“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, November 16, 2015
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 VALUES
(Revised February 25, 2013)
Learning and Achievement * Access * Community Engagement * Sustainability

Board of Education Meetings
Tioga 505, 1988 Newmark Ave., Coos Bay, Oregon
Monday, November 16, 2015

AGENDAS with Estimated Timelines—

1. CALL OPEN SESSION TO ORDER 5:30 p.m.
2. 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
3. RECONVENE INTO OPEN SESSION (immediately following Executive Session) 6:00 p.m.
4. AGENDA CHANGES
5. INTRODUCTIONS
   A. Employees, Exhibit #5
      New to College
      • Terry Hoagland, Interim Executive Director of Human Resources
      • Teri Grier, C2 Career Coach
      • David Simmons, Custodian
   B. New to Position
      • Mike Cole, Duplicating Technician
      • Claire Kirkpatrick, TRIO Student Support Services Student Success Advisor
      • Aaron Simons, OCCI Custodian/Maintenance/Grounds
   C. 2015-16 Student Government
   D. Student Athletes of the Month
      • Josie Child, Women’s Soccer (October)
      • Jesus Deleon, Men’s Cross Country (October)
      • Alexis Crellin, Women’s Cross Country (October)
   E. Paolo DeMaria, OCCA Developmental Education Redesign Coach
6. BOARD DEVELOPMENT
   A. Presentations
      1) Mission Fulfillment, Exhibit #6 A 1 Presenter: Robin Bunnell
      2) Program Development Process Presenter: Ross Tomlin
7. BOARD REPORTS/INFORMATION
   A. Important Dates/Items
      • 12/07/15, 5:30 p.m., Meeting, Tioga Hall 505 (audit meeting only)
      • 01/25/16, 5:30 p.m., Meeting, Tioga Hall 505
      • 02/22/16, 5:30 p.m., Meeting, Tioga Hall 505
      • 03/28/16, 5:30 p.m., Meeting, Tioga Hall 505
      • 04/25/16, 5:30 p.m., Meeting, Tioga Hall 505
      • 05/09/16, 5:30 p.m., Budget Committee Meeting, Tioga Hall 505
      • 05/23/16, 5:30 p.m., Meeting, Tioga Hall 505
      • 06/06/16, 5:30 p.m., 2nd Budget Committee Meeting, Tioga Hall 505 (if needed)
      • 06/10/16, 7:00 p.m., Commencement, Prosper Hall
      • 06/27/16, 5:30 p.m., Meeting, Tioga Hall 505
8. COLLEGE REPORTS
A. President’s Report
   1) Health and Science Technology Building

B. Financial Reports, Exhibit # 8 B
   Presenter: Kathy Dixon
   1) Statement of Budget and Revenue and Expenditures – General Fund, Exhibit # 8 B 1
   2) Statement of Revenue and Expenditures – All Funds, Exhibit # 8 B 2
   3) Enterprise Fund Categories, Exhibit # 8 B 3
   4) Enterprise Fund, Exhibit # 8 B 4

9. CONSENT AGENDA
A. October 26, 2015 Minutes, Exhibit # 9 A

10. OLD BUSINESS
A. Board Policy Review – 1st Readings
   • 4025, Reproduction of All Copyrighted Materials
   • 4035, Teaching About Controversial Issues

B. Board Policy Review – 2nd Readings
   • 4010, Approval of Instructional Offerings: New, Expanded, Deleted and Reduced
   • 4015, Expansion, Deletion and Reduction of Instructional Offerings - DELETED
   • 4020, Instructional Assessment
   • 6015, Authorized Signatures
   • 6036, Purchasing
   • 6040, Independent Contractors-Personal Services Contracts
   • 6070, Funding Proposals and Application

11. PUBLIC COMMENT

12. NEW BUSINESS

13. EX-OFFICIO WRITTEN REPORTS
A. Foundation, Elise Hamner, Exhibit # 13 A
B. Faculty Union, Bernadette Kapocias (no submission)
C. Faculty Senate, Kyriakos Kyriakotakis, Exhibit # 13 C
D. Classified Union, Vickie Brumit (no submission)
E. Associated Student Government, Kelsey Meusburger (no submission)

14. UNIT WRITTEN REPORTS
A. Executive Team Reports
   1) Student Services, Tim Dailey (see # 14 A 3)
   2) Administrative Services, Eric Stasak, Exhibit # 14 A 2
   3) Instructional Services, Ross Tomlin, Exhibit # 14 A 3
   4) Integrated Technology Services, Rocky Lavoie, Exhibit # 14 A 4
   5) Human Resources, Terry Hoagland (see # 14 A 2)
   6) Human Resources Hiring Matrix, Exhibit # 14 A 5
   7) Curry Campus, Janet Pretti, Exhibit # 14 A 6

15. CORRESPONDENCE/INFORMATION

16. 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: Terry Hoagland, Interim Executive Director of Human Resources

New to College:

Terry Hoagland – Interim Human Resources Director (Full - Time MASSC)

Education:
Master’s in Policy and Management – University of Oregon, Eugene, OR
Bachelor’s in Education – Walla Walla University, Walla Walla, WA

Recent Work Experience:
National Consultant and Trainer, 2015 - Present, MGT, Eugene, OR
Program Facilitator/Instructor/Representative, 2011 - Present, Cafa, Eugene, OR
Chief Executive Officer/Director of Programs/Administrator, 2011 - 2015, Coburg Community Charter School, Eugene, OR
Superintendent, 2008 - 2010, Riverdale School District 51J, Portland, OR
Principal, 1998 - 2008, Lebanon Community School District, Lebanon, OR
Curriculum Director and Rural Schools Principal, 1996 - 1998, Prineville School District, Prineville, OR

Teri Grier – C2 Career Coach (Full - Time MASSC)

Education:
Master’s in Public Administration – Northern Arizona University, Flagstaff, AZ
Bachelor’s in Communications – Northern Arizona University, Flagstaff, AZ

Recent Work Experience:
CEO/Primary, 2010 - 2015, Dynamic Coaching and Consulting, Coos Bay, OR
Director of Strategic Alliances and War Room Services, 2005 - 2009, DCI Group, Washington, DC
District Director/DC Office Manager, 2003 - 2005, Congressman Rick Renzi Arizona CD-01, Washington, DC
Government Affairs Director, 2001 - 2002, Flagstaff Chamber of Commerce, Flagstaff, AZ
Admissions Counselor, 2000 - 2001, Northern Arizona University Admissions Office, Flagstaff, AZ

David Simmons – Custodian (Full –Time Classified)

Education:
Associate’s in Liberal Arts and Science – Southwestern Oregon Community College, Coos Bay, OR

Recent Work Experience:
Environmental Service Technician, 2005 - 2015, The Mill Casino, North Bend, OR
New to Position:

Michael Cole – Duplicating Technician (Full – Time Classified)

Education:
- Associate of Arts – Southwestern Oregon Community College, Coos Bay, OR
- Bachelor’s in History – Eastern Oregon University, La Grande, OR

Recent Work Experience:
- Library Technician, 2012 - 2015, Southwestern Oregon Community College, Coos Bay, OR
- Student First Stop, 2010 - 2012, Southwestern Oregon Community College, Coos Bay, OR
- Customer Service Rep/Flight Coordinator, 2009 - 2009, Ocean Air Aviation / Emergency Airlift, North Bend, OR
- Tele communicator, 2008 - 2008, Coos Bay Police Department, Coos Bay, OR

Claire Kirkpatrick – TRIO Student Support Services Student Success Advisor (Full – Time MASSC)

Education:
- Bachelor’s in Forest Resource Management – University of Montana, Missoula, MT
- Bachelor’s in Education – University of Montana, Missoula, MT

Recent Work Experience:
- Financial Aid Advisor, 2011 - 2015, Southwestern Oregon Community College, Coos Bay, OR
- Reference and Circulation Desk(s) Substitute, Coos Bay Library, Coos Bay, OR
- Test Administrator, 2009 - 2011, Office of Personnel Mgmt, Western Testing Division, North Bend, OR
- Substitute Teacher and “Math is Cool” Coach, 2005 - 2008, Grand Coulee Dam School District, Coulee Dam, WA

Aaron Simons – OCCI Custodian/Maintenance/Grounds (Full – Time Classified)

Education:
- Diploma - Bandon High School, Bandon, OR

Recent Work Experience:
- Custodian and Maintenance, 2013 - 2015, Southwestern Oregon Community College, Coos Bay, OR
- Harbormaster, Assistant Harbormaster, Procurement Specialist, Maintenance Supervisor, Maintenance Journeyman, and Entry Level Maintenance, 1986 - 2013, Oregon International Port of Coos Bay, OR
Southwestern Oregon Community College

Mission Fulfillment Overview

Achievement in 2014-15

Southwestern’s Mission was adopted by the Board of Education on November 19, 2012:

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

Mission Fulfillment

Southwestern achieved Mission Fulfillment with 94% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and core theme achievement of 88% or higher for all core themes. The success indicators measured in 2014-15 along with supporting data were used for a fifth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

The College will attain 70% of all indicators within the achieved or minimally achieved range.

Measuring Achievement

The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of:

- Green—achieved
- Yellow—minimally achieved
- Red—not achieved

The threshold of Mission fulfillment is defined in terms of the Core Themes:

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme’s data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

The mission fulfillment process is reviewed each year and is discussed in the last section of this report.
Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 88% to 100% exceeding the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 94%. Of the 32 indicators measured in 2014-2015, 75% achieved a green status (24), 19% a yellow status (6), and 6% a red status (2). The green indicator achievement percentage increased by 9 percentage point over 2013-14.

<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Indicators Achieved 2014-15</th>
<th>Indicators Measured 2014-15</th>
<th>Percent Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Achievement (SI: 8, 11, 13, 27, 28, 44 and 46)</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Access (SI: 2, 3, 14A, 29, 35, 37, 38 and 39)</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>Community Engagement (SI: 14B, 26, 32, 33, 34, 42, 43 and 45)</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>Sustainability (SI: 9, 15, 16A, 16B, 17, 19, 20, 40 and 41)</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Mission Fulfillment Achievement</td>
<td>30</td>
<td>32</td>
<td>94%</td>
</tr>
</tbody>
</table>

Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values (hyperlinks to all reports are linked to the indicator list within the Core Theme Achievement section of this report). Lead staff responsible for each indicator review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. In several instances, refinement of thresholds as well as clarification of methods used to measure an indicator were addressed within individual reports. The continual process to review indicators and how the indicator is measured along with thresholds occurs each year and specifically addresses the NWCCU recommendations of the peer evaluators to the Year One Report submitted in March of 2012 as well as subsequent requests to further refine the indicators. The success indicator reports include a section to list the plans for the future based on the data and overall achievement. The major projects identified for inclusion in the strategic plan and within unit/department plans focused on:

- Workgroups participating in a statewide Developmental Education Redesign for math, writing, and reading
- Student success projects under leadership of the Student Success Committee to encourage students to successfully complete their degrees/goals
- Focus on multiple strategies to support faculty and staff development as well as campus climate activities
- Implement Title III grant projects focused on increasing student success through enhanced services
- Enhanced degree and program offerings
- Implementation of the Strategic Enrollment Management Plan (SEMP)
- Continued commitment to fiscal responsibility and seeking additional resources through grants and other methods to support planned projects
- Fully implement instructional program review, operational review, planning and accreditation processes and reporting utilizing LiveText
- Identification of strategies to improve achievement levels of success indicators including strategies to enhance programs and services
Core Theme Achievement

The **Core Theme Learning and Achievement** recorded a 100% achievement rate based on the seven indicators measured with all indicators falling within the green status of achievement. Achievement increased for four of the indicators, remained nearly the same on two indicators, and one was lower than the prior year. To further increase achievement of this core theme, faculty and staff identified the following planned projects as a result of the program reviews and data analysis (all projects are integrated into program, operational, and the academic master plans).

- Continued work within developmental education to align standards as a state and an assessment of the math redesign to support improvements within SI 11, 28 and 44. Statewide support provided by the State Student Success and Oversight Committee.
- The College is focused on increasing persistence and completion with projects identified for a first-year experience to support students, particularly part-time student who have the lowest retention and completion rates to support improvements within SI 11, 28, 44 and 46. These efforts are part of the newly formed Student Success Committee and the Title III grant projects focused on increasing student success through enhanced services. Work will be done to implement an eCatalog, an eScheduler, improve and enhance student advising, perform a lean audit on the student service processes, improve the tutoring and writing center, and more.
- Implement the next steps of assessing student learning outcomes by incorporating Program Viability Outcomes Assessment Rubric for Academic Programs by identifying multiple assessments to measure the course outcomes and map course outlines to program outlines through program reviews’ Outcomes Assessment Process reports.
- Develop diverse new programs with good job opportunities available to graduates will give students choices and encourage them to stay with it and complete. Development of strong articulation agreements to support student transfer options. New programs and articulations agreements support SI 11 and SI 46.

Objective LA.1 and LA.2 include indicators that are aligned with the Achievement Compact as well as Student Success Committee projects and supports Oregon’s 40-40-20 Goals. There were no changes to the objectives as a result of the annual review of the mission fulfillment process (see last section of this report). There will also be additional Sis recommended, including one that will focus on measuring the student learning of General Education outcomes. SI 13 will focus on the measurement of course and program outcomes for all SWOCC disciplines/programs.

<table>
<thead>
<tr>
<th>Core Theme Learning and Achievement</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective LA.1: Student demonstrate progress</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LA.1.1: <strong>SI 44 - Remediation</strong> Measured by the percentage of students passing remedial Math or English courses with a C grade or better</td>
<td>Green: ≥ 60% Yellow: 48% up to 60% Red: &lt; 48%</td>
<td>62.04% (nearly 3% higher than 2013-14)</td>
<td>🟢</td>
</tr>
<tr>
<td>LA.1.2: <strong>SI 28 - Progress – Credits Earned</strong> Measured by the percentage of program students earning 30 college credits in the academic year</td>
<td>Green: ≥ 23% Yellow: Between 18% and 23% Red: &lt; 18%</td>
<td>31.2% (lower than prior year)</td>
<td>🟢</td>
</tr>
</tbody>
</table>

**Objective LA.2: Students complete certificates, degrees, and transfer**
### Core Theme Learning and Achievement

| LA.2.1: | SI 11 - Completion | Measured by the number of students who earn degrees and certificates relative to the total program student enrollment from internal reports and state required reporting data | Green: $\geq 10\%$  
Yellow: $8\%$ up to $10\%$  
Red: $< 8\%$ | 18.9%  
(over 4 points higher than 2013-2014) |
| LA.2.2: | SI 27 - Licensing/Certification Rates | Measured by the pass rate for national licensing tests compared to the Oregon state Key Performance Measurement - KPM 11 target from state reported data (Also measured within Achievement Compact) | Green: $\geq 93\%$  
Yellow: $78\%$ up to $93\%$  
Red: $< 78\%$ | 95.4%  
(2 points higher than 2013-2014) |
| LA.2.3: | SI 46 - Transfer | Measured by the number of program students who transfer to four-year institutions relative to the total program student enrollment from transfer data reports | Green: $\geq 14\%$  
Yellow: $10\%$ up to $14\%$  
Red: $< 10\%$ | 16.4%  
(slightly higher than 2013-2014) |

#### Objective LA.3: Students demonstrate that they have met institutional learning outcomes

| LA.3.1: | SI 8 - Employer Perceptions | Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process | Green: $\geq 4.25$  
Yellow: $3.5$ to $4.25$  
Red: $< 3.5$ | 4.69  
(even with 2013-2014) |
| LA.3.2: | SI 13 - Student Learning Outcomes | Measured by the percentage of students who demonstrate program and discipline outcomes and by the pass rate of students who have taken the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System and the internal assessment for programs and disciplines | Green: 80%  
Yellow: Between 70% and 79%  
Red: $< 70\%$ | 95.77%  
(2 points higher than 2013-14) |

| Core Theme Achievement | 7 Measured | 7 Achieved | 100% |
The **Core Theme Access** recorded an 88% achievement rate based on the eight indicators measured with two indicators falling within the yellow threshold range and one indicator fell into the red range. Enrollments continue to decline as reflected by SI 2 and SI 3 with specific activities identified in the Strategic Enrollment Management Plan (SEMP) designed to increase overall enrollments. In all but one indicator decreases were note with the exception of SI 39 – Foundation Support where nearly $5,000 more was raised to support students. Projects planned as a result of the program review and data analysis and incorporated into program, operational, and the academic master plan include:

- Implementation of the Strategic Enrollment Management Plan (SEMP) and tied to core themes, objectives, and Success Indicators supporting all indicators within this core theme.
- Implementation of the Title III grant activities in the Student Services areas of the college designed specifically to increase student success and completion within the part-time degree and program seeking segment of our student population including additional staff to support students, enhanced system modules to support retention, lean audit, and other software to support students enrolled in degrees and certificates. (SI 29, 37 and 38)
- Access to additional learning opportunities with new AS articulation programs and 10 new certificates being offered in 2015-16 with the intent to continue developing a several new programs each year over the next several years, especially in the Allied Health area as we begin to plan for our new Health and Science Building. (SI 2, 3, 14 and 29)
- Continued work on the marketing plan and rollout of the plan in phases throughout the next two years. (SI 2, 3 and 29)
- The Foundation has purchased a scholarship management system to move the application process online and streamline the review and awards process. Also, the Foundation will work to reach out to past donors who are no longer contributing to scholarship funds to re-establish those giving connections. The Foundation also will market to new potential donors to attempt to increase the amount of donations to awards from the annual funds. (SI 35, 38 and 39)
- Explore a professional advising model to fully support students throughout the advising process including the implementation of eScheduler as part of the Title III grant.
- Continued staff professional and staff development to increase staff skills and enhance interaction level of staff with students and other college employees.

Several indicators within this core theme are aligned with the Achievement Compact, with State KPI’s, or National surveys that focus the use of the results on student success. There were no changes to the objectives.
<table>
<thead>
<tr>
<th>Core Theme Access</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective A.1: Students access varied learning opportunities</strong></td>
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<tr>
<td>A.1.1: <a href="#">SI 2 – Enrollment Report</a></td>
<td>Green: 9600 or greater&lt;br&gt;Yellow: Between 9200 - 9599&lt;br&gt;Red: Below 9200</td>
<td><strong>8,325</strong>&lt;br&gt;(9,192 in 2013-14)</td>
<td></td>
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<tr>
<td>Measured by the three-year average of all student enrollments</td>
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<tr>
<td>A.1.2: <a href="#">SI 3 – Course Offerings</a></td>
<td>Green: 46,000 or greater&lt;br&gt;Yellow: Between 41,000 – 45,999&lt;br&gt;Red: Below 41,000</td>
<td><strong>41,669</strong>&lt;br&gt;(44,544 in 2013-14)</td>
<td></td>
</tr>
<tr>
<td>Measured by the average three-year total course enrollments</td>
<td></td>
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<tr>
<td>A.1.3: <a href="#">SI 35 – Foundation Support</a></td>
<td>Green: $70,00 or greater&lt;br&gt;Yellow: Between $40,000 and $69,000&lt;br&gt;Red: Less than $40,000</td>
<td><strong>$90,364</strong>&lt;br&gt;($85,576 in 2013-2014)</td>
<td></td>
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<tr>
<td>Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.</td>
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</tbody>
</table>
| A.1.4: [SI 39 – Institutional Financial Assistance](#) | Green: ≥ 10%
Yellow: Between 0 % and 10%
Red: < 0% | **31%**<br>(3 lower than 2013-2014) |  |
<p>| Measured by the percent of institutional grant assistance provided as a three-year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students as the percentage point gap between Southwestern and comparison colleges. | | | |
| <strong>Objective A.2: Students access services that support learning</strong> | | | |
| A.2.1: <a href="#">SI 5 - Student Engagement Activities - CCSSE</a> | Green: 55 and above&lt;br&gt;Yellow: Between 45 and 54&lt;br&gt;Red: Below 45 | Last Measured 2013-2014 | Measured Every 3 Years Next Due: 2016-2017 |
| Measured by the three-survey CCSSE benchmark average “Support for Learners” | | | |
| A.2.2: <a href="#">SI 6 – Student Engagement Activities – SENSE (2012-2013 report)</a> | Green: 55 and above&lt;br&gt;Yellow: Between 45 and 54&lt;br&gt;Red: Below 45 | Last Measured 2012-2013 | Measured Every 3 Years Next Due: 2015-2016 |
| Measured by the three-survey combined SENSE benchmark for “Early Connections; “Clear Academic Plan &amp; Pathway”, “Effective Track to Learning”, and “Academic &amp; Social Support Network” | | | |
| A.2.3: <a href="#">SI 38 – Student Satisfaction and Opinion</a> | Green: Average rating ≥ 4&lt;br&gt;Yellow: Average rating between 3 - 3.99&lt;br&gt;Red: Average rating &lt; 3 | <strong>4.37</strong>&lt;br&gt;(First year measured) |  |
| Measured by the aggregate data from surveys for The Student First Stop, Student Housing, Advising, ESPS, Tutoring, Financial Aid and other support services areas (not all surveys are administered each year) | | | |</p>
<table>
<thead>
<tr>
<th>Core Theme Access</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective A.3:</strong> Students access relevant curricula that support lifelong learning and achievement</td>
<td></td>
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<tr>
<td><strong>A.3.1: SI 14A – Structured Work Experience</strong>&lt;br&gt;Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold</td>
<td>Green: ≥ 18%&lt;br&gt;Yellow: Between 8% and 17%&lt;br&gt;Red: Below 8%</td>
<td>10.2%&lt;br&gt;(similar to 2013-2014)</td>
<td></td>
</tr>
<tr>
<td><strong>A.3.2: SI 29 – Connections – High School Dual Enrolled</strong>&lt;br&gt;Measured by the district percentage of dual enrolled high school students participating in high school connection opportunities (other measures: Achievement Compact)</td>
<td>Green: ≥ 20%&lt;br&gt;Yellow: Between 10% and 19%&lt;br&gt;Below 10%</td>
<td>21.83%&lt;br&gt;(slightly lower than 2013-2014)</td>
<td></td>
</tr>
<tr>
<td><strong>A.3.3: SI 37 – Graduate Survey</strong>&lt;br&gt;Measured by the overall rating of student expectations and needs from internal survey data</td>
<td>Green: Average rating ≥ 4&lt;br&gt;Yellow: Average rating between 3 - 3.99&lt;br&gt;Red: Average rating &lt; 3</td>
<td>4.23&lt;br&gt;(.1 higher than 2013-2014)</td>
<td></td>
</tr>
<tr>
<td><strong>Core Theme Achievement</strong></td>
<td>8 Measured</td>
<td>7 Achieved</td>
<td>88%</td>
</tr>
</tbody>
</table>

Achievement for the *Community Engagement* core theme was 88% with seven of eight indicators falling within the achieved range with two indicators within the yellow range and one falling within the red range. Several indicators were measured differently in 2014-2015 focusing on foundation endeavors that provide financial support to students. The community continues to partner with the College to offer activities and events with more than 400 events held on campus (SI 22). Southwestern staff continue to participate in activities and events within the community and the CORE committee continues to offer engaging activities for campus staff. Specific training and business development opportunities designed to meet the changing community workforce needs planned for 2015-16 were identified (SI 14B, 26, 32 and 33).

- Collaboration with state workforce departments to offer state approved training opportunities
- Development of non-credit training certificates
- New workforce trainings throughout the medical community and partnering with Allied Health faculty in offering targeted trainings to hospitals and clinics
- Focused strategies to increase internship and work experience opportunities

The planning projects from 2014-15 within the Foundation and Grant areas allowed the college to increase financial aid awards to students as well as increase student support activities designed to increase student success with additional focus in 2015-16 on student success projects and the Health & Science Building (SI 42, 43, and 45).

- Foundation continues fundraising events and activities for the Health & Science Building
- Title III grant funds awarded including scholarship funding
- The Foundation staff plans to connect with donors to complete their pledges and increase endowment funding
- Increased communication associated with The Laker Club to engage alumni in campus activities
<table>
<thead>
<tr>
<th>Core Theme Community Engagement</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| CE.1.1: **SI 14B - Structured Work Experience**  
Measured by the ratio of employers per student calculated as a three-year average compared to the threshold. | Green: $\geq 1.2$  
Yellow: Between 1.21 and 1.4  
Red: $< 1.4$ | **1:2.25**  
(Measured on participants in prior years) | |
| CE.1.2: **SI 26 - BITS Company Satisfaction**  
Measured by the average rating of companies ranking customer service rating of training they received through community college Business and Industry Training System (BITS) from an internal survey – (Other measures: State KPM 10) | Green: Average rating $\geq 4$  
Yellow: Average rating 3 to 3.99  
Red: Average rating $< 3$  
On a 5 point scale | **5**  
(5 in 2013-2014) | |
| CE.1.3: **SI 32 – Training Participant Satisfaction**  
Measured by the average rating for overall satisfaction with training of participant evaluations for workforce trainings that include contracted, short term, group facilitations trainings and open to the employee development public classes on the internal evaluation | Green: Average rating $\geq 4$  
Yellow: Average rating between 3 to 3.99  
Red: Average rating $< 3$  
On a 5 point scale | **4.68**  
(similar to 2013-2014) | |
| CE.1.4: **SI 33 – Service to Business**  
Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data | Green: 2.5% or greater  
Yellow: Between 1.5% and 2.49%  
Red: Below 1.5%  
On a 5 point scale | **4.38%**  
(4.8% in 2012-2013) | |
| Objective CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities | | | |
| CE.2.1: **SI 22A – Community Activities and Events**  
Measured by the threshold level achieved for the percent of activities and events requested by the community compared to prior year from internal reports | Threshold being revised and under development during 2014-15 | Not Measured in 2014-15 | Next Due: 2015-16 |
| CE.2.2: **SI 22B – Community Activities and Events**  
Measured by the threshold level achieved on the rating level for facilities services from internal reports | Green: Average rating $\geq 4$  
Yellow: Average rating 3 to 3.99  
Red: Average rating $< 3$  
On a 5 point scale | Not Measured in 2014-15 | Next Due: 2015-16 |
| CE.2.3: **SI 34 – Staff Service to Community**  
Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey | Green: 65% to 100%  
Yellow: 45% to 64%  
Red: Below 45%  
On a 5 point scale | **98%**  
(4 higher than 2013-2014) | |
Core Theme Community Engagement

| Objective CE.3: Our community members participate and contribute to the Foundation in support of the College |
|---|---|---|---|
| CE.3.1: SI 42 – Foundation Annual Fundraising | Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events as reported by the foundation from foundation-raised funds. | Green: $200,000 Yellow: Between $100,000 and $199,999 Red: Below $100,000 | $192,949.70 (Measurement changed in 2014-2015) |
| CE.3.2: SI 43 – Foundation Endowments | Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds. | Green: $40,000 Yellow: Between $20,000 and $39,999 Red: Less than $20,000 | $62,951 (Nearly identical to 2013-2014) |
| CE.3.3: SI 45 – Alumni Participation | Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation. | Green: 100 Yellow: Between 40 and 99 Red: Less than 40 | 36 (Measurement changed in 2014-2015) |

The Core Theme Objectives for Sustainability recorded an achievement rate of 100% with six indicators falling within the green threshold and three falling within the yellow threshold. It is evident that the focus on fiscal stability by all staff at the college has contributed toward an even higher level of achievement compared to the last two years (SI 15, SI 16 and SI 17). Business Office staff continue to implement financial modules to enhance tracking of budget expenditures including the projects option for grant tracking in the near future. Additionally, the goal is to develop a two year integrated budget process for planning projects with a focus on enhanced revenue predictions based on the enrollment management plan. Budgeting tools were implemented to help managers plan and monitor their budgets more effectively during 2014-15. A key project in 2014-15 and 2015-16 is the review of the Master Facilities Plan (SI 20). Several projects across campus require the plan to be updated so that purposeful building remodels occur to support the learning environment. Funds from the TAACCT grant partially paid for the ABE/GED remodel on the 3rd floor of Tioga, increasing access and student engagement opportunities and further improvements to the learning environment are slated for the next three years as part of the Title III grant funds awarded designed to improve student success (SI 19 and SI 20). Student learning outcomes assessment continues to be a focus for 2015-16 supporting the quality instruction indicator (SI 40). The budgeting process for 2015-16 will include projects identified in the academic program review process and the annual review of the operational checklists that were completed over the last two years as well as annual review of the academic and operational indicators to identify enhancement and changes to programs and services for planning purposes (SI 40 and SI 41).
<table>
<thead>
<tr>
<th>Core Theme Sustainability</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective S.1: Southwestern provides responsible fiscal management</strong></td>
<td></td>
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<tr>
<td><strong>S.1.1: SI 15 - Fiscal Cash Flow Responsibilities</strong></td>
<td>Green: 85% to 100%</td>
<td>138% (119% in 2013-2014)</td>
<td></td>
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<tr>
<td>Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance and Unrestricted Cash balance as derived from final audited figures and Board of Education Reports</td>
<td>Yellow: 70% to 84%</td>
<td></td>
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<tr>
<td></td>
<td>Red: Below 70%</td>
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</tr>
<tr>
<td><strong>S.1.2: SI 16 - Fiscal Responsibilities – All Funds</strong></td>
<td>A - Green: 85% to 100%</td>
<td>156% (same in 2013-2014)</td>
<td></td>
</tr>
<tr>
<td>Measured by the threshold A. calculated as the ending fund balance to target ending fund balance for all funds from final audited figures</td>
<td>Yellow: 70% to 84%</td>
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<td></td>
<td>Red: Below 70%</td>
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<tr>
<td><strong>B.</strong> for the current ratio of assets to liabilities from internal reports/final audited figures</td>
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<td></td>
<td>B - Green: Greater than 1.50</td>
<td>1.24 (1.24 in 2013-2014)</td>
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<td></td>
<td>Yellow: 1.00 to 1.49</td>
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<tr>
<td></td>
<td>Red: Below 1.00</td>
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</tr>
</tbody>
</table>
| **S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities**    | Green: $500,00    | $619,830 ($588,169 in 2013-2014) |}

Green: $500,00
Yellow: $300,000 - $499,999
Red: Below $300,000
<table>
<thead>
<tr>
<th>Core Theme Sustainability</th>
<th>2014-15 Threshold</th>
<th>2014-15 Achievement</th>
<th>Achievement Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources</strong></td>
<td></td>
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<tr>
<td><strong>S.2.1: SI 9 - Employee Satisfaction and Opinion</strong>&lt;br&gt;Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For</td>
<td>Green: 65% to 100%&lt;br&gt;Yellow: 45% to 64%&lt;br&gt;Red: Below 45%</td>
<td><strong>55%</strong>&lt;br&gt;(52% in 2013-2014)</td>
<td></td>
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<tr>
<td><strong>S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance</strong>&lt;br&gt;Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures</td>
<td>Green: 85% or greater&lt;br&gt;Yellow: Between 70% - 84%&lt;br&gt;Red: Below 70%</td>
<td><strong>73.8%</strong>&lt;br&gt;(75.1% in 2013-2014)</td>
<td></td>
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<tr>
<td><strong>S.2.3: SI 20 - Infrastructure Maintenance</strong>&lt;br&gt;Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.</td>
<td>Green: 85% to 100%&lt;br&gt;Yellow: 70% to 84%&lt;br&gt;Red: Below 70%</td>
<td><strong>94%</strong>&lt;br&gt;(94% in 2013-2014; measurement changed)</td>
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<tr>
<td><strong>Objective S.3: Southwestern delivers viable quality instruction</strong></td>
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<tr>
<td><strong>S.3.1: SI 40 – Program Quality</strong>&lt;br&gt;Measured by the percentage of annually scheduled instructional programs for review that are completed based on internal program review schedule</td>
<td>Green: 85% or greater&lt;br&gt;Yellow: Between 70% - 84%&lt;br&gt;Red: Below 70%</td>
<td><strong>95%</strong>&lt;br&gt;New process implanted in 2014-2015</td>
<td></td>
</tr>
<tr>
<td><strong>S.3.2: SI 41 – Quality Instruction</strong>&lt;br&gt;Measured by the annual percentage of full-time faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule</td>
<td>Green: 95% greater&lt;br&gt;Yellow: Between 85% - 94%&lt;br&gt;Red: Below 85%</td>
<td><strong>100%</strong>&lt;br&gt;(same in 2013-2014)</td>
<td></td>
</tr>
<tr>
<td><strong>Core Theme Achievement</strong></td>
<td><strong>9 Measured</strong></td>
<td><strong>9 Achieved</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during November and December 2015. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
5. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

Between October 2015 and December 2015, the academic and operational areas led by the SI report lead reviewed all of the success indicators and recommended changes to refine and strengthen the indicators, measures and thresholds in order to provide stronger evidence to support mission fulfillment. The recommendations were reviewed by the Instructional Deans and the Administrative management team and then forwarded to the Managers group and College Council for a final review and implementation of the changes. The groups goal was to enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. These changes will be implemented for the 2015-16 reporting cycle and will further strengthen the level of evidence to assess mission fulfillment and sustainability.

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

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.
Southwestern Oregon Community College

GENERAL FUND

Statement of Budget and Revenues and Expenditures

For the period ending October 31, 2015

November 10, 2015

<table>
<thead>
<tr>
<th>Current Month</th>
<th>Actual YTD</th>
<th>Adjusted Under Budget</th>
<th>(Over) % of Budget Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Fund Balance (July 1, 2015)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated</td>
<td>$ 2,699,370</td>
<td>$ 2,000,000</td>
<td>(699,370)</td>
</tr>
</tbody>
</table>

Revenues:

- State Support: 1,823,170
- Federal Support: 608
- Local Support (Taxes): 23,153
- Tuition & Fees (Net of Waivers): (413,021)
- Interest Earnings: 5,735
- Other Income: 13,230
- Loan Proceeds: -
- Transfers from Other Funds: -

Total Revenues: 1,452,875

Total Resources Available: 9,840,345

Expenditures:

- Personnel Services: 736,925
- Payroll Taxes & Benefits: 401,945
- Materials & Services (Net of Waivers): 303,181
- Capital Outlay: 4,550
- Debt Service: -
- Administrative Fees & Interest: 16,250
- Transfer to Other Funds: -

Total Expenditures: 1,462,851

Revenues over (under) expenditures: (9,976)

Ending Fund Balance: $ 4,595,947

Exhibit # 8 B 1
Date November 16, 2015
# Southwestern Oregon Community College

## Comparative Statement of Revenues and Expenditures - All Funds

For the Periods Ending October 31, 2015 and 2014

<table>
<thead>
<tr>
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</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>State Support</td>
<td>$3,626,278</td>
<td>$3,173,486</td>
<td>$247,935</td>
<td>$223,691</td>
<td>$95,197</td>
<td>$183,258</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Federal Support</td>
<td>2,116</td>
<td>2,072</td>
<td>440,833</td>
<td>2,714,882</td>
<td>468,227</td>
<td>543,539</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Local Support (Taxes)</td>
<td>102,100</td>
<td>276,707</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>Tuition &amp; Fees (Net of Waivers)</td>
<td>2,318,287</td>
<td>2,265,200</td>
<td>-</td>
<td>-</td>
<td>108,028</td>
<td>146,725</td>
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<tr>
<td>Interest Earnings</td>
<td>21,703</td>
<td>37,912</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>447</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Income</td>
<td>70,490</td>
<td>60,485</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Grant Income and Loans</td>
<td>1,000,000</td>
<td>2,200,000</td>
<td>16,324</td>
<td>106,993</td>
<td>78,261</td>
<td>185,911</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers</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>7,140,974</td>
<td>8,015,862</td>
<td>705,094</td>
<td>3,045,570</td>
<td>901,990</td>
<td>1,405,898</td>
<td>24,952</td>
<td>442</td>
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<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Personal Services</td>
<td>2,639,536</td>
<td>2,560,842</td>
<td>15,840</td>
<td>16,807</td>
<td>530,290</td>
<td>599,732</td>
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<tr>
<td>Payroll Taxes &amp; Benefits</td>
<td>1,439,166</td>
<td>1,334,561</td>
<td>136</td>
<td>-</td>
<td>262,896</td>
<td>251,794</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials &amp; Services</td>
<td>1,105,573</td>
<td>1,250,199</td>
<td>2,270,967</td>
<td>3,075,216</td>
<td>328,505</td>
<td>626,785</td>
<td>4,705</td>
<td>1,347</td>
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<tr>
<td>Capital Outlay</td>
<td>42,497</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30,137</td>
<td>63,142</td>
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<td>Debt Service:</td>
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<td>Principal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest &amp; Administrative Fees</td>
<td>17,625</td>
<td>10,500</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Transfers to Other Funds</td>
<td>-</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>46,133</td>
<td>277</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>5,244,397</td>
<td>5,158,102</td>
<td>2,286,943</td>
<td>3,092,023</td>
<td>1,197,961</td>
<td>1,541,730</td>
<td>4,705</td>
<td>1,347</td>
</tr>
<tr>
<td><strong>Revenues Over (Under) Expenditures:</strong></td>
<td>1,896,577</td>
<td>2,857,760</td>
<td>(1,581,849)</td>
<td>(46,453)</td>
<td>(295,971)</td>
<td>(135,832)</td>
<td>20,247</td>
<td>(905)</td>
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<tr>
<td><strong>Fund Balance (July 1)</strong></td>
<td>2,699,370</td>
<td>2,171,492</td>
<td>-</td>
<td>-</td>
<td>557,369</td>
<td>650,932</td>
<td>443,785</td>
<td>423,663</td>
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<tr>
<td><strong>Fund Balance (End of Month)</strong></td>
<td>4,595,947</td>
<td>$5,029,252</td>
<td>(1,581,849)</td>
<td>(46,453)</td>
<td>$261,398</td>
<td>$515,100</td>
<td>$464,032</td>
<td>$422,758</td>
</tr>
</tbody>
</table>
### Comparative Statement of Revenues and Expenditures - All Funds

**Southwestern Oregon Community College**

**For the Periods Ending October 31, 2015 and 2014**

<table>
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<tbody>
<tr>
<td><strong>Revenues:</strong></td>
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<tr>
<td>State Support</td>
<td>$ - $</td>
<td>- $</td>
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<tr>
<td>Local Support (Taxes)</td>
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<tr>
<td>Tuition &amp; Fees (Net of Waivers)</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>1,246,251</td>
<td>1,149,245</td>
<td>- 18,217</td>
<td>- -</td>
</tr>
<tr>
<td>Interest Earnings</td>
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<td>229</td>
<td>- -</td>
<td>- -</td>
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<td>- -</td>
<td>- -</td>
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<td>- -</td>
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</tr>
<tr>
<td>Other Income</td>
<td>(871)</td>
<td>18,367</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>1,246,251</td>
<td>1,149,245</td>
<td>43,763</td>
<td>52,484</td>
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<td>Other Grant Income and Loans</td>
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<tr>
<td>Transfers</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>(871)</td>
<td>18,367</td>
<td>229</td>
<td>-</td>
<td>79,587</td>
<td>62,898</td>
<td>3,643,798</td>
<td>3,148,096</td>
<td>43,763</td>
<td>72,701</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Personal Services</td>
<td>- -</td>
<td>- -</td>
<td>- -</td>
<td>42,400</td>
<td>43,192</td>
<td>513,412</td>
<td>573,194</td>
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<td>Payroll Taxes &amp; Benefits</td>
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<td>- -</td>
<td>25,547</td>
<td>27,355</td>
<td>253,362</td>
<td>245,259</td>
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<tr>
<td>Materials &amp; Services</td>
<td>70,901</td>
<td>126,118</td>
<td>30</td>
<td>57,534</td>
<td>69,334</td>
<td>1,406,091</td>
<td>1,158,608</td>
<td>27,847</td>
<td>24,334</td>
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<tr>
<td>Capital Outlay</td>
<td>391,177</td>
<td>73,860</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<td>Debt Service:</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Principal</td>
<td>- -</td>
<td>- -</td>
<td>290,058</td>
<td>269,196</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<td>Interest &amp; Administrative Fees</td>
<td>- -</td>
<td>- -</td>
<td>35,216</td>
<td>57,556</td>
<td>- -</td>
<td>650</td>
<td>553</td>
<td>- -</td>
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<tr>
<td>Transfers to Other Funds</td>
<td>- -</td>
<td>- -</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>462,078</td>
<td>199,978</td>
<td>325,304</td>
<td>326,752</td>
<td>125,481</td>
<td>139,881</td>
<td>2,173,515</td>
<td>1,977,614</td>
<td>27,847</td>
<td>24,334</td>
</tr>
<tr>
<td>Revenues Over (Under) Expenditures:</td>
<td>(462,078)</td>
<td>(181,611)</td>
<td>(325,075)</td>
<td>(326,752)</td>
<td>(45,894)</td>
<td>(76,983)</td>
<td>1,470,283</td>
<td>1,170,482</td>
<td>15,916</td>
<td>48,367</td>
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<tr>
<td>Fund Balance (July 1)</td>
<td>35,631</td>
<td>38,211</td>
<td>5,800</td>
<td>5,800</td>
<td>-</td>
<td>-</td>
<td>1,285,482</td>
<td>729,320</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Fund Balance (End of Month)</strong></td>
<td>$ (427,318)</td>
<td>$ (143,400)</td>
<td>$ (319,275)</td>
<td>$ (320,952)</td>
<td>$ (45,894)</td>
<td>$ (76,983)</td>
<td>$ 2,755,765</td>
<td>$ 1,899,802</td>
<td>$ 15,916</td>
<td>$ 48,367</td>
</tr>
</tbody>
</table>
Enterprise Fund Categories

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
## Comparative Statement of Revenues and Expenses - Enterprise Funds

For the Periods Ending October 31, 2015 and 2014

<table>
<thead>
<tr>
<th></th>
<th>Bookstore FY15-16</th>
<th>Newmark Center FY15-16</th>
<th>Student Housing FY15-16</th>
<th>Dining Services FY15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>$ - $</td>
<td>$ - $</td>
<td>$ 28,376</td>
<td>$ 29,651</td>
</tr>
<tr>
<td>Sales</td>
<td>388,325</td>
<td>451,339</td>
<td></td>
<td>463,019</td>
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<td>Rent</td>
<td></td>
<td>81,332</td>
<td>1,446,763</td>
<td>1,347,869</td>
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<tr>
<td>Miscellaneous</td>
<td>700</td>
<td>2,158</td>
<td>757</td>
<td>1,904</td>
</tr>
<tr>
<td>Transfer from other funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>389,025</td>
<td>453,497</td>
<td>81,332</td>
<td>1,475,896</td>
</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Personnel Services</td>
<td>24,875</td>
<td>26,157</td>
<td>18,616</td>
<td>110,199</td>
</tr>
<tr>
<td>Payroll Costs/Benefits</td>
<td>17,776</td>
<td>16,344</td>
<td>12,024</td>
<td>46,429</td>
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<td>Materials &amp; Supplies</td>
<td>8,402</td>
<td>15,418</td>
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<td>20,437</td>
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<tr>
<td>Travel</td>
<td>96</td>
<td>300</td>
<td>1,218</td>
<td>111,689</td>
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<td>Purchased Services</td>
<td>9,698</td>
<td>11,623</td>
<td>31,461</td>
<td>115,429</td>
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<tr>
<td>Materials for Resale</td>
<td>335,563</td>
<td>310,947</td>
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<td>325</td>
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<td>Vehicle Rental &amp; Internal Services</td>
<td>331</td>
<td>248</td>
<td>384</td>
<td>500</td>
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<tr>
<td>Repairs</td>
<td></td>
<td>580</td>
<td></td>
<td>930</td>
</tr>
<tr>
<td>Student Aid Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad Debt Expense</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service Admin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers to other funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>396,741</td>
<td>381,037</td>
<td>62,681</td>
<td>694,445</td>
</tr>
<tr>
<td>Revenues over (under) Expenditures</td>
<td>(7,716)</td>
<td>72,460</td>
<td>50,087</td>
<td>426,015</td>
</tr>
<tr>
<td>Beginning Fund Balance (July 1)</td>
<td>1,198,084</td>
<td>1,125,425</td>
<td>1,665,894</td>
<td>937,903</td>
</tr>
<tr>
<td>Ending Fund Balance (end of month)</td>
<td>$1,190,368</td>
<td>$1,197,885</td>
<td>$1,684,545</td>
<td>$584,978</td>
</tr>
</tbody>
</table>

Exhibit # 8 B 4
Date November 16, 2015

SOUTHWESTERN OREGON COMMUNITY COLLEGE

11/10/15

Bookstore Newmark Center Student Housing Dining Services

1,190,368 $ 1,197,885 $ 1,684,545 $ 1,425,849 $ 584,978 $ 476,506 $ 400,426 $ 61,779
## SOUTHWESTERN OREGON COMMUNITY COLLEGE

### Comparative Statement of Revenues and Expenses - Enterprise Funds

For the Periods Ending October 31, 2015 and 2014

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conferences Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition/Fees</td>
<td>$25,701</td>
<td>$26,178</td>
</tr>
<tr>
<td>Sales</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer from other funds</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$25,701</td>
<td>$26,178</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conferences Projects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td>$73,824</td>
<td>$71,166</td>
</tr>
<tr>
<td>Projects Oregon</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Coast</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Culinary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Facility Bldg.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$1,127,001</td>
<td>$1,031,501</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oregon Coast Culinary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fac. Totals</td>
<td>$1,118,350</td>
<td>$1,022,250</td>
</tr>
<tr>
<td>Sales</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rent</td>
<td>4,121</td>
<td>7,097</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Transfer from other funds</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$1,118,350</td>
<td>$1,022,250</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neighborhood Facility Bldg.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resale</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vehicle Rental</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Internal Services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td>$1,127,001</td>
<td>$1,031,501</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
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<tr>
<td>Personnel Services</td>
<td>$3,461</td>
<td>$9,076</td>
</tr>
<tr>
<td>Payroll Costs/Benefits</td>
<td>$1,541</td>
<td>$763</td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Travel</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Purchased Services</td>
<td>$353</td>
<td>$727</td>
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<td>Materials for Resale</td>
<td>-</td>
<td>-</td>
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<td>Vehicle Rental &amp; Internal Services</td>
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<td>-</td>
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<tr>
<td>Repairs</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Student Aid Grants</td>
<td>-</td>
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<tr>
<td>Bad Debt Expense</td>
<td>-</td>
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<tr>
<td>Interest Expense</td>
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<tr>
<td>Debt Service Admin</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfers to other funds</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$5,355</td>
<td>$10,566</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>FY15-16</th>
<th>FY14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Fund Balance (July 1)</strong></td>
<td>$82,446</td>
<td>$51,293</td>
</tr>
<tr>
<td><strong>Ending Fund Balance (end of month)</strong></td>
<td>$102,792</td>
<td>$66,905</td>
</tr>
</tbody>
</table>

Net Revenues over (under) Expenditures: $20,346 ($15,612)

Beginning Fund Balance (July 1) $82,446
Ending Fund Balance (end of month) $102,792

Net Revenues over (under) Expenditures: $20,346 ($15,612)

Beginning Fund Balance (July 1) $82,446
Ending Fund Balance (end of month) $102,792

Net Revenues over (under) Expenditures: $20,346 ($15,612)

Beginning Fund Balance (July 1) $82,446
Ending Fund Balance (end of month) $102,792
SOUTHWESTERN OREGON COMMUNITY COLLEGE
BOARD OF EDUCATION
MEETING MINUTES

October 26, 2015

ATTENDANCE
Board of Education/Staff (Quorum Present)

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

Staff/ExOfficios
Patty Scott (President) * Kristoff Maxey
Meredith Bulinski Deb Nicholls *
Tim Dailey * Tom Nicholls
Kathy Dixon Ke Kelly North
Karen Domine Janet Petti *
Rod Keller Eric Stasak *
Rocky Lavoie * Ross Tomlin *
Anne Matthews Cody Yeager

*Also present at Executive Session

Guests
2015-16 Resident Assistants and Community Advisors

CALL TO ORDER
Vice Chair David Bridgham called the session to order at 5:30 p.m.

RECESS INTO EXECUTIVE SESSION
The Board recessed into Executive Session under ORS 192.660 (2) from 5:30 to 5:50 p.m.:
  • (d) Labor Negotiations – Updates on bargaining, arbitration and grievances.
  • (e) Property – Update on Newmark Center lease negotiations.
  • (h) Legal Rights – Update on phone system litigation.
  • (i) Personnel – Update on a BOLI complaint, a termination, and early retirements.

Susan Anderson left the meeting.

RECONVENE INTO OPEN SESSION
Vice Chair Bridgham reconvened the open session at 6:00 p.m.

AGENDA CHANGES
The following changes were noted:
  • DEFERRED - Introduction of Associated Student Government deferred until the November meeting.
  • ADDED - #12 F, Title III Expenditure – University Lease
The following employees were introduced to the Board:

New to College
- Joe Belter, Assistant Director of Residence Life

New to Position
- Danaye Leonard Gonzalez, Childhood Education & Family Studies Assistant (not in attendance)
- Christopher Eckersley, Web System Administrator

Resident Director Kristoff Maxey explained that the Resident Assistant (RA) positions were split in two forming RAs responsible for the facilities side of things and Community Advisors (CA) responsible for activities. RAs and CAs in attendance introduced themselves to the Board.

Director Meredith Bulinski addressed the Board presenting a brief PowerPoint on the program, the staff and goals for the future. She added that the Spring GED Celebration had been revived in spring 2015.

The Board reviewed numerous upcoming events.

Marcia Jensen reported on the various initiatives and legislative activities that OCCA was working on, adding that the evaluation process for the OCCA Executive Director had been completed.

President Scott briefed the Board on:
- Health & Science Technology Building – The College’s project got an endorsement from OHSU’s School of Nursing, which will help with the bond campaign and grants we apply for. The committee met last week to continue working to finalize the building details. They are working on the big question of what the new building will allow the College to do that can’t be done now.
- Oregon Health Sciences University Rural Campus – Between six and eight medical students will be in the area on rotation at any given time. It will provide an exciting collaboration with our students and the community.
- October 2nd Campus Closure – The College administration chose to evacuate campus after receiving a threat made to Coos County schools. A lot was learned during the closure process. The SWOCC Emergency Management Team meets weekly to make improvements in the College’s processes.
- Enrollments – Billing credits and headcount are up, but FTE appears to be about even.
- Southern Oregon Workforce Investment Board – New director has been hired and will be housed temporarily on campus.

Copies of the financial reports were included in the meeting materials. Business Manager Kathy Dixon briefed the Board and noted that the $500,000 line of credit payment was not yet reflected.

Copies of the report were included in the meeting materials.
CONSENT AGENDA

CONSENT AGENDA, Exhibit # 9 A and B
Copies of the items were included in the meeting materials.

M10/15-1
Marcia Jensen’s motion to approve the Consent Agenda, as presented, was seconded by Ken Messerle. Upon call for the vote, the MOTION PASSED unanimously.

BE IT RESOLVED, that the Board of Education of Southwestern Oregon Community College District approved the meeting minutes dated September 2 and 3, 2015 and September 21, 2015, Exhibits # 9 A and B.

OLD BUSINESS

Board Policy Review – 1st Readings
The following policies were presented for first readings:
- 4010, Program Approval
- 4015, Expansion, Deletion and Reduction of Instructional Offerings
- 4020, Instructional Assessment
- 6015, Authorized Signatures
- 6036, Purchasing
- 6040, Independent Contractors-Personal Services Contracts
- 6070, Funding Proposals and Application
- 6095, Disposal of College Property

Discussion ensued on the review/approval of programs prior to submission to the state. Modifications to 6095 were suggested and the policy was tabled. Therefore, all but 6095 will move forward for second readings in November.

PUBLIC COMMENT
None were heard.

NEW BUSINESS

Rules of Procurement, Exhibit # 12 A
Copies of the resolution were included in the meeting materials.

M10/15-2
Marcia Jensen motion to accept the automatic adoption of revised Community College Rules of Procurement as they are put forth by the Participating Oregon Community Colleges group was seconded by Judy May-Lopez. Upon call for the vote, the MOTION PASSED unanimously.

Title III Grant, Exhibit # 12 B
Copies of the resolution were included in the meeting materials.

M10/15-3
Marcia Jensen’s motion to accept a grant in the amount of $2,217,500 from the U.S. Department of Education for Title III Grant activities October 1, 2015-September 30, 2020 and authorize adjustments to the Special Project Fund budget, as presented, was seconded by Judy May-Lopez. Upon call for the vote, the MOTION PASSED unanimously.

Student Support Services Grant, Exhibit # 12 C
Copies of the resolution were included in the meeting materials.

M10/15-4
Ken Messerle’s motion to accept a grant in the amount of $1,456,795 from the U.S. Department of Education for Student Support Grant activities September 1, 2017 – August 31, 2022 and authorize adjustments to the Special Project Fund budget, as presented, was seconded by Judy May-Lopez. Upon call for the vote, the MOTION PASSED unanimously.

Marketing, Exhibit # 12 D
Copies of the resolution were included in the meeting materials.

M10/15-5
Marcia Jensen’s motion to approve the contract, not to exceed $100,000, with DHX Advertising for advertising management and design between November 1, 2015 and June 20, 2016 was seconded by Judy May-Lopez. Upon call for the vote, the MOTION PASSED unanimously.
Early Retirement, Exhibits # 12 E 1-3
Copies of the resolutions were distributed at the meeting. Tim Bishop declared a potential conflict of interest and abstained from voting.

M10/15-6, 7 and 8
Marcia Jensen’s motion to approve Early Retirement benefits, effective July 1, 2016 for Dana Hopkins, Beverly Segner and Donald Wright was seconded by Harry Abel. Upon call for the vote, the MOTION PASSED with affirmative votes from Abel, Bridgham, Jensen, May-Lopez and Messerle; Bishop abstained.

Title III Expenditure – University Lease, Exhibit # 12 F
Copies of the resolution were distributed at the meeting.

M10/15-9
Marcia Jensen’s motion to approve the payment to University Lease up to the amount of $328,000 over five years for equipment and software listed in the Title III grant was seconded by Tim Bishop. Upon call for the vote, the MOTION PASSED unanimously.

CORRESPONDENCE
No correspondence was presented.

ADJOURNMENT
Vice Chair Bridgham adjourned the meeting at 7:15 p.m.

Respectfully submitted,

David Bridgham, Vice Chair    Patty Scott, Clerk

Deb Nicholls, Recording Secretary
BP: 4025

REPRODUCTION OF ALL COPYRIGHTED MATERIALS

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.

The Board of Education therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. “Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, he/she should seek permission from the copyright holders.

The Board directs the President to will provide guidelines for the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments and The President will establish administrative policies and procedures for determining the appropriate consequences should violations occur.

END OF POLICY

Legal Reference(s):
ORS 341.290(2)

Administrative Policies and Procedures:
8.014

Board Policies:
5060

DATE OF ADOPTION: 04/25/11
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
BP: 4035

TEACHING ABOUT CONTROVERSIAL ISSUES

The Board of Education believes that issues in controversy, where they are properly a part of the course content, should not be avoided. A fair presentation of all points of view and an attitude on the part of the instructor which encourages students to evaluate critically and choose freely is within the best traditions of academic discourse and rigor within higher education.

END OF POLICY

Legal Reference(s):
ORS 341.290(2)
OAR 589-008-0100(1)(f)
The Board of Education recognizes that to improve the quality of instructional offerings and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Board deems it essential that the College develop and implement an instructional management system which will develop and modify curricula to meet changing needs, ensuring quality instructional offerings serving each individual student’s interests.

While the Board retains its full rights and responsibilities under the laws and regulations of the State of Oregon with regard to determining curriculum, it authorizes the President to organize committees and other structures which would be responsive and representative in planning curriculum improvements, in accordance with the Higher Education Coordinating Commission’s (HECCs) standards, criteria and procedures, and be effective at implementing approved changes.

Decision making within the curriculum development and improvement process should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of student perceptions, evaluation of student learning outcomes assessment measurements, and professional staff recommendations. Committee recommendations shall be forwarded by the President to the Board for action. The Board directs the President to develop the necessary procedures for course/program review that include, but are not limited to, consideration of such factors as class size, enrollment stability, program costs, employment prospects, articulation with upper division course work and interdependence with other College offerings.

The Board designates the President to oversee the campus development/approval process ensuring that state approval standards are met for all instructional offerings of the College. All instructional offerings, including additions, deletions, or substantive changes as defined by the New, deleted or substantially changed degree programs Higher Education Coordinating Commission State Board of Education, will be endorsed by the Board prior to submission to the HECC.

All instructional adjustments (courses and programs) will be approved through the College Instructional Council consisting of faculty, staff and the Vice President of Instruction and Student Services. All curriculum and programs approved by the College will be communicated to the Board throughout the academic year and then summarized in a report to the Board at the end of the academic year. The College catalog will be provided to the Board on an annual basis, must be adopted by the Board and shall be subject to State Board of Education approval.

END OF POLICY

Legal Reference(s):
ORS 341.290(3),  .425
OAR 589-006-0050,  -0100(1), (2), 05,  -0150, -0200, -0300, -0350, -0400, through -0400

DATE OF ADOPTION: 04/25/11
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
BP: 4015

EXPANSION, DELETION AND REDUCTION OF INSTRUCTIONAL OFFERINGS

College course offerings and/or instructional offerings may be expanded, deleted, or reduced to meet the changing needs of students, community and the College.

The President will develop necessary procedures for course/program review that include, but are not limited to, consideration of such factors as class size, enrollment stability, program costs, employment prospects, articulation with upper division course work and interdependence with other College offerings.

The President will notify the Board when an application for a new or substantially revised instructional offering has been made and approved by the State Board of Higher Education.

The College catalog will be provided to the Board on an annual basis.

The Board will ensure that state approval standards are met for all instructional offerings offered by the College.

END OF POLICY

Legal Reference(s):
ORS 341.290(2), (3)
OAR 589-006-0150

DATE OF ADOPTION: 04/25/11
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
BP: 4020

INSTRUCTIONAL ASSESSMENT

At least once a year, the President will provide the Board of Education with appropriate information and reports pertinent to review that are pertinent to the College curriculum and instruction. Such material will be provided at least once a year. The Faculty and administration will develop criteria for assessment of instruction and student achievement, in addition to their related procedures, which will be reviewed at periodic intervals by the Board at periodic intervals.

END OF POLICY

Legal Reference(s):
ORS 341.290

DATE OF ADOPTION: 04/25/11
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
AUTHORIZED SIGNATURES

The Board of Education permits the President to authorize commitments or expenditures of $25,000 or less. Commitments or expenditures of funds exceeding $25,000 must have prior approval of the Board. However, the President is permitted to authorize payments of invoices for routine and customary expenditures that exceed the President’s $25,000 signing authority. Examples include: bookstore purchases, utilities, and payroll liabilities. These expenditures are to be in the adopted budget. A report of these routine and customary payments over $25,000 will be presented at each Board meeting.

The Board permits the President to determine authorized signers and appropriate spending levels.

The Board authorizes the use of facsimile signatures by those persons authorized to sign College checks.

END OF POLICY

Legal Reference(s):
ORS 294.120
ORS 341.703
BP: 6036

PURCHASING

The function of College purchasing is to serve the mission by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The Vice President of Administrative Services is responsible for developing and administering the College’s purchasing policies and procedures in accordance with the Community College Rules of Procurement.

The Board of Education will approve all contracts over $25,000 $50,000 prior to the award. No obligation may be incurred by any Board member or employee unless that expenditure has been authorized in the budget or by Board action and/or Board policy.

No Board member, employee, or agent of the College shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative, or for any business with which the Board member or a relative is associated.

END OF POLICY

Legal Reference(s):
ORS 244.040
ORS Chapters 279A, 279B and 279C
ORS 294.311
ORS 341.290

Administrative Policies and Procedures:
3.000

DATE OF ADOPTION: 10/22/12
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
BP: 6040

INDEPENDENT CONTRACTORS/PERSONAL SERVICES CONTRACTS

The College may enter into an independent contractor agreement with qualified professionals for personal services. Services provided will generally be for short term projects of a specialized nature.

Contracts in excess of $25,000 $50,000 shall require prior Board of Education approval.

END OF POLICY

Legal Reference(s):
OAR 459-010-0030
ORS Chapter 279A
ORS Chapter 279B
ORS Chapter 279C
ORS 341.290

DATE OF ADOPTION: 06/27/11
DATE(S) OF REVISION(S): 
DATE OF LAST REVIEW:
BP: 6070

FUNDING PROPOSALS AND APPLICATION

The College shall pursue federal, state or private grants and partnerships that will assist the College in meeting adopted goals and objectives of the curriculum, in creating facilities, or in purchasing equipment.

Grants requiring a local match must be reviewed by the President before the application is prepared. The Board of Education shall, before an acceptance of a grant, consider the College’s obligations, expectations or encumbrances when the grant ceases.

The Board must approve all grants over $25,000 or lesser amounts if budget capacity is not sufficient to cover its expenditures.

Notification of all grant activity will be provided to the Board in the administrative reports.

END OF POLICY

Legal Reference(s):
ORS 294.100 and .326
ORS 341.290(2), (15)
OAR 581-040-0000

DATE OF ADOPTION: 06/27/11
DATE(S) OF REVISION(S):
DATE OF LAST REVIEW:
Southwestern Oregon Community College District  
Board of Education  
SWOCC Foundation Report

Submitted by: Elise Hamner, Executive Director

Core Themes: Community Engagement and Access

Increase and enhance activities for community attendance

The Southwestern Oregon Community College Foundation worked in collaboration with Joe Benetti and friends to create a permanent scholarship endowment in honor of Joe’s late wife, Tricia Benetti. The group held a fundraising event on October 8 at the Coos History Museum with 100 guests joining in a celebration of Tricia’s life. The event organizers delivered more than $31,000 in donations to the Foundation for the endowment. This is the first permanent scholarship available to Oregon Coast Culinary Institute students. It also targets students pursuing business degrees.

The Foundation’s volunteer board of trustees is organizing the second-annual Uncorking Opportunity! scholarship fundraising event. It’s scheduled from 6-8 p.m., Friday, January 22, at OCCI. Tickets are on sale.

The Laker Alumni Association is working with the Athletics Department to host a homecoming event on Saturday, January 9, 2016, and honor this year’s newest entries into the Hall of Fame.

Expand Access to Financial Assistance

The Foundation Board of Trustees approved the purchase of a new scholarship management system that will allow students to apply for scholarships online. This should streamline the application process and make it easier for students to apply. We also expect to see an increase in applications as a result. The Foundation’s Resources Coordinator Kelsey Guenther is overseeing this project in partnership with the college’s Senior IT Specialist Cari Friesen.

In addition to the new Patricia Benetti Memorial Scholarship, the Foundation has added new permanent scholarships for which we will take applications this year, including:

- Estella Morgan Memorial Scholarship – U.S. Bureau of Land Management employees and friends of the family fundraised and established a permanent endowment in her honor. Estella graduated from Southwestern with a forestry degree in the 1980s.
- ILWU Local 12 Scholarship – Current longshoremen and retirees have established this scholarship for Local 12 members and family members.
- Pacific Orchid Society Scholarship – The organization created this scholarship for students pursuing horticultural studies with a possible interest in orchids.

To date this fiscal year, five students have received emergency assistance scholarships totaling $991; and two students have received GED scholarships or vouchers.
BOARD OF EDUCATION
Faculty Senate Report

Submitted by: Kyriakos Kypriotakis, Faculty Senate Chair

Following are things that the Faculty Senate has worked on during fall 2015:

- C. Byrd was elected as a Senator last year and has since taken employment elsewhere leaving an open position needing filled. HH position needs to be filled by someone who represents the Health and Human Services as faculty. R. Bell has offered and accepted to fill the position.
- Faculty Senate approved to hold regular executive sessions at the beginning of each meeting for the entire year.
- Faculty Senate has developed a new classroom visitation form for faculty to use in peer evaluations and that form is now piloted/evaluated by faculty.
- Faculty Senate approved the Honor’s program and sent it to Instructional Council.
- Faculty Senate will continue to sponsor brown bag lunches and will offer one topic each term. Fall’s brown bag lunch is scheduled for Wednesday, Nov. 17th and Thursday, Nov 19th at noon in Dellwood 21. The final topic is not set yet, but will focus on faculty sharing ideas on innovative pedagogical strategies and methods.
- Faculty Senate is looking for ways to store documents in MyLakerLink so that faculty can access the agenda and supporting documents without attaching them in emails.
- Faculty Senate will be in charge of student learning outcomes (SLO) and has formed a subcommittee (that includes R. Tomlin and the Deans) that will be tasked with SLO.
- Faculty Senate has formed a subcommittee that will work with instructional council, on some wording to propose for the syllabus to address the need for a policy that cover social media posts, and will explore the possibility of a behavior intervention team.
- The Senate has tasked Faculty Development Committee to develop a form to establish a process on faculty release time.
- Faculty Senate disapproved the college’s current eLearning agreement.
- Faculty Senate will review Faculty Senate constitution to update our rules for running meetings. This would include updating to using Robert’s Rule of Order most current edition and participation via distance and email.
- The Senate has recommended to consider identifying a common meeting time for all students and faculty.
Southwestern Oregon Community College District
Board of Education
Administrative Services Report

Submitted by: Eric Stasak, Vice President of Administrative Services

The Mission of Administrative Services:
- Provide effective fiscal management through responsible financial resources stewardship, ethical leadership, and responsive college-wide support.
- Maintain and provide a safe working, learning, and living physical environment.
- Provide college-wide operational support for staff and students.
- Provide human resources functions and professional development opportunities.
- Lead entrepreneurial endeavors by developing revenue streams to support financial independence.
- Promote and strengthen learning opportunities for students and staff through physical and social activities to foster lifelong wellness.

The months of September and October initiated and finalized activity in Administrative Services to include:

**CORE THEME: LEARNING & ACHIEVEMENT**

**Dining Services**
- Dining Services is now receiving a forecast revenue transfer amount from Housing earlier in the term which aides in training the students in achieving direct purchasing goals.
- Students from ASG, Culinary, Student Housing and Dining Services staff have begun meeting to address ways Dining Services can better meet the needs and wishes of the student body. Examples of the ideas expressed at these meetings include:
  - Daily juicing moved to the dinner shift for the wrestlers trying to cut weight as their lunch shift is where they consume most of their calories.
  - Baked Potato Bar Monday – Friday on the lunch menu.
  - Use of salad spinners used to try to get as much water off lettuce before service.
  - Farewell dinners re-instated for the week of finals. Chef Chris is working with venders for Monday December 7th to supply a prime rib dinner for the Student Body at an affordable cost.
  - Students requested a “Reservation Only” dinner for two on Valentine’s Day in the Lakeview Rooms with white tablecloth restaurant style set up and waiters. Housing and ASG will be very involved in helping with this. Dining Services will keep this event to a minimal charge so students are able to enjoy this event.

Ice Sculpture work from students...
CORE THEME: SUSTAINABILITY

Administrative Services

- Increased Emergency Management Team focus, expanded action items, and immediate priorities in light of UCC tragedy.
- Re-introduced Run / Hide / Fight active shooter video training at all in-service events (prior to UCC incident).
- Began planning for small-group active shooter training for SWOCC employees (Faculty and staff).
- Began work to be an A.L.I.C.E. (Alert; Lockdown; Inform; Counter; Evacuate) training center in Spring 2016.
- Completed early retirement analysis for eligible employees and received Board approval to proceed.
- Completed procurement rules update and received Board approval to proceed.
- The EAIP program provides up to $5,000 in purchases for injured workers to bring them back to light duty jobs. With these funds from SAIF, arranged to purchase a $3,700 laptop for employee.
- Administered safety presentations at Fall in-service.
- Released Clery report campus-wide by October 1 due date.
- Initiated work to replicate seismic grant application from Sitkum, for Randolph and Coaledo.
- Attended Business Manager/Human Resources Director meeting in Astoria.
- Worked on Request for Proposals for Insurance Agent of Record and College Labor Attorney. Information on responses to these RFPs will be shared at the February 2016 Board meeting.
- Submitted safety recommendations from 16 building hazard inspections that were conducted by Southwestern employee building monitors.
- Updated Administrative Services page in LakerLink with new procurement information pass by the Board at the October 16, 2015 meeting.
- Facilitated all campus evacuation drill on October 13, 2015.
- Attended SAIF training on Early Return to Work program. This program is implemented extensively by Southwestern in getting employees who are injured on the job back to light duty jobs approved by their treating physician rather than simply being off work.
- Performed ergonomic evaluations for two employees.
- SafeColleges courses completed by staff during September and October 2015:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Number of Employees Completed Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Shooter</td>
<td>2</td>
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<tr>
<td>AED</td>
<td>5</td>
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<tr>
<td>Back Injury and Lifting</td>
<td>12</td>
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<tr>
<td>Bloodborne Pathogens</td>
<td>1</td>
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<tr>
<td>Campus SaVE Act</td>
<td>70</td>
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<tr>
<td>Child Abuse Mandatory Reporting</td>
<td>20</td>
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<tr>
<td>Clery Act Overview</td>
<td>64</td>
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<tr>
<td>Dating Violence Identification and Prevention</td>
<td>66</td>
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<tr>
<td>Defensive Driving</td>
<td>2</td>
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<tr>
<td>Hand and Power Tool Safety Overview</td>
<td>1</td>
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<tr>
<td>Hazard Communication</td>
<td>9</td>
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<tr>
<td>Safety Data Sheets</td>
<td>7</td>
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<tr>
<td>Sexual Harassment</td>
<td>6</td>
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<tr>
<td>Slips, Trips and Falls</td>
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<tr>
<td>Student Mental Health</td>
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<tr>
<td>Van Safety</td>
<td>1</td>
</tr>
<tr>
<td>Welding, Cutting &amp; Brazing</td>
<td>1</td>
</tr>
<tr>
<td>Winter Driving</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total # of Trainings Completed by Staff</strong></td>
<td><strong>274</strong></td>
</tr>
</tbody>
</table>
The following Administrative Procedures and Policies (APP) were revised, passed and placed on the Administrative Services portal in LakerLink:

- APP 6036 Purchasing–Eric Stasak–Passed
- APP 6040 Independent Contractors–Eric Stasak–Passed

Campus Security

- Activity in housing has increased mostly likely due to being filled to capacity. An increase in alcohol and drug activity, as well as personality conflicts are up, but still within normal range.
- There has been a sharp increase in bicycle thefts in the last two months. The thefts appear to have been committed by a “professional”, possibly a group, who either takes unsecured bicycles, or is using bolt cutters to cut cable locks to steal the bikes. Campus Security has observed the subject on two separate occasions, but has been unable to identify or apprehend him with Coos Bay Police assistance. Campus Security continues to work with neighboring law enforcement to identify and stop the persons responsible for stealing bicycles from our students.
- During the months of September and October, Southwestern Security provided the following services, in addition to daily patrol duties:
  - Issued 18 verbal warnings for various offenses such as improper parking, unsafe vehicle operation, and other violations of College policy, city ordinance, and other Oregon laws.
  - Issued 24 written warnings for the problems cited above.
  - Received 72 requests for various forms of assistance including vehicle assistance such as jump starts, entry requests to buildings from students/staff/faculty, escorts, emergency messages, etc.
  - Made 29 other miscellaneous contacts usually involving contacts and identification of subjects on campus after hours or in areas prohibited by persons other than students/staff/faculty.

Dining Services

- Chef Chris Foltz is creating an ice block making program that will produce enough ice to sustain eight students (in comparison to the current setup for only two students). The cost to manufacture the ice blocks will be $3 per block instead of $60 per block when ice blocks are purchased. Chef Chris’ Ice Carving Instructors Certification through the National Ice Carving Association is now completed and approved. Henry Ford Community College has agreed to help Chef Chris and the ice students of Southwestern by sharing information about their ice carving program that has been in effect since 2008.

Mail and Print Services (MPS)

- Mail and Print Services has a new full time duplicating technician. Mike Cole transferred from the Library as of November 1. He brings a great deal of knowledge and positive relationships he has developed in his previous positions.
- For the months of September and October Mail and Print Services:
  - Processed for mailing 7,124 letters, flats and parcels with the United States Post Office.
  - Shipped 16 packages with UPS.
  - Received 1,937 packages for students, faculty and staff.
  - Completed 196 print work requests and 53 supply order work requests for staff and faculty.

Bookstore

- Although the Bookstore had a very busy fall term, the numbers do not reflect that. Sales for fall term continued to decrease in new and used books as well as general merchandise. The Bookstore is still seeing a steady decline in the use of financial aid dollars spent in the Bookstore. In this same period in 2014, $176,015.06 was spent with financial aid. This year $151,829.19 was spent with financial aid dollars even though enrollment was up by about 2%.
- The Bookstore offered more e-books this term than in the past which were well received by younger students. In some cases, the e-books were more than $100.00 less than a traditional text and there is also a substantial savings on shipping charges. The Bookstore will continue to expand our e-book options. The only drawback for students with e-books is that there is no buyback value on an e-book.
- Book rentals continue to be very popular with students. Our rental partner, Nebraska Book Company, offers some rentals from our inventory, but we would like to offer even more titles. The Bookstore is researching the
possibility of partnering with more than one vendor to capture a larger share of the rental market possibly as soon as winter term.

- With many more online classes being offered, many students are choosing to purchase their books online, whether from the Bookstore or other vendors. The data from the Bookstore supports this as online orders have increased by 72 transactions and online sales have increased by $12,000 since last fall.
- I will be attending Northwest College Bookstore Association annual meeting this week. I will be looking for alternative ways to increase our sales in all categories. Vendors will be on site with merchandise and with demonstrations of software that can help us become more competitive in this ever changing market.

**Human Resources**

See Hiring Matrix for update on positions hired and currently in the recruitment process. This includes hiring of Interim Executive Director of Human Resources, Mr. Terry Hoagland.

**Student Housing/Resident Life**

- Student Housing opened fall term with 409 reservations for both new and returning students. Current occupancy for fall term is 391 after accounting for no shows and students cancelling out after the first few weeks. This is our highest fall occupancy since the 2009 fall school year.
- Joe Belter has joined the staff as the new Assistant Director of Residence Life. Joe joins our staff after working at New Mexico State University. He, his wife and daughter hail from Wisconsin.
- Student programing initiatives have kicked off the term during move-in weekend with housing orientation, resident area meetings, and apartment meetings among residents. Resident Assistants and residents all worked though apartment-mate agreements. These agreements are used to develop community and living standards between roommates and apartment-mates. This assists residents in working together in the living environment and helps if mediation is necessary.

**Facilities Services**

- The Sitkum Seismic rehabilitation is now 100% complete.
- The remodel for Tioga Third Floor Tutoring is now complete.
- Performed an ADA walk-through.
- Replaced Landscaping areas through campus with new designs and foliage.
- Performed a confined space inspection.
- Inspected all campus maintenance ladders.
- Began replacing paper towel and soap dispensers to hands-free models.
- Advertised for new custodial supervisor and temporary bus driver
- Re-floored Tioga Elevators.
- Replaced kitchen subfloor and flooring in Family Center.
- Performed duct/hood cleaning at OCCI and Empire Hall.
- Restriped Newmark Parking lot and thoroughfares.
- Had elevators on campus smoke tested.
- Moved Campus Electrician from Housing to Main Campus under Facilities
- Maintenance employees attended forklift aerial lift safety training.
- Performed Laker Welcome setup and teardown.
- Began application for upcoming seismic grants.

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More of Wayne Chandler’s wonderful landscaping behind Dellwood!
Business Office

- Completed all efforts necessary to support Annual Audit. Audit review scheduled for the Board of Education Audit Committee on November 30, 2015 at 3 pm.
- Built Budget Forecasting tool and ran 1st forecast for next year, to aid us early in our budget development process.
- Began preparations for budget development for 2016 – 17.
- Expanded budget variance review and communication throughout the college.

(Please see attached financials)
Southwestern Oregon Community College District
Board of Education
Instructional and Student Services Report

Submitted by: Ross Tomlin, Vice President of Instruction and Student Services

CORE THEMES with OBJECTIVES:

Learning and Achievement
LA1: Students demonstrate progress
- Student Success Committee implemented which has representation from across campus and will work to coordinate work on initiatives that focus on student success to improve communication and efficiencies.
- Developmental Education Redesign coach phone conferences and campus visit (November 16, 2015)
- Achieving the Dream coach visits (November 19-20, 2015)

LA2: Students complete certificates, degrees, and transfer
- Moving forward in developing a new Dental Assisting program with excellent support from the Dental community in our district.
- Also exploring the possibility of new Biomedical Technology and X-ray Technician programs, as well as a new Geographical Information Systems Certificate program.
- The new Natural Resources program was started this fall with over 10 new students.
- Julia Hancock, the transcript evaluator, recently finished a three year project. The conversion from Datatel’s Colleague to Jenzabar’s EX resulted in errors that affected student records. The errors resulted in incorrect programs being listed on transcripts. Julia extensively researched and documented all the types of diplomas, certificates, and degrees Southwestern has offered since 1961. She then matched student records to the correct programs, correcting transcript issues. Julia’s next project is addressing grade issues that were caused by the conversion and the different ways information has been recorded over the past five decades.
- SCCO corrections awarded our 14th GED diploma for the year.

LA3: Students demonstrate that they have met institutional learning outcomes
- Program Review drafts
  - Anthropology/Sociology
  - PE/Health
  - Foreign Languages
  - Speech
  - History/Political Science
  - Psychology
  - Mathematic
  - Biology
  - Chemistry
  - Geology
  - Physics
- Classroom visits and syllabi, along with student assignment samples, demonstrate that we are on track with course and program outcomes.
• Collecting information for program review drafts for the following programs:
  o Welding, EMT/Paramedic, Pharmacy Tech, Phlebotomy
• Program Outcomes collected for each CTE program
• Hosted state representatives from the Perkins grant for two days on campus, showcasing ECE, welding, and E-Portfolios
• Working with University Center, business faculty, and OSU Open Campus on articulation agreement for SWOCC’s AAS Business Management & Entrepreneurship degree.

Access
A1: Students access varied learning opportunities
• We are investigating bringing in national industry partners to our welding advisory committee
• Shawn Liggett, the registrar, recently attended a PACRAO conference. Over 350 registrars, admission officers, and student service staff attended. Shawn returned with information on dealing with distressed students, planning for a campus tragedy, to responding to the tragedy. She heard from other colleges on ideas to better communicate with students. She also met individually with eCatalog vendors to gain more information about their products so we may make the best informed decision regarding which eCatalog software to purchase.
• The College to Careers grant funded the purchase of five interactive classroom workstations to be used in training CNA and other Allied Health programs. The use of these computers and smart boards allow for small group work stations and support specific instruction to address diverse learning styles and implement ongoing formative assessments
• College to Careers staff are working with other student support staff to develop screen capturing short tutorials so that students can more quickly access information regarding registration for classes.
• SCCI is assembling a work-based education plan to present to ODOC in order to expand educational opportunities for inmates.
• For fall term there are over 500 current in-district high school students registered for over 800 college courses through our College Now program.
• Fall term college fair contacts with high school seniors and juniors to date are over 1,100.

A2: Students access services that support learning
• Science Lab Assistant hired
• The Title 3 steering committee is putting together the Lean audit training for student services. Bids are in and a vendor has been chosen. First meeting is scheduled for November 16th.
• Staff is conducting operational reviews for internships, advising and counseling. The results of these reviews will impact budget planning.
• The Tutoring Center move to the third floor of Tioga has had a fantastic impact on academic resources for Transitional Education Students. Credit and non-credit students have access to trained, qualified tutors in the new center. Feedback thus far, has been positive and several Transitional Education students frequent the tutoring center.

A3: Students access relevant curricula that support lifelong learning and achievement
• Working out details of agreement with Linn Benton CC to provide access on our campus for Occupational Therapy Assistant classes.
• Several staff attended the state wide placement test workshop. The information was discussed at the Student Success Committee. A pilot project is being developed using the best practices discussed at the workshop. This will be implemented winter term.
• We are finalizing the on line student orientation information regarding Title IX. The goal is to have new degree seeking winter term students take the orientation. Plans are to push the orientation to all degree seeking students who are currently attending Southwestern winter term.
• A grant was submitted to Zonta requesting funding for an online orientation addressing Title IX issues.
• Transitional Education has been looking at sample textbooks for the ESL program. Research is on-going and we hope to have several texts adopted for the winter quarter.
• Student Life/ASG have participated in and/or are in conversation with the following events and topics:
  o Safety phones on campus
  o Gender neutral bathrooms
  o Revamping our programming model
  o Yik Yak and its impact on students
  o Marketing the student supply closet
  o Laker welcome
  o Christmas tree decorating- Worked with the CORE committee this past weekend to get the Christmas lights up at shore acres.
  o Working with CORE committee on the Van Jam project to provide food for need persons over the holidays.

Community Engagement
CE1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
• Working with the ESD and local school districts, we partnered with them to submit an ODE CTE revitalization grant that would develop an Allied Health certificate that HS students could earn before graduation on their way to focusing on a specific Allied Health degree program at SWOCC after graduation.
• Attended Chamber of Commerce meeting to gather feedback on new dental program.
• Transitional Education, the CTE dean, and a representative from the C2 grant will be attending College Night at the Coquille Indian Reservation to promote the college and its programs to members of the community.
• C2’s purchase of Burning Glass/Labor Insight has been scaled up for use at all 17 community colleges. The use of this tool allows for data driven decision making when considering new programs, or changes/updates to curriculum. In addition, labor market information is being distributed to students on campus as part of the supports offered.

CE2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities
• Anne Matthews, Elise Hamner and Trish McMichael worked together on an internship marketing piece. They interviewed six different internship sites and seven students last fall and winter terms. These short pieces along with fantastic photos of the students in action at their internship sites will be featured in a weekly campaign on Southwestern’s Facebook page. The hope is to also showcase these stories in the college’s Annual Report as well.
• Transitional Education in partnership with the C2 grant will begin research on mapping blocks/neighborhoods within Coos County and using census data to better market our programs to community members.

CE3: Our community members participate and contribute to the College
• Nearly a dozen dentists and their staff came to campus to discuss and offer suggestions about the new dental assisting program. We are now working out details for six lab sites in the area for this program.
• With our CTE instructors and secondary school partners, held a Professional Learning Conference at ESD.
• Anne Matthews, Elise Hamner and Trish McMichael worked together on an internship marketing piece. They interviewed six different internship sites and seven students last fall and winter terms. These short pieces along with fantastic photos of the students in action at their internship sites will be featured in a weekly campaign on Southwestern’s Facebook page. The hope is to also showcase these stories in the college’s Annual Report as well.
• C2 Grant staff are collaborating with Society of American Foresters and the BLM to plan a Natural Resources Career Day to be held on campus on November 12th. Over 20 local agencies/employers to share information on hiring and careers to high school students (from Brookings to Reedsport) as well as SWOCC’s Natural Resources/Forestry college students.

Sustainability
S1: Southwestern provides responsible fiscal management
• Meetings have occurred to review budgets and make any changes necessary to ensure fiscal stability.
S2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources

- The second year of the Leadership SWOCC program began in October with 25 internal participants learning more about SWOCC and its amazing staff and obtaining leadership skill training.
- Participated in quarterly CTE dean’s meeting, Hillsboro, OR
- Received a donation of a child-sized dummy for the tutoring center’s use for students to practice on.
- Susan Risley, the long-time Transitional Education tutor, will be attending the 2015 GED Summit in Portland later this month as a representative of SWOCC’s adult basic education program. The summit will include GED preparation and instruction, accommodations, Corrections, best/promising practices, transitions, and persistence.
- Academic standing student numbers for Summer Term 2015-2016:

  - Dean’s List (3.0 – 3.49 GPA) 30
  - Honor Roll (3.5 – 3.99 GPA) 35
  - Academic Excellence (4.0 GPA) 44
  - Notification (1st term below 2.0 GPA) 47
  - Probation (2nd term below 2.0 GPA) 20
  - Suspension (3rd term below 2.0 GPA) 18

S3: Southwestern delivers viable quality instruction

- Established monthly spreadsheet generation for grant funds and meetings with grant accountant on a monthly basis
- Recently, two members of the College to Careers grant attended a National Pathways conference in Dallas Texas to learn more about innovative teaching practices and student engagement in short term training programs. Faculty member and the grant director will be sharing this information with Deans and VP of Instruction.
Southwestern Oregon Community College  
Board of Education  
Integrated Technology Services and Research Report

Prepared by: Rocky Lavoie, Director of Integrated Technology Services

Integrated Technology Services Mission

To support the college mission and strategic plan for Integrated Technology Services by developing, coordinating, and supporting the use of technology to enhance learning and working opportunities.

Core Theme: Access

Strategic Plan Goal 2: Provide access to support services for students and the community.

Web Systems:

- **Emergency Home Page**
  Created an emergency home page which is set in a staging area. In the case of an emergency or natural disaster this page will be activated and will replace socc.edu’s current home page along with the current site-wide alert banner. The page includes: a main content area with information regarding the situation, emergency contact information on the side bar, and instructions for situations that include: earthquake/tsunami, fire/explosion, and active-shooter.

- **SOCC.EDU Site Assessment**
  Our goal was to get an overall picture of the current condition of the website, prioritize tasks, prepare for future goals, and begin to establish a unifying site vision.
  
  **Site strong Points**
  
  Athletically pleasing, modern look and feel
  
  Content rich
  
  Feature rich robust platform
  
  Platform familiarity

- **Site Direction**
  
  “Mobile-first” web design is quickly becoming the defacto standard for websites. This is becoming ever more important as we are in an era in which both mobile devices outnumber desktops and the majority of internet traffic is also dominated by mobile devices.

  Currently our site is “responsive & mobile-friendly” but NOT “mobile-first” (documentation: [http://docs.hogash.com/kallyas-template-html/](http://docs.hogash.com/kallyas-template-html/) under css). A good example of what this means can be seen in our navigational drop down menu when viewed on a mobile device or shrunked browser. Currently this menu, in mobile-view, has over 130 pages in one drop down list, which spans multiple pages on a mobile phone, making it very hard to navigate and confusing for end users and visitors.
We are exploring a combination of solutions that will better suit mobile devices. Some of these solutions may include:

**Integrating a joomla! extension designed for mobile-first navigation**
**Slightly re-structuring the site’s sub-departments and pages.**
**Developing a consistent secondary sub-department navigational system.**

All changes when/if implemented would be safely tested on our development site. There is still quite a bit of research and testing before a decision can be made.

- **Testing & Development Site**
  A testing and development site was created to help facilitate swift growth and to eliminate any negative affects to users during updates and site transitions.

- **SWOCC Athletics Site**
  The new SWOCC Athletics site is near completion and we’re currently preparing for the site’s launch.

- **Regular Updates**
  Regular updates that include: Maintaining press releases, news, banner & graphics creation, social networking updates, content editor support, video uploads, directory updates and content changes across southwestern websites

- **Social Media**
  We’re currently exploring social media marketing & management software. The primary purpose of this software is to assist in the design of social media marketing campaigns and strategies though advanced metrics tracking and post scheduling across multiple social media platforms. Integrations with twitter, facebook, and most popular social media platforms are available

<table>
<thead>
<tr>
<th>Facebook (SWOCC main)</th>
<th>September 30th 2014</th>
<th>September 30th 2015</th>
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</thead>
<tbody>
<tr>
<td>Total Likes</td>
<td>3,101</td>
<td>3,541</td>
</tr>
<tr>
<td>Net likes</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total reach (YTD)</td>
<td>2,258</td>
<td>9,821</td>
</tr>
</tbody>
</table>
• **Favorite posts:**
Core Theme: Community Engagement, Learning and Achievement

**Media Services and Instructional Labs:**
- Installed a new smart projector in Sumner 13
- Live streamed all of the Men’s home soccer games
- Live streamed all of the Women’s home soccer games
- Live streamed the first four home Women’s volleyball games
- Live streamed the first two lectures of the Geology Lecture Series
- PAC hosted the North Bends Choirs Concert
- PAC hosted the OSU Ocean Sciences Conference

Core Theme: Sustainability

**Strategic Plan Goal 7:** Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities

**Jenzabar Programming, Training and Support:**
- Travelled to Brookings Campus and provided training and support for Curry staff
- Chaired Jenzabar User’s Group (JUG)
  - Reconvened the committee, discussed purpose and structure of committee
- Tested Jenzabar 6.0.0.2 and 6.1
  - Prepared for the next upgrade by reading manuals, documenting updated functionality, installation of testing machines and meeting with staff to overcome foreseeable issues.
- Implementation of new software:
  - Evaluated eCatalog software: Determined requirements, watched vendor presentations, met to discuss implementation timeline.
  - Award Springs Scholarship Management Software Implementation: Continued work on implementation, modifying programming, devising solutions to ease implementation
  - LiveText Implementation: Continued work on integration, addressing outstanding issues.
  - EXi: Tested new features, documented bugs, contacted technical support, met with staff to plan implementation
  - AMS CoursEval: Met with staff to immediately address the implementation of third-party software to provide course evaluations. Met with vendor, setup integration, tested integration, planned timeline, received training from vendor
  - Comevo: Met with staff to determine requirements, integration with Jenzabar
- Modified Data
  - Updated data as required by staff in various departments to maintain compliance, to correct data entry errors, and prepare for implementation of new software features
- Programming for Institutional Researcher
  - Created, modified and optimized views, functions, reports and stored procedures used by the IR office for compliance and program review process.
- Maintained the Jenzabar, SQL, myLakerLink and integrated third-party applications including FitnessTrac, LabTrac, Rave Alert
  - Maintained security access, learned new features for security, implemented changes, planned adoption of new techniques
  - Maintained and created reports to work with new data structures, meet user needs more effectively.
  - Provided information on system functionality, analyzing current and proposed processes, provided technical information to a variety of departments across campus.
Systems, Security, and Telecommunication:
- Testing and evaluating SAN for Nimble storage
- Testing and evaluating SAN for Dell Compellant
- PowerFAIDS software updated for Financial Aid
- Panic button server and software installed
- Panic button hardware received
- SIP trunk card ordered
- Quotes for Title III
- Phone and network moves for Newmark tenants
- Gold Beach server maintenance planned
- Portlet repair and upgrades for myLakerLink installed
- Student housing network repairs
- Jenzabar update planned for November 9th
- Jenzabar 6.1 deployed in test.
- Izenda reporting software updated
- EXi software updated
- EXi deployment planned for November 9th
- Moved Writing and Tutoring to 3rd floor Tioga
- Jenzabar EX testing clients upgraded to 6.1 in R-9
- Deployed a phone bank with 12 phones for emergency communications
- Quotes for SSD SAN
- Prime network monitoring software upgraded.
- E911 data base updated
- Continuing VOIP phone distribution
- PCI compliance SAQ completed
- Microcall call accounting software updated.
- Quote for intercom/emergency notification speaker system for all buildings

Glossary:
802.11ac – Gigabit wireless standard
Authorize.Net – Credit Card payment processor
C# – Programming language
CASE - Credential, Acceleration, and Support for Employment grant
Compass – online placement testing software
CORE – College of Remarkable Employees committee
CRM – Constituent Relationship Modules (JICS)
DAS – State – Department of Administrative Services
DHCP - Dynamic Host Configuration Protocol
DMZ – servers exposed to the outside world and isolated from the internal network
DNS – Domain Name Server
E911 – Enhanced 911 to pin-point calling location
eCommerce – online payment
eLearning – Jenzabar Learning Management Software (formally e-Racer)
ESPS – Educational Support Programs and Services Department
EDI – Electronic Data Interchange software used for electronic transcripts
EX – Jenzabar software version the college purchased
FitnessTrac – Recreation Center entrance software that will eventually work with CardSmith
Flash – Cross-platform video and graphic player; Apple products to not support Flash
HelpBox – ITS online job request system
ICL – Instructional Computing Labs
InfoMaker – Jenzabar report writing software aka Sybase
IPEDS – Integrated Postsecondary Education Data System (Federal reporting system)
IPV – Internet Protocol Video
Jenzabar – Academic Enterprise Resource Planning System and Student Information System from Jenzabar, Inc.
JICS – Jenzabar Internet Campus Solution (myLakerLink portals)
Joomla – open source webpage content management software for new webpage
LabTrac – Lab software that works with the Laker1Card for lab entry
Libki – Library public patron login to use college computers
Linux – Operating system used on some servers
myLakerLink – Jenzabar portals (JICS)
myLakerLink Go – Jenzabar mobile
NBS – Nebraska Bookstore System
NENA – National Emergency Number Association
NeoGov – Web-based online HR recruitment system
NWCCU – Northwest Commission on Colleges and Universities
OCCURS – Oregon Community College Uniform Reporting System
OHN – Oregon Health Network
PCI – Payment Card Industry Compliance
PCounter – Lab printer software to work with the Laker1Card, printer server, and printers
Perceptive – Document Imaging System from Perceptive Corporation (formally Nolij)
PHP – scripting language used in webpage creation
POE – Power over Ethernet (inline power)
portlet – single portion of a portal that performs separate function (find course, for example)
PowerFAids – Jenzabar Financial Aid software
PRI – Primary Rate Interface – 23 voice circuits and 1 control circuit
QAS – Address checking and standardization software integrated with Jenzabar
QOS – Quality of Service
QR code – Quick Response code
Ram – Random Access memory
RAVE – Rave Alert, emergency notification system
SAN – Storage Area Network is very large disk storage area for backup and storage
SAQ – Self Assessment Questionnaire
SFTP – Secure File Transfer Protocol
SMTP – simple mail transfer protocol (internet standard for electronic mail)
SQL – Microsoft database system used by Jenzabar and other software applications
SRMGC - Survivable Remote Gateway Controller
SSD – Solid State Disk
SSMS – SQL Server Management Studio
SSRS – SQL Server Reporting Services
Tableau – Reporting and analytical reporting software for success indicator reports
TracDat – Accreditation database and software for assessment, planning, and outcomes
Triggers and Stored Procedures – SQL programs used with Jenzabar
vlan – Virtual local area network
VNC – Virtual network control is remote control software for monitoring lab computers from a central point
VoIP – Voice over IP (Internet Protocol)
Vantage – Dashboard module of Jenzabar
WinPrism – NBS/Jenzabar interface
WordPress – Software for websites and blog sites
### Information: College Hiring Update

**NEW HIRES: October 2015**
The following staff members have been hired or moved since the last Board of Education meeting:

<table>
<thead>
<tr>
<th>Position</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
<th>PT</th>
<th>FT</th>
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<tbody>
<tr>
<td>Julianne Castraneda - Science Lab Assistant</td>
<td>GF</td>
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<tr>
<td>Teri Grier - C2 Career Coach</td>
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<tr>
<td>Terry Hoagland - Interim Human Resources Director</td>
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<td>Erin Jezuit - Student Success Specialist</td>
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<td>Ava Petley - Math Learning Center Teacher Aide</td>
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<td>David Simmons - Custodian</td>
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<td>Mike Cole - Duplicating Technician</td>
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<td>Claire Kirkpatrick – TRIO Student Support Services</td>
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<tr>
<td>Aaron Simons - OCCI Custodian/Maintenance/Grounds</td>
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### Information: College Recruiting Update

**CURRENT OPENINGS:**

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<tr>
<td>Proctor/Testing Coordinator</td>
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<td>Custodial Supervisor</td>
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<td>Trio SSS Project Assistant</td>
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<td>Campus Security</td>
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<td>Parenting Assistant</td>
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<tr>
<td>Title III Project Director</td>
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<tr>
<td>Tenure Track Computer Science/Software Development Instructor</td>
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<tr>
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<tr>
<td>Assistant to the Coordinator of Operations - OCCI</td>
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<td>CARE Connections Assistant</td>
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<td>Recreation Center Technician</td>
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<td>Library Technician: Automation/Circulation</td>
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<tr>
<td>Financial Aid</td>
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<tr>
<td>Coordinator of Disability Support Service/Advisor for In District High School Students</td>
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**KEY:**  
- **GF**=General Fund  
- **SP**=Special Projects  
- **EF**=Enterprise Fund  
- *Contingent on funding
Southwestern Oregon Community College District  
Board of Education  
Curry Program Report

Submitted by: Janet Pretti, Dean of Curry Campus

Core Themes and Objectives

Access

A1: Students access varied learning opportunities
- Six students are enrolled in the fall Nursing Assistant I class scheduled with Ellen Riley, a Coos Campus instructor. Students will be taking the lecture portion online and Riley will be coming to Curry for onsite labs and clinicals.
- Proofreading and Editing is being offered fall term at the Gold Beach Center via video conferencing, saving a Medical Assistant student from having to commute 165 miles round trip to attend the class on campus. We appreciate Keith Lehman from Media Services and Instructor Marty Giles for working with us to make this possible.
- The Curry Campus welcomed approximately 65 new students this fall term keeping the Curry Advising and First Stop staff on their toes.
- On September 26, 33 of these new students attended the Curry New Student Orientation where they met with staff and other students, got their Laker1Cards, and rotated through stations learning about student services, online resources and college expectations. The new students then enjoyed lunch with staff and faculty in the Sprague Commons.

A2: Students access services that support learning.
- Twice a month counseling services resumed at the Curry Campus with the start of fall term. However, the Coos Counseling department has been accommodating requests that come in when a Southwestern counselor is not on site. In order to address an immediate concern, the Coos Counseling department was able to provide a phone counseling session within 15 minutes of receiving the request. They have also scheduled Skype counseling sessions as needed.
- As of October 16, all seven student worker positions are filled at the Curry Campus and Gold Beach Center. This includes two Federal Work Study students, one Student Employment position and four tuition waiver positions. These students are crucial in the upkeep of the Curry Campus and Gold Beach Centers, in planning and implementing events at the college and supporting fellow and prospective students.

A3: Students access relevant curricula that support lifelong learning and achievement
- Four high school-age students have enrolled in the Watercolor Basics class in Gold Beach this term. Credit goes to the Curry Arts organization for offering a scholarship for one or two high-school age students to take the class for credit, they also pay for the art kit for the students. This has increased awareness of the class among high school-age students. Parents and students both have commented on how much they appreciate this enrichment opportunity.
Organizing Basics was a new workshop offered at the Gold Beach Center by Denise King, a professional organizer from the East Coast. Only seven students enrolled this term but there is interest in additional classes related to specific aspects of organizing.

Community Engagement

CE1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
- November 2 - Travel Oregon 101 hosted a training for folks in hospitality industry
- November 6 - Office of Emergency Services hosted a Tsunami training for the hospitality industry

CE2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities
- October 7 - OSU Extension hosted a hands-on Food Dehydration Workshop
- October 8 - Ryan Sandler, NOAA/National Weather Service meteorologist, spoke to a packed room at the Gold Beach Center offering Weather Spotter training. The NOAA lectures are increasingly popular but this one garnered the most interest with 47 community members in attendance.
- October 10 - Students in the fall quilting class with Cindy Golding learned basic quilt techniques including how to sew the curves used in constructing a drunkard’s path quilt block.
- October 17 - OSU Extension hosted a Go Garden Go Green luncheon & class after touring local gardens.
- October 14 - The Curry Campus hosted 150 freshmen from Brookings Harbor High School for their Academic Excellence Day. In additional to working on Smarter Balanced activities with their teachers, the students listened to a presentation from Executive Dean Janet Pretti and Advisor Rebecca Marcus on the changing employment world they will enter, the need for a college education, and what they can do to prepare now. Janet and Rebecca then took the five groups of students on a tour through the Curry Campus. Especially popular with the students was the Curry Allied Health Lab and the “70,000 dollar” simulator man. This is the second year that BHHS freshmen have come to the Curry Campus as the kick-off event to a yearlong Freshmen On-Track initiative. Recently released school report cards show a 16.2% increase in the number of freshmen on track than the previous year.
- October 31 - The RDI/Ford Leadership project work party met at the College to assemble go-packs for public school classrooms.
- November 12 - Hosting BHHS Knowledge Bowl students from high schools in the region.
- November 13, 14, & 15 - The annual Mushroom Identification workshops in Brookings and Port Orford filled earlier than usual this year. Students are traveling from as far away as Portland to attend the Port Orford class and 60% percent of the students in that class live outside the college district.
- Karim Shumaker has secured a full slate of writers for the 21st Annual South Coast Writers Conference, February 12 & 13, 2016. Workshop presenters include: Peter Brown Hoffmeister (Keynote), Jason Brick, Barri Chase, Anne
Osterlund, Bruce Holland Rogers, Heidi Schulz, Eric Witchey, Carolyne Wright, Miriam Gershow and songwriters Kate Power and Steve Einhorn.

CE3: Our community members participate and contribute to the College
- Marta Wozniak and Rebecca Marcus hosted the first Curry Campus Tutor’s meeting of the year, five volunteer tutors attended and are now serving our students. Two additional volunteer tutors serve students at the Gold Beach Center and one tutor in the Port Orford/Langlois area.

Sustainability

S1: Southwestern provides responsible fiscal management
- Student use Pcounter printers were purchased and installed when we opened the Curry Campus. But it wasn’t until April 2014 that we succeed in getting the entire infrastructure aligned so that students could use their Laker1 cards to pay for their printing. Brian Parker did some before and after research. During the 16 months between December 2012 and March 2014, 33,059 pages were printed before we started the charging. During the 19 months between April 2014 and November 2015, 5,356 pages were printed, generating $256.95 in income, and saving the college substantial paper and toner cartridge costs.

S2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
- The Great Oregon Shakeout Drill on October 15, at 10:15 a.m.:
  - The Curry Campus used the opportunity for everyone to: practice Drop, Cover, Hold On; distribute the Great Oregon Shake Out flyer with information on what to do in a variety of situations; and explain that the campus is well above the tsunami zone and built to modern earthquake standards. Eight staff, three classes, and two students not in classes (one studying in a student study and one in an advising appointment) participated in the drill.
  - The Gold Beach Center used the opportunity to practice a full tsunami drill because of its location in a tsunami zone. Karim Shumaker was the only one present at the time of the drill. It took her five minutes from the time she locked the door to get to the safe zone (including waiting for traffic to stop at the cross walk), while wearing her Go-Bag. She was able to give her educational pitch to a community member who came and left prior to the drill. He looked up the evacuation route from his home and received preparedness materials. He hadn’t thought about preparedness before and was appreciative.
- November 13 - Leadership SWOCC will be visiting the Curry Campus