Assessment Method: Student opinion and statisfaction survey **Assessment Method Category:** Survey - Institutional **Criterion:** Average rating 4 out of 5		

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
ew and Analysis - Compile, review and yze program data to support planning, ssment, and budgeting. **come Types:** gram Annual Data **t Date:** 1/2009 **come Status:** ently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)	11/01/2011 - Compliance checklist - doing all needed procedures. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 123	
Admissions/Recruiting - Program ew Summary - Program Review essment Overview and Summary **come Types:** gram Review Year **t Date:** 1/2008 **pletion Date:** 1/2011 **come Status:** ently Being Assessed	**Assessment Method:** Program Review	11/01/2011 - 1. Increase percentage of admission compared ot the number of students contacted by 3% 2008-2009: Exceeded goal (Increased by 17%) 2009-2010: Exceeded goal (Increased by 17%) 2010-2011: Exceeded goal (Increased by 5%) 2. Increase the percentage of campus visits relative to student contact by 3% 2008-2009: Exceeded goal (Increased by 44%) 2009-2010: Exceeded goal (Increased by 30%) 2010-2011: Exceeded goal (Increased by 24%) 3. Increase college fair and high school visits attended by 3% 2008-2009: Exceeded goal (Increased by 18%) 2009-2010: Did not exceed goal (remained same) 2010-2011: Exceeded goal (Increased by 11%) 4. Increase student inquiries by 6% 2008-2009: Exceeded goal (Increased by 11%)	11/30/2011 - 2013-2014: ACCESS 1.We will continue to schedule high school visits and college fairs. Hoping to increase budget funds to attend more of both and also to create a more dynamic display for our recruiting tables. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process. **Resources Needed:** 1. 3 Ipads for recruiting table: Create I-store to create interest for prospective students students 2. 4 New recruiting table clothes 3. Virtual tour video using the Ipads to learn about different areas of campus from finanicial aid to athletics, housing to admissions

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		2009-2010: Did not meet goal (Increased by 1%) 2010-2011: Did not meet goal (Decreased by 4%) 5. Increase brochure distribution by 5% 2008-2009: Exceeded goal (Increased by 20%) 2009-2010: Did not meet goal (Increased by 1%) 2010-2011: Did not meet goal (Decreased by 4%) 6. Increase enrollment by 3% 2008-2009: Exceeded goal (Increased by 17%) 2009-2010: Exceeded goal (Increased by 17%) 2010-2011: Exceeded goal (Increased by 5%) **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 1. Develop a college fair and high school visit schedule that is continuously being re-evaluated for effectiveness, specifically, looking at high schools visits that are in the surrounding areas of a college fair. We have seen a decrease in ability to attend college fairs and high school visits in the past 3 years because of budget issues, fair schedules and personnel issues. We've continued to contact prospective students to answer questions and provide accurate information to these students and also worked on accuracy when entering information into the system. 2.Developed a more accurate and	and advising to career interests. **Budget: Funds Needed:** 2500.0000 **Internal External Trends:** There has been a decrease in in-district enrollments that we have expected. This requires us to continue to recruit in-district students, but also pull more students from out of the area to attend SWOCC **Select Planning Year:** 2013-14 **Core Theme Association:** Access 11/29/2011 - 2012-2013: ACCESS .We will continue to schedule high school visits and college fairs. Hoping to increase budget funds to attend more of both and also to create a more dynamic display for our recruiting tables. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process. **Resources Needed:**

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		organized system to ensure all campus tours are recorded correctly in the system and each person is sent a thank you note. We have spent more time on the phone scheduling tours and confirming appointments. We made sure to verify information for those going on the tour and add those needed into the system. Continued to make contact with students encouraging tour and participation: Every phone call that student ambassadors make, they encourage students to schedule a campus tour and share about Spring Preview Weekend. 3. We saw a decrease in student attending college fairs for reasons that are beyond our control (issues with bus system, attendance in high school down, schedule conflicts with athletics and with school schedules). We are also seeing more colleges developing intriguing displays to attract prospective students to their colleges. We need to create more depth and interest in our display to stay competitive and draw students to our tables. 4.The student services internship was developed to help prepare incoming students through the admissions process. Worked the past three years to fine tune the program to effectively reach and prepare as many applicants as possible to start each fall term. We also continued to contact prospective students throughout the year to answer any questions about SWOCC.	1. 3 Ipads for recruiting table: Create I-store to create interest for prospective students students 2. 4 New recruiting table clothes 3. Virtual tour video using the Ipads to learn about different areas of campus from finanicial aid to athletics, housing to admissions and advising to career interests. **Budget: Funds Needed:** 2500.0000 **Internal External Trends:** We have seen a decrease in in-district enrollments which forces us to focus our recruiting on out of district students as well as in district students and programs. **Select Planning Year:** 2012-13 **Core Theme Association:** Access 11/01/2011 - 2011-12: ACCESS .We will continue to schedule high school visits and college fairs. 2. We will continue to contact prospective students through our student ambassadors who will continue to answer questions and encourage campus tours or attending events like Spring Preview Weekend. 3. We will continue to hire Student Services Interns (3), each summer to work 40 hours/week to contact and help students through the entire admissions process.

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
			Select Planning Year: 2011-12 **Core Theme Association:** Access
	Assessment Method: Interim Review		

Southwestern Oregon Community College
2009-10 Reporting Unit Summary
Associate Dean of Learning

Allied Health/PE/Athletic Training/Emergency Services/Nursing/Math/Science/Engineering

The assessment phase for programs under this umbrella during the 2008-2009 academic had mixed results. Those certificate or degree programs that were able to collect sufficient data had fairly successful results with several of programs meeting the criterion set for the desired outcomes but several program outcomes were just barely met or the criterion was set to a standard that was acceptable but perhaps a little conservative. However there were programs that had set high standards and were able to meet the criterion established for their outcomes and some programs had set high standards and unfortunately weren't able to reach the criterion established for the outcomes. The assessment as a whole for these programs truly warrants some specific time set aside for the development of each programs' outcomes, maintaining those that have been effective, and establishing new outcomes as well to promote further growth and excellence.

Allied Health

A complete outcome assessment of the Allied Health one-year certificates, less than one-year certificates, and AAS programs is difficult to complete for the 2008-2009 academic year. Between the multiple administration, section and program leader changes there has been little consistency, references, and resources to account for appropriate assessment during this time period.

To demonstrate such challenges a review of the outcomes and means of assessment for the **medical clerical certificate** and **medical assistant degree** rely on a form of assessment that isn't available to students. Currently the "practice medical assistant exam" is supposed to be used as a means of assessment for several of the outcomes related to this certificate and degree program, yet students in both the **medical clerical certificate** and **medical assistant degree** programs are unable to take this exam as neither meet accreditation standards and currently there is not a faculty member currently involved with either program who meets the appropriate qualifications. Additionally, there are outcomes established to be assessed through the student practicum but unfortunately these practicum experiences have not been formally monitored by the appropriate personnel and neither has an evaluation process been established to formally assess if the desired outcome criteria has been met. Similar assessment problems occur within practicum experiences for the **pharmacy technician certificate** program.

Assessment challenges with the **rural health aide** and **medical aide certificates** include inconsistencies within the student monitoring progress that have made it difficult to determine which students are actively seeking a certificate from one of these areas or are taking courses within these certificates with other academic goals. Lastly, an assessment of the **phlebotomy certificate** program was not completed as it was not offered during the 2008-2009 academic year.

The **phlebotomy certificate** program has not officially began to offer classes, however, it is anticipated that this certificate program will begin during the fall of 2010. Interested students have been contacting the college and have shown interest in beginning the program. There appears to be an appropriate number of students 10-12 students to begin the program and recruitment has begun to find an instructor to serve as the primary instructor. Unfortunately, the part-time status of this position has made it difficult to find a qualified individual who is interested in pursuing this position and being responsible for the introduction of this program to the community.

The **pharmacy tech certificate** program is one of the newer programs but was being offered during the '08-'09 academic year. Similar to the **phlebotomy certificate** program, this program is run with a part-time primary instructor and under the guidance of a section leader for administrative purposes.

Computation- Related Instruction

The **Computation** assessment was also difficult to fully assess as the means of assessment for the desired outcomes was the 2008-09 CAAP Test which did not have enough student participation to provide statistically significant data for an accurate assessment. Also it was difficult to collect data as the outcome was not written in a manner that clarifies any specific elements to be measured.

Computer Science, Math, and Science-Discipline

The **Computer Science, Math, and Science** assessment was also difficult to fully assess as the means of assessment for the desired outcomes was the 2008-09 CAAP Test which did not have enough student participation to provide statistically significant data for an accurate assessment. Also it was difficult to collect data as the outcome was not written in a manner that clarifies any specific elements to be measured.

E-Learning

The assessment of **E-learning** provide helpful information in the assessment process and the means of assessment did provide appropriate information but it is believed that more specific measurements could be added as well as additional outcomes to determine areas that can be developed to further support this service.

Emergency Management Services

The **Emergency Management Services (EMS)** certificates and programs had some lapses in this process that will need to be attended too in order to best assess the needs of these degree programs and their pathway certificates. Within the EMS programs the assessment of the certificates during the 2008-2009 academic year demonstrated that the criteria for the outcomes established for the **emergency medical technician (EMT)** certificate, **fire science technology- level one, and fire science technology- level two** as there were no students or not enough students to accurately assess each. The **fire science technology degree** program was able to meet one of the intended outcomes but it is still questionable as the criteria were not specific for student success for this particular outcome. This program would also benefit from establishing additional outcomes for future assessments that have more specific measurements attached to student success and program objectives. The **EMT – paramedic program** was in the process of initiating its' first class during this time period and did not have enough students to accurately assess this program either. Students in the **EMT** certificate program were moved into the **EMT-paramedic program** during this time as well so an accurate assessment of this program was not possible.

Health, Wellness, and Physical Education

The **Health, Wellness, and Physical Education** assessment provided valuable information, but it does not appear that the means of assessment and criterion for meeting the assigned outcomes were accurate assessments of the desired outcomes as these were both very general in nature. This program would also benefit from establishing additional outcomes for future assessments that have more specific measurements attached to student success and program objectives.

Mathematics

The **Mathematics** assessment was also difficult to fully assess as the means of assessment for the desired outcomes was the 2008-09 CAAP Test which did not have enough student participation to provide statistically significant data for an accurate assessment. This program would also benefit from establishing additional outcomes for future assessments that have more specific measurements attached to student success and program objectives.

Nursing

The assessment of the **Nursing** degree program provided excellent information towards the continual success of this program. However, if there is an area to improve upon in the assessment process it would be to add additional outcomes that are more specific to the SWOCC nursing program as many of the outcomes used in this assessment are generated by the Oregon State Board of Nursing. Setting these more specific program outcomes will help to establish the areas that need improvement to help maintain and build this program.

Teaching and Learning Center

The assessment of the **Teaching and Learning Center** provide helpful information in the assessment process and the means of assessment did provide appropriate information but it is believed that more specific measurements could be added as well as additional outcomes to determine areas that can be developed to further support this service. An example of this would be if the form of assessment continues to be a survey/questionnaire than more specific questions that can be directly related to the outcomes would be necessary or a formula developed that would tie in several questions to general a mean score.

Summary Review

To begin with each of these programs or certificates should be analyzed or formally reviewed for their student learning outcomes and course objectives as well as a current review of the local labor markets to identify more specific needs for each. This process should begin with a course mapping process to determine what each course is actually teaching and where program goals and objectives are being met. This may result in several course changes or the development or elimination of courses as well as combining some courses that have similar curriculums in order to become more efficient and provide support for an actual cost review of programs for further analysis. Further assessment of course outlines would also need to occur during this process to establish a thorough review and implementation of any new changes or corrections to existing course outlines.

It is also believe that a “community” type effort would prove beneficial for all programs. This type of effort would be a collaborative process to share ideas and strategies to help students with retention and to provide the best pathway for student success while providing the high quality programs SWOCC is capable of achieving.

Southwestern Oregon Community College
Allied Health-Medical Aide, Medical Assistant, Medical Clerical, Pharmacy Technician, Phlebotomy, Rural Health Aide
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	By re-establishing the medical clerical certificate program, this program could be developed into an online program. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Consider adding the statewide program Spanish Healthcare Interpreter Training Program (http://www.ohsu.edu/ahec/home/shipflyer_2.pdfor at least initially a Spanish medical terminology course. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	Establish a career planning center to assist students with developing their personal career paths and providing support for career preparation. At the end of each term, create a file to document facility and equipment needs for our programs and at the end of the year, review these reports to establish a report on the projected needs of our program. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs. Begin to evaluate curriculum and review current process for substitution and waivers for courses as to how they relate to our program requirements and to other possible student outcomes. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence. Create a notebook of scholarship opportunities that will be made available to students as well as a 'Career Folder' for job vacancies

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Reestablish the course objectives and student learning outcomes in order to make appropriate changes so that these programs can provide the opportunities students need to be successful in their chosen academic areas. 1. Review the medical assistant program and medical clerical and create two, one-year certificate programs by making the medical assistant program more of a “back-office” training and the medical clerical certificate into a “front-office” training to better meet the needs of our labor market. When establishing these changes it will also be necessary to upgrade the medical assistant program to meet the national standards so that students can sit for the national exam to become certified medical assistants. 2. Assure that all practicum experiences are evaluated and assessed by current program director or primary instructor. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System. Develop and implement curriculum in order to support new, program accreditation standards regarding emergency planning, trauma and intervention as well as overall community needs or concerns Expand the use of the assessment tools to ensure quality instruction.
	4 **Support student goal attainment and lifelong learning.**	Create a allied health/nursing/healthcare committee to identify appropriate training courses for community members whether for personal or professional purposes. Improve our relationship with institutional services in order to work more cohesively together on student recruitment plans and offer more opportunities for high school students and community members to see our facilities and meet our faculty and staff. Build health and wellness program on campus Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options.
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Continue discussions with Oregon Association for Home Care and other appropriate agencies to determine most effective path for rural health aide and medical aide programs as well any other types of personal caregiver type offerings. Develop a comprehensive professional development plan for full and part-time faculty and staff. Include community service projects that involve environmental and sustainability efforts with our students.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Create a healthcare advisory council that includes the College, area hospital CEO's and their education directors to establish a training cycle for preparing their staff and maintaining appropriate licenses and certifications. This council can also provide support and assist with recognizing innovated ideas for training programs and budget suggestions. Develop a strategy for determining data analysis needs. Research appropriate methods for adding additional faculty and resources for all programs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	Continue to evaluate the appropriate role the college will play in developing these certificates and degree programs for community and district and determine the appropriate steps for planning for future facilities and technologies. Train and recruit necessary faculty to continue to offer the highest quality programs and resources. Create a planning committee to review/evaluate the concept of developing a student/faculty/staff health/wellness center. A review of insurance premium reductions should be included to determine if a health/wellness center would be helpful in reducing insurance costs to the College.
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	Establish or activate advisory committees for each academic area to further engage community members, businesses and agency partnerships to develop these programs and create more learning opportunities through their support. Collaborative effort to provide more appropriate (& necessary) CEU and workshop opportunities to members in our community as well as our local partners while enhancing the academic experience of our students.
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	Identify local area labor needs and request their support in providing diverse activities and events such as offering health fairs for specific, diverse populations; bringing extended, educational opportunities to campus, etc… Develop and implement community outreach plans specific to our department needs as well as those of the institution. After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies

Southwestern Oregon Community College

Computation- Related Instruction
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	Collaboration with transitional education and the math tutoring lab to identify areas in our math courses that often give students the most difficult challenges and those students who are in greatest need of support. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Provide opportunities for faculty to share strategies and ideas with one another. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	Allow the mathematics faculty to be more involved in the tutoring lab and establish a plan for best practices to improve the successful completion rates of students taking math courses. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence.
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Establish a one-credit course/non-credit course taught by math faculty for students who fail one of the mathematics courses to teach them how to take a mathematics class and to assist them in the areas that have been identified as difficult for the student to understand. Expand the use of the assessment tools to ensure quality instruction. Create a series of cross-campus conversations around teaching and learning. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	4 **Support student goal attainment and lifelong learning.**	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Review faculty contracts to determine if a schedule for course offerings can be established to offer more AAOT courses throughout the entire year by staggering the faculty contract periods (Fall – Spring; Winter- Summer; Spring – Fall; Summer-Winter). Begin college-wide conversation to create a clear understanding of educational pathways for all programs of study that articulate with OUS.
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Provide online courses in mathematics courses that would give students the opportunity to complete their AAOT completely online. Include community service projects that involve environmental and sustainability efforts with our students.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Increase the amount of hours available in our online testing center and provide staff to ensure all exams are proctored and held to the highest level of integrity Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	Recruit and train faculty to provide high quality online mathematics courses. .
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	

Southwestern Oregon Community College
Computer Science, Math, and Science-Discipline
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities
Access	**1** **Ensure access to diverse learning opportunities.**	Collaboration with transitional education and the math tutoring lab to identify areas in our math courses that often give students the most difficult challenges and those students who are in greatest need of support. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Provide opportunities for faculty to share strategies and ideas with one another. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	Allow the mathematics faculty to be more involved in the tutoring lab and establish a plan for best practices to improve the successful completion rates of students taking math courses. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence.
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Expand the use of the assessment tools to ensure quality instruction. Create a series of cross-campus conversations around teaching and learning. Establish a one-credit course/non-credit course taught by math faculty for students who fail one of the mathematics courses to teach them how to take a mathematics class and to assist them in the areas that have been identified as difficult for the student to understand. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System.

Core Themes	Strategic Plan Goals	Annual Priorities
	4 **Support student goal attainment and lifelong learning.**	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Begin college-wide conversation to create a clear understanding of educational pathways for all programs of study that articulate with OUS. Review faculty contracts to determine if a schedule for course offerings can be established to offer more AAOT courses throughout the entire year by staggering the faculty contract periods (Fall – Spring; Winter- Summer; Spring – Fall; Summer-Winter).
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Provide online courses in mathematics courses that would give students the opportunity to complete their AAOT completely online. Include community service projects that involve environmental and sustainability efforts with our students.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Increase the amount of hours available in our online testing center and provide staff to ensure all exams are proctored and held to the highest level of integrity Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	Recruit and train faculty to provide high quality online mathematics courses. .
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	

Core Themes	Strategic Plan Goals	Annual Priorities
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Southwestern Oregon Community College
E-Learning
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	Offer all of the courses within the AAOT online. Increase the variety of the courses that are offered online. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Provide opportunities for faculty to share strategies and ideas with one another.
	2 **Provide access to support services for students, staff, and the community.**	Create a pilot program to train faculty on best practices to establish high quality online courses (this could be run along with the Title III Grant). Create a one-credit/non-credit course to teach students how to be successful while taking online classes. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs and online offerings. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence.
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Review current survey used with online students and rewrite key areas that can be better used in assessment to determine areas that need improvement and that can be further enhanced to ensure student success. Expand the use of the assessment tools to ensure quality instruction. Create a series of cross-campus conversations around teaching and learning.
	4 **Support student goal attainment and lifelong**	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Begin college-wide conversation to create a clear understanding of educational pathways for all

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	learning.	programs of study that articulate with OUS. Provide non-traditional and traditional courses online for community members and for professional training
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Develop a comprehensive professional development plan for full and part-time faculty and staff.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Establish a training fund to provide financial incentive during break periods (summer, holiday, spring, etc…) for offering high quality training in order to improve online delivery. Establish a "master online certificate" for faculty wishing to improve the quality of online courses that they offer. Successful completion could allow for an increase in pay for teaching online courses as well as a stipend for completing the training. Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	Provide more training on offering online and hybrid courses to faculty. Set aside time for faculty or department meetings to teach specific skills or uses to faculty for use in teaching online or hybrid courses.
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	Provide non-traditional and traditional courses online for community members and for professional training

Southwestern Oregon Community College
Emergency Management Services
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	Create opportunities for mini workshops on teaching strategies for all faculty within the department and encourage faculty to attend any institutional workshops on teaching and learning. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	At the end of each term, create a file to document facility and equipment needs for our programs and at the end of the year, review these reports to establish a report on the projected needs of our program. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs. Begin to evaluate curriculum and review current process for substitution and waivers for courses as to how they relate to our program requirements and to other possible student outcomes. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence. Create a notebook of scholarship opportunities that will be made available to students as well as a 'Career Folder' for job vacancies
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System. Expand the use of the assessment tools to ensure quality instruction. Develop and implement curriculum in order to support new, program accreditation standards regarding emergency planning, trauma and intervention as well as overall community needs or concerns

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	4 **Support student goal attainment and lifelong learning.**	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Improve our relationship with institutional services in order to work more cohesively together on student recruitment plans and offer more opportunities for high school students and community members to see our facilities and meet our faculty and staff. Build health and wellness program on campus
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Develop a comprehensive professional development plan for full and part-time faculty and staff. Include community service projects that involve environmental and sustainability efforts with our students.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Research appropriate methods for adding additional faculty and resources for all programs. Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	Consider the development or providing leadership to community businesses and agencies to create a emergency disaster planning committee. Increase the number of relevant CEU offerings for community members within our professional areas. Assess the possibility of becoming an American Heart Association (AHA) CPR training center and begin to develop such a center if deemed appropriate.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	Develop and implement community outreach plans specific to our department needs as well as those of the institution. After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Southwestern Oregon Community College
Health, Wellness, and Physical Education
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	Create opportunities for mini workshops on teaching strategies for all faculty within the department and encourage faculty to attend any institutional workshops on teaching and learning. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	At the end of each term, create a file to document facility and equipment needs for our programs and at the end of the year, review these reports to establish a report on the projected needs of our program. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs. Begin to evaluate curriculum and review current process for substitution and waivers for courses as to how they relate to our program requirements and to other possible student outcomes. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence. Create a notebook of scholarship opportunities that will be made available to students as well as a 'Career Folder' for job vacancies
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Expand the use of the assessment tools to ensure quality instruction. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	4 **Support student goal attainment and lifelong learning.**	Review faculty contracts to determine if a schedule for course offerings can be established to offer more AAOT courses throughout the entire year by staggering the faculty contract periods (Fall – Spring; Winter- Summer; Spring – Fall; Summer-Winter). Improve our relationship with institutional services in order to work more cohesively together on student recruitment plans and offer more opportunities for high school students and community members to see our facilities and meet our faculty and staff. Build health and wellness program on campus Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options.
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Develop a comprehensive professional development plan for full and part-time faculty and staff. Include community service projects that involve environmental and sustainability efforts with our students.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Research appropriate methods for adding additional faculty and resources for all programs. Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	
Community Engagement	**8** **Sustain and build strong community, business, and**	

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	agency partnerships.	
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	Develop and implement community outreach plans specific to our department needs as well as those of the institution. After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Southwestern Oregon Community College
Mathematics
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** **Ensure access to diverse learning opportunities.**	Collaboration with transitional education and the math tutoring lab to identify areas in our math courses that often give students the most difficult challenges and those students who are in greatest need of support. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 **Provide access to support services for students, staff, and the community.**	Allow the mathematics faculty to be more involved in the tutoring lab and establish a plan for best practices to improve the successful completion rates of students taking math courses. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs. Begin to evaluate curriculum and review current process for substitution and waivers for courses as to how they relate to our program requirements and to other possible student outcomes. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence. Create a notebook of scholarship opportunities that will be made available to students as well as a 'Career Folder' for job vacancies
Learning and Achievement	**3** **Maintain and develop quality learning opportunities to encourage student success and achievement.**	Establish a one-credit course/non-credit course taught by math faculty for students who fail one of the mathematics courses to teach them how to take a mathematics class and to assist them in the areas that have been identified as difficult for the student to understand. Expand the use of the assessment tools to ensure quality instruction. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	4 **Support student goal attainment and lifelong learning.**	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Review faculty contracts to determine if a schedule for course offerings can be established to offer more AAOT courses throughout the entire year by staggering the faculty contract periods (Fall – Spring; Winter- Summer; Spring – Fall; Summer-Winter). Improve our relationship with institutional services in order to work more cohesively together on student recruitment plans and offer more opportunities for high school students and community members to see our facilities and meet our faculty and staff.
Innovation and Sustainability	**5** **Create the vision and structure for long-term college sustainability and growth.**	Provide online courses in mathematics courses that would give students the opportunity to complete their AAOT completely online. Include community service projects that involve environmental and sustainability efforts with our students.
	6 **Support college growth through appropriate planning, budgeting, and assessment.**	Increase the amount of hours available in our online testing center and provide staff to ensure all exams are proctored and held to the highest level of integrity Research appropriate methods for adding additional faculty and resources for all programs. Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 **Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.**	Recruit and train faculty to provide high quality online mathematics courses. .

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Community Engagement	**8** **Sustain and build strong community, business, and agency partnerships.**	
	9 **Promote and provide opportunities for the community to engage in diverse activities and events.**	After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Southwestern Oregon Community College
Nursing
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** Ensure access to diverse learning opportunities.	Create opportunities for mini workshops on teaching strategies for all faculty within the department and encourage faculty to attend any institutional workshops on teaching and learning. A part-time faculty meeting will be held bi-annually to discuss colleges practices, announcements, and a mini-workshop will be provided to introduce innovative teaching strategies that are considered 'best practices' and are research based. Assess current curriculum for inclusion of diversity topics and then develop appropriate material to add to areas that may need further improvement
	2 Provide access to support services for students, staff, and the community.	At the end of each term, create a file to document facility and equipment needs for our programs and at the end of the year, review these reports to establish a report on the projected needs of our program. Update and make improvements to our website(s) to ensure all students are getting the correct information regarding our academic programs. Begin to evaluate curriculum and review current process for substitution and waivers for courses as to how they relate to our program requirements and to other possible student outcomes. Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence. Create a notebook of scholarship opportunities that will be made available to students as well as a 'Career Folder' for job vacancies
Learning and Achievement	**3** Maintain and develop quality learning opportunities to encourage student success and achievement.	Expand the use of the assessment tools to ensure quality instruction. Consider curriculum and improve academic pathways that are more accessible and transferable to the Oregon University System.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	4 Support student goal attainment and lifelong learning.	Assess student course and scheduling needs and apply data to develop instructional delivery models that maximize student access options. Improve our relationship with institutional services in order to work more cohesively together on student recruitment plans and offer more opportunities for high school students and community members to see our facilities and meet our faculty and staff. Build health and wellness program on campus
Innovation and Sustainability	**5** Create the vision and structure for long-term college sustainability and growth.	Develop a comprehensive professional development plan for full and part-time faculty and staff. Include community service projects that involve environmental and sustainability efforts with our students.
	6 Support college growth through appropriate planning, budgeting, and assessment.	Research appropriate methods for adding additional faculty and resources for all programs. Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.	
Community Engagement	**8** Sustain and build strong community, business, and agency partnerships.	Provide appropriate workshops (credit/CEU'S) to address critical care needs in our community.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	9 Promote and provide opportunities for the community to engage in diverse activities and events.	Develop and implement community outreach plans specific to our department needs as well as those of the institution. After assessing our current Curriculum consider the results of our report to plan a workshop for faculty and staff to further our understanding of our the various cultures within our community and the many differences as well as similarities in order to be a leader in promoting diversity among the SWOCC community.

Southwestern Oregon Community College
Teaching and Learning Center
Institutional Effectiveness Strategic Plan Framework

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
Access	**1** Ensure access to diverse learning opportunities.	Create opportunities for mini workshops on teaching strategies for all faculty within the department and encourage faculty to attend any institutional workshops on teaching and learning. Provide opportunities for faculty to share strategies and ideas with one another.
	2 Provide access to support services for students, staff, and the community.	Hold part-time faculty/staff meetings, improve communication efforts and provide additional learning opportunities for part-time faculty and staff to ensure quality and excellence.
Learning and Achievement	**3** Maintain and develop quality learning opportunities to encourage student success and achievement.	Expand the use of the assessment tools to ensure quality instruction. Create a series of cross-campus conversations around teaching and learning.
	4 Support student goal attainment and lifelong learning.	
Innovation and Sustainability	**5** Create the vision and structure for long-term college sustainability and growth.	Develop a workshop/conference on diversity in the workplace and use as a pilot program to develop into a larger conference that would include the institution and community members.

Core Themes	Strategic Plan Goals	Annual Priorities/Strategies
	6 Support college growth through appropriate planning, budgeting, and assessment.	Develop a strategy for determining data analysis needs. Synchronize the connection linking planning/development to budgeting to assessment.
	7 Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.	Create a pilot program to train faculty on best practices to establish high quality online courses (this could be run along with E-learning).
Community Engagement	**8** Sustain and build strong community, business, and agency partnerships.	
	9 Promote and provide opportunities for the community to engage in diverse activities and events.	Create and promote multicultural activities and support the attendance of community, students and staff. Engage college community in conversations and multicultural experiences.

UR: Assessment Results

Southwestern Oregon Community College

PRES-Athletics

Mission Unit: The mission of the athletic department is to support while at the same time challenge all student/athletes to be successful both in the classroom and on the athletic playing field. The department focuses on each individual student/athlete and challenges them to be helpful members of the community while at the same time be working towards completing a transfer degree, certificate of completion of transferring to a 4-year institution. The departments overall goal is to provide the very best experience possible for the student/athlete so that they may have every opportunity to pursue their own individual aspirations once they have moved on from Southwestern Oregon CC.

Program Review Year: 2011

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
PRES-Athletics - Student/Athlete Academic Support - Support student athletes in achievement of academic goals. **Outcome Types:** Operational **Start Date:** 10/20/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Coaches will track academic progress of all assigned student/athletes for eligibility. **Assessment Method Category:** Student Success **Criterion:** All eligible student/athletes must pass a minimum of 36 credit hours per year	01/27/2012 - 2008-2009 73 student-athletes competed who had passed 36 credit hours the previous year. 2009-2010 70 student-athletes competed who had passed 36 credit hours the previous year. 2010-2010 71 student-athletes competed who had passed 36 credit hours the previous year. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** All student-athletes who compete in their second year of eligibility must complete 36 credits in their previous year. These numbers will be looked at and a focus on retention will help to grow these numbers.	
	Assessment Method: Coaches will track academic progress of all assigned student/athletes for eligibility. **Assessment Method Category:** Student Success **Criterion:** All eligible student/athletes must be enrolled in a minimum of 12 credit hours per term	01/27/2012 - 2008-2009 215 student-athletes were enrolled in a minimum of 12 credit hours per term 2009-2010 212 student-athletes were enrolled in a minimum of 12 credit hours per term 2010-2011 213 student-athletes were enrolled in a minimum of 12 credit hours per term **Result Type:** Criterion Met **Result Year / Status:** 2011-12 Results	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Synthesis and Analysis: All student-athletes must be enrolled in 12 credits during the term of their competition to meet conference guidelines.	
	Assessment Method: Coaches will track academic progress of all assigned student/athletes for eligibility. **Assessment Method Category:** Student Success **Criterion:** All eligible student/athletes will maintain a minimum of a 2.0 grade point average.	01/27/2012 - 2008-2009 73 student-athletes competed who had maintained a 2.0 grade point average during their previous year. 2009-2010 70 student-athletes competed who had maintained a 2.0 grade point average during their previous year. 2010-2010 71 student-athletes competed who had maintained a 2.0 grade point average during their previous year. **Result Type:** Criterion Met **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** All student-athletes who competed in a second year of eligibility must have a 2.0 grade point average per the conference requirements.	
	Assessment Method: Coaches will track academic progress of all assigned student/athletes for completion, graduation or transfer requirements. **Assessment Method Category:** Student Success **Criterion:** Student/athletes will either complete a certificate, graduate or transfer to a 4 year university to continue their education.		
PRES-Athletics - Student/Athlete Satisfaction - Provide quality athletic programs for students. **Outcome Types:** Operational	**Assessment Method:** Student/Athletes will be given an annual coaches/department evaluation to measure their satisfaction with athletic services. **Assessment Method Category:**	01/27/2012 - Questionnaire has been created and will added to the coaches evaluation at the end of each sport season in order to begin and gather data on this assessment method. **Result Type:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Start Date: 10/20/2008 **Outcome Status:** Currently Being Assessed	Survey - Institutional **Criterion:** Level of achievement	Deferred **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** The athletic department has had an evaluation form for student-athletes to complete, but it was specifically focused on the coach. The addition of further questions will help to create a baseline for satisfaction and will cover other aspects of the athletic department not associated with the coach specifically.	
PRES-Athletics - Program Review Summary - Review Year Unit Assessment Overview and Summary Report **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	11/08/2011 - Over the past 3 years the athletic programs at SWOCC have continued to recruit and maintain a stable number of student-athletes. The student-athlete graduation rates and transfer rates remain steady an encouraging, but can always be improved upon. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** It will be the focus of this department to work diligently to provide opportunities to our student-athletes with a single goal in mind: transfer, graduate or obtain a certificate so they are ready to work. The programs that will be discussed to be implemented in the following years will focus on helping our student-athletes achieve their individual goals while also being a part of a community.	03/27/2012 - 2013-14 Learning & Achievement Study lab and resource center for student-athletes in Laker Lodge. Renovate Laker lodge with computers and printers for student-athletes to use and enjoy for study hours or even relaxation time. **Resources Needed:** 5 computer stations and couches for study area. **Budget: Funds Needed:** 4000.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 03/27/2012 - 2014-15 Innovation & Sustainability Create assistant coaching positions for each team with funding coming in the way of stipends, housing or graduate assistant positions with room & board opportunities.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: Funding for stipend and room/board waivers from housing. $2,500 stipend for each team to hire an assistant. **Budget: Funds Needed:** 30000.0000 **Select Planning Year:** 2014-15 **Core Theme Association:** Innovation & Sustainability 03/27/2012 - 2014-15 Access Create a campus tour online for potential student-athletes to view before they make the decision to attend SWOCC. **Resources Needed:** Technology department and SWOCC productions would need to be willing and able to develop short video clips of campus that would normally be looked at during a campus visit. **Select Planning Year:** 2014-15 **Core Theme Association:** Access 03/27/2012 - 2013-14 Community Engagement Develop a working model for "South Coast" high school all-star games in various sports. Focus on inviting high school students to participate in the games on campus in order to introduce them to what we have to offer.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: Uniforms are the main expense for this program and fundraising would be the main source of income to make this program grow. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Community Engagement. 03/27/2012 - 2013-14 Learning & Achievement Develop a position for a full-time academic counselor specifically housed in athletics to advise student -athletes. This could be a position connected with a coaching position for one of the positions that is currently part time. **Resources Needed:** Funding for salary and office space/work area to advise student-athletes. **Budget: Funds Needed:** 40000.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 03/27/2012 - 2013-14 and 2014-15 Innovation and Sustainability It is the goal of the athletic department to have all head coaching positions full time and it would be ideal to begin that process during the 13-14 year by adding a full-time position each

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			year there after. Soccer or volleyball positions would be the focus each year until they are all full-time. **Resources Needed:** Budget from instruction or other departments on campus in order to create full-time positions. **Budget: Funds Needed:** 50000.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 03/27/2012 - 2012-13 Innovation and Sustainability 1. Build a new storage facility for track & field/cross country 2. Build storage facilities for baseball/softball Goal of these new buildings is to provide adequate space to store equipment so the equipment will be best maintained for years to come and also to be able to remove existing storage units that are costly to the institution. **Resources Needed:** Materials to build the buildings. Marshfield HS construction classes are willing and able to do the labor for the buildings. Track and Field storage: $6,000 Softball & Baseball storage: $4,000 **Budget: Funds Needed:** 10000.0000 **Select Planning Year:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			2012-13 **Core Theme Association:** Innovation & Sustainability 03/27/2012 - 2012-13 Learning and Achievement Provide more focused and in-depth training for coaches to improve advising for student athletes. **Resources Needed:** Advising experts will be needed to help better train the coaching staff. **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 03/19/2012 - 2012-13 Access Early course offerings in fall for students arriving in August **Resources Needed:** Classroom and instruction including space and instructors for courses and materials. **Select Planning Year:** 2012-13 **Core Theme Association:** Access 11/08/2011 - 2012-13 Community Engagement Work with student housing to plan a monthly service project for student-athletes to participate and engage in.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2012-13 **Core Theme Association:** Community Engagement.
	Assessment Method: Interim Review		
PRES-Athletics - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Review Year **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

UR: Assessment Results

Southwestern Oregon Community College

AS-Business Services

Mission Unit: To support the College Mission and Strategic Plan by providing financial information while emphasizing the importance of accuracy and timeliness.

Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Business Services - Facilitate the independent retrieval and use of financial information - Facilitate the independent retrieval and use of financial information by all staff to monitor budgets & expenditures to efficiently use college resources. **Outcome Types:** Operational **Start Date:** 11/19/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Business Services Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** Target of 70% of respondents will score an overall average of 3 on a 5 point scale	10/28/2009 - average overall score of 3 achieved on all questions **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Each group had an overall average greater than 3 on scores. 56% of responding staff/faculty has not had any formal training on accessing financial information with the largest group of faculty having 83% in their group. All groups say they are satisfied with the support and information they do receive from business services. **Related Documents:** Survey Results 08-09	10/28/2009 - piloted online processes during spring 09 and fall 09 **Planned Action Updates/Implementation Update:** 04/14/2010 - As of January 2010, implementation of the online system campus wide and paper requests were discontinued. 10/28/2009 - implementing for all staff and faculty winter 10
	Task Name: Business Services User Handbook **Task Description:** Review, revise and disseminate user handbook. **Means of Assessment:** Completion of Task **Criteria and Timeline for Success:** Completion **Task Status:** In-Progress		
	Task Name: Internal Controls Process **Task Description:**		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Review, revise and disseminate business services internal controls. **Means of Assessment:** Completion of Task. Task will be ongoing as internal controls change. **Criteria and Timeline for Success:** Rough draft created. **Task Status:** In-Progress		
AS-Business Services - Produce timely reports - Produce timely reports and information to accurately communicate the fiscal status of the institution. **Outcome Types:** Operational **Start Date:** 11/19/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Business Services Satisfaction and Opinion survey **Assessment Method Category:** Survey - Institutional **Criterion:** Target of 70% of respondents will score an overall average of 3 on a 5 point scale	10/28/2009 - overall average of 3 achieved on all questions **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** overall staff satisfied with services provided by business services. Training on the reports is needed for all staff especially faculty. User ability to access and understand the reports is also needed in the training so the reports are useful. **Related Documents:** Survey Results 08-09	10/28/2009 - staff trainings for pilot online system spring 09 and fall 09. **Planned Action Updates/Implementation Update:** 10/28/2009 - going fully "live" in winter 10.
AS-Business Services - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008	**Assessment Method:** Program Review	04/14/2010 - Business Services processes added to WebAdvisor. Purchasing requests processed online. All financial reports are accessible online. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** More analysis on outcomes.	04/14/2010 - Required training for all staff prior to using WebAdvisor for obtaining financial information and purchasing. Looking at current processes that need updating to work effective and efficiently. **Resources Needed:** Training - Datatel, IRS Additional Staff - due to direct loan requirements and collections and financial work load

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Budget: Funds Needed: 45000.0000 **Internal External Trends:** Direct loans - additional timelines and collection of bad debt being implemented July 2010. 1099 MISC - Health Bill changes form to include all vendors that are for-profit that we purchase over $600 from. Need mass mailing of letter requesting W-9s from all vendors. Assets - want to utilize datatel system to not only track inventory but also calculate depreciation and valuation of assets. Online Purchasing - Current staff trained and operating new online system. Reduced the amount of data entry performed by Business Services Staff. Internal purchasing also electronic via email. Researching implementation of WebAdvisor to be used for outside vendors. E-checks - implement e-checks for AP checks. Get weekly vendors and staff added to receiving e-checks. **Planned Action Updates/Implementation Update:** 04/14/2010 - Multiple staff trainings offerred prior to going live. Planning having an annual training session at in-service for any new staff and reminders for existing staff.
	Assessment Method: Interim Review		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Business Services - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

Southwestern Oregon Community College
Program Review List

Program Reviews Completed List Exhibit

All units completed the program review process in 2008-09 through a paper process. The information was then uploaded into the TracDat software and the triennial review process was reinstituted with 2008-09 as the baseline.

2009-10 Program Reviews Completed

Associate Dean of Learning – Summary for Allied Health, PE, Athletic Training, Emergency Services, Nursing, Math, Science, Engineering

Workforce Development

2010-11 Program Reviews Completed

Admissions and Recruiting

Integrated Technology Services – Lab and Classroom Technology

2011-12 Program Reviews Completed – still in progress for some areas with final completion due by April 15, 2012

AAS – Early Childhood Education

AAS – Welding and Fabrication

Discipline Requirements – Arts and Letters

e-Learning

Financial Aid

Foundational Requirements – Oral Communications

Institutional Research

Related Instruction – Human Relations

UR: Assessment Results

Southwestern Oregon Community College

DISC-Arts and Letters

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
DISC-Arts and Letters - JBAC Enrich quality of life - Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life. **Outcome Types:** Learning **Start Date:** 12/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Conduct a focus group of a sampling of students completing Arts & Letters coursework. **Assessment Method Category:** Focus Group **Criterion:** 75% of students interviewed indicate Arts & Letters coursework contributed positively towards this outcome.	03/31/2012 - No results to date. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Focus groups to be piloted 12/SP.	
DISC-Arts and Letters - JBAC Critical analysis within human experience - Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues. 'Arts and Letters' refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design. **Outcome Types:** Learning **Start Date:** 12/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Conduct a focus group of a sampling of students completing Arts & Letters coursework. **Assessment Method Category:** Focus Group **Criterion:** 75% of students participating indicate Arts & Letters coursework contributed positively towards this outcome.	03/31/2012 - No results to date. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Focus groups to be piloted 12/SP.	
DISC-Arts and Letters - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:**	**Assessment Method:** 2008-09 Program Review Year Summary Report		
	Assessment Method: Program Review	03/31/2012 - 2010-2011: Program Review Summary. Specific SLO have not yet been effectively measured, however, annual reviews	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
07/01/2008 **Outcome Status:** Currently Being Assessed		indicate student success has continued to rise and enrollments have continued to grow. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Student success is high and continuing to rise in excess of 90%, exceeding the targets set by SI-12. Some disciplines are experiencing enrollments limited by capacity and faculty availability while others experience declining enrollments. **Related Documents:** DISC ArtsLetters total grades033012.pdf DISC_Arts_Letters_033012.pdf	03/31/2012 - 2012-2013: Learning and Achievement. Review alignment of course content and assessments with OUS offerings. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 03/31/2012 - 2013-2014: Access. Research demand and limitations of Arts & Letters offerings in Art, Spanish, Journalism, and other disciplines where lack of full-time faculty may be limiting to determine future faculty needs. Maintain qualified pool of part-time faculty to offer needed sections. **Resources Needed:** Maintain Qualified part-time faculty pool and budget **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Access 03/31/2012 - 2012-2013: Access. Research demand and limitations of Arts & Letters offerings in Art, Spanish, Journalism, and other disciplines where lack of full-time faculty may be limiting to

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			determine future faculty needs. Maintain qualified pool of part-time faculty to offer needed sections. **Resources Needed:** Maintain qualified Part-time faculty pool and part-time budget. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Access 03/31/2012 - 2011-2012: Access. Review individual course enrollments to determine part-time faculty needs to expand section offerings when needed. Develop program to promote course options with capacity to students and advisors. **Resources Needed:** Qualified Part-time Faculty pool and maintain part-time budget. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 03/31/2012 - 2012-2013: Learning and Achievement. Research trends in contemporary Arts & Letters coursework to identify potential new courses offering additional options to students.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement
		12/28/2011 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Strategic Planning Spring 2011	01/26/2012 - 2012-13 Learning and Achievement - Speech 1. Pre-requisites for student success **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement
			01/26/2012 - 2013-14 Learning and Achievement - Speech 1. Pre-requisites for student success **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement
			01/26/2012 - 2012-13 Community Engagement - Speech 1. Judge speech tournaments **Select Planning Year:** 2012-13 **Core Theme Association:** Community Engagement.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			01/26/2012 - 2013-14 Community Engagement - Speech 1. Judge speech tournaments **Select Planning Year:** 2013-14 **Core Theme Association:** Community Engagement. 01/26/2012 - 2012-13 Access - Speech 1. Advising Debate team **Select Planning Year:** 2012-13 **Core Theme Association:** Access 01/26/2012 - 2013-14 Access - Speech 1. Advising Debate team **Select Planning Year:** 2013-14 **Core Theme Association:** Access 01/26/2012 - 2011-12 Community Engagement - Speech 1. Judge speech tournaments **Select Planning Year:** 2011-12 **Core Theme Association:** Community Engagement. 01/26/2012 - 2011-12 Learning and Achievement - Speech 1. Pre-requisites for student

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			success **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 01/26/2012 - 2011-12 Access - Speech 1. Advising Debate team **Select Planning Year:** 2011-12 **Core Theme Association:** Access 01/22/2012 - Future Community Engagement - Music 1. Put together a 10 station MIDI studio **Core Theme Association:** Innovation & Sustainability 01/22/2012 - Future Innovation and Sustainability - Music 1. Develop Performance Series (maybe in community) **Core Theme Association:** Innovation & Sustainability 01/22/2012 - Future Access - Muscic 1. Provide more performance opportunities for students (per band, etc) **Core Theme Association:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Access 01/22/2012 - Future Learning and Achievement - Music 1. Hire another full-time tenure track music faculty member **Core Theme Association:** Learning & Achievement 01/22/2012 - 2013-14 Access - Music 1. Recruiting 2. Continue OMEA events 3. Continue developing new music courses **Select Planning Year:** 2013-14 **Core Theme Association:** Access 01/22/2012 - 2013-14 Learning and Achievement - Music 1. Develop new courses in music advanced MIDI & music in media **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2013-14 Innovation and Sustainability - Music 1. Continue purchase of pianos **Select Planning Year:** 2013-14 **Core Theme Association:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Innovation & Sustainability 01/22/2012 - 2012-13 Innovation and Sustainability - Music 1. Implementation of recording certificate **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability 01/22/2012 - 2012-13 Learning and Achievement- Music 1. Develop new courses in music advanced MIDI & music in media **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2012-13 Access - Music 1. Continue OMEA events 2. Develop new music courses **Select Planning Year:** 2012-13 **Core Theme Association:** Access 01/22/2012 - 2012-13 Learning and Ahievement - Music 1. Develop new courses in music advanced MIDI & music in media **Select Planning Year:** 2012-13

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Core Theme Association: Learning & Achievement 01/22/2012 - 2011-12 Community Engagement - Music 1. Continue efforts for festivals, concerts, special venues, Fidelity Fridays, community festivals such as the Clambake **Select Planning Year:** 2011-12 **Core Theme Association:** Community Engagement. 01/22/2012 - 2011-12 Learning and Achievement - Music 1. Develop new courses in music recording techniques and introduction to MIDI (Musical Instrument Digital Interface) **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2011-12 Innovation and Sustainability - Music 1. Write grants for a MIDI (Musical Instrument Digital Interface) studio in Music Department **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			01/22/2012 - 2011-12 Access - Music 1. Get more Oregon Music Educators Association (OMEA) events on campus **Select Planning Year:** 2011-12 **Core Theme Association:** Access 12/28/2011 - Future Planning Innovation and Sustainability-Art 1. Metal art program offered in conjunction with Manufacturing Tech department. **Core Theme Association:** Innovation & Sustainability 12/28/2011 - 2013-14 Innovation and Sustainability-Art 1. Renew the 2-dimensional art instructor position **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 12/28/2011 - 2013-14 Community Engagement-Art No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2013-14 **Core Theme Association:** Community Engagement. 12/28/2011 - 2013-14 Learning and Achievement-Art 1. Offer expanded 2-dimensional art coursework **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 12/28/2011 - 2013-14 Access-Art 1. Continue efforts for Art competitions and Skills Day **Select Planning Year:** 2013-14 **Core Theme Association:** Access 12/28/2011 - 2012-13 Community Engagement-Art No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors **Select Planning Year:** 2012-13 **Core Theme Association:** Community Engagement.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			12/28/2011 - 2012-13 Access-Art 1. Continue efforts for Art competitions and Skills Day **Select Planning Year:** 2012-13 **Core Theme Association:** Access 12/28/2011 - 2012-13 Learning and Achievement-Art 1. Offer digital media and design **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 12/28/2011 - 2012-13 Innovation and Sustainability-Art 1. Add a full-time, tenure track instructor in Digital Media and Design. 2. Research and develop expanded 2-dimensional art curriculum in anticipation of new faculty hiring **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability 12/28/2011 - 2011-12 Community Engagement-Art No new plans - continue efforts of current community engagement activities such as the Visions art competition, Empty Bowls, Celebration of the Arts, and other educational partner endeavors

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2011-12 **Core Theme Association:** Community Engagement. 12/28/2011 - 2011-12 Innovation and Sustainability-Art 1. Research and develop digital media curriculum in conjunction with journalism and CIS departments **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability 12/28/2011 - 2011-12 Access-Art 1. Continue efforts for Art competitions and Skills Day **Select Planning Year:** 2011-12 **Core Theme Association:** Access
	Assessment Method: Interim Review		
DISC-Arts and Letters - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2011 **Outcome Status:**	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		
	Assessment Method: Compile, review and assess program enrollment data.	03/31/2012 - 2010-2011: Enrollments in Arts and Letters courses increase 4% from previous year, exceeding overall enrollment trend.	03/31/2012 - Continue to monitor.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Currently Being Assessed	**Assessment Method Category:** Enrollment **Criterion:** Maintain program enrollment	**Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Currently meeting students needs however some areas may be limited by available faculty. **Related Documents:** DISC_Arts_Letters_033012.pdf	**Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Access
	Assessment Method: Review and analyze class section enrollments for efficiency of delivery. **Assessment Method Category:** Enrollment **Criterion:** Maintain average section size of at least 75% of recommended capacity.	03/31/2012 - Though not all Arts & Letter offerings are enrolled to the desired level, most are maintaining enrollments consistently or have met desired goal. **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Several areas are limited by capacity, including Art, Philosophy, and first year Spanish offerings. Most Music and English sections have excess capacity similar to historic records.	03/31/2012 - Develop program to better inform students and advisers of available Arts & Letters course options. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Access
	Assessment Method: Compile, review and analyze student grades as a measure of overall student achievement. **Assessment Method Category:** Student Success **Criterion:** At least 75% of all transfer students earn a C or better in Arts & Letters courses.	03/31/2012 - 2010-2011: The number of students earning a C or better grew to 93%, a 5% increase from previous year. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Though this level of achievement is commendable, it would be prudent to review course content and assessments to ensure alignment with the expectations of OUS offerings.	03/31/2012 - 2011-2012: Learning and Achievement. Begin process to review Arts & Letters course content and assessments to ensure alignments with the expectations of OUS offerings. Review student achievement in individual courses as well. **Resources Needed:** None, part of program maintenance. **Budget: Funds Needed:** 0.0000

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2011-12 **Core Theme Association:** Learning & Achievement

UR: Assessment Results

Southwestern Oregon Community College

SS-Talent Search/UB/Gear Up

Mission Unit: Identify qualified youths with potential for education at the post secondary level and encourage them to complete secondary school and undertake a program of secondary education.

Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
SS-Talent Search/UB/Gear Up - Secondary School Promotion - Assure non-senior secondary school participants are promoted to the next grade level. **Outcome Types:** Operational **Start Date:** 10/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review Transcripts each fall. **Assessment Method Category:** Transcript Review - High School **Criterion:** 97% will be promoted to the next grade level at the end of each academic year.	04/16/2010 - Talent Search Satellite (TSS) 100% of students were promoted to the next grade. Talent Search Central (TSC) 99.5% of students were promoted ot the next grade. This is not an objective of Upward Bound so statistics are not kept. **Result Type:** Annual Program Data **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Although the majority of our target school automatically promote students, North Bend High School is the exception. We have recently developed a spread sheet to track the matriculation of all students, as their transcripts arrive.	04/16/2010 - The results are discussed at staff meetings, year end wrap up and annual TS in-service.
SS-Talent Search/UB/Gear Up - Secondary School Graduation - Assure high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency. **Outcome Types:** Operational **Start Date:** 10/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Verify each fall with the individual high schools that the students graduated or received a GED **Assessment Method Category:** Participation **Criterion:** Graduation or GED rate of 85%	04/16/2010 - TSC had a graduation rate of 96.1% TSS had a graduation rate of 99.3% Upward Bound had a graduation rate of 100% **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Final transcripts are collected and then tracked on a spread sheet. **Related Documents:** Bandon2009 DATA.mdb Brookings2009 DATA.mdb Coquille2009 DATA.mdb	04/16/2010 - This information is disseminated to the program specialists. The information helps in coordinating services to the students.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Gold Beach2009 DATA.mdb MHS2009 DATA.mdb MyrtlePoint2009 DATA.mdb NBHS2009 DATA.mdb Pacific2009 DATA.mdb Powers2009 DATA.mdb Reedsport2009 DATA.mdb Upward Bound 2009.accdb	
SS-Talent Search/UB/Gear Up - Access to Financial Assistance - Assure high school students complete financial assistance applications **Outcome Types:** Operational **Start Date:** 10/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Verify each fall through www.fafsa.ed.gov or individual institutions **Assessment Method Category:** Participation **Criterion:** 80% of the participants have applied for financial aid	04/16/2010 - TSC-80.7% of 2009 graduates completed financial aid applications. TSS-89% of 2009 graduates completed financial aid applications. This is not an objective for Upward Bound **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Information was collected from www.fafsa.ed.gov and post secondary **Related Documents:** Bandon2009 DATA.mdb Brookings2009 DATA.mdb Coquille2009 DATA.mdb Gold Beach2009 DATA.mdb MHS2009 DATA.mdb MyrtlePoint2009 DATA.mdb NBHS2009 DATA.mdb Pacific2009 DATA.mdb Powers2009 DATA.mdb Reedsport2009 DATA.mdb	
SS-Talent Search/UB/Gear Up - College Application Completion - Assure High School seniors are completing and submitting College Applications.	**Assessment Method:** Verify each fall through individual institutions and the National Student Clearinghouse	04/16/2010 - TSS-92% of 2009 graduates completed and submitted college applications TSC-87.5% of 2009 graduates completed and submited college applications.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Types: Operational **Start Date:** 10/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method Category:** Participation **Criterion:** 80% of the participants have applied for College admission	This is not an objective for Upward Bound **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The National Student Clearinghouse and post secondary institutions provided documentation.	
SS-Talent Search/UB/Gear Up - Postsecondary Education Admissions - Assure that high school seniors will enroll in a program of postsecondary education during the fall term following graduation. **Outcome Types:** Operational **Start Date:** 10/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Verify through individual institutions and the National Student Clearinghouse **Assessment Method Category:** Enrollment **Criterion:** 65% of the participants enroll	04/16/2010 - TSC-68.2% of 2009 graduates enrolled in a program of postsecondary education during fall term following graduation. TSS-81% of 2009 graduates enrolled in a program of postsecondary education during fall term following graduation. UB-70% of 2009 graduates enrolled in a program of postsecondary education during fall term following graduation. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** The National Student Clearinghouse and Postsecondary institutions provided documentation on enrollment. **Related Documents:** Bandon2009 DATA.mdb Brookings2009 DATA.mdb Coquille2009 DATA.mdb Gold Beach2009 DATA.mdb MHS2009 DATA.mdb MyrtlePoint2009 DATA.mdb NBHS2009 DATA.mdb Pacific2009 DATA.mdb Powers2009 DATA.mdb Reedsport2009 DATA.mdb	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Upward Bound 2009.accdb	
SS-Talent Search/UB/Gear Up - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	04/16/2010 - TSC-All goals and objectives for Talent Search Central were met and in most cases exceeded. TSS-All goals and objectives for Talent Search Central were met and in most cases exceeded. UB-All goals and objectives for Upward Bound were met and in most cases exceeded. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** TSS-TSC-UB all use a web based data base for information collection and reporting. This data base is augmented by excel and access spread sheets.	04/16/2010 - The staff of each program meet with the individual programs bi monthly during the academic year. All staff meet bi monthly. Progress towards meeting goals and objectives is shared and strategies are developed to insure the goals and objectives will be met. **Resources Needed:** For the past 7 years our program has been flat funded. During this time salaries at our institution have risen, reducing our overall operational budgets and reducing monies available for participant and staff travel as well as other needed services.
	Assessment Method: Interim Review		
SS-Talent Search/UB/Gear Up - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

UR: Assessment Results

Southwestern Oregon Community College

WCD-Events

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
WCD-Events - Coordinate facility usage - Coordinate quality facility usage for the community, college, workforce and cultural events. **Outcome Types:** Operational **Start Date:** 10/16/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Facility Usage Survey **Assessment Method Category:** Survey - Institutional **Criterion:** Establish baseline of satisfaction of services	11/12/2009 - Defer to 2009-2010 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Given the restructuring of this department this survey will be created in 2009-2010.	11/12/2009 - FUG group will create survey.
	Task: Policy and Procedure Manual **Description:** FUG Group is developing a policy and procedure manual for facility usage. **Means of Assessment:** Completion of policy and procedures manual. **Criteria and Timeline for Success:** Completion by Fall 2010 **Task Status:** In-Progress		
WCD-Events - Provide event support - Provide opportunities to support community events through college and community sponsored in kind services. **Outcome Types:** Operational **Start Date:** 10/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** 2008-2009 In-Kind Excel Spreadsheet and user report. **Assessment Method Category:** Participation **Criterion:** Establish baseline	11/10/2009 - 2008 Established baseline of % of all users received in-kind services **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Baseline created using 2008-2009 reports. Target expectation levels will be set for future years. **Related Documents:** FY2009 Room Res Report FY2009 IN-KIND SERVICE.xlsx	11/12/2009 - 2008-09 Baseline Total Revenue: $8,782.50 In-Kind Support: $7,495.00 Total Revenue and In-kind: $16,277.50 Total Contracted Reservations Unduplicated: 69 In-kind Reservations Supported: 21 Paid Reservations: 51 Contracted and Room Reservations: 3577 **Review Year Report Only:** **Internal External Trends:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			Established baseline as noted above. Goal is to increase revenue for contracted reservations and provide a similar amount of in-kind support to the community for contracted reservations. Economic situation may result in fewer contracted reservations. Deferred maintenance projects may impact the ability to provide facilities for contracted reservations. **Implementation Status:** 11/12/2009 - Updated new assessment plan on 11/12/09.
	Assessment Method: In-Kind Services Excel Spreadsheet **Assessment Method Category:** Unit Reports **Criterion:** % of users will receive in-kind services.		
	Assessment Method: User Reports **Assessment Method Category:** Unit Reports **Criterion:** Provide the Community with % of in-kind support as compared to facility revenue.		

UR: Assessment Results

Southwestern Oregon Community College

EM-Financial Aid

Mission Unit: To offer excellent customer service while providing services that support academic success and access to financial assistance.

Program Review Year: 2011

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
EM-Financial Aid - FA Access and Information - Support student access to all financial aid assistance and information **Outcome Types:** Operational **Start Date:** 10/24/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Financial Aid Award Acceptance **Assessment Method Category:** Enrollment **Criterion:** 100% of all financial aid students accept their awards online	11/30/2011 - All student's have access to award information online. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Utilizing the options in WebAdvisor, student's are now able to view awards online.	
		11/30/2011 - Did not implement. **Result Type:** Deferred **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Product was eliminated from Sallie Mae, and we were unable to find another product. No budget for Datatel product.	
		05/06/2010 - Did not implement. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Because of the economic climate, no funding was approved to implement an online award letter. We continue to send a paper official award letter to all students.	
		08/18/2009 - Because of budget implications, we were not approved to invest in an online award letter. Postponed 08-09 and will try again 09-10.	08/18/2009 - Budget again for next year.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Result Type: Behind Schedule **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred to next year	
	Assessment Method: Compare amount of file complete letters sent **Assessment Method Category:** Enrollment **Criterion:** Increase the file complete rate by 10%.	11/30/2011 - Increased file complete rate by 45% over 2009-2010. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Disclaimer: We changed the way we reported this data for the 10-11 academic year, so results may not be as high as noted but should be very close. **Related Documents:** File Complete via Award Ltr 10-11	
		11/30/2011 - Increased File completes by 13% over 2008-2009 academic year results. **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Tried to streamline the process by eliminating some paperwork requirements. **Related Documents:** File Complete Report 09-10	
		05/06/2010 - Increased file completes by 16% over 2007-2008 data. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** We were more on top of our reminder	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		letters and utilized email in an attempt to get students to complete their files. **Related Documents:** FODFRR 2007-2008 FEDFRR 2008-2009	
	Assessment Method: Colleague reports tracking communications sent **Assessment Method Category:** Enrollment **Criterion:** Increase email communications by 50%.	11/30/2011 - Did not implement. **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Chose to combine and eliminate several letters this academic year in preparation for going to email during 11-12.	
		11/30/2011 - Did not begin converting letters to email. **Result Type:** Deferred **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Deferred until 2010-2011.	
		05/06/2010 - Did not implement. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** A surprise increase in FAFSA's and staff situations left little time for implementing this change in communication. We have begin implementing this for the 2010-2011 academic year.	
EM-Financial Aid - Policies and Procedures - Ensure policies and procedures provide access to financial assistance	**Assessment Method:** Track aid withheld data recorded in excel **Criterion:** Reduce number of aid withheld petitions by	11/30/2011 - Reduced aid withheld students by 23%. **Result Type:** Criterion Met	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Types: Operational **Start Date:** 10/24/2008 **Outcome Status:** Currently Being Assessed	25%.	**Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Created the "First term warning" system since all first time petitions were approved. Allowed for better access for students with only one bad term in history and reduced our petitions by 23%. **Related Documents:** Aid Withheld 10-11	
		11/30/2011 - Aid withheld petitions actually increased by 13%. **Result Type:** Deferred **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** No large changes were made to how we processed Satisfactory Academic Progress in the 09-10 academic year, so we technically deferred to 10-11. **Related Documents:** Aid Withheld 09-10	
		05/06/2010 - Reduced aid withheld petitions by 5%. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Due to the economy, and unexpected number of returning students applied for financial aid. Many had prior academic progress issues, which increased our expected petitions for the year. We established the percent decrease by comparing the ratio of petitions to number of letters sent.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Related Documents: FDSAPD 2007-2008 FDSAPD 2008-2009	
EM-Financial Aid - Excellent Student Services - Provide excellent services to students applying for and receiving financial assistance **Outcome Types:** Operational **Start Date:** 10/24/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Graduation survey **Assessment Method Category:** Survey - Institutional **Criterion:** 25% or less of students indicating Financial aid services need improvement	12/01/2011 - 2008-2009: 61% 2009-2010: 66% 2010-2011: 67% **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** This percentage has continued to increase due to an influx of FAFSAs, staffing turnover, and management information systems. A new system will be implemented in 2012-2013, which should bring the percentage back down. Refer to specific planned actions in the program review results.	
	Assessment Method: Financial Aid Survey (is this asked in the First Stop Survey? Check with IR) **Assessment Method Category:** Enrollment **Criterion:** Suggested: Students will rate satisfaction of services a 3 on a 5 point scale.	12/01/2011 - Direct student contact was moved to Student First Stop. **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Results from this survey are not specific to Financial Aid but are shared with Student First Stop. See Student First Stop's assessment for more information. Choosing to defer this until 12-13 academic year. Will use the institutional survey as a measurement starting 2012-2013.	
	Assessment Method: CCSSE survey **Assessment Method Category:**	12/01/2011 - The scores overall lead to a need for improvement in our customer service. Setting criteria for 2014 CCSSE from this survey.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Survey - National **Criterion:** Goal for Frequency: 2.5 Goal for Satisfaction: 2.3	Frequency is currently 1.91. Satisfaction is currently 1.8. Importance is currently 2.48. **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Goal for Frequency: 2.5 Goal for Satisfaction: 2.3 Importance: not part of criteria but will be monitored. Not something we can control, as it is based upon personal needs by students. **Related Documents:** 2011 CCSSE Results	
EM-Financial Aid - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	01/07/2012 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Strategic Planning Spring 2011	01/07/2012 - Future Planning Innovation and Sustainability 1. Utilize a completely integrated imaging system for financial aid processing. **Core Theme Association:** Innovation & Sustainability 01/07/2012 - Future Planning Access 1. Utilize a completely integrated imaging system for financial aid processing. **Core Theme Association:** Access 01/07/2012 - Future Planning Community Engagement 1. Offer financial literacy

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			workshops to community **Core Theme Association:** Community Engagement. 01/07/2012 - Future Planning Learning and Achievement 1. Teach as part of an HD 100 or other Human Development course for financial literacy and financial aid. **Core Theme Association:** Learning & Achievement 01/07/2012 - 2013-14 Learning and Achievement 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work -study and Student loans. **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 01/07/2012 - 2013-14 Community Engagement 1. Communicate deadlines to community 2. Host College Goal Oregon. 3. Present at district high schools **Select Planning Year:** 2013-14 **Core Theme Association:** Community Engagement.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			01/07/2012 - 2013-14 Innovation and Sustainability 1. Allow for students to complete all paperwork online, creating a paperless workflow. **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 01/07/2012 - 2013-14 Access 1. Allow for students to complete all paperwork online, creating a paperless workflow. **Select Planning Year:** 2013-14 **Core Theme Association:** Access 01/07/2012 - 2012-13 Access 1. Use new portal for student?s financial aid access. 2. Continue using automated/rules-based FAFSA import. 3. Automate Satisfactory Academic Progress. **Select Planning Year:** 2012-13 **Core Theme Association:** Access 01/07/2012 - 2012-13 Learning and Achievement 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work-study and Student loans.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2012-13 **Core Theme Association:** Learning & Achievement --- 01/07/2012 - 2012-13 Innovation and Sustainability 1. Move all communications to email using new SIS to eliminate paper and postage costs completely. **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability --- 01/07/2012 - 2012-13 Community Engagement 1. Communicate deadlines to community 2. Host College Goal Oregon. 3. Present at district high schools **Select Planning Year:** 2012-13 **Core Theme Association:** Community Engagement. --- 01/07/2012 - 2011-12 Learning and Achievement 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work -study and Student loans. **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			01/07/2012 - 2011-12 Access 1. Create entire online application process. 2. Utilize rule-based computing to evaluate FAFSAs upon retrieval. 3. Eliminate barriers that exist in the Satisfactory Academic Progress policy. 4. Eliminate several barriers related to verification of student files. **Select Planning Year:** 2011-12 **Core Theme Association:** Access
			01/07/2012 - 2011-12 Innovation and Sustainability 1. Move nearly all letters to email to reduce paper and postage costs. **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability
			01/07/2012 - 2011-12 Community Engagement 1. Communicate deadlines to community 2. Host College Goal Oregon. 3. Present at district high schools **Select Planning Year:** 2011-12 **Core Theme Association:** Community Engagement.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		12/01/2011 - We achieved several of our outcomes, but there were also several that were not met due to some unforeseen changes in the economy, increase in number of FAFSAs, types of students and campus technology options. Some outcomes were deferred until later years. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** We were able to achieve our outcomes regarding increasing file completes. We got the word out to the public about financial aid application deadlines using several different methods. We also started eliminating some of the paperwork bottlenecks. Streamlining our paperwork process is a key goal each year now and something to always improve upon. Our goal of allowing students to accept awards online turned out to not be a realistic goal with the changes in the student lending industry. The company we were going through eliminated their service, and we were unable to find any other options for online award letters. We were able to implement some basic award viewing utilizing our WebAdvisor system, but it is in no way as robust as we had hoped. Converting paper letters to email was put on the back burner because of the mass influx of FAFSAs we began receiving starting 2008-2009. We were not prepared for the mass amount of students applying for aid, and our processes at the time created huge bottlenecks. We slowly switched some communications over to email, but our overall goal wasn't met.	03/16/2012 - 2014-2015 Community Engagement: 1. Develop Financial Literacy fair on campus for entire community. **Resources Needed:** Staff time Food budget ($5000) **Budget: Funds Needed:** 5000.0000 **Internal External Trends:** Credit card debt, mortgage debt, and student loan debt continue to be the focus in the news and at the stress of most households. Collaborating with local financial institutions (ie. banks, non-profit services, etc) to build a fair focusing around a healthy financial household. **Select Planning Year:** 2014-15 **Core Theme Association:** Community Engagement. 03/16/2012 - 2014-2015 Innovation & Sustainability: 1. Develop electronic method for students to assess courses needed to progress towards graduation and remain within the 150% credit limit for financial aid. **Resources Needed:** Software options (on notebook in office from FA meeting Feb. 2012) **Budget: Funds Needed:** 15000.0000 **Internal External Trends:** Community college students are

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		We were able to begin to overhaul our SAP policy and established some new rules that would allow for students to have more flexibility. Because of the massive influx of FAFSAs, direct student contact was moved out to the Student First Stop. This allowed the staff in Financial Aid more time for processing student applications, but we were no longer working directly with students. We will be defining what excellent services means for the Financial Aid Office for future assessments.	increasingly not progressing toward graduation, which also causes them to run into the 150% rule for financial aid (aka. making Pace). With the inception of the 600% Pell rule, students must have a better handle on their educational goals. There are several software options available to schools to help with this. **Select Planning Year:** 2014-15 **Core Theme Association:** Innovation & Sustainability 03/16/2012 - 2014-2015 Learning & Achievement: 1. Create "Student Success" workshops. These workshops would be held in varying places such as Student Housing, Hales Center Lobby, etc. and would be times when Student service representatives (advising, First Stop, financial aid, housing, student activies, etc) would be available to answer questions and counsel about Southwestern. **Resources Needed:** Staff time from several departments. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Student's often say, "But no one told me!" This opportunity for learning will be a way to offer students another time (in their environment) to ask the questions they haven't asked or asked before

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			and need clarification. **Select Planning Year:** 2014-15 **Core Theme Association:** Learning & Achievement --- 03/16/2012 - 2014-2015 Access: 1. Develop new communication methods, such as text messaging, Facebook, etc., to assist student's applying for and receiving Financial Aid. **Resources Needed:** IT Staff time **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Students are expecting more instant gratification with the inception of technology. Developing mulitiple methods for communicating safely about their financial aid, will increase access substantially. **Select Planning Year:** 2014-15 **Core Theme Association:** Access --- 03/16/2012 - 2013-2014 Community Engagement: 1. Financial literacy workshops to community. **Resources Needed:** Staff time **Budget: Funds Needed:** 0.0000 **Internal External Trends:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			This is another opportunity for us to build goodwill and increase communication with the community. **Select Planning Year:** 2013-14 **Core Theme Association:** Community Engagement. 03/16/2012 - 2013-2014 Innovation & Sustainability: 1. Allow for students to complete all paperwork online, creating a paperless workflow utilizing Nolij scanning. **Resources Needed:** 1. Nolij scanning software (purchased by college already) **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Using a more seamless process helps students get their paperwork in more timely and with less mistakes. Using scanning software will also enhance the physcial space in the financial aid office and storage areas. **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 03/16/2012 - 2013-2014 Learning & Achievement: 1. Have qualified staff teach as part of an HD 100 or other Human Development course for financial literacy and financial aid.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: 1. Staff time. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Our staff needs to get out and connect with students. This serves as an opportunity to teach applicable financial aid information to our students in developmental courses. Some of the courses already have financial aid embedded in their syllabi, but having a real financial aid representative present that portion, would be more effective. **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement --- 03/16/2012 - 2013-2014 Access: 1. Allow for students to complete all paperwork online, creating a completely paperless workflow. **Resources Needed:** 1. JICS portal with special portlets. (IT staff time) **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Students have always wanted WebAdvisor to be an inclusive tool for their education, and it just never lived up to that. JINCS is the portal for Jenzabar (the college's new student information system). It has a much more intuitive design and will hopefully be loved by the students.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2013-14 **Core Theme Association:** Access 03/16/2012 - 2012-2013 Community Engagement: 1. Create Federal Work-study positions in the community. **Resources Needed:** Staff time **Budget: Funds Needed:** 0.0000 **Internal External Trends:** The Department of Education requires that we use 7% of federal work-study award funds for community service. We currently meet this requirement with on-campus positions, but we really need to move these positions to the community. Connections with local schools and non-profits will begin. **Select Planning Year:** 2012-13 **Core Theme Association:** Community Engagement. 03/16/2012 - 2012-2013 Innovation & Sustainability: 1. Move all communications to email using PowerFaids to eliminate paper and postage costs completely. **Resources Needed:** Addressed under Access 2012- **Budget: Funds Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			0.0000 **Internal External Trends:** Continuing with the path of eliminating the costs of printing and mailing. **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability --- 03/16/2012 - 2012-2013 Learning & Achievement: 1. Offer additional Financial Aid workshops including debt management, credit and other financial literacy topics. **Resources Needed:** 1. Staff time. 2. SALT default management and financial literacy software. ($5,000) **Budget: Funds Needed:** 5000.0000 **Internal External Trends:** The topic of debt is what is on the minds of most families in America, and is top of the list of worries for our students. Over the last three years, more students have been taking out loans and taking out larger loans that in the past. Southwestern's cohort default rate has also risen significantly during this time. SALT manages all our student loans via NSLDS and communicates with the students throughout school and up to three years after graduating or stopping out. SALT also offers a complete financial literacy learning tool via

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Moodle and offers a job and scholarship search services. **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement 03/16/2012 - 2012-2013 Access: 1. Use new portal for student financial aid access. 2. Continue using automated/rules-based FAFSA import. 3. Automate Satisfactory Academic Progress. **Resources Needed:** 1. Need 7th Powerfaids license. ($12,500) 2. JICS student portal. (Purchased by college) **Budget: Funds Needed:** 12500.0000 **Internal External Trends:** The office has been charged with streamlining the financial aid process. Students continually complain that they want their funding quicker. **Select Planning Year:** 2012-13 **Core Theme Association:** Access 03/16/2012 - 2011-2012 Community Engagement: 1. Representing Financial Aid at more on-campus and off-campus meetings. **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Staff time **Budget: Funds Needed:** 0.0000 **Internal External Trends:** With the pressures of increasing FAFSAs, the staff in financial aid have been less involved with other departments or institutions. Having those connections is vital for staff to feel connected and to increase communication and workflow throughout the college. **Select Planning Year:** 2011-12 **Core Theme Association:** Community Engagement. --- 03/16/2012 - 2011-2012 Innovation & Sustainability: 1. Move all letters (award and SAP) to email to reduce paper and postage costs. **Resources Needed:** None. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Letters have become less effective for many reasons. Student's consistently do not update their addresses. Student's are more used to electronic means of communication. The college budget required us to become more innovative in saving money. The college asked that we find ways to become more sustainable (green). **Select Planning Year:** 2011-12

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Core Theme Association: Innovation & Sustainability --- 03/16/2012 - 2011-2012 Learning & Achievement: 1. Offer Financial Aid workshops regarding several Financial Aid programs, specifically Federal Work -study and Student loans. **Resources Needed:** None. **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Because of the complex nature of federal aid, it is becoming more and more important to more one-on-one or group events. This environment allows for students/staff to ask questions and get specific feedback. **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement --- 12/01/2011 - 2011-2012 Access: 1. Create entire online application process. 2. Utilize rule-based computing to evaluate FAFSAs upon retrieval. 3. Eliminate barriers that exist in the Satisfactory Academic Progress policy. 4. Eliminate several barriers related to verification of student files. **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			1. New Financial Aid management software. Powerfaids 7 licenses. ($65,000) 2. Individual scanners for 3 staff. ($600) **Budget: Funds Needed:** 65600.0000 **Internal External Trends:** Changing to a new student information information system, which is far less in cost for the institution and much more intuitive and simple to use for staff. **Select Planning Year:** 2011-12 **Core Theme Association:** Access **Planned Action Updates/Implementation Update:** 03/16/2012 - 2. Installed and configured new Powerfaids software for 12-13 FAFSAs. Used the robust database and rule system to develop communications based entirely upon what student's answered on the FAFSA.
	Assessment Method: Interim Review		
EM-Financial Aid - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:**			

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
07/01/2009 **Outcome Status:** Currently Being Assessed			

UR: Assessment Results

Southwestern Oregon Community College

FOUND-Oral Communication

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
FOUND-Oral Communication - JBAC Ethical Communication - Engage in ethical communication processes that allow people to accomplish goals. **Outcome Types:** Learning **Start Date:** 03/06/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** In course exam that includes ethical communication processes. **Assessment Method Category:** Embedded Course Assessment **Criterion:** Students who earn a grade of 70% or better on the test relating to ethical communication will have achieved this outcome.	03/31/2012 - 2010-2011: Learning and Achievement. No data available. Individual assessment was not recorded in data system. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Last year the mechanism to collect and store data on individual course assessments was developed and piloted but was not available for general use. Overall student achievement indicates that 79% of AAOT students successfully complete their Foundational Speech course in 2010-2011 which incorporates assessment of this student learning outcome. **Related Documents:** FOUND Oral Comm Grades_033012.pdf	03/31/2012 - Develop, deliver, and record in course assessment measuring ethical communication. **Resources Needed:** None **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement
FOUND-Oral Communication - JBAC Responsiveness - Respond to the needs of diverse audiences and contexts **Outcome Types:** Learning **Start Date:** 03/06/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Evaluated by their course peers on their effectiveness in working within the group. **Assessment Method Category:** Peer Evaluation **Criterion:** Earn an average of at least 12 points on the peer evaluation form.	03/31/2012 - 2010-2011: Learning and Achievement. No data available. Individual assessment was not recorded in data system. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Last year the mechanism to collect and store data on individual course assessments was developed and piloted but was not available for general use. Overall student achievement indicates that 79% of AAOT	03/31/2012 - Develop, deliver, and record in course assessment measuring ethical communication. **Resources Needed:** None **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		students successfully complete their Foundational Speech course in 2010-2011 which incorporates assessment of this student learning outcome. **Related Documents:** FOUND Oral Comm Grades_033012.pdf	
FOUND-Oral Communication - JBAC Relationships - Build and manage relationships. **Outcome Types:** Learning **Start Date:** 07/01/2010 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Overall transfer student success in Foundational Speech courses. **Assessment Method Category:** Student Success **Criterion:** 75% of AAOT students earn a C or better in selected Foundational Speech course.	03/31/2012 - 2010-2011: Learning and Achievement. 79% of transfer students successfully completed their Foundational Speech course in 2010-2011. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Overall student achievement indicates that 79% of AAOT students successfully completed their Foundational Speech course in 2010-2011 which incorporates assessment of this student learning outcome. **Related Documents:** FOUND Oral Comm Grades_033012.pdf	03/31/2012 - Continue to monitor. **Resources Needed:** None **Budget: Funds Needed:** 0.0000
FOUND-Oral Communication - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008	**Assessment Method:** Program Review	03/31/2012 - 2010-2011: Student achievement and enrollments criterion have been met. Continued development of SLO means of assessment required. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Enrollments in Foundational Speech courses has continued to grow but not to the	03/31/2012 - 2013-2014: Learning & Achievement. Develop and pilot new, contemporary communications coursework.. **Resources Needed:** Release time and/or stipends as faculty compensation **Budget: Funds Needed:** 5000.0000 **Select Planning Year:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		degree as experienced in the number of AAOT majors. In part, this may be influenced by the decline in other populations served by these courses, however, with the high fill rate, access may be limiting enrollments at this time. **Related Documents:** si_2_yearend_201011.pdf FOUND Oral Comm Grades_033012.pdf	2013-14 **Core Theme Association:** Learning & Achievement --- 03/31/2012 - 2012-2013: Learning & Achievement. Research trends in contemporary communications coursework to identify potential new courses offering additional options to students. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Learning & Achievement --- 03/31/2012 - 2011-2012: Learning & Achievement. Review alignments of Foundational Speech courses with OUS school offerings. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement --- 03/31/2012 - 2013-2014: Access. Closely monitor enrollments. Assess faculty needs to meet demands. Maintain part-time pool.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: Maintain part-time faculty pool and part-time faculty budget. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Access 03/31/2012 - 2012-2013: Access. Closely monitor enrollments. Assess faculty needs to meet demands. Maintain part-time pool. **Resources Needed:** Maintain part-time pool and part-time faculty budget. **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Access 03/31/2012 - 2011-2012: Access. Closely monitor demand for Foundational speech courses. Maintain a part-time pool of qualified faculty to enable additional sections to meet demands. **Resources Needed:** Maintain pool of qualified part-time faculty and associated part-time faculty budget. **Budget: Funds Needed:** 0.0000

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Planned Action Updates/Implementation Update: 03/31/2012 - Adjunct faculty position converted to tenure-track position.
FOUND-Oral Communication - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** 2009-10 Program Annual Strategic Plan Summary Report		
	Assessment Method: 2010-11 Program Annual Strategic Plan Summary Report		
	Assessment Method: Compile, review, and Assess Program Enrollment data. **Assessment Method Category:** Enrollment **Criterion:** Maintain Program Enrollment	03/31/2012 - 2010-2011: 521 AAOT students enrolled in Foundational Speech courses during 2010 academic year which exceeded prior year enrollments. **Result Type:** Access **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** The enrollment of 521 AAOT students demonstrated a 3% increase from the 2009 academic year. Since AAOT majors notably more than 3% over the same time period, a need may arise for additional course availability in next academic year. **Related Documents:** FOUND Oral Comm Grades_033012.pdf si_2_yearend_201011.pdf	03/31/2012 - Closely monitor enrollments; maintain part-time faculty pool to instruct additional sections as needed. **Resources Needed:** Available part-time faculty pool **Budget: Funds Needed:** 0.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Access
	Assessment Method: Review and analyze class section enrollments for efficiency of delivery **Assessment Method Category:** Enrollment	03/31/2012 - 2010-2011: Average course enrollments was 17.2 students, 86% of capacity. **Result Type:** Access **Result Year / Status:**	03/31/2012 - Closely monitor section enrollments; maintain part-time faculty pool to instruct additional sections as needed.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Criterion: Maintain average section size of at least 75% of recommended capacity.	2010-11 Result **Synthesis and Analysis:** Criterion is met, however, overall growth in AAOT majors compared to the growth in enrollment indicates that additional sections may be warranted. **Related Documents:** FOUND Oral Comm Grades_033012.pdf si_2_yearend_201011.pdf	**Resources Needed:** Part-time faculty pool. **Internal External Trends:** Growth in number of AAOT majors. **Select Planning Year:** 2011-12 **Core Theme Association:** Access
	Assessment Method: Compile, review, and analyze student grades as a measurement of student achievement. **Assessment Method Category:** Student Success **Criterion:** At least 75% of all transfers students earn a C or better in selected Foundational oral communications course.	03/31/2012 - 2010-2011: 77% of all AAOT students successfully completed selected Foundational Speech course with a C or better. **Result Type:** Learning & Achievement **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Overall criterion met. Student success was a bit less in SP218 and SP219 during 2010-2011. Faculty analysis indicated that students may not be adequately prepared for these courses due to the reading and writing levels required, especially when considering the full population served by these courses in addition to AAOT students.	03/31/2012 - Apply reading and writing prerequisites to SP218 and SP218. **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Increased need for remediation by incoming students. **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement **Planned Action Updates/Implementation Update:** 03/31/2012 - Prerequisites put into place for 2011-2012 academic year for SP218 and SP219. Student success data will be monitored to assess impact.
FOUND-Oral Communication - Program Review Summary_1 - Program Review	**Assessment Method:** Program Review		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Interim Review		

UR: Assessment Results

Southwestern Oregon Community College

AS-Human Resources

Program Review Year: 2011

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Human Resources - Improve Satisfaction, Productivity, and Performance - Improve the satisfaction, productivity, and performance of faculty and staff through various opportunities. **Outcome Types:** Operational **Start Date:** 07/01/2011 **Outcome Status:** Currently Being Assessed			
AS-Human Resources - Optimize Resources - Optimize resources towards Recruitment, On-boarding, and Retention of highly qulaified and diverse faculty and **Outcome Types:** Operational **Start Date:** 07/01/2011 **Outcome Status:** Currently Being Assessed			
AS-Human Resources - Policy and Procedure Review - Review, revise and disseminate updated policies and procedures on a continual basis. **Outcome Types:** Operational **Start Date:** 07/01/2011 **Outcome Status:** Currently Being Assessed			
AS-Human Resources - Program Review Summary - Program Review Assessment	**Assessment Method:** Program Review		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Completion Date:** 01/31/2012 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Interim Review	03/24/2012 - Human Resources conducted a program review beginning in December of 2010 to include a gap analysis of all Policies and Procedures related to the HR function at SWOCC. The process began by working with the Board of Education on HR related board policies to develop and implement such policies that were necessary for the efficient function of personnel at the college. In July 2011, HR began a full scale review with the new Labor Attorney, GHR, of all administrative procedures and policies as well as board policies. As of January 2012, policies have been revised and/or developed and are working through the approval processes on campus. Several policies and procedures remain to be developed and are scheduled to be completed by April 2012. As a result of program review, new outcomes were added and old outcomes were determined to no longer be applicable. **Result Type:** Program Review Year **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** conintual review of policies and procedures provides a way to remain legally compliant and to access what is working and what is not working.	04/18/2012 - 2014-15 Innovation and Sustainability: 1. Conduct Annual Employee survey with a 75% participation rate. 2. Increase diversity of applicants and staff in accordance with Affirmative Action Plan 3. Policy Review **Select Planning Year:** 2014-15 **Core Theme Association:** Innovation & Sustainability 04/18/2012 - 2013-14 Innovation and Sustainability: 1. Assess and report out on recruitment pool diversity. 2. Conduct annual employee satisfaction survey with a 70% participation rate. 3. Support Development of a "Staff" Class Schedule/Training Program. **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 04/18/2012 - 2012-13 Innovation and Sustainability: 1. Identify and implement online on-boarding (new hire orientation) program. 2. Update Affirmative Action Plan to identify areas of improvement for a diverse workforce.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			3. Conduct Annual Employee Satisfaction Survey with a 65% participation rate. 4. Support Development of Leadership Academy on campus **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability
AS-Human Resources - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. Submitted stragetic plan updates and planned accomplishments for the next three years. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2009 **Completion Date:** 11/30/2011 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)	04/18/2012 - Everyone participated in FERPA training. **Result Type:** Annual Program Data **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** .	
AS-Human Resources - Internal Environment - Provide a quality internal environment modified and included in the stragetic plan as it relates to core themes **Outcome Types:** Operational **Start Date:** 01/29/2009 **Completion Date:** 01/31/2012 **Outcome Status:**	**Assessment Method:** Surveys and exit interview documentation **Assessment Method Category:** Survey - Institutional **Criterion:** Rating of 3 out of 5 average. **Task Name:** Discipline and Dismissal Procedure **Task Description:** REview, revise and disseminate discipline and dismissal procedure.		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
No Longer a Desired Outcome/Objective	**Means of Assessment:** can not access **Criteria and Timeline for Success:** By end of 2012 academic year **Task Status:** Completed		
	Task Name: New Exit Interview Tool **Task Description:** Create new exit interview tool to better determine why employees come, stay and leave college employment so we can build upon our strengths and eliminate barriers to attract and retain a quality workforce. **Means of Assessment:** exit interview information will be kept in a database. Annual summary reports will be shared with Executive team **Criteria and Timeline for Success:** March 2012 **Task Status:** Completed	03/24/2012 - exit interview form completed and operational **Result Type:** Program Review Year **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** nothing to analyze as of yet. results will be put into a database to allow for reporting to ET	
	Task Name: Position Audit **Task Description:** Conduct employee position audit, develop procedure for compensation and job analysis. **Means of Assessment:** Completion of Task **Criteria and Timeline for Success:** Need Date **Task Status:** In-Progress		
		03/24/2012 - Employee Survey 2012 - all regular employees and 25% of part time faculty **Result Type:** Innovation & Sustainability **Result Year / Status:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		2011-12 Results **Synthesis and Analysis:** information will allow HR to develop better process and procedures while identifying work enviorment concerns that may need additional resources and training to improve results.	
AS-Human Resources - Quality Hiring & Orientation - Provide a quality Human Resources hiring/orientation process **Outcome Types:** Operational **Start Date:** 01/29/2009 **Completion Date:** 01/31/2012 **Outcome Status:** No Longer a Desired Outcome/Objective	**Task Name:** Hiring Guide **Task Description:** Create a new hiring guide to support quality hiring processes. **Means of Assessment:** Completion of Guide **Criteria and Timeline for Success:** April 2012 **Task Status:** Completed	03/24/2012 - Recruitment guide completed and will be operational in print and on web April 2012 **Result Type:** Program Review Year **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** nothing to analyze	
	Task Name: Hiring Procedure **Task Description:** Review, revise and disseminate hiring procedures. **Means of Assessment:** Completion of Task **Criteria and Timeline for Success:** April 2012 **Task Status:** In-Progress		
		03/24/2012 - Implemented online hiring system. Streamlined new hire paperwork process. Recruitment guide developed. Currently researching use of online new employee orientaiton tool with Safe Schools. **Result Type:** Program Review Year **Result Year / Status:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		2011-12 Results **Synthesis and Analysis:** The use of an online hiring system will reduce recruitment time and allow for better tracking of EEO/AA efforts. Updated Recruitment guide allows for legally complaint recruitment processes. The use of an online new hire orientation will allow for consistent information to be given to each employee.	
AS-Human Resources - Quality Services - Quality Human Resources/Payroll services and practices **Outcome Types:** Operational **Start Date:** 01/29/2009 **Completion Date:** 03/24/2012 **Outcome Status:** No Longer a Desired Outcome/Objective	**Assessment Method:** Surveys and exit interview documentation. **Assessment Method Category:** Survey - Institutional **Criterion:**	03/24/2012 - Exit Interview Form developed and in use as of 04/01/12 Employee Survey of all regular staff and 25% of Part Time faculty will be complete 04/19/12 **Result Type:** Program Review Year **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** Survey and exit interview information will allow HR to identify barriers to employee retention and access the work environment.	
	Assessment Method: Rubric to determine level of responsiveness and development of procedures/processes to support timely and accurate compensation. **Assessment Method Category:** Self-Evaluation **Criterion:** Institionalized 90% of the processes developed.		
	Task Name: Faculty and Administrative Survey **Task Description:** Participate in the Great Colleges to Work For Chronicle Survey		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Means of Assessment: Paricipation completed and survey results reviewed. **Criteria and Timeline for Success:** Spring 2009 **Task Status:** Completed		

UR: Assessment Results

Southwestern Oregon Community College

ITS-Institutional Research

Mission Unit: To support the college mission and Strategic Plan by developing, coordinating, and supporting the use of data information for data-driven decisions to improve and enhance learning opportunities and experiences.

Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
ITS-Institutional Research - Quality Surveys - Provide access and support for staff to participate in, develop and deploy quality surveys to support institutional effectiveness, program, unit and student learning outcomes assessment. **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Staff Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 90% of respondents will average a 4 rating on a 5 point scale	02/08/2010 - 2009-10 ITS survey to assess this objective. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Refer to 2009-10 results	
		10/28/2009 - Incorporating survey into the ITS annual survey. Results available for 2009.10 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred to 2009-10	11/20/2009 - ITS Survey to be deployed in 2009-10 and will include new questions related to IR.
ITS-Institutional Research - Institutional Effectiveness Reporting - Produce quality written, visual and web-based reports and information communicating the effectiveness of the institution **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Staff and Board Satisfaction and Opinion Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 90% of respondents will average a 4 rating on a 5 point scale	02/08/2010 - Deferred to 2009-10 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Deferred	
		10/28/2009 - Survey being incorporated into the ITS annual survey. Scheduled for 2009-10. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Deferred to 2009-10	
		05/04/2010 - Reviewed all policies and procedures for currency. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Reviewed 10 policies and procedures. Updated 7 policies to be current with the current processes.	
		11/04/2009 - Provided training and support to 39 faculty and staff related to assessment and accreditation outcomes and objectives. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Training feedback has provided additional opportunities to enhance future training activities.	11/04/2009 - Provide continued training in November.
ITS-Institutional Research - Government Report Compliance - Respond to state, federal and institutional requests for data in a timely manner providing accurate, reliable and valid information. **Outcome Types:** Operational **Start Date:** 10/15/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Internal Tracking Documents **Assessment Method Category:** Self-Evaluation **Criterion:** 100% of surveys deemed appropriate shall be submitted timely and accurately.		
ITS-Institutional Research - Program Review Summary - Program Review Assessment Overview and Summary	**Assessment Method:** Program Review	04/26/2010 - Assessment activities were the main focus for 2008-09. TracDat software and training occurred during fall and winter with closing the loop training during spring. Surveys for the ITS	04/23/2011 - 1. Assess the common data set reports and unit reports. 2. Conduct CCSSE 3. Conduct Graduate Follow-up

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Types: Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed		area will be incorporated into the ITS annual survey beginning 2009-10 as part of the organizational structure changes. Federal and state reports were all filed timely and accurately. Development of the data warehouse for internal reporting was initiated. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Assessment taskforce will be meeting to develop guidelines and training materials. Communication to staff continues to be an area that needs enhancement to better support staff in the assessment area. Refinement of process and procedures need to be considered to better serve staff.	Survey 4. Conduct Employer Survey **Resources Needed:** CCSSE administration costs $6,000; other survey costs $1,000 **Budget: Funds Needed:** 7000.0000 **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 04/22/2011 - 1. Assess the program review and assessment process as one component of NWCCU standards 1 and 4. 2. As a member of the ACT, guide the review and development of the standard 1 report due in 2012-13. 3. Review new ERP dashboard and portal reports for all units - develop new reports for units as needed to meet reporting and program data for the program review process. 4. Conduct SENSE **Resources Needed:** SENSE administration costs $6,000; accreditation response potential costs and training $3,500 **Budget: Funds Needed:** 9500.0000 **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			04/21/2011 - 1. Develop CCSSE and SENSE interactive reports for tableau server and website reports. 2. Develop new common set reports for all units on campus within a new ERP system using dashboard views and portal access. 3. As a member of ACT, guide the accreditation process and the submission of the seven-year comprehensive report due in early February to NWCCU. 4. Conduct Community and Student Satisfaction and Opinion Survey. **Resources Needed:** Accreditation Visit costs $10,500; Community Survey administration costs $1,500 **Budget: Funds Needed:** 12000.0000 **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability 04/29/2010 - 1. Conduct CCSSE 2. Develop new success indicators per the new accreditation standards 3. Develop draft reports for reporting based on the new accreditation standards 4. Working with Associate Dean's to develop common data set reports to support program data needed for program review and assessment. 5. Provided training for staff on survey software 6. Determine feasibility of implementing Tableau Server

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: CCSSE administration $6,000; tableau server functionality $10,000; training for new server $3,500 **Budget: Funds Needed:** 19500.0000 **Internal External Trends:** Title III is able to fund the tableau server functionality and training depending on the timing of the training conference and the end of the grant. **Select Planning Year:** 2010-11 **Core Theme Association:** Innovation & Sustainability --- 04/26/2010 - Data warehouse to be upgraded for SQL migration and linking of fields from multiple files allowing for enhanced reporting capabilities: project to last the next two year; develop training website and program for staff to provide resources and tools to assist them in performing their duties over the next two years. Federal reporting requirements are upgraded each year and compliance with all new regulations is mandatory - continue to develop mechanisms to operate efficiently using electronic methods. Assessment guidelines and support for staff are a key area for IR to provide information, data and training. **Resources Needed:** Training materials

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Budget: Funds Needed: 2000.0000 **Internal External Trends:** Federal regulation changes for reporting and state reporting requirements must be incorporated into processes to meet compliance requirements. Staff continue to ask for training and technical skills support. Assessment and use of data is an area that needs further development and support.
	Assessment Method: Interim Review		
ITS-Institutional Research - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

UR: Assessment Results

Southwestern Oregon Community College

ITS-Lab and Classroom Technology

Mission Unit: To support the college mission and Strategic Plan for Integrated Technology Services lab and classroom technology by developing, coordinating, and supporting the use of technology to enhance classroom and lab learning opportunities.

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
ITS-Lab and Classroom Technology - Quality Student and Instructor Technology - Provide students and Instructors quality technology tools and support. **Start Date:** 12/10/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student satisfaction and opinion survey. **Assessment Method Category:** Survey - Institutional **Criterion:** Score an average of 3 out of 5 point scale.	04/26/2010 - Defer to 2010-2011 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Composing survey and pending reorganization of staff.	
	Assessment Method: Faculty and staff satisfaction and opinion survey. **Assessment Method Category:** Survey - Institutional **Criterion:** Score an average of 3 out of 5 point scale.	12/13/2011 - Overall the average score was 4.16 on a 5 point scale. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Comments directly related to Lab and Classroom Technology tools indicated a need for additional trainings in the areas of smart projectors and software. 2 areas were above the average achieved. 4 areas were below the average achieved. No areas were below the target of an average of 3. **Related Documents:** Score averages for technology from survey.xlsx Classroom Lab Faculty Survey 2011.docx	
		04/26/2010 - defer to 2010-2011 **Result Type:** Deferred **Result Year / Status:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		2008-09 Result **Synthesis and Analysis:** Composing survey and pending reorganization of staff.	
	Task Name: ePortfolio **Task Description:** Plan, purchase and implement ePortfolio software **Means of Assessment:** Completion **Criteria and Timeline for Success:** Completed by end date **Task Status:** In Queue		
	Task Name: Implement ActiveCampus Portal **Task Description:** Implement ActivieCampus Portal for all student, staff, and faculty **Means of Assessment:** Completion of portal timed with ITS completion date **Criteria and Timeline for Success:** ITS completion date **Task Status:** In Queue		
	Task Name: Multi-Media classroom controller **Task Description:** Plan, purchase, and implement multi-media classroom controller along with 20 new standard classrooms. **Means of Assessment:** completion **Criteria and Timeline for Success:** completion date **Task Status:** In Queue	02/10/2009 - Visit existing college installations **Result Type:** On Schedule **Result Year / Status:** Pending Follow-Up	02/26/2009 - plan visit **Planned Action Updates/Implementation Update:** 10/21/2009 - Not enough time yet. 02/10/2009 - visit pcc, lcc, chemeketa

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		02/10/2009 - Researching vendors **Result Type:** On Schedule **Result Year / Status:** Pending Follow-Up	02/26/2009 - Continue to evaluate vendors.
	Task Name: One Card System **Task Description:** Plan, Purchase and implement One Card System **Means of Assessment:** Completion **Criteria and Timeline for Success:** Completed on 1-13-2012 **Task Status:** Completed		
	Task Name: Sound Room **Task Description:** Plan, design, and build sound room **Means of Assessment:** Completion **Criteria and Timeline for Success:** Completed by date **Task Status:** In Queue		
ITS-Lab and Classroom Technology - Quality Instructional Labs - Provide quality Instructional Computing Labs. **Outcome Types:** Operational **Start Date:** 12/09/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student satisfaction and opinion survey. **Assessment Method Category:** Survey - Institutional **Criterion:** Score an average of 3 out of 5 point scale.	11/30/2011 - Survey not administered; using CCSSE this year. **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Survey will be administered when CCSSE is not - CCSSE administered every three years.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		11/03/2009 - Defer to 2010-11 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Composing survey.	
	Assessment Method: Faculty and staff satisfaction and opinion survey. **Assessment Method Category:** Survey - Institutional **Criterion:** Score an average of 3 out of 5 point scale.	12/13/2011 - Overall ratings were 4.239 out of 5. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** In the area of how effective the technology and configurations in classrooms to help assist instructors with there teaching and how well do the computers in the classroom meet the needs of your students and instructors also the satisfaction with the SWOCC network the scores were below the average achieved. In the areas of Software programs provided, availability to students, technology provided to assist in teaching the scores and lab staff availabilty and job satisfaction were equal to or above the average achieved. No areas were below the target score of 3. Comments were reviewed - it was noted that several responses indicated issues outside the control of Lab and Classroom services. Will forward the responses to the appropriate areas to address concerns. In some instances faculty believe there is a need for more seats within the classrooms. Also from the comments there seems to be a need for more training for the instructors on the new technology installed in the	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		classrooms. **Related Documents:** Classroom Lab Faculty Survey 2011.docx	
		04/26/2010 - Defer to 2010-2011 **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Composing survey and pending reorganization of staff.	
	Assessment Method: CCSSE for satisfaction of computer labs **Assessment Method Category:** Survey - National **Criterion:** Students to rate the satisfaction of computer labs a 2.50 on a 3.00 scale.	03/21/2012 - Rated a 2.53 on the CCSSE 2011 survey. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Have noticed from the CCSSE survey and real life experience that less students are using college labs and this trend will continue until the cost of software prohibits some students from purchasing these suites for home use. These lab will need to continue in the future to provide the higher end software packages for continued student lab satisfaction. **Related Documents:** CCSSE_Computer_Labs_2011.xlsx	
ITS-Lab and Classroom Technology - Implement green technology - Using software and other green technology implement sustainability and green initiatives. **Outcome Types:** Operational	**Assessment Method:** Department tracking report of green and sustainability initiatives. **Assessment Method Category:** Observation **Criterion:** Implement at least one new initiative per	12/13/2011 - 2009-10: Implemented LCD monitors in all computers on 4th floor. 2010-11: Implemented p-counter and eliminated night operations. **Result Type:** Criterion Met **Result Year / Status:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Status: Currently Being Assessed	year.	2010-11 Result **Synthesis and Analysis:** LCD monitors reduced power usage resulting in a green cost savings. Disposal is more sustainable given there are no tubes in the monitors. P-counter is software which controls the printing in the labs and other campus areas in order to control un-necessary printing which leads to cost savings. Additionally, students are now being charged for printing services creating a sustainable service.	
ITS-Lab and Classroom Technology - Program Review Summary - Program Review Assessment Overview and **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	01/22/2012 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Strategic Planning Spring 2011	01/22/2012 - 2013-14 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and new installs per plan 2. Smart Classroom Controller **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 01/22/2012 - 2013-14 Learning and Achievement 1. Install a MAC Lab 2. Mobile 30-laptop cart **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2012-13 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			new installs per plan **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability 01/22/2012 - 2011-12 Learning and Achievement 1. Office 2010 rollout for labs and classrooms **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 01/22/2012 - 2011-12 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and new installs per plan 2. Implement Pcounter for printing in student labs **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability 01/22/2012 - 2011-12 Access 1. Implement LabTrac **Select Planning Year:** 2011-12 **Core Theme Association:** Access

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		12/13/2011 - All outcomes achieved either in 2009 -10 or 2010-11. The new green and sustainable initiatives will continued to be monitored with respect to p-counter as full implementation was rolled out in 2012-13. Surveys indicated a very high satisfaction for services and technologies. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Overall the students and faculty are satisfied with services. The hours were reduced at night as there were generally no more than 6 students on a regular basis. Computers were added to the Tutoring Lab for after hours use by students as this area is open until 10:00 which is later than the computer lab.	03/21/2012 - 2013-14 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and new installs per plan 2. Smart Classroom Controller **Resources Needed:** 100 Dell Computers and monitors Extron Room Controller **Budget: Funds Needed:** 110000.0000 **Internal External Trends:** Internal: Add new computers so to maintain powerful enough computers to run newest software packages. Maintain the 5 year replacement plan to keep all computers in warranty. Currently behind by 600 computers due to budget cuts. 2. Help faculty with controlling new classroom technology with one central located control area. External: Have not been able to stay on 5 year replacement plan due to state budget cuts. 2. Controlling additional newer and more techniclly advanced classroom equipment **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability 03/21/2012 - 2013-14 Learning and Achievement 1. Install a MAC Lab 2. Mobile 30-laptop cart **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Will refine cost during 2013-2014 planning cycle as cost are constantly changing. 2. 30 Dell laptops and laptop cart **Internal External Trends:** Internal: Each year more students are selecting to purchase MAC computers instead of PC. (2). Provide computers to more areas of the campus when computer classrooms are not available. External: Highend software for media applications are written for MACs and run on MACs better than PCs. Many companies dealing with audio and video use MACs instead of PCs. (2) More online testing is creating pressure on computer classroom availability during high usage times. Used when local area High School seniors are bused in to register for attending SWOCC. **Select Planning Year:** 2013-14 **Core Theme Association:** Learning & Achievement --- 03/21/2012 - 2012-13 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and new installs per plan **Resources Needed:** 100 Dell Computers and monitors. **Resources Needed:** 100 Dell Computers and monitors. **Budget: Funds Needed:** 100000.0000 **Budget: Funds Needed:** 100000.0000 **Internal External Trends:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Internal: Add new computers so to maintain powerful enough computers to run newest software packages. Maintain the 5 year replacement plan to keep all computers in warranty. Currently behind by 600 computers due to budget cuts. External: Have not been able to stay on 5 year replacement plan due to state budget cuts. **Internal External Trends:** Internal: Add new computers so to maintain powerful enough computers to run newest software packages. Maintain the 5 year replacement plan to keep all computers in warranty. Currently behind by 600 computers due to budget cuts. External: Have not been able to stay on 5 year replacement plan due to state budget cuts. **Select Planning Year:** 2012-13 **Select Planning Year:** 2012-13 **Core Theme Association:** Innovation & Sustainability **Core Theme Association:** Innovation & Sustainability --- 03/21/2012 - 2011-12 Learning and Achievement 1. Office 2010 rollout for labs and classrooms **Resources Needed:** Office 2010 software. **Budget: Funds Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			9018.0000 **Internal External Trends:** Internal: Keep up with newest software External: Market changes push for newest software when students buy new computers. **Select Planning Year:** 2011-12 **Core Theme Association:** Learning & Achievement 03/21/2012 - 2011-12 Innovation and Sustainability 1. Computer Equipment Replacement Plan - upgrade and new installs per plan 2. Implement Pcounter for printing in student labs **Resources Needed:** 7 computers and monitors to run Pcounter software 7000.00 Pcounter software purchased by Title III 5000.00 **Budget: Funds Needed:** 12000.0000 **Internal External Trends:** Internal: Due to the high costs of paper, toner, and ink being used create a budget issue. External: Because of state budget cuts we needed to implement a program for students to pay for their printing needs and to cut back on needless printing. **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			03/21/2012 - 2011-12 Access 1. Implement LabTrac 2. Enhance classroom labs with current computers and furniture **Resources Needed:** Dell computer and monitor. $1000.00 card swipe and lab trac software. $5000.00 100,000.00 for new computers 5000.00 for new chairs **Budget: Funds Needed:** 111000.0000 **Internal External Trends:** Internally helps accurately track student usage of college computer labs and provides data base. externally helps to comply with FTE audits Due to continued state funding reductions; computers have not been replaced according to the replacement plan. At least 50 must be replaced this year as they are out of warranty. **Select Planning Year:** 2011-12 **Core Theme Association:** Access
		04/26/2010 - Limited time to develop surveys. Pending organinization and staff changes resulted in deferring surveys and tracking fir green iniatives. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	04/26/2010 - Reorganize staffing to better service students and staff. **Resources Needed:** New supervisory structure. Funding for position. **Internal External Trends:** Internal staffing adustments need

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		will be on track for 2010-2011.	to be made to operate more efficiently.
		10/21/2009 - Lab machines will be updated / repaired as needed. Lab machines upgraded to Windows 7 over the summer. One classroom received new computers. Newest versions of AutoCad, Adobe Design Premium Suite, and DeepFreeze installed on the 4th floor computers. **Result Type:** On Schedule **Result Year / Status:** Pending Follow-Up **Synthesis and Analysis:** This is a continual process. Keeping new technology where students use it the most, improves the image of providing quality learning.	03/20/2009 - Schedule maintenance between terms
		10/20/2009 - Moved all ICL Techs into 409. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Much better availability of staff to students and oversight of student workers. A small reduction in production caused by increased interruptions. Overall a much better atmosphere for student support.	
	Assessment Method: Interim Review		
ITS-Lab and Classroom Technology - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting.	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes,	12/13/2011 - Annual FERPA training completed during fall in-service. Reviewed the computer replacement plan for budgeting purposes for 2011-12.	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
Outcome Types: Program Annual Data **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	and procedures including annual compliance checklists (HEOA, FERPA, etc.)	**Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** .	
		12/13/2011 - All staff completed FERPA training fall term of 2011 as part of in-service. Updated procedures for Tioga 505 projection units and audio console. Slips, trips, and falls training - required of all staff. (update with who all completed - numbers not names). **Result Type:** Annual Program Data **Result Year / Status:** 2011-12 Results **Synthesis and Analysis:** .	

UR: Assessment Results

Southwestern Oregon Community College

AS-Mail and Print Services

Mission Unit: To provide quality, economical and respectful mail and printing services to students, faculty and staff.
Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Mail and Print Services - Support Faculty and Staff - Support faculty and staff in their duplicating needs for materials and tests in a timely, confidential manner including all mail services needs. **Outcome Types:** Operational **Start Date:** 11/17/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Faculty and Staff Survey **Assessment Method Category:** Survey - Institutional **Criterion:** Looking for at least a 90% satisfaction.	10/26/2009 - The data shows that over 90% of respondents have confidence in MPS. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Need to work on better survey. Some of the questions asked were not clear enough. Also need to change it to 1-5 rating instead of yes and no. Some folks will always over or under analyize the question/statement. Survey had 65 participants. #2 asked requests completed timely - 63 agreed or strongly agreed, 1 neutral and 1 no. Deadline met? 63 yes, 2 no. Confidentiality a concern? - when reading the responses to why **Related Documents:** UserResponses.csv Survey Results.mht	04/15/2010 - Got the Family Center and Educational Support services on line to print and scan to their copiers. Will continue to be prudent with copier dollars while keeping up with new technology to enable faculty and staff to copy, print and scan to the convenience copiers while still offering quality, timely and confidential service for all jobs emailed or brought into Print Services. Will continue to lobby for locking mailboxes. **Resources Needed:** Rental agreement on 9 copies will be up 4/12 - need to keep in mind their "life span". Large copier lease will be up 11-15-10 - will analyze if to "rent", buyout or upgrade. Too soon at this point to get dollar figures. Need locking mailboxes to add to the confidence of the mail in "slots" for faculty and staff. Budge funds possible $2000 for 8 mo with new large copier, locking mailbox - possible $10,000?? **Budget: Funds Needed:** 2000.0000 **Internal External Trends:** Internal: Less paper use. Use of the web for some class handouts instead of printing them. Admissions changed their format of

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			recruiting materials so we are doing less bulk mailing while a few departments are mailing more. Students continue to order more on the internet, increasing their package service needs. Plus more students in housing. External: Cost of postage and freight with raise each year. Our shredding and security practices increases as identify thief rises in our society. Cost of paper goes up and down. Going green costs dollars. The economy has a large effect on our budget. **Planned Action Updates/Implementation Update:** 06/21/2011 - We do our jobs professionally and cost effective. Approval of over 90%. Plan to keep the college as updated as we can with the dollars we are able to spend.
AS-Mail and Print Services - Promote Sustainability - Promote the use of cost effective services through electronic announcements and efficient use of paper as well as the efficient use of postal mailing options . **Outcome Types:** Operational **Start Date:** 04/10/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Paper usage. **Assessment Method Category:** Participation **Criterion:** Amount of copies produced each year decreases by 2%	10/21/2009 - Decreased usage by 11% **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** All staff was in a save mode during the budget crisis, reduced paper usage more then we ever imagined. Less employees and dollars on everyone's mind. Anticipate an increase in usage this year although we still project a decrease from two years ago. **Related Documents:** Copier use comparison 08-09 to 07-	04/15/2010 - Saved dollars on paper as well as click charges. **Resources Needed:** To purchase recycled or FCS paper would have to increase paper budget by approximately $5000. To do the same with our letterhead and envelopes would almost double our cost. Putting in 0 extra dollars until more funds are available for pursuing recycled and FCS paper.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		08.xlsx	**Budget: Funds Needed:** 0.0000 **Internal External Trends:** Internal: Save, save, save. Also go-green External: Go Green, postage rates will increase **Planned Action Updates/Implementation Update:** 06/21/2011 - We have continued to use "older" paper in MPS. Purchasing only what we need. We recycle used paper into notepads. Applied for and received our Identification Mailer Barcode so we can keep getting the best rates for our bulk mailings (cost more after 5-11-2010 with post-net barcode). Getting the artwork for the IMB for our business reply mail - we have approximately one year to have it on all BRM pieces. Also, we do not purchases boxes or packing material, we re-use what is sent to us by venders.
AS-Mail and Print Services - Providing On-line Services - Provide on-line submission of work-orders for duplicating, ordering business cards, name tags, supplies, etc. **Outcome Types:** Operational **Start Date:** 11/17/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Faculty and Staff Online Survey **Assessment Method Category:** Survey - Institutional **Criterion:** We are looking for at least a 90% knowledge that we have on-line submission available.	10/26/2009 - Of 62, 58 answered yes - which is 94% **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** We will keep on giving information to new employees and continue reminding the rest.	04/15/2010 - 94% of staff members that took the survey knew we offered online submission **Resources Needed:** None **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Internal: The internal trend for

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		Related Documents: UserResponses.csv Survey Results.mht	"most" employees is to go online to order, buy, sell, lookup, etc. The older employees sometimes do not like changes of any kind and for some technology is scary. External: If you are not online you will not keep up. **Planned Action Updates/Implementation Update:** 06/21/2011 - We see an increase in online job submission monthly. Employees are finding out about the convenience and timeliness.
AS-Mail and Print Services - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		
AS-Mail and Print Services - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008 **Completion Date:** 04/15/2010	**Assessment Method:** Program Review	04/15/2010 - Finally - after 6 years, the Family Center and Educational Support services are hooked up to print from their computers. This will save dollars on expensive ink for their small desktop printers. Now all copiers that can be networked are. Inkjets cost the college lots of money. Copies are less costly. We have a color copier in MPS for color printing - again less cost then on an inkjet printer. We have our Intelligent Mail Barcode so we can get the lowest rates for our standard mail. We will begin putting a new BRM barcode on all Business Reply Mail to also obtain the lowest rates for that service. Our online service has been a hit and continues to grow. We have changed providers for our business cards, they are quicker and cost less	04/15/2010 - In the next three years all but 1 of our leased or rented copiers will be up. We own 4 machines. All will have to be looked at and decisions will have to be made that are best for the college. We currently own our mail processor (new in October. 2002). We will keep in mind the life of the machine. Locking mailboxes are needed. We need to decide not only what kind (key, one card, combination), where they are to be located - a permanent spot. Would like to combine Mail and Print Services into one larger location.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		then before.Over 90% of respondents had confidence in MPS supporting their duplication and mailing needs in a timely, cost effective and confidential manner. Decreased paper usage by 11%. 94% knew about online job submission. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Good customer service is essential in any operation. Passing on information needs to be kept up. Giving our clients knowledge about how to save dollars is not enough. Sometimes the higher cost product is the best one for their needs. Keep on being as green as we can.	One location would save time and allow for better customer service. **Resources Needed:** Mailboxes approximately $10,000. Unknown until they are actually picked out. Copiers unknown. We have reduced our cost from 2000-2001 78,372.44 to $46,944.71 in 2009-2010. We have methodically replaced copiers with usually better features for less dollars. **Internal External Trends:** Internal issues that affect mail and print services operations: Dollars, leadership, master plan, no right of first refusal, staff sometimes order paper and other products from other sources because of cost, not supporting the operations of MPS. They do not understand that the dollars stay here. Some older equipment may need to be replaced when they can no longer be on a service agreement. external issues/trends that affect mail and print services operations Economic issues, more internet use, go-green, changes in populations and how they get their information, postage going up each year, rapidly changing technology, fluctuating paper prices, recycled products higher, etc.
	Assessment Method: Interim Review		

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Southwestern Oregon Community College

AS-Plant Services

Mission Unit: Plant Services provides a safe, healthy & functional environment.
Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Plant Services - Safe and Healthy Environment - Students & staff will be in a safe and healthy environment. **Start Date:** 11/30/2008	**Assessment Method:** Plant Services Staff will inspect the structural integrity of the facilities that students & staff are utilizing. **Criterion:** Will utilize a Plant Services Assessment Checklist for each facility and grounds and those ranking below acceptable will be prioritized for deferred maintenance projects and those with rankings of immediate repair will be submitted for approval.	10/30/2009 - 96% of all identified projects were completed. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** 27 out of 28 projects identified were completed using Go Oregon monies. The one project not completed was the parking lot at the Student Recreation Center. The project was not able to be completed as time ran out for good reliable weather. The project has tentatively been rescheduled for completion in late spring or early summer of 2010.	10/30/2009 - Spring of 2010 the parking lot project for Student Recreation Center needs to be completed.
AS-Plant Services - Clean Learning and Working Environment - Plant Services will provide students & staff with a clean learning & working environment. **Start Date:** 11/30/2008	**Assessment Method:** Internal Custodial Checklist. **Assessment Method Category:** Self-Evaluation **Criterion:** The score will be 95% or more to be marked acceptable by the Custodial Staff when inspecting each building to determine the environmental hygiene of the building by using an internal Custodial Checklist.	10/30/2009 - Checklist deferred to 2009-2010. **Result Type:** Deferred **Result Year / Status:** Pending Follow-Up **Synthesis and Analysis:** Deferred to 2009-2010	
	Assessment Method: Staff survey. **Assessment Method Category:** Survey - Institutional **Criterion:**	10/30/2009 - Respondents scored 3.5 out of 5. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	90% of Respondents will score 4 out of 5 on the survey.	**Synthesis and Analysis:** In survey sent out to all employee groups the weighted results were 3.2. **Related Documents:** Survey Results 2008-2009.mht	
AS-Plant Services - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008	**Assessment Method:** Program Review		
	Assessment Method: Interim Review		
AS-Plant Services - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

Southwestern Oregon Community College
2011-12 Program and Unit Assessment Review Timeline

2010-11 Program and Unit Assessment Review Timeline and Steps		
Timeframe To Be Completed By	Action Steps or Process	Mark When Completed
Phase I – Affirmation of Outcomes, Means of Assessment and Criteria for Success		
2011 – Spring/Summer	1. Unit staff affirm appropriateness of outcomes; add outcomes if needed and inactivate outcomes as needed for 2011-12 and begin review of data	
2011 – Fall	2. Unit staff review and refine means of assessments and criteria for success for future assessments	
2011– Fall	3. Unit staff add new assessment and/or criteria as needed and inactivate assessment no longer in use in future years	
Phase II – Instructional and Administrative Entry of Yearly Results, Use of Results and Review Year Summary Unit Report		
2011 – Fall	4. Instructional Unit staff enter results into TracDat system for all outcomes and the associated means of assessment	
2011 – Fall	5. Instructional Unit staff enter "Use of Results" into the TracDat system for the Program Review Summary	
2011 – Fall	6. Instructional Unit staff input resources needed for the next budget cycle (2012-13) into the TracDat system within the "Use of Results"	
2011–Fall	7. Instructional Unit staff input planned accomplishments into the TracDat system as Use of Results/Planned Accomplishments accessed from the Results screen - the planned accomplishments are for the next three years.	
2011 – Fall	8. Instructional Units update planned accomplishments for the next three years by reviewing the Use of Results screen for Program Review and the associated planned accomplishments. Add to or delete any planned accomplishments and add a new year so that there is a rolling three-year planned accomplishments list.	
2011 – Summer/Fall	9. Administrative Unit staff enter results into TracDat system for all outcomes and associated means of assessment	
2011 – Summer/Fall	10. Administrative Unit staff enter use of results into the TracDat system for the Program Review Summary	
2011 – Summer/Fall	11. Administrative Unit staff input resources needed for the next budget cycle (2012-13) into the TracDat system within the "Use of Results"	
2011 – Summer/Fall	12. Administrative Unit staff input planned accomplishments into the TracDat system as Use of Results/Planned Accomplishments accessed from the Results screen - the planned accomplishments are for the next three years	
2011 – Summer/Fall	13. Instructional Units update planned accomplishments for the next three years by reviewing the Use of Results screen for Program Review and the associated planned accomplishments. Add to or delete any planned accomplishments and add a new year so that there is a rolling three-year planned accomplishments list.	
ALL INFORMATION FOR PHASES I and II IS DUE IN TracDat by **Friday, December 2, 2011**		
Phase III – Reporting Unit Annual Program Review Summary Report Entry and Review of Unit Resources Needed		
2011 – December	14. Reporting Units develop summary reports of unit results and resources needed; review with unit staff	
2011– December	15. Reporting Units review annual priorities and update reporting unit annual priorities in the Use of Results screen for Program Review choosing the status as "Annual Priority" in TracDat	

2012 - January	16. Reporting Units send summary reports to appropriate VP and share with units	
2012 – Winter	17. Budget Officers consider requests for resources needed during the budget process 2012-13	

Phase V - Summary Reports and Final Reports Timeline	
December 2, 2011	Instructional Unit-level analytical summary documentation is completed in TracDat; units notify division office or appropriate manager of completion
December 2, 2011	Administrative Unit-level analytical summary documentation is completed in TracDat; units notify division office or appropriate manager of completion
January 27, 2012	Deans/managers prepare the annual program review summary for all units – enter reporting unit level results within TracDat, and submit to appropriate VP, and share with units.
Winter 2012	College Council reviews annual program review summary reports; refinements to report as necessary; communication is given to the campus that the relevant documents are placed on the web.

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Southwestern Oregon Community College

RI-Human Relations

Program Review Year: 2010

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
RI-Human Relations - Goal Setting - Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both ones personal and professional life. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** 90% of students will achieve grades of A, B, C and S for goal project and final presentation	05/04/2010 - Could not track specific data. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Refine assessment method and criterion.	05/04/2010 - Refine assessment method and criterion. **Resources Needed:** none
	Assessment Method: Student Achievement **Assessment Method Category:** Student Success **Criterion:** 85% of students will achieve grades of A, B, C and S for BA285 or alternate approved Human Relations course	01/02/2012 - 84% of all students completing BA285 earned a "C" or better. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Criteria met. New full and part time faculty was brought on board. Department updated course content and assessments.	01/02/2012 - Continue to monitor. Review student success of students not successfully completing course on first attempt. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000
		01/02/2012 - 79% of all students completing BA285 earned a "C" or better. **Result Type:** Criterion Not Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Did not meet target of 80%.	01/02/2012 - Continue to monitor student achievement **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		01/02/2012 - 86% of all students completing BA285 earned a "C" or better. **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Met target baseline. Continue to monitor.	01/02/2012 - Continue to monitor student success rates in BA285. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000
RI-Human Relations - Recognize and Respect Diversity - Recognize and respect diversity as a vital component of effective human relation skills. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Participation **Assessment Method Category:** Participation **Criterion:** 50% of students will present on unique topics dealing with diversity.	01/02/2012 - No results recorded **Result Type:** Deferred **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** With change in faculty, both full and part-time, as well as the redesign of the course, faculty did not consistently use assessments consistent with this prescibed means of assessment. Colleague now set up to store results of individual assessments.	01/09/2012 - Integrate diversity considerations throughout course and assessments. Update measurement to be via student survey rather than choice of presentation topics. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2012-13 **Resources Needed:** None **Budget: Funds Needed:** 0.0000 01/02/2012 - Department to develop an effective means of assessment for this outcome to be consistently administered and recorded. **Core Theme Association:** Learning & Achievement

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Select Planning Year: 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000
		01/02/2012 - No data recorded **Result Type:** Deferred **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Recording options being finalized in Colleague for individual assessments	01/02/2012 - Continue to explore recording options **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000
		05/04/2010 - Unable to track specific criterion. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Refine assessment method and criterion.	05/04/2010 - Refine assessment method and criterion. **Resources Needed:** none
	Assessment Method: Conduct student surveys **Assessment Method Category:** Observation **Criterion:** 70% of all student survey responses demonstrate recognition and respect of diversity issues in the workplace.		
RI-Human Relations - Demonstrate Proficiencies - Demonstrate proficiencies in reading, writing, listening, presentation	**Assessment Method:** CAAP **Assessment Method Category:**	05/04/2010 - Insufficient CAAP data was collected in 2008-2009. **Result Type:**	03/14/2012 - Discontinue use of this outcome and measurement; focus on student learning outcomes

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
and analytical skills. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** No Longer a Desired Outcome/Objective	Standardized Test **Criterion:** AAS/Certificate seeking Student achievement will meet or exceed the SOCC mean score or benchmark set each year for math and critical thinking.	Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Assess in 2009-2010.	specified in catalog. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2012-13 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 05/04/2010 - Insufficient CAAP data was collected in 2008-2009. Assess again in 2009-2010. **Resources Needed:** continued CAAP testing initiative.
RI-Human Relations - Effective Communication - Operate as a team member and/or leader using effective communication strategies. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** No Longer a Desired Outcome/Objective	**Assessment Method:** Student Achievment **Assessment Method Category:** Student Success **Criterion:** 90% of students will achieve grades of A, B, C and S in BA285 course	05/04/2010 - 82.76% of students will achieve grades of A, B, C and S in BA285 course. **Result Type:** Criterion Not Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Continue to monitor student success. Review course curricullum for deficiencies and areas for enhancement.	03/14/2012 - Discontinue use of this outcome and measurement; focus on student learning outcomes specified in catalog. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2012-13 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 05/04/2010 - Continue to monitor student success. Review course curriculum for deficiencies and areas for enhancement.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Resources Needed: none
RI-Human Relations - Computer Skills - Demonstrate computer skills: word processing, presentation software and Internet research techniques. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** No Longer a Desired Outcome/Objective	**Assessment Method:** Student Achievement **Assessment Method Category:** Capstone Assignment/Project **Criterion:** 90% of students achieve grades of A, B, C and S for final project.	05/04/2010 - No data collected. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Capstone project and assessment need to be refined and rubrics developed.	01/09/2012 - Discontinue use of this outcome and measurement; focus on student learning outcomes specified in catalog. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 05/04/2010 - Capstone project and assessment need to be refined and rubrics developed. **Resources Needed:** none
RI-Human Relations - Research Skills - Use research skills to access information and utilize critical thinking skills to draw conclusions and/or form ideas/opinions. **Outcome Types:** Learning **Start Date:** 03/05/2009 **Outcome Status:** No Longer a Desired Outcome/Objective	**Assessment Method:** Student Achievement **Assessment Method Category:** Student Success **Criterion:** X% of students will achieve grades of A, B, C and S in BA 277 and XXXX courses.	05/04/2010 - Assessment definition incomplete, no data collected. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Refine assessment method and criterion.	01/09/2012 - Discontinue use of this outcome and measurement; focus on student learning outcomes specified in catalog. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** none

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Budget: Funds Needed: 0.0000 05/04/2010 - Refine assessment method and criterion. **Resources Needed:** none
RI-Human Relations - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2009 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Program Review	03/16/2012 - 2010-2011 Program Review found overall student achievement and goal setting student learning outcomes to be met, however, enrollment outcomes were not met primarily due to a decrease in CTE AAS and 1-yr programs. The student learning outcome relating to diversity has not yet been measured. **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Individual CTE areas need to continue to monitor industry needs and employment trends and update programs accordingly in order to attract students. With increase CTE students, enrollments in Human Relations coursework will respond accordingly.	03/31/2012 - 2013-2014: Learning and Achievement. Continue to explore effective instructional strategies. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2013-14 **Resources Needed:** Faculty release time to pilot innovation. **Budget: Funds Needed:** 5000.0000 **Internal External Trends:** Research is indicating success in service learning, embedded, and other applied instructional techniques within CTE coursework with the current student demographic. 03/31/2012 - 2012-2013: Learning and Achievement. Research alternative Human Relations coursework options to determine needs and opportunities to enhance Human Relations instruction for individual CTE programs.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			Core Theme Association: Learning & Achievement **Select Planning Year:** 2012-13 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Research is indicating success in service learning, embedded, and other applied instructional techniques within CTE coursework with the current student demographic. 03/31/2012 - 2011-2012: Access. Continue to monitor enrollments and adjust offerings accordingly. **Core Theme Association:** Access **Select Planning Year:** 2011-12 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** CTE program enrollments impact Human Relations coursework demands.
		12/14/2011 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result	12/14/2011 - 2012-13 Learning & Achievement 1. Continuous improvement to address current industry feedback 2. Continuous improvement to align with current industry

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			communications and/or technology
		Synthesis and Analysis: Initial unit core theme planning - identified planned accomplishments for strategic planning.	**Core Theme Association:** Learning & Achievement **Select Planning Year:** 2012-13 **Resources Needed:** none; ongoing course enhancement **Budget: Funds Needed:** 0.0000 --- 12/14/2011 - 2011-12 Access 1. Review section enrollments to determine optimal modalities/scheduling considerations. **Core Theme Association:** Access **Select Planning Year:** 2011-12 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 --- 12/14/2011 - 2011-2012 Learning and Achievement 1. Review student difficulties and evaluate need to embedded student support in coursework. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
			None. Faculty development supported by Perkins Planned activities **Budget: Funds Needed:** 0.0000 12/14/2011 - 2013-14 Learning & Achievement 1. Continuous improvement to address current industry feedback 2. Continuous improvement to align with current industry communications and/or technology **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2013-14 **Resources Needed:** none **Budget: Funds Needed:** 0.0000
	Assessment Method: Interim Review		
RI-Human Relations - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Outcome Types:** Program Annual Data **Outcome Status:** Currently Being Assessed	**Assessment Method:** Compile, Review, and Assess Program enrollment data **Assessment Method Category:** Enrollment **Criterion:** Maintain program enrollment. **Related Documents:** BA285_FTE_Enroll_041311.pdf	03/31/2012 - 2010-2011 enrollments in BA285 (the primary human relations course) dropped from 223 student completions in 2009-2010 to 181, representing a loss of 19%. Goal of maintaining enrollments was not met. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** 2010-2011 data for SI-2, Student Enrollment, indicated that overall enrollment in AAS and 1-yr certificate	03/31/2012 - Continue to monitor enrollments in CTE programs as well as Human Relations BA285 course section enrollments to adjust scheduling and modalities to meet program student needs efficiently and effectively. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		programs dropped by 13% over the same time period. The drop in Human Relations coursework is likely in response to this decrease. **Related Documents:** RI_Human_Relations_Student_Achievement_033012.pdf si_2_yearend_201011.pdf	**Resources Needed:** None **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Several AAS and certificate programs in Business Management, CIS, and Manufacturing Tech were redesigned in 2010-2011 and may affect program enrollments and Human Relation coursework demands. Additionally, with tightening financial aid and current grant projects, an increase in short
		06/07/2011 - 2007-2008 BA285 enrollment: 172; 2008-2009 BA285 enrollment: 214; 2009-2010 BA285 enrollment: 223 **Result Type:** Program Review Year **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** BA285 Human relations in Organizations enrollments have increased 30% since the 2007 academic year. Since this course is a requirement of all AAS, this likely reflects a related growth in AAS degreed but requires further research to confirm.	06/07/2011 - Growth exceeds overall campus enrollment growth; no changes proposed. **Resources Needed:** none
	Assessment Method: Review and analyze class section enrollments for efficiency of delivery. **Assessment Method Category:** Enrollment **Criterion:** Maintain average section size of at least 75% of recommended capacity. **Related Documents:** BA285_FTE_Enroll_041311.pdf	03/31/2012 - 2010-2011 average course enrollment for BA285, the primary Human Relations course, dropped from 22.3 the prior year to 16.63, not meeting the desired criterion. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** This represents a 25% reduction in average	03/31/2012 - Review BA285 enrollments on a section basis to determine optimal modalities and scheduling to maximize access to Human Relations coursework. Monitor to determine enrollment trends. **Core Theme Association:**

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		course enrollment. E-learning sections experienced a slight increase in enrollments whereas the campus offerings dropped significantly. Overall student achievement does not appear to have been impacted by the changes in section enrollments. **Related Documents:** RI_Human_Relations_Student_Achievement_033012.pdf RI_HumanRelations_BA285_033012.pdf	Access **Select Planning Year:** 2011-12 **Resources Needed:** None **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Increase demand for online courses.
		06/07/2011 - 2007=2008 BA285 average section fill rate: 82.0%; 2008-2009 BA285 average section fill rate: 793%; 2009-2010 BA285 average section fill rate: 74.3% **Result Type:** Program Review Year **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Average section fill rate has declined 7.7% since the 2008 academic year and is now slightly below the 75% benchmark.	06/07/2011 - Adjust number of sections offered; Offering 9 sections per year rather than 10 will result in average fill rates greater than 75% and still offer room for some growth.
	Assessment Method: Compile, review, and analyze student grades as a measure of student achievement. **Assessment Method Category:** Student Success **Criterion:** At least 75% of all BA285 students earn a C or better. **Related Documents:** BA285_Achievement_041311.pdf	03/31/2012 - 2010-2011 student achievement data indicates 77.9% passing grades compared to the 77.1% result for 2009-2010. **Result Type:** Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Student overall student achievement is essentially unchanged and goal is again met. Success in both online and physical offerings remain consistent. **Related Documents:** RI_Human_Relations_Student_Achi	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		vement_033012.pdf	
		06/07/2011 - 2007-2008 BA285 87.8% student success (attained C or better); 2008-2009 BA285 85.1% student success; 2009-2010 77.1% studentt success **Result Type:** Program Review Year **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Student achievement since the 2007 academic year have declined from 87.8% to 77.1%, however the success rate is still above the identified benchmark.	06/07/2011 - It is difficult to assess whether the earlier achievement rates were higher than normal or wether they reflect realistic attainment in this course. We will continue to monitor the student attainment so that the benchmark can be adjusted appropriately in reponse. **Core Theme Association:** Learning & Achievement **Select Planning Year:** 2011-12 **Resources Needed:** none **Budget: Funds Needed:** 0.0000 **Internal External Trends:** Internal Trend - changes in faculty
	Assessment Method: Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		

Review Year Schedule

Area Unit Type	Unit	Review Year
Administrative and Educational Support (AES) Units	AS-Administrative Supervision	2012
	AS-Bookstore	2012
	AS-Business Services	2011
	AS-Campus Safety	2010
	AS-Dining Services	2009
	AS-Events	2012
	AS-Human Resources	2011
	AS-Mail and Print Services	2011
	AS-OCCI Administration	2009
	AS-Plant Services	2012
	AS-Student Housing	2011
	BDC-Business Development Center	2012
	BDC-RSVP	2011
	CC-Curry County	2012
	EM- Associated Student Government	2012
	EM- Student Life	2012
	EM-Admissions/Recruiting	2010
	EM-Financial Aid	2011
	EM-International Students	2011
	EM-Student First Stop	2012
	ESPS-Advising and Orientation	2011
	ESPS-Cooperative Work Experience and Career	2011
	ESPS-Counseling and Testing	2012
	ESPS-Disability Services	2010
	ESPS-Student Support Services SSS TRIO	2010
	IA-Career Pathways	
	IA-E-Learning	2011
	IA-Family Center	
	IA-Instructional Supervision	
	IA-Library	2011
	IA-Perkins	
	IA-Teaching & Learning Center	2010
	IA-Transitional Education	2010
	IA-Tutoring	
	ITS-Integrated Technology	2012
	ITS-Lab and Classroom Technology	2010
	PRES -Presidential Supervision	2012
	PRES-Athletics	2011
	PRES-College Advancement	2011
	PRES-Foundation	2011
	PRES-Institutional Research	2011
	PRES-Recreation Center	2012
	SS-Talent Search/UB/Gear Up	2011
	WCD-Community Education	2011
	WCD-Workforce Development	2011
Instructional Units	AH-1 Year Cert Phlebotomy	2009
	AH-1 Yr Cert Medical Clerical	2009

Area Unit Type	Unit	Review Year
	AH-1 Yr Cert Pharmacy Technician	2009
	AH-1 Yr Cert Rural Health Aide	2009
	AH-AAS Medical Assistant	2010
	AH-Less than 1 Yr Cert Medical Aide	
	BUS-1 Yr Cert Accounting	2010
	BUS-1 Yr Cert Bookkeeping Clerical	2010
	BUS-1 Yr Cert Juvenile Corrections	2010
	BUS-1 Yr Cert Office Occupations	2010
	BUS-AAS Accounting	2010
	BUS-AAS Gerontology	
	BUS-AAS Human Services	
	BUS-AAS Marketing	2010
	BUS-AAS Office Management	2010
	BUS-AAS Small Business Entrepreneurship	2010
	BUS-AAS Substance Abuse	
	BUS-AS Criminal Justice Administration Emphasis	
	BUS-ASOT Business	
	BUS-Less than 1 Yr Cert Basic Technical Skills in Human Services	
	BUS-Less than 1 Yr Cert Core Concepts in Human Services	
	BUS-Less than 1 Yr Cert Marketing	2010
	BUS-Less than 1 Yr Cert Medical Transcription	
	BUS-Less than 1 Yr Cert Retail Management	2010
	BUS-Less than 1 Yr Cert Supervision	2010
	CIS-1 Yr Cert Computer Information Systems	
	CIS-1 Yr Cert Welding and Fabrication	2010
	CIS-AAS CIS Health Informatics	
	CIS-AAS Computer Information Systems	
	CIS-AAS Manufacturing Technology: Welding and Fabrication	2010
	CIS-Less than 1 Yr Career Pathway Web Site Fundamentals	
	CIS-Less than 1 Yr Cert Career Pathway CCENT Certification Preparation	
	CIS-Less than 1 Yr Cert Career Pathway CCNA Certification Preparation	
	CIS-Less than 1 Yr Cert Career Pathway Network Management	
	CIS-Less than 1 Yr Cert Career Pathway Software Support	
	CIS-Less than 1 Yr Cert Career Pathway Technical Support	
	CIS-Less than 1 Yr Cert Welding Assistant	
	DISC- Science Department	
	DISC-Arts and Letters	2010
	DISC-Computer Science, Math, Science	2010
	DISC-Cultural Literacy	2010
	DISC-Social Science	2010
	ECE-1 Yr Cert Childhood Education and Family Studies	
	ECE-1 Yr Cert Para Educator/Education Assistant	

Area Unit Type	Unit	Review Year
	ECE-AAS Childhood Education and Family Studies	
	ECE-Less than 1 Yr Childhood Education and Family Studies 15 credits	
	ECE-Less than 1 Yr Childhood Education and Family Studies 30 credits	
	EMS-1 Yr Cert Emergency Medical Technician	
	EMS-1 Yr Cert Fire Science Technology: Level 2	
	EMS-AAS Emergency Medical Technican: Paramedic	
	EMS-AAS Fire Science Technology	
	EMS-Less than 1 Yr Cert Fire Science Technology: Level 1	
	FOUND-Health, Wellness, and Physical Education	2010
	FOUND-Information Literacy	
	FOUND-Mathematics	
	FOUND-Oral Communication	2009
	FOUND-Writing	
	NRS-AAS Nursing	2011
	OCCI-AAS Culinary Arts Management Training	
	OCCI-AAS Culinary: Baking and Pastry	
	RI-Communication	2010
	RI-Computation	2010
	RI-Human Relations	2010
	TE-ABE GED ESL	2010
	TE-Skills Center	

UR: Assessment Results

Southwestern Oregon Community College
ESPS-Student Support Services SSS TRIO

Program Review Year: 2010

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
S-Student Support Services SSS TRIO dent Access - Provide access to cation for students who are low-income, generation and/or with disabilities. **come Types:** rational **t Date:** 8/2009 **come Status:** ently Being Assessed	**Assessment Method:** Quantitative Measure: Information will be gathered from an SSS specific survey. This survey will ask the participants to verify the use of specific services and to rate the service as to how helpful the service was to them. **Assessment Method Category:** Participation **Criterion:** The average score of 3.5 will be achieved for all answers on the SSS Survey.	05/05/2011 - The average score of 3.97 was achieved for all answers **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Students are generally satisfied with the SSS services however there were several areas that we may be able to improve upon. 1. Equipment 2. Space 3. Staff time Major Themes Equipment including printers, computers, comfortable tables and chairs were a main theme for the focus groups. Many participants discussed having to wait for a computer or a place to sit. The area may be warmed up with paint and appropriate tables. Space is cramped and crowded. The need for extra space and study areas is a main theme for the focus groups. This is also a factor in noise and tutor structure. SSS is simply too crowded and therefore the noise level increases as does the cleanliness of the environment. Staff time is at a premium. Students expressed multiple times that SSS staff contact was important. This time would need to be made available as walk-in times, counseling, financial aid assistance, transfer issues and university visits.	11/19/2011 - 1. To maximize staff time and efforts -Pilot the use of Skype to provide advising, tutoring , and counseling 2. To address the space concerns - Continue to research areas of campus that may provide additional space -Continue to purchase appropriate furniture -Continue to organize area 3. To address the equiptment issue -SSS purchased 4 new computers. -Continue to maintain and up date equiptment as needed

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Related Documents: SSS Overall Results 2010.docx	
	Assessment Method: Qualitative Method- Conduct 4 focus groups of 6-10 SSS participants that utilize SSS services. Inquire as to the helpfulness and also inquire as to improvements. **Assessment Method Category:** Focus Group **Criterion:** Identify 2 new SSS services that would increase accessibility, persistence and completion	05/24/2011 - Identified 3 new services. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Based on the focus groups common themes emerge that imply 3 additional services that may benefit SSS students. 1. Provide tutoring in more academic areas 2. Provide Space 3. Provide more access to staff for student contact Use of results 1. Tutors will be able to tutor accross multiple subject areas 2. The SSS pace will be maximized by the purchase of approriate furniture and organization 3. SSS staff will be availble for walk-in hours, skype, phone and apppointments. Counselor will teach 1 less class per year. **Related Documents:** SSSQualitative Survey 2010.docx	11/19/2011 - Actions Purchased 4 new student computers Staff introduced walk-in hours, increased workshops and counselor is teaching 1 less class SSS space utilized more effectively with rearrangement, new chairs, and general organization.
S-Student Support Services SSS TRIO dent Achievement - Support at risk ents i.e. low income, first generation students with disabilities through ces that promote persistance, tion, degree and/or certificate pletion and university transfer based on ral program reporting.	**Assessment Method:** Quantitative Measure: Information will be gathered from an SSS specific survey. This survey will ask the participants to verify the use of specific services and to rate the service as to how helpful the service was to them. **Assessment Method Category:**	11/19/2011 - The average score of 3.97 was achieved for all answers **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:**	12/02/2011 - In order to maximize opportunities for student achievement it would appear that access to services would be a major consideration. The major themes include: 1. Equipment 2. Space

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
come Types: rational **t Date:** 3/2009 **come Status:** ently Being Assessed	Participation **Criterion:** The average score of 3.5 will be achieved for all answers on the SSS Survey.	The results for student acheivement were identical to student access. This suggests that in order to promote student achievement student access will need to be balanced. I.E student need access in order to achieve. Students are generally satisfied with the SSS services however there were several areas that we may be able to improve upon. 1. Equipment 2. Space 3. Staff time Major Themes Equipment including printers, computers, comfortable tables and chairs were a main theme for the focus groups. Many participants discussed having to wait for a computer or a place to sit. The area may be warmed up with paint and appropriate tables. Space is cramped and crowded. The need for extra space and study areas is a main theme for the focus groups. This is also a factor in noise and tutor structure. SSS is simply too crowded and therefore the noise level increases as does the cleanliness of the environment. Staff time is at a premium. Students expressed multiple times that SSS staff contact was important. This time would need to be made available as walk-in times, counseling, financial aid assistance, transfer issues and university visits. **Related Documents:**	3. Staff time 11/19/2011 - SSS will use the results of the survey to provide the following supports 1. On-line work shops that provide resources and supports. Students can then work from home to avoid the overcrowedeness. 2. Skype ability-SSS to provide tutoring via Skype. Studentswill have greater access to tutors and staff. 3. Diversify tutoring accross a variety of subject materal	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Survey results totals.mht	
S-Student Support Services SSS TRIO gram Data - Program Data **come Types:** gram Annual Data **t Date:** 5/2011 **come Status:** ently Being Assessed	**Assessment Method:** SSS annual report persistence **Assessment Method Category:** Unit Reports **Criterion:** Persistence- 55% of SSS participants will persists from the beginning of one academic year to the next OR graduate AND/ OR transfer from a 2 year to a 4 year institution during the academic year.	12/02/2011 - 37% graduated 28% Transferred/no degree Overall 65% persistance **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** The same services and economic issues began in 2008/2009 repoeted in out graduation and transfer results apply.	
	Assessment Method: SSS annual report academic standing **Assessment Method Category:** Unit Reports **Criterion:** 80% of all participants served will be in good academic standing 2.0	12/02/2011 - 96.88% of participants were in good academic standing. **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** One on one direct tutoring, intrusive advising, increased counseling, advent new technology. Added additional project criteria selection of applicants in response to the change in federal guidelines for completion model.	
	Assessment Method: SSS annual report associate degree graduates **Assessment Method Category:** Unit Reports **Criterion:** 25% of new participants will graduate with an associates degree OR certificate within 4 years.	12/02/2011 - 37% of new participants graduated with and associates OR certificate within 4 years **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Maintain a realistic % of new participants graduated with and associates OR certificate within 4 years 2012 Report- 27% Due to the economy 37%	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		is achieveable due to student presisting. 2013 Report-27% 2014= 27%%	
	Assessment Method: SSS annual report transfer with associated or certificate **Assessment Method Category:** Unit Reports **Criterion:** 12 % of new participants will transfer with an associates or certificate within 4 years.	12/02/2011 - 21 % of new participants transferred w/degree **Result Type:** Criterion Met **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Transfer collaboration with universities has increased. Increased scholarship opportunities. Greater transfer conversations with students. Increased relationships with university transfer center. As opposed to leaving school and get jobs are unable to find employment are entertaining transfer.	
	Assessment Method: SSS annual report passing grades **Assessment Method Category:** Unit Reports **Criterion:** 77% of participants will receive passing grades.		
S-Student Support Services SSS TRIO nual Data Review and Analysis - pile, review and analyze program data pport planning, assessment, and eting. **come Types:** ram Annual Data **t Date:** 1/2009 **come Status:** ently Being Assessed	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, etc.) Website Updates Budget Review and Planning FERPA Training Review of Policies and Procedures	03/16/2012 - Ferpa Training - all staff Website updated -Carolyn TRIO Training-Michelle and Janet TRIO Networking-Carolyn Retention Specialist-Michelle Updated Procedures-Janet Budget Review-Tim/Carolyn/Michelle APR completed timely-Janet Participation with WICHE	

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
		Result Type: Annual Program Data **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Closer collaboration throughout the state with other TRIO programs	
S-Student Support Services SSS TRIO gram Review Summary - Program ew Assessment Overview and **come Types:** gram Review Year **t Date:** 1/2008 **come Status:** ently Being Assessed	**Assessment Method:** Program Review	01/26/2012 - Core Theme Planning 2011-12 through 2013-14 **Result Type:** Program Review Year **Result Year / Status:** 2010-11 Result **Synthesis and Analysis:** Strategic Planning Spring 2011	01/26/2012 - Future Access 1. Secure additional space 2. Additional Staff 3. Math instructor **Core Theme Association:** Access 01/26/2012 - Future Innovation and Sustainability 1. Full/part time SSS Scholarship coordinator 2. Career Center staffed full time 3. Student Health Center 4. Student Child Care CO-OP **Core Theme Association:** Innovation & Sustainability 01/26/2012 - 2012-13 Access 1. Update of technology-Computers and data bases 2. Secure additional desks and chairs **Select Planning Year:** 2012-13 **Core Theme Association:** Access

comes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementat
			01/26/2012 - 2013-14 Innovation and Sustainability 1. Write for the SSS grant **Select Planning Year:** 2013-14 **Core Theme Association:** Innovation & Sustainability
			01/26/2012 - 2011-12 Access 1. Complete SSS Web Application 2. Develop on-line tutorials for advising and FAFSA 3. Increase support course participation **Select Planning Year:** 2011-12 **Core Theme Association:** Access
			01/26/2012 - 2011-12 Innovation and Sustainability 1. Implement a peer mentoring program **Select Planning Year:** 2011-12 **Core Theme Association:** Innovation & Sustainability
	Assessment Method: Interim Review		

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Southwestern Oregon Community College

EM-Student First Stop

Mission Unit: To provide students with educational assistance and resources as they enter the college environment and continue to achieve their goals.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
EM-Student First Stop - Provide financial services access - Provide students access to financial services **Outcome Types:** Operational **Start Date:** 10/27/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Bad debt analysis **Assessment Method Category:** Self-Evaluation **Criterion:** Bad debt will be reduced by 25 %.		
	Assessment Method: Review of e-check participation rates. **Assessment Method Category:** Participation **Criterion:** E-check participation will increase by 25%.		
EM-Student First Stop - Provide access to multiple academic transactions - Provide multiple avenues for students to enroll in classes and complete other academic transactions **Outcome Types:** Operational **Start Date:** 10/27/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Colleague reports **Assessment Method Category:** Participation **Criterion:** WebAdvisor official grade transcript requests will increase by 25%.		
	Assessment Method: Electronic tracking sheet **Assessment Method Category:** Participation **Criterion:** The Center will increase electronic communication by 25%.		
EM-Student First Stop - Provide educational assistance - Provide a variety educational assistance in a one stop atmosphere	**Assessment Method:** Student First Stop Survey		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
Outcome Types: Operational **Start Date:** 10/27/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method Category:** Student Success **Criterion:** Student will rate the Student First Stop Center an overall rating of 3.5		
EM-Student First Stop - Review Year Reports - Review Year Unit Assessment Overview and Summary Reports **Outcome Types:** Review Year Summary Report **Start Date:** 07/01/2008 **Outcome Status:** Review Year Report	**Assessment Method:** 2008-09 Unit Review Year Summary Report	04/14/2010 - Three outcomes identified and they were achieved. These were increasing e-check disbursements, reducing student bad debt, and improving student satisfaction. **Result Type:** Review Year Report **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Amount of bad debt continues to increase and processes must be put in place to address the debt issue, especially at OCCI. Financial Aid needs qualified staff and sufficient staffing to keep up with the increase of student aid demand. Accounts receivable is difficult to maintain with financial aid being behind, it results in bad debt as students do not get awarded in time, and they leave out of frustration.	04/14/2010 - For next year we need to implement processes that improve the way financial aid is processed, implement additional electronic processes for students to further self-serve, and to cross train personnel to learn additional duties. Evaluate the financial aid process and provide proper staffing, training, and resources so they are able to keep up with demand. Move to a one card system that allows us to electronically disburse aid onto the cards. This will help streamline the disbursement process. Allow for cross-training within the department so that personnel can assist during busy times. Implement a more efficient electronic transcript process for sending and receiving official transcripts. Current EDI process is inefficient and can only trade within Oregon. eScript is a company that offers this service. It is inexpensive and a quick set up. Implement an underage student process so that students of all ages have access to WebAdvisor registration. While still offering underage advising and obtaining parental consent.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
			Resources Needed: New collections staff and datatel training. **Budget: Funds Needed:** 45000.0000 **Review Year Report Only:** **Internal External Trends:** Payment plans have helped students to pay / understand; continue to have high ratings with students on the surveys Student accounts are not being paid timely due to financial aid being 5 months behind Electronic processing to be more efficient; ability to pull data from the system using informer; Lose students if not able to pay college and personal bills direct loans - unsure of impact at this time; need to investigate ; new regulations will require loan collections
EM-Student First Stop - Annual Strategic Plan Reports - Unit Annual Strategic Plan Summary Reports **Outcome Types:** Annual Plan Summary Report **Start Date:** 07/01/2009 **Outcome Status:** Annual Report	**Assessment Method:** 2009-10 Unit Annual Strategic Plan Summary Report **Assessment Method:** 2010-11 Unit Annual Strategic Plan Summary Report		

UR: Assessment Results

Southwestern Oregon Community College

AS-Student Housing

Program Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
AS-Student Housing - Student Safety - Provide a safe living environment. **Outcome Types:** Operational **Start Date:** 10/21/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review of incident reports and statistical analysis including Clery Data. **Assessment Method Category:** Self-Evaluation **Criterion:** Reduce the amount of Clery reported incidents from term to term **Related Documents:** socc-clery-annual-report.pdf		
	Task Name: Add additional security cameras **Task Description:** We would eventially like to add exterior cameras that would comprehensively cover our parking lots. **Means of Assessment:** Were Cameras added **Criteria and Timeline for Success:** summer of 2012 **Task Status:** In-Progress		
	Task Name: Fire extinguisher and smoke alarm verification **Task Description:** Fire extinguishers and smoke alarms are to be inspected monthly to ensure proper working order. **Means of Assessment:** Inspection forms. **Criteria and Timeline for Success:** Document working condition of smoke detectors and fire extinguishers monthly.	10/27/2009 - Student Housing successfully conducted monthly Fire extinguisher and smoke alarm verification. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing successfully conducted monthly Fire extinguisher and smoke alarm verification. However, Student Housing would like to create an electronic spread	11/02/2009 - Create electronic document to verify specific completion dates of inspections for individual apartments.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Task Status: Completed	sheet to document the details of future verification of these fire safety systems.	
	Task Name: Health and Safety Inspections **Task Description:** Health and Safety Inspections are to be conducted on a monthly basis to ensure a safe and healthy living environment is being maintained. **Means of Assessment:** Inspection forms. **Criteria and Timeline for Success:** Completed inspection forms verifying all apartments passed Health and Safety inspections. **Task Status:** In-Progress	10/23/2009 - Monthly Health and Safety Inspections were successfully conducted. The inspections identified health and safety issues in the individual apartments and then provided education and accountablity to reconcile the situation. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** When appropiately staffed, Student Housing can conduct thorough inspections ensureing the ongoing safety and wellbeing of the Student Housing population.	04/14/2010 - Educating students on healthy living habits through health and safety inspections has been incredibly successful. Student Housing could look to enhance this educational opportunity.
	Task Name: Safety Programming **Task Description:** Create and Implement programs that teach and encourage safe living practices. **Means of Assessment:** Event evaluations. **Criteria and Timeline for Success:** Minimum of 1 safety event per term. Event evaluation average rating of event of 3 or better on a 1-4 scale. **Task Status:** In-Progress	10/27/2009 - Student Housing evaluated 1 safety event at the success rating of 3 on a scale of 1-4, 1 being the least successful and 4 being the most successful. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing programmed a few safety programs and evaluated only 1 with a success rating of 3 which met our goal. However, Student Housing would like to increase the number of safety related events in the future. **Related Documents:** Copy of event breakdown 08-09 (2).xlsx	04/14/2010 - Student Housing recomends an increase in student safety events.
	Task Name: Student Housing Fire Drills	10/27/2009 - Student Housing created the proceedures for housing fire drills, but did not	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Task Description: Student Housing will conduct 2 announced and 1 unannounced fire drills annually in compliance with the Higher Education Opportunity Act. **Means of Assessment:** Drill completion documentation. **Criteria and Timeline for Success:** Completion of fire drills. Acceptable reported time of evacuation and RAs individual building evacuation report to Housing Staff / Campus Security. **Task Status:** In-Progress	succesfully complete any fire drills. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing created the proceedures for housing fire drills, but did not succesfully complete any fire drills. Student Housing looks to succesfully impliment fire drills during the 09-10 academic school year. **Related Documents:** Fire Drill procedure.doc	04/14/2010 - As proceedures have been put in place Student Housing should impliment those proceedures.
	Task Name: Wellness Programming **Task Description:** Create and implement programs that teach and promote healthy living practices. **Means of Assessment:** Event evaluations. **Criteria and Timeline for Success:** Minimum of 1 wellness event per term. Event evaluation average rating of event of 3 or better on a 1-4 scale. **Task Status:** In-Progress	10/27/2009 - Student Housing evaluated 5 wellness events at the average success rating of 3.8 on a scale of 1-4, 1 being the least successful and 4 being the most successful. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing programmed several wellness related programs and evaluated 5 events with an average success rating of 3.8 which exceeded the set goals. Student Housing would like to increase the number of wellness related programs in the future. **Related Documents:** Copy of event breakdown 08-09 (2).xlsx	04/14/2010 - Student Housing had great success with the 5 wellness events there is definitely a need for additional wellness events.
	Task Name: Work closer with Campus Security **Task Description:** Student Housing strives to work closer with Campus Security in all aspects of student safety.	10/27/2009 - Student Housing sucessfully partnered in a closer working relationship with Campus Security. **Result Type:** Achieved **Result Year / Status:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Means of Assessment: Self assessment **Criteria and Timeline for Success:** 3 annual successful Campus Security / Student Housing combined training sessions. Department combined rounds of Student Housing every evening. **Task Status:** In-Progress	2008-09 Result **Synthesis and Analysis:** Student Housing actively pursued a closer working relationship with Campus Security through combined training, combined staffing of rounds, and weekly Housing and Security administrator meetings.	
AS-Student Housing - Exceptional Living Environment - Provide exceptional living environment for campus students. **Outcome Types:** Operational **Start Date:** 10/21/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student housing occupancy rate **Assessment Method Category:** Participation **Criterion:** Average 12% attrition each term (fall to winter to spring)	04/14/2010 - Attition rate for 2008-2009; fall to winter 5.2%; winter to spring 2.9% **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing achieved an above average attrition rate in the 2008-2009 school year. Indicating that the quality living learning experience at Southwestern was able to retain a higher number of students. Student Housing believes that there are many contributing factors to those numbers, a few that should be highlighted are: 1. Full professional Student Housing staffing levels. 2. Processes following up with students who were in financial or academic trouble were improved. 3. Student programming was also increased in both quality and quantity.	04/14/2010 - Student Housing achieved excellent results focusing in on staffing, programing, student suport funcitions, and safety proceedures.
	Assessment Method: Student Housing Satisfaction and Opinion Exit Survey **Assessment Method Category:**	10/28/2009 - Student Housing averaged the following numbers on the exit survey: 08/su: 3.5 08/fa: 4.32	04/14/2010 - Housing noted that the summer satisfaction rating was lower than the other terms as summer services are decreased.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Survey - Institutional **Criterion:** Average of 3.5 on 5 point scale	09/wi: 4.36 09/sp: 4.06 **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing achieved above the set criterion for all terms in the 08-09 school year. Housing noted that the summer satisfaction rating was lower than the other terms as summer services are decreased. Student Housing will look into ways to bring this up in the future. **Related Documents:** 08-09 exit interview scoring.xlsx	Student Housing will look into ways to bring this up in the future.
	Task Name: Check in processes revamped for better service **Task Description:** Get more students succesfully aclimated to SWOCC with reguards to registration, housing check-in, financial aid verification, payment plan, other check in related tasks. **Means of Assessment:** Campus committee team meetings. **Criteria and Timeline for Success:** Annually assessed **Task Status:** In-Progress		
	Task Name: Community service projects for housing residents **Task Description:** Set up Community service projects for housing students specifically targeting athlete and other organized student group involvement including but not limited to the following events Campus clean up day.	10/28/2009 - Student Housing created an action plan to implement community service projects and made contacts, but did not execute these projects. **Result Type:** Deferred **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:**	04/14/2010 - Community Service is a huge opportunity for students, staff, and community members to fill community needs. Housing recomends continued persuit of community service projects.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Reading at the local grade schools. Serving food at the homeless shelter. Spending a day in front of local grocery stores collecting can foods. **Means of Assessment:** Self assessment. **Criteria and Timeline for Success:** Number of successful projects. Minimum on 10 students participating in each project. **Task Status:** In-Progress	Student Housing was involved in several community service projects in the 08-09 school year. This targeted student athlete/student leader approach will be implemented in the 09-10 school year.	
	Task Name: Develop lighthouse depot customer service position **Task Description:** Create and implement student staffed front desk service to offer additional night time recreational support to students. **Means of Assessment:** self assessment **Criteria and Timeline for Success:** Completion of task by 1-01-10. **Task Status:** In-Progress		
	Task Name: Increase Student Housing internet band width **Task Description:** Increase Student Housing internet band width to further empower Student Housing's computing needs. **Means of Assessment:** Self assessment. **Criteria and Timeline for Success:** Additional bandwidth added by winter term of 2009-2010.		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Task Status: Completed		
	Task Name: Lake access and beautification project **Task Description:** Add beach access in Student Housing that provides safe and welcoming access to recreational use of Empire Lakes. **Means of Assessment:** Completion of project. **Criteria and Timeline for Success:** Completion of project before the 09-10 winter term. **Task Status:** In-Progress		
	Task Name: Social Programming **Task Description:** Create and implement Social programs that create healthy Social opportunities for Student Housing residents. **Means of Assessment:** event evaluations **Criteria and Timeline for Success:** Minimum of 26 events per term. Event evaluation average rating of event of 3 or better on a 1-4 scale. **Task Status:** In-Progress	10/28/2009 - Student Housing evaluated 23 events at an average success rating of 3.56 on a 1-4 scale, 1 being the least successful and 4 being the most successful. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing programmed several successful social programs including the 23 events that were evaluated. The success rating of 3.56 exceeded our goal that we set out to achieve. **Related Documents:** Copy of event breakdown 08-09 (2).xlsx	04/14/2010 - There is an ongoing need for students to have opportunities to engage as a community in quality activities.
	Task Name: Staff Training **Task Description:** Provide ongoing relavent staff training **Means of Assessment:** self assesment **Criteria and Timeline for Success:**	10/28/2009 - Student Housing conducted ongoing weekly training and job reviews with Housing Staff members. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result	04/14/2010 - Student Housing identified value in continued ongoing training. Housing Staff members could benifiet from further staff development and annual conference/learning opportunities.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	weekly staff training, additional training as identified **Task Status:** In-Progress	**Synthesis and Analysis:** Student Housing conducted ongoing weekly training and job reviews with Housing Staff members. In addition, Student Housing facilitated an in-depth training for Resident Assistants in the fall term. Although Student Housing met it's goals for ongoing training the Department has identified a need for ongoing training specific to Resident Directors, job training refresher courses, and interdepartmental training.	
AS-Student Housing - Learning Environment - Provide exceptional learning environment for campus students. **Outcome Types:** Operational **Start Date:** 10/21/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Student Housing Satisfaction and Opinion Exit Survey **Assessment Method Category:** Survey - Institutional **Criterion:** 3.5 on 5 point scale related to learning environment questions.		
	Assessment Method: Event Evaluations **Assessment Method Category:** Self-Evaluation **Criterion:** 3.5 or beter on 5 point scale related to evaluation of success of the event.		
	Task Name: Educational Programming **Task Description:** Create and implement quality educational programs for the Student Housing population. **Means of Assessment:** Event evaluations. **Criteria and Timeline for Success:** Minimum of 1 educational event per term. Event evaluation average rating of event of	10/27/2009 - Student Housing evaluated 17 events at an average success rating of 3 on a 1-4 scale, 1 being the least successful and 4 being the most successful. **Result Type:** Achieved **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing programmed several	04/14/2010 - Student Housing recomends further partnerships with faculty in educational programing efforts.

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	3 or better on a 1-4 scale. **Task Status:** In-Progress	successful educational programs including the 17 events that were evaluated. The success rating of 3 met our goal that we set out to achieve. **Related Documents:** Copy of event breakdown 08-09 (2).xlsx	
	Task Name: impliment mandatory College Success Course **Task Description:** Design and impliment a college success course that supports succesful integration of first year students into the college environment. Incorporating peer mentors, small and large group discussion and lecture, and campus departments **Means of Assessment:** 1. Succesful implementation of the course. 2. Increased accademic achievement for course participants. 3. Increased retention for course participants. **Criteria and Timeline for Success:** ongoing **Task Status:** In-Progress		
	Task Name: Maintain a conducive learning environment **Task Description:** Create and maintain living learning opportunities that support Southwestern's educational mission. **Means of Assessment:** Self assessment. **Criteria and Timeline for Success:** Minimize noise violations. Create study opportunities.		

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
	Task Status: In-Progress		
	Task Name: Tutor nights in housing that are disipline specific **Task Description:** Implment weekly math and writing nights **Means of Assessment:** attendance and self assesment **Criteria and Timeline for Success:** term by term basis **Task Status:** In-Progress		
AS-Student Housing - Annual Data Review and Analysis - Compile, review and analyze program data to support planning, assessment, and budgeting. **Start Date:** 07/01/2009	**Assessment Method:** Other Considerations **Criterion:** Review of other pertinent data, processes, and procedures including annual compliance checklists (HEOA, FERPA, etc.)		
AS-Student Housing - Program Review Summary - Program Review Assessment Overview and Summary **Outcome Types:** Program Review Year **Start Date:** 07/01/2008	**Assessment Method:** Program Review	04/14/2010 - Student Housing created a quality living and learning evironment that produced a positive attrition rate, an above average rating for student experience, and an overal healthy safe housing community. **Result Type:** Program Review Year **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Student Housing achieved an above average attrition rate in the 2008-2009 school year. Indicating that the quality living learning experience at Southwestern was able to retain a higher number of students. Student Housing believes that there are many contributing factors to those numbers, a few that should be highlighted	04/14/2010 - Student Housing achieved great success in creating a positive safe living learning environment at Southwestern. Student Housing recomends that future action focus on maintaining quality staffing and their on-going training, providing quality student programs, and maintaining quality health and safety proceedures. **Internal External Trends:** Student Housing restructured housing personel and proceedures to reflect the large number of students and the support services that they require. As a strength,

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results/Planned Actions & Planned Action Updates/Implementation
		are: 1. Full professional Student Housing staffing levels. 2. Processes following up with students who were having difficulty with college processes. 3. Student programming was also increased in both quality and quantity.	the Housing Department achieved first rate customer service that is reflected in all our results. Student Housing recognizes that this strength must be renewed every year as student staff and residents change anually. Student Housing has also identified the continued appitiete that students have for student programing. Though this appitiete may never be fully satisfied, we must strive to provide a large number of quality student programs. Student Housing must also focus on continualy refreshing its health and safety practices as student safety is a prioity but also an ever moving target. Comprhensive safety efforts are paramount and must be continually refreshed to anticipate future issues. In summary, Student Housing has found good practices in it's staffing, programing, and health and safety efforts but most continually look to strengthen those practices ensure proper time and energy is spent in these areas.
	Assessment Method: Interim Review		

UR: Assessment Results

Southwestern Oregon Community College

WCD-Workforce Development

Review Year: 2008-09

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
WCD-Workforce Development - Provide workforce development opportunities. - Provide training and educational opportunities. **Outcome Types:** Operational **Start Date:** 10/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review of total resources. **Assessment Method Category:** Self-Evaluation **Criterion:** Increase by ? (Apply for 2 opportunities to support workforce development?)	09/21/2010 - Two grants awarded to college **Result Type:** Criterion Met **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** Two grants awarded to college: CBJT and Clusters Grant for welding and manufacturing.	
		10/23/2009 - Successfully awarded CBJT grant. CBJT $1,998,518 **Result Type:** Complete **Result Year / Status:** 2008-09 Result **Synthesis and Analysis:** n/a	
WCD-Workforce Development - Support business and industry. - Support business and industry through customized training and professional development. **Outcome Types:** Operational **Start Date:** 10/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review Statewide BITS survey. **Assessment Method Category:** Participation **Criterion:** Meet or exceed participation rate from previous year.		
	Assessment Method: BITS Survey **Assessment Method Category:** Survey - State **Criterion:** Meet or exceed previous year rating		

UR: Assessment Results

Southwestern Oregon Community College

WCD-Workforce Development

Review Year: 2009-10

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
WCD-Workforce Development - Provide workforce development opportunities. - Provide training and educational opportunities. **Outcome Types:** Operational **Start Date:** 10/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review of total resources. **Assessment Method Category:** Self-Evaluation **Criterion:** Increase by ? (Apply for 2 opportunities to support workforce development?)	06/10/2010 - 2009-10 Partnership with the South Coast Clean Energy Alliance inpersuing green grants for partnership in training opportunities. **Result Type:** Annual Report **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** The Workforce Development Office will continue to partner with the community to identify workforce training grants.	06/10/2010 - The SC Clean Energy Alliance has reviewed 2 grants but the consenses was the partnership was not prepared to submit a grant.
		05/13/2010 - Truck Driver Certificate approved by the State SOCC Truck Driver CDL Certificate progam is a contractual partnership with IITR. Classes are currently being offered every six weeks with 4 students in a class **Result Type:** Criterion Met **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** This highly successful program is a collaboration between IITR and SWOCC to offer the opportunity for local people to be trained for their CDL Class A license locally. SCBEC has been an important partner is offering clients WIA funding for tuition and fees.	06/10/2010 - Although it took over a year to develop the program it has been a tremendous asset to the community. The Office will continue to work with the business community to develop programs as needed.
		10/23/2009 - State Clusters Grant awarded. $86,668 Clusters Grant have provided opportunities for high school faculty training and support for Skills Day. The grant advisory committee is assessing the next identified cluster area. **Result Type:**	

Outcomes	Means of Assessment & Criteria / Tasks	Results	Use of Results & Implementation Status
		Complete **Result Year / Status:** 2009-10 Result **Synthesis and Analysis:** Strong partnership in education, industry an WIA The State Cluster grant provided opportunities for secondary, post secondary and industry to align curriclum with industry standards by facilitating meetings and opportunities for input. That has been a very successful model to follow for each area of CTE.	
WCD-Workforce Development - Support business and industry. - Support business and industry through customized training and professional development. **Outcome Types:** Operational **Start Date:** 10/01/2008 **Outcome Status:** Currently Being Assessed	**Assessment Method:** Review Statewide BITS survey. **Assessment Method Category:** Participation **Criterion:** Meet or exceed participation rate from previous year.		
	Assessment Method: BITS Survey **Assessment Method Category:** Survey - State **Criterion:** Meet or exceed previous year rating		

Programs & Certificates

Associate of Applied Science Administrative Office Professional
Associate of Applied Science Childhood Education & Family Studies
Associate of Applied Science CIS Health Informatics
Associate of Applied Science Computer Information Systems
Associate of Applied Science Culinary Arts
Associate of Applied Science Emergency Medical Technology (EMT) - Paramedic
Associate of Applied Science Fire Science Technology
Associate of Applied Science in Baking & Pastry Arts
Associate of Applied Science Medical Assistant
Associate of Applied Science Nursing
Associate of Applied Science Welding and Fabrication
Associate of Science Athletic Training Emphasis
Associate of Science Childhood Education and Family Studies Emphasis
Associate of Science Criminal Justice Emphasis
Associate of Science Engineering Emphasis
Associate of Science Marine Biology Emphasis
Associate of Science Mathematics Emphasis
Associate of Science Natural Science Emphasis
Associate of Science Physical Education Emphasis
Career Pathway Certificate of Completion: CCNA Certification Preparation
Career Pathway Certificate of Completion: Fire Science Technology Level I
Career Pathway Certificate of Completion: Healthcare Career Core
Career Pathway Certificate of Completion: Infant and Toddler Development
Career Pathway Certificate of Completion: Marketing
Career Pathway Certificate of Completion: Medical Aide
Career Pathway Certificate of Completion: Network Management
Career Pathway Certificate of Completion: Office Receptionist
Career Pathway Certificate of Completion: Software Support
Career Pathway Certificate of Completion: Supervision
Career Pathway Certificate of Completion: Web Site Fundamentals
Career Pathway Certificate of Completion: Welding Assistant
Certificate of Completion Accounting
Certificate of Completion Bookkeeping Clerical
Certificate of Completion Childhood Education and Family Studies
Certificate of Completion Clerical
Certificate of Completion Computer Information Systems
Certificate of Completion Fire Science Technology: Level II
Certificate of Completion Medical Clerical
Certificate of Completion Paraeducator/Educational Assistant
Certificate of Completion Personal Trainer/Aging Adult
Certificate of Completion Personal Trainer/Group Exercise Leader
Certificate of Completion Pharmacy Technician
Certificate of Completion Phlebotomy Technician
Certificate of Completion Rural Health Aide
Certificate of Completion Welding and Fabrication

SOUTHWESTERN Oregon Community College

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