

**Southwestern Oregon Community College
Community Visioning Workshops Results-Cards, Sheets, Notes
As of January 17, 2006**

Barriers

- Money
- Thinking inside the box
- Attitudes
- People – more who support change
- Way to reach new population
- Physical isolation
- Common systems
 - Transportation
 - Technology network
 - Communication
- Land/SPEC building for new business
- Infrastructure improvements
- Outside perceptions
- Media
- Clarity of Bay Area vision
- Image of Southwestern by high school students
- Having a champion for creating future
- Lack of personal power (belief)
- People do not want change
- Lack of loyalty to institutions (systemic) – see dishonesty
- Lack of spirituality – problems with morals-ethics socialization entity
- Regional belief we are victims (South Coast)
- Breaking out of the box – lack of critical thinking
- Fear of change with growth
 - Lack of empowerment
 - Unreliable news medium
 - Lack of information reliability
- No clear process (understanding of)
- Need for key communicators (+, -)
- Amount of remedial education needed to enroll in college level courses (too high)
- Ask – not tell what is needed
- Cultural complacency
- Too much detail (information)
- Lack of clear regional image
- Money
- Place bound students
- Labor pool
- Medical employees and opportunities
- Location

- No airport
- Transportation barriers
- Affordable housing
- Attitudes – negative
- College prepared need for variety
- College represents level of development that the community may not be happy with
- Resentment to change
- Fear/resentment of Borax taints college effort
- Fear of taxes, “whose paying?”
- Rising cost of building. Capture money before they die
- Affordable housing
- Parents believing in possibilities
- Students need different space than high school
- Out of proportion senior population
- Extended and disconnected population groups
- Lack of long-term and historic understanding of local legacy
- Lack of services to all population groups
- Need more info to public on community colleges and services
- Lack of synergized marketing strategy to increase enrollment
- Lack of main campus understanding of full South Coast mission and needs
- Special target market for Curry LPN
- Not thinking like a business
- Money
- Number of local students to file specialized programs
- Not capitalizing on history we have
- Isolated location
- Money
- Enrollment
- Lack of transportation
- Vision and energy (lack)
- Lack of community mental support for new industry
- Seed money for start up programs
- Lack of support for education
- Careers now demanding more education
- Loss of low skill/high wage jobs
- Lack of focus course work for North Curry County. (That leads to prejudice for Port Orford)
- Funding related to isolated geography
- Not clear-cut understanding of uniqueness of each community
- Transportation problems
- Lack of Broad-band
- Social issues/drugs and alcohol
- Flexible funding for classes
- Minimum publicity re offerings and classes

- Missing the utilization of expertise strength of community
- Untapped potential in community and partnership opportunity
- Limited coop among schools
- Isolated geography
- Barriers to achieving dreams
- Disproportionate funding/low population
- Attitude – lack of cooperation/poor self esteem
- Lack of (community) support (statewide) education not top priority
- Lack of coordination and articulation
- S.W. attitude that Port Orford does not need or have
- Money, state funding, local tuition raises
- Small population base
- Lack/limited of private money, untapped
- Limited materials for gift encouragement
- Need Curry scholarship fund for local, including part-time
- College illiterate population
- Limited partnerships with libraries
- Relationships between students/faculty/advisors
- Not enough storage
- Space for equipment assembly
- Lack of opportunity for quality technical learning
- Money
- Inequitable expenditure of funds
- Limited student labor
- Slow financial aid
- Lack of seasonal employees during rush
- Students living on and off campus
- Limit of jobs in the Bay Area
- Indifference of students
- Cable in the game room
- Food service limitations
- Food service attitudes
- Poor editing of schedule
- Disconnect between student privacy and needs of faculty schedule
- Money
- Frustrating First Stop
- Rude First Stop
- Money
- Supply and demand
 - Low demand driving supply
- Limited promotions – need new ways to promote
- Late fees
- Increase in tuition and fees
- Slow financial aid process
- Time and people involved
- Student involvement

- Little work study
- Scholarships not known
- Lack of public info about board meetings
- Direct route to Financial Aid rather than stopping at window
- Knowledgeable Financial Aid advisors
- Teacher involvement
 - i.e. teachers promoting school activities
- Faculty limitation (staff #s)
- High tech access in classrooms
- Limited interested staff in high tech
- Handicap access not total
- Public safety misses a lot – more worried about alcohol rather than violence
- Drug related
- Time
- Money
- Travel distances
- Unreliable state funding
- Language
- Course schedules (alternative offerings)
- Daytime senior classes
- On-site at employers certificate
- Lack of financial aid info
- Senior audit choices (low cost)
- Tuition vs. fees
- Government and non-profit organization coordination of natural resources (grant writing)
- Lack of knowledge of options
- Affordable housing
- Trained (credentialed) faculty
- Lack of connection for recruitment
- On line collaborations (USC)
- Outreach program needs
- Communication/publicity
- Housing increases – infrastructure
- Money
- Access to tech
- Transportation
- Attitude
- Economy
- Lack of willingness to think outside the box
- Lack of job opportunities
- Limited infrastructure to deal with increased needs of people moving in
- Lack of effective marketing for the area
- Enough encouragement to keep employers and growing economy
- Wish for no change

- Limited acceptance to new ideas
- Housing/infrastructure needs
- Money
- Community confidence in our strengths
- Self-limiting beliefs
- Understanding what we do
- Limited publicity about college
- State politics
- Hesitancy to really lead
 - Community voice lead rather than just vocal majority
- Not getting everyone in community on same page
- Lack of strategic planning across campus
- Lack of intergraded planning
- Geographical, physical isolation
- Baby boomlet – Not necessarily a barrier
- Old/new ideas
- A way to reach newcomers
- No change locally
- People, people, people – include our new citizens
- Infrastructure not yet in place for economic development
 - Highway
 - Air travel
 - Train
 - Water
 - Technology network
- Attitudes of “no change”
- \$
- Need to find more land that would be suitable for manufactured related business
- Finding a champion
- Unreliable, unprofessional news medium, unethical
- Community that does not feel empowered to make changes
- Amount of remedial education required to assimilate High School students into SOCC
- Lack of funding
- Transportation
- Funding
- Money
- Community leadership – volunteers for planning
- Not have a vision
- Finances
- Finances
- Lack of community support for incoming industry
- People “can’t do” attitude – or wanting to keep things the same as they have always been
- Money

- Lack of seed money for program startups
- Enrollment
- Money
- Relatively small population to participate in classes
- Lack of “support” for education in general. Schools in specific - the fat is the budget
- Recognition that funding is as sure competing use for it
- Funding state
- Lack of private donation
- Money
- Small population base
- Scarcity of public transport and long community distance
- Cost of classes
- Lack of publicity about classes
- Attitude of SWOCC personnel that there is no interest in classes in Port Orford/Langlois
- Geography – king travel to resources
- Cost per student – need the numbers per class
- Distance between communities
- Cooperation between schools – same goals
- Attitudes of teachers (staff) and students
- Disproportionate funding
- Population
- Attitude/lack of self esteem
- Lack of hope
- Image
- Isolation
- Not enough local presence
- Not enough knowledge
- Not enough use of local people
- Connectivity
- Broadband fiber/wireless
- Protection for Brick and Morter investments
- Local bias by young people – “got to get away”
- Lack of technical opportunity
- Distance
- Depressed economy
- No high school internet access for on-line classes
- Lack of adequate public transportation
- Distance
- Money
- Lack of awareness of offerings
- Percentage of senior not as dynamic as other segments of the population
- Depressed economy
- Lack of water to support growth of population

- Unposted Board meeting times – students unaware of appropriate time to bring issue to attention
- Lack of student and community awareness
- Budget
- Size of school/number of students
- Money
- Time
- Priority
- Need
- Student awareness with late fees
- Tuition increase
- Financial situations
- Organizing groups
- Money
- Land use
- Supply and demand
- We have a lack of cheap useable space
- Manpower
- Faculty limitations
- Self-defense building
- Supply and demand
- Money
- Opinion
- Student involvement/manpower
- Money
- Board meeting
- Money
- Manpower
- Student involvement
- Limited promotion
- Money
- Land and property
- Demands on supplies
- Time
- Money (written out 12 times on card)
- Cost and space available
- Manpower
- Umpqua hall changed to proper networking
- Electronics hall and not used for storage
- No commitment
- Indifference
- No jobs
- Stop preventing certain clubs from forming (i.e., the gay-straight alliance club)
- Finding a job in Coos Bay/North Bend
- Financial aide department

- More staff in financial aide
- Lowering fees
- Having more students live on campus
- Indifference
- Financial
- Distance to Coos Bay
- Drug related problems
- Schedules (non-traditional. Appeal to retirees, short term, and intensive)
- Distance
- Costs
- Teach students about “minimum wage” jobs
 - Can not afford homes, cars, etc.
 - Lack of self esteem, feeling self-worth
- Use English only in schools
 - Multi-language = ½ an education. The teacher has to stop after using English instruction and then use a foreign language to say the same thing.
 - 40 minute class ends up 20 min. for each language.
- Push English at home
- Offer English at night school for parents
- Time
- Money
- Distance
- Money
- Travel time
- Gas – methane coal bed
- Affordable education for all
- More outreach classes
- More four year degrees
- More vocational classes
- Thriving and varied economy
- Excellence in education
- Provide opportunities for young people and new families
- That all good students have an opportunity to further education and stay in the community and have a family wage job
- I would like to see a school of nursing to help our aging population. Work with our new expanding medical center.
- The little utilized Washington School would be a good site.
- Increased nursing
- Increased outreach programs
- Map a career pathways provide to high school
- Local access to merchants in Coquille who will supply to meet the needs of aging population
- Outreach classes i.e. CNA
- Recreation activities at schools and community center
- Financial cost

- Money
- Morale/not believing that there is a silver lining to difficult times
- Communication limitations
- Inadequate staff
- Time
- Staff limitations
- Have our raison d'être be education, not edifice
- Stop allowing local online courses undermine classroom-based courses, especially those that have long been in the classroom
- Discourage first and second-term college students from taking more than one online course per term so they get the full educational experience of classroom learning in a college environment
- Offer a larger and more balanced array of courses in the summer term, which has been systematically stripped over the past few years (and generated that self-fulfilling prophecy that there is no point in offering classes, as students won't attend)
- In summer try offering more 200-level math to serve the students and the community more, especially as they prepare to make the transition toward a bachelor's degree
- Consider utilizing our buildings more effectively by considering weekend academic courses, which serve a working public and, if staggered, could effectively create mini-quarters in which a person might take two different courses over the space of 11 weeks
- Discontinue the unfortunate practice of closing courses (without students enrolled) before registration has effectively begun
- To have a paperless environment in HR. To enroll staff electronically for Health insurance and other benefits. To submit, sign and store all forms electronically and to have applications submitted, signed and store electronically
- Community has tended to look out – that seems to be changing – self-perception
- Costs for tech programs
- We do not get the word out about our good works
- Perception of SWOCC
- Self limitation beliefs
- Geographic's
- Politician – state level
- Community perception
- Financial resources
- Vision of Board/leadership/staff
- Inability to collaborate
- Inability to have an objective
- Perspective
- Community dissention
- High school relations
- Fiscal support to grow OCCl

- Staff
- Student enrollment
- Money connections with International Programs
- Credit coursework requirements
- Money for professional development
- No extra dollars for student assistance
- Lack of communication
- Structure for conversations
- Inconsistent information
- Not thinning of collaboration among departments
- Not using sort-term courses for students and community
- Instruction not driven by the faculty that teaches
- Straight line thinking
- Top-down management
- Focus only on course profitability
- Not using the business model as appropriate, rather than idea
- Understaffed in Curry County
- Need to put people/ persons in front door positions
- Need to share personnel at crisis moments
- Must put student safety ahead of other needs
- Employee groups separations
- Building maintenance and college construction choices that can last a long time
- Funding
- Time
- Money
- Politics of state funding
- Politics of serving everyone
- Vision not connected to legitimate work activity
- Teaching load
- Limited communication to community
- Physical distances/geography of South Coast
- Aging population
- Serious career coursework and students scheduled only at night
- Information about each employer within our college and community
- Lack of formal community connection on campus
- Legal issues
- Congressional politics
- Community politics
- Fatigue-personal and institutional
- Inertia of status quo
- Lack of honest communication at all levels
- Intrinsic fear
- Lack of communication throughout campus
- Attitude-not everyone likes change

- Lack of infrastructure for connectivity and flexible new program and information and services... the ability to 'punt' when necessary
- Lack of data
- Lack of use of existing resources
- Lack of parking/signage
- Speaking to each other in front of students
- Lack of general storage facility
- Limited custodial support
- Dollars
- Space
- Custodial personnel
- Staff
- Citizen knowledge//awareness of new delivery/scheduling
- Technology infrastructure
- Staff
- Shysters and presence to support growth in programming
- Respect among Oregon colleges
- Professional, Staff development
- Flexible mind-set to focus on structured needs in addition to instructional viability
- Community attitude about importance of education
- Lack of community support
- Procrastination and time
- Students not helped outside of classroom and during break
- Caring for students so that they know we care
- Limited communication among departments for effective grant/program outcomes
- Lack of custodial help
- Hierarchical structure that puts custodians at bottom of college
- Lack of long range planning for maximum custodial effectiveness
- Tobacco Chew not allowed
- Lack of weekend custodial assignments
- Treats of outsourcing
- Money for Family Center
- Staff for Family Center
- College vision and focus
- Communications on campus among all Southwestern programs and staff
- Prioritization of our goals
- Money
- Morale/belief that there a silence lining to difficult times
- Communication limitations
- IN-adequate staff time
- Staff Limitations
- Money
- Money
- Training for staff and faculty

- Commitment and buy-in by college community
- Community involvement
- Opportunities for uniqueness
- Turf wars/ discussing feelings
- Communication among all college community members
- Limited reinforcement of creativity
- Looking to future at expense of current students
- Money
- Time
- Human resources, people to support college initiatives
- Attitude of 'if it isn't broken why fix it'
- Not thinking outside the box,
- Not understanding college impact on community in media
- Media presence for college
- Coordinated information from college to community