Southwestern Oregon Community College

Board Clerk: Patty Scott
Campus Contact: Deb Nicholls (541) 888-7400, dnicholls@socc.edu

“Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner”

Board of Education Meetings

Monday, January 26, 2015

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability, gender identity, or veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.
Southwestern Oregon Community College

Board Clerk: Patty Scott
Campus Contact: Deb Nicholls (541) 888-7400, dnicholls@socc.edu

“Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner”

CORE THEMES
(Revised February 25, 2013)
Learning and Achievement * Access * Community Engagement * Sustainability

Board of Education Meetings
Tioga 505, 1988 Newmark Ave., Coos Bay, Oregon
Monday, January 26, 2015

AGENDAS with Estimated Timelines

1. CALL TO ORDER 4:00 p.m.
2. WORK SESSION – Policy Review 4:00 p.m.
3. RECESS INTO EXECUTIVE SESSION 5:30 p.m.
   Pursuant to:
   ORS 192.660 (2) (d) Labor Negotiations
   ORS 192.660 (2) (e) Property
   ORS 192.660 (2) (h) Legal Rights
   ORS 192.660 (2) (i) Personnel
4. RECONVENE INTO OPEN SESSION (immediately following Executive Session) 6:00 p.m.
5. AGENDA CHANGES
6. INTRODUCTIONS
   A. Employees, Exhibit # 6 A
      New to College
      • Bill Becker, Interim Vice President of Administrative Services
      • Martin Harpole, Curry Student Success Specialist
      • Kate Dyer, Criminal Justice Instructor
      • Meredith Bulinski, Transitional Education Program Manager
      • Curtis Buell, Transitional Education Technician Resource and Assistant
      • Natalie Waters, NurtureCare Assistant
      • Jasmine Metzgar, NurtureCare Assistant
   B. New to Position
      • Jillian Howell, Sous Chef
      • Keith Lehman, Lead Multimedia Technician
   C. Athletes of the Month
      • Jordan Willis (Men’s Basketball)
      • Aminata Cole (Women’s Basketball)
7. BOARD DEVELOPMENT
   A. Presentations
      1) OSU Open Campus, Megan McLarrin
      2) Pearson VUE Testing, Trish McMichael
8. BOARD REPORTS/INFORMATION
   A. Important Dates/Items
      • 02/23/15, 5:30 p.m., Meeting, Tioga Hall 505
      • 02/25-26/15, OCCA Legislative Summit, Salem Conference Center
      • 03/14-17/15, ACE Annual Meeting, Washington, DC
      • 03/23/15, 5:30 p.m., Meeting, Tioga Hall 505
04/27/15, 5:30 p.m., Meeting, Tioga Hall 505
05/11/15, 5:30 p.m., Budget Committee Meeting, Tioga Hall 505
05/18/15, 5:30 p.m., Meeting, Tioga Hall 505
06/01/15, 5:30 p.m., 2nd Budget Committee Meeting (if needed), Tioga Hall 505
06/22/15, 5:30 p.m. Meeting, Tioga Hall 505
07/27/15, TBD, Meeting, Brookings
11/4-6/15, OCCA Conference, Salishan

B. Board Operations
1) OCCA Report, Exhibit # 8 B 1
2) Board Goals Progress
3) President’s Evaluation Process

9. COLLEGE REPORTS
A. President’s Report
   • Board Recognition Month - January

B. Financial Reports, Exhibit # 9 B
   Presenter: Kathy Dixon
   1) Statement of Budget and Revenue and Expenditures – General Fund, Exhibit # 9 B 1
   2) Statement of Revenue and Expenditures – All Funds, Exhibit # 9 B 2
   3) Enterprise Fund Categories, Exhibit # 9 B 3
   4) Enterprise Fund, Exhibit # 9 B 4

C. Success Indicators
   1) #2, Enrollment Credit and Non-Credit, Exhibit # 9 C 1
   2) #5, Student Engagement – CCSSE, Exhibit # 9 C 2
   3) #9, Employee Satisfaction, Exhibit # 9 C 3
   4) #11, Completion, Exhibit # 9 C 4
   5) #29, Connections: High School Dual Enrolled, Exhibit # 9 C 5
   6) #44, Remediation, Exhibit # 9 C 6

D. Hiring Matrix, Exhibit # 9 D

10. CONSENT AGENDA
   A. November 25, 2014 Meeting Minutes, Exhibit # 10 A
   B. December 8, 2014 Meeting Minutes, Exhibit # 10 B

11. OLD BUSINESS
12. PUBLIC COMMENT
13. NEW BUSINESS
14. CORRESPONDENCE/INFORMATION
   • Kelly Barnett letter dated January 6, 2015

15. ADJOURNMENT

Shaded Exhibit included in meeting materials

Board policy states that requests must be made by contacting the Clerk of the Board at least nine working days prior to the scheduled meeting. Requests for additions by visitors attending a meeting will be allowed by an affirmative vote of the majority of the Board Members. Time allocations will be at the discretion of the Board Chair.

It is the policy of the Board of Education to adjourn the meeting within three hours unless a motion to continue the meeting is made and approved by a majority vote of the members present.

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.
SOUTHWESTERN OREGON COMMUNITY COLLEGE
HUMAN RESOURCES DEPARTMENT

INFORMATION ONLY: COLLEGE HIRING BIOGRAPHIES

Prepared by: Jan Baxter, Executive Director of Human Resources

New to College:

Bill Becker – Interim Vice President of Administrative Services

Education:
Ph.D. in Educational Administration – University of Michigan, Ann Arbor, MI
Master’s in General Educational Administration – Central Michigan University, Mt. Pleasant, MI

Recent Work Experience:
Special Projects Consultant to the President – 2014, Mt. Hood Community College, Gresham, OR
Vice President for College Services (interim) – 2011, Clatsop Community College, Astoria, OR
Executive Vice President - 2001-2003, Mt. Hood Community College, Gresham, OR
Vice President for Business and Finance – 2001-2003, Lake Superior State University, Sault Ste, Marie, MI
President(interim) – 2000-2001, Mt, Hood Community College, Gresham, OR
Assistant to the President – 1999-2000, Mt, Hood Community College, Gresham, OR
Vice President for Business and Finance – 1998-1999, Lake Superior State University, Sault Ste, Marie, MI
Vice President for Administrative Services – 1993-1998, Mt. Hood Community College, Gresham, OR

Martin Harpole - Curry Student Success Specialist

Education:
Bachelor’s in Industrial Education – Oregon State University, Corvallis, OR

Recent Work Experience:
Cabinet Builder – 2006-2012, Medallion Cabinetry, Independence, OR
Driver Education Instructor  – 2009–2011, Oregon Driver Education Company, Salem, OR
Teacher – 2003–2005, Business Computer Training Institute, Salem, OR
Teacher – 1990-1998, Dallas High School, Dallas, OR

Kate Dyer - Criminal Justice Instructor

Education:
Bachelor’s in Nursing – Olivet Nazarene University, Kankakee, IL
Professional in Law – Golden Gate University School of Law, San Francisco, CA

Recent Work Experience:
Municipal Court Judge – Town of Coopertown, Coopertown, TN
Prosecutor – 2002–2003, Northern Strafford County Prosecution Alliance, Farmington, NH
Meredith Bulinski - Transitional Education Program Manager

Education:
- Master’s in English – Composition Theory – California State University, Fresno, CA
- Bachelor’s in English – California State University, Fresno, CA

Recent Work Experience:
- Director of Business Programs – 2012-2014, Heald College, Fresno, CA
- Adjunct Faculty – 2009-2011, College of the Sequoias, Visalia, CA
- Grant Assistant – 2010-2010, Office of Research and Sponsored Programs, Fresno, CA
- Teaching Assistant – 2006-2010, California State University, Fresno, CA

Curtis Buell - Transitional Education Technician Resource and Assistant

Education:
- Master’s in Educational Leadership – University of Oregon, Eugene, OR
- Bachelor’s in General Science – University of Oregon, Eugene, OR

Recent Work Experience:
- Temporary Transitional Education Program Assistant – 2014-2014, SWOCC, Coos Bay, OR
- Part Time Transitional Education Instructor – 2012-2014, SWOCC, Coos Bay, OR
- OPABS Content Developer and Trainer – 2011–present, Oregon Department of Community Colleges and Workforce Development
- Transitional Education Instructor – 2010-2012, SWOCC, Coos Bay, OR

Natalie Waters - NurtureCare Assistant

Education:
- Currently Studying Early Childhood Education - Southwestern Oregon Community College, Coos Bay, OR

Recent Work Experience:
- Family Center Sub – 2012-2013, SWOCC, Coos Bay, OR
- Clerk – 2012-2013, Macys, Coos Bay, OR
- Food Clerk – 2005-2009, Safeway, North Bend, OR

Jasmine Metzgar - NurtureCare Assistant

Education:
- Bachelor’s in Family Studies/Psychology – University of New Mexico, Albuquerque, NM

Recent Work Experience:
- Transcriptionist/TLC Assistant – 2014-2014, Pacific Cataract and Laser Institute, Albuquerque, NM
- Substitute Teacher – 2014-2014, Rio Rancho Public Schools, Rio Rancho, NM

New to Position:

Jillian Howell - Sous Chef

Education:
- Associate’s in Culinary Arts – SWOCC Oregon Coast Culinary Institute, Coos Bay, OR
- Associate’s in Baking – SWOCC Oregon Coast Culinary Institute, Coos Bay, OR

Recent Work Experience:
- Sous Chef and Baker – 2010–2014, SWOCC, Coos Bay, OR
- Cook/Register – 2013–2013, Bandon Dunes Caddie Food Services, Bandon, OR
Keith Lehman - Lead Multimedia Technician

Education:
Associate’s in Network Design and Administration – SWOCC, Coos Bay, OR

Recent Work Experience:
Freelance IT Tech – 2011–present, SmartSource, Inc, Coquille, OR
Media Services Technician – 2014 – 2014, SWOCC, Coos Bay, OR
Technician – 2013–2013, Comp-U-Talk, Inc, North Bend, OR
Help Desk – 2012-2012, Coos County I.T., Coquille, OR
Customer Care Rep – 2011–2012, Affiliated Computer Services, North Bend, OR
January 2015

TO: Community College Boards
RE: Oregon Community College Association Update

Raising our profile: As the 2015 session begins, community college board members and allies to play key roles in budget, policy debates

Former U.S. Speaker of the House Tip O’Neal routinely noted that “all politics is local.” In other words, to be relevant and to stay elected, representatives need to keep tabs on the priorities in their districts.

To do so, lawmakers develop and frequently rely on networks of local officials and opinion leaders. Be sure that your legislators’ networks include community college administrators, trustees and local student leaders.

In addition, legislators and their staff members pay attention to local media coverage, and prioritize in-person visits from constituents. That’s something to remember because lawmakers will be blitzed from all sides by lobbyists and others.

By speaking out, or not, you will play a key role when it comes to bills impacting community colleges.

• Get on a first name basis with your legislators and their staffs. There are 60 State Representatives and 30 State Senators, and you will have at least two representing your college.

• Follow the OCCA newsletters and social media to track the status of important legislation.

• Attend the OCCA Legislative Summit, which will be Feb. 25-26 and includes a reception with lawmakers at the Salem Conference Center.

• Bring stories. Numbers can be mind-numbing but lawmakers remember stories of how political decisions can make a difference for families.

• Be ready to swarm the Capitol when there is a key action or bill pending. A lobbying push by constituents can make the difference.

• Attend town hall meetings in your district. Other local interest groups will be there. You should be too.

• Seek media coverage of how legislation and budgets potentially impact your students and college.

2015 SESSION PRIMER: KEY LEGISLATIVE COMMITTEES FOR COMMUNITY COLLEGES

Senate Education
Arnie Roblan, Chair
Tim Knopp, Vice Chair
Mark Hass
Lee Beyer
Jeff Kruse
Herman Baertschiger
Sara Gelser

Senate Workforce
Michael Dembrow, Chair
Kim Thatcher, Vice Chair
Diane Rosenbaum
Tim Knopp
Sara Gelser

House Education
Margaret Doherty, Chair
Lew Frederick, Vice Chair
Sherrie Sprenger, Vice Chair
Greg Barreto
Jodi Hack
Susan McLain
Carl Plisso
Jeff Reardon
Carl Wilson

House Higher Education, Innovation, and Workforce
Tobias Read, Chair
Joe Gallegos, Vice Chair
Gene Whisnant, Vice Chair
Cedric Hayden
Mark Johnson
Caddy McKeown
Mike Nearman
Jeff Reardon
Jennifer Williamson

Joint Ways and Means
Education Sub-Committee
Sen. Rod Monroe, Co-Chair
Rep. Betty Komp, Co-Chair
Sen. Chuck Thomsen
Sen. Arnie Roblan
Rep. John Huffman
Rep. Barbara Smith Warner
Rep. Sherrie Sprenger
Rep. Kathleen Taylor
Executive board resets course with association goals

The OCCA Board adopted goals for 2015 at its December meeting, focusing on leadership in the evolution of higher education. The statement reads:

As fundamental education reform efforts unfold at the state and national level, OCCA will assess issues and larger trends by working with college leadership to frame issues for local engagement and to position colleges as leaders in educational reform.

1. Engaged local boards, college leadership, and statewide policy makers in student success and completion efforts: OCCA will promote continued education and engagement through educational programs, communication, and advocacy efforts.

2. A community college statewide structure that supports the OCCA principles and values: OCCA will navigate the transition of community college statewide governance from the State Board of Education to HECC and work to create a shared direction and common understanding between the HECC and the colleges.

3. An association structure that supports and advocates more effectively for colleges in the changing state-wide environment: OCCA will continue the work of the strategic conversation committee to refine and design a strong OCCA.

4. An adequate level of funding to stop the cuts, increase affordability and improve student success efforts: OCCA will fight for additional community college funding and advocate association positions before the 2015 Legislature.

5. Effective partnerships with public universities, K-12, and the business community: OCCA will lead efforts and seek recognition and reward for our added investment of time, energy, expertise and capital.

2015 OCCA GOALS

As fundamental education reform efforts unfold at the state and national level, OCCA will assess issues and larger trends by working with college leadership to frame issues for local engagement and to position colleges as leaders in educational reform.

1. Engaged local boards, college leadership, and statewide policy makers in student success and completion efforts: OCCA will promote continued education and engagement through educational programs, communication, and advocacy efforts.

2. A community college statewide structure that supports the OCCA principles and values: OCCA will navigate the transition of community college statewide governance from the State Board of Education to HECC and work to create a shared direction and common understanding between the HECC and the colleges.

3. An association structure that supports and advocates more effectively for colleges in the changing state-wide environment: OCCA will continue the work of the strategic conversation committee to refine and design a strong OCCA.

4. An adequate level of funding to stop the cuts, increase affordability and improve student success efforts: OCCA will fight for additional community college funding and advocate association positions before the 2015 Legislature.

5. Effective partnerships with public universities, K-12, and the business community: OCCA will lead efforts and seek recognition and reward for our added investment of time, energy, expertise and capital.

Asked to testify at a legislative hearing? Advice: Be prepared, be brief, be respectful

www.oregonlegislature.gov/citizen_engagement/Pages/How-to-Testify.aspx

Committee hearings are where the public work of debating bills occurs, and public testimony is a vital ingredient. Community college leaders often are asked to testify on matters of import.

Before you do, be sure you know your audience, the issue, the protocol, and how much time you have.

Committees are the heart of Oregon's legislative process. The committee process provides legislators more opportunity to closely study a measure than would be possible in a floor debate. Committees hear from people who support and oppose the measure. Your testimony may influence the committee's action. It also becomes part of the permanent record and may be used in future research.

Know Your Audience: The members of the committee are "citizen legislators." They care that you have taken time out of your day to come and testify.

Be respectful: Don't accuse committee members of causing your particular problem. Resist the temptation to scold, put down, or insult the decision makers or other witnesses. This tactic will likely alienate them from your cause.

Know the Issue: Support your personal opinions with as many facts as possible. Be knowledgeable of the "other side of the story." You may be asked to discuss the differences. Draw from your own knowledge and experience.

Be Familiar with the Protocol: Know the location of the building, the meeting room, and the meeting time.

Agendas will be posted outside the meeting room. Check to make sure the measure you are interested in has not been removed from the agenda. The measures may not be heard in the printed order.

Presenting Your Written Testimony: When you are called to testify, give copies of your testimony to committee staff before you begin your presentation. The number of copies requested is printed on the bottom of the committee meeting agenda.

Begin your presentation by addressing the chairperson first, then members of the committee. "Chair___, members of the committee . . ."

For the record, state your name, address, and the organization or group you represent. State whether you support or oppose the legislative measure being heard and briefly explain. Do not read your testimony to the committee word for word. Prepare an outline.

Keep in mind you may have a ten minute version of your testimony—be prepared to summarize it in one minute—that may be all the time you are allowed.

When a member asks you a question respond: "Chair _____ Senator/Representative (state name), the answer to your question is . . ."

Special Needs: If you require special accommodation in order to testify before a committee, please contact the committee administrator (503-986-1813) or support staff 24 hours BEFORE the meeting with your request.
Governor unveils recommended budget for 2015-17: Proposes modest boost of Community College Support Fund to $500 million

Oregon Gov. John Kitzhaber on Dec. 1 released his budget blueprint for the 2015-17 fiscal cycle. The proposal devotes roughly half the projected general fund of $18.6 billion to public education. Of that sum, $500 million would be shared by community colleges via the Community College Support Fund.

The recommended budget now is submitted to the Legislature, which is responsible for approving a balanced budget in the 2015 session. Lawmakers will organize in January and the session is scheduled to end in late June. The Legislature’s budget will not mirror the governor’s priorities exactly, but it must be similar enough to earn his signature. Community college funding will be part of the budget for the Higher Education Coordinating Commission (House Bill 5024, House Bill 5025 – fee bill).

The proposed community college appropriation is a 7.1 percent increase over the current budget. $500 million is the same level approved by lawmakers before the onset of the Great Recession in 2007-09. However, it would not give colleges the same buying power today, due to compounded inflation, higher utility costs and payroll costs such as healthcare and pensions.

The governor said the recommended budget would target $808 million to “accelerate” progress toward the state’s 40-40-20 goals by 2025, with the bulk of those dollars envisioned for early childhood programs including all day kindergarten and a $400 million proposal to increase reading success for third graders. The envisioned allotment to community colleges is less than the $650 million that is needed to lay the groundwork for 40 percent of Oregonians to get two-year certificates.

The community college association applauds the governor’s work, but notes that more funding is needed to help students succeed. At the recommended level, the budget would continue a sobering trend that now asks students to bear about half the full cost of college. In the mid-1990s, students’ share was 23 percent. Community colleges are a ladder from poverty to jobs and the middle class, and higher costs for students makes upward mobility more difficult.

The blueprint is built on the expectation that there will not be a “kicker” tax refund in 2015. If the kicker law is triggered, it would reduce available resources by at least $250 million. The law “kicks” if actual collections exceed projections by 2 percent or more.

While the new governor’s budget sets the stage for the Legislature’s Ways and Means process, it is just the opening act.

Lawmakers will compile and pass their own spending proposal, and OCCA will be at the Capitol urging additional investment in community colleges. To help make that case, we are asking colleges to compile several scenarios to help illustrate what can happen – and can’t – at different funding levels.

The side-by-side facts will illustrate what colleges can offer at $500 million, $519 million (the HECC recommendation), $550 million and $650 million.

You can download the governor’s budget, cover letter and supplemental materials at www.budget.oregon.gov
Statement: Community colleges ask state leaders to restore cuts and rebuild Oregon’s ladder from poverty to jobs and the middle class

SALEM (Dec. 1) – Community colleges are the ladder from poverty to jobs and the middle class in Oregon. The ladder is getting dangerously rickety.

A decade of cutbacks has hammered community college students, with average tuition rising more than 40 percent from 2008-09 to 2013-14. Ironically, community colleges are supposed to be Oregon’s affordable higher education path. At the same time, funding shortfalls have reduced capacity in career technical training and other key programs.

Against that backdrop, college leaders said Monday the governor’s proposed budget for 2015-17 is a welcome step in the right direction, but more steps are needed. The governor recommended a $500 million allocation for the community college support fund. That’s an increase of 7 percent for the biennium. He did not propose financing any campus repairs or new construction.

“Oregon and Oregon families need a strong ladder to the middle class, which means they need healthy community colleges,” said Andrea Henderson, OCCA director. “Our future economy, jobs and quality of life depend on it.”

College officials say $650 million is needed in the next biennium to meet the goals of the state’s ambitious 40-40-20 education goals. A funding level of $550 million is the minimum to restore the deep cuts and make initial, strategic moves to increase opportunities for students, employers and communities.

This fall, the Higher Education Coordinating Commission recommended a community college budget of $519 million. That figure would continue an alarming statistic: Tuition now covers about half the cost of community college in Oregon, up from 23 percent in the 1990s.

Employers depend on community colleges, especially in rural Oregon. New technologies and workplace needs make community college vital to preparing the workforce of today and tomorrow.

Excerpts: Recommended budget signals expectations for grants, tuition buydown, outcomes formula, construction

“As part of the Oregon Education Investment Board’s Pathways to High School and Secondary Completion strategy, the budget includes significant investments in programs to make postsecondary education more affordable. The first of these is an expansion and redesign of the Oregon Opportunity Grant, the state’s need based financial aid program. Total funds for Opportunity Grants is $143.3 million, a 25.8 percent increase. … HECC is proposing legislation to replace the Shared Responsibility Model with one that aligns eligibility with federal Pell Grants, increases award amounts, and prioritizes grants to students with the greatest financial need. … Students who meet specified academic benchmarks in their first year of attendance will be guaranteed an award in their second year.” (Page B-45)

“HECC’s other major initiative in the High School and Post-Secondary Completion Pathway strategy is an increased focus on post-secondary completion. The initiative includes increased funding for community colleges and universities, redesign of the formulas that distribute those funds among the institutions, and an expansion of student support and outreach efforts” (Page B-45)

“The Governor’s Budget for the Community College Support Fund (CCSF) is $500 million General Fund and $45,810 Other Funds. … The budget includes $30 million General Fund to continue the tuition-buydown approved in the 2013 Special Legislative Session; these funds do not limit new tuition increases for cost growth since 2013-15, but do eliminate a need for ‘catch-up’ increases. One-time funds for skill centers, community care worker training, and a pilot program to increase support for underserved populations are eliminated.” (Emphasis added. Page B-50)

“In addition to increasing funds for university and community college support, HECC is developing new formulas for the distribution of state support to the institutions. The current models, which are based on enrollment, are not aligned to access and completion outcomes that are necessary to achieve the state’s 40/40/20 goal. The new models will shift the basis of funding from enrollments to completion, with extra weight for underrepresented students and high-cost, high-demand degrees.” (Page B-45/46)

“The Governor’s Budget includes $322.5 million in general obligation bonds for 14 capital projects at the seven public universities. … No community college capital projects are recommended.” (Page B-46)

“The Governor’s Budget is $27 million General Fund and $10.7 million Lottery Funds. The total funds budget is 42.3 percent greater than the 2013-15 Legislatively Approved Budget. General Fund debt service was reduced by $9.6 million for approved Article XI-G bond projects for which the bonds have not yet been sold, due to the likelihood that a number of colleges will not be able to acquire the constitutionally required 50 percent match prior to the end of the 2015-17 biennium. (Page B-51)

NOTE: Community colleges were barred from seeking Article XI-G general obligation bonds in the upcoming biennium. However, the OCCA will ask legislators to consider Lottery-backed debt for deferred maintenance.
Southwestern Oregon Community College

Financial Statements Narrative

**General Fund Statement of Budget and Revenue and Expenditures:**

State Support – Community College Support Fund revenues
Federal Support – Family Center USDA Food Program and Federal Financial Aid administrative allowance
Other Income - Child Care services, Student Recreation Center facility use, Curry books sales, sale of supplies, miscellaneous expense reimbursements

**Statement of Revenue and Expenditures – All Funds:**

**Special Projects Fund:** Tuition & Fees are primarily for Curry County Special Projects, Online BNA Program, High School Credit Recovery, Extended Learning, International Students, and the Korean Program. Other Income includes Family Center Program income, facility use, Achieving the Dream, and Foundation and miscellaneous expense reimbursements. Other Grant Income is primarily foundation grants.

**Plant Fund:** Expenditures for Coaledo heating repair, Curry facilities, Recreation Center field house & improvements, and many small repairs

**Enterprise Fund:** Tuition & fees – OCCI, Housing fees, and Conferencing revenue; Other Income – Student Housing, Dining Services, Bookstore revenue, Newmark rent

**Trust & Agency:** Tuition & Fees – online classes with other community colleges; Other Income – primarily student club fund raising.
### Statement of Budget and Revenues and Expenditures

For the period ending December 31, 2014

<table>
<thead>
<tr>
<th></th>
<th>Current Month</th>
<th>YTD</th>
<th>Adjusted Budget</th>
<th>Variance</th>
<th>Actual YTD % of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Fund Balance</strong>&lt;br&gt;(July 1, 2014)&lt;br&gt;Designated (see Note 1)</td>
<td>-</td>
<td>$2,171,492.06</td>
<td>$2,000,000</td>
<td>171,492.06</td>
<td>108.6%</td>
</tr>
<tr>
<td>Undesignated</td>
<td>$2,171,492.06</td>
<td>$2,000,000</td>
<td>171,492.06</td>
<td>108.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Support</td>
<td>3,173,485.62</td>
<td>6,274,885</td>
<td>(3,101,399.38)</td>
<td>50.6%</td>
<td></td>
</tr>
<tr>
<td>Federal Support</td>
<td>3,992.55</td>
<td>13,500</td>
<td>(9,507.45)</td>
<td>29.6%</td>
<td></td>
</tr>
<tr>
<td>Local Support (Taxes)</td>
<td>5,284,483</td>
<td>6,275,912</td>
<td>(3,000,407.11)</td>
<td>86.6%</td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees (Net of Waivers)</td>
<td>4,575,289.04</td>
<td>6,275,912</td>
<td>(1,697,607.48)</td>
<td>86.6%</td>
<td></td>
</tr>
<tr>
<td>Interest Earnings</td>
<td>7,492.83</td>
<td>28,000</td>
<td>25,554.93</td>
<td>191.3%</td>
<td></td>
</tr>
<tr>
<td>Other Income</td>
<td>294,563.53</td>
<td>512,670</td>
<td>(218,106.47)</td>
<td>57.5%</td>
<td></td>
</tr>
<tr>
<td>Loan Proceeds</td>
<td>2,200,000.00</td>
<td>4,860,000</td>
<td>(2,660,000.00)</td>
<td>45.3%</td>
<td></td>
</tr>
<tr>
<td>Transfers from Other Funds</td>
<td>-</td>
<td>669,906</td>
<td>(669,906.00)</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>1,974,557.71</td>
<td>14,276,486.53</td>
<td>23,919,356</td>
<td>(9,642,869.47)</td>
<td>59.7%</td>
</tr>
<tr>
<td><strong>Total Resources Available</strong></td>
<td>16,447,978.59</td>
<td>25,919,356</td>
<td>(9,471,377.41)</td>
<td>63.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Services</td>
<td>835,259.31</td>
<td>4,201,959.60</td>
<td>9,170,167</td>
<td>4,968,207.40</td>
<td>45.8%</td>
</tr>
<tr>
<td>Payroll Taxes &amp; Benefits</td>
<td>303,788.62</td>
<td>1,925,408.17</td>
<td>4,468,790</td>
<td>2,543,381.83</td>
<td>43.1%</td>
</tr>
<tr>
<td>Materials &amp; Services (Net of Waivers)</td>
<td>1,659,338.84</td>
<td>3,534,912</td>
<td>1,875,573.16</td>
<td>46.9%</td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>60,000</td>
<td>60,000.00</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Debt Service:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>2,200,000.00</td>
<td>4,860,000</td>
<td>2,660,000.00</td>
<td>45.3%</td>
<td></td>
</tr>
<tr>
<td>Administrative Fees &amp; Interest</td>
<td>27,487.50</td>
<td>35,000</td>
<td>7,512.50</td>
<td>78.5%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Other Funds</td>
<td>698,509.91</td>
<td>1,970,487</td>
<td>1,269,977.09</td>
<td>35.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>4,221,863.09</td>
<td>10,714,704.02</td>
<td>24,099,356</td>
<td>13,384,651.98</td>
<td>44.5%</td>
</tr>
<tr>
<td><strong>Revenues over (under) expenditures</strong></td>
<td>(2,247,305.38)</td>
<td>3,561,782.51</td>
<td>24,099,356</td>
<td>21,537,528.92</td>
<td>44.5%</td>
</tr>
<tr>
<td><strong>Ending Fund Balance</strong></td>
<td>$5,733,274.57</td>
<td>$1,820,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Southwestern Oregon Community College
Statement of Revenues and Expenditures
For the Period Ending December 31, 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2,171,492.06</td>
<td>$ -</td>
<td>$650,931.90</td>
<td>$423,663.45</td>
<td>$5,799.58</td>
<td>$ -</td>
<td>$729,319.80</td>
<td>$ -</td>
<td>$4,019,418.26</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Revenues:

<table>
<thead>
<tr>
<th>Source</th>
<th>Revenue</th>
<th>State Support</th>
<th>Federal Support</th>
<th>Local Support (Taxes)</th>
<th>Tuition &amp; Fees (Net of Waivers)</th>
<th>Interest Earnings</th>
<th>Other Income</th>
<th>Other Grant Income and Loans</th>
<th>Transfers</th>
<th>Total Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3,173,485.63</td>
<td>3,992.55</td>
<td>4,575,289.04</td>
<td>3,975,600.86</td>
<td>53,554.93</td>
<td>294,563.53</td>
<td>2,200,000.00</td>
<td>-</td>
<td>14,276,486.54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>498,317.00</td>
<td>3,121,504.48</td>
<td>-</td>
<td>196,645.20</td>
<td>8.90</td>
<td>402,965.36</td>
<td>127,867.00</td>
<td>31,940.06</td>
<td>3,747,697.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>166,573.40</td>
<td>836,736.05</td>
<td>-</td>
<td>894,820.36</td>
<td>975.96</td>
<td>188,727.61</td>
<td>185,867.00</td>
<td>-</td>
<td>1,824,563.64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>29,867.14</td>
<td>5,866.39</td>
<td>-</td>
<td>3,645,592.00</td>
<td>178,727.61</td>
<td>-</td>
<td>220,434.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>167,026.15</td>
<td>5,866.39</td>
<td>592,590.29</td>
<td>105,919.62</td>
<td>-</td>
<td>926,720.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>109,857.97</td>
<td>105,919.62</td>
<td>-</td>
<td>732,449.97</td>
<td>-</td>
<td>220,434.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>220,434.89</td>
<td>-</td>
<td>220,434.89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>700,509.91</td>
<td>2,000.00</td>
<td>-</td>
<td>700,509.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>732,449.97</td>
<td>-</td>
<td>732,449.97</td>
</tr>
</tbody>
</table>

Expenditures:

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure</th>
<th>Personal Services</th>
<th>Payroll Taxes &amp; Benefits</th>
<th>Materials &amp; Services (Net of Waivers)</th>
<th>Capital Outlay</th>
<th>Debt Service:</th>
<th>Interest &amp; Administrative Fees</th>
<th>Transfers to Other Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4,201,959.60</td>
<td>1,925,408.17</td>
<td>1,659,338.84</td>
<td>-</td>
<td>-</td>
<td>27,487.50</td>
<td>700,509.91</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27,391.82</td>
<td>365,968.96</td>
<td>3,645,592.00</td>
<td>84,141.99</td>
<td>2,000,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>894,820.36</td>
<td>733,443.21</td>
<td>5,866.39</td>
<td>98,655.90</td>
<td>2,200,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>167,026.15</td>
<td>109,857.97</td>
<td>-</td>
<td>700,509.91</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>182,979.89</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,200,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>700,509.91</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>288,295.37</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>638,425.41</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Total Expenditures:

| Total Expenditures                     | 10,714,704.02         | 3,672,983.82         | 2,110,314.58             | 5,866.39                | 265,682.05       | 926,720.78       | 217,926.23                  | 40,338.26                 |
|                                       | (223,872.92)         | -                   | -                       | -                      | -                   | -               | -                           | -                       |

Revenues Over (Under) Expenditures:

| Revenues Over (Under) Expenditures:    | 3,561,782.52         | 74,713.56            | (285,750.94)             | 24,000.75              | (155,314.85)       | -               | 2,508.66                  | 49,377.06                 |
|                                       | (117,103.83)        | -                   | -                       | -                      | -                   | 2,508.66        | 1,724,437.70              | 49,377.06                 |

Fund Balance (End of Month):  

| Fund Balance (End of Month) | 5,733,274.58         | 74,713.56            | 365,180.96               | 544,664.20             | (117,103.83)       | 5,799.58        | 2,508.66                  | 2,453,757.50              |
|                            | (9,015,172.72)      | -                   | -                       | -                      | -                   | 2,508.66        | 1,724,437.70              | 49,377.06                 |

Date: January 26, 2015
Enterprise Fund

Date January 26, 2015

Bookstore:

Materials & Supplies – general supplies, postage & shipping, credit card fees, equipment under $5,000

Purchased Services – telephone, dues, fees, maintenance contracts, equipment maintenance, software maintenance

Newmark Operations:

Payroll – custodial & maintenance staff

Purchased Services – heat, lights, water, sewage, sanitation, pest control, other contracted services, insurance

Student Housing:

Tuition/Fees – activity fees, deposit fees forfeiture, other fees (key card replacement, property damage, citations, etc.)

Sales – vending

Materials & Supplies – general supplies, postage & shipping, credit card fees, equipment under $5,000

Purchased Services – resident assistants room & board, telephone, meeting expense, heat, lights, water, sewage, sanitation, cable TV, insurance, student meal plans, copier expense

Dining Services:

Sales – Housing food sales, public food sales

Miscellaneous revenue - catering revenue

Materials & Supplies – general supplies, postage & shipping, food costs, catering supplies, equipment <$5,000

Purchased Services – water, sewage, sanitation, routine restaurant maintenance services

Conferences Other:

Revenue – athletic camps, Upward Bound housing, Korean Project housing

Payroll – Service Learning coordinator, part time temp employees

Purchased Services – laundry services, meeting expense

Conferences Projects:

Revenue – Road Scholars (Elderhostel)

Payroll – Road Scholars presenters, part time temp employees

Purchased Services – laundry services, meeting expense

Internal Services – SWOCC bus, Motor Pool, vehicle rental, printing

Oregon Coast Culinary Institute:

Sales – sale of bakery items for fund raising, Chef’s Table & other food service

Miscellaneous Revenue – American Culinary Foundation, culinary camps

Materials & Supplies – food supplies, uniforms, paper products, promotional materials, postage, class supplies, linen services, equipment <$5,000

Travel – operational, recruitment, professional development

Purchased Services – advertising, dues & fees, natural gas, heat, lights, water, sewage, sanitation, insurance, linen service, routine restaurant maintenance services, special event expenses, printing

Materials for Resale – textbooks, knife sets

Internal Services – SWOCC bus, Motor Pool, vehicle rental, printing

Neighborhood Facility: Purchased Services – insurance, heat, lights, water
## SOUTHWESTERN OREGON COMMUNITY COLLEGE
### Enterprise Fund
#### Financial Summary Comparison for Period Ending December 31, 2013 and 2014

<table>
<thead>
<tr>
<th></th>
<th>Bookstore FY13-14</th>
<th>Newmark Center FY13-14</th>
<th>Student Housing FY13-14</th>
<th>Dining Services FY13-14</th>
<th>1/21/15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 36,673.95</td>
</tr>
<tr>
<td>Sales</td>
<td>545,659.04</td>
<td>530,439.06</td>
<td>-</td>
<td>-</td>
<td>2,447.29</td>
</tr>
<tr>
<td>Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rent</td>
<td>-</td>
<td>124,718.15</td>
<td>113,094.30</td>
<td>1,936,501.58</td>
<td>2,120,886.29</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,803.01</td>
<td>2,248.31</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer from other funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>547,462.05</td>
<td>532,687.37</td>
<td>124,718.15</td>
<td>113,094.30</td>
<td>1,975,622.82</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>39,366.30</td>
<td>38,319.57</td>
<td>19,898.67</td>
<td>20,745.32</td>
<td>168,130.18</td>
</tr>
<tr>
<td>Payroll costs/Benefits</td>
<td>18,132.82</td>
<td>23,609.88</td>
<td>10,782.77</td>
<td>10,606.92</td>
<td>76,821.17</td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td>15,890.27</td>
<td>24,682.64</td>
<td>-</td>
<td>333.74</td>
<td>30,154.39</td>
</tr>
<tr>
<td>Travel</td>
<td>104.40</td>
<td>300.43</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>16,722.59</td>
<td>11,770.59</td>
<td>44,544.68</td>
<td>43,066.97</td>
<td>534,091.29</td>
</tr>
<tr>
<td>Materials for Resale</td>
<td>510,207.43</td>
<td>382,926.36</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vehicle Rental &amp; Internal Services</td>
<td>152.49</td>
<td>248.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Repairs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>375.37</td>
<td>-</td>
</tr>
<tr>
<td>Student Aid Grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bad Debt Expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>-</td>
<td>-</td>
<td>13,278.03</td>
<td>14,319.00</td>
<td>97,838.68</td>
</tr>
<tr>
<td>Principal Payment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Debt Service Admin</td>
<td>-</td>
<td>-</td>
<td>660.27</td>
<td>-</td>
<td>1,340.29</td>
</tr>
<tr>
<td>Transfers to other funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>600,576.30</td>
<td>481,857.47</td>
<td>89,164.42</td>
<td>89,447.32</td>
<td>910,347.52</td>
</tr>
<tr>
<td><strong>Revenues over (under) Expenditures</strong></td>
<td>(53,114.25)</td>
<td>50,829.90</td>
<td>35,553.73</td>
<td>23,646.98</td>
<td>1,065,275.30</td>
</tr>
<tr>
<td>Beginning Fund Balance (July 1)</td>
<td>921,589.48</td>
<td>1,125,424.98</td>
<td>1,195,761.66</td>
<td>1,407,598.66</td>
<td>(368,458.50)</td>
</tr>
<tr>
<td>Ending Fund Balance (end of month)</td>
<td>$ 868,475.23</td>
<td>$ 1,176,254.88</td>
<td>$ 1,231,315.39</td>
<td>$ 1,431,245.64</td>
<td>$ 696,816.80</td>
</tr>
</tbody>
</table>
SOUTHWESTERN OREGON COMMUNITY COLLEGE
Enterprise Fund
Financial Summary Comparison for Period Ending December 31, 2013 and 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>$35,155.00</td>
<td>$35,642.00</td>
<td>$50,643.00</td>
<td>$71,166.00</td>
<td>$1,670,250.00</td>
<td>$1,586,250.00</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Sales</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>9,748.74</td>
<td>16,153.16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rent</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>250.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,365.17</td>
<td>2,635.38</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer from other funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>35,155.00</td>
<td>35,642.00</td>
<td>50,643.00</td>
<td>71,166.00</td>
<td>1,690,613.91</td>
<td>1,605,038.54</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Services</td>
<td>10,030.58</td>
<td>11,322.99</td>
<td>7,900.00</td>
<td>11,965.00</td>
<td>403,875.04</td>
<td>377,471.04</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Payroll costs/Benefits</td>
<td>2,478.60</td>
<td>1,797.99</td>
<td>1,205.67</td>
<td>1,632.38</td>
<td>164,578.23</td>
<td>158,469.42</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td>45.87</td>
<td>-</td>
<td>7,272.07</td>
<td>8,904.53</td>
<td>381,698.00</td>
<td>324,591.46</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Travel</td>
<td>-</td>
<td>-</td>
<td>4,915.60</td>
<td>12,758.93</td>
<td>17,333.72</td>
<td>44,054.56</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Purchased Services</td>
<td>4,894.33</td>
<td>726.74</td>
<td>1,943.11</td>
<td>2,861.60</td>
<td>81,971.05</td>
<td>82,624.15</td>
<td>3,359.25</td>
<td>3,637.11</td>
</tr>
<tr>
<td>Materials for Resale</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34,422.23</td>
<td>46,093.96</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vehicle Rental &amp; Internal Services</td>
<td>-</td>
<td>-</td>
<td>2,451.74</td>
<td>3,455.89</td>
<td>7,224.22</td>
<td>4,557.11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Repairs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>7,300.84</td>
<td>12,241.16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Aid Grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>31,628.00</td>
<td>47,520.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bad Debt Expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>45,176.59</td>
<td>54,977.17</td>
<td>4,119.25</td>
<td>4,763.10</td>
</tr>
<tr>
<td>Principal Payment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Debt Service Admin</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>507.77</td>
<td>161.02</td>
<td>90.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Transfers to other funds</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>17,449.38</td>
<td>13,847.72</td>
<td>25,688.19</td>
<td>41,578.33</td>
<td>1,175,715.69</td>
<td>1,152,761.05</td>
<td>7,568.50</td>
<td>8,490.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13-14</td>
<td>17,705.62</td>
<td>21,794.28</td>
<td>24,954.81</td>
<td>29,587.67</td>
<td>514,898.22</td>
<td>452,277.49</td>
<td>7,568.50</td>
<td>(8,490.21)</td>
</tr>
<tr>
<td>FY14-15</td>
<td>17,705.62</td>
<td>21,794.28</td>
<td>24,954.81</td>
<td>29,587.67</td>
<td>514,898.22</td>
<td>452,277.49</td>
<td>7,568.50</td>
<td>(8,490.21)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13-14</td>
<td>35,573.14</td>
<td>51,292.73</td>
<td>37,427.90</td>
<td>57,457.99</td>
<td>(1,325,221.08)</td>
<td>(1,725,983.23)</td>
<td>89,122.46</td>
<td>54,996.19</td>
</tr>
<tr>
<td>FY14-15</td>
<td>35,573.14</td>
<td>51,292.73</td>
<td>37,427.90</td>
<td>57,457.99</td>
<td>(1,325,221.08)</td>
<td>(1,725,983.23)</td>
<td>89,122.46</td>
<td>54,996.19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13-14</td>
<td>$53,278.76</td>
<td>$73,087.01</td>
<td>$62,382.71</td>
<td>$87,045.66</td>
<td>$810,322.86</td>
<td>$1,273,705.74</td>
<td>$81,553.96</td>
<td>$46,505.98</td>
</tr>
<tr>
<td>FY14-15</td>
<td>$53,278.76</td>
<td>$73,087.01</td>
<td>$62,382.71</td>
<td>$87,045.66</td>
<td>$810,322.86</td>
<td>$1,273,705.74</td>
<td>$81,553.96</td>
<td>$46,505.98</td>
</tr>
</tbody>
</table>
Southwestern Oregon Community College
Success Indicator 2
Enrollment Credit and Non-Credit Report
2013-2014

ACHIEVEMENT
Not Achieved - 9192 =

CORE THEME
Access

OBJECTIVE
A.1: Students access varied learning opportunities

INDICATOR
A.1.1: Success Indicator 2 – Enrollment Credit and Non-Credit Report
Measured by the three-year average of all student enrollments.

Indicator Thresholds
Green: 9600 or greater       Yellow: Between 9200 - 9599         Red: Below 9200

Purpose and Meaning
Institutional and program specific indicator for enrollment (FTE) of the numbers and types of courses accessed by students. Overall, reimbursable FTE is the majority basis for state funding and an indicator for generation of tuition and fee revenues. Examination of this indicator supports the institution in its decision making regarding budget planning and for program and course offerings. Effectiveness of this indicator is determined at the unit level measuring course enrollments percentages by method of delivery, by day and time, and by program to determine the viability of, and/or need for, courses and programs that students are accessing to meet their educational wants and needs.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

Overall 2013-14 unduplicated student headcount saw a decrease of 9.5% at 8,313 as compared to the three year average of 9,192. A decrease of 879 headcount. Non-credit enrollments saw a decrease in headcount from the previous year of 14% from 5,020 to 4,361. This decrease of 659 represents 75% of the total decrease of 879. However, overall FTE for 2013-14 was up as compared to the previous year including an increase in non-credit FTE.

Institutional planning groups continue to examine areas such as new program development and best practices in retention and student success in an effort to be more efficient.

FACTORS AFFECTING RESULTS/PROGRESS

As the institution continues to move towards being more efficient with course offerings with an emphasis on revenue generation it is possible that we will see a continued decline in noncredit headcount due to the reduced offering of non-revenue generating courses.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2
Indicator thresholds will need to be assessed and reset to reflect the changing institutional move towards revenue and FTE generating courses.

Planned Projects

Strategic Objective A1: Students access varied learning opportunities
Project – A1.1: Improve student achievement through new or enhancing programs or classes
A1.2: Develop additional learning opportunities to meet needs
A1.4: Increase breadth and depth of online courses
The office of Enrollment Management is involved and will be working directly with the Academic Master Planning, New Program Development and the Enrollment Management committees to plan strategies and next steps for improving and/or maintaining FTE and Student Headcount.

**Budget Impact**

*Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.*

Additional funding will be sought in order to increase and/or sustain program and course development, marketing, and recruiting efforts in order to maintain student headcount and revenue generating FTE.

**Achievement Analysis**

Fiscal sustainability and planned growth of FTE, student headcount and revenue generating courses and programs are vital to the fiscal health of the institution and all potential factors affecting the sustainability and growth of these areas should be reviewed on an annual basis to help ensure the viability of the institution.

---

**FTE and Headcount: 10 Year Trend**

<table>
<thead>
<tr>
<th>Year</th>
<th>FTE</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>3121</td>
<td>11520</td>
</tr>
<tr>
<td>2005-2006</td>
<td>3124</td>
<td>11739</td>
</tr>
<tr>
<td>2006-2007</td>
<td>3148</td>
<td>11484</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3167</td>
<td>10628</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3277</td>
<td>9737</td>
</tr>
<tr>
<td>2009-2010</td>
<td>3327</td>
<td>10248</td>
</tr>
<tr>
<td>2010-2011</td>
<td>3390</td>
<td>10141</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3348</td>
<td>9256</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3115</td>
<td>8361</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3150</td>
<td></td>
</tr>
</tbody>
</table>

Exhibit # 9 C 1
Date January 26, 2015
DATA DOCUMENTATION

Documentation Posted:

Assessment Software: Success Indicator 2 Report – execute report for specified year

Data References:
SSRS Student Enrollment Report: Year and all terms with no additional parameter selections

ABOUT THE DATA

The report and chart information was prepared and coordinated by Tom Nicholls, Executive Director of Enrollment Management and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Tom Nicholls, Executive Director of Enrollment Management.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

How to measure this indicator was determined by looking at the ten-year pattern of enrollment. Selection of a three-year average enrollment measurement considers fluctuation of enrollments that traditionally have occurred due to economic conditions and other student enrollment patterns including course offerings and state funding reimbursement.

For more detailed information, contact the Institutional Research office -  ir@socc.edu

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

Printed: 10/28/14
ACHIEVEMENT | Achieved 52%=

CORE THEME | Sustainability

OBJECTIVE | S.2: Southwestern builds and maintains a sustainable Infrastructure of human, technology, and facility resources

INDICATOR | S.2.1: Success Indicator 9 – Employee Opinion and Satisfaction

Measured by the aggregate level of employee satisfaction and opinion ratings on the nationally normed survey Great Colleges to Work For.

Indicator Thresholds | Green: 65% or greater       Yellow: Between 45% and 64%         Red: Below 45%

Purpose and Meaning | Satisfied employees are productive contributors to the college environment. The national survey used to measure this indicator, Great Colleges to Work For, allows the college administration to gather data on employee satisfaction in multiple areas such as teaching environment, professional development, communication, and overall relations between staff and administration. This data is then used to support the continuous improvement efforts necessary for a strong infrastructure of employees. A strong employee base with high level of satisfaction in the institution and teaching environment leads to improved student engagement which in turn leads to improved student success and completion. This is essential to Mission fulfillment.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

The Present:
In 2014, the College contracted with ModernThink, LLC to conduct its annual employee satisfaction survey. The survey was conducted during March 2014 with email announcements encouraging staff to participate. Faculty, MASSC, Classified staff were included in the 2014 survey.

The College continued to improve the overall employee satisfaction rating in 2013-2014; realizing a 1% increase in overall satisfaction among employees. The individual unit objective of increasing employee participation to 65% was not met in 2013-2014; 43.5% of those sent surveys responded.

The College improved in 5 theme areas from 2012-2013; with Supervisors/Department Chairs moving from a fair to mediocre rating to good rating. While two (2) themes remained the same, the College now has 1 key theme area on the cusp of increasing to the highest rating of Very Good to Excellent (Job Satisfaction/Support). This is considered a significant improvement. * see achievement analysis section for results sheet from ModernThink

The planned accomplishment for Shared Governance through the resurrection of Instructional Council in 2011 – 2012 and hiring a new Vice President of Instruction and Student Services in 2013 have resulted in improvement of the perception of inclusion and cooperation among faculty and administration.
The College saw a reduction in satisfaction in 8 theme areas: Professional Development; Facilities; Policies, Resources & Efficiency; Pride; Senior Leadership; Communication; Collaboration; Fairness. The College believes the new Facility Services Director hired in September 2014 will improve Facilities satisfaction. The years 2013-2014 has been a time of changes in senior staff and stabilization in the upcoming year should improve this theme area.

The Future:

Areas that are marked for further analysis by administration include:

1. Professional Development
2. Facilities
3. Policies, Resources & Efficiency
4. Pride
5. Senior Leadership
6. Communication
7. Collaboration
8. Fairness

Suggested actions to affect change in the significant areas for improvement include:

1. Professional Development
   a. Revise performance evaluation process to better determine areas needing improvement and to set specific objectives for professional development.
   b. Encourage utilization of tuition waivers and associated time away from work.
2. Facilities
   a. New Facilities Services Director hired September 1, 2014 will bring new ideas and building improvements to our campus.
3. Policies, Resources & Efficiency
   a. Continue to develop, review, and revise policies that lead to improved effectiveness of management.
   b. Distribute policies consistently to all staff by implementing an online onboarding program.
4. Pride
   a. Continue recognition for SWOCC employee and student accomplishments.
   b. Encourage community service affiliations.
5. Senior Leadership
   a. Continue quarterly President Forums.
6. Communication
7. Collaboration
   a. Identify avenues of collaboration and communicate the successful endeavors of workgroups across campus that has collaborated on both external and internal projects.
   b. Continue the quarterly newsletter that highlights staff professional and personal achievements.
   c. Provide an opportunity during in service activities for program/department highlights to be communicated to all staff.
8. Fairness
   a. Train supervisors on evaluating employees fairly and effectively.
   b. Continue with implementation of Management 360 evaluation process.
   c. Continue discussions with Faculty and Classified Labor Management team concerning contract related issues.
FACTORS AFFECTING RESULTS/PROGRESS
Factors affecting the results in 2013-2014 and the College’s continued progress towards a “green” threshold are as follows:

- Budget – limited resources make implementation of new programs, software, and initiative difficult.
- Turnover – with the improved economy and aging workforce, lack of stability in the College workforce will continue to impact employee satisfaction.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2
No changes planned for next year.

<table>
<thead>
<tr>
<th>Planned Project</th>
<th>Strategic Objective – S2: Southwestern builds and maintains a strong infrastructure of human, technology, and facility resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project S2.12</td>
<td>Offer and support employee training and credentialing including professional development opportunities for faculty and staff along with a part-time Faculty support plan</td>
</tr>
<tr>
<td>Project S2.13</td>
<td>Explore activities and programs to enhance employee engagement</td>
</tr>
<tr>
<td>Project S2.16</td>
<td>Develop a plan to provide support, evaluation, compensation, and mentoring to part-time faculty to enhance their connection with the campus community and their contribution to the instructional programs.</td>
</tr>
<tr>
<td>Project S2.17</td>
<td>Work with faculty and staff to develop a consistent program review process and schedule for the college.</td>
</tr>
<tr>
<td>Project S2.18</td>
<td>Determine the current culture present in instruction and student services and the culture that is desired and work to close the gap between the two</td>
</tr>
<tr>
<td>Project S2.19</td>
<td>Work with faculty and staff to develop consistent, flexible, multi-tiered professional development options to support instructional excellence, maintain institutional vitality, promote professional/occupational scholarship and training, encourage individual education and personal growth, and improve morale and performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Planning</th>
<th>Initiate survey in March – April 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Realize a 2% increase in overall employee satisfaction rating.</td>
</tr>
<tr>
<td>2.</td>
<td>Employee participation goal set at 55%.</td>
</tr>
<tr>
<td>3.</td>
<td>Realize an increase 2 % in the Collaboration theme</td>
</tr>
<tr>
<td>4.</td>
<td>Observe two (2) Warrants Attention categories increase to Fair to Mediocre.</td>
</tr>
<tr>
<td>5.</td>
<td>Observe 2 Poor category increase to Warrants Attention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Impact</th>
<th>Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There is no budget impact associated with this survey.</td>
</tr>
</tbody>
</table>

Achievement Analysis

2010-2011: 201 surveys distributed – 65 respondents (did not include classified staff)
2011-2012: 262 surveys distributed – 144 respondents (included classified staff)
2012-2013: 204 surveys distributed – 81 respondents
2013-2014: 204 surveys distributed – 81 respondents

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>32%</td>
<td>55%</td>
<td>39.7%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Overall positive rating</td>
<td>43%</td>
<td>52%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Job Satisfaction/Support</td>
<td>62%</td>
<td>72%</td>
<td>70%</td>
<td>73%</td>
</tr>
<tr>
<td>Teaching Environment</td>
<td>32%</td>
<td>42%</td>
<td>39%</td>
<td>43%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>65%</td>
<td>61%</td>
<td>67%</td>
<td>63%</td>
</tr>
<tr>
<td>Compensation/Benefits</td>
<td>49%</td>
<td>59%</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td>Facilities</td>
<td>54%</td>
<td>67%</td>
<td>70%</td>
<td>61%</td>
</tr>
<tr>
<td>Policies, Resources &amp; Efficiency</td>
<td>32%</td>
<td>42%</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Shared Governance</td>
<td>30%</td>
<td>44%</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>Pride</td>
<td>53%</td>
<td>63%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>Supervision</td>
<td>49%</td>
<td>63%</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>Senior Leadership</td>
<td>36%</td>
<td>41%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td>Faculty, Admin. &amp; Staff Relations</td>
<td>25%</td>
<td>36%</td>
<td>36%</td>
<td>39%</td>
</tr>
<tr>
<td>Communication</td>
<td>43%</td>
<td>47%</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>43%</td>
<td>47%</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>Fairness</td>
<td>36%</td>
<td>50%</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td>Respect &amp; Appreciation</td>
<td>45%</td>
<td>55%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

DATA DOCUMENTATION

Documentation Posted:
Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

Assessment Software: Success Indicator 9 Report – execute report for specified year

Data References:
Great Colleges to Work For annual survey data; files located within HR and documented at:
\itt\InstitutionalResearch\InstitutionalEffectiveness\SuccessIndicators\SL_9_EmployeeSatisfaction

ABOUT THE DATA

The report and chart information was prepared and coordinated by Jan Baxter, Human Resources Executive Director and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Rachele Summerville, Human Resources Executive Director.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

To measure this indicator, the college chose to rely on industry standard surveys that compare the College to national data by contracting with Modern Think as part of a nationally normed survey, Great Colleges to Work For. The thresholds represent levels for mission fulfillment acceptable achievement, the green level that is based on the survey rating for the categories good and very good or excellent. The yellow threshold represents a range that includes the survey rating for the categories fair to mediocre and warrants attention, a level that clearly requires the college to focus efforts to improve employee satisfaction and denoted as minimally achieved. The thresholds require yearly review to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.

Requirements

NWCCU Accreditation; Human Resources Program Review.
For more detailed information, contact the Institutional Research office - irf@socc.edu

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.
Southwestern Oregon Community College

Success Indicator 11

Completion

2013-2014

| ACHIEVEMENT | Achieved 14.2% =

| CORE THEME | Learning & Achievement |

| OBJECTIVE | LA.2: Students complete certificates, degrees, and transfer |

| INDICATOR | LA.2.1: Success Indicator 11 - Completion |

Measured by the number of degrees and certificates awarded relative to the total program student enrollment from internal reports and state required reporting data

| Indicator Thresholds | Green: 10% or greater     Yellow: Between 8% and 10%     Red: Below 8% |

| Purpose and Meaning | Measures student achievement gauged by degree or certificates awarded and reflects student attainment of a personal educational milestones |

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

Southwestern conferred degrees and certificates to 295 unique students during the academic year 2013-14, representing 14.1% of students who were enrolled in a degree or certificate program and attended more than 1 credit applicable toward a degree or certificate during the academic year (2,071 students), an increased representation of students of 1.3% from 2012-13. The Achievement Compact target of 250 two-year degrees that was set for 2013-2014 was exceeded by 135. Overall, there has been a 69.9% increase in the number of degrees/certificates conferred to students compared to 2009-2010.

When reviewing the completion data at the program level, several conditions were noted that impact the use of the current indicator:

- completions in CTE areas may be significantly different than that of LDC.
- the indicator measure is number of degrees and certificates awarded relative to the program student enrollment – however, this is not a one to one relationship and to measure in this manner does not represent the proportion of students who earned degrees/certificates.
- auto-award of degrees and certificates will continue to be implemented.
- Declared majors are not always current.

For the 2014-15 year, we will review this SI and determine if changes might be warranted for next year. In order to improve student completion, a Strategic Enrollment Master Plan (SEMP) was developed last year to provide a framework to recruit and support students to enhance enrollments and retention. The emphasis for last year and this coming year was on retention. Strategies were developed and implemented at the end of last year that have shown to be successful, as retention from spring 2013 to spring 2014 was up over 9%, and retention was significantly higher from spring 2014 to fall 2014. The SEMP will be expanded upon by the SEMP committee in fall 2014 for implementation the rest of the academic year.

New certificates and degrees are being developed. Four new AAS/AS degrees and 16 new certificates are being
offered in 2014-15, with another 3-4 new programs and multiple certificates planned for 2015-16.

Certainly, the number of certificates and degrees available will affect the results. Developing diverse new programs with good job opportunities available to graduates will give students choices and encourage them to stay with it and complete. Additionally, focusing our efforts on increasing success and transition of developmental students to college level should increase completions not only in the CTE area, but with AAOT/AS completions and transfers.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2
Changes will be considered to this SI for 2015-16.

<table>
<thead>
<tr>
<th>Planned Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Objective – LA1</strong>: Students demonstrate progress</td>
</tr>
<tr>
<td><strong>Projects – LA1.2</strong>: Improve developmental writing completion and progress toward college-level</td>
</tr>
<tr>
<td><strong>LA1.3</strong>: Improve developmental math completion and progress toward college-level</td>
</tr>
<tr>
<td><strong>LA1.4</strong>: Improve student-athlete retention and progress toward completion</td>
</tr>
<tr>
<td><strong>Strategic Objective – LA2</strong>: Students complete certificates, degrees, and transfer</td>
</tr>
<tr>
<td><strong>Project – LA2.1</strong>: Plan for additional dual-enrolled opportunities designed to meet state-wide goals for Achievement Compacts</td>
</tr>
<tr>
<td><strong>Strategic Objective – AI</strong>: Students access varied learning opportunities</td>
</tr>
<tr>
<td><strong>Project – AI.1</strong>: Improve student achievement through new or enhancing programs or classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTE</strong>: Advising strategies continue to be developed and implemented to promote deliberate and planned achievement of pathway certificates that can be conferred at milestones of achievement in student quests to successfully complete long-term education goals of both 1-year certificates of completion and Pathway AAS degrees.</td>
</tr>
<tr>
<td><strong>LDC/Dev. Ed</strong>: To increase completion and retention we continue to offer self-paced developmental math courses using the Hawkes software. We continue the process of combining WR 0525 with WR 90, with the hope that WR 0525 can be phased out this year. In addition, new ATD initiatives are being piloted this year where HD 100 and WR 90 cohorts are linked together. The college will also be looking at all of the statewide developmental education redesign recommendations to decides which ones should be implemented in 2015-16, again with the intent to increase retention and completion and help developmental students to get successfully past developmental classes as soon as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.</strong></td>
</tr>
<tr>
<td>Budget requests tied to projects/goals from the fall planning process by programs and from the Deans Team will be prioritized in December 2014 for inclusion in the budget planning process for 2015.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwestern conferred a total of 496 degrees and certificates to a total of 295 students during the 2013-2014 academic year with 385 two-year degrees conferred. This indicates that many students were conferred multiple credentials during the single academic year. A review of pathway certificate recipients indicates that the</td>
</tr>
</tbody>
</table>
majority of pathway certificates were conferred at the same time as the parent
pathway AAS or one-year Certificate of Completion.
Auto awarding was implemented last year and had a big impact on the number of
completion awards. That process has been fully implemented and the college has
cought up awarding past completions. The numbers of completions should be fairly
representative of the completions for this academic year, but auto awarding will be
continued.

There continues to be a large gender gap with 66% of degrees/certificates awarded
to females who represent approximately 55% of the student population.
Minorities are well represented at 13%, slightly higher than the 9%-10%
representation among all degree-seeking students. It was noted that 57% of the
graduates were 24 or younger which is representative of the degree-seeking
student population. The five-year trend of increasing the number of
degrees/certificates may slow in the next few years as auto-awarding of
degrees/certificates is fully implemented. Significant increases since 2009-2010
of more than 200 degrees/certificates conferred were noted.

DATA DOCUMENTATION

Documentation Posted:
SOCC Mission Fulfillment Reports Website at: SOCC Mission Fulfillment Reports Website at:
Assessment Software: Success Indicators 2013-14 folder

Data References:
Graduates by Major Report file stored on the network located at:
\itt\institutionalresearch\institutionaleffectiveness\successindicators\SI_11Completion_Oldgradrates

ABOUT THE DATA
The report and chart information was prepared and coordinated by Dr. Ross Tomlin, Vice President of Instruction and Student
Services and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Dr. Ross Tomlin, Vice President of Instruction and Student Services.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS
How to measure this indicator was determined by looking at the 5 years of historic completion data and Achievement Compact Targets. Thresholds were selected based on the upper rates historically achieved coupled with the projected Achievement Compact Target trends. The increased completion rates reported in 2012-2013 and in 2013-2014 reflect the results of the newly implemented practice of auto awarding credentials. The threshold should be reviewed annually to adjust to the continued impacts of the auto awarding practices.

**Requirements**

NWCCU Accreditation; Program Accreditation; Program Review.

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)
Southwestern Oregon Community College  
Success Indicator 29  
Connections: High School Dual Enrolled  
2013-2014

ACHIEVEMENT: Achieved 22.45%=

CORE THEME: Access

OBJECTIVE A.3: Students access relevant curricula that support lifelong learning and achievement

INDICATOR A.3.2: Success Indicator 29 – Connections: High School Dual Enrolled

Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities

Indicator Thresholds
Green: 20% or greater  
Yellow: Between 10% and 19.99%  
Red: Below 10%

Purpose and Meaning
Enables the institution to plan for additional dual-enrolled opportunities for high school students designed to meet state-wide goals for K-12 and community college Achievement and Completion Compacts. Effectiveness is measured at the unit level by the percentage of enrollments by high school and by high school level. This reduces the amount of time students spend to complete their certificates/degrees and results in a reduction of the financial resources needed to pay for college.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

For the 2013-14 academic year, 849 unduplicated in-district high school students enrolled in 151 College Now courses provided through Southwestern, an increase of 8.59% over the last five years reaching 22.45% of the in-district high school students. The result of these enrollments was that over 8,700 college credits, generating 206 FTE, were earned by in-district high school students in 2013-14. The goal is to increase enrollments and the number of articulated courses by 5% each year for the next five years. This goal will assist local districts and the college in meeting the state wide Achievement Compact goal of providing all high school students with 3 college credit baring courses by the time of high school graduation. Future plans include working with all districts to increase the number of high school instructors who are qualified to teach College Now courses. Career Pathways are being developed and updated for each high school that will show the Career Pathways and College Now courses available at the individual high school and any certificates or degree completion that may be available exclusively through College Now courses.

FACTORS AFFECTING RESULTS/PROGRESS

Achievement of this indicator is directly impacted by enrollment levels of the college’s in-district high schools and by the number of courses offered by the college. Offerings at some high schools are limited by the number of high school instructors qualified to teach College Now courses. The loss of several qualified instructors in the district and the wide conversation surrounding instructor qualifications and College Now programs at the state level (i.e. 5th Year Program) may prove to make our progression challenging. Indicator Thresholds may need to be adjusted to reflect these changes.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2

No changes are planned for the 2014-15 assessment year.
Five year trend from 2009-10 through 2013-14. All averages based on three years of data.

**Planned Projects**

**Strategic Objective – A2:** Students access services that support learning

**Project – A2.4:** Expand College Now Program in all three areas: Dual Credit, Expanded Options, and Enhanced

**Strategic Objective – LA2:** Students complete certificates, degrees, and transfer

**Project – LA2.1:** Plan for additional dual-enrolled opportunities designed to meet state-wide goals for Achievement Compacts

**Unit Planning**

Provide access for in-district high school students to needed and relevant college course work while still in high school. Increase the number of College Now course offerings by 3-5% per year for the next five years.

**Budget Impact**

College Now course provide FTE and assist with in-district high school matriculation.

**Achievement Analysis**

College Now/Dual Enrolled courses serve the communities of the college district by providing early start college opportunities for high students, thereby helping to reduce the cost of a college education for the sons and daughters of the residents on the Southern Oregon coast. Historically the schools with low enrollment numbers listed in this section have had a low number of College Now qualified teachers.

**Bandon**

- Total Students: 245
- College Now: 36
- Change from previous year: +29
- 12.81%

**Brookings**

- Total Students: 534
- College Now: 166
- Change from previous year:
- 31.09%
Coquille
Total Students: 250
College Now: 62
Change from previous year: +13

Gold Beach
Total Students: 164
College Now: 30
Change from previous year: +2

Marshfield
Total Students: 959
College Now: 250
Change from previous year: +68

Myrtle Point
Total Students: 204
College Now: 40
Change from previous year: -3

North Bend
Total Students: 722
College Now: 185
Change from previous year: -30

Pacific
Total Students: 84
College Now: 33
Change from previous year: -6

Powers
Total Students: 37
College Now: 5
Change from previous year: +2

Reedsport
Total Students: 178
College Now: 18
Change from previous year: +17
DATA DOCUMENTATION

*Documentation Posted:*

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

Assessment Software: Success Indicator 29 Report – execute report for specified year

*Data References:*

SSRS reports for College Now/High School Connections; data source stored on the network at: itt\institutionalresearch\successindicators\si_29_ConnectionsHS

ABOUT THE DATA

The report and chart information was prepared and coordinated by Jenny Silva, In-District High School Relations and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Jenny Silva, In-District High School Relations Coordinator.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

The measurement of this indicator was based on a five year trend of in-district high school and college enrollment. Selection of a three-year average enrollment measurement considers fluctuation of enrollments that traditionally have occurred due to economic conditions and other student enrollment patterns including course offerings and state funding reimbursement. The threshold indicators are based on 20% of the total in-district high school enrollment that represents all students with junior or senior standing in this population.

**Requirements**

NWCCU Accreditation; Enrollment Plan.

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.

Printed: 10/31/14
ACHIEVEMENT | Achieved 59.4% =

CORE THEME | Learning and Achievement

OBJECTIVE | LA.1: Students demonstrate progress
INDICATOR | LA.1.1: Success Indicator 44 - Remediation

Measured by the percentage of students passing remedial Math or English courses with a C grade or better

Indicator Thresholds
Green: 60% or greater       Yellow: Between 48% and 60%         Red: Below 48%

Purpose and Meaning
This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in college gateway courses and beyond.

WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

We have nearly achieved our target of 60% or greater. We achieved 59.4% which is a 2.6% increase from 56.8% in 2012-2013. Developmental Math (Math 20, 70, 94, and 95) pass rate is 58.25% or “C” or better (A, B, C) and Writing (Writing 0525 and 90) recorded passing grades of “C” or better (A, B, C), 67.3% as reported to the State for calculation in the Achievement Compact.

Since Southwestern Dev. Ed. math sequences are different than the sequence in other Oregon community colleges. Southwestern has restructured their aligning with other colleges in course numbers and outcomes. Beginning Fall 2014, the new course numbering for developmental math will be MTH 20 Basic Mathematics, MTH 60 Algebra I, MTH 65 Algebra II, and MTH 95 Intermediate Algebra rather than MTH 70 Elementary Algebra, MTH 94 Intermediate Algebra I, and MTH 95 Intermediate Algebra II.

To increase pass rates of Dev. Ed. writing courses, the writing department continues to examine the following:
- Accelerated Dev. Ed. writing course will lead students more quickly into gateway writing courses (WR 121, 122, 123) which helps students meet prerequisites for most other college transfer courses.
- By collapsing WR 0525 Sentence Fundamentals within WR 90 Paragraph Fundamentals students may be able to bypass the five-credit WR 0525. However, some extremely underprepared students may need WR 0525 for additional instruction and practice.
- By collapsing WR 90 Paragraph Fundamentals into WR 121 English Composition students may be able to satisfy the requirements for both courses in one term.
- Dev. Ed. writing students must have additional academic support in terms of one-on-one conferencing.
- Writing faculty continue to gather data concerning student completion rates through WR 0525 through WR 123.
- Students who develop college level writing skills and progress through gateway writing courses are more likely to persist and complete their degree or certificate.

FACTORS AFFECTING RESULTS/PROGRESS

To increase pass rates the following things out of the math department’s control continue to be addressed.
Many of the students who are struggling are not properly placed by the placement test.

The college needs to establish strategies to make class attendance mandatory.

There is a segment of students who disappear as soon as financial aid checks are disbursed. These students are showing up as failures when they may have never had any intention on their part to complete the course.

Many of the colleges using the emporium model are showing excellent results for active students. However, many colleges are still striving to solve the persistence problem.

Success in Dev. Ed. math courses requires a B grade to pass. Students must pass each chapter exam at 80% before they are able to move onto the next chapter.

The more Dev. Ed. math courses students must progress through the more dropout points students must pass through to succeed. For instance, if students were to start in MTH 20, they would have to complete 20 credits of challenging courses before they even begin college-level math. Students become discouraged and discontinue.

Southwestern Dev. Ed. math sequences are different than the sequence in other Oregon community colleges. Southwestern is working on aligning with other colleges in course numbers and outcomes.

The math department continues to gather data on completion rates of courses through MTH 20 through MTH 111.

Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2

No changes planned for next year.

**Planned Projects**

**Strategic Objective – LA1:** Students demonstrate progress

- **Projects – LA1.2:** Improve developmental writing completion and progress toward college-level
- **LA1.3:** Improve developmental math completion and progress toward college-level
- **LA1.4:** Improve student-athlete retention and progress toward completion

**Unit Planning**

Provide increased tutoring and supplemental instruction in courses to provide more one-on-one instruction to students. Continue to develop learning-centered curriculum and delivery approaches. Continue to collect and analyze data particularly in developmental math and writing concerning student success and completion rates. Continue to refine measurable course learning outcomes and multiple assessments. Continue to discuss the implementation of recommendations made by the Developmental Education Redesign work group.

**Budget Impact**

*Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.*

Tutoring and supplemental instruction are relatively inexpensive strategies to provide additional support to Dev. Ed. students.

**Achievement Analysis**

It is significant that we have nearly achieved our target of 60% or greater. We achieved 59.4%. It is also significant that 1137 students passed developmental math and writing classes during 2013-2014, up 99 additional students from the previous year. It is also significant that the math department have restructured the developmental course numbering and outcomes to align more closely with other Oregon community colleges.

During the 2013-2014 year, Southwestern participated in CCWD’s Developmental Education Redesign work group. Billie Shannon became an instrumental participate as a
member of the steering committee, and Sharon Miller, Bev Segner, and Rod Keller were participants. The 17 Oregon community colleges developed developmental education recommendations which during 2014-2015 institutions will discuss recommendation implementations within individual institutions. Some of the recommendations include the following:

- Create an alternate non-STEM pathway appropriate for the student population and mission of each college. These pathways would offer courses that prepare students to succeed in a college-level liberal arts mathematics course such as Math 105 Contemporary Mathematics.
- Agree that Math 105 Contemporary Mathematics fulfills the Baccalaureate Core Requirement in Mathematics for all non-STEM four-year degrees at all Oregon public colleges.
- Integrate reading and writing courses.
- Combine levels of reading or writing (i.e. Reading 80 with Reading 90).
- Provide an option of a reading and writing developmental course co-requisite with a college-level course.
- Develop and implement tutoring and other supplemental instruction practices to support successful retention and completion of all developmental education students.
- Create a mandatory advising process for all developmental education students.
- Use multiple measures to place students, including non-cognitive measures; the GED, Smarter Balanced, Advanced Placement and IB exams, Engage, high school transcripts and/or grade point average.
- Use common “decision zones” for placement, with decision zones defined as a range of scores and non-cognitive measures that would indicate placement at a specific level and result in increased placement in college-level courses.
- Identify common course outcomes for similar courses in developmental education and gateway English and math courses.

DATA DOCUMENTATION

Documentation Posted:
Assessment Software: Success Indicators 2013-14 folder

Data References:
Student Course Completion report: Generated date for LDC, CTE, and Remedial Courses thus removing all continuing education courses and non-credit courses.

ABOUT THE DATA
The report and chart information was prepared and coordinated by Ross Tomlin, Vice President of Instruction and Student Services and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Ross Tomlin, Vice President of Instruction and Student Services.

DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS
Measurement of this indicator was based on the Achievement Compact, a measure identified by Oregon Community Colleges as a state requirement. The threshold was derived from the five-year pattern of course achievement and setting the green acceptable level at a rate that required improvement and exceeded national levels. The yellow threshold was set to identify the minimum acceptable achievement level for any one year and represents 12 points below the acceptable level. The measurement and thresholds require yearly review to ensure the indicator provides meaningful and applicable data to be used in decision making, specifically for planning and budget development.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>NWCCU Accreditation; Achievement Compact, Achieving the Dream, ITS Plans.</th>
</tr>
</thead>
</table>

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations.
SOUTHWESTERN OREGON COMMUNITY COLLEGE DISTRICT
BOARD OF EDUCATION

INFORMATION ONLY
Prepared by: Jan Baxter, Executive Director of Human Resources

Information: College Hiring Update

<table>
<thead>
<tr>
<th>NEW HIRES:</th>
<th>Faculty</th>
<th>MASSC</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following staff members have been hired or moved since the last Board of Education meeting:</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>Kate Dyer - Criminal Justice Instructor</td>
<td>GF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Harpole - Curry Student Success Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meredith Bulinski - Transitional Education Program Manager</td>
<td></td>
<td></td>
<td>GF</td>
</tr>
<tr>
<td>Curtis Buell - Transitional Education Technician Resource and Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natalie Waters – NurtureCare Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jasmine Metzgar – NurtureCare Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Becker – Interim VP of Administrative Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keith Lehman – Lead Multimedia Technician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jillian Howell – Sous Chef</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information: College Recruiting Update

<table>
<thead>
<tr>
<th>OPEN POSITIONS:</th>
<th>Faculty</th>
<th>MASSC</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College is currently in the recruitment, screening or interviewing process for the following positions:</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>Curry PC Technician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation &amp; Resource Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proctor/Testing Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windows PC System Support Technician</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Center Clerical</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: GF=General Fund  *SP=Special Projects  *EF=Enterprise Fund
*Contingent on funding
CALL TO ORDER
Chair Marcia Jensen called the Work Session to order at 3:00 p.m.

FACILITIES TOUR AND DEFERRED MAINTENANCE UPDATE
Copies of the Coos Campus map and Deferred Maintenance List were distributed at the meeting. Members of the Board and staff took a walking tour of the Coos Bay campus facilities. Vice President Linda Kridelbaugh provided a detailed deferred maintenance update to the Board for both campuses.

RECESS INTO EXECUTIVE SESSION
Chair Jensen recessed the Board into Executive Session under ORS 192.660 (2) from 5:30 to 5:57 p.m.:
- (d) Labor Negotiations – Update on grievances and arbitrations.
- (e) Property – Update on properties in Coos county.
- (h) Legal Rights – Update on OSHA complaint.

RECONVENE INTO OPEN SESSION
Chair Jensen reconvened the Open Session at 6:12 p.m.

AGENDA CHANGES
ASG report was moved up on the agenda.

INTRODUCTIONS
EMPLOYEES, Exhibit # 5 A
Copies of new employee bios were included in the meeting materials. The following employees new to the College were introduced to the Board:
- Cody Maichel, Campus Security Officer (*not in attendance*)
- Jenny Jones, Data/Office Assistant for Grant Project Administrator
ATHLETES OF THE MONTH
The following athletes were introduced to the Board:
- Alexis Crellin, Women’s Cross Country (not in attendance)
- Riley Greenfield, Men’s Cross Country (not in attendance)

STUDENT AMBASSADORS, Exhibit # 5 C
The 2014-15 resident assistants were introduced to the Board.

STUDENT GOVERNMENT
The 2014-15 members of student government were introduced to the Board.

ASG President Jonna Jorgensen reported that they had incorporated several non-traditional students into the team and shared information on the following activities:
- Family Pottery Night (71 participants were in attendance)
- Empire Lakes Clean-up (7 volunteers helped pickup 350# of trash)
- Blood Drive
- Shore Acres Holiday Tree and Lights
- Voter Registration Drive
- Jr Chamber of Commerce (Business Club) Clothes and Food Pantry/Snack Shack

BOARD DEVELOPMENT PRESENTATIONS

Accreditation: Mission Fulfillment
Institutional Researcher Robin Bunnell reported that mission fulfillment was met and presented a preliminary report to the Board from the College’s website/Portal. The information is still preliminary due to the audit and unit report information still being submitted.

Developmental Education Redesign
Vice President Ross Tomlin and mathematics instructor Nikki Armstrong briefed the Board on the redesign. He explained that all of Oregon’s colleges had collaborated on how to become more successful and it was discovered that SWOCC was ahead of most in the state on strategies. Billie Shannon and Nikki Armstrong represented SWOCC on a team that met in Salem each month for a period of a year. A campus team led by Rod Keller assisted in the development of 31 recommendations over 10 categories that will be presented at the state level.

BOARD REPORTS/INFORMATION IMPORTANT DATES
The Board reviewed numerous upcoming events. President Patty Scott explained that the focus of the December 8th joint meeting with the Foundation Board will be on the Health and Science building.

BOARD OPERATIONS

OCCA Report, Exhibit # 8 B 1
Copies of the report were distributed at the meeting. President Scott expressed frustration with the state’s community college budget, which started out a proposed $650 million and OCCA is now trying to lower it to $550 million. It was noted that $519 million is what was discussed at the recent OCCA conference. The Governor’s budget comes out next week. Oregon’s Higher Education Coordinating Commission (HECC) Executive Director Ben Cannon keeps saying that it’s going to be 10% more than “something.” However, it’s still not known what “something” is.

Outcome funding will start in 2016-17. It was noted that Jim Middleton was the interim director of CCWD while a search process is conducted.

Board Chair Marcia Jensen shared that the OCCA conference really was a board member conference - not a staff conference and should be geared more toward such. She would like to see
a Friday afternoon forum for board members only and is considering travelling to visit with other community college boards. Jensen has pushed for an OCCA organizational chart but it hasn’t been approved yet.

**Special Presentation**
Board Member Harry Abel was presented with his 12-year Service Award for his service on the SWOCC Board.

**COLLEGE REPORTS**

**PRESIDENT’S REPORT**
President Scott briefed the Board on:

- Budget
- AAWCC Excellence Award – Announcing that Deb Nicholls was nominated by the SWOCC Chapter.
- Leadership SWOCC – A new program to work on campus leadership. It will be an abbreviated program this year and will include five sessions running January through June. This year’s focus will be geared toward what a student goes through. Copies of the flyer were distributed at the meeting.
- VP of Administration Search – Copies of the brochure posted to NeoGov’s recruitment system, mailed to all colleges and universities in Oregon, and sent electronically to newspapers in the northwest and others as well were distributed at the meeting. It was announced that this was Kridelbaugh’s last full board meeting as she planned to retire in December.

**FINANCIAL REPORTS, EXHIBITS # 8 B 1 - 4**
Copies of the financial reports were included in the meeting materials and Business Manager Kathy Dixon briefed the Board and announced that the College had to borrow $700,000 in October. In January, the College will have $1.5 million to pay back on its loans. It was clarified that the SAIF refund would post to the Insurance Reserve Fund. However, Board member Harry Abel suggested it be spent on the lake bridge project.

**CONSENT AGENDA**

**CONSENT AGENDA, EXHIBIT # 9 A**
Copies of the item were included in the meeting materials.

**OLD BUSINESS**

**BOARD POLICY REVIEW – 2ND READINGS**
Copies of the policies under review were included in the meeting materials.

- 2005 - Board Goals
- 2010 – Board Legal Status
- 2016 – Board Elections
- 2025 – Board Organization
- 2031 – Board Officers
- 2035 – Board Policy Development
- 2036 – Adoption and Revision of Policies
- 2038 – Board Policy Review
- 2045 – Board Meeting Agenda
- 2055 – Board Vacancies
- 5031 – College Affiliated Groups

**M11/14-2**
Susan Anderson’s motion to approve the Board policies, as presented for 2nd readings, was seconded by Tim Bishop. Upon call for the vote, the MOTION PASSED unanimously.
PUBLIC COMMENT
None was heard.

NEW BUSINESS

FORD FAMILY GRANT FOR FAMILY RELIEF NURSERY, EXHIBIT # 12 A
Copies of the resolution were included in the meeting materials. Vice President Ross Tomlin briefed the Board.

M11/14-3
David Bridgham’s motion to accept a Ford Family Foundation grant in the amount of $92,000 funded under the project title: South Coast Family Harbor Renovation Project, in accordance with Administrative Policy # 3.006, External Funding, Grants and Contracts and authorize adjustments to the Special Projects Fund budget as indicated, was seconded by Susan Anderson. Upon call for the vote, the MOTION PASSED unanimously.

NEIGHBORHOOD FACILITY BUILDING FURNACE, EXHIBIT # 12 B
Copies of the resolution were included in the meeting materials. Kridelbaugh briefed the Board.

M11/14-4
Ken Messerle’s motion to approve the quote from Chambers Plumbing and Heating, Inc. to replace the electric furnace with natural gas furnaces including digital controls for a total price of $46,980, was seconded by Susan Anderson. Upon call for the vote, the MOTION PASSED unanimously.

EX-OFFICIO

WRITTEN REPORTS
Copies of the resolution were included in the meeting materials. Board Member Harry Abel questioned sending eight faculty and managers to Salem for the CCSSE survey workshop. Vice President Tomlin shared that there was no cost for the actual workshop - just travel for the one-day group trip and added that he felt it was worthwhile as it provided validation in what the College was doing as well as invaluable networking with other institutions. President Scott explained that there was ten years of data to analyze to improve student services and instruction and that the goal was to be up close to the national standards.

UNIT WRITTEN REPORTS
Copies of the resolution were included in the meeting materials. Board Member Ken Messerle commented on the string of emails discussing how “we as faculty ought to be looking at how we inspire and motivate our students.” The Board would like to sit in on the Brown Bag lunch discussions. Board Member Tim Bishop shared a story about his son who was a SWOCC welding student, adding that he’s so motivated that he comes to campus on days he doesn’t even have to. Tony LaPlant (welding instructor) is having his son and another student work on a project providing exciting hands-on experience. Bishop noted that it was really nice to see the changes happening in his son because of the program at SWOCC.

ADJOURNMENT
Chair Jensen adjourned the meeting at 7:40 p.m.

Respectfully submitted,

Marcia Jensen, Board Chair

Patty Scott, Clerk

Deb Nicholls, Recording Secretary
SOUTHWESTERN OREGON COMMUNITY COLLEGE
BOARD OF EDUCATION
MEETING MINUTES

December 8, 2014

ATTENDANCE
Board of Education/Staff (Quorum Present)

Board of Education (quorum present)
Marcia Jensen (Chair)#
Harry Abel# David Bridgham#
Susan Anderson# Judy May-Lopez# (ipv)
Tim Bishop# Ken Messerle#

Foundation/ExOfficios
Mark Wall (Chair)# Judy Ann Mogan
Becky Conary (ph) Terri Porcaro
John Flaxel (ph) Carolyn Thompson
Patti Gates James Turner
Jean Kyle Bridgett Wheeler
Ron Metzger Jim Young

Staff/ExOfficios
Patty Scott (President)# Rocky Lavoie#
Kathy Dixon# Deb Nicholls#
Elise Hamner (# only) Ross Tomlin#
Linda Kridelbaugh

Guests
Joe Colo
Ron Olson

# Attended Work Session

CALL TO ORDER
Chair Marcia Jensen called the Work Session to order at 4:00 p.m.

JOINT DISCUSSION WITH FOUNDATION BOARD ON HEALTH & SCIENCE BUILDING

President Patty Scott and Vice President Ross Tomlin conducted a presentation, providing the history of previous capital construction projects and the plans for the proposed Health & Science building (over 40,000 sq ft). It was noted that the College was limited to how many students could be served in the sciences due to the inadequate and dated lab spaces. Coaledo Hall, built in the ‘60s, houses the hard sciences; Sumner Hall houses the allied health programs.

Foundation Director Elise Hamner shared how the College could raise the $8 million “match money” over a four year period. Whether through a traditional or concentrated campaign, she added that $6 million was a more realistic amount to be raised and that the remaining $2 million could be sought through a general obligation bond. The Community Enhancement Funds available through the proposed Jordan Cove project would be beneficial, but won’t help the College get to the match money to meet the project’s timeline (2019) as it’s spread out over a long period of time. It was noted that the College must spend $8 million on the project before the State will send the “match money.”

The last capital bond approved by the district’s voter was in 1979. President Scott shared that she met with the company (Elevated Campaigns) that ran Clatsop Community College’s successful bond election and noted that they indicated the best time for a bond would be in May or November of 2016. A change in the 2011 legislative session made it so future bonds only have to go out to voters residing in the county in which the building is located (Coos).
Discussion occurred on polling the community and messaging strategies that may include $2 million with the caveat that it may be a lower amount depending on how much is raised.

**RECESS INTO BUSINESS MEETING**

Chair Jensen recessed the Board into a business meeting at 5:30 p.m.

**AGENDA CHANGES**

No changes were noted.

**PRESENTATION  2013-14 AUDIT, EXHIBIT # 5 A**

Copies of the audit were included in the meeting materials and Auditor Joe Colo reported that the auditors had met with the Board’s Audit Committee to review the details of the report. He added that no material weaknesses were found. Some operational recommendations were given to the committee for improvements, but nothing of alarm. In regards to compliance, the College complied with all material respects under Government Auditing Standards.

**BUSINESS**

**APPROVAL OF 2013-14 AUDIT**

Copies of the item were included in the meeting materials.

*M12/14-1*  
Susan Anderson’s motion to approve the 2013-14 Audit, as presented, was seconded by Harry Abel. Upon call for the vote, the **MOTION PASSED** unanimously.

**BANKING POWERS – UMPQUA BANK, EXHIBIT # 6 B**

Copies of the item were included in the meeting materials.

*M12/14-2*  
Susan Anderson’s motion to amend the College’s Fiscal Office Authorizations with Umpqua Bank, as presented, was seconded by Ken Messerle. Upon call for the vote, the **MOTION PASSED** unanimously.

**ADJOURNMENT**

Chair Jensen adjourned the meeting at 6:00 p.m.

Respectfully submitted,

Marcia Jensen, Board Chair

Patty Scott, Clerk

Deb Nicholls, Recording Secretary
Patty Scott, President 6 Jan 2015
Southwestern Oregon Community College
1988 Newmark Ave.
Coos Bay, Oregon 97420

Dear Patty,

It was very nice to see you again when I was Jan Delimont's guest at the luncheon. I will not soon forget your joy when I suddenly realized how I knew you. My little holiday mortification to you...

I had occasion the first week of December to be the "no-host" host of a dinner at OCCI. This group has been meeting for "Gourmet" lunch for over 30 years. I joined them in 1990. In February, we met at OCCI for one of the Chef's Lunches. The group liked it so well, we decided to book for December.

We were delighted. Sean Hanlin and his staff of Shawn Warren and Lynne Whitley were accommodating and helpful, from access to the space, to providing "Ambassadors" (students of OCCI) to help with our decorations. Chefs Sean Hanlin, Chris Fultz, and Daryl Folck exceeded our expectations, and met our every need. We felt we were in a Michelin-starred restaurant at times... I PRIVATELY shared with your staff my personal dislike for cheesecake, (the predetermined dessert) and Chef D completely surprised me with a chocolate concoction far exceeding any Christmas "visions of sugarplums", producing a treat that was exquisite in appearance and taste. I still am savoring it...My hips are forever in his debt.

The student gingerbread houses were works of art and whimsy. I fell in love with the French Patisserie by Jacee Jamison and Kayla Carrell. Shawn Warren and Lynne Whitley were kind enough to introduce these creators, and I was able to personally share my admiration with them. I offered to buy the house, and when asked to name their price, they offered it as a gift. I explained although gracious, that was bad business, and they needed to know their own beautiful work's value. We agreed that I would purchase tickets to the New Year's Eve Ball in exchange for the house. I am unable to go, and happily gave the tickets to two couples who otherwise would not have the chance to attend. I believe everyone "won".

My group has already booked for next December. We plan to auction the student gingerbread houses at our dinner. Local businesses have agreed to sponsor students to make replicas of their local business. The sponsorship will cover the material costs of the projects, the students will learn valuable business and "people" skills working with the community, and all revenues will go toward OCCI to further the experience for the students.

This is an easy program to promote when it is such high calibre. It truly provides a training opportunity for local and world-wide students, teaching valuable, employable skills for the culinary workforce, with the opportunity for nationally recognized certification.

As a SOCC alumni ('02), a Midwesterner (St Louis University '80, '82) and a Pacific NW grad (OHSU '02), I am proud of the many positives in our community, especially academic. You, and SOCC, are both assets.

Kelly Barnett

[Signature]