



## **Madras and Prineville Academic Plan: 2016-2018**

### **Introduction**

The Madras and Prineville campuses were each built and opened in 2011. These campuses are a source of pride in the community and garner local participation in both academic pursuits and community events. Madras and Prineville currently face the challenge of providing a schedule of classes which is broad enough to attract and retain students and faculty to these rural campuses. Enrollment data from the Madras and Prineville campuses show a significant decline recently with a corresponding increase in enrollment at the Redmond campus. Further research is needed to determine if students are enrolling in Redmond classes due to lack of available classes on the Madras and Prineville campuses. It may be that students unable to enroll in a full course of study at the Madras and Prineville campuses may choose to take all their courses at a larger campus or pursue their education part time which increases their likelihood of dropping out of school altogether. In alignment with the recently drafted Academic Master Plan (AMP), the Madras and Prineville Academic Plan is intended to provide detailed priorities and objectives for use by instructional leadership, faculty and staff to help determine the best practices for serving students in our rural communities.

Utilizing existing online courses may provide important opportunities for students in these rural communities. This may require hybrid delivery methods where students meet on campus and work through their online coursework together with the help of a tutor or facilitator. Concerted efforts toward helping students gain the skills to become successful online learners may benefit both the students and the institution for years to come.

Additionally, cohort scheduling models which have been utilized successfully in programs such as nursing or vet tech and could serve rural full-time transfer students well as they work toward completion of general education requirements. The benefits to students engaged in a cohort are many including accountability, comradery, multicultural awareness as well as enhanced learning outcomes. The relatively small number of students enrolled on these campuses may be advantageous to the student and provide a unique opportunity for individual support and advising not achievable on our larger campuses.

## **Process**

This campus planning document was developed using regular, focused planning meetings. The plan was developed collaboratively, involving Campus Administrators, faculty familiar with students from each location, and instructional leadership. The timeframe for implementing the plan is designed to guide decision making and operational activities from 2016 through 2018. The process is meant to foster continuous measurement, analysis and improvement of programs and practices on the Madras and Prineville campuses.

## **Purpose**

The 2016-2018 campus plan, is meant to further detail the priorities of [\*\*COCC's Academic Master Plan\*\*](#) and support intentional decision making that fulfils the mission of COCC on the Madras and Prineville campuses. It identifies instructional priorities designed to enhance learning and student success. It is designed to respond to the challenges facing COCC's rural campuses now and in the near future. The plan provides recommendations for prioritizing resources, and activities to benefit students. The complete Academic Master Plan and other planning documents can be found on the COCC website at <https://www.cocc.edu/college-planning/>

The five priorities of COCC's Academic Master Plan are listed here.

### **COCC's Academic Master Plan Priorities**

<b>Priority A</b>	Provide comprehensive, accessible instructional resources
<b>Priority B</b>	Attract, recruit and retain a diverse, highly qualified faculty
<b>Priority C</b>	Review and improve programs and processes
<b>Priority D</b>	Provide equitable, appropriate faculty, programs and processes at the Redmond, Madras and Prineville campuses
<b>Priority E</b>	Strengthen partnerships with educational institutions, businesses and statewide agencies to promote COCC's curricula and programs

## **Madras and Prineville Academic Priorities and Objectives**

**Priority 1: Provide a sufficient schedule of courses to attract and retain college ready degree seeking students graduating from local high schools. (AMP A)**

### **Objectives in support of Priority 1:**

- Provide a combination of onsite, online and hybrid courses to ensure that students have access to courses necessary for a majority of their transfer requirements.
- Participate in college readiness and college information programming offered through the local school district and work with local High School and staff to identify and recruit potential students.
- Provide College Now opportunities in the local high schools.
- Partner with OSU-Open Campus and work with the local school district to build a college going culture within local families.
- Explore cohort models as means to ensure student success, retention and college viability of course offerings and spent resources.

**Priority 2: Offer courses, which prepare students for college level courses and enhance workplace skills and employability. (AMP A,D&E)**

### **Objectives in support of Priority 2:**

- Work with Deans and Department Chairs to determine the appropriate number of courses to ensure students are given opportunities to meet foundational requirements while optimizing the use of college resources.
- Work with a Community Educational Advisory Board to determine local workforce needs and respond with appropriate credit and noncredit courses.

- Work with Title III grant team to develop shorter pathways for developmental math and writing requirements
- Develop programs and processes which encourage peer tutoring and study groups
- Offer College Success Courses during Fall and Winter terms at each campus and actively recommend courses to students.
- Schedule non-traditional (Friday/Saturday) and evening class offerings when appropriate to improve accessibility to students

**Priority 3: Recruit local faculty dedicated to each campus to provide consistent staffing and foster a collegial environment on branch campuses. (AMP B&D)**

**Objectives in support of Priority 3:**

- Work with Deans and Department Chairs to identify subject areas that would benefit most from local instructors.
- Actively recruit qualified faculty through local advertising and networking with community groups.
- Work closely with Instructional Administration and Faculty Forum to ensure that faculty serving on branch campuses will not be penalized in the promotions process.

**Priority 4: Provide on campus access to student advising, financial aid support, ASCOCC Resources and essential student services. (AMP A&D)**

**Objectives in support of Priority 4:**

- Provide frequent and regular on-site availability of professional advisors from COCC's CAP Center to help students navigate branch campus scheduling and inform instructional leadership about challenges and opportunities around course schedules.
- Utilize resources provided by the Title III grant to provide excellent and meaningful first year experiences for new students on these branch campuses.

- Encourage and support ASCOCC in their mission around individual student success, enhancing the college experience for students, and creating avenues for COCC students to be a benefit to the communities in which they reside.

**Priority 5: Conduct annual data driven analysis of campus mission fulfillment to further refine subsequent course offerings and delivery methods (AMP C)**

**Objectives in support of Priority 5:**

- Provide annual recommended course schedule based upon enrollment data and trends to deans and department chairs one year in advance of schedule roll process.
- In conjunction with Title III grant resources, help implement and utilize Degree Works Planner to determine annual course schedule
- Actively solicit, document and consider instructor and student suggestions for course offerings and delivery methods
- Request advisors to log scheduling difficulties where students were unable to enroll in all the classes they wanted. Analyze the log regularly to recommend course timing changes and other scheduling recommendations.

**Values:**

As part of this Academic Plan for Madras and Prineville, two specific values from COCC's Strategic Plan have been selected to help guide our vision for our newest branch campuses. These values are particularly pertinent to the communities of Madras and Prineville.

**Student Focused in All That We Do**

COCC remains student-focused in decisions made, from the classroom to the boardroom, providing opportunities and support that promote student success.

**Promote Diversity**

COCC furthers its commitment to promoting diversity by creating an ongoing atmosphere of mutual support and respect. We work to foster awareness, acceptance and encouragement of different cultures.