

CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, February 8, 2006 – 6:00 PM
Christiansen Board Room, Boyle Education Center

TIME**	ITEM	ENC.*	ACTION	PRESENTER
6:00 pm	Executive Session: ORS: 192.660 (1)(e) Real Property Transactions			Jones/McCoy
6:15 pm	I. Call to Order			Dorsch
	II. Introduction of Guests			Dorsch
6:20 pm	III. Agenda Changes			
6:20 pm	IV. Public Hearing and Testimony			
	A. ASCOCC (Associated Students of COCC)			Bondarenko <input type="checkbox"/>
	B.			
6:30 pm	V. Consent Agenda***			
	A. Board Meeting Minutes–December 14, 2005	5.a	X	Smith
	B. Personnel			
	1. New Hire Report (December '05/January '06)	5.b1	X	Buckles
	C. Emeritus	5.c	X	Middleton
6:35 pm	VI. Information Items			
	A. Campus Indicators-Winter Term 4 th Week Enrollment	6.a*		Moore ^A
	B. Financial Statements	6.b*		Bloyer ^A
	C. Budget Calendar – Review	6.c		Jones ^A
	D. Update-Winter Storm Damage & Recovery Planning			Zinkgraf/McCoy <input type="checkbox"/>
	E. RFP's for Real Estate Development	6.e		Jones <input type="checkbox"/>
	F. Sabbaticals	6.f		Moorehead ^A
6:45 pm	VII. Board of Directors' Operations			
	A. Budget Committee Appointment – Zone 1	7.a	X	Reeder <input type="checkbox"/>
	B. Board Self-Evaluation Calendar			Lee <input type="checkbox"/>
	C. Community College Strategic Planning-OCCA	7.c		Lee <input type="checkbox"/>
	D. Board Member Activities			
7:05 pm	VIII. Old Business			
	A. La Pine Land Donation	8.a*		McCoy ^A
	B. Real Estate Development Process			Jones ^A
7:10 pm	IX. New Business			
	A. AAS Degree-Culinary Management	9.a	X	Kress/Middleton <input type="checkbox"/>
	B. President's Evaluation Committee-Process			
7:15 pm	X. President's Report			
	A. Articulation Agreements	10.a		Tomlin/Middleton <input type="checkbox"/>
7:30 pm	XI. Dates			
	A. Thursday, February 9 – 4:30 PM COCC Foundation Board of Trustees Meeting Christiansen Board Room			
	B. Friday, March 3 - COCC Foundation "Taste of the Town" Saturday, March 4 – COCC Foundation 31 st Anniversary " <u>Meal of the Year</u> "			

7:30 pm XI. Dates - continued

C. Wednesday, April 12 – 6:00 PM COCC Board of Directors' Meeting,
Sisters High School - Sisters, OR

7:30 pm XII. Correspondence

A. Public Bonding Information 12.a

7:35 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.

P = indicates a Presentation will be provided.

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

CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS' MEETING
Wednesday, January 11, 2006 – 6:00 PM
Christiansen Board Room, Boyle Education Center

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

INTRODUCTION OF GUESTS:

Celeste Brody, Kathy Walsh, Gail Tague, Beverlee Jackson, Diana Glenn, John Gregory, Ross Tomlin, Lisa Bloyer, Jim Weaver, Gene Zinkgraf, Alicia Moore, Lynn Murray, Matt McCoy, Jim Jones, Ron Paradis, Jacob Grisby, Lester Friedman, Doug Kerkoch and Larry Nelson-Kerkoch-Katter & Associates, Carol Mooreheard, Andrea Henderson-OCCA Executive Director, Doug Oblatz, Francesca Gambetti, Deborah McMahon-Shiels Oblatz Johnsen, Inc./Urbsworks, Inc Architecture & Urban Design, Lily Rath-The Bulletin and others.

PUBLIC HEARING AND TESTIMONY:

ASCOCC – (Associated Students of Central Oregon Community College)

Jacob Grisby gave an update which includes participation in campus activities during Martin Luther King Jr. week; a chili cook-off; rock climbing and free bowling night.

OCCA Update

Ms. Andrea Henderson-Executive Director of the OCCA-Oregon Community College Association, reported that her current schedule includes visiting all 17 community colleges in the state. She summarized highlights from last year's Legislative Session, requesting input as to what type of legislation the board would like the OCCA to pursue in the upcoming 2007 session. Ms. Henderson reviewed (Handout: 4.a1) updating the board on the "unifying issues" discussed at the recent OCCA Strategic Planning Conference held in November."

Auditor's Report, 2004-05 (Exhibit: 4.b; Handouts: 4.b1 & 4.b2)

Mr. Doug Kerkoch and Mr. Larry Nelson of Kerkoch Katter & Associates, LLP, reported that all state requirements were in compliance for the 2004-05 college audit. The auditors gave the college a "Clean Opinion" noting that the support of the exemplary financial department

- Jim Jones-Vice President & Chief Financial Officer
- John Gregory-Director for Fiscal Services
- Lisa Bloyer-Accounting Manager
- Lori Ortiz-Payroll, and
- Jan Fisher-Accounts Payable

is vitally important to maintaining the college's continued high fiscal services standards.

The Board of Directors' and President Middleton thanked and complimented the fiscal services staff for their good work.

CONSENT AGENDA:

Ms. Connie Lee moved to approve the Consent Agenda. Dr. Joyce Garrett seconded. MCU. Approved. M01/06:1

BE IT RESOLVED that the Board of Directors' reviewed and approved the Meeting Minutes of December 15, 2005 (Exhibit: 5.a);

BE IT RESOLVED that the Board of Directors' reviewed and approved the November/December 2005 New Hire Report (Exhibit: 5.b1);

BE IT RESOLVED that the Board of Directors' approves the employment contract for Cheryl Podesta-Part-Time, Temporary Grant Writer (Exhibit: 5.c).

INFORMATION ITEMS:

Campus Indicators – Graduate Employment Data – (Exhibit: 6.a)

Matt McCoy-Vice President for Institutional Advancement, reported that the community colleges in collaboration with Oregon Employment Department has a “first ever” agreement to create reports identifying the percentage of graduates who are working in their field of study within one year of graduation. This is an important step in looking at how COCC graduates achieve and perform in the workforce.

Financial Statements – (Exhibit: 6.b)

The Board of Directors' were apprised of the December 2005 Financial Statements.

Incentives Grant from CCWD-Community College Workforce & Development –(Exhibit: 6.c)

Mr. Ross Tomlin-Instructional Dean, and Ms. Beverlee Jackson-Assistant Professor II of Health Information Technology/Program Director, reported that the College has recently received an Incentive Grant from the CCWD for \$70,950 that will focus on the development of a Career Pathway for the Health Information Technology program over the next year.

Sarbanes-Oxley Compliance

The Board of Directors' were apprised that the Financial Certifications – (Exhibits: 6.d, 6.d1 & 6.d2) were prepared in conformance with Board Policy EL 4, Financial Condition. These documents were prepared to meet the requirements of the Sarbanes-Oxley act.

BOARD OF DIRECTORS' OPERATIONS

Board Member Activities

Ms. Lee Attended the Oregon Business Plan-Leadership Summit in Portland
 Attended OCCA Executive Board Meeting teleconference

Dr. Foerster Met w/Dr. Joyce Garrett
 Attended CORRECT meeting
 Attended US Senator Ron Wyden & State Senator Ben Westlund meetings

- Mr. Bratton** Phone conference w/President Middleton
- Mr. Reeder** Agenda Review Conference Call Meeting
w/Tony Dorsch & President Middleton
Conference w/President Middleton, Matt McCoy & Carol Moorehead
Re: Warm Springs
- Mr. Overbay** Attended COCC Foundation Meetings
Met w/President Middleton
Met w/Jim Weaver-COCC Foundation Executive Director
- Dr. Garrett** Attended Oregon Business Plan-Leadership Summit in Portland
- Mr. Dorsch** Agenda Review Conference Call Meeting

NEW BUSINESS:

Budget Committee Vacancy

Mr. Reeder will report back at the February meeting with news of a potential candidate for appointment to fill the Zone 1 Budget Committee vacancy.

Budget Planning

Cash Flow Update (Exhibits: 9.b1-A&B)

Mr. John Gregory-Director of Fiscal Services, applauded the efforts and good work of the entire Fiscal Services staff, with special thanks to Lisa Bloyer-Accounting Manager, Lori Ortiz-Payroll and Jan Fisher-Accounts Payable.

Mr. Gregory gave a PowerPoint presentation on the Six-Year General Fund Budget Cash Flow Projection for COCC, noting that the goal of the presentation was to orient the board to the upcoming budget process. He noted that the budget is in balance for 2006-07 but by 2010-11, COCC will see a deficit of approximately \$4M from reallocated state monies. This deficit is primarily caused by the new statewide distribution formula which cuts COCC's annual revenue from \$6M for the current year to a zero amount within the next six years.

President Middleton commented that in light of the negative six year outlook, the College will –

- continue to explore and pursue alternative incoming revenue sources,
- continue working with other community college presidents, the State Board of Education and, if necessary the Legislature, seeking adjustments in the current funding formula, and
- continue to seek instructional and administrative efficiencies to cut costs.

He added that if COCC does nothing, the college will face inevitable pressure for huge tuition increases and/or substantial reduction in programs.

Real Estate Development (Exhibit: 9.c & Handout: 9.c1)

Mr. Jim Jones-Vice President and Chief Financial Officer, introduced the staff from the consulting firm of Shiels Oblatz Johnsen, Inc./Urbsworks, Inc Architecture & Urban Design of Portland, Oregon who gave a PowerPoint presentation outlining potential development for three parcels of College land – south of Shevlin Park Road and the northeast corner of the Shevlin Park/Mt. Washington roundabout.

They reviewed goals and possible options for development considerations that included College operation of a development or selling the land to a developer. President Middleton reported that the college has been approached about developing college property near Shevlin Park Road, at the southern edge of the campus. The board consensus was to pursue conceptual proposals for up to 10-15 acres in the proposed area before proceeding with plans on any of the land parcels.

PRESIDENT'S REPORT

President Middleton thanked Shiels Oblatz Johnsen, Inc. for their good work on the "Conceptual Planning & Development Report" (Handout: 9.c1) and thorough presentation, noting that the report gives the Board further information in considering options for or against development of college property. The board may also consider the option of acquiring support from the consultants to develop an RFP (Request for Proposals) concept proposal, that gives a reasonable period of time for the Board to gather community and staff input before making a decision.

President Middleton reviewed highlights from the Oregon Business Plan-Leadership Summit in Portland on January 9 that he, Connie Lee and Dr. Joyce Garrett attended.

ADJOURN: 8:50 PM

APPROVED;

ATTEST TO;

Mr. Anthony J. Dorsch, Board Chair

Dr. James E. Middleton, President

Exhibit: 5.b1
 February 8, 2006
 Approve: ___ Yes ___ No
 Motion: _____

**Central Oregon Community College
 New Hire Report
 December 2005 – January 2006**

<u>Name</u>	<u>Date Hired</u>	<u>Job Title</u>
Classified Full-Time		
Stanley, Shasta	1/3/2006	Info Office Asst/Switchboard Op
Wilson, Sarah	12/6/2005	Clerical Specialist
Classified Part-Time		
Jensen, James	1/3/2006	Campus Services Officer
Part-Time Faculty		
Bahr, Kelly	1/9/2006	Part-Time Faculty
Boldenow, Laurel	1/9/2006	Part-Time Faculty
Burton, Ted	1/9/2006	Part-Time Faculty
Gramlich, Peter	1/9/2006	Part-Time Faculty
Hall, Sarah	1/9/2006	Part-Time Faculty
Jordan, Carol	1/9/2006	Part-Time Faculty
Knight, Michael	1/9/2006	Part-Time Faculty
McCann, Michael	1/9/2006	Part-Time Faculty
McKnight, Tami Jo	1/9/2006	Part-Time Faculty
Obymako, Nancy	1/9/2006	Part-Time Faculty
Polvi, Vanessa	1/9/2006	Part-Time Faculty
Welch, William	1/9/2006	Part-Time Faculty
Wilde, Robert	1/9/2006	Part-Time Faculty
Wollaston, Geoffrey	1/9/2006	Part-Time Faculty
Temporary Hourly		
Aaron, Alissa	1/9/2006	TA - LMT
Baca, Linda	12/6/2005	Tech Services Asst
Boleyn, Robyn	1/9/2006	Textbook Helper
Brown, Eric	1/3/2006	Unclothed Model
Cruz, Janet	12/6/2005	Tech Services Asst
Diego, Jill	12/20/2005	bookstore
Fuller, Diane	1/10/2006	CAP Office Specialist
Gage, Jennifer	1/22/2006	Notetaker
Jaggard, James	1/9/2006	Notetaker
Kaler, Curtis	1/9/2006	Tutor
Laszlo, Matthew	12/1/2005	Club Sports Asst
Mathieu, Jacky	12/20/2005	bookstore help
Merrell, Michael	1/10/2006	Computer Lab
Rice, Jamie	1/9/2006	Notetaker
Sheppard, Andrew	1/9/2006	Notetaker
Sprott, Aurora	1/13/2006	Notetaker
Temporary Salary Payment		
Fletcher, Kirsten	1/9/2006	Forestry Driver
Powell, Nick	1/9/2006	Forestry Driver
Workstudy		
George, Leland	1/9/2006	Student Workers
Hampton, Jeanne	1/9/2006	Student Health Cntr
Skinner, Kayla	1/9/2006	Student Workers
Thrasher, Jeremy	1/9/2006	Automotive
Wilson, Andrew	1/9/2006	Computer Lab

**CENTRAL OREGON COMMUNITY COLLEGE
2006-07 BUDGET CALENDAR**

2006

- February 9 Fax to the Bulletin: Notice of Budget Committee Meeting.
- February 10 Non-general fund budgets due to Fiscal Services.
- February 14 First Notice of Budget Committee Meeting.
- February 17 All general fund changes due to Fiscal Services.
- February 27 Fax to the Bulletin: Notice of Budget Committee Meeting.
- March 1 Second Notice of Budget Committee Meeting.
- March 8 First meeting of Budget Committee. Updated Cash Flow presentation; Budget Message and initial budget presentation and discussion.
- March 8-
May 7 Budget Committee work sessions as scheduled.
- April 12 Budget Committee Meeting. Continue budget review and discussion.
- May 10 Budget Committee Meeting. Continue budget review and discussion. Consider approval of budget.
- May 31 Fax to the Bulletin: Notice of Budget Hearing (including summaries).
- June 7 Notice of Budget Hearing to appear in The Bulletin (including summaries).
- June 14 Budget Hearing: Adopt budget, levy taxes, and make appropriations.

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

INFORMATION ITEM

Prepared by: James R. Jones-Vice President and Chief Financial Officer

A. Issue

Request for proposals (RFP) for real estate development

B. Discussion/History

At the January Board of Directors' meeting, President Middleton indicated that the College would be initiating a process to solicit conceptual proposals for the development of College property along the northern edge of Shevlin Park Road. Part of that process is determining what factors the College would identify in the RFP and consider as it reviews submitted proposals. Below please find a list of the proposed factors. If you have any additions to suggest, please bring your ideas to the February Board meeting.

Also at the Board of Directors' meeting, there will be a brief discussion of the College's action plan in regards to soliciting and considering development proposals.

Considerations for Selecting a Development Project for COCC Property

1. Revenue generation potential to College.
 - Preference given for an acceptable (determined by COCC) revenue stream over time versus a one time payment of cash.
 - Revenue potential tempered by perceived risk of the project.
 - Project cannot require any additional "call on cash" other than the College's initial investment of land which has a substantial value.
 - Proposer should demonstrate profitability of the development project through proforma financials for at least 10 years including internal rate of return and cash on cash return projections by year.
2. Project should support College's mission; especially instructional programs.
 - Identify and explain opportunities for instructional partnerships including:
 - scholarships for students
 - professional development opportunities for faculty
 - development of new and expanded academic programs
 - joint use facilities
 - other, including continuing community outreach to inform public about development plans and project impact, progress, and schedule for construction

- Identify opportunities for career related work experience and your commitment to it. Include an estimate of the number of opportunities by career field and how these can be expanded over time.
 - Identify opportunities for student employment including projections for non-student employment (job creation overall)
3. Infrastructure impacts.
- Identify impacts, both positive and negative your project would have on infrastructure such as transportation, water, sewer, and storm drainage. Specifically provide estimates of car trips generated at peak hours, transit needs, alternatives to single occupant travel, analysis of needed utility systems and expansions thereto, and any needed buffer areas to separate on site uses from existing neighborhoods.
 - Do you produce any hazardous wastes and how do you propose to deal with them?
4. Viability of proposer.
- What would be the source of financing for the project?
 - Demonstrate your financial resources through the submission of financial statements and tax returns for the past three years.
 - List your experience in similar development projects and list references for each project including pro forma data and financing for similar projects.
 - Identify your experience in working with other public entities and higher education entities and list references for each entity.
 - Supply any land use approvals that were obtained for similar projects.
5. Community need and compatibility
- How will the product or service you provide meet community need in terms of local economic land needs, housing needs, social needs, and specific market demand? Are there local and nationwide studies to support such needs?
 - What demographic do you serve and would this change over time?
 - Will the development be compatible with the existing neighborhoods in terms of the product or service, and final site design features of structures and on-site uses?
 - How will the aesthetic features of the development mesh with the existing neighborhoods in terms of scale, density, open space, tree preservation/enhancement, and architectural style?
 - What type of community involvement program will you use to bring forth the proposed development concepts for public review, input, and solicitation?

**CENTRAL OREGON COMMUNITY COLLEGE
BOARD OF DIRECTORS**

INFORMATION ITEM

Prepared by: Carol Moorehead-Dean, Continuing Education and Extended Learning

A. Issue

Sabbatical Requests for 2006--2007

B. Discussion/History

Sara Krempel - Academic Year 2006-2007

Sara will be dedicating time to creating art with a variety of materials, mainly metal and clay. She will work to strengthen her technical skills as they relate to teaching both metalwork and ceramics. She will be developing courses to add both variety and student interest in the art program including 1 and 2-credit modules for students who wish to focus on specific technical areas. Additionally, to better support our relationship with OSU--Cascades, she will develop a beginning level sculpture course. She will also be attending select conferences and workshops with the expectation of improving technical skills and improving student course content in three subject areas; metalwork, ceramics and three-dimensional basic design.

Michael Holtzclaw - Winter Term, 2007 and Spring Term, 2007

Michael's efforts will be dedicated to enhancing knowledge of a rapidly changing European economic and social landscape. He will be focusing on the economic transformation of the newest countries to the European Union and explore what it means to be European with the blurring of a continent's boundaries focusing on the immigration of non-Europeans to Europe. His research will also look at the creation of tourist destinations in waterfront European cities.

Greg Lyons - Spring Term, 2007

Greg will be engaging in three intensive professional development activities: 1) to develop web-based writing assignments and classroom presentations for HUM 261 and 263; 2) to develop a new creative writing course, WR 240, Introduction to Imaginative Writing: Creative Nonfiction; and 3) coordinate a department initiative in drafting Humanities program outcomes.

Exhibit: 7.a
February 8, 2006
Approved: Yes ___ No ___
Motion: ___

CENTRAL OREGON COMMUNITY COLLEGE

RESOLUTION

BUDGET COMMITTEE VACANCY

Prepared by: Don Reeder-Board Member

A. Action Under Consideration

The Board of Directors has the responsibility to appoint members of the COCC Budget Committee. Zone 1 is currently vacant.

B. Discussion/History

Last month, we placed advertisements in the newspaper seeking candidates for a new Budget Committee member to represent Zone 1. We received no applications. Following that, I had conversations with civic leaders in Jefferson County and then approached Jay Henry, chief executive officer at Mountain View Hospital. As you can see from the attached resume, Jay has an extensive background in hospital administration and community involvement. I think he will make an excellent addition to the Budget Committee and an outstanding representative of our community.

C. Options

Appoint Mr. Henry to the Budget Committee
Begin a new process to solicit nominations
Leave the position vacant

D. Timing

Appointment at this time would allow Mr. Henry to learn about the College and the budget process prior to the March Board meeting.

E. Recommendation

Be it resolved that the Central Oregon Community College Board of Directors appoints Mr. Jay Henry to the COCC Budget Committee, representing Zone 1.



Oregon Community College Association
1201 Court St. NE, Suite 302
Salem, OR 97301-4188
Phone: (503) 399-9912 Fax: (503) 399-9286
<http://www.occa17.com>

To: Community College Board Chairs and Presidents
CC: OCCA Board Reps
From: Andrea Henderson, OCCA Executive Director
RE: Community College Strategic Planning

Attached you will find a preliminary summary of the work done this fall by attendees at the OCCA Strategic Planning Conference. The purpose of this planning effort is to chart a course for community colleges statewide for the next 10 to 15 years. **This work in no way replaces the planning done by individual college communities for guiding local colleges but instead is designed to identify those areas in which colleges can increase our productivity by working collectively.**

The next stage of the process takes place as local boards hold conversations in their community and empower their OCCA Board Representative to provide input to the group discussion slated for the OCCA Board meeting in March.

As your local boards discuss this in the next month, please be prepared to answer the following questions:

- 1) Are these the right seven topics on which to focus our planning?
- 2) What are the most important initiatives for the next three years?

You may provide your input by separating those initiatives that you think we must do, those you think would be nice to do, and those you think we shouldn't do.

In late March when the OCCA Board of Directors comes together, they will be deciding the overall direction for community colleges statewide and which tasks we will take on now and in the next three years.

If you have any questions about the process or the attached document, please do not hesitate to contact me. We are eager to hear your feedback.

OCCA Strategic Planning Next Steps

Oregon community college board members, presidents, state board members, and key stakeholders met for three days in November, 2005, to begin the process of setting the course for community colleges in the decades to come. The OCCA Strategic Planning conference gave community college leaders an opportunity to talk about what they saw as the state's economic and cultural future and how the colleges could provide leadership – for their communities and across Oregon - to meet the challenges.

The conference began with a group agreement about the session objectives. Participants agreed that their task was to: 1) Create a plan, built on consensus, that will help ensure and guide a healthy, vital future for community college education in Oregon, and 2) Provide clarity on the respective roles and responsibilities of the OCCA, the college presidents, the local community college boards, and other stakeholders in guiding the future of community college education.

Participants agreed that community colleges have an opportunity to set their own future by planning. Further, collective planning efforts should focus on those items that community colleges can best accomplish through their collaboration. By the end of the conference, participants agreed on seven goal areas around which they would organize future work over the next fifteen years. The seven goals are as follows:

1. **Universal Access** – Create the opportunities for and remove the barriers to lifelong access to learning that meets the changing needs of Oregonians.

2. **Workforce** – Community colleges must be the foundation upon which the state of Oregon constructs a comprehensive workforce development strategy.

3. **Quality Educational Opportunities** – To provide quality education responsive to the community that is demonstrated by student and community satisfaction and success.

4. **Funding** – Build a predictable, sustainable, adequate funding stream for community college operations and capital and student financial assistance that meets the post-secondary education and training needs of all Oregonians.

5. **Governance** – Create a governance structure that reinforces local control to serve local needs while maximizing responsiveness and collaboration across the educational enterprise at the local and state levels.

6. **Collaboration/Leadership** – Foster and reward collaboration to ensure efficient, effective and sustainable partnerships among Oregon’s community colleges and their stakeholders.

7. **Community Focus** – OCCA will assure Oregon communities are our customers by leveraging local, state and federal support for community-based cultural and social enhancement needs.

Now it is your turn. What are your thoughts and opinions on the strategic goals listed? As the local board, you set the strategic direction for your college. The only strategic planning that will work on a statewide basis is one that you and your local board member colleagues across Oregon believe represents a shared direction. OCCA is acting as a facilitator to help move the strategic plan forward, but it must be a shared strategic plan. Please discuss the following goals and questions as a board and prepare your OCCA representative to represent your board's opinions at the upcoming OCCA board meeting. Be prepared to report the answers to following questions:

1. Do you agree with the seven strategic goals?
2. What specific strategic initiatives are the most important to address in the next few years?

Strategic Goal # 1: Access

Create opportunities for and remove barriers to lifelong access to learning that meets the changing needs of Oregonians.

Access is the foundation of our service to our communities. Community colleges pride themselves on a mission of access everywhere for anybody. However, with the continuing challenges of limited funding from the State, access is not available for everyone who wants to attend community colleges.

In this climate of increasing demand and insufficient resources, Oregon's community colleges should consider the following questions in the discussion about increasing access statewide.

- How can we collectively act strategically to increase access over the next 15 years? (i.e. What can we do together better than we can do individually?)
- How do we define access? What are we providing access to?
- What is the most important way to increase access?
- What do you plan to do as a local board member to make that happen?
- What do community colleges need to be successful in their efforts to increase access?
- What else do we need to be thinking about in terms of access?

As you discuss access, please consider the following list of possible strategic actions that could be undertaken to increase access. What do you think about these items? Are some more pressing than others? What should we collectively tackle first to increase access?

1. **Eliminate financial barriers to post-secondary education.** Oregon currently has the highest community college tuition among the western states. While State funding for the Opportunity Grant has increased, the reality is that many students are not attending because of a lack of financial resources. Should this be a major goal to increase financial aid and reduce tuition increases? Should the state have a policy regarding access and affordability? From the viewpoint of a community college, what is the responsibility of the federal government, state, institution, student, and student's families for paying the cost of attending college?
2. **Broaden the access debate on a statewide level.** To truly achieve access everywhere for anybody, Oregon must define access beyond financial aid. What level of operating and capital funds do institutions need to increase access? What other factors must be included to increase access in Oregon? How do we link these together? What is the role of community colleges in promoting a broader definition? What is the role of the state?
3. **Outreach to Oregon's diverse populations.** Are there specific actions that community colleges could do collectively to assist these populations? Should we have a statewide conversation with these communities to create action-orientated ideas for community colleges? Do we collect sufficient data about these populations to ensure that we are making decisions that are appropriate to their needs? How do we address different needs in different geographic areas?
4. **Create innovative ways to deliver education.** To increase access, must the community colleges always be the deliverers of the education, or can the community college be the broker of education services provided by other entities? Are there ways to collaborate with each other and other institutions of education to broaden access for Oregonians? Can we effectively deliver education differently to increase access?

5. **Eliminate barriers for our students.** Many community college students are older, have jobs and have children. How can we help our students who have

childcare needs or transportation needs? How can we make our classes more accessible for those with full-time jobs?

6. **Educate Oregonians that post-secondary education is a public benefit.** Many Oregonians believe that post-secondary education is a private benefit and should be funded by the individual who obtains the education. Yet Oregon's financial future depends on the education and skill of its workforce. Do we need to expend resources to convince Oregonians of the public benefit of post-secondary education and the importance of providing sufficient public money to adequately fund it?
7. **Serve more high school students.** What is the community college role in providing education opportunities for high school students? Is this part of our core mission? What trade-offs exist between serving high school students and adult students? Should we increase our role in serving these students? If so, how can our outreach to high school students increase? Should community colleges partner with existing programs, such as ASPIRE, to increase outreach to high school students?
8. **Increase rural access.** As we increase opportunities for Oregonians, how can we ensure that opportunities are created for all citizens of the state, not just those in urban areas? What strategies are needed to ensure that Oregonians in rural areas have equivalent opportunities to those who live in less remote regions?
9. **Create a statewide access point.** Students no longer stay at one institution, but move around to various institutions depending on class availability, work schedules, and tuition. Should we create one statewide access point for students to access information about all of the colleges? Will this enable students to make better decisions?
10. **Open doors to four-year opportunities.** How can we assist our students in accessing four-year institutions? Are there more ways to ease transfer barriers? Can we do more to provide opportunities for baccalaureate and graduate degrees on our campuses?

**Strategic Goal # 2 -- Workforce/Economic Development
Community colleges will be the foundation upon which the state of
Oregon constructs a comprehensive workforce development strategy.**

In a 1999 report, economist Joseph Cortright stated that, “the effectiveness with which Oregon workers prepare themselves with the skills they will need will be a major determinant of their economic well-being and the state’s prosperity.”¹ Cortright, at the time, also predicted Oregon’s upcoming recession and urged state policy makers to invest more money in training during the recession. Instead, drastic cuts were made in community colleges during the economic downturn, resulting in the loss of thousands of students from programs that could have increased their employability.

With today’s global economy, the average worker will have more than one career. How will we maintain and build an educated workforce to increase Oregon’s economic competitiveness? As Oregon rebounds, Oregon’s businesses and community colleges must thoughtfully plan for the workforce of tomorrow. What will business need 10-15 years from now that can only be successfully delivered if we start planning and investing today? What education and training will Oregonians need to get the jobs that they want?

As you discuss workforce/economic development, attached is a list of some possible strategic actions that could be undertaken to further connect community colleges with the business community. In addition to providing feedback in these areas, please include any other ideas you think the colleges should consider to provide leadership in the state’s economic development arena.

- 1) **Identify future education and workforce needs with the business community.** With the changing nature of the economy and the workforce, we must plan now for our future needs. How can we facilitate a statewide conversation with the business community about identifiable trends? How can we facilitate a conversation about the types of training needed for employees to meet the identified trends in the next fifteen years?
- 2) **Raise the profile of community colleges with legislators and the governor as to the state economy and workforce.** How can we ensure that state and local policy makers view community colleges as an integral solution to Oregon’s workforce needs? Are there practices we need to correct or improve to make community colleges more viable as workforce training providers?

- 3) **Partner with the business community to serve students.** What instruction and training services that are already offered by someone else can we add service to and broker to meet the needs of our students? What additional partnerships can we create with businesses/organizations through which we can use their facilities and equipment to offer courses that meet our mutual needs? What partnerships can we create with the research institutions to provide the lower level technical support training that their innovations will require?
- 4) **Collaborate on a statewide level.** Are there two or three specific business-related projects that we can work on collaboratively in the short term that will have results in the next few years? What operational practices could we provide more efficiently by partnering/outsourcing some of what we do to our partners? (e.g. UPS operates global supply chains for companies all over the world. What do they know about databases and seamless transfer of goods that, if they would work with us, could be adapted to our student information systems needs?) How can we work with each other to build partnerships to serve specific economic and business needs of the state?

Strategic Goal #3: Quality

Provide quality education that is responsive to the community and is validated by student and community satisfaction and success.

In a 2005 speech to the OCCA convention, keynote speaker Kay McClennay stated that community colleges must cultivate a culture of data, not anecdote, in talking about their successes. Community colleges have an excellent reputation in Oregon, as evidenced by their continuing high public satisfaction rating from the annual Progress Board survey of attitudes about public institutions.

Yet resting on their laurels will not move us into the vibrant leadership role that the state needs from community colleges. We must be able to clearly articulate and demonstrate the quality, outcomes, and return on investments demonstrated by the community colleges.

As you discuss quality, attached is a list of some possible strategic actions that could be undertaken to continue to provide quality education. What do you want community colleges to do to ensure that our quality is clearly demonstrated to all of our constituencies?

1. **Create a clear system of measurement, feedback, and improvements to be used by all colleges for continuous improvement.** Does your college already have a continuous improvement system? Would a uniform statewide system be valuable to you on the local level? Who should design this?
2. **Identify strategies for success.** Do we need to convene a blue ribbon panel to define quality and assessment in community colleges?
3. **Increase instructional and student support services to deliver a quality-learning environment to your students.** Can you identify two or three services that, if you could afford them, you are confident could be shown to increase student achievement?
4. **Proactively respond to state's interest in accountability.** Should we design a plan for state funding mechanisms to be tied to performance measures or wait for the legislature to design one for us? How should we process responses to proposals from the state to increase accountability?

To accomplish our goals, we need:

Strategic Goal # 4 -- Funding

We need to have predictable, sustainable, and adequate funding for community college operations, capital, and student financial assistance to meet the post-secondary education and training needs of all Oregonians.

The success of All three goals already discussed– Access, Workforce/Economic Development, and Quality – will be much more successful if CC's can depend on adequate funding for community colleges. Is funding a separate goal or is it a mechanism to reach our other goals? What types of funding do we need to ensure that community colleges are able to meet the needs of Oregonians in the future?

1. **Develop a statewide policy on funding.** How do we create and articulate a clear state-level funding policy that resonates with policy makers while providing an adequate, sustainable, and predictable funding stream that enables community colleges to provide access to quality education and training to Oregonians?

2. **Develop a stable, adequate source of funding for community colleges.** Currently, community colleges are heavily dependent upon the State general fund. Should we create a new system of dedicated money for community colleges? Some ideas that have been considered in the past are a statewide property tax or funding from the business community. Would such measures be supported in your community? How would you define adequate?
3. **Develop a “quality education model” for community colleges.** Several years ago, a quality education model was designed for K-12 that considers what students need and then identifies the dollar amount necessary to fund that need. It has never been funded but has created many opportunities for policy makers to discuss adequacy. Should we create a similar model for community colleges? If so, who do you think should serve on that panel?
4. **Create ways to aid foundations in obtaining money.** Community colleges are increasingly relying on foundations to raise money. Are there ways to help on a state level? Should we have a statewide foundation for community colleges? Should we pursue legislation that would aid foundations in acquiring donations?
5. **Pursue private grants on a statewide basis.** Many colleges are actively pursuing grants to supplement specific projects. Should we consider pursuing more grants on a statewide basis to benefit colleges?
6. **Pursue funding at the congressional level.** There are federal dollars available through congressional appropriations. There is no statewide coordinated effort to pursue money from Congress. However, some of the colleges currently have their own lobbyists, though there is no statewide coordinated effort. Should community colleges have a statewide effort with a federal lobbyist? If so, how should this be funded?

Strategic Goal # 5 -- Governance

We need a governance structure that reinforces local control to serve local needs while maximizing responsiveness and collaboration across the education enterprise at the local and state levels.

Over the past several sessions, there have been numerous bills that would change the current statewide governance to a separate community college board or would place community colleges under the board of Higher Education. In 2001, the OCCA Governance Committee met and reaffirmed that community colleges wished to remain under the current Board of Education as we were more similar in structure to the K-12 systems with locally elected boards and property tax revenues.

With this continued scrutiny of our governance system, it is important to ask if we are governed in a way that will enable community colleges to best serve Oregonians over the next 15 years. As we have a conversation about governance, it is important to ask:

- ❑ What type of governance system do we need to best accomplish our goals?
- ❑ What type of governance system enables us to balance statewide and local needs appropriately?
- ❑ What decisions should be made by the locally elected boards?
- ❑ What decisions should be made on the state level and who should make them?
- ❑ How will the state governance structure interact with the local boards?

Given the previous goals of Access, Workforce/Economic Development, and Quality, is governance a separate goal or, like funding, is it a mechanism to reach the other goals? As you consider governance, the most critical question is “What type of governance system do we need to best accomplish our goals?”

To further develop these questions, OCCA is convening a workshop this spring to explore the governance question. We encourage each college to send board members to the workshop. We will be bringing in Aims McGuiness, a nationally recognized expert on college governance, to facilitate the workshop and offer his expertise. The purpose of the workshop is to provide each of the participants with a deeper understanding of governance that will enable them to engage the rest of their local board in a conversation about the future governance of community colleges.

Strategic Goal # 6 -- Community Focus

Community colleges will work to ensure Oregon communities are our customers by leveraging the local, state and federal support for community based cultural and social enhancement needs.

One of the greatest strengths of community colleges is their individual adaptations to meet the local communities’ needs. As you consider the goals of the strategic planning process, is community focus a separate goal in itself, or is it a value that we will imbed in every strategic action we undertake? Do we have an economic development role in preserving and promoting local historical and cultural traditions? Does our mission include providing leadership in performing and visual arts that are accessible to our broader communities?

Strategic Goal # 7 – Collaboration/Leadership

Foster and reward collaboration to ensure efficient, effective and sustainable partnerships among Oregon’s community colleges and their stakeholders.

Community colleges are uniquely positioned as a pivot point in the education continuum. We are the link with high schools, with four-year institutions, and with the workforce. How can we use our position to provide leadership within the state to ensure that Oregonians have access to meet all of their education needs whether or not is it at a community college?

Is this leadership role through collaboration a unique goal, or should it be imbedded in all of our actions? Are we prepared to surmount those aspects of our individual operations that make our collaborative work more difficult, e.g. transfers?

ⁱ Joseph Cortright “The Decade Ahead: How the Future will differ from the Past. A Workforce policy paper for All Oregon Workforce Partners. April 1999.

Exhibit: 9.a
February 8, 2006
Approval ___ Yes ___ No
Motion: _____

CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors

RESOLUTION

Prepared by: Jim Kress – Dept Chair, Business, Office Administration and Culinary

A. Action Under Consideration

Adopt a new AAS (Associate of Applied Science) degree in Culinary Management

B. Discussion/History

Over the last two years, the Culinary program has worked with its local advisory committee in designing this degree in Culinary Management. This degree is an expansion of the Culinary certificate and provides students with a pathway into management positions.

C. Options/Analysis

Accept recommendation

Request additional information

Reject recommendation

D. Timing

Degree to become effective Fall 2006

E. Recommendation

Be It Resolved that the Board of Directors' of Central Oregon Community College, approves the AAS Culinary Management degree effective Fall quarter 2006.

F. Budget Impact

This degree adds only one course to the Culinary and Business curriculum. Additional revenue through continuing students amounts to \$1952 per student. Our goal is to place three students through this degree within the first two years.

CENTRAL OREGON COMMUNITY COLLEGE
Board of Directors'

Prepared by: Ross Tomlin-Instructional Dean

ARTICULATION AGREEMENTS;

Current/Approved Agreements:

EOU: Fire Services Administration

OIT: Manufacturing Engineering, Radiologic Science

Pending Approval:

Oregon State University – Cascades Campus Programs:

Art

Business Administration

Human Development and Family Studies - Early Childhood Education option

Human Development and Family Studies - Gerontology option

Human Development and Family Studies - Human Services option

Liberal Studies

Liberal Studies - Communications

Liberal Studies - Humanities option

Liberal Studies - Soc Sci, American Gov't option

Liberal Studies - Social Sciences, History option

Liberal Studies - Soc Sci, Judicial Politics option

Liberal Studies - Soc Sci, Political Science option

Liberal Studies - Social Sciences, Psychology

Natural Resources

Outdoor Recreation Leadership and Tourism

In Development:

Engineering: Because COCC does not have a enough pre-engineering students to develop our own degree program and offer the full spectrum of pre-engineering classes, we are developing a three-way partnership with Linn-Benton Community College and Oregon State University. Students will take as many general education and pre-engineering courses at COCC as possible, complete the remaining required pre-engineering courses with LBCC (will possibly be offered online) and receive an Associate of Science – Direct Transfer degree from LBCC (this degree is already articulated with OSU's bachelors degree in engineering). We will trial this three-way option with engineering, but are interested in expanding it to other majors articulated between LBCC and OSU, but not fully offered at COCC.

EOU: EOU currently offers several online bachelor degrees. COCC will articulate an Associate of Arts – Oregon Transfer degree for each of their distance education majors (agreements are in draft form and will be sent to department chairs later this week for review):

Business Administration

Business Economics

English Discourse

Physical Activity and Health

Philosophy, Politics and Economics

Psychology

Liberal Studies: Small City Rural County Management, Environmental Studies, Business and Health Promotion, Business Psychology

Embry-Riddle:

- ✓ The Aviation program will be articulated by the end of this school year with their Professional Aeronautics degree.
- ✓ The Business Management AAS degree and a few other PT programs like Automotive Technology will be working with Embry-Riddle reps this winter and spring to develop articulation agreements with their BS in Technical Management program

OIT:

- ✓ Our Manufacturing program has developed a draft articulation agreement with OIT's Manufacturing Engineering Technology degree program. We hope to have it finalized and approved by the end of the school year.

OHSU:

- ✓ We will be working with OHSU to articulate our HIT program with their Health Information Management degree program. We are waiting to see if they contract with OIT to offer the BS program in the state. If so, we will then articulate with OIT. This should be done by next fall.