

UMPQUA COMMUNITY COLLEGE

Umpqua Community College transforms lives and enriches communities.

Executive Session at 3:30 p.m. per ORS 192.660(2)(d) to conduct deliberations with a person designated by the governing body to carry on labor negotiations and per ORS 192.660(2)(e) to deliberate with persons designated to negotiate real property transactions.

VOL. LV, No. 9 BOARD OF EDUCATION MEETING

April 14, 2021; 4:30 p.m.

A link to the livestream will be available prior to the meeting on facebook.com/umpquacc

AGENDA

MEMBERS:

Steve Loosley, Chair _____
Guy Kennerly, V. Chair _____
Doris Lathrop _____
David Littlejohn _____

Randy Richardson _____
Erica Mills _____
Twila McDonald _____

ADMINISTRATION:

Debra Thatcher _____
Kacy Crabtree _____

I. CALL TO ORDER

Chair Loosley

II. ATTENDANCE

Chair Loosley

III. PLEDGE OF ALLEGIANCE

Chair Loosley

IV. CITIZEN COMMENTS

The Board values input from citizens of the Umpqua Community College District. Due to Oregon Executive Order 20-12 the Board of Education meeting will be conducted online. Public comments may be submitted to robynne.wilgus@umpqua.edu up until the start of the meeting and they will become part of the record. Please include your name, address, and city of residence. The Board may not respond directly to issues raised but refer those issues to the President for appropriate action.

V. CONSENT AGENDA

Chair Loosley pp 1-11

All matters listed under Consent Agenda are considered by the Board of Directors to be routine or sufficiently supported by information as to not require additional discussion. Consent Agenda items will be enacted by one motion. There will be no separate discussion of these items prior to the time the Board votes on them, unless a Board member requests a specific item be removed from the Consent Agenda for discussion and a separate vote.

VI. CHANGES TO THE AGENDA

Chair Loosley

VII. Introductions and Presentation

- A. All Oregon Academic All Stars
- B. Sabbatical Presentation



Marjan Coester pp 12-16
Mick Davis p 17

VIII. REPORTS		pp 18-19
A. Standing Report		
1. ASUCC Report	Jesika Barnes, ASUCC President	
2. Faculty Report	John Blackwood, UCCFA President	
3. OCCA Report	Dir. Lathrop	
4. President's Report	Debra Thatcher, President	
B. Informational Reports		
1. Financial Report for FY 2020-2021	Natalya Brown	
2. Advancement Report	Tiffany Coleman	
IX. OLD BUSINESS		
A. Second Reading of Policy # 4021:	Debra Thatcher	pp 20-36
Academic Program Creation, Modification, and Deletion		
X. NEW BUSINESS		
A. Resolution #12 – Transfer of Appropriation	Natalya Brown	pp 37-38
B. Financial Forecast	Natalya Brown	pp 39-41
C. First Reading of Policies	Debra Thatcher	p 42
XI. BOARD COMMENTS	Chair Loosley	
XII. ADJOURNMENT	Chair Loosley	

UPCOMING MEETING:

- Regular Board Meeting, May 12, 4:30 p.m.

Robynne Wilgus, Board Assistant, 541-440-4622 voice, Oregon Relay TTY: 711. The UCC Board will provide, upon request, reasonable accommodation during Board meetings for individuals with disabilities.

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input type="checkbox"/> Information Item</p> <p><input checked="" type="checkbox"/> Action Item</p>												
<p>Subject: Consent Agenda</p>	<p>Date: April 14, 2021</p>												
<p>Recommend approval of:</p> <table border="0"><tr><td>1. Minutes of College Board Meeting of Mar. 10, 2021</td><td>pp 1-3</td></tr><tr><td>2. Personnel Employment Agreements</td><td>pp 4-6</td></tr><tr><td>3. Personnel Actions</td><td>p 7</td></tr><tr><td>4. Resolution #11 Increase Appropriation</td><td>pp 8-9</td></tr><tr><td>5. Second Reading Policies</td><td>p 10</td></tr></table> <p>Information only:</p> <table border="0"><tr><td>NWCCU Standards Update for Policies and Procedures</td><td>p 11</td></tr></table>		1. Minutes of College Board Meeting of Mar. 10, 2021	pp 1-3	2. Personnel Employment Agreements	pp 4-6	3. Personnel Actions	p 7	4. Resolution #11 Increase Appropriation	pp 8-9	5. Second Reading Policies	p 10	NWCCU Standards Update for Policies and Procedures	p 11
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<p>Recommendation by:</p> <p></p>	<p>Approved for Consideration:</p> <p></p>												

**UMPQUA COMMUNITY COLLEGE
BOARD MINUTES
March 10, 2021**

The Umpqua Community College Board of Education met on March 10, 2021, via Zoom conferencing; the meeting was live-streamed on Facebook. Board Chair Loosley called the meeting to order at 4:30 p.m.

Directors present: Guy Kennerly, Doris Lathrop, David Littlejohn, Steve Loosley, Twila McDonald, Erica Mills, and Randy Richardson

Others present:

Deb Thatcher, Robynne Wilgus, Natalya Brown, Chase Gilley, Missy Olson, Carol Samuels, Jess Miller, Marjan Coester, Craig Jackson, Danielle Haskett, Kelley Plueard, Jana Pierce, and Facebook Live-Stream

Citizen Comments – There were none.

Consent Agenda:

1. Minutes of College Board Meeting of Feb. 10, 2021
2. Budget Committee Appointments 2020-23
3. Second Reading Policies

Old #	New #	Title
710.09	Delete	Charges at Ford Childhood Enrichment Center
N/A	3430	Prohibition Against Discrimination, Harassment and Retaliation
N/A	3433	Prohibition of Sexual Harassment under Title IX
N/A	3500	Campus Safety
605	3505	Emergency Response Plan
612.01	3515	Reporting of Crime
700	5052	Open Enrollment
N/A	5055	Enrollment Priorities
N/A	6340	Bids and Contracts
N/A	6550	Disposal of Surplus Property
311; 311.04AP	7130	Employee Compensation
611	7400	Business and Travel Expense

The consent agenda was approved by general consent. The items are attached to the permanent minutes.

Changes to the Agenda: There were two changes: Item IX.C. Forestry Fee Proposal was removed and item IX.D. PERS Side Account Borrowing was moved to the top of the agenda.

REPORTS

- **ASUCC – Jesika Barnes, President:** no report
- **OCCA – Dir. Doris Lathrop:** The written report includes House and Senate bills related to higher education funding. Dir. Lathrop shared updated information on the legislative session and the federal stimulus package as they relate to higher education.

- **President – Debra Thatcher, Ph.D.:** Highlights of the written report were shared. The topics were Legislature and the Budget; COVID-19 Matters (vaccinations, CRRSAA funds); Academics (Nursing, summer and fall classes); Enrollment; and, Accreditation and Institutional Effectiveness.
- **Facilities – Jess Miller:** Recent projects were reviewed. The renovations to the Industrial Tech Center (Lockwood Hall) and Jackson Hall were highlighted.
- **Athletics – Craig Jackson:** Three cross-country events have been completed. Once the county is out of the extreme risk level then athletic teams should be able to play. The student athletes are participating, practicing, and following protocols. Competitions should last through late May with limited spectators. The athletes have been handling the situation very well.
- **Enrollment – Missy Olson:** The overall enrollment numbers are being reviewed. A promotional timetable is being developed for every program. A strategy being used to encourage students to return and finish their credentials is “recruit back”.
- **Drug Alcohol Abuse Prevention Program Review – Kelley Plueard:** The *Biennial Review of Umpqua Community College’s Drug and Alcohol Abuse Prevention Program – April 2020 (final edits February 2021)* was presented.
- **2020-21 Strategic Plan Mid-Year Progress Report – Jana Pierce:** All departments have made significant progress toward their goal. Recommendations were made on how to continue the forward progress.

OLD BUSINESS – There was none.

NEW BUSINESS

Approval was requested by President Thatcher to extend the College’s 2018-2021 Strategic Plan’s goals and objectives for an additional two years. Rationale for the request was presented in the Board packet.

MOTION: **I move to approve the extension of the 2018-2021 Strategic Plan goals and objectives for an additional two years, as presented. Motion by Dir. Lathrop, seconded by Dir. Mills, and unanimously approved.**

The following policies were presented to the Board for a first reading; associated procedures were presented as an information item. There was discussion regarding 4021 BP Academic Program Creation, Modification, and Deletion which did not require Board approval for modifications. The College will discuss the policy and bring back a recommendation at the May Board meeting.

Old #	New #	Title
202	N/A	Campus Solicitations – delete
710.02	N/A	Tuition and Fees Refund – delete
308	3570	Smoking and Other Tobacco Use/Possession on Campus
N/A	4021	Academic Program Creation, Modification, and Deletion
N/A	5020	Nonresident Tuition – delete
710.07	5136	Tuition Waiver for Dependents of Veteran
705	5150	Student Email Accounts

Old #	New #	Title
300; 311.04; 316	7240	Administrative Employee
302.05	7310	Nepotism
N/A	7315	Conflict of Interest
309	7330	Communicable Disease – Employee

Chief Financial Officer Natalya Brown explained a potential unique opportunity for PERS bond borrowing because of the current low interest rates. Board guidance is sought on whether to proceed. Carol Samuels of Piper Sandler was introduced and provided further understanding of the matter. It looks very positive at this time and could provide savings for the college; however, it isn't without a risk. Various scenarios were discussed along with Oregon financial law relating to municipalities and similar involvement of other Oregon higher educational institutions. Ms. Samuels reviewed a timeline for when decisions would need to be made including a Board resolution.

Board Comments

An update has been posted to the presidential search webpage and was also sent to faculty and staff. The second round of virtual interviews has begun and the field has been narrowed to 8 candidates. The first full week of April has been tentatively scheduled for in-person interviews. It is hoped to announce the next college president by the end of April.

Meeting adjourned at 6:36 p.m.

Respectfully submitted,

Approved,

Debra H. Thatcher, Ph.D.
Secretary of the Board

Steve Loosley
Chair of the Board

Recorded by Robynne Wilgus

Attached to the permanent minutes:

- Personnel Actions
- Budget Committee Appointments
- Second Reading Policies: 710.09, 3430, 3433, 3500, 3505, 3515, 5052, 5055, 6340, 6550, 7130, 7400
- First Reading Policies: 202, 710.02, 3570, 4021, 5020, 5136, 5150, 7240, 7310, 7315, 7330

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input type="checkbox"/> Information Item <input checked="" type="checkbox"/> Action Item</p>
<p>Subject: Personnel Employment Agreements</p>	<p>Date: April 14, 2021</p>
<p>Board approval is requested to award contracts for Administrator/Confidential Exempt employees and contracts for probationary and regular Faculty for the 2021-2022 fiscal year.</p>	
<p>Recommendation by:</p> <p><i>Kelley Plueard</i></p>	<p>Approved for Consideration:</p>

**Contract Renewals
Administrators and Confidential/Exempt Staff
Fiscal Year 2021-2022**

Administrators/Confidential-Exempt - Award One-Year Contract:

Michelle Bergmann	Jess Miller
Natalya Brown	Whitney Pitalo
Tiffany Coleman	Kelley Plueard
Sue Cooper	Shannan Rinkle
Kacy Crabtree	Steven Rogers
Jules DeGiulio	Micque Shoemaker
Rosario Fauver	Robin VanWinkle
Tim Hill	Robynne Wilgus
Brenna Hobbs	Lisa Woods
Craig Jackson	Katie Workman

Administrators/Confidential-Exempt - Continuation of Probationary Contract:

Dina Battaglia (9/17/20-9/16/21)	Missy Olson (7/16/20-7/15/21)
Mary Flaherty (3/1/21-2/28/22)	Jana Pierce (1/11/21-1/20/22)
Danielle Haskett (7/16/20-7/15/21)	Jessica Richardson (7/16/20-7/15/21)
Mireille Kotoklo (12/8/20-12/7/21)	

**Administrator/Confidential-Exempt - Continuation of Probationary Contract:
Funding Sources Other Than General Funds**

Marjan Coester (7/16/20-7/15/21)

**Administrator/Confidential-Exempt - Award One-Year Contract
Contingent Upon Funding From Outside Sources:**

Mary Morris

**Administrator/Confidential-Exempt - Continuation of Probationary Contract
Contingent Upon Funding From Outside Sources:**

Destiny Hunt (11/1/20-10/31/21)

**Salary Recommendations - Full-Time Faculty
Fiscal Year 2021-2022**

Renew Regular Faculty Status:

Alan Aylor	Michael Matteo
R. Clay Baumgartner	Shauna McNulty
Melinda Benton	Jillanne Michell
John Blackwood	April Myler
John Blakely	Tafea Polamalu
Sean Breslin	Joanne Richards
Toni Clough	Susan Rochester
L. Mick Davis	Gregg Smith
Amy Fair	Rod Snook
Ian Fisher	Cynthia Steele
Marie Gambill	Mary Stinnett
Gary Gray	David Stricklin
Patrick Harris	Crystal Sullivan
Jason Heald	Duane Thompson
Andre' Jacob	Lesa Beth Titus
Martha Joyce-Test	Nicholas Tratz
Stuart Kramer	Joseph Villa
Jennifer Lantrip	Georgann Willis
Daniel Leeworthy	R. Dee Winn
Brent Lewis	Vincent Yip
Tamara Loosli	Charles Young
Kevin Mathweg	

Award Regular Faculty Status:

Bryan Benz	Alan King
Jan Dawson	Jeremiah Robbins
Alexander Jardon	Jarred Saralecos

Renew Probationary Contract Status:

Hanna Culbertson	Sheryl Lehi
James Furbush	Alexandra Olsen
Chelsea Gillespie-Towne	Leslie Rogers
Alyssa Harter	Janine Roza
Edith Kramer	Stevy Scarbrough

Renew Regular Faculty Status - Soft Money/Grants, Contracts & Other:

(Contingent upon funding from outside sources)

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Award Regular Faculty Status - Soft Money/Grants, Contracts & Other:

(Contingent upon funding from outside sources)

Sean Mock

Renew Probationary Contract Status - Soft Money/Grants, Contracts & Other:

(Contingent upon funding from outside sources)

Nathan Anderson
John Stoddard

TO: UCC Board of Education
FROM: Kelley Plueard, Director of Human Resources
SUBJECT: Personnel Actions
DATE: April 14, 2021

Board approval is requested on the following personnel actions:

Administrative Contracts:

N/A

Faculty Contracts:

John Stoddard, WCJC Math Instructor – Effective March 29, 2021

Resignations/Separations

N/A

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input type="checkbox"/> Information Item <input checked="" type="checkbox"/> Action Item</p>
<p>Subject: Resolution #11, Increase Appropriation</p>	<p>Date: April 14, 2021</p>
<p>This is a resolution to increase appropriation in the Special Revenue Fund-Grants & Contracts.</p> <p>UCC received an additional award in the amount of \$105,389 from the US Department of Education to aid institutional support during the COVID-19 pandemic from the Education Stabilization Fund.</p>	
<p>Recommendation by:</p> <p><i>N. Brown</i></p>	<p>Approved for Consideration:</p> <p><i>Debra Hatcher</i></p>

UMPQUA COMMUNITY COLLEGE
Resolution No. 11 - FY 20-21
Increase Appropriation and Approval to Spend

WHEREAS, Umpqua Community College has received additional awards in the amount of 105,389 from the US Department of Education; and

WHEREAS, funds have been awarded, which could not have been anticipated in the budget process, and;

WHEREAS, the provisions of ORS 294.338 (2) allow for the expenditure of specific purpose grants in the year of receipts;

NOW, THEREFORE
BE IT RESOLVED, that the Board of Education at Umpqua Community College hereby adopts this resolution for the grant expenditures in the amount of \$105,389 to aid in institutional support during the pandemic.


Special Revenue Fund - Grants and Contracts

	20-21 Budget Through Resolution 10	Adjustment	20-21 Budget Through Resolution 11
REVENUES:	\$ 10,602,583	\$ 105,389	\$ 10,707,972
EXPENDITURES:			
Instruction	\$ 1,122,865	\$ -	\$ 1,122,865
Instruction Support	1,033,910		1,033,910
Student Services	2,322,863	-	2,322,863
College Support Services	4,634,224	105,389	4,739,613
Community Services	927,794	-	927,794
Financial Aid	560,927	-	560,927
TOTAL	<u>\$ 10,602,583</u>	<u>\$ 105,389</u>	<u>\$ 10,707,972</u>

ADOPTED: APRIL 14, 2021

Clerk of the Board

UCC Board Chair

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NWCCU STANDARDS UPDATE FOR POLICIES AND PROCEDURES

April 14, 2021



The following policies and procedures have had reference updates to match the NWCCU current accreditation standards. The updates have been posted to the web.

#	BP/AP	TITLE
1200	BP	UCC Mission
2010	BP	Board of Education Membership
2200	BP	Board of Education Duties and Responsibilities
2410	BP	Board Policies and Administrative Procedures
2431	BP	Selection of the President
2510	BP/AP	College Governance
2710	BP/AP	Conflict of Interest
2715	BP	Code of Ethics / Standards of Practice
3310	BP/AP	Records, Retention and Destruction
3501	BP/AP	Access to College Property
3720	BP/AP	Computer and Network Use
4010	BP/AP	Academic Calendar
4030	BP/AP	Academic Freedom
4040	BP	Library
5010	BP	Admissions and Concurrent Enrollment
5110	BP	Mental Health Services
5110	AP	Confidentiality of Mental Health Services
5130	BP/AP	Financial Aid
5140	BP/AP	Accessibility Services
5500	BP	Standards of Student Conduct
5520	AP	Student Discipline
5530	AP	Student Responsibilities, Rights, and Freedom
6200	BP/AP	Budget Preparation
6250	BP/AP	Budget Management
6300	BP/AP	Fiscal Management

<p align="center">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input checked="" type="checkbox"/> Information Item</p> <p><input type="checkbox"/> Action Item</p>
<p>Subject: Introduction of All Oregon Academic Team Scholars</p>	<p>Date: April 14, 2021</p>
<p>Marjan Coester, Director of Student Engagement, will introduce two student scholars who were chosen for the All Oregon Academic Team: Elizabeth Turner and Faith Byars.</p> <p>Elizabeth Turner was selected as one of our student representatives for the All-USA Academic Team competition. She receives recognition as an All-Oregon Scholar and a transfer scholarship of at least \$1,000. She is also receiving recognition as a 2021 Coca-Cola Academic Team Gold Scholar and will receive a \$1,500 scholarship. Selection as a Coca-Cola Gold Scholar was based on scores the student earned in the All-USA Academic Team competition, for which more than 2,000 applications were received this year. This program is sponsored by the Coca-Cola Scholars Foundation and is administered by Phi Theta Kappa Honor Society.</p> <p>Faith Byars was selected as one of our student representatives for the All-USA Academic Team competition. She receives recognition as an All-Oregon Scholar and a transfer scholarship of at least \$1,000. She is also receiving recognition as a 2021 Coca-Cola Academic Team Silver Scholar and will receive a \$1,250 scholarship. Selection as a Coca-Cola Silver Scholar was based on scores the student earned in the All-USA Academic Team competition, for which more than 2,000 applications were received this year. This program is sponsored by the Coca-Cola Scholars Foundation and is administered by Phi Theta Kappa Honor Society.</p> <p>Note: The last time both UCC nominees were recognized at the national level was in 2010.</p>	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> 



Umpqua Community College
ALL OREGON ACADEMIC TEAM

April 14, 2021

Elizabeth Turner is a 3.82 student and will graduate from UCC in June 2021 with her AAS in Nursing. She plans to enroll at Eastern Oregon University in their online BSN course in fall 2021 and will earn her degree in June 2022. Her goal is to work on a critical care unit at a larger hospital and hopes to become a nurse with a travelling medical care unit that will place her in areas of high medical need. She is passionate about helping populations in need and providing support to healthcare staff in times of health crises.



She is considering furthering her career after several years of work as an RN by returning to school to become a Nurse Practitioner. Her dream is to open clinics and provide more comprehensive care to people in the community.

Elizabeth has dedicated time educating herself about the disparities in a community and finding ways that she can make an impact.

While taking a nursing assistant class, Elizabeth learned about the high prevalence of foot wounds among low socioeconomic diabetics. “A person with diabetes often loses feeling in their feet and legs and their body is less able to heal wounds so they are very prone to injury, especially if they are in the low socioeconomic population and have little support and resources available to them. I also found that hospitalization rates are high for these people and they frequently don't receive proper follow up care and are eventually rehospitalized with a worsened condition. This costs an enormous amount of money and doesn't allow the person to manage their condition properly which leads to a lower quality of life. I wanted to break this chain of events by offering education and foot care in my neighborhood so I asked one of my instructors, a nurse to help me create a weekly volunteer event where anyone can come and receive free foot care and a meal. I contacted a local church that readily offered space and had members that would make a meal for this event. I sent flyers to several nursing homes and students in nursing classes to raise awareness about this volunteer opportunity. Each week, I was able to sit down with several members who lived in the neighborhood and learn about their lives, provide foot care to them, clean and bandage wounds, give dry socks, and educate them on how to manage their illness. This has impacted the wellbeing of so many lives and created a safe place where people can be educated about their disease process as well as interact with others. I have since had to leave this work since I moved, but I want to continue to do this work as a nurse. I know that with a higher education, I will have more of an opportunity to make a real impact. In Douglas County where I live now, diabetic care is not something that is readily available to the community, so people must commute for hours to receive it. I know that I can change this by becoming a nurse and finding resources to create a program where people have the opportunity to successfully take care of themselves.”

Campus and Community Activities

- Douglas County Juvenile Detention Center Clothing Drive and Closet set up at center to provide resources to help inmates to obtain job when they are released.
- Blue Zones Project/Total Health Improvement Program
- Umpqua Community College Nursing/ Human Trafficking education
- Fundraiser/breast cancer awareness event
- Foot care for low socioeconomic members of the community



Umpqua Community College
ALL OREGON ACADEMIC TEAM

April 14, 2021

Faith Byars is a 4.0 student earning her Associates of General Studies; she will transfer to the University of Oregon in fall 2021 and is pursuing a degree in English Language and Literature. She hopes to have a career in the publishing industry as a writer and editor and wants to be a published author in both literary fiction and in nonfiction work. Her goal for editing is to work either independently or in a publishing house to review authors' manuscripts and oversee the process that helps to perfect their work. "Ultimately, I want to tell, and help others tell, stories."



Faith has been working on multiple writing projects since she was in middle school with "one book series in particular having a special place in my heart. It is both a dream and a goal of mine to finish that series about a girl named Lyle and the secrets of the woods behind her house and have it published. I was inspired by fantasy books as a child. I hope my work inspires another 12-year-old girl with a million stories in her head."


Faith began tutoring at UCC in September of 2019 and soon became the center's main writing tutor. "By winter term, I noticed consistent complaints from students: peer-reviews were confusing and largely unhelpful, and few understood how to edit a rough draft. As a writer, tutor and fellow student, these complaints resonated with me. Furthermore, as an aspiring editor, I believed I could solve this problem."


Faith brainstormed solutions and decided to offer a workshop on editing academic essays during the spring Study-In. With the support and encouragement from the Success Center Coordinator, Faith drafted a formal proposal which was approved. She then spent the next three weeks and over 50 hours developing the workshop. "Coordinating with UCC, and with another college to get permission to use their literature in the workshop, gave me insight into proper business and fair use practices. I applied my academic skill in creating the workshop and my organization and communication skills in developing and facilitating the workshop. With my knowledge and research findings, I designed a presentation, a practice portion and visual aids. In the workshop, I focused on structure and organization, how to analyze different aspects of writing like continuity and effectiveness and how to approach peer reviews. Then, I got feedback from peers and fellow writers. Mary assisted with advertising by helping design flyers and coordinating their printing, delivery and approval for post. Once they arrived, I personally posted them to every building's bulletin board on campus. I also delivered some to teachers and faculty and to individual students between classes and during tutoring sessions." Unfortunately, the Study-In was smaller than anticipated because of the onset of the coronavirus and Faith ended up assisting over half a dozen students. "The feedback I received from participants was positive. One student preparing for her nursing program acceptance exam had received low scores on her practice essays. After attending the workshop, she passed her exam with confidence. Another student, who spoke English as a second language, was struggling in her writing class and nervous about advancing. After attending the workshop, her final paper's quality was raised by over letter grade to low A." Faith is now looking at how to transferring the

presentation into a virtual online format, which hopefully will reach more students. “I learned so much from this process and helped students learn more about something I love.”


Campus and Community Activities

- Managing Editor (former Social Media Director) of UCC’s The Mainstream student newspaper
- 5-Star Officer with Phi Theta Kappa, Alpha Sigma Upsilon chapter
- Academic Coach and Peer Tutor with the UCC Success Center
- Student Representative on UCC’s Early Momentum Metrics Committee
- Operation Christmas Child yearly independent box curator

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p>___ Information Item</p> <p>___ Action Item</p>
<p>Subject: Sabbatical Presentation – Quantitative Assessment of Open Educational Resource Materials and Pedagogy Effectiveness</p>	<p>Date: April 14, 2021</p>
<p>Dr. Lawrence (Mick) Davis will present his spring term 2020 sabbatical on his project, <i>Quantitative Assessment of Open Educational Resource (OER) Materials and Pedagogy Effectiveness</i>.</p>	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> 

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p style="text-align: center;"><u> X </u> Information Item <u> </u> Action Item</p>
<p>Subject: Reports</p>	<p>Date: April 14, 2021</p>
<p>STANDING REPORTS:</p> <ul style="list-style-type: none"> • ASUCC Report Jesika Barnes, ASUCC President • Faculty Report John Blackwood, UCCFA President • OCCA Report Dir. Doris Lathrop • President's Report Debra Thatcher, President <p>INFORMATIONAL REPORTS:</p> <ul style="list-style-type: none"> • Financial Report for FY 2020-21 Natalya Brown, Chief Financial Officer • Advancement Report Tiffany Coleman, Chief Advancement Officer 	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> <p style="text-align: center;"></p>

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input checked="" type="checkbox"/> Information Item <input type="checkbox"/> Action Item</p>
<p>Subject: Financial Report for FY 2020-21</p>	<p>Date: April 14, 2021</p>
<p>Natalya Brown, CFO, will present financial reports for fiscal year 2020-21, ending March 31, 2021.</p>	
<p>Recommendation by:</p> <p><i>N. Brown</i></p>	<p>Approved for Consideration:</p> <p><i>Debra Hatcher</i></p>

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p>___ Information Item <u>X</u> Action Item</p>
<p>Subject: Second Reading of Policy #4021: Academic Program Creation, Modification, and Deletion</p>	<p>Date: April 14, 2021</p>
<p>Board policy # 4021 Academic Program Creation, Modification, and Deletion is presented for Board approval. The document and associated administrative procedures (4021a, 4021b, 4021c) have been modified to address concerns shared during the previous Board meeting.</p> <p>Changes:</p> <ul style="list-style-type: none">• In the BP, language was added requiring BOE approval of significantly modified programs that need HECC approval.• In the APs, language was added to describe the role of each review body.• Removed from 4021B were reasons for modifying programs that HECC requires to be submitted as new programs; these reasons were moved to the 4021A list of reasons to develop new programs.	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> 



BOARD POLICY

TITLE: Academic Program Creation, Modification, and Deletion

BOARD POLICY #: 4021

- A. An academic program is defined as the formal credit-bearing course of study necessary to qualify for a certificate or degree, or the formal credit-bearing course of study for general education. Not included in this definition are Continuing Education and Workforce Development courses and certificates, adult basic skills, and ESL.
- B. The authority to create, modify, or delete an academic program rests with the College president or designee. Decisions regarding initiating, significantly modifying (i.e., modifications that need HECC approval), or discontinuing a program require Board of Education approval.
- C. Faculty and administrators shall be involved in the process to create, modify, or delete a program before a final decision is made by the president to present to the Board. This policy's associated procedures provide requirements for the processes.
- D. The deletion of a program may have significant consequences for faculty, staff, and students. Such a decision must be consistent with contractual obligations of the UCCFA and ACEUCC contracts. Consideration of student interests must be consistent with HECC/Oregon requirements to provide an orderly, phased transition for students. Any decision must be preceded by program review and reasonable remediation efforts.
- E. Creation, modification, and deletion of programs must consider the following factors:
 - 1. The need for the program
 - 2. The program's relationship to the mission of the College
 - 3. Community and student needs addressed by the program
 - 4. The relationship of the program to other programs at the College
 - 5. Program quality and effectiveness
 - 6. Factors and dynamics impacting enrollment and retention of students in the program
 - 7. Availability of resources to sustain the program at an acceptable level of academic quality
 - 8. The effect of the program on institutional effectiveness

RESPONSIBILITY:

The Chief Academic Officer is responsible for implementing and updating this policy. Specific guidance for policy implementation may be found in the associated Administrative Procedure(s).

NEXT REVIEW DATE:**DATE OF ADOPTION:****DATE(S) OF REVISION:****DATE(S) OF PRIOR REVIEW:**



ADMINISTRATIVE PROCEDURE

TITLE: Academic Program Creation

ADMINISTRATIVE PROCEDURE #: 4021A

RELATED TO POLICY: 4021 Academic Program Creation, Modification, and Deletion

A. Origin of a Proposal to create an academic program. Faculty typically initiate proposals for new credit-bearing academic programs. An administrator or Board member may request that faculty develop new academic programs. Faculty interested in creating a new program should first discuss the possibility with the department chair, department faculty, and chief academic officer.

B. Reasons for program creation.

1. The program addresses a local or regional workforce need, current or projected.
2. The program will lead to jobs with competitive wages and wage progression.
3. The program addresses high-demand transfer program need.
4. New technologies require a new curriculum
5. External funding is available to address local and regional workforce needs; in such cases, a sustainability plan is required.
6. Existing programs are modified significantly such that:
 - a. A new CIP code is required.
 - b. The type of degree is changed.
 - c. Courses are changed to meet notably different employment opportunities.

C. Program exploratory proposal. Consideration of the creation of an academic program begins with an exploratory proposal, which shall be made available for review in electronic form. The following information, except when information is unavailable or inappropriate, must be included in the initial exploratory proposal of no more than 2,500 words:

1. Name(s) of originator(s) of proposal
2. Brief description of the proposed program
3. Statement of need for the program (Note that for the full proposal, CTE program proposals must include labor market research)
4. Program goals and objectives

5. Connections to/impact upon general education, other programs, the mission of the College, and the College's strategic priorities
6. Uniqueness or similarity of program relative to programs in other Oregon community colleges
7. Anticipated program enrollment and course enrollment for five years
8. Anticipated resource needs – faculty, staff, facilities, equipment, materials, etc.
9. External accreditation, licensing, etc., if applicable, and associated costs
10. Evidence of sustainability of the program

D. Proposal review.

1. **Initial consideration.** The chief academic officer shall review the initial exploratory proposal for program creation; within three business weeks of submission, the provost shall either reject the proposal or authorize the program creation process to begin.
2. **Preliminary notification to CCWD.** If the program creation process is authorized to begin, CCWD shall be notified of the College's intent to build a new program.
3. **Full proposal development.** The faculty member or faculty group initiating the proposal shall develop a full proposal, using the new program proposal form required by the Academic Council, that includes the following information:
 - a. **Name of the program**
 - b. **Brief description of the program**
 - c. **Program mission and outcomes**
 - d. **Compliance with CCWD requirements.** Proposals must meet state requirements for credits, standards, general education, related instruction (for CTE), collegiate-level work, electives, and CTE courses. See <http://handbook.ccwdwebforms.net/handbook/definitions>.
 - e. **Evidence of need for the program.** All programs must provide quantitative and qualitative evidence of need. CTE program proposals must address the CCWD requirements for "Need," which includes labor market research, current and projected employment demand, and preparation for jobs with competitive wages and wage progression; see <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards> for details.
 - f. **Collaborative input from others.** Describe how program design and supporting resources have been developed through a collaboration with others on campus (e.g., related department faculty, student services, developmental education, second language program, library, etc.), an *ad hoc* advisory committee of community members, business/industry representatives (as

appropriate), K-12 school representatives, other community colleges (for shared programs), and universities (for transfer programs).

- g. **Program curriculum, instruction, and student evaluation.** All proposals must include the following elements: (CTE programs must explicitly respond to the elements and guiding questions for “Design” identified by CCWD; see <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>).
- 1) New course proposals with course outcomes and outlines (using UCC’s new course proposal forms)
 - 2) Program prerequisites
 - 3) General education requirements
 - 4) Course sequence
 - 5) Instructional methodologies (e.g., project-based, problem-based, inquiry-based, active learning, action research, mentoring, trauma-informed, etc.) and delivery modes (e.g., face-to-face, hybrid, online, team teaching, etc.)
 - 6) Field experiences
 - 7) Soft skill/professional skill development
 - 8) Diversity, equity, and inclusion principles that are integrated into the program, including an inclusive support system for underrepresented students, students with disabilities, and students with English as a Second Language (ESL)
 - 9) Assessment plan and assessment tools
 - a) **Alignment.** AAOT, AA, and AS programs must demonstrate alignment with one or more baccalaureate programs in Oregon. CTE programs must demonstrate alignment with appropriate education, workforce development, and economic development clusters; see “Alignment” at <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>.
 - b) **Accreditation/licensure/certification requirements.** If applicable, identify the accreditation, licensure, and certification requirements of the program and its faculty and staff.
 - c) **Resources.** All programs must provide descriptions of the following resource needs. (CTE must also address “Capacity” elements and questions as provided at <http://handbook.ccwdwebforms.net/handbook/program-approval/state-board-of-education-approval-standards>)
 - i. Faculty and staff needs and costs; include faculty/student ratio

- ii. Professional development costs for faculty and staff
 - iii. Materials, equipment, and facilities needs and costs
 - iv. Accreditation/licensure/certification costs
 - v. Procurement of start-up costs
 - vi. Program and course fees
 - vii. Library resources
- d) **Marketing and recruitment plans.** Describe plans for promoting the program to potential students and methods for securing enrollment.
- e) **Advisory committees.** Provide names and business associations of possible advisory committee members (required for CTE; recommended for other programs).
- f) **Timelines.** Detail the timeline for initial implementation.

4. Order/Purpose of Review

a. Academic department faculty and associated academic officer

Faculty conceive and develop courses. Coordinators manage curriculum and related assessment. Chairs monitor and report the evolution of programs and related courses within their assigned academic division.

b. Assessment and Curriculum Standards Committee (ACSC)

The ACSC works with faculty to provide academic curricular support/guidance and reviews proposals for new academic programs.

c. Academic Council (AC)

The Council reviews curricula for compliance with state and accrediting guidelines/regulations and reviews transferability to other institutions of higher learning.

d. Financial Aid Department

The Financial Aid Department submits a certificate program to the US Department of Education for approval (preferably several months in advance of implementation) and adds new degree programs to their published list of programs eligible for financial aid.

e. Provost/Chief Academic Officer (CAO)

The CAO confirms that the program aligns with strategic initiatives and budget planning requirements of the College and that new curriculum and programs budgets are accurately reflected.

f. Senior Leadership Team (SLT)

SLT ensures that new programs are in alignment with the strategic priorities of the College and identifies how their particular areas of operation are impacted or are needed to support the programs.

g. President (CEO)

The President facilitates discussions related to new programs to ensure all

areas of operation have been involved in decision-making, that resources are adequate, and that strategic priorities and community needs have been appropriately incorporated.

h. Board of Education (BOE)

The BOE examines the soundness of the proposed program in terms of community need/job demand, acceptable enrollment, required resources, budgetary impact of the program, program alignment with strategic priorities, and compliance with state and accreditation requirements.

i. Office of Community Colleges and Workforce Development (CCWD)/ State of Oregon's Higher Education Coordinating Commission (HECC)

CCWD and HECC confirm that new programs conform to state requirements. See: <http://handbook.ccwwebforms.net/handbook/program-approval>

j. Northwest Commission on Colleges and Universities (NWCCU)

The Northwest Commission on Colleges and Universities monitors proposed changes to ensure that the program meets requirements and that the college will continue to have the capacity to meet the Commission standards for accreditation; specifics are defined in the NWCCU Substantive Change Policy.

5. Communications and implementation

- a. Foundation
- b. Catalog
- c. Website
- d. Marketing
- e. Budget allocation
- f. Human Resources
- g. Purchasing
- h. Facilities
- i. Financial Aid
- j. Advisory committee
- k. Submitting Faculty

REFERENCES:

[Program and Course Approval Resources](#)

[Program Approval Categories](#)

[CCWD Quick Reference Steps and Timelines](#)

[OAR 589-006-0100 General CC Program Approval Requirements](#)

[OAR 589-006-0150 Local CC Responsibilities for Program Approval](#)

[OAR 589-006-0200 Approval of Lower Division Collegiate Programs and Courses](#)

[OAR 589-006-0300 Approval CTE, Certificate of Completion, and AAS Degree Programs](#)

[OAR 589-006-0350 Maintaining Approval of Certificate of Completion and AAS Degree](#)

[Programs](#)

[OAR 589-006-0400 Approval of Other Education Courses](#)

NWCCU: [Substantive Change Manual](#)

RESPONSIBILITY:

The Chief Academic Officer is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: Academic Program Modification

ADMINISTRATIVE PROCEDURE # 4021B

RELATED TO POLICY # 4021 Academic Program Creation, Modification, and Deletion

A. Origin of a Proposal to modify an academic program.

Typically, faculty initiate proposals for program modifications. An academic administrator may request that faculty modify an academic program.

B. Reasons for program modification.

The procedures herein are required under one or more of the following circumstances:

1. Changes of 30% or more of the program's curriculum; changes are typically required as a result of program review, changes in industry/business requirements, or changes in transfer requirements.
2. Preparation for different employment opportunities than provided by the existing approved program
3. Lack of resources to sustain the program without modification

C. Program modification proposal.

Consideration of the modification of an academic program begins with a written proposal, which shall be made available for review in electronic form that utilizes the format required by the Academic Council. The following information, except when information is unavailable or inappropriate, must be included:

1. Name(s) of originator(s) of proposal
2. Brief description of the proposed modifications to the program
3. Statement of rationale for the change
4. Details of the changes (as required by the form)

5. Impact upon general education, other programs, the mission of the College, and the College's strategic priorities
6. Anticipated impact on program enrollment and course enrollment for five years
7. Anticipated new resource needs – faculty, staff, facilities, equipment, materials, etc.
8. Impact, if applicable, on external accreditation, licensing, etc.
9. Change in program's assessment plan
10. Evidence of sustainability of the program
11. Timeline for implementation

D. Order/Purpose of Review

1. Program faculty, program coordinator, and department chair

Faculty conceive and develop revised courses. Coordinators manage curriculum and related assessment. Chairs monitor and report revisions of any program and related courses within their assigned academic division.

2. Assessment and Curriculum Standards Committee (ACSC)

The ACSC works with faculty to provide academic curricular support/guidance and reviews proposals for modified programs.

3. Academic Council (AC)

The Council oversees curricular modifications and reviews curricula for compliance with state and accrediting guidelines/regulations as well as transferability to other institutions of higher learning.

4. Financial Aid Department

Financial Aid monitors changes in programs to assure that students required to have a Student Educational Plan have appropriate courses listed. Significant changes in the number of credits required to complete a certificate must be reported to the Program Participation Agreement.

5. Provost/Chief Academic Officer (CAO)

The CAO confirms that the curricular modifications align with strategic initiatives and budget planning requirements of the College, and that the modified curriculum and program budgets are accurately reflected.

6. Senior Leadership Team (SLT)

SLT ensures that curriculum modifications are in alignment with the strategic priorities of the College and identifies how their particular areas of operation are impacted or are needed to support the programs.

7. President/CEO

The President facilitates discussions related to new programs to ensure all areas of operation have been involved in decision-making, that resources are adequate, and that strategic priorities and community needs have been appropriately incorporated.

8. Board of Education (BOE)

The BOE examines the soundness of the proposed modification in terms of community need/job demand, acceptable enrollment, required resources, budgetary impact of the program, program alignment with strategic priorities, and compliance with state and accreditation requirements.

9. Office of Community Colleges and Workforce Development (CCWD)/ State of Oregon's Higher Education Coordinating Commission (HECC)

CCWD and HECC confirm that program modification conform to state requirements. See: <http://handbook.ccwdwebforms.net/handbook/program-approval>

10. Northwest Commission on Colleges and Universities (NWCCU)

The Northwest Commission on Colleges and Universities monitors proposed changes to ensure that the program meets requirements and that the college will continue to have the capacity to meet the Commission standards for accreditation; specifics are defined in the NWCCU Substantive Change Policy.

E. Communications and implementation

1. Catalog
2. Website
3. Marketing
4. Budget allocation
5. Human Resources
6. Purchasing
7. Facilities
8. Advisory committee
9. Financial Aid
10. Submitting Faculty
11. Foundation

REFERENCES:

HECC: [Amendments, Suspensions, Deletions](#)

NWCCU: [Substantive Change Manual](#)

RESPONSIBILITY:

The Chief Academic Officer is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: Academic Program Deletion

ADMINISTRATIVE PROCEDURE # 4021C

RELATED TO POLICY # 4021 Academic Program Creation, Modification, and Deletion

The decision to delete an academic program must be made in a reasoned way that considers the impact on students, faculty, staff, the College, and the community.

A proposal for deletion of an academic program shall be reviewed through both faculty and administrative channels. The review process requires transparency, open communication, documentation of responses, and participation of shared governance.

A. Definitions.

- 1. Program suspension.** No admissions are allowed for a period of up to three years to allow time for the College to make a determination of whether the program will be re-opened or deleted. A report and proposal is due to the provost by the end of a specified period (three years or less) to re-open or delete the program. State notification is required for suspension and reactivation. A failure to reactivate within three years results in administrative deletion by the CCWD.
- 2. Program deletion.** A deleted program is removed from the catalog, removed from the website, and the program is not offered. A teach-out plan is required that conforms to state and NWCCU requirements. Reinstatement of the program at a future date requires the completion of the new program process.

B. Origin of proposal to delete a program.

The proposal to discontinue an existing academic program may originate from faculty of the academic area offering the program, an academic administrator, Academic Council, College administration, or the Board of Education. The proposal can occur at any time and does not need to coincide with the regular program review period.

C. Reasons for deletion.

- 1.** The program has low enrollment, decline or gaps in persistency, and/or low graduation rates.

2. A lack of resources may compel the College to seek program deletion and communication thereof to faculty.
3. Transfer opportunities or employment opportunities are low or non-existent.
4. The program is part of a restructuring plan that will result in a merger or re-organization of existing programs.

D. Electronic proposal.

The formal consideration of the discontinuance of an academic program shall be made available for review in electronic form. The following information, except when information is unavailable or inappropriate, must be included in the proposal prepared by administrators or faculty:

1. Name(s) of originator(s) of proposal
2. Name of program and name of department that administers the program
3. Brief description of the program
4. Rationale for discontinuance. The rationale may be based on realignment of resources, substantial changes in the field of study, declining faculty and/or student interest, negative assessment of program quality, budgetary considerations, or other forces. The explanation need not be lengthy, but sufficient detail should be provided so that all levels of review understand the situation.
5. Qualitative data
 - a. Program evaluation material from routine program assessments, accrediting agencies, and/or external consultants.
 - b. Connections to/impact upon general education, other programs, and the mission of the College if discontinued.
6. Quantitative data for past 5 years
 - a. Student FTEs and head counts
 - b. Class enrollment efficiency (i.e., fill) rates and frequency of course offerings
 - c. Student/faculty ratio; total cost per FTE faculty and FTE student for the program; comparison of these costs with other Oregon community Colleges offering similar programs
 - d. Retention fall-to-fall; term-to-term persistence
 - e. Number of students completing program
 - f. Job placement or transfer rates
 - g. Demand in local and regional workforce
 - h. Cost required to sustain the program at an acceptable level of quality, including faculty, staff, facilities, equipment, supplies, etc.

E. Proposal review.

1. Initial consideration. The provost shall review the proposal for deletion; within three business weeks, the provost shall either reject the proposal or begin the discontinuance process. If the deletion process is to begin, a discontinuance review *ad hoc* committee will be appointed within the subsequent three weeks, in accordance with the procedures outlined below. Should an external regulatory body order the discontinuance, deletion shall be considered mandated and no committee and administrative reviews are required.

2. Discontinuance Review Ad Hoc Committee.

a. **Membership.** The provost, in consultation with the Academic Council and Executive Committee of the UCCFA, shall appoint a committee with the following membership:

- 1) An Academic Council representative
- 2) The Department Chair for the program
- 3) Four faculty, two from the program and two not involved in the program or the program's department
- 4) Two staff representatives if appropriate, one involved in the program and one not in the program or the program's department.
- 5) Two students, one in the program and one not in the program or the program's department

Upon appointment, the Committee shall select a chair and establish a meeting schedule. Meetings of the Committee shall be public.

b. **Purpose.** The Discontinuance Review Ad Hoc Committee gathers and evaluates all evidence from the proposal plus the following:

- 1) Response to proposal from the faculty of the program under review
- 2) For a CTE program, feedback from its advisory committee
- 3) Availability of similar programs at other Oregon community Colleges
- 4) Impact on students in the program and in the pipeline, including dual enrollment
- 5) Impact on under-represented groups of students
- 6) Impact on faculty and staff positions or reassignments
- 7) Impact on local businesses and industry
- 8) Financial effects of discontinuance, including an estimate of the yearly costs or savings for the three years following discontinuance
- 9) Description of how existing facilities and equipment freed by the discontinuance would be utilized

10) Relationship of program and its discontinuance to College strategic priorities and tactical plans

- c. **Report.** The Ad Hoc Committee creates a written report in electronic form for the provost with an analysis of the data and additional information listed in E.2.b. The report must be completed within four business weeks of its initial meeting and provide one of the following recommendations:
- 1) **Continuance of the program.** Must contain a documented argument based on the evidence reviewed.
 - 2) **Continuance with qualifications.** Must contain a documented argument based on the evidence reviewed; the committee will create a timeline not longer than 18 months that incorporates actions to be undertaken by the program's faculty and Chief Academic Officer, support to be provided by the College, and the expected outcomes, which will be monitored by the provost; the ad hoc committee will re-evaluate the program at the end of the specified time.
 - 3) **Suspension.** Must contain a documented argument based on the evidence reviewed. The program will not accept new students for up to three years to allow faculty and the College time to modify the program, seek additional resources, etc., to make the program viable and sustainable. Suspension of CTE programs requires notification to CCWD according to guidelines at [http://handbook.ccwdwebforms.net/handbook/approval-guide/program-amendments-suspensions-deletions-\(cte\)](http://handbook.ccwdwebforms.net/handbook/approval-guide/program-amendments-suspensions-deletions-(cte)).
 - 4) **Deletion.** Must contain a documented argument based on evidence reviewed.

3. Administrative review.

- a. **Provost.** The provost reviews the report and recommendation of the Committee and within three business weeks makes a final recommendation to the president.
- b. **President.** The president reviews the provost's recommendation to confirm that all processes have been followed and that the decision is sound.

Board of Education. The BOE considers evidence of the need to delete the program and the impact on the community, college budget, and strategic direction of the College.

- c. **CCWD/HECC.** Notification is provided and teach out plans are reviewed. See G below.
- d. **NWCCU.** Notification is provided and teach out plans are reviewed. See G below.
- e. **Financial Aid.** For certificates that have been previously approved, Financial Aid updates the Program Participation Agreement and provides teach out plans.

F. Collective bargaining. As this procedure impacts employment, the UCCFA and ACEUCC will be notified and given the necessary time to resolve issues of collective

bargaining.

G. Program phase-out. In the event a program is deleted, the provost and the Department Chair of the affected program will devise a plan that allows currently enrolled student in the program to complete their program. The plan must comply with HECC and NWCCU requirements.

H. Communications and implementation

- a. Catalog
- b. Website
- c. Marketing
- d. Budget allocation
- e. Human Resources
- f. Purchasing
- g. Facilities
- h. Advisory committee
- i. Financial Aid
- j. Foundation
- k. Affected Department

REFERENCES:

CCWD: [Amendments, Suspensions, Deletions](#)

NWCCU: [Teach-Out Plans and Teach-Out Agreements Policy](#)

RESPONSIBILITY:

The Chief Academic Officer is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p>___ Information Item</p> <p><u> X </u> Action Item</p>
<p>Subject: Resolution #12, Transfer of Appropriation</p>	<p>Date: April 14, 2021</p>
<p>This is a resolution to transfer appropriation in the General Fund.</p> <p>A transfer of appropriation of \$636,000 from General Fund Contingency to General Fund College Support Services is required to ensure sufficient funding for the repair and stabilization of the landslide on UCC campus.</p>	
<p>Recommendation by:</p> <p><i>N. Brown</i></p>	<p>Approved for Consideration:</p> <p><i>Debra Hatcher</i></p>

UMPQUA COMMUNITY COLLEGE
Resolution No. 12 - FY 20-21
Transfer between categories

WHEREAS, the provisions of ORS 294.463 (2) allows for the transfer from one existing appropriation category to another;

NOW, THEREFORE BE IT RESOLVED, that the Board of Education at Umpqua Community College hereby adopts this resolution to reduce General Fund Contingency in the amount of \$636,000 and increase General Fund College Support Services in the amount of \$636,000.

	General Fund		
	20-21 Budget Through Resolution 11	Adjustment	20-21 Budget Through Resolution 12
REVENUES:	\$ 30,105,244	\$ -	\$ 30,105,244
EXPENDITURES:			
Instruction	\$ 9,543,242	\$ -	\$ 9,543,242
Instruction Support	1,524,583	-	1,524,583
Student Services	3,037,534	-	3,037,534
College Support Services	6,934,719	636,000	7,570,719
Financial Aid	1,016,992	-	1,016,992
Transfers	2,397,864	-	2,397,864
Contingency	1,248,422	(636,000)	612,422
Reserves	4,401,888	-	4,401,888
TOTAL	\$ 30,105,244	\$ -	\$ 30,105,244

ADOPTED: APRIL 14, 2021

Clerk of the Board

UCC Board Chair

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><input checked="" type="checkbox"/> Information Item <input type="checkbox"/> Action Item</p>
<p>Subject: Financial forecast review</p>	<p>Date: April 14, 2021</p>
<p>Natalya Brown, CFO, will review financial forecast for the period through fiscal year 2025.</p>	
<p>Recommendation by:</p> <p><i>N. Brown</i></p>	<p>Approved for Consideration:</p> <p><i>Debra Hatcher</i></p>



RESOURCE DESCRIPTION	FORECAST				
	Fiscal Year	Fiscal Year	NOTES	Fiscal Year	Fiscal Year
	2021 - 2022	2022 - 2023		2023 - 2024	2024 - 2025
Beginning Fund Balance	7,500,000	5,269,500	FY23-25 based on only contingency and reserves of prior year	5,364,000	5,564,000
REVENUES					
State Support	13,007,916	13,148,358	FTE or property taxes as also impacted by other institutions data)	13,257,331	13,344,211
Tuition & Fees	5,347,184	4,834,466	Each year reflects a 10% enrollment reduction to prior year budget	4,347,504	3,940,154
Other (Indirect, Interest, Misc.)	380,000	380,000		380,000	380,000
Property Taxes	4,245,622	4,286,378	1% increase each year (due to unknown impact of wildfires). Changed to 3% beginning in FY24	4,409,870	4,452,268
TOTAL REVENUES	22,980,722	22,649,202		22,394,705	22,116,633
Transfers In	75,000	75,000	Transfer in from FLEGEL. Total "borrowed" is \$275K	50,000	-
TOTAL RESOURCES (Beginning Fund Balance, Resources, Transfers In)	30,555,722	27,993,702		27,808,705	27,680,633

REQUIREMENT DESCRIPTION					
Personnel Services	12,161,734	12,429,292	Bargaining adjustments projected	12,702,737	12,982,197
Fringe Benefits	5,488,359	5,642,033	Bargaining adjustments projected, 4% increase in PERS considered for FY24&25	6,076,470	6,246,611
Materials & Services, Capital Outlay	2,710,464	2,739,097	see an increase in supplies and contracted services by approximately 5% which is the majority of these budgets.	2,876,327	2,975,446
Financial Aid - Tuition Waivers	949,430	949,430		949,430	949,430
Total Operating	21,309,987	21,759,852		22,604,964	23,153,684
TRANSFERS OUT TO:					
Federal Match Waiver	-	61,440	Unknown if UCC will qualify for match waiver.	61,440	61,440
Enterprise Fund - Food Services	84,532	-	Food Services / Catering deficit will be paid in full in FY22	-	-
Insurance Fund - Early Retirement Reserve & Unemployment Compensation	295,000	295,000	Continue funding until employees and retirees become ineligible. Estimate for unemployment based on current projections	295,000	295,000
Capital Fund	300,000	300,000	\$50K for DEFER and \$250K to Capital. Need to fund capital at an efficient level if we are to improve our facilities	300,000	300,000
Capital Fund - Reserve	302,000	-	Reserved for "future spending" designated for deferred maintenance	-	-
Admin. Restricted - Technology Reserve	302,000	-	Reserved for "future spending" designated for technology maintenance	-	-
Admin. Restricted - Strategic Fund & Reserve	365,000	15,000	Reserved for "future spending" designated for strategic initiatives	15,000	15,000
Admin. Rest. - Faculty & Staff Development	119,321	131,253	10% increase each year per current bargaining agreements	144,378	158,816
Debt Service - FFCO 2020, 2014	250,000	250,000		250,000	250,000
Debt Service - PERS	993,196	993,196		993,196	993,196
Agency Fund	35,000	35,000		35,000	35,000
Total Transfers Out	3,046,049	2,080,889		2,094,014	2,108,452
Operating Contingency	1,060,752	1,078,973		1,117,383	1,141,359
Reserve	4,243,009	4,351,892		4,469,533	4,565,435
Total Contingency and Reserve	5,303,761	5,430,865		5,586,916	5,706,794
TOTAL REQUIREMENTS	29,659,797	29,271,606		30,285,894	30,968,930
Surplus/(Deficit)	895,925	(1,277,904)		(2,477,189)	(3,288,297)

BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON	<input checked="" type="checkbox"/> Information Item <input type="checkbox"/> Action Item																																																								
Subject: First Reading of Policies	Date: April 14, 2021																																																								
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