

**CENTRAL OREGON COMMUNITY COLLEGE**  
**Board of Directors' Meeting - AGENDA**  
**Wednesday, October 12, 2005 – 6:15 PM**  
**Christiansen Board Room, Boyle Education Center**

<b>TIME**</b>	<b>ITEM</b>	<b>ENC.*</b>	<b>ACTION</b>	<b>PRESENTER</b>
6:15 pm	Executive Session: ORS 192.660 (1) (d) – Labor Negotiations ORS 192.660 (1) (e) – Real Property Transactions			Moorehead Jones
6:30 pm	I. Call to Order II. Introduction of Guests			Dorsch Dorsch
6:35 pm	III. Agenda Changes			
6:35 pm	IV. Public Hearing and Testimony A. ASCOCC (Assoc. Students of COCC) B. Commissioner of Comm. Colleges & Workforce Development 1. Letter to CC Presidents & Board Members 2. Commissioner's CC Board Meeting Attendance 3. Oregon State Board of Education's (Notice of Policy Review & Request for Comments)			Thompson/Bondarenko <sup>P</sup> Preus-Braly <sup>P</sup>
7:15 pm	V. Consent Agenda*** A. Board Meeting Minutes–September 14, 2005 B. Personnel 1. New Hire Report (September 2005) C. Mileage Reimbursement-Increase	5.a  5.b1 5.c	X  X X	Smith  Buckles <sup>A</sup> Gregory <sup>A</sup>
7:15 pm	VI. Information Items A. Campus Indicators- B. Financial Statements – September 2005 C. Instructional Innovation/Course Redesign 1. Request for Proposals: Course Redesign-3 D. Theme Based Residence Hall E. Annual Assessment Report	6.a* 6.b* 6.c 6.c1  6.e*		Bloyer <sup>A</sup> Walsh <sup>P</sup> Walsh Thompson <sup>P</sup> McCoy <sup>P</sup>
7:30 pm	VII. Board of Directors' Operations A. Update-Board Fall Retreat-October 28-29 B. Board Member Activities C.			
7:40 pm	VIII. Old Business A.			
7:45 pm	IX. New Business A. Appointment-Real Estate Agent (Observatory Court Property) B. Guidelines for Sale of Observatory Court Property C. Student Housing D. ABE Contract	9.a*	X	Jones  Jones McCoy <sup>P</sup> Moorehead
8:00 pm	X. President's Report A.			

(Agenda, Board of Directors' Meeting, 10-12-05)

- 8:05 pm XI. Dates  
A. October 28-29: Fall Board Retreat – Sunriver, OR
- XII. Correspondence  
A. Greg & JoDee Phillips 11.a
- 8:05 pm XIII. Adjourn

\* Material to be distributed at the meeting (as necessary).

\*\* Times listed on the agenda are approximate to assist the Chair of the Board.

\*\*\* Confirmation of Consent Agenda items submitted by the President. Any item may be moved from the Consent Agenda to Old/New Business by a Board Member asking the Chair to consider the item separately.

= indicates a Presentation will be provided.

A = indicates the presenter is Available for background information if requested.



**OREGON STATE BOARD OF EDUCATION**

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503-378-3600x4421; [www.ode.state.or.us](http://www.ode.state.or.us)

Susan Castillo  
State Superintendent  
of Public Instruction

October 7, 2005

Cam Preus-Braly,  
Commissioner,  
Community Colleges and  
Workforce Development

Dear Community College Presidents and Community College Board Members:

*Members*

Nikki Squire, Chair

Jerry Berger

Steve Bogart

Brenda Frank

Vanessa Gaston

Emilio Hernandez, Jr.

Duncan Wyse

This fall the Commissioner and State Board Members begin their annual visits to all seventeen community college campuses. Discussion with each local board will focus on the State Board of Education's recently adopted policy paper, *Alignment and Adequacy of Oregon's Education Standards, Requirements, and Assessments Within K-12, Between K-12 and Postsecondary Level*. The policy paper reflects on the past, present, and future of Oregon's high school credentials.

*Advisors*

Doug Dougherty,  
Seaside SD

Frank Toda,  
Columbia Gorge  
Community College

Roger Will,  
Century High School

Staff  
Jan McComb,  
Executive Officer

Kurt Tackman,  
Executive Support

In order for students to emerge from high school better prepared for college and careers, the State Board of Education is reviewing Oregon's graduation and diploma requirements, to be completed by fall 2006. The board is eager to get feedback from local college boards, business, and the community to its plan through a five-question survey.

1. What knowledge and skills do all Oregon students need in order to be successful in the 21st Century?
2. What should be included in Oregon's high school graduation requirements? What can we do to improve high school credentials (diploma, honors diploma CIM, CAM, GED, other)?
3. How do we improve Oregon's standards and assessments?
4. How can you or your organization contribute to the success of this initiative? What do you see as your role?
5. After reading this paper, what other comments do you have?

Paul Merritt  
Executive Support

We look forward to engaging you on these five questions in the near future. Responses can also be made directly to the Oregon Department of Education web page, <http://www.ode.state.or.us/search/results/?id=144> or send an e-mail to [Jan.Mccomb@state.or.us](mailto:Jan.Mccomb@state.or.us).

Sincerely,

Nikki Squire, Chair  
State Board of Education

Cam Preus-Braly  
Community College Commissioner

**Commissioner's Attendance Schedule for Community College Board Meetings**

<b>Columbia Gorge CC</b>	<b>October 11</b>
<b>Central Oregon CC</b>	<b>October 12</b>
<b>Clackamas CC</b>	<b>November 9</b>
<b>Linn-Benton CC</b>	<b>November 16</b>
<b>Portland CC</b>	<b>November 17</b>
<b>Klamath CC</b>	<b>November 22</b>
<b>Southwestern Oregon CC</b>	<b>November 28</b>
<b>Tillamook Bay CC</b>	<b>December 5</b>
<b>Blue Mountain CC</b>	<b>December 7</b>
<b>Chemeketa CC</b>	<b>December 14</b>

The following community colleges have not yet been scheduled: Umpqua, Treasure Valley, Mount Hood, Lane, Rogue, Oregon Coast, Clatsop. These dates will be released when determined.

*Please note: This schedule is subject to change. CCWD will make an effort to communicate any changes as soon as they are known.*

OREGON STATE BOARD OF EDUCATION  
NOTICE OF POLICY REVIEW  
AND REQUEST FOR COMMENTS

Regarding:

*Alignment and Adequacy of Oregon's Education Standards,  
Requirements and Assessments  
Within K-12, Between K-12 and Postsecondary Level*

Adopted at the State Board Meeting on September 16, 2005

Nikki Squire, Chair  
Jerry Berger  
Steve Bogart  
Brenda Frank  
Vanessa Gaston  
Emilio Hernandez  
Duncan Wyse

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# REQUEST FOR COMMENTS

The State Board of Education invites your participation in a review of Oregon's current academic content standards, curriculum requirements, credentialing requirements, and statewide student assessment system. These staples of K-12 policy and practice were shaped 14 years ago when Oregon passed the Education Act for the 21<sup>st</sup> Century. In this visionary legislation, state leaders directed the Board of Education to adopt high standards for all students and an assessment system to measure attainment of those standards. The standards not only addressed core academic content, they also set ambitious goals for learning in teams, problem solving, speaking, and interdisciplinary studies.

Today, those standards and assessments are in place in schools throughout Oregon. Despite their successes, including many featured in short stories throughout this document, Oregon cannot take anything for granted or lapse into complacency. The Board wants to take stock of Oregon's accomplishments and determine what adjustments in policy would improve student learning. The Board has already deliberated on these questions, and has reached some tentative findings. However, before embarking on specific policy changes, the Board would like to hear from Oregonians and Oregon institutions with a stake in K-12 education.

This public comment process is vitally important. While the Board's role is to determine desirable student knowledge and skills, learning standards, assessments, and credentials, the Board is mindful that local school districts are responsible for delivering education services. New policies and requirements must be feasible, even more so given constrained resources available to schools.

This notice is the first step in the comment process. Over the next several months the Board will seek a wide range of perspectives. The Board intends to hold community forums throughout the state with K-12 parents and students, school administrators and teachers, business and community leaders, community college and university educators, and interested citizens to learn what works in our current policies and what needs to be modified.

To begin the dialogue we invite any interested Oregonians or Oregon institutions to offer written comments on five broad questions stated here. Background and preliminary Board perspective on the first three questions are provided in the subsequent three sections of this Notice.

*By November 2006, the Board plans to adopt changes to high school graduation requirements and the state assessment system. Your participation will help ensure these changes improve the education delivered to our students*

## **1. What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**

The Board believes Oregon needs to set learning standards with the expectation that *all* students can master high levels of knowledge and skills that enable success in postsecondary education, employment, and life. That means every high school student graduating with a diploma should be "college ready." The skills and knowledge that make high school graduates ready for postsecondary education are also the same skills



and knowledge that make them ready for employment. The Board wants to reduce the achievement gap that now plagues many low-income and minority students. The Board also wants to afford K-12 students, particularly high school students, the opportunity to accelerate their learning should they have the capability and interest in doing so.

## **2. What should be included in high school diploma requirements?**

### **What can we do to improve Oregon's high school credentials (Diploma, Oregon Honors Diploma, CIM, CAM, GED, others)?**

The Board believes that the current high school diploma requirements need to be upgraded in light of the demanding academic standards we are challenging all students to meet. The Board believes that Oregon should have a set of credentials (and curriculum standards and assessments associated with those credentials) that are meaningful to post-secondary institutions, employers, and students themselves. The credential (or combination of credentials) should confirm that a student has met rigorous academic and career-related standards.

## **3. What can we do to improve Oregon's standards and assessments?**

The Board believes it is important to have common standards and assessments statewide that measure progress of students at all grade levels in core academic subjects. These standards and assessments should reliably inform Oregonians about the preparation of Oregon students for higher education, rewarding careers, citizenship, and life. The system should also be helpful to individual students as they make plans for postsecondary education and careers.

## **4. How can you or your organization contribute to the success of this initiative? What do you see as your role?**

## **5. After reading this paper, what other comments do you have?**

### **Let Us Hear From You**

We invite your responses to each of these questions. Please send your comments to [jan.mccomb@state.or.us](mailto:jan.mccomb@state.or.us) or mail them to State Board of Education, ATTN: Jan McComb, 255 Capitol Street NE, Salem, Oregon 97310. There is also a web survey with the five questions online at <http://www.ode.state.or.us/search/results/?id=144>.

The comments will be summarized and presented to the public and to the State Board of Education. *To be sure that your comments are included in the first round summary, please submit them by December 16, 2005.*

As noted above, this document features short stories that illustrate school and student successes in meeting Oregon's higher learning standards. These stories demonstrate that higher expectations of students, more rigorous curriculum, and relevant learning experiences outside the classroom are already making a difference for hundreds of students. They illustrate what is feasible, on a larger scale, in districts across Oregon, to realize the vision of the Oregon Education Act.

Although we have made many improvements in Oregon education over the past 14 years, the economy and life are demanding more of our students, and we know Oregon can do better. Tell us what you think of our proposed positions, what works now, what doesn't, and what we can improve.

**We look forward to hearing from you!**

# STUDENT KNOWLEDGE AND SKILLS

The purpose of this section is to share the Board's vision for student learning through the teenage years and our preliminary perspectives on how well current policies on curriculum, standards assessments and graduation requirements support that vision.

## Vision for Education Oregon's K-12 Education

The current framework for Oregon's education system is a product the Oregon Educational Act for the 21st Century, which passed in 1991 and then was updated in 1995 and again in 2001.

This legislation was based on two big ideas emerging at the time and still valid today:

*A broader role for education in the economy.* Since the 1970s, sweeping changes in economic competition, technology, and the organization of work itself have called for higher levels of knowledge and skills in the workforce. To acquire and maintain these skills, policy leaders reasoned, Oregonians need more education than they have in the past. By the late 1980s, the economy demanded more skills and education of job seekers, and the fastest growing jobs were those that require more education. On the other hand, the pool of family wage jobs for those with just a high school education or less was rapidly drying up, leaving them mostly low-paying, low-skilled jobs.

*New standards-based designs for learning.* Oregon policy leaders concurred that learning standards in traditional academic subjects should be higher, should be uniform across the state, and that student attainment of these standards should be measurable through statewide assessments. They also agreed on several other aspects of pedagogy: schools and teachers must make the learning experience more engaging to students and relevant to the adult world where acquired knowledge and skills are ultimately applied. Some study should be interdisciplinary. Each student should have a personalized learning plan, spelling out long-term goals, intermediate steps, and milestones to measure progress.

This vision for learning was encapsulated through the creation of two certificates, the Certificate of Initial Mastery and the Certificate of Advanced Mastery. The CIM represents standards of knowledge and skill proficiencies that students can demonstrate in academic subjects through uniform statewide and local assessments. CIM proficiencies are benchmarked to the tenth grade level, but students have time to achieve them through the senior year. The CAM combines achievement of CIM proficiencies along with additional academic proficiencies and career-related proficiencies achieved through a variety of hands-on, real-world learning experiences that are sometimes called contextual or applied learning.

**What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**

## Board Perspective on the Vision and System Design

The trends identified in the early 1990s have only accelerated with increased automation and the migration of low-skilled manufacturing jobs to nations with lower costs of labor. With economic competition reliant on intellectual capital and innovation, employers were coming to value not only specific occupational skills, but also a range of capabilities fostered by a broad education: higher levels of literacy in language and math, abstract reasoning, communication, critical thinking, problem solving, teamwork, and initiative.

Looking back over a decade and a half, the Board can see significant statewide progress under the Oregon Education Act. Higher content standards, expectations of student learning, and uniform assessments have been defined and put into place.

Oregon's elementary, middle and high schools have largely adopted the standards-based system, and periodic assessment is used to measure student, classroom, and school progress. We have seen considerable gains on test scores especially at early grade levels. Assessment data have helped shape instruction, and many students are learning at higher levels. The Nyssa School District (see box) provides one of many inspiring examples of improvement.

As we examine implementation challenges associated with our system of standards and assessments – and the associated credentials – we find that they have been received less favorably in high school than in grade school and middle school.

There are four reasons.

First, the requirements at the elementary and middle school mesh well with traditional academic subjects. While assessment demands have increased, the content itself is familiar to teachers. In high school, by contrast, new curriculum requirements were created through the Certificate of Advanced Mastery that are complex to implement. The standards for high school encourage all students to achieve at high academic levels *and* learn in a variety of applied contexts. A number of high schools have implemented this vision brilliantly. David Douglas (see box, next page) provides one of many examples. However, many others have struggled as they have attempted

to redesign their programs to meet the new standards.

Second, standards and assessments in high school are less connected with traditional academic course categories. For example, the tenth grade math assessment covers algebra, geometry, and statistics, subjects that high school students may or may not

### *Nyssa School District, Nyssa*

#### **High Expectations and Support Are Keys To Closing the Achievement Gap**

Six years ago, academic outcomes in the Nyssa School District mirrored the state trend: students of color, those from low-income families, and second-language learners achieved at levels well below their peers. With a high percentage of students from these groups, Nyssa focused on closing its achievement gap.

The effort has paid off. In 1999, 37 percent of Nyssa's Hispanic students met state standards in math compared to 53 percent among white students. Today the story is dramatically different. Math benchmark achievement among Hispanic students has risen to 60 percent, and achievement for all students has improved.

Nyssa began its journey to close the achievement gap by closely aligning curriculum with state standards and putting in place teaching practices that ensure standards are addressed. In that process it encouraged strong collaborative involvement by parents as well as school personnel.

As it raised the bar for achievement, the district also increased student support. For example, a weekly, district-wide tutorial hour gives students a chance to focus on weak skills, summer school helps migrant children maintain their academic progress, and staff has two hours of professional development time each week to assess student progress and improve learning outcomes. The result: Nyssa's vision for students is becoming reality – every child can succeed.

have covered by spring of sophomore year. High schools complain that testing in such cases is out of sequence with instruction.

Third, the new certificates were added on top of other assessments and credentials of interest to high school students – including the diploma itself as well as various honors credentials such as International Baccalaureate (IB) and Advanced Placement (AP) credits. High school students and teachers in some cases have complained about facing too many tests and requirements.

Finally, it isn't clear how the new certificates relate to and connect with college entry and work. The Oregon University System was highly innovative in creating the PASS system for college entry, which was designed to establish learning standards and an assessment system that connects with CIM and CAM standards. However, implementation has been slow, and the connections among CIM, CAM and PASS remain unclear to a great many people. Performance assessments related to certificate standards appear to have little or no bearing on university admissions and community college program placement.

What has become clear is that postsecondary education of some type is now imperative for virtually all students. Therefore, our vision for K-12 must now explicitly include preparing more of our students to aspire to, enter, and complete postsecondary education. Specifically, we must dramatically increase the share of students who complete a postsecondary program (certificate, AA, baccalaureate or higher) in the years following high school. To do that we must: 1) get more entering ninth graders to stay in high school, adopt postsecondary goals, and develop proficiencies up to standards required for the next level, 2) help all students reach rigorous standards of skill and knowledge by the time they are 18 years old, and 3) close the achievement and postsecondary preparation gap among low-income and minority students.

What is equally clear is that currently many students are not reaching those goals. Right now, only about 70 percent of our ninth graders obtain a high school diploma, and at least 40 percent of those who graduate are not prepared to meet the demands of postsecondary programs.\* Going to the next level, they typically struggle with

### ***David Douglas High School, Portland***

#### **Skills for Life Prove Worth in College**

In the early 1990s, half of David Douglas High School's graduates bypassed postsecondary education to seek jobs. Because formal education ended at twelfth grade for so many, David Douglas raised graduation requirements to ready students for life after high school. Ironically, what began as an effort to better prepare students for work, became a model for preparing them for college.

Among its changes, David Douglas increased credit requirements from 22 to 25, expected all students to master the same rigorous content, and required students to meet state benchmarks and earn a C or better to pass core classes. The school also created career-related learning experiences for all juniors and seniors, which helped students see the application of their academic skills and explore career options. David Douglas knew its efforts were bearing fruit when the share of students bound for college jumped from around 50 percent to 84 percent.

But students weren't just going to college, they were thriving there. Research at Oregon's public universities reveals that students who meet or exceed tenth grade benchmarks are more likely to earn a higher GPA in related college courses. The students of David Douglas are proof of that. Among 44 Portland-area high schools with at least 20 graduates going on to Oregon's public universities, nearly all saw their students average C's as college freshmen. David Douglas graduates averaged B's.

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\* This could well be more than 50 percent. Less than a third of Oregon high school graduates receive a diploma with a CIM. Fewer than half of all tenth graders failed the most recent assessments in writing and math. Based on its extensive national assessment data, ACT, the assessment organization, recently reported "Most of America's high school students are not ready for either college or work." Nothing about Oregon suggests that it is doing better

frustration and often remediation, and many either take too long to complete their studies or they stop.

To prepare more students for postsecondary success, we must be certain that the standards, the assessments, and the curriculum content related to them are appropriate to the demands of colleges, apprenticeship programs, employers, and others as students move to the next stage. In that effort, we need our next-stage partners – postsecondary institutions and employers – to be involved in setting our requirements so those requirements are meaningful.

The Board believes that the basic vision of the Oregon Education Act is sound and that we need to make continuous improvements as we learn from implementation.

We want to make sure that we have set the right standards for learning and that the certificates and assessments work effectively, especially as the K-12 system connects with next step partners. The following two sections address specific issues surrounding standards, assessments and credentials, and address these questions in greater detail.

## **What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**

# HIGH SCHOOL CREDENTIALS

Oregon has a two-tier K-12 education credentialing system. The traditional path still in effect requires a student to acquire a certain number of credit hours in a minimum set of courses to receive a high school diploma. The student has the added option to qualify for a Certificate of Initial Mastery (CIM), a Certificate of Advanced Mastery (CAM), or both by demonstrating, through an assessment process, proficiencies in a set of academic subjects.

## Current Requirements for a High School Diploma

School districts must provide students an opportunity to earn a high school diploma. Oregon has required a student to pass a minimum of 22 credits to acquire a high school diploma. The 2005 Legislature directed the addition of two more credits, one each in math and English. The state sets a minimum of 130 instructional hours in a year to earn one credit, but it does not set a minimum grade point average to earn a credit. School districts establish their own pass-fail grade requirements, so it isn't clear how high or low the bar is in various school districts because that information is not collected centrally by the state. Theoretically, a student could receive a diploma with a 1.0 or D average.

Prior to the legislative direction to add one math and one English credit, this is how the credit requirements have broken down.

- English/language arts – 3 credits
- Mathematics – 2 credits
- Science – 2 credits
- Social sciences – 3 credits
- Applied or fine arts or second languages – 1 credit
- Physical education – 1 credit
- Health education – 1 credit
- Electives – (determined locally)

Individual school districts have the option to set higher diploma requirements, and students have the opportunity to take courses well beyond the minimum requirements for a diploma. Because they are aware that Oregon's minimum high school diploma credits fall short of admission standards at many colleges, school districts in many cases have set higher credit requirements for graduation. For freshman admission, for example, the Oregon University System requires three more units – one each in English, math, and a second language – than Oregon's recent minimum for high school graduation.

## New Career-Related Learning Diploma Requirements

During 2001-02 the Board added to the content credits specified above four Career-Related Learning Standards requirements for high school graduation starting in the 2006-07 school year. These requirements, which are also a requirement for a CAM, are fundamental skills essential for success in employment, college, family, and

**What should be included in the high school diploma requirements? What can we do to improve Oregon's high school credentials (diploma, Honors diploma, CIM, CAM, GED, others)?**

community life. Students demonstrate achievement of these requirements through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or another setting involving career-related learning experiences. To meet these requirements, each student must:

- *Develop an education plan and build an education profile.* This is a way for students to methodically identify personal, academic, and career interests and goals, to plan learning experiences that prepare students for steps after high school, and to track and document progress.
- *Demonstrate applied learning through a collection of evidence.* Students build a body of evidence in a variety of media or project products to demonstrate the application and acquisition of skills and knowledge related to their interests and post-high school goals.
- *Demonstrate career-related skills and knowledge.* These include capabilities in personal management, problem solving, communication, and teamwork, along with knowledge about the workplace and career planning and advancement.
- *Participate in career-related learning experiences.* This enables students to connect classroom learning with experiences in the workplace, in the community, or in school relevant to their interests and post-high school goals.

Because these diploma requirements apply to students graduating in the 2006-07 school year, school districts must have implementation under way beginning with tenth grade students in the 2004-05 school year.

These four requirements also apply to the Certificate of Advanced Mastery, which is described below. These new requirements reflect the Board's view that a student plan and profile, applied learning, and career-related learning are integral in helping students master academic subjects and explore options beyond high school. In the case of the high school diploma, school districts judge student work associated with the new requirements as they do with other diploma requirements. In the case of the CAM, proof of proficiency is required, and the state sets the standards for those proficiencies just as it does with the CIM.

### **CIM Requirements**

School districts must provide all students the opportunity to meet the performance standards required to earn a CIM. School districts award the CIM to students who qualify. Students have been earning the CIM since 1999. The CIM is not required by the state to graduate.

To earn a CIM, a student must meet performance standards in reading, writing, speaking, mathematics, and science through state tests and classroom work samples. Students may earn Subject Area Endorsements in addition to the CIM by meeting state standards in social sciences, the arts, second languages, physical education and/or health. School districts are not required to offer Subject Area Endorsements but are required to provide instruction in these content areas to meet diploma requirements.

### **CAM Requirements**

School districts must provide all students the opportunity to meet the standards required to earn a Certificate of Advanced Mastery. School districts award the CAM



and must be ready to award the certificate to students who qualify in 2008-2009. The CAM is not required by the state to graduate.

To earn a CAM, a student must meet the four requirements described on the previous page and must meet CIM performance standards through tests or work samples.

### **Guidance and Counseling**

To help students meet the diploma and CAM requirements described above, schools must provide comprehensive guidance and counseling support and access to information about careers. Guidance and counseling, and career information should be made integral to the educational process, including each student's effort to develop an education plan and profile. Each student should receive counseling and guidance support from an adult advocate in the school or community. Family members, other school personnel, and, where appropriate, other community members should have a hand in advising and guiding students about career options.

The guidance and counseling programs that districts offer must help students to:

- Develop decision-making skills
- Obtain information about self
- Understand the educational opportunities and alternatives available to them
- Establish tentative career and educational goals
- Accept increasing responsibility for their own actions
- Develop skills in interpersonal relations
- Utilize school and community resources.

Another way to look at Oregon's guidance and counseling framework is through the four student development domains it seeks to advance: 1) learning to learn (academic), 2) learning to work (career), 3) learning to live (personal and social), and 4) learning to contribute (community involvement).

### **Career Learning Frameworks**

Schools must also provide students access to career information and technical skills in Oregon's Career Learning Frameworks. These are planning tools that integrate learning in a career context. They are used to guide the development of the student's education plan and learning experiences. Career learning frameworks help students gain a deeper and broader view of their career interests and the expectations required for post high school employment and postsecondary training and education. They provide teachers a context that connects instruction and curriculum to real world applications. The frameworks also provide a common focus for employer and education partnerships, postsecondary connections, and community involvement.

Career learning frameworks are currently available in the following career categories:

- Agriculture, Food & Natural Resource Systems
- Arts, Information & Communications
- Business & Management
- Human Resources
- Health Services
- Industrial & Engineering Systems

Schools are not required to provide programs in any of the career areas to meet the CAM or diploma requirements. However, many schools choose to develop programs using career areas as a unifying theme and context for learning.

### *Gresham-Barlow School District, Gresham*

#### **Standards Relevant to Students In Credit-for-Proiciency Program**

During the summer of 2004, 11 students from Gresham High School earned credit by demonstrating proficiency using a variety of state learning standards. The participating students chose three or four standards related to CIM, CAM, PASS or Career Related Learning and used their summer work, travel, or hobbies as the framework for designing individual, interdisciplinary projects. At the end of the summer the students were required to discuss the standards related to their activities and to present work samples as evidence of newly acquired proficiency.

“You mean I get credit for doing stuff I want to do anyway?” That was Maria’s response when asked if she would like to take part in the pilot. She chose standards in Language Arts, Career Related Learning, and Health to go with her projects producing a community service radio program, and writing and performing health-related skits. Maria presented and discussed the scripts she wrote as well as tapes of her shows, lists of her presentations, a journal, and photographs.

Gresham-Barlow has expanded the program, which now includes 80 students and seven teachers working outside of the school day. The district's goal is to make credit for proficiency a part of the regular school day.

#### **Credit for Proficiency**

The Board adopted a policy in 2002 that allows school districts the option to award students credits toward graduation based on demonstrated proficiency. As an alternative to Carnegie Unit contact time, this gives students a means of receiving credit for learning that takes place in and out of school. Policies for proficiency credit are created and implemented by the local school district.

The purpose of this policy is to offer districts and schools flexibility to meet the various needs, interests, and learning pace of each student, to create additional options for students while maintaining high system standards and accountability, and to empower local decision-making and creativity. For example, it would be characteristic of an interdisciplinary course to cover more than one academic subject while exploring a particular topic in depth. Students who demonstrate proficiency in academic content as an outgrowth of interdisciplinary work might meet Carnegie Unit credit requirements for the disciplines involved.

Credit for proficiency represents the first Board policy that applies the benefits of the proficiency-based standards model to the traditional Carnegie

Unit credit system. As such, it may provide a path to bring the two separate high school credentialing systems now in place closer together.

#### **Board Perspective on Credentials**

The Board needs to confront the question of whether Oregon's current high school credentialing system serves students well enough, particularly its two-tier diploma/CIM arrangement and its current traditional course credit requirements. There is also some concern whether high schools are on track to meet new diploma and CAM career-related proficiency requirements on time.

In the two-tier high school credentialing system, the state does not require students to attain a CIM in order to receive a high school diploma (although school districts have the option to require this locally). Students who demonstrate the proficiencies associated with the CIM are prepared for postsecondary education and employment far better than those who meet only the minimum high school credit requirements. Students, however, do not necessarily know that, and because the CIM is not required, many do not become proficient at these levels.

The Board believes it is important to have common standards and assessments statewide that measure progress of students at all grade levels in core academic subjects. These standards and assessments should reliably inform Oregonians about the preparation of Oregon students for higher education, rewarding careers, citizenship, and life. The Board believes it is time to consider requiring demonstrations of minimum proficiencies in core academic subjects and career related skills as a requirement for a high school diploma, as the North Clackamas District has already done. This would signal to students how important it is to master critical academic and work-related skills. If we were to take this step, we might include many of the proficiency standards currently required for the CIM and the CAM, although not necessarily all of them.

What makes the CIM and CAM so important are the higher standards of proficiency they represent (compared with the current minimum diploma requirements) and the use of a common form of assessment. Yet, the traditional diploma has certain advantages over these two new credentials. First, the high school diploma remains something of a cultural milestone for students and their families and is widely recognized in the larger community. In addition, the course requirements for a diploma include subjects that are beyond the scope of the CIM and the CAM, and teacher grading on individual courses provides useful feedback for students and helpful indicators of competency for next-step partners, especially in higher education. By requiring demonstrations of proficiency as part of the diploma, we would blend the best features of these different credentials into one.

If we add proficiency requirements into the high school diploma, we will need to consider what knowledge and skills are critical for success in postsecondary education and employment. The Oregon University System has articulated proficiency requirements through the PASS system. The community colleges use placement exams to define readiness for college level work. Employers also often test candidates on knowledge and skills as a condition for employment. We need to understand how these knowledge and skill levels compare to the CIM and CAM level proficiencies as we explore new high school diploma requirements. We also need to consider whether K-12, postsecondary, and employer assessment tools can be better linked, a subject that we address in the next section.

### *North Clackamas School District, Milwaukie*

#### **CIM-Level Requirements Boost Performance**

North Clackamas is one of a few districts in the state that requires students to earn a Certificate of Initial Mastery (CIM) or its equivalent to graduate. Students must meet state performance standards in reading, writing, speaking, math and science by passing state tests to earn a CIM or by demonstrating CIM-level skills through additional work samples. The district began phasing in the CIM in 1998. It aligned curriculum with state standards, trained teachers in CIM requirements, and educated students and families about the new academic demands. Students in the class of 2004 were the first to demonstrate CIM-level skills as a prerequisite to earning their diplomas.

In 2002, 25 percent of North Clackamas students earned a CIM. In 2004, that number jumped to 60 percent, one of the highest success rates in the state. The district insisted on CIM-level skills because it believes these higher standards will raise student achievement and contribute to student success after high school.

Performance results for the Class of 2004 suggest the district is on the right track. The district's average SAT and ACT scores increased, and so did the number of tenth graders meeting state benchmarks in reading and math rose. The district is encouraged by this initial success.

The Board also sees the need to re-examine the Carnegie unit requirements. Apart from the question of proficiencies, Oregon's current minimum high school credit requirements fall short of OUS entrance requirements. Although school districts can require more subject credits and a higher GPA, the Board is considering raising the minimum credit requirements statewide to include at least the minimum for admission in the Oregon University System. That means one more unit each of English, math, and a second language -- and a higher GPA.

The Board sees great merit in granting credit to students who demonstrate proficiency associated with specific high school courses. Currently, the proficiencies associated with the CIM and CAM do not tie directly to specific courses. In the future, we envision common examinations (such as AP exams) for all courses that can be taken to earn course credit for those students who master material, whether inside the

traditional classroom or outside, drawing on web-based learning, applied learning, or other means. In the meantime, we will continue to rely on district level initiative to award credit for proficiency, relying on assessment tools of district choice.

Current diploma requirements must be in place by 2006-07 and career related proficiencies must be in effect by 2008-09. The Board believes that career oriented requirements are important and will serve students well. Many schools and districts have said they share that view. The Board would welcome comments on how we should work with schools struggling to meet the timeline.

We want all the credentials designed to celebrate solid achievement and to be recognized by postsecondary institutions, employers and the community at large. In particular we want the minimum requirements for a high school diploma to represent high levels of academic accomplishment. Our aim is to design an education deliver system that brings all students up to rigorous standards of skill and knowledge. Skills include ability to read and comprehend complex material, write well for a variety of purposes, listen and

communicate orally, solve problems, work effectively in teams, and take initiative. We also want a system that provides all students the opportunity to apply their learning in at least one field of interest, in order to gain deeper understanding of academic subjects and to explore potential career interests. The diploma should represent this level of learning

### ***Powers School District, Powers***

#### **Students Shine in Service Learning Program**

In an isolated valley in southwestern Oregon, on the South Fork of the Coquille River, the Powers School District – student population 145 – is demonstrating that service learning projects keep students motivated, focused, and on track for success.

Service learning integrates student involvement in community service projects with math, history, natural sciences, and other curriculum. Working with local government agencies such as the U.S. Forest Service and the Oregon Department of Fish and Wildlife, Powers students at all grade levels participate in projects such as migratory fish stock enhancement and restoration of native plants beneficial to forest ecosystems.

In his four-and-a-half-year tenure, Superintendent Bill Gehling counts more than 140 service learning activities and "tremendous turnarounds" among students, a significant outcome in a district where the majority of the students are from low income backgrounds.

In the native plant species program alone, he says, among 18 high-risk students, all but one have improved their academic performance and have either graduated or are on course to graduate. One student, who was an eighth grade dropout, is now an honors student who hopes to obtain a college degree in agronomy.

**What should be included in the high school diploma requirements?**

**What can we do to improve Oregon's high school credentials  
(diploma, Oregon Honors Diploma, CIM, CAM, GED, other?)**

## CONTENT STANDARDS AND ASSESSMENTS

Oregon's Statewide Assessment System measures student attainment of academic standards leading to and including those required for the Certificate of Initial Mastery. Like the standards that it measures, the assessment system is uniform and statewide in scope, so it gives students, parents, educators, elected officials, and the public a basis to compare student performance and progress within a school, within a district, across the state, and over time.

**What can we do to improve Oregon's standards and assessments?**

In addition, the assessment system:

- Informs students, teachers, parents, employers, and postsecondary programs about student skill proficiencies.
- Provides information on student and school performance useful for policy decisions on budgets, staffing, and other matters by state elected officials, the State Board of Education, and local school districts.
- Supports instructional program improvement.
- Informs the public about statewide student and school achievement in Oregon.

### **What Statewide Assessments Measure**

The assessment system measures student performance against Oregon's Content Standards, i.e., what the Board of Education considers important for our students to know and be able to do.

Oregon's content standards form the foundation for curriculum and assessment at all grade levels. They represent the knowledge and skills that the Board believes all students should achieve, while leaving local districts discretion on additional subjects and studies. The content standards are available for review at <http://www.ode.state.or.us/go/standards>.

Oregon's assessment system differs from those found in many states in that Oregon relies not just on multiple choice tests, but also samples of student written and oral work which is assessed by Oregon teachers in the classroom (in the case of work samples) or centrally by trained scorers (in the case of statewide performance assessments).

Specifically, Oregon's assessment system consists of:

- State multiple-choice tests of knowledge and skills in math, reading, science, and social sciences
- State performance assessments (centrally scored student work) in math and writing
- Classroom work samples in math, science, speaking, and writing.

The state assessments begin in third grade and are conducted every year thereafter in grade school in English and mathematics, and at fifth and eighth grade in science. In high school the state assessments are targeted at the tenth grade, with local work samples accumulated both in freshman and sophomore

Tests Scheduled in 2004-05

Grade	English	Writing	Math	Science	Social Sciences
3	○		○		
4	○	○	○		
5	○		○	○	○
6	○		○		
7	○	○	○		
8	○		○	○	○
CIM	○	○	○	○	○

years.\* At each grade, benchmark scores are established which reflect achievement of the academic standards set for that level. The CIM is awarded when students demonstrate proficiency on these tests at the tenth grade level.

In addition to the state content standards and statewide assessments, the Oregon University System has created the Proficiency-Based Admissions Standards System (PASS), which represent standards and assessments OUS believes will prepare students for university level work.

The multiple-choice assessment of student proficiencies for the CIM satisfies many of the assessment requirements for college-level proficiencies contained in PASS. In this sense, CIM assessments *align* with PASS assessments, but they do not constitute the complete assessment requirements of PASS, just as CIM content standards do not meet all of the requirements of PASS. Additional qualitative assessments, i.e., teacher review of student work at a more demanding content level, is required for PASS assessment.

The PASS staff has been training high school teachers how to administer the classroom PASS assessment, and also how to merge the traditional grading process into the PASS assessment process to conserve teacher time and effort in assessment. So far, about 1,500 Oregon high school teachers have received this training, including concentrations of staff in the Beaverton School District and the math, English, and science departments of several other district high schools. Students who meet the PASS classroom assessment for particular content areas are awarded credit for CIM proficiencies in those content areas if they have not already passed CIM standards for those subjects.

There is a misconception in some parts of the K-12 system that students who qualify for a CIM meet PASS standards. They don't, and it probably isn't realistic that they should since CIM standards are aimed at the tenth grade level. CIM proficiencies *align* with Oregon University System PASS standards in the sense that they are the right building blocks on the way to PASS standards, but they are not *all* the building blocks needed. They fall short, for example, in math, where CIM requirements stop at geometry. OUS minimums include algebra II and more competitive institutions often require pre-calculus.

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\* Although CIM assessments were originally anticipated for the tenth grade, they occur throughout the four-year high school period, depending on student readiness. Testing through computers located at schools under the Technology Enhanced Student Assessment (TESA) program makes it easier for students to access assessment anytime they are ready, and about half of all assessments occur through the TESA system. Work samples also accumulate throughout the four-year period.

## Board Perspective on Statewide Assessments

As we reflect on Oregon’s assessment system, the Board has developed a set of criteria to consider as we evaluate the current system and its alternatives.

1. We want an assessment system that fairly measures whether each student has mastered established content knowledge and skills.
2. We want the assessment system to support teachers. We want to be clear about the content that needs to be covered and we want assessments to be helpful for supporting improvements in classroom practice and for identifying the specific needs of individual learners.

### *Nixáawii Community School, Umatilla Indian Reservation*

#### **Standards Plus Heritage Boost Student Success**

At the Nixáawii Community School, Joe has a 2.83 GPA, is school president, and embraces learning about his native culture. He is beginning to consider directions to take his education and career.

But a year ago, those options were limited. Before applying to Nixáawii, Joe had a GPA below 1 (it was .17) and was at-risk for dropping out. At his old school he preferred to “hide out” in the classroom, disengaged at the back of the room. At Nixyáawii he is “tuned in,” asking questions and voicing his opinions.

The focus of Nixáawii Community School is to provide college preparation for all students and preserve native culture. Central to the school’s success is a rigorous curriculum that is relevant to students’ lives. Using native art, history, skills and culture as the context for core academics, Nixáawii students take pride in who they are and in what they can achieve. Students in need of academic support are provided personal tutors. Tribal members help teach, mentor, and motivate students.

At his old school Joe felt “invisible.” But at Nixyáawii, he is respected and challenged by the adults in the school and in the community as a good student looking ahead to a bright future.

3. We want the assessment system to measure the success of individual schools at advancing the knowledge and skills of the students enrolled as well as the broader performance of Oregon’s system of public education. The system should spotlight the number of students meeting state standards as well as the learning gains of students. It should provide clear data by race and ethnicity to spotlight progress within individual schools. This data should inform communities and parents about the quality of their schools, and help schools themselves identify opportunities for improvement.

4. We want an assessment system that is flexible, one that enables students to advance as fast as they choose and provides additional instruction for those who need more time to master a particular subject. This includes providing credit to students who can demonstrate proficiency in a subject, and providing access to postsecondary credits while students are still in high school.

5. We want our system of standards and assessments to be clear and connected so that when mastery is demonstrated at one level, a student is able to move seamlessly to the next level of study in the K-16 continuum. For

example, a student meeting mastery requirements in mathematics should know that she is ready for the next level, whether the course is taken in high school, community college, or at a university. Assessments in high school should be directly useful for community colleges and four-year institutions for admission and placement.



The last two criteria are becoming ever more important, because the lines between high school and postsecondary education are becoming blurred. Teenage students increasingly are seeking courses outside the walls of high school – at community colleges, universities, and over the Internet. We want a system that encourages students to take advantage of all the options available, and that rewards accelerated learning with appropriate credentials

The statewide assessments do not directly connect with assessments commonly used by those seeking to attend college, the Scholastic Assessment Test (SAT) and the Aptitude for College Test (ACT). Neither of those tests directly ties to statewide standards, nor are they applicable to early grade levels. Yet those tests have greater currency for many high school students because they are more widely recognized by colleges and universities.

While the statewide assessments do connect with PASS, that system is not yet widely used for university admission and placement purposes, and many high schools do not have adequate training to administer PASS. The PASS staff has trained 1,500 high school teachers to integrate PASS-level standards and proficiencies in their classrooms. But the PASS connection is being implemented only in districts such as Beaverton where there is strong local commitment and initiative. It isn't likely that PASS standards will be implemented across Oregon high schools without a policy that requires it and without resources to train teachers on a large scale in its use.

The statewide assessments do not tie to the assessments used by colleges and universities once students enter college. Most notably, the community colleges all use assessments for placement once students enter these open-enrollment institutions. Yet, those assessments have in no way been calibrated or connected to the state assessments used in high school. The Board would like to explore how to improve these connections.

While Oregon can take considerable pride in the assessment system it has developed, it is important to acknowledge the system's limitations. The system was designed to determine whether individual schools are meeting state content standards. It serves other purposes unevenly. In particular, as a tool for reviewing school performance, it deserves a careful review, especially because the stakes were raised substantially when the Federal Government passed the No Child Left Behind Act (NLCB), and tied federal funding policy to individual school performance.

### *Columbia Gorge Community College, The Dalles*

#### **Dual Credit Preps Students for College**

For over 15 years, Columbia Gorge Community College has coordinated Project Advance, a program that awards dual credit (high school and postsecondary) for specific, advanced courses offered at 5 area high schools in Oregon.

In each dual credit course, curriculum is articulated with college course content and outcomes, and high school instructors meet college faculty qualifications. About 450 students participate annually in Project Advance, taking college-level courses in math, science, technology, and English.

Shilah did not have a specific goal in mind when she took calculus for college credit at South Wasco County High School. But like the many other students involved, she enjoyed the challenge and the chance to get a jump on college. The experience prompted her to enroll full time at Columbia Gorge Community College after she graduated.

With a core requirement already complete, she entered college with greater flexibility in designing her program of study and the added confidence of knowing she could succeed. Shilah is proof that Columbia Gorge Community College is realizing the multiple goals it has set for Project Advance. Dual credit improves student achievement, prepares students for the demands of college, expands college enrollment, and strengthens the community by supporting a seamless transition to postsecondary education.

In short, we are putting increasing demands upon our assessment system – and we think it is timely to review it. We would appreciate comments on what are important criteria for evaluating any assessment system, and how well the Oregon system performs against those criteria. We would be interested in learning about alternatives, and their benefits.

**What can we do to improve Oregon's standards and assessments?**

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**How can you or your organization contribute to the success of this initiative? What do you see as your role?**

**After reading this paper, what other comments do you have?**

### **Let Us Hear From You**

We invite your responses to each of these questions. Please send your comments to [jan.mccomb@state.or.us](mailto:jan.mccomb@state.or.us) or mail them to State Board of Education, ATTN: Jan McComb, 255 Capitol Street NE, Salem, Oregon 97310. There is also a web survey with the five questions online at <http://www.ode.state.or.us/search/results/?id=144>.

The comments will be summarized and presented to the public and to the State Board of Education. *To be sure that your comments are included in the first round summary, please submit them by December 16, 2005.*

CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS' MEETING  
Wednesday, September 14, 2005 – 6:00 PM  
Christiansen Board Room, Boyle Education Center

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**PRESENT:** Anthony Dorsch, John Overbay, Donald Reeder, Connie Lee, Dr. Ronald Foerster, Dr. Joyce Garrett, Ronald Bryant- Board Attorney, Dr. James Middleton-President, Julie Smith-Board Secretary.

**ABSENT:** Dana Bratton

**INTRODUCTION OF GUESTS:** Alfred Ferguson, Patricia DeWitt, Greg and JoDee Phillips, Benjie & Dede Gilchrist, Sue Patka, Jan Shering, Larry Griffin, and other Awbrey Butte property owners; Hallie DewMelrose Realty; Jim Jones, Matt McCoy, Gene Zinkgraf, Celeste Brody, Carol Moorehead, Alicia Moore, John Gregory, Gail Sorensen, Eric Buckles, Lisa Bloyer, Ross Tomlin, Gail Tague, Kathy Walsh, Diana Glenn-Faculty Forum President, Ron Paradis; Debra Griffith-COCC Graduate, OSU-Cascades student, COCC Broadside representative and Yoko Minoura-The Bulletin.

**AGENDA CHANGES:**

*Additions: Real Estate- handouts: 5.b1, 5.c, 5.c1; Consent Agenda- CORRECT Designee – 6.c; Information Items-Financial Statement for August 2005-7.b1; Board of Directors' Operations-Report ACCT Leadership Congress-8.b.*

**PUBLIC HEARING AND TESTIMONY:** None

**REAL ESTATE-NW Observatory Court – Bend, OR:**

**Real Estate Committee; Highest and Best Use Report**

Mr. James R. Jones-Vice President and Chief Financial Officer, reviewed the discussion from the July 13 Board meeting regarding the “highest and best use” of the three parcels of real estate the college owns on Awbrey Butte. Mr. Jones reported that the college obtained the services of Deborah McMahan of DMC Consulting Services LLC of Bend, Oregon, who conducted a “highest and best use feasibility analysis in August 2005 – (Highest and Best Use Options Report-Exhibit: 5.a1).

Mr. Don Reeder commented that the “Highest and Best Use Options Report” by Deborah McMahan was good and thorough, noting that the report defined the best use to be one home on each of the three parcels.

President Middleton noted that the two fundamental requests from surrounding property owners were:

- retain the three parcels by not subdividing into several small home site lots
- the option to purchase a buffer strip to each of the three parcels

**Public Hearing & Testimony-related to NW Observatory Court Property**

Chair Dorsch opened the Public Hearing & Testimony.

Mr. Reeder noted for the record and read correspondence (Exhibit: 5.b1) from Mr. Dana Bratton, Board-Real Estate Committee member. Mr. Bratton's letter suggested that COCC should take advantage of the strength of the residential sales market and sell the "excess property" to private parties.

The Awbrey Butte property owners in attendance, expressed their various concerns and thoughts regarding the sale of the three parcels. The consensus from the majority of property owners in attendance, requested that the college stipulate a deed restriction to prevent the three parcels from subdivision.

Chair Dorsch closed the Public Hearing & Testimony.

**Consideration of Potential Declaration -  
of NW Observatory Court Property as Surplus (Exhibit: 5.c)**

President Middleton reviewed – Exhibit: 5.c.

Mr. Reeder stated that the board has discussed at various times over the years the selling of the Awbrey Butte property, looking at the trends of the real estate market. Mr. Reeder noted that the decision is a balancing act as to whether to wait for the market to rise further or sell now and use the funds for the current needs for college programs and facilities. Mr. Reeder recommended declaring the property surplus and sell the property.

Mr. Ronald Bryant- Board Attorney, recommended that the College – for reasons noted, place the NW Observatory Court property on Awbrey Butte, for sale - declaring it to be surplus property.

Mr. Reeder commented that the Awbrey Butte property is not contiguous to the main College Campus, noting that the lack of access, parking, and steep terrain, would be impractical, and costly for the college to construct a campus building on the property.

**Dr. Ronald Foerster moved to declare the three parcels the College owns on Northwest Observatory Court surplus and directs the college to place the properties on the market for sale. In addition, it directs the College to consider a no-build restriction, where appropriate, on the properties' edges. Benefiting property owners will be expected to pay fair value for the restriction. Dr. Joyce L. Garrett seconded the motion.**

President Middleton recommended that the Board consider transferring a substantial portion or all of the income from the sale of the property, to the capital construction fund as a long term investment.

**Call for the Question**  
**MCU. Approved.** M09/05:1

**Tentative Timeline for Selling the NW Observatory Court Properties – (Exhibit: 5.c1)**

Mr. Jones reviewed the tentative timeline for selling the NW Observatory Court properties as outlined in Exhibit: 5.c1.

Mr. Reeder requested to not immediately establish a selling price and leave the options open for further discussion regarding the marketing of the property. Mr. Jones concurred.

**CONSENT AGENDA:**

**Mr. John Overbay moved to approve the Consent Agenda. Ms. Lee seconded.**

**MCU. Approved.** M09/05:2

BE IT RESOLVED that the Board of Directors' reviewed and approved the Meeting Minutes of July 13, 2005 (Exhibit: 6.a);

BE IT RESOLVED that the Board of Directors' reviewed and approved the June, July and August 2005 New Hire Report (Exhibit: 6.b1);

BE IT RESOLVED that the Board of Directors' approved the designation of Dr. James Middleton to serve on the Board of CORRECT-Central Oregon Regional Education Consortium Team (Exhibit: 6.c).

**INFORMATION ITEMS:**

**Campus Indicators-Financial Aid Summary & Summer Term Enrollment-(Exhibit: 7.a)**

President Middleton referred to page 2 of Exhibit: 7.a – Loans and Grants Paid, noting that the dip in the numbers of Loans and Grants for 2004-05 resulted from the enrollment decline as part of the COCC reductions, and that the state of Oregon made substantial reductions in the scholarships program.

Mr. Matt McCoy-Vice President for Institutional Advancement, reported that Ms. Brynn Pierce-Institutional Researcher, is out on maternity leave. She recently gave birth to their second child, a boy-William Ellis Pierce, both mother and newborn are doing well.

**BOARD OF DIRECTORS' OPERATIONS:**

**Board Member Activities**

**Mr. Overbay** Interviewed as a COCC Foundation board member  
Attended COCC Foundation presentation from the Culinary program  
Attended the Bend City Hall Meeting re: Juniper Ridge  
Attended COCC Foundation Retreat  
Attended COCC-Board Long Range Real Estate Committee Meeting

**Dr. Garrett** Met w/School Superintendent & Director of Professional Development  
in Prineville – re: COCC Offerings & Courses in Prineville  
Met w/County Judge in Prineville  
Met w/Aspire Coordinator re: 1<sup>st</sup> generation non college bound  
students to consider attending College

**Dr. Garrett, continued -**

Attended High Desert Museum Rendezvous  
Met w/Matt McCoy to discuss role as OCCA Representative

**Dr. Foerster**

Attended three meeting of CORRECT- (Central ORegon Regional  
Education Consortium Team)  
Met w/President Middleton re: October Board Retreat

**Ms. Lee**

Attended Keyes Trust meeting  
Received a phone call from President of the OCCA requesting  
Ms. Lee to be board member at-large for the OCCA Executive Committee  
Attended the OCCA Executive Committee Retreat

**Mr. Reeder**

Interview re: COCC  
Attended COCC-Board, Long Range Real Estate Committee Meeting  
Met w/Gene Zinkgraf and Matt McCoy re: Round-a-bout in Madras  
near the COCC Madras Campus  
Met w/Matt McCoy re: COCC Campus and partnerships  
w/Automotive programs, OSU-Cascades and ESD

**Mr. Dorsch**

Phone conversations w/Matt McCoy and Julie Smith  
re: College/ Board Business  
Attended the ACCT Leadership Congress in Seattle, WA

**Report-ACCT Leadership Congress (Exhibit: 8.b)**

Mr. Dorsch reviewed the highlights of the ACCT Leadership Congress in Seattle. He requested further discussion at the October Board Retreat – of Item 7 – the *Commission on the Future of Howard Community College* - and how the college staff sought out and contacted marketplace entrepreneurs as potential Partners.

Mr. Dorsch requested that Julie Smith- Board Secretary, obtain two copies each of the books listed in Exhibit: 8.b for Board Members to check out and read.

**OLD BUSINESS:**

**Update: State Budget & COCC Impacts**

President Middleton complimented Mr. Jim Jones-Vice President and Chief Financial Officer, and his staff, for the work on the 2005-06 College Budget noting that figures are accurate and conservative. He noted that with local property taxes and State funding, COCC will receive approximately \$200K in addition to what was budgeted. President Middleton reported that for the first time in 25 years in the State Budget, Capital Construction will be funded – \$38.5M is allotted for seven colleges, with COCC in the next priority list to receive funding.

President Middleton reported that positive discussions have taken place with St. Charles Medical Center, The Center and other health care providers regarding – COCC working cooperatively with the health care industry to develop premier facilities to consider expanded programs and joint partnerships.

President Middleton reported good news for students, noting a 40% increase in the Oregon Opportunity Grant program and that in 2006-07 for the first time, part time students will also be eligible for the Grant.

President Middleton reported that 16 of the 17 community colleges in Oregon received either increased funding, capital construction funding, or both. COCC was the only college to have a reduction in funding and did not receive capital funding.

**NEW BUSINESS:**

**Hurricane Katrina Relief Initiative- (Exhibit: 10.a)**

**Dr. Garrett moved to authorize the transfer of \$50,000 of budget authority and a like amount of appropriation authority from the Contingency Fund to the General Institutional Support account within the College Support Services appropriation unit. The purpose of the transfer will be to offer tuition waivers to students previously admitted to a college or university that was impacted by Hurricane Katrina to the extent that now they are unable to attend. Dr. Foerster seconded the motion. MCU. Approved.**  
M09/05:3

**PRESIDENT'S REPORT**

State of the College

President Middleton reviewed the PowerPoint presentation he presented at the All College Retreat on September 8. The presentation titled – “Building a Positive Future for COCC and the Students We Serve” discussed various future “challenges and opportunities”.

Chair Dorsch thanked President Middleton for the excellent presentation.

Enrollment Update

President Middleton reviewed that overall there is a 2-3 percent Fall enrollment increase over last years Fall enrollment numbers.

Chair Dorsch adjourned the meeting in honor and remembrance of Mr. Gordon Robberson, founder of Robberson Ford Auto Dealership-Bend, Oregon who recently passed away. Mr. Robberson was a strong advocate and supporter of COCC. His wife Janine, served on the COCC Foundation Board for several years.

**ADJOURN: 8:30 PM**

APPROVED;

ATTEST TO;

\_\_\_\_\_  
Mr. Anthony J. Dorsch, Board Chair

\_\_\_\_\_  
Dr. James E. Middleton, President

Exhibit: 5.b1  
October 12, 2005  
Approved: \_\_\_Yes\_\_\_No  
Motion: \_\_\_\_\_

Central Oregon Community College  
New Hire Report  
September 2005

<b>Name</b>	<b>Date Hired</b>	<b>Job Title</b>
<b><u>Non-Faculty Instruction PT</u></b>		
Frandsen-Oiz, Christy	9/19/2005	Non-Faculty Instruction
<b><u>Non-Faculty Nonbenefitted Ins</u></b>		
Mendez-Smith, Gina	9/6/2005	
<b><u>Temporary Hourly</u></b>		
Earls, Jesse	9/13/2005	Computer Lab
Gregersen, Natalie	9/19/2005	Sign Lang Interp
Guy, Christopher	9/19/2005	EMS Lab Asst
Klawitter, Kathleen	9/19/2005	Classroom Aide
Mirrasoul, Robin	9/1/2005	Business Advisor
Moen, Kelly	9/1/2005	EMS Lab Asst
Nakanishi, Michi	9/19/2005	Library Aide
Oedeker, Corrinne	9/6/2005	Textbook Help
Perisich, Neely	9/1/2005	NA Program Asst
Shannon, James	9/1/2005	EMS LAb Asst
Silver, Katherine	9/1/2005	Computer Lab
Swanson, Kelsey	9/6/2005	Bookstore cashier
Thom, Troy	9/1/2005	EMS Lab Asst
Trujillo-Zuelke, Bonnie	9/7/2005	Cashier - bookstore
Voss, Melinda	9/7/2005	Bookstore - Text Help
Wade, Brian	9/1/2005	EMS Lab Asst
<b><u>Workstudy</u></b>		
Alberts, Julie	9/19/2005	HHP - Equipment Rm Asst
Albin, Jenna	9/19/2005	HHP Office Asst
Baca, DiAnna	9/19/2005	HHP - Equip. Rm Asst
Bogoger, William	9/19/2005	Tool Room Asst
Caldwell, Kristina	9/19/2005	Wildland Fire
Davis, Adam	9/19/2005	Library Aide
Delangis, Lisa	9/19/2005	Food Services Asst
Dement, Christopher	9/19/2005	Library Aide
Dodge, Jessica	9/19/2005	Business Dept - Office Asst
Fuller, Melissa	9/19/2005	Computer Lab
Girard, Richard	9/19/2005	Computer Lab
Grote, Vanessa	9/19/2005	Library Aide
Higgins, Melva	9/19/2005	Computer Lab
Honn, Tara	9/19/2005	Cashier - bookstore
Judkins, Travis	9/19/2005	Computer Lab
Laszlo, Matthew	9/19/2005	Gym Supervisor
Mangin, Debra	9/19/2005	Student Health Services
Mattox, Krissa	9/19/2005	HHP - Equip Rm
Nealon, Janine	9/19/2005	CL Office Asst
Paris, Nicole	9/19/2005	Juniper Hall Office
Price, Adam	9/19/2005	HHP - Gym Supv
Saadeddin, Sarah	9/19/2005	Clerical Asst
Tidball, Melissa	9/19/2005	Preschool TA
Watson, Richard	9/19/2005	Computer Lab



Exhibit: 5.c  
October 12, 2005  
Approve: \_\_\_ Yes \_\_\_ No  
Motion: \_\_\_\_\_

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**RESOLUTION**

**Prepared by:** John Gregory-Director of Fiscal Services

**A. Action Under Consideration**

Approve increasing the College's mileage reimbursement rate from .405 cents to .485 cents per mile.

**B. Discussion/History**

It has been College practice to adjust its mileage reimbursement rate in concert with federal rate changes. In an unusual move, effective September 1, 2005, the reimbursement rate for federal employees changed to .485 cents per mile. This unusual increase was due to the significant increase in fuel prices that has recently occurred. The effective date for the College change is recommended to be October 13, 2005. If the rate changes again in January 2006, it would be the College's intention to recommend adjusting the rate again, either up or down, in tandem with the change in the federal rate.

**C. Options/Analysis**

Approve the increase in the mileage reimbursement rate.

Disapprove the increase.

**D. Timing**

Action is requested at this board meeting in order to offset the increase in fuel prices and its impact on college employees when they travel on College business.

**E. Recommendation**

Be it resolved that the Board of Directors of Central Oregon Community College do hereby authorize the increase of the mileage reimbursement rate to .485 cents per mile effective October 13, 2005.

**F. Budget Impact**

Increasing the mileage reimbursement rate will increase the spend rate on the travel accounts in the College budget. However, it is anticipated that under-spending in other accounts will be able to offset this increase.

**CENTRAL OREGON COMMUNITY COLLEGE  
BOARD OF DIRECTORS**

**INFORMATION ITEM**

**Prepared by: Kathy Walsh, Vice President for Instruction**

**A. Issue**

**COURSE REDESIGN:**

At the Fall, 2004, Faculty Retreat, faculty members were challenged to think of new models for course delivery, models which would respond to diminishing fiscal resources while maintaining or enriching quality instruction (that is, by changing instructional delivery or design in a manner that acknowledge our restricted fiscal resources and at the same time enriches professional satisfaction and fulfills our commitment to student learning).

**B. Discussion/History**

The request for proposals for this type of redesign resulted in the funding of five proposals, with funding largely in the form of paid faculty time in Summer 2005 to develop the redesign. The courses (and proposing instructors) are as follows:

- HD 101 – Study Strategies (Diane Kirk): breaking longer course into modules, increasing enrollment
- GS 106 Physical Science: Geology (Bob Reynolds): a hybrid course, extended over a full year, essentially self-paced with on line and face to face components
- Math 60- Algebra I, 65 Algebra II, 95 Intermediate Algebra (Doug Nelson and Charlie Naffziger): on line diagnostic testing to tailor math course elements to individual student needs
- CIS 131 Software Applications (Lew Cousineau)—increasing enrollment by using student graders and personalizing instruction through open lab time
- CIS 279 xx Networking (Carson Haury)—a hybrid approach (on line and face to face) which may be extended to several additional courses.

As an example of such approaches, Bob Reynolds will briefly show some key on line elements of his course.

This year's request for proposals is attached for your information.

Sept 23, 2005

TO: Full-time Faculty Members

FROM: Kathy Walsh, VPI

SUBJECT: **Request for Proposals: Course Redesign Round 3**

Goal: **To continue the College's exploration of the possibilities for positive change in a climate of restricted resources.** We began this exploration in Fall, 2004, with Dr. Middleton's introduction of "the triangle" (exploring the possibilities for responding positively to funding challenges through changes which have positive "mercenary" impact, feed the "milk and honey" of our professional lives, and further our "missionary" goals of advancing student learning). In 2004-05, we funded proposals for course redesigns that promised to serve as models for creative and efficient delivery of content (see \*, below). In 2005-06, we are encouraging course redesign proposals which advance the following initiatives.

The College seeks to promote:

1. Approaches to a high impact course (a course with a high percentage of overall college enrollment) which have strong promise for addressing all three elements of the triangle (improved student learning, professional satisfaction, cost reduction or revenue increase). (For example, such changes might be aimed at reductions to some aspect of faculty workload through development of instructional assistance, perhaps through instructional technology, or through addition of other kinds of staffing-- for example, graders—perhaps allowing for additional enrollment.) Team approaches to high impact courses are encouraged, since such courses normally are staffed by multiple instructors.
2. New or underutilized modes of delivery which serve the College of Distinction initiative: students would be drawn to COCC because of the opportunity to learn in these ways. (Examples for such explorations are learning communities, service learning, other applied learning opportunities). **The challenge, of course, is to develop such approaches in a fiscal climate which requires sustainability.** Sample projects developed under the auspices of the Project for the Future of Higher Education tend to approach this dilemma by including out of class experience as "seat time," perhaps enabling the

instructor to enroll more students. In this vein, we encourage proposals which do all of these:

- Have wide (or interdisciplinary) participation
- Increase COCC's reputation as a College of Distinction
- Can be implemented at sustainable costs

Levels of support:

As in 2004-05, funding to be requested is not capped, and could include not only faculty time, but conferences and training for a team or travel to observe similar programs elsewhere, or software and other support. Faculty time would normally be paid in off-contract periods, but other proposals can be entertained.

Guidelines for submission of proposal:

1. Create a clear action plan, timeline, and identify how the redesign advances the initiatives identified above. Also provide a proposed budget (both for the development stage—identifying faculty member's hours and other resource needs, and projecting costs and revenues when the redesign is fully implemented). (Note: if a consultant or other staffing assistance is needed, describe the need and the administration can work on this portion of the budget)
2. Submit with written evidence of support from Department Chair/s.
3. Send to Kathy Walsh by December 1 (or sooner, if funding required sooner).
4. Proposals to be reviewed by Course Redesign Task Force (Kathy Walsh, + representatives of AA, Forum, Chairmoot). Task Force recommends proposals for funding to President Middleton.

**For further information:**

*\*See proposals from 2004-05 at*

<http://transformations.cocc.edu/On-Site+Examples/Redesign+Proposals/default.aspx>

And see article on characteristics of successful redesign of courses which particularly impact “underserved students”; from the National Center for Academic Transformation” <http://transformations.cocc.edu/Off-Site+Examples/default.aspx> and click on 'Increasing Success for Underserved Students'. It is in PDF format.

See especially pp 14-17, analysis in response to the question “What were the most effective cost-reduction techniques used by the redesign projects?” The “more predominant cost-reduction techniques” for the 15 projects reviewed in the article were:

1. Online tutorials
2. Automated assessment of exercises, quizzes, and tests
3. Staffing substitutions (“constructing a support system”)
4. Shared resources (a team approach to a course)
5. Course management systems
6. Reduced space requirements (hybrids)
7. Consolidation of sections and courses

Exhibit: 11.a  
October 12, 2005

JoDee and Greg Phillips  
1901 NW Glassow Drive  
Bend, Oregon 97701  
541-389-2461

July 11, 2005/Revised October 6, 2005

James Jones, Vice President and CFO  
Board of Directors  
Central Oregon Community College

Dear Mr. Jones and Board Members:

Thank you for your recent letter informing us of the COCC Board of Directors pending meeting and discussion concerning the sale of the College's property on Observatory Court. With the location of our home being only a few yards from our shared property line, we would like to propose purchasing a minor portion of Parcel #1, Tax Lot 500.

**After carefully observing natural features of the property, our proposal is to acquire an identified area of approximately 7300 square feet located in the southwest (SW) corner of Lot 500. (Please see the enclosed map representative of this area.) We would be willing to PURCHASE or TRADE (adjacent land at the top of the parcel) for this adjacent strip SW of the property. We feel that this lot line adjustment in no way detracts from the marketability of Lot 500. The addition of this area to our property would ensure the private nature of our home site while having minimal impact on the value or spectacular features of Lot 500. Lot 500 would remain more than 1.5 acres and include the entirety of the SW summit of Awbrey Butte. We took care to allow the possibility for a future owner of Lot 500 to access the property from the lower SW corner in the event that necessary agreements with current or future owners of Parcel B would be arranged.**

Thank you for giving us the opportunity to submit our proposal and we hope we can work collaboratively on an amenable adjustment and achieve a shared purpose. Please feel free at any time to call us for a walk through of our adjoined property.

Sincerely,

JoDee and Greg Phillips