

UMPQUA COMMUNITY COLLEGE

Umpqua Community College provides accessible and affordable quality college education; life-long learning opportunities; workforce training, and cultural programs for our communities.

UCC Board of Trustees Goals, 2011-12

- Develop and Implement a new president assessment process
- Complete a climate assessment for campus
- Increase Board engagement in setting budget priorities
- Ensure approval of capital bond
- Move toward paperless board meetings
- Begin 2013-18 Strategic Planning process

VOL. XLVI, No. 9 BOARD OF TRUSTEES MEETING 7:00 P.M. Board Room, March 14, 2012
Board Dinner with CCWD Commissioner, 5:30 p.m.

AGENDA

MEMBERS:

Vanessa Becker, Chair _____
Betty Tamm V. Chr. _____
Bob Bell _____
Elin Miller _____

Sharon Rice _____
Wendy Weikum _____
Joe Yetter _____

ADMINISTRATION:

Joe Olson _____
Lynn Moore _____

I. CALL TO ORDER Chair Becker

II. ATTENDANCE Chair Becker

III. PLEDGE OF ALLEGIANCE Trustee

IV. CONSENT AGENDA pp 1-5

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.

V. CHANGES TO THE AGENDA Chair Becker

VI. CITIZEN COMMENTS

Each citizen wishing to address the Board will, prior to speaking, fill in his or her name and city of residence on the sign-in sheet. At the time specified in the agenda, the citizen will begin by stating his or her name and city of residence. Comments will be limited to three to five minutes per individual, at the discretion of the Board Chair. At the conclusion of public comment, Board members may respond to the comments, may ask

staff to review a matter, may ask that a matter be put on a future agenda, or may move directly to the next item on the agenda.

VII. INTRODUCTIONS AND PRESENTATIONS

A. Focus Presentation – UCC Library and Learning Commons Model

Lorrie Ranck p 6

VIII. ASUCC REPORT

Ethan Snyder

IX. ACEUCC REPORT

Victoria Sawyer

X. UCCFA REPORT

Honora NiAodagain

XI. PRESIDENT’S REPORT

Dr. Olson pp 7-43

XII. OCCA REP. REPORT

Dir. Bell

XIII. OLD BUSINESS

XIV. NEW BUSINESS

A. CCWD Commissioner Annual Visit/Report

Cam Preus p 44

B. Tuition Increase Proposal

Natalya Brown pp 45-46

Rebecca Redell

C. Requesting Approval of Fee Increase

ILT/SD pp 47-48

D. Instructional Fee Adjustment Request

ILT pp 49-52

E. Personnel Employment Agreements

Joanne Hayes pp 53-57

F. Early Retirement Request

Joanne Hayes pp 58-59

G. Recommending Approval of Exemption from the Competitive Bidding Process

Linda Spaccarotelli pp 60-66

XV. BOARD COMMENTS

Chair

XVI. ADJOURNMENT

Chair

IMPORTANT DATES:

NEXT BOARD MEETING:

- Wednesday, April 11, 2012, 7 p.m., Board Meeting
- Wednesday, April 25, 2012, 6 p.m., Budget Committee Dinner/Meeting

Lee Salter, Board Assistant, 541-440-4622 voice or 541-440-4626 TDD (Human Resource Office). The UCC Board will provide, upon request, reasonable accommodation during Board meetings for individuals with disabilities.

BOARD OF DIRECTORS
UMPQUA COMMUNITY COLLEGE
DOUGLAS COUNTY, OREGON

Informational Item
 Action Item

Subject: Consent Agenda

Date: March 14, 2012

Recommendation:

Recommend approval of:

Minutes of College Board Meeting of February 8, 2012 pp 1-3
Minutes of College Board Meeting of February 22, 2012 p 4
Personnel Actions p 5

Recommended by:



Approved for Consideration:


U.C.C. President

**UMPQUA COMMUNITY COLLEGE
BOARD MINUTES
February 8, 2012**

The Umpqua Community College Board of Trustees met on Wednesday, February 8, 2012 in the UCC Lang Center Building, Roseburg, Oregon. Board Chair Becker called the meeting to order at 7:00 p.m., and the pledge of allegiance was given.

Directors present: Vanessa Becker, Bob Bell, Sharon Rice, Betty Tamm, Joe Yetter, and Wendy Weikum
Excused: Elin Miller

Others in attendance:

Joe Olson	Ethan Snyder	Dennis Stutes
Lynn Moore	Honora NiAodagain	Bentley Gilbert
Teri Wichman	Marjan Coester	Suzanne Schultz
Lee Salter	Victoria Sawyer	Dan Yoder
Debbie Hill	Mark Williams	Pete Bober
Michelle Bergmann	Dave Winn	Katie Cunnion

Consent Agenda:

A. Board Minutes of January 11, 2012

Motion: I move for approval of the consent agenda as mailed out. Motion by Dir. Yetter, seconded by Dir. Weikum and carried unanimously.

President Olson requested that item B under New Business, "Alcohol Service on Campus Update" be removed.

Citizen Comment

UCC Faculty member, Dr. Suzanne Schultz, requested to be heard. She said she wanted to give kudos to the Board for their decision to hire Dr. Olson as UCC President. She said the faculty really like his leadership style and enjoy working with him, and that it feels like a UCC family again.

Focus Presentation:

Pete Bober, Workforce Training Director, made a presentation regarding the Green Certificate Technician program. This is a one-year certificate thanks to a Dept of Labor grant that came to the State of Oregon. The program provides technical skills with an eye on being "green". He noted outcomes of those that complete training as multi-skill, systems thinkers and problem-solvers and are prepared for a broad array of green energy and energy efficiency, skills that allow them to learn quickly on the job. There were many partners in this collaboration including 9 colleges of which we are the lead and Linn-Benton is the mentor college and Workforce Investment Act service providers. It is a 45 credit certificate of which there are core credits and a mix of proprietary and customized curriculum. All course work is done on-line except labs. To date 182 students have been served with 33 completing the program.

Dan Yoder, Institutional Researcher, presented the 2010-11 annual report of the UCC Strategic Plan. He noted highlights from each College goal which included:

- Goal 1: improved campus signage, the Childhood Enrichment Program addition,
- Goal 2: number of students, staff and community members that utilize "Ask the Riverhawk", CCSSE survey conducted with UCC performing higher than peers, the purchase of 3 billboards;
- Goal 3: program reviews accomplished for ten programs and departments, 24 new distance education courses developed and reviewed Quality Matters,
- Goal 4: College continues as partner in the community-wide "Rapid Response" team to assist local employers

In addition to this report, Dan passed out this month's dashboard for funding and enrollment projections. He asked the Board to review and let Dr. Olson know if there is any question about the information or if there is any additional information they would like to see that is not included.

President Olson thanked Dan for all the work he puts in to put together all this data.

February 8, 2012 College Board Minutes

ASUCC Report

ASUCC President, Ethan Snyder, reported on the South Umpqua Transit surveys, but the board did not vote in favor so the Transit will no longer be operating in that area. Kristi Carr, ASUCC officer, has been working on a copying outlet for students, a club fair was recently held, working with OCCSA to lobby in Salem for additional college support from the legislature, gearing up for Valentine's fund-raiser, helping to sponsor the dental van, a movie "Princess Bride" on Valentines, ribbon cutting for the Bistro will be on Feb. 15 at 10:30 a.m., passed out information on the two new scholarships from ASUCC, welcomed the Mainstream as a recognized club, and gearing up for leadership workshops for students and a hosting a student leadership conference this weekend.

ACEUCC Report

Victoria Sawyer, Chair of ACEUCC, gave thanks to the UCC Fun Flock for the recent Snowflake Social for staff, appreciation for Administration working together on the Classification project, and a joint faculty/classified co-challenge to support the local blood drive.

UCCFA Report

Honora NiAodagain, Chair of UCCFA, noted the business of February to look at new courses such as Women's Studies, review the catalog for next year, renaming of the Foreign Language Department to the World Language Department, and kudos to not only the President, but to Lynn Moore and Joanne Hayes for working with the faculty.

President's Report

- Passed out a copy of a recent article on the opening of the Lang Center
- Welcomed Michelle Bergmann as interim Director of Financial Aid

OCCA Board Report

OCCA Board representative, Bob Bell, reported on his recent OCCA Board meeting. Noted the revenue forecast came out today and it was not as low as had been anticipated, so that is good news. He reported on current discussions at the State level on governance and achievement compacts. OCCA is working to try and preserve the local boards because they believe local boards have the best idea on what is going on. He spoke of the construction bill before the legislature for \$10 million. At first it was to be match money, but not all colleges can do that. So, now they are saying you don't need a match, but the legislature may want to know what resources you use locally.

Old Business:

Joanne Hayes, HR Director, presented for second reading approval, policy 327, Step Advance Eligibility for Classified for recommended deletion. This policy was pulled from its second reading on the agenda two months ago to allow further review by classified staff. There were no revisions.

Motion: I move for approval of the second reading of deleting policy 327, Step Advance Eligibility for Classified, as presented. Motion by Dir. Weikum, seconded by Dir. Tamm and carried unanimously.

New Business:

Dennis Stutes, Strata Information Group consultant, presented his quarterly report of the Information Technology issues/work progression on campus. Included and passed out to the Board was a draft of the Campus Plan for IT. He spoke of an IT consultant that came on campus and interviewed many staff and prepared a report of suggestions and findings which are reflected in this campus plan. He noted completion of projects since his last quarterly report such as the Lang Center wiring, installation of a new Nexus 7000 router, replacement of firewall, wireless controller update, network switch de-bottleneck. Recommended future projects include options for outs and cutting down on single point of failure, replace aging servers, help desk expansion, improved learning management system.

Dr. Olson asked how Mr. Stutes saw this report working through the system to completion. He said the new technology committee will be a good avenue to work through this. Dr. Olson said he found some of the tier one items would be of great benefit to staff at not too much cost. It was noted that we need to be careful not to make this a wish list.

Chair Becker stated how much she appreciated the report. Dir. Bell said he thought it would be helpful to have projects clumped together to know what comes after what in terms of progression of replacement. He would like to see a timeline with what steps need to happen.

February 8, 2012 College Board Minutes**Board Comments:**

- Dir. Yetter noted the national shortage of helium is very real.
- Dir. Tamm said she heard the Umpqua Singers at an event last week and she was very proud. The Singers will be going to the Ukraine in the Spring. She asked how they were being funded for the trip. Students are doing some fund-raising, and are responsible for a certain amount themselves.
- Dir. Weikum gave kudos to Susan Taylor for her work on the pool committee.
- Chair Becker thanked all who worked to set up the meeting in this setting this evening. She said she has been to several opening events in this new building, and has heard many positive comments from the community.

Meeting adjourned at 8:44 p.m.

Respectfully submitted,

Approved,

Joe Olson
Clerk of the Board

Vanessa Becker
Chair of the Board

Recorded by Lee Salter

**UMPQUA COMMUNITY COLLEGE
BOARD MINUTES
February 22, 2012**

The Umpqua Community College Board of Trustees met on Wednesday, February 22, 2012 in the Administration Building Board Room, Roseburg, Oregon by telephone conference. Board Chair Becker called the meeting to order at 12:02 p.m., and the pledge of allegiance was given.

Directors present: Vanessa Becker, Bob Bell, Sharon Rice, Betty Tamm, Joe Yetter, Elin Miller and Wendy Weikum

Others in attendance:

Joe Olson	Dennis O'Neill	Rich Gross
Lynn Moore	Bentley Gilbert	KPIC Reporter
Lee Salter	Eric Purcell	

New Business:

Resolution No. 12 -- Calling of a Measure Election

Dr. Lynn Moore, Vice President for Administration-Student Development, presented resolution 12 (Attached to permanent minutes) requesting Board approval for the calling of a measure election to submit to the electors of the District the question of contracting general obligation bonded indebtedness in an aggregate principal amount not to exceed \$40,000,000 to finance capital costs; and related matters.

Motion: I move for approval of Res. No. 12 – Calling of a Measure Election, as presented. Motion by Dir. Bell, seconded by Dir. Rice and carried unanimously by roll call vote.

President Olson thanked the Board for this momentous decision and thanked all for their work over the past year to bring this forward.

Board Comments:

Several members of the Board also thanked staff for all the information gathering and work on this important endeavor for the College and the citizens of our district.

Meeting adjourned at 12:13 p.m.

Respectfully submitted,

Approved,

Joe Olson
Clerk of the Board

Vanessa Becker
Chair of the Board

Recorded by Lee Salter

Attachments to Permanent Minutes:
Res. No. 12 & Exhibit A

TO: UCC Board of Directors
FROM: Joanne Hayes, Director of Human Resources
SUBJECT: Personnel Actions
DATE: March 14, 2012

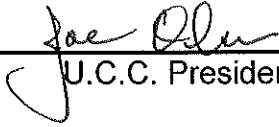
Board approval is requested on the following personnel action:

Administrator/Confidential-Exempt Contract for:

Roxanne Kelly, Ed.D., Vice President of Instruction, starting date to be determined.

BOARD OF DIRECTORS
UMPQUA COMMUNITY COLLEGE
DOUGLAS COUNTY, OREGON

Information Item
 Action Item


Subject: Learning Commons Presentation	Date: 3-14-2012
<p>Per the Board's request, Lorrie Ranck, Director of Curriculum Support, will introduce staff members, Library Director, David Hutchison and Reference Librarian, Katherine Cunnion, who will share information on a Learning Commons Model for the UCC Library.</p>	
Recommendation by: Lorrie Ranck, Instructional Leadership Team <hr/> U.C.C. Vice President/Instructional Services	Approved for Consideration:  <hr/> U.C.C. President

BOARD OF DIRECTORS
 UMPQUA COMMUNITY COLLEGE
 DOUGLAS COUNTY, OREGON

Informational Item
 Action Item

Subject: Reports	Date: March 14, 2012
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ASUCC Report	Ethan Snyder
ACEUCC Report	Victoria Sawyer
UCCFA Report	Honora NiAodagain
President's Report	Dr. Joe Olson
OCCA Board Report	Dir. Bob Bell

Recommended by: <hr/>	Approved for Consideration:  U.C.C. President
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**March Board Report
Joe Olson, President**

February 7 th , 2012	OSBA Labor conference ESD
February 8 th & 9 th , 2012	Visit with Sutherlin, Roseburg, and Elkton High School Principals
February 10 th , 2012	Lang Center Opening
February 17 th , 2012	Southern Oregon University meeting with President
February 21 st , 2012	Meeting with South County Representatives about Partnership and Bond Levy issues. We began the VPI Interviews
February 23 rd , 2012	Oregon Presidents Council, Information Attached
February 27 th , 2012	Meeting Bob Ragan, Dennis O’Neill, Neil Hummel South County Information Meeting. Attended the Winston First Citizen Banquet
March 8 th , 2012	Canyonville Chamber of Commerce with Superintendent Steve Kelley

Community College Capital Construction:

Currently our Industrial Arts building ranks number seven on the State Capital list for community colleges. You may recall, we were as high as three last year. However, due to old projects coming back to the list we have fallen to seven. The state has also decreased the maximum bond funding to 8 million from 8.5. I remain confident there will be a state bond for construction even at number seven. We should receive approval and be included on the construction list. As the situation evolves I will keep the Board and campus aware of the process.

Meeting the middle “40 Percent”:

I have also included a chart from OCCA which details the additional number of certificates that we would need to work towards by 2025 to reach our portion of the Governors 40-40-20 goal. This continues to be a work in progress but details are difficult for the community college to meet this increase in yield. The numbers I have given you reflect an increase in base from 2010-2011.

Oregon Community Colleges Tuition and Fees:

The Board will note that we are proposing a budget based on a \$3.00 per credit hour increase in tuition. This is accompanied by a modest increase in fees as well. Not to be lost in the discussion is our commitment to students that the \$2.00 increase in fees will be set aside to increase student tutoring opportunities and enhance our ability to deliver 24/7 service in many subject areas such as smartthinking.com via angel effective March 1st, 2012. I have included an email from Ali Mageehon as a part the Board report. This is a serious commitment on the part of the college to enhance student success. Students felt this will take a giant leap in assisting them in courses where they find academic difficulty. I have also included a copy of email from Marjan Coester which invited students to participate in open forums to discuss the fee and tuition proposal.

South County Building Concept Paper Programs:

As another attachment to my Board report you will find a South County Concept Paper that focuses on what programs could be offered in South County and specific ideas identified by the Instructional Leadership Team (ILT). As you know we have made significant strides toward meeting our obligation to deliver a greater presence in South County. I am delighted from the response we have seen from the community and tremendous support to work with South Umpqua and Riddle. This is the type of relationship we need to focus on.

Swimming Pool:

Given the Boards interest in meeting the needs of the community as it relates to rehabbing our swimming pool, Susan Taylor has remarkably put together a community group that has offered guidance and counseling. This project still needs to be examined but results from her work and planning is included in your report. I look forward to working with the campus and community to examine funding opportunities.

Achievement Compacts: Questions and Answers:

Part of the governor's 40-40-20 initiative is the adoption of the Achievement Compacts of the Community College. This is still a work in progress and a draft proposal that has been debated was recently revised by an alternative achievement compact submitted by Lane Community College Faculty Association. This proposal from Lane is being reviewed this month by the Compact Advisory Group. It will be discussed in the March President's meeting. Either Trustee Bell or I will update the Board with a more definitive direction when it is proposed.

Oregon Presidents Council

February 23-24, 2012
Gerald Hamilton, OPC Chairman

AGENDA
Thursday, February 23, 2012

Meeting Location
Oregon Community College Association - Salem

Noon – 1:00 p.m.	Lunch and prep time	
1:00 – 1:30 p.m.	Veteran’s Tuition Waiver – Next Steps	John Wykoff
1:30– 2:45 p.m.	OCCA Updates	Andrea Henderson
2:45 – 3:00 p.m.	Break	All
3:00 – 3:45 p.m.	CCWD Updates	Cam Preus
3:45 – 4:30 p.m.	Workgroup Reports	All Tim Nesbitt
	<ul style="list-style-type: none"> • Achievement Compacts • Governance • Data Systems Work Group • Financial Data • Outcome Based Model 	
4:30 – 5:00 p.m.	CASE Grant	Joanne Truesdell
5:00 p.m.	Adjourn	
6:00 p.m.	DINNER: Jonathan’s	
	136 High Street Southeast Salem, OR 97301	
	Speaker: Senator Monnes Anderson	

Substitution or substitution change will drop the project to the bottom

Community College Capital Construction - Project Ranking Order

2013-2015 - 1st Draft For Discussion

Jess - revision due 3/8 must be revised

Tier #1

Rank	Name of Tier 1 Project	College Name	Cost of Project	XI-G Bond Request	Square Footage
1	Student Success Center/CTC Expansion - Tier 1, #1 on the 2011 list.	Klamath	\$15,707,864	\$7,500,000	49,700
2	Albany Campus Gateway Project - Tier 1, #2 on the 2011 list. Voluntarily not requested funding during the 2011 session. Added back to the 2013 draft list.	Linn-Benton	\$16,000,000	\$8,000,000	50,000
3	Health and Science Building - Tier 1, #13 on the 2008 list above the Rogue Redwood Campus Science and Health Center. Voluntarily removed from the 2011 list and has been added back to the 2013 draft list.	Southwestern Oregon	\$15,500,000	\$7,750,000	40,000
4	Redwood Campus Science and Health Center - Tier 1, #3 on the 2011 list. Voluntarily not requested funding during the 2011 session. Added back to the 2013 draft list.	Rogue	\$15,750,000	\$7,875,000	70,000
5	Classrooms University Center - Tier 1, #4 on the 2011 list.	Chemeketa	\$16,096,000	\$8,000,000	40,000
6	Workforce Vocational Training Center - Tier 2, #2 on the June 19, 2008, list. Ranked immediately below Chemeketa Classrooms University Center. Voluntarily not requested funding during the 2011 session. Added back to the 2013 draft list.	Treasure Valley	\$5,224,000	\$2,612,000	20,700
7	Industrial Technology Building - Tier 1, #5 on the 2011 list.	Umpqua	\$19,423,137	\$8,000,000	70,000
8	Animal Science Education Center - Tier 1, #6 on the 2011 list.	Blue Mountain	\$7,311,200	\$3,331,350	64,000 (+)
9	Science and Technology Building - Tier 2, #5 on the June 19, 2008, list. Ranked immediately below Blue Mountain Animal Science Education Center. Voluntarily not requested funding during the 2011 session. Added back to the 2013 draft list.	Oregon Coast	\$9,414,861	\$4,238,500	16,620

OCCA Memo to CCWD 1/19/2012 - Capital Construction Draft Order 2013 Session
 this is what came off the 2008 list were agreed to go back to the list ahead of the others

(Tier #1 Continued)

Rank	Name of Tier 1 Project	College Name	Cost of Project	XI-G Bond Request	Square Footage
10/11	Clairmont Facility - Tier 1, #7/8 on the 2011 list.	Clackamas	\$34,500,000	\$8,000,000	60,000
10/11	Forum Building - Tier 1, #7/8 on the 2011 list.	Lane	\$11,250,000	\$5,625,000	40,000
12	Hood River Center – Phase 2 - Tier 1, #9 on the 2011 approved list. Voluntarily not requested funding during the 2011 session. Added back to the 2013 draft list.	Columbia Gorge	\$10,000,000	\$5,000,000	24,000
13	General Classrooms Building - Tier 1, #10 on the 2011 list.	Central Oregon	\$14,226,792	\$7,113,396	42,560
14	Health & Wellness Center - Tier 1, #11 on the 2011 list.	Clatsop	\$13,683,265	\$6,850,000	24,900
15	Career & Technical Workforce Building - Tier 1, #12 on the 2011 list.	Tillamook Bay	\$4,000,000	\$2,000,000	18,000
16	District Technology Renovation - Tier 1, #13 on the 2011 list.	Portland	\$20,500,000	\$8,000,000	N/A
17	Gresham Campus Electrical System Upgrade - Tier 1, #14 on the 2011 list.	Mt. Hood	\$3,000,000	\$1,500,000	891,375
TOTAL			\$231,587,119	\$101,395,246	

+ = There are many items without square footage information. (bleachers, pens, fencing, etc.)
 N/A = This project is primarily about technology upgrades not space construction or renovation.

certificates more than 12 credits less than 44 credits

Meeting the Middle "40 Percent" Goal Certificate Estimates For Oregon's Community Colleges									
	Total Certificates 2008-09	Total Certificates 2009-10	Total Certificates 2010-11	Certificates 3 year average	Certificates: Percent of state average	Additional Yield	Target Number of Certificates Per Year		
Community College	44	36	68	49.33	1.70%	2359.18	193.29		
Blue Mountain	201	354	374	309.67	10.69%	14809.77	1341.31		
Central Oregon	70	35	82	62.33	2.15%	2980.89	233.74		
Columbia Gorge	289	371	441	367	12.66%	17551.54	1541.1		
Clackamas	187	232	414	277.67	9.58%	13279.39	1117.28		
Clatsop	19	35	54	36	1.24%	1721.68	149.78		
Klamath	27	36	44	35.67	1.23%	1705.89	149.72		
Lane	183	347	392	307.33	10.61%	14697.86	1326.87		
Linn Benton	187	242	304	244.33	8.43%	11684.93	1021.01		
Mount Hood	93	131	138	120.67	4.16%	5770.97	515.72		
Oregon Coast	28	24	21	24.33	0.84%	1163.57	101.58		
Portland	481	660	824	655	22.60%	31324.96	2748.33		
Rogue	91	133	212	145.33	5.01%	6950.31	596.36		
Southwest Oregon	56	42	48	48.67	1.68%	2327.61	197.16		
Tillamook Bay	3	3	9	5	0.17%	239.12	18.94		

<i>Treasure Valley</i>	31	50	91	57.33	1.98%	2741.77	232.8	
<i>Umpqua</i>	142	114	201	152.33	5.26%	7285.09	599.68	
STATE TOTALS	2132	2845	3717	2898	138595	STATE GAP [02/08/2012]	12084.67	
							Percent Increase in Yield from 2010-11	225%
Certificate Assumptions:								
<ul style="list-style-type: none"> • The additional yield needed statewide to meet the middle "40" goal by 2025 for undergraduate certificates is 138,595 • This additional yield includes an estimated annual output of 10,000 certificates by private career schools in Oregon • There is no correlation between these outputs and the current or prospective job demands for a given region or community college district • There is no association between these outputs and the population of a given region or community college district • There is currently no funding linked to these increased yields • There is no connection between these increased yields and the current state of the economy or unemployment 								

Joe Olson

From: Marjan Coester
Sent: Wednesday, February 15, 2012 4:36 PM
To: Marjan Coester
Subject: Open Student Forum - Tuition & Fees Discussion

Please Note: THIS MESSAGE IS BEING SENT AS A COURTESY AND INFORMATION ONLY. PLEASE DO NOT REPLY TO THIS EMAIL

Open Student Forum Tuition & Fees Discussion

Participate in a discussion on tuition & fees with the UCC Executive Cabinet. Your voice is VERY important!

Three times to choose from:

Tuesday, February 21

2:30pm

River Rush Bistro – Campus Center

Wednesday, February 22

10:00am

River Rush Bistro – Campus Center

Wednesday, February 22

3:30pm

River Rush Bistro – Campus Center

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open student forum

TUITION & FEES

discussion

Participate in a discussion on tuition & fees
with the UCC Executive Cabinet
Your voice is VERY important!

THREE TIMES TO CHOOSE FROM:

Tuesday, February 21

2:30pm

River Rush Bistro

Campus Center

Wednesday, February 22

10:00am

River Rush Bistro

Campus Center

Wednesday, February 22

3:30pm

River Rush Bistro

Campus Center



Joe Olson

From: Ali Mageehon
Sent: Thursday, February 16, 2012 8:56 AM
To: _Everyone
Subject: Smarthinking.com at UCC
Attachments: Smarthinking Faculty Sessions - On Campus 2012 Winter.doc

Smarthinking.com is an online tutoring service that provides tutoring support to students 24/7 in many subject areas. Students at UCC will have access to smarthinking.com via Angel starting March 1. Please join John Huber from smarthinking.com on February 28th in TC106 for any of the open information sessions listed below to learn more. Please see the attached flyer for more information about the services smarthinking.com provides.

- 9am – 9:50am (open to all faculty and staff)
- 10am – 10:50pm (open to all faculty and staff)
- 11am – 11:50am (open to all faculty and staff)
- 1:00pm – 1:50pm (open to all faculty and staff)
- 2:00pm – 2:50pm (open to all faculty and staff)

Ali Mageehon, PhD

Director, Student Transition Education Program (STEP)

Umpqua Community College

PO Box 967

Roseburg, OR 97470

(541) 440-7772 (office)

(541) 580-9499 (cell)

ali.mageehon@umpqua.edu

South County Building Concept Paper

Developed by Ali Mageehon, Pete Bober, Mark Williams, Teri Wichman, and Lorrie Ranck

South County encompasses the communities of Myrtle Creek, Canyonville, Riddle, Days Creek, and Glendale. The total population of South County is around 14,000, including those who live in unincorporated areas. The major driving economic industries are forest products, manufacturing, and the casino.

Umpqua Community College has a significant enrollment of students in both face-to-face and online courses who reside in South County. The following tables represent UCC enrollment of students who resided in Canyonville, Days Creek, Glendale, Myrtle Creek and Riddle in 2009-2011. The following tables do not include College Now students.

Enrollment – Online Classes Only

Academic Year 2009-2010

Academic Year 2010-2011

Term	Undup Head Count	Total Enrolled	Total Classes	Term	Undup Head Count	Total Enrolled	Total Classes
Summer	97	162	55	Summer	121	206	75
Fall	172	317	101	Fall	199	398	128
Winter	209	393	112	Winter	226	452	124
Spring	195	362	117	Spring	225	440	138

Enrollment – Face-to-Face Classes Only

Academic Year 2009-2010

Academic Year 2010-2011

Term	Undup Head Count	Total Enrolled	Total Classes	Term	Undup Head Count	Total Enrolled	Total Classes
Summer	166	406	127	Summer	194	481	149
Fall	424	1,412	394	Fall	422	1,432	421
Winter	426	1,342	388	Winter	438	1,410	433
Spring	413	1,304	395	Spring	389	1,301	394

South County Class Taking Patterns – Top Six Classes by Year

2009-2010	Number of Students	2010-2011	Number of Students	2011-2012 (FA)	Number of Students
WR121	131	PSY101	123	WR121	57
CIS120	115	WR121	117	HPE295	47
MTH065	110	MTH060	110	MTH060	47
PSY101	97	CIS120	103	PSY101	47
MTH020	97	WR122	102	CIS120	44
HPE295	95	WR115	99	MTH065	41
MTH060	90	MTH065	98	MEDI11	39

In addition, major stakeholder groups from South County, including the superintendents of school districts and major employers have requested training and course offerings in the CTE areas.

Community Learning Center Model

This proposal responds to the needs identified over several years of discussion with the South County Taskforce and other key stakeholders.

The South County building could include the following spaces and services:

UCC One Stop

The UCC One Stop would be an office with staff highly trained in all components of the admission, registration, and financial aid processes. The One Stop would also provide students with information about how to construct a degree plan that would include courses offered on-site, online courses and coursework that would need to be taken in Roseburg. The One-Stop model would encourage goal setting and intentional progression through degree and certificate areas. COMPASS testing would be provided on-site, as would a location for online tutoring. One-Stop staff would have basic knowledge to assist students in the process of seeking employment and would be a point-of-contact for workforce and economic development in South County.

General Use Classroom Spaces

The general use classroom spaces would accommodate 30 – 35 learners. We anticipate a need to have at least three such spaces. The space should be flexible. Classrooms would be supplied with one or more laptop carts with 30 laptops each.

Meeting Space

To support the community learning model, one conference style meeting room that can seat at least 20 people should be part of the building plan. The conference room could be used for additional classroom space, but would be primarily available for college and community

meetings. The meeting space would also be available for students to check out a laptop and work on online coursework throughout the week.

CTE Course Space

CTE course space would be available for CTE course labs, manufacturing courses for specific degree/certificate areas. The primary requirement for this space would be that it be flexible to meet both UCC and area high school needs for CTE course work.

Office Space

The building would include at minimum four office spaces for part-time faculty and the One-Stop staff member. Office space should be large enough to accommodate small groups of three or four or several part-time faculty to an office.

Reception Area and Open Space

The building would also include a reception/waiting area and at least two student gathering spaces.

Programs That Could Be Offered in South County

The following are some of the programs that could be primarily situated at a South County Building:

- Manufacturing Certificate
- Non-credit coursework for local companies (continuing the training consortium model to be rolled out in 2012)
- Oregon Pathways to Adult Basic Skills coursework for the GED
- Selected career pathways programs
- JOBS program

The following are additional course offerings that could be regularly scheduled:

- Rotating schedule of core general education courses, including math and writing.
- Non-credit community education courses
- Hybrid CTE courses (course labs held on-site; course lecture conducted via RadVision on-site)
- CTE courses based on South County high school needs.
- Creation of 2+2 programs
- English as Second Language classes.

We anticipate degree seeking students who live in South County will still need to attend the Roseburg campus to complete their degree requirements. However, having some centralized services and classes at a South County campus building would allow students ease of access to begin a degree, to take some required courses and/or to complete a certificate.

Results from the Swimming Pool Planning Sessions

January 31, 2012

Overview

Meeting with community members about the pool has sparked some spirited discussions that get to the heart of what our community cares about. People care very much about the UCC swimming pool, and it is not just because they love to swim. The UCC pool has been a community institution for 40 years. Learning to swim there is a rite of passage here, and people hold those memories dearly. Reopening the pool is not just about having a place to swim again, it is about restoring the community's faith in UCC as a place for the community to gather, to learn and to recreate.

The number one concern for our community is kids. Even though we are in a rural area with limited services, this community feels very strongly about providing the most opportunities for children to grow as possible. When UCC closed the pool in 2011, the message received by the community was that UCC does not care about our youth. That was an unintended and unforeseen consequence of closing the pool.

Because of a strong uprising of community support for the swimming pool, the College convened a group of concerned community members, first in small group discussions, then a large group planning session to make decisions. The sections below represent recommendations that the group collectively made regarding how the UCC pool can best serve the college and community in the future.

Pool facility

The work groups decided that they are interested in converting the UCC pool into an expanded aquatic center. They overwhelmingly want the pool to have a removable roof for year-round operations.

Oversight

Aquatics Director – Work groups felt strongly that UCC needs to hire a full-time aquatics director to oversee operations, scheduling, marketing, and lifeguard training.

Steering committee – Both groups thought it would be very important to have a volunteer auxiliary board or steering committee to advise on pool operations and programs.

Business Plan

The group determined that for the pool to be financially sustainable, creating a viable business plan is crucial to success. Elements of the business plan that were agreed upon by the whole group include:

Expanded hours of operation – Both groups advocated for expanded hours of operation to early mornings, nights and weekends. Opening the pool more hours allows for more programming and more revenue generation.

Membership – To be viable, the pool needs an attractive membership system with a structured fee system. This will help the college to have predictable income on a monthly basis.

Party rentals – Have the pool available for after-hours party rentals, and have a space available in the PE building that can be rented out for parties during open hours. The college can generate revenue from space rentals. Additionally, the college could offer party packages that offer catering. These types of parties are very popular at other aquatic centers.

Programs:

- Incorporate a Masters Swimmers program for adult swimmers
- Have more hours available for lap swim
- Continue providing excellence in swim lessons in Douglas County

Cost saving elements:

- Build the pool for saltwater instead of bleach chlorine. It is a huge cost saver as well as a healthier option.
- Include solar panels on the roof to generate power for the pool. It may be a larger investment in the beginning, but would pay off in the long run. Tax credits are available for including environmentally friendly elements into construction plans.
- Install a separate meter for the pool to more accurately estimate costs.

Pool and facility features

Group members thought it was essential to keep the deep end and the diving board. The current bleachers and viewing area are nice to have, but could be reconfigured if necessary.

Toddler pool – The group was very excited by the idea of a toddler pool or a graduated, very shallow pool for young children to safely play.

Slide – The group noted how much people love slides, but that they can be manpower-intensive and hazardous. The slide needs more research.

Renovate the old tennis courts – The group was in favor of removing the rock wall separating the pool and old tennis courts to have a community-centric space. The space would ideally have a fountain park or splash pad for children to play in, a play structure, and a picnic area.

Entry – Change the doors so that there is a clear entrance and exit to track entries and keep entry safe and dry.

Also

The group was interested in providing some healthy options at the concession stand such as smoothies.

Group members also felt strongly about children having every opportunity to use the pool. They suggested building partnerships with UTrans and City Parks and Recreation departments to be able to bus children from Roseburg and other surrounding communities.

Bond

The noon group did not discuss at length the issue of putting the pool on the bond. The evening group, however, had a spirited discussion about the pool on the bond. Group members posited that the swimming pool does fit with the theme of job creation; it trains and employs dozens of young people every summer. It is also our number one recruiting tool that brings young people onto the UCC campus more than any other recruitment tool.

Achievement Compacts: Questions and Answers

Oregon Education Investment Board, January 2012

What is an achievement compact?

An achievement compact is a partnership agreement between the state and a school district or other institution of public education that defines key measures of student success and sets targets for achievement, as defined by the district or institution.

Why does Oregon need achievement compacts?

Starting in 2012-13, school districts and other institutions of public education would enter into achievement compacts, which would:

- Define key measurements and set goals for student progress, with two-way accountability in setting and achieving those goals.
- Help Oregon achieve its high school and college completion goals of 40/40/20, by measuring progress and uniting educational institutions around those goals.
- Allow comparisons of outcomes among educational institutions – spotlighting best practices to share and expand, and allowing diagnosis and intervention to overcome obstacles.
- Encourage local boards and educational leaders to connect their budgets and improvement plans to shared goals of high school and college completion and career readiness.
- Help state and local leaders determine how much progress they can make with the best use of state and local funds – and how they might invest funds in ways that deliver better results for students.
- Provide parents and students with clear information about how educational entities are performing, allowing comparisons based on the most significant outcomes.
- Allow Oregon to replace provisions of No Child Left Behind with a more supportive and flexible state K-12 accountability system.

Who will participate in these achievement compacts?

All K-12 school districts, education service districts, community colleges, the university system and Oregon Health and Science University will participate in these compacts. The Oregon Education Investment Board (OEIB) will enter into these compacts for the state. The 2012-13 school year will provide baseline information in the first year of the compacts.

What are you measuring, and who sets the targets?

Oregon's school boards, teachers and college and university leaders are not new to the idea of setting performance indicators or identifying key measurements in their school improvement or strategic plans. The Oregon Education Investment Board (OEIB) incorporated their suggestions and best thinking into draft templates for achievement compacts for K-12 school districts, community colleges and the university system (see attached). Each one-page compact contains a limited number of outcome measures, including: measures of completion (e.g. diplomas and degrees), validation of knowledge and skills along the education pathway (e.g. middle school reading and math proficiency) and ultimately, connections to the economy and community (e.g. job placements). The compacts will track these measures not only for all students, but also for groups of students who historically have not been well served by Oregon's public education system: English language learners, students from lower-income homes, those with disabilities and students of color. The OEIB will define the key outcomes, while the boards of each of the state's

OVER →

educational partners will set targets for those outcomes for the coming year. Local boards may also suggest additional measures of student success, tailoring their compacts to their student populations and district programs.

What about No Child Left Behind?

Oregon is applying for a waiver from the punitive provisions of the federal No Child Left Behind (NCLB) Act. That waiver application relies on K-12 achievement compacts to replace NCLB's system of measurements and sanctions with a new, Oregon-designed accountability model. A customized system of school supports and interventions will replace the arbitrary and ineffective mandates of NCLB, with emphasis on an individual students' growth in learning.

Will this just mean more high-stakes testing, or something different?

The achievement compacts take stock of other measures of student success – such as students earning college credit before graduation. They also measure the individual growth of all students, challenging schools to meet the needs of all learners, not just helping them over a benchmark hurdle. Local classroom-based assessments (validated against statewide norms) will complement the state assessments, which themselves will evolve. The achievement compacts will be adjusted and refined over time.

Is the state taking more control over school district and college decisions?

No. The Oregon Education Investment Board will hold school districts and other educational institutions accountable to the goals contained in achievement compacts – but will allow flexibility and creativity in how to reach those goals. The compacts will highlight successful school districts and colleges, and encourage others to adopt their effective practices. So while many might agree on some key strategies (professional development and evaluation for educators, parent engagement in their children's education, cultivating a college-going culture from a young age, to name just a few), the compact will measure only student achievement outcomes, not the inputs themselves.

How will students, parents, educators and the public be involved?

The OEIB proposes that school districts and other education institutions communicate with students, teachers, faculty, other staff and their employee unions, community partners and representatives as they define their achievement compact targets, much as they are required to do while developing their K-12 school improvement plans or while setting their budgets.

What does this mean for funding for school districts, colleges and universities?

Achievement compacts can work with any level of funding, however structured. Funding levels and funding formulas will continue to be determined by the legislature. But setting targets for statewide goals and reporting on the progress made in meeting those targets will provide valuable information to shape future discussions about funding levels and funding formulas.

What about the Quality Education Model?

At both the K-12 and post-secondary levels, we expect the results of the achievement compacts to provide tangible evidence of cost-effective strategies that produce strong student outcomes. This data will help inform the QEM process, providing data on costs and results that help define how much it would cost to meet the state's goals at the K-12 and college levels.

More information: www.education.oregon.gov, education.investment@state.or.us or 503-378-0206.

Conceptual Framework for **Achievement Compacts**

Key Components

- **Completion**
 - Certificates
 - Degrees
 - Reverse Transfer
 - Transfer to a baccalaureate institution
 - Coursework milestones
 - Passing a college-level course in subject where remediation was needed
 - Earning first 15 college-level credits in one year
 - Dual Credit coursework
 - Completion of GED
- **Quality**
 - Career Pathways
 - Common Core State Standards
 - Adult Basic Education
 - National Career Readiness Certificate
 - General Educational Development (GED)
- **Connections**
 - Workforce training
 - Job placements
 - Gainful employment of learners
 - Small business development centers



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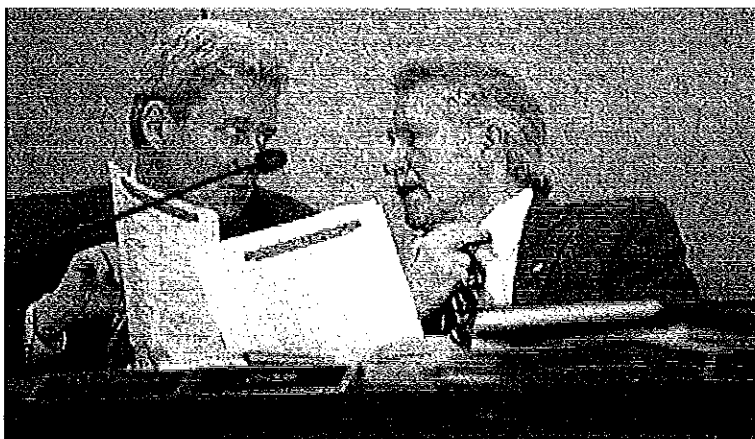
Prospects excellent that governor's plan for 'achievement compacts' will become law

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By

Betsy Hammond, The Oregonian



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Michael Lloyd / The Oregonian

Gov. John Kitzhaber confers aide Tim Nesbitt during a January meeting of Kitzhaber's new all-encompassing education board. Plans forwarded by Kitzhaber and the board are finding broad and fervent support at the Capitol this month. By April, every school district and college could be preparing its first "achievement compact" with the state.

Gov. John Kitzhaber's main 2012 education package appears highly likely to pass the Legislature this month, given the spectrum of education advocacy groups and three big business alliances lined up behind it.

His plan, **which easily passed its first vote hurdle last week**, would require every school district, community college and public university to sign a yearly "achievement compact" with the state, pledging key results, including a specific graduation rate, that it aims to deliver.

The plan, set out in Senate Bill 1581, also would **create a powerful "chief education officer" with authority over education leaders and boards from preschool through grad school.** The state already is recruiting nationwide to find an education superstar to take that role.

Tim Nesbitt, the governor's point man on the bill, admits he and his team hadn't lined up much support for the plan a month ago. Plenty of important people and groups complained as recently as January that they were being steamrolled, rather than consulted, and said they were baffled by the compacts and how they might work.

But the all-encompassing education board headed by the governor that drafted the plan was only two months old by then and had had little time to make its plan, much less sell it, Nesbitt says.

Since then, members and employees of the governor's education panel, formally titled the Oregon Education Investment Board, have **held seven public hearings**

More

from Pendleton to Medford, gotten diverse education groups on board, made the rounds of newspaper editorial boards and otherwise convinced key players, Nesbitt said.

The Oregonian's continuing coverage of the Oregon Education Investment Board.

Groups from the **state teachers union** to the conservative **business lobby Associated Oregon Industries** now say it is important that the bill pass as an early concrete step toward the governor's larger vision for improving Oregon education.

"We welcome the accountability and we fully embrace setting goals," **Sena Norton, a Boring Middle School teacher** and Oregon Education Association leader testified. "Educators believe in accountability and are not afraid of high standards. We should have reciprocal high standards for public officials" to provide funding necessary to get the job done well.

Betsy Earls, an AOI vice president, noted the businesses in her association employ more than 200,000 Oregonians. "We have a very strong interest in education reform. ... Achievement compacts are a critical piece."

Eventually, Kitzhaber hopes to create a seamless, results-oriented early childhood-to-college education system **that propels every student to graduate from high school and 80 percent of Oregonians to a higher education credential.**

That will require seismic shifts and a lot more money. Currently, more than 25 percent drop out of high school and only about 40 percent get an associate's degree or higher.

In the 2011 Legislature, Kitzhaber secured broad bipartisan support for his proposals to start that change. But most of the provisions were overarching and structural, with specifics left to be determined later. Some lawmakers and advocates grumbled the package was rushed through with relatively little scrutiny, and it was unclear whether Kitzhaber's more specific follow-up bills would fly.

He proposed two this year: **one to begin remaking the landscape of early childhood programs** and the second to create achievement compacts and make related changes at schools and colleges.

That bill passed the Senate Education Committee on a 4-1 vote last week. **Even the lone "no," Sen. Larry George, R-Sherwood**, said favorable things about the governor's plans while expressing concerns that local innovation might be quashed.

By April, it's likely that every school board, community college board and public university president will be weighing the size of measurable achievement gains to pledge to deliver in 2012-13.

2012 Legislature

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For school districts, deliverables could include higher graduation rates, higher third-grade reading scores, more students showing a full year's growth on state tests, more freshmen passing their classes and smaller gaps between white, non-disabled native English speakers and their historically lower-scoring counterparts.

Community colleges and universities could end up pledging to get more students to earn certificates and degrees, graduating more students ready to work in high-wage growth industries and doing more to help local high school students get a jump on college credit.

But that's not decided for sure. **Two subcommittees of the governor's new board have two and a half weeks to recommend the specifics of what can and can't be in the compacts, then check in with a broad advisory board for feedback. A final decision is slated for March 13.**

There will be no set rewards for schools or colleges that meet their targets, and a district or college that falls far short would still be funded on the same formulas as successful ones.

But lawmakers, education advocacy groups and business leaders all heaped praise on the idea, saying a focus on key results is likely to help increase momentum to achieve them. And they said achievement targets set by Oregon and its school districts are likely to be more meaningful than those now dictated by the federal No Child Left Behind Law.

Proponents of the plan ground part of their optimism on the experience of **Salem-Keizer** and **Tigard-Tualatin schools**, both of which outperform districts with similar demographics on several key measures and are registering still more improvement.

The superintendents of both those districts have testified repeatedly that publicly specifying the key results they aim to achieve has been important to get everyone in their district working toward those goals and enabled them to, in fact, reach those targets.

"We have been public and intentional about what we are intending to do and have come very close" to meeting all those targets, said **Tigard Superintendent Rob Saxton**. "That really is the power of the compacts."

-- **Betsy Hammond**

**Umpqua Community College
Vice President for Administrative Services and Student Development
Board Report – March 14, 2012**

STUDENT DEVELOPMENT

Student Life Office - Marjan Coester, Director

ASUCC Student Government

- ASUCC Activities Officer Kristi Carr proposal to the Technology Fee Committee to implement print management software in the Library was approved and “GoPrint” will be up and running in Spring term.
- ASUCC Student Government approved a Campus Enrichment Grant from Amy Sargent and Brandon Polamalu, who requested funds of \$1,000 for a reading and book signing by Samoan poet Sia Figiel. The event is scheduled for April 15.
- ASUCC Student Government welcomed Carrie Palmer and Chenelle Travis as new senators.
- Chris Harwood, Rena Bjerke, Andrea Morris and Brandon Bjerke attended the OCCSA Lobby Day on February 13 in Salem and had the opportunity to meet with seven legislators. They also attended the Town Hall meeting. Approximately half of the community college Student Government organizations participated in the February 13 events.
- The annual Valentine’s Day Fundraiser was held February 13 and 14 and \$775 was raised. The proceeds will benefit a local non-profit organization.
- The ASUCC sponsored Medical Teams International Dental Van served nearly 20 students.
- Fifty people attended the Movie/Date Night on February 14. The movie “Princess Bride” was shown and RiverRush Catering provided the spaghetti dinner.
- The RiverRush Bistro ribbon cutting ceremony was held on February 15. Fifty one-trip coupons for a free Bistro lunch were distributed, followed by the distribution of \$5 off coupons.
- The performance of Teatro Milagro’s “B’aktun was well received; Whipple Centerstage was full.
- Student Government sponsored three Tuition and Fee Open Forums on February 21st and 22nd.
- The annual Dodgeball Tournament was held on Sunday, February 26. Five teams participated and the event raised \$300. The proceeds will benefit a local non-profit.
- Ten students and the Student Life Director attended the Northwest Student Leadership Conference in Portland March 2-4. Ethan Snyder presented a workshop as well as Marjan Coester.
- Voter Education Fair and Douglas County Commissioner Candidate Forum will be held on March 7. The Fair will be from 11am-3pm and the Forum will take place at 7pm. All candidates for position 1 and position 3 have confirmed their attendance.
- Family Game/Movie Night was rescheduled to March 10.
- The quarterly Study-In is scheduled for March 17.

Student Clubs

- ASTRA will be hosting a bingo fundraiser for Heifer International.
- Computer Club hosted their quarterly LAN and Computer Repair Party on March 3.
- Debate Club will be hosting their quarterly debate on March 9; the topic is NDAA.
- The Gay Straight Alliance in the process of recertifying as a club and hosted Jason Clow from Oregon Gay Straight Alliance Network. Jason’s topic was “Talk About Ending Bullying.”
- Phi Theta Kappa held an Induction Ceremony on Friday, February 17; 64 new members were recognized. In addition, three members formally took office for 2012-2013 – Melia Van Cleave (President), Tonya Arroyo (Vice President) and Brenna Martin (Public Relations/Membership).

- World Languages Club – French hosted a showing and discussion of “Sarah’s Key” on March 1.

Student Life Office

- The first annual Southern Oregon College Student Leadership Summit was held on Saturday, February 11, 2012. Sixty students and 12 presenters participated. The evaluations were overwhelmingly positive and we are looking forward to the next summit.
- The quarterly Red Cross Blood Drive was held on February 22 and 23; we anticipate that we met our donation goal for both days.

SSS / Transfer Opportunity Program – Corrie Sommerfeld, Director

The Transfer Opportunity Program – Student Support Services/TRiO operates on an annual cycle that begins September 1 – August 31. SSS / TOP is funded to serve 160 participants with an annual budget of \$269,486. TOP objectives are related to student persistence, good academic standing, 2-year graduation rate, and 2 year transfer rates.

Activities related to meeting grant objectives:

Good Academic Standing/ Persistence/Graduation/Transfer:

- President’s Day weekend TOP students and staff attended two campus visits. 21 students and two staff members visited Southern Oregon University and attended a Shakespeare play. During the visit students were able to go on a campus tour, hear a presentation from financial aid, admissions, and the TRiO program at Southern Oregon. Nine students attended a visit to Western Oregon University. The students were able to do the same activities as the Southern group.
- TOP currently has 90 individual tutor matches.
- TOP small groups and the first year experience cohort are busy working on the Oregon Student Assistance Commission and UCC Foundation scholarship applications.
- The week prior to continuing student spring registration all TOP students completed a mid-term check-in and completed pre-registration and all are registered for classes spring term.

Ford Childhood Enrichment Center – Ronda Stearns, Director

Preregistration for spring term has begun here at the Center. Parents lined up first thing Monday morning to get their spring term needs turned in to the office. We are now taking these requests, filling classrooms, and identifying possible vacancies for new families. Open registration for new families will begin on Friday morning, March 9th.

Practicum students are getting a jump on things and scheduling their placements for spring term. Scheduling a 60 hour practicum requirement can be quite the challenge but having students get that done before the term begins will make things a whole lot easier in the long run. Kudos go to Sharon Sawicki and the work she is doing with the practicum students and their professional development.

Chef Jason has been hard at work developing new recipes to meet USDA standards. Newest entries to the menu include Corn Chowder and Chicken Cacciatori. To watch UCC’s youngest students try new flavors and textures can be quite entertaining. Chicken Cacciatori can be very different for a 14 month old. We wish Chef luck when he competes at Greatest of the Grape this weekend!

Athletic Department – Cheryl Yoder, Director

The Women’s Basketball Team went to the NWAACC Tournament from Friday through Tuesday, March 2-6. They were the fourth seed from the South.

ADMINISTRATIVE SERVICES

Purchasing – Linda Spaccarotelli, Purchasing Manager

Purchasing has advertised the “Notice of Public Hearing” on February 27th in the News Review and the Daily Journal of Commerce for any comments at the March board meeting on the approval of the “Findings” and exemption. Final adoption by the board for the exemption will be requested at the March board meeting.

I have organized a group of staff and faculty to meet and discuss recommendations to improve the college’s purchasing, credit card and inventory procedures.

Meetings attended:

- Purchasing/Credit Card Recommendation Task Force
- Instructional Technology Committee
- Umpqua Valley Wine Art and Music Festival Committee
- Meeting with IKON representative about the copier leases
- DLC Art Committee
- Rebuild the Pool Committee
- Future Banner Group
- Umpqua Valley Wine, Art and Music Marketing meeting

Research and work with the Finance office to comply with the IRS requirements on 1099 forms has kept us all very busy.

Finance Office – Natalya Brown, Director

February became a very busy month for the Finance office. Registration opened for the continuing undergraduate students and Finance office started processing payments for the spring 2012 term, setting third party billings, contractual payments and winter term outstanding student billings. Finally, we had finalized our interview and hiring process for the Accounts Payable/ Payroll Assistant. I am excited to welcome Diana Anderson, who started in this position on February 21st, 2012. She is getting trained on Banner and has been already providing a tremendous help on 1099 project. We have been heavily involved on collecting and submitting data to the IRS for 2009 year. IRS audit field trip has been scheduled for March 20th-22rd, 2012 and our office is preparing the necessary documentation.

The following are highlights on the projects that Finance Office has been working on:

- We have reviewed 1098-T Banner setup, implemented some changes, added a website page on the 1098-T information and submitted 1098-T reporting to both students and Federal government. We are looking into implementing electronic consent for providing the forms electronically.
- W-2 reports have been distributed and submitted for federal/ state reporting.
- We have reviewed Banner Self-Service payroll stub setup and implemented some new features.

- We have prepared 1099-Misc forms for the submittal to the federal government. In the process we have turned on vendor type setup in Banner that will assist Accounts Payable in the future 1099 reporting.
- IPEDS reporting is being finalized for Finance.
- We have been working on our budgets for the next year.
- We have lost our courier service through the bank and have been running this service ourselves while we come up with a solution.
- Finance office has been also participating in the newly formed Campus Technology Oversight Committee as well as discussion of Lumens implementation for Community Ed registrations.

On February 9th, 2012 I had an opportunity to coordinate Chamber of Commerce Leadership project on the Role of Education and I would like to thank President Joe Olson, as well as Corrie Sommerfeld, Marjan Coester and Ali Mageehon for making it a successful session.

Bookstore – Cathy Vaughn, Manager

February has been business as usual. We have been busy with Winter term sales and getting Textbook adoptions ready for Spring.

We will have our Textbook Buy Back on March 21, 22, & 23 and start selling books the Monday after.

Sheryl Okonek has been training to manage the textbooks and she is catching on nicely. We hope that she can take over beginning this Fall.

Research & Planning – Dan Yoder, Institutional Researcher

Summary of IR Activity for February to date:

- Completed February Bond Campaign poll and report with 55% of respondents as “Yes” votes.
- Started the Campus Technology Oversight Committee
- Provided various reports and analysis in support of budgeting decision process
- Provided support for Community Education marketing initiatives
- Provided on-going compliance support related to state, federal, accreditation, and grant programs
- Presented the Strategic Plan Progress report for 2010-11 to the Board and posted it on the IR web site

And support for many, many other departments and employee’s as needed!

Vice President of Administrative Services and Student Development – Lynn Moore

I would first like to thank everyone on campus who has been working hard on the budget development process. I believe most would describe this process as, “grassroots”, “collaborative”, “expansive”, “educational”, and certainly, “a labor of love”. We want to continue this *engagement into the financial workings of UCC* by implementing a monthly “Check the Checkbook” standing meeting year round so that this healthy discussion and learning opportunity for all students and employees is indeed continuous, and not just limited to a few months just prior to budget crunch time!

I had the opportunity to meet with students in three different Tuition/Fee forums last week to discuss potential tuition and fee increases. I also met with the ASUCC officers at their meeting this past Monday to discuss tuition and fee increases. Kingsley and Isaac from the Mainstream have had to suffer through

literally hours of my southern accent as we engaged in good conversation regarding tuition and fee increases, and the general financial health of the institution during the past two weeks. I am anxious to see how these gentlemen relate *my accent* in the expansive editorial piece that will be published in the Mainstream soon on this very important topic!

I am very excited about the proposed “SUCCESS – *Students at UCC Engaged in Strategies for Success*” program that is being proposed that will nicely tie into Accreditation, the UCC Strategic Plan, the Budgeting process, and many state initiatives including the Achievement Compact, Win-Win Project, the CCWD 27 Best Practices, Achieving the Dream, and the development of the Title III Grant project.

SUCCESS was initiated by Dr. Ali McGeehon and the instructional team as a means to address the critical need of students for a more comprehensive approach to tutoring services at UCC. The program was then expanded to include non-academic strategies recognizing the great need for a more holistic approach towards addressing student success. UCC students have been discussing supporting this ongoing collaborative effort with a designated \$2.00 per credit fee effective 12/13 academic year.

Finally, I am so proud of the good work and tireless efforts of the VPI Search Committee, as they have “cut out of the herd” three exceptional finalists for this critical position. *Ya’ll can tell I have my Tejas vacation on my mind!*

**Board Report
Instructional Services
March 2012**

Dr. Ali Mageehon, Director of ABSD:

- John Huber, a representative from smarthinking.com, was on campus on Feb. 28th to provide training to faculty and staff about smarthinking.com, which is a synchronous online tutoring service. 30 faculty and tutors attended the sessions.
- ABSD was awarded a \$1500 incentive grant from the Commission on Adult Basic Education (COABE) to develop an online orientation for ESL students, which will be translated into Spanish.
- We are working on developing a Vocational ESL certificate in viticulture through the CASE grant.
- I attended the state ABS director's meeting in February at Lane Community College. We received updated information about the GED test that will be forthcoming in 2014, as well as more information about computer-based GED testing that will start in 2013. At this point, we are anticipating a significant cost increase for the computer based GED test.
- We have had several conversations with Elkton High School and Phoenix School about how to roll out a Career Pathways certificate that would be entirely online and might meet the needs of their students.

Lorrie Ranck, Director of Curriculum Support:

The Curriculum Support Office has moved forward with some innovative teaching, learning and assessment (TLA) work this term. Nancy Nowak and I are working with individual departments and we have upcoming workshops for faculty next week with more coming for spring term. We are also officially moving forward with some strategic initiatives in the UCCOnline and the Educational Technology Center (formerly known as the Center for Innovative Learning) and we continue to align our existing curriculum support resources, like College Now, towards student success and retention.

The following are information points from the three major curriculum support areas:

College Now/Perkins:

- The College Now/Perkins Office will have several changes mostly due to the Fiscal Agency change of the Perkins Reserve and Perkins Secondary Basic Grants to the Douglas ESD. With this change, we are looking closely at moving towards an Academic Partnerships approach which would coordinate academic agreements with the secondary schools as well as institutions of higher education (4 year baccalaureate). The Office would continue to coordinate the Carl D. Perkins Grant as a function of CTE Program of Study development and partnership coordination with the secondary schools.
- The Office of Vocational and Adult Education, which coordinates the Perkins Grant at the federal level, has proposed level funding for the 2012-13 grant cycle. This is excellent news as last year funding for Career and Technical Education was cut by approximately 10% in many areas, including Perkins.

- The Dual Credit program within College Now continues to promote online registration for the upcoming spring term. All of the Douglas County area high schools have transitioned to online registration. Winter term registration was a big improvement from previous terms.

Library:

- The UCC Library will display materials for the month of April to tie in with the Gender Studies Symposium and Sexual Assault Awareness Month in partnership with Arts & Sciences and Battered Persons Advocacy.
- The UCC and Douglas County libraries are beginning to investigate features and potential cost savings of an alternative library management system used by a multi-type library consortium, Sage, headquartered at Eastern Oregon University.
- Katie Cunnion attended the annual Online Northwest conference at OSU earlier this month and participated in a variety of workshops focused on technology and library services.

UCCOnline and the Educational Technology Center (Formerly known as the Center for Innovative Learning)

- The Smarthinking “bridge” has been installed in Angel for online student access to the new tutoring program. This means online students will be able to conveniently access online tutoring directly from Angel.
- The LMS, Angel, has been unstable this winter term due to increased demands on our server. Kathy Thomason (IT) and Jeanine Lum (UCCOnline) have been working diligently to resolve the immediate issues with the server and pursue a longer term resolution especially as we begin exploring other LMS options for the campus.
- Four (4) online courses have been developed this term and have gone through UCC Quality Matters process. These courses will be offered for the first time online to our students this spring.
 - PHL 202 – Introduction to Philosophy
 - VC 135 - Introduction to Flash
 - ENG 250 – Mythology
 - HD 100 – (term offering TBA)
- We are currently reviewing enrollment history in hosted online courses from Chemeketa CC to help determine future online course development. The hosted system is changing this year and it is unclear, at this point, what the next steps will be with regard to how the state will take on the host provider system. As such, we continue to utilize enrollment figures to determine the course for development so we can
- Interviews to fill the vacated full time position of Instructional Support Specialist have been completed and we have welcome Doug Maupin to the team. He brings a strong set of technical skills which will be well utilized as we continue to work with Angel and explore new LMS options. I am also pleased to report we will bring on a faculty member for the spring as a part-time instructional support specialist. Joan Campbell has agreed to join the

team along with Doug and Jeanine. Joan has a background in teaching, learning and assessment and is currently teaching adult basic skills and ESL for UCC. We warmly welcome both Doug and Joan!

- A special thank you to Jeff Spangenberg who stepped in this term. He was the ideal person to keep us above water as we conducted a search process for the Instructional Support Specialist position. We are grateful for Jeff and his work ethic and willingness to support the UCCOnline and EdTech Center this winter.

Mark Williams, Dean of Career Technical Education:

Achieving the Dream:

Dean Williams, along with Mandie Pritchard, Emery Smith and Dan Yoder attended the 8th annual Achieving the Dream conference, which was held in Dallas, TX. UCC, along with seven other Oregon community colleges submitted a Small Schools consortium application to be part of the 2012-13 cohorts, the start of a 3-yr commitment to develop a campus-wide student success culture of evidence. Over 150 colleges nationally have joined this highly recognized organization that is founded on principles of excellence, equity and data-driven decision making (<http://www.achievingthedream.org>).

Automotive:

The department recently completed a rack to hold engines and transmissions as part of a new inventory control system. The rack was designed worked closely with the Welding program and was built by welding students.

Business Instructor Hiring:

The department has formed a hiring committee and started the process for the position that Frank Cross held. Applications will be reviewed on March 11.

Clinical Medical Assistant:

The faculty has decided to suspend the CMA one-year certificate for the coming year, to allow time for a curriculum review aimed at re-assessing the learning outcomes and possibly moving this certificate to be housed in Allied Health.

Dental Assisting:

Dr. Finley, a local dentist that recently retired, has donated the majority of his office equipment and supplies to UCC for instructional purposes. Dr. Finley's father originally had the dental practice and there is a large amount of equipment with historical significance.

Nursing Science Resource Center (NSRC): The NSRC offered the following courses in February to community healthcare partners: Pediatric Advanced Life Support Training; Trauma, Nursing, & Critical Care Training; and Advanced Cardiac Life Support Training; Phoenix High School "Health Tech"



students that were chosen by Phoenix instructors based on their desire to work in the healthcare field toured the NSRC on February 2nd. The students seemed to enjoy working with the High Fidelity Simulation Manikins



Pete Bober, Director of Small Business Development Center and Workforce:

Small Business Development Center (SBDC):

The SBDC held its first virtual Small Business Management Program for Incubators clients this month. The class had individual participants from Ashland, Coos Bay and Roseburg.

The SBDC is planning for its annual Contractor's License Training Seminar in March.

This past month the SBDC held a special "Social Media for Business" class. The two evening sessions will be repeated in March.

The SBDC is also offering three-part Tax Webinar series focusing on Self-Employed Tax issues, Audits and Tax Saving Strategies.

Workforce Development:

The department held its "Festival and Event Management" day-long seminar scheduled for February 23. The class received extremely positive reviews, with presenters from the local area and Eugene and Corvallis.

The Director recently attended an all day strategy session regarding the Green Technician Certificate Program. The day focuses on developing strategies to maintain the program after the grant expires.

The Director is preparing for a follow-up visit to Ukraine as part of the Open World Program. The trip will include the Umpqua Singers who will be performing in Kiev, Kremenchuk and Uzhhorod Ukraine as well as Budapest Hungary.

Community Education – Robin VanWinkle, Director:

None

JOBS – Carla Bee, Director:

At the beginning of February, Carla and Pete had a phone conference with Rep. Freeman regarding the level of funding for the next FY. Rep. Freeman expressed his concern, but reminded us about the Oregon's budget restraints. Dir. Bee continues to meet weekly with DHS Program Manager to plan and strategize better methods of engagement for our recipients.

District wide 3 out of 4 TANF families are not receiving additional services; education and/or training through the JOBS program. This appears to be a statewide issue, per reports from other principal contractors.

Meanwhile UCC/JOBS staff is working diligently, at meeting our contractual performance targets, by an average of 79% per month.

Dr. Teri Wichman, Dean of Arts and Sciences:

Women's and Gender Studies

A core team of faculty, primarily in Humanities, Social Sciences and Fine Arts have been diligently working to create a number of new courses that focus on Women's and Gender Studies. There will be an introductory cross-disciplinary course (Women's Studies 101) and then additional courses in specific disciplines. This will kick off in April with a number of events.

Humanities

Amy Sargent, Chair of Humanities, attended the Association of Writers and Writing Programs Conference in Chicago. Jillanne Michel is chair elect of the Oregon Writing and English Committee.

Fine and Performing Arts

Current art exhibit in the Gallery: *A Canopy of Briars: Visual Considerations on Reclaiming the Land* by Susan Applegate. Young Soloist Concert on Feb 28 featured Boni Yraguen, pianist, along with UCC Chamber Choir and Chamber Orchestra and was held at Presbyterian Church. The Umpqua Singers will be traveling to Ukraine during spring break. Much of their stay is being hosted by the Open World delegation that visited Roseburg in the fall. We're suggesting warm clothes.

Science and Math

Members of the Math and Science departments, along with individuals from Education and other parts of the campus are working to create a STEM (Science, Technology, Engineering and Math) conference for some of the Middle Schools and High Schools in South County. Hopefully in future years we can expand the scope of the conference.

Social Sciences

Emery Smith attended the Achieving the Dream Conference in Texas with several other administrators and Staff members.

Viticulture and Enology

Dwayne Bershaw and Chris Lake have attended several meetings and Symposium and will be participating in the Greatest of the Grape.

Dean's note

As some of you may know, my husband was unable to find work in Douglas County so he has now accepted a job in Portland. So it is with a heavy heart that I must tell you that I am leaving UCC the end of March to join him there. I feel honored to have been able to work with the wonderful people here and to represent UCC in the county and the state. Thank you for that opportunity to serve.

Board Report – March 14, 2012
Joanne Hayes, Director of Human Resources

Recruitment began or continues for the following positions:

- Chief Information Officer
- Director of Human Resources
- Director of Financial Aid
- Vice President of Instruction
- Web Programmer/Web Master
- Nursing Instructor
- Physics Instructor
- Business Instructor

Part-time:

- Bookstore Clerk – 2 positions
- Grant Accountant
- Women’s Head Volley Ball Coach
- Clerical Assistant – Purchasing
- Disabilities Services Accommodations Coordinator
- Viticulture & Enology Program Coordinator
- Machine Shop Instructor
- Writing Instructor

Positions Filled:

- Accounting Specialist – Accounts Payable/Payroll
- Instructional Support Specialist

Personnel:

The HR staff continues to be involved in ongoing projects:

- Continue preparation for implementation, testing, and training on PeopleAdmin recruitment software.
- Recruiting for a number of full and part-time positions including Vice President for Instruction, Director of Financial Aid, Chief Information Officer & Director of Human Resources.
- Working with ACEUCC and LGPI to finalize the classified salary study.

TO: UCC Board of Directors

FROM: Joanne Hayes, Director of Human Resources

SUBJECT: Personnel Actions

DATE: March 14, 2012

Administrative/Confidential-Exempt Resignations:

Glenn McDuffy, SBDC Teaching Administrator, effective 04-06-12.
Teri Wichman, Dean of Arts and Sciences, effective 03-30-12.



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**Foundation Director's Report
March 14, 2012**

Bond Levy Campaign

Rich Gross's latest visit was February 22nd and 23rd. Rich will return on March 14th and 15th. He has been invited to present to the Faculty Association Meeting.

With the unanimous approval of the Bond Measure on February 22nd, we filed the measure with the County Clerk's Office on February 23rd and received Measure number 10-115. A copy of the Measure approval document for sent to Carol Russell, the Treasurer for the "Friends of UCC" and a Political Action Committee was filed by the end of the day on Friday, February 24th. Greg Henderson has been named the Campaign Chairman for the Friends of UCC. The Friends of UCC will now begin fundraising and promotion of the campaign.

Some bond-related activities are in development including the upcoming presentation by the Pool Committee, continuing assessment of the feasibility of locating the South County satellite campus next to South Umpqua HS, and an event in Jacoby Auditorium in April that we will co-sponsor with the VFW for a Veteran's Relief Fund. Neil Hummel will be the emcee and Sue Shaffer will be speaking about a veteran's scholarship program established in the name of her late husband George.

The next community survey will be conducted in early April by TMS Call Centers.

Mark Raymond has had to resign from the Foundation Board to take another position with the parent company of the News Review in Carson City. Mark served our college and Foundation well for the past four years and we owe him much gratitude.

A special Foundation Board meeting will be held on April 24th to choose a replacement for Mark and to handle other pressing Foundation business. The Foundation's General Board meeting is still scheduled for May 8th. Both meetings will be held in the Lang Center from 11:30 – 1:00 p.m.

**March 2012 Board Report
UCC Grant Development Office**

February is always a busy month for the college's grant development office with many grant application and evaluation deadlines. From January 30th to February 29th, we submitted six grants totaling \$1,347,919, and five evaluations for grants awarded in 2011. Listed are the college's grant applications and evaluations due in February:

Grant applications

- U.S. Department of Education TRIO Upward Bound grant, totaling \$1,312,500 over five years; PI, Missy Olson
- U.S. Department of Education Title III Strengthening Institutions Program application for eligibility to apply in 2012 (our application confirmed that UCC is a Title III-eligible institution); PI, Susan Taylor
- C. Giles Hunt Charitable Trust grant proposal, totaling \$20,000 for child care scholarships; PI, Dennis O'Neill
- Douglas Community Fund of the Oregon Community Foundation grant proposal, totaling \$10,000 for allied health equipment; PI, Arthur Brown
- Lowe's Charitable Foundation grant proposal, totaling \$5,419 for a community garden at the Woolley Center; PI, Brenda Jackson
- UCAN AmeriCorps pre-application for a full-time AmeriCorps volunteer at the UCC Woolley Center; PI, Ali Mageehon

Grant evaluations

- Betty Lou Roberts Fund of the Oregon Community Foundation evaluation for 2011 OCF Community Grant; \$32,147 for enology equipment
- Douglas Community Fund of the Oregon Community Foundation evaluation for 2011 grant; \$9,923 for dental equipment
- Dr. John Wm. And Betty Long Unruh UCC Performing Arts Fund of the Oregon Community Foundation evaluation for 2011 grant; \$2,608
- Dr. John Wm. And Betty Long Unruh Advised Fund of the Oregon Community Foundation evaluation for 2011 grant; \$2,000 for OMTF

BOARD OF DIRECTORS
 UMPQUA COMMUNITY COLLEGE
 DOUGLAS COUNTY, OREGON

Informational Item
 Action Item

Subject: CCWD Commissioner Visit

Date: March 14, 2012

Community College & Workforce Development Commissioner, Cam Preus, will be present to provide an update on activities from Salem.

Recommended by:

Approved for Consideration:



 U.C.C. President

BOARD OF DIRECTORS
 UMPQUA COMMUNITY COLLEGE
 DOUGLAS COUNTY, OREGON

Information Item
 Action Item

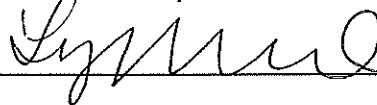
Subject: Tuition Increase Proposal

Date: March 14, 2012

Whereas, there is an expectation at the state level that each community college will close part of the budget gap through all available means before advocating for additional state resources, and;

Therefore, approval is requested to increase Tuition by \$3, this will bring tuition to \$75 per credit hour effective Summer term 2012.

Recommendation by: Lynn Moore,
 Vice President for Administrative Services and
 Student Development



Approved for Consideration:



 U.C.C. President

DRAFT #3	Oregon Community Colleges: 2011-12 Tuition and Fees											Updated 2/14/2011			
	Comments for 2012-13 Tuition and Fees	Tuition				Foreign			Fees			Notes	In-District T&F Fees - Annualized	Out-of-District T&F Fees - Annualized	Out-of-State T&F Fees - Annualized*
		Community College	In-District Charge per Credit Hour	Out-of-District Charge per Credit Hour	Out-of-State** Charge per Credit Hour	Per-Credit Hour	Charge per 15 cr. Hour	Charge per 15 cr. Hour	Quarterly Fees / One-time	One-Time fee (application etc.)					
1	No discussion; TBD. Preliminary \$4 increase.	\$60.00	\$1,200.00	\$240.00	\$3,600.00	\$240.00	\$3,600.00	\$60.00	\$40.50	-	\$4 credit technology fee. Other fees consist of \$1.50/credit student gov't fee, \$3 security & \$15 access	\$3,902	\$3,902	\$11,102	
2	Preliminary discussion; \$6 tuition increase and \$2 tech fee increase.	\$76.00	\$1,440.00	\$166.00	\$2,925.00	\$166.00	\$2,925.00	\$45.00	\$23.00	\$25.00	\$3 credit tech fee is max'd out at 15 credits term; \$1.50 student fee and \$0.25/credit green energy fee is max'd out at 12 credits term	\$3,618	\$4,518	\$8,973	
3	No discussion; TBD. Preliminary \$2-\$3 tuition increase & \$1/cr parking.	\$77.00	\$1,155.00	\$242.00	\$3,630.00	\$242.00	\$3,630.00	\$0.00	\$150.00	-	\$10/hr Universal fees: non-credit tuition \$4 per contact hr; \$265 foreign students' term fee.	\$3,915	\$3,915	\$11,340	
4	Preliminary discussion; \$2 increase, and may implement a \$20 term college service fee	\$77.00	\$1,155.00	\$228.00	\$3,420.00	\$228.00	\$3,420.00	\$67.50	\$30.00	-	15-18 credit hour window. \$4.50/credit technology fee. \$2/credit universal fee.	\$3,758	\$3,758	\$10,553	
5	Increase of winter term tuition \$5 to \$30/cr. No discussion about 2012-13 rates.	\$85.00	\$1,275.00	\$170.00	\$2,550.00	\$288.00	\$4,470.00	\$150.00	\$14.00	-	\$10/credit technology fee. \$10 term registration fee, and a \$1/term student activity fee.	\$4,308	\$4,308	\$8,133	
6	No Discussion; TBD. Preliminary \$5 increase.	\$84.00	\$1,260.00	\$84.00	\$1,260.00	\$84.00	\$1,260.00	-	\$150.00	\$25.00	\$10/credit service fee. Application fee is for limited entry programs only - nursing, medical assisting, & renewable energy technology.	\$4,230	\$4,230	\$4,230	
7	Preliminary discussion, up to \$10 increase.	\$73.00	\$1,095.00	\$151.00	\$2,265.00	\$161.00	\$2,715.00	\$60.00	\$125.00	-	\$4/credit hr. technology fee. \$6.00/credit facility fee; \$2/credit ASG fee; \$5/term student ID fee. Reflects \$5 per cr/tuition increase effective Fall term.	\$3,840	\$3,840	\$7,950	
8	Board approved a \$2/cr. increase & continuing a \$2/cr. surcharge; Total \$86/cr. Anticipate additional tuition increase to balance budget.	\$84.00	\$1,260.00	\$243.00	\$3,195.00	\$213.00	\$3,195.00	\$75.00	\$86.75	\$30.00	\$5/credit technology fee. \$27/term transportation fee; \$12/term Health Clinic Fee; and a Student Activity fee.	\$4,265	\$4,265	\$10,070	
9	In planning process; using a \$5 increase.	\$85.00	\$1,287.00	\$179.80	\$2,697.00	\$231.60	\$3,477.00	\$30.00	\$48.00	\$25.00	\$2/credit technology fee. \$1/credit transportation fee; \$2.20/credit student activity fees.	\$4,085	\$4,085	\$8,325	
10	No discussion; TBD.	\$84.00	\$1,260.00	\$209.00	\$3,135.00	\$236.00	\$3,540.00	\$71.25	\$75.00	-	After 18 credits tuition rate is 1/2. \$4.75 Technology fee (max at 15 credits); \$3/credit student fee (max at 15 credits); \$30/term service fee.	\$4,219	\$4,219	\$9,844	
11	No discussion; TBD.	\$89.00	\$1,485.00	\$214.00	\$3,210.00	\$214.00	\$3,210.00	-	\$105.00	-	\$7/credit universal fee. After 90 days out of state students are considered residents, only one term charged out of state.	\$4,770	\$4,770	\$9,945	
12	As part of the budget process, approved \$3 increase for the 2012-13 rates.	\$79.00	\$1,185.00	\$205.00	\$3,075.00	\$205.00	\$3,075.00	\$67.50	\$44.50	-	\$4.50/credit technology fee. \$1.70/credit student activity fee; \$19/term service fee. for 12 credits or more.	\$3,891	\$3,891	\$9,561	
13	Preliminary discussion; \$2 increase.	\$85.00	\$1,275.00	\$104.00	\$1,560.00	\$284.00	\$4,260.00	\$60.00	\$135.00	-	\$4/credit technology fee. \$195 service fee for 12 credits or more.	\$4,410	\$4,410	\$5,265	
14	No discussion; TBD. Preliminary discussion \$1 tuition and \$1 fee.	\$79.00	\$1,185.00	\$79.00	\$1,185.00	\$237.00	\$3,555.00	-	\$383.00	-	\$27/credit incidental fee; \$26/course registration fee (used 3 courses).	\$4,734	\$4,734	\$4,734	
15	No Discussion; TBD.	\$80.00	\$1,200.00	\$100.00	\$1,500.00	\$100.00	\$1,500.00	\$75.00	\$98.00	-	\$5/credit technology fee. \$2/credit student services fee; and a \$4/credit course fee.	\$4,085	\$4,085	\$4,995	
16	No Discussion; TBD. Preliminary \$2-\$3 increase.	\$84.00	\$1,260.00	\$94.00	\$1,410.00	\$200.00	\$3,000.00	\$0.00	\$225.00	-	18-20 cr. hr. window. \$10/credit universal fee (max at 17 credits); and a \$5/credit Student activity fee (max at 17 credits).	\$4,455	\$4,455	\$4,905	
17	Preliminary discussion; \$3 tuition increase; \$2 fee for tutoring center.	\$72.00	\$1,080.00	\$138.00	\$2,970.00	\$198.00	\$2,970.00	\$82.50	\$50.00	\$25.00	\$5.50/credit technology fee. \$20/term registration fee; and a \$2/credit Student Activity fee.	\$3,638	\$3,638	\$9,308	
	Statewide Average	\$81.40	\$1,221.00	\$170.30	\$2,563.94	\$210.99	\$3,164.82	\$49.63	\$104.69	\$7.65		\$4,126	\$4,179	\$8,155	

* Out of State Tuition applies only to non-border states.
 ** Out of State Tuition and fees - annualized is calculated with a student paying the out-of-state tuition rate for three terms.

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Information Item
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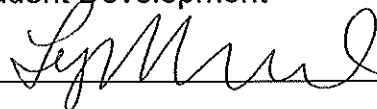
Subject:

Requesting approval of fee increase


Date: March 14, 2012

Requesting approval of a designated \$2.00 per credit student fee effective 12/13 academic year to support SUCCESS.

Recommendation by: Dr. Lynn Moore,
 Vice President for Administrative Services and
 Student Development



Approved for Consideration:



 U.C.C. President

SUCCESS

“Students at UCC Engaged in Strategies for Success”

The “SUCCESS – *Students at UCC Engaged in Strategies for Success*” program that is being proposed will provide a platform for Accreditation, the UCC Strategic Plan, the Budgeting process, and many state initiatives including the Achievement Compact, Win-Win Project, the CCWD 27 Best Practices, Achieving the Dream, and the development of the Title III Grant project.

SUCCESS was initiated by Dr. Ali McGeehon and the instructional team as a means to address the critical need of students for a more comprehensive approach to tutoring services at UCC. The program was then expanded to include non-academic strategies recognizing the great need for a more holistic approach towards addressing student success.

Framework:

Planning For Success

- Comprehensive Student Assessment
- Academic Goal Setting
- Skills Assessment/Building
- Tech/Online Readiness Assessment
- Proactive Inquiry and Needs Assessment

Strategies for Success

- Tutoring Program
- Mentoring Program
- Early Program Contact/Engagement
- Financial Training/Supplemental Inst.
- Early Alert Program
- Focused Online/Tech Training
- Fast-track Program
- First Year Experience Program
- Freshman Seminars/Orientation

SUCCESS System Management including Assessment/Reporting/Process and Program Re-engineering based on outcomes.

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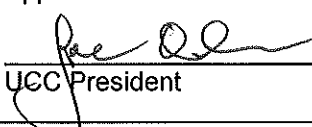
Subject: Instructional Fee Adjustment Request

Date: March 14, 2012

Approval is requested to increase the fees as attached, and to decrease select fees as attached.

Recommended by:

Vice President for Instructional Services

Approved for Consideration:


UCC President

2012/13 Instructional Fee Request Justifications

Course	Title	Current	Proposed	RCC	TVCC	KCC
---	Campus-wide Student Success Initiative	\$0.00	\$2.00	-	-	-
BA211	Principles of Accounting I	\$0.00	\$14.00	**\$0.00	**\$0.00	**\$0.00
BA212	Principles of Accounting II	\$0.00	\$14.00	**\$0.00	**\$0.00	**\$0.00
BA213	Principles of Accounting III	\$0.00	\$14.00	**\$0.00	**\$0.00	**\$0.00
BA151	Practical Accounting I	\$0.00	\$12.00	**\$0.00	**\$0.00	**\$0.00
BA152	Practical Accounting II	\$0.00	\$12.00	**\$0.00	**\$0.00	**\$0.00
OA131	Ten-Key Calculators	\$0.00	\$3.00	**\$0.00	**\$0.00	**\$0.00
Course	Title	Current	Proposed	KCC	CCC	SWoCC
EMS251	Paramedic A	\$400.00	\$500.00	\$458.00	\$1543.00	\$588.00
EMS252	Paramedic B	\$400.00	\$500.00	\$458.00	-	\$588.00
EMS253	Paramedic C	\$400.00	\$500.00	\$458.00	\$723.00	\$588.00
EMS254	Paramedic D	\$400.00	\$500.00	-	-	-
Course	Title	Current	Proposed	RCC	CCC	SWoCC
FRP280	Fire Related Skills	\$0.00	\$50.00	\$30.00	*\$180.00	\$84.50
FRP121	Elementary Fire Science for Firefighters	\$0.00	\$50.00	\$36.00	*\$180.00	\$51.00
FRP123	Hazardous Materials Awareness/Operations	\$0.00	\$50.00	\$20.00	\$74.00	\$25.50
FRP132	Fire Pump Construction and Operation	\$0.00	\$50.00	-	*\$30.00	-
FRP230	Fire Science Hydraulics	\$0.00	\$50.00	\$20.00	*\$30.00	-
Course	Title	Current	Proposed	RCC	MHCC	HBCC
ENGR111	Engineering Orientation I	\$0.00	\$20.00	\$12.00	***\$25	\$0.00
ENGR112	Engineering Orientation II	\$0.00	\$20.00	\$18.00	***\$25	\$0.00
SUR162	Surveying II	\$0.00	\$25.00	-	-	-
SUR163	Surveying III	\$0.00	\$25.00	-	-	-
SUR242	Land Descriptions/Cadastre	\$0.00	\$25.00	-	-	-
Course	Title	Current	Proposed	RCC	KCC	KCC
PE284	Snowboarding	\$400.00	\$450.00	\$356.00	\$352.00	-
PE185	Tennis	\$0.00	\$15.00	-----	Not Applicable	-----
HE252	First Aid	\$7.00	\$27.00	-----	Not Applicable	-----
ED101	ECE: Sem-Prac I	\$13.50	\$0.00	-	-	-
ED102	ECE: Sem-Prac II	\$13.50	\$0.00	-	-	-
ED103	ECE: Seminar and Practicum III	\$13.50	\$0.00	-	-	-
ED104	ECE: Seminar and Practicum IV	\$13.50	\$0.00	-	-	-
ED105	ECE: Seminar and Practicum V	\$13.50	\$0.00	-	-	-
ED106	ECE: Seminar and Practicum VI	\$13.50	\$0.00	-	-	-
ECE*	ECE	\$13.50	\$0.00	-	-	-
X*	Non-Credit classes w/ Lumens registrations	\$0.00	\$4.00	-	-	-
WFD	WFD classes w/ Lumens registrations	\$0.00	\$4.00	-	-	-
CE	CE classes w/ Lumens registrations	\$0.00	\$4.00	-	-	-

* Based on a "universal" Fee ** Use alternate fee schedules *** Classes may not be equivalent

Accounting and Office Administration

The Accounting program is addressing student success issues with this fee request that will support an intrusive supplemental instruction strategy similar to that piloted in CIS and ENGR. This involves creating intrusive interventions for students who fail to meet course requirements and/or do poorly on key exercises. The student tutors engaged in this effort also as an additional benefit will support specialized open lab time.

An analysis of the fees requested show that approximately \$4000 per year will be raised for this supplemental instruction student success work. All Business Accounting students are expected to benefit from this effort.

- Although the institutions surveyed do not attach fees to their business and office tech courses, they do have various “college services” and “universal” fee schedules, which roll into the general fund. RCC’s College Services Fee Schedule follows: \$55 for 1-5 credits, \$95 for 6-11 credits, and \$135 for more than 12 credits
- This program-level fee request will be withdrawn if the proposed \$2/credit student success fee is approved, as this work will be institutionally supported by the student success fee.

Education

ED classes: old fee that is no longer needed, as CE no longer covers a portion of the course (approx. \$1000 annual *decrease*).

Emergency Medical Services

The EMS program is facing a change whereby the ambulance rides that are required of graduates of the program, and that used to be free of charge, now will cost around \$400 per student. To cover this annual cost, a \$100 increase in each of four classes is being requested that will total \$400 for students who complete all four courses. This is in essence a pass-through fee.

Engineering & Surveying

The Engineering program has been engaged in a student success innovation that creates intrusive interventions for students who fail to meet course requirements and/or do poorly on key exercises. The student tutors engaged in this effort also support specialized open lab time. All Engineering students benefit from this effort.

This work was funded last year by a small (\$14k) first-term-to-first-year grant from the state. Grant expectations include taking steps necessary to continue the work done under the grant. An analysis of the fees requested show that approximately \$4000 per year will be raised for this supplemental instruction student success work.

The results have been very promising, with significant increases seen in retention, and this fee is for mainstreaming this program-specific supplemental instruction and support.

- This program-level fee request would be withdrawn if the proposed \$2/credit SUCCESS fee is approved, as this work will be institutionally supported by the SUCCESS fee.

Fire Sciences

The Fire Science program has a broad range of material and supply requirements that occur regularly that have been supported by other programs in a way that is no longer sustainable. The requested fee increase will bring in approximately \$9000 per year to cover expenses such as:

Course	Expenses	Comments
FRP 201A ROUGH TERRIAN	\$ 5,000.00	Rescue gear replacement min 2 years (OROSHA)
FRP 201B SWIFT WATER	\$ 2,500.00	Helmets and flotation devices/rope replacement (Safety)
FRP 201C RESCUE VEHICLE	\$ 1,200.00	Vehicles (destruction)
FRP 213 FIREFIGHTER TACTICS & STRATEGY	\$ 250.00	Class materials every 2 years
FRP 121 ELEM FIREFIGHTING	\$ 7,500.00	LPG, Turnouts, Nozzles, Materials & SCBA's Medical every Fall

FRP 122 FUND FIRE PREVENTION	\$ 250.00	Class materials every 2 years
FRP 230 FIRE HYDRAULICS	\$ 250.00	Class materials every 2 years
FRP 132 PUMP CONSTRUCTION	\$ 250.00	Class materials every 2 years
FRP 123 HAZ-MAT OPS	\$ 125.00	Lab Materials every-year
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 280 Fire Related Skills	\$ 3,600.00	No-Fee at this time/DCFD#2 CWE currently paid from FIRS
FRP 212 FIRE INVESTIGATION	\$ 250.00	Class materials every 2 years
FRP 111 BUILDING CONST	\$ 250.00	Class materials every 2 years
FRP 202 FIRE PROTECT SYS	\$ 250.00	Class materials every 2 years
FRP 163 NFPA INSTRUCTOR I	\$ 250.00	Class materials every year
FRP 101 F/F SAFETY AND SURVIVAL	\$ 250.00	Class materials every 2 years
FRP 133 NATURAL COVER F/P	\$ 250.00	Class materials every 2 years
FRP 240 WATER DIST .SYS	\$ 250.00	Class materials every 2 years
DMV Trailer license	\$ 12,675.00	Annual expenses
Racks for storage in trailer	\$ 13,600.00	Bi-annual (every 2 years) expenses
Material for CPAT and Fire Simulator	\$ 19,475.00	Estimated actual annual expenses

Health Education

HE 252: covers the increased costs of Red Cross credential cards (approx. \$2500 annual increase). Pass-through fee.

WCED Lumens Fee

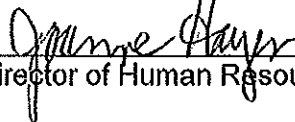
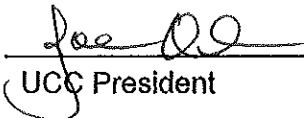
Workforce and Community Education is purchasing Lumens, a web hosted registration software package. This software has an annual subscription fee to provide ongoing support, upgrades and enhancements to the product. The annual subscription of \$20,000 will be generated by adding a \$4 charge to fee-based registrations run through Lumens – there are approximately 7,000 such fee-based registrations per year. The fee will not go into effect until the term that Lumens is operational which is Fall 2012 at the earliest. Any additional funds collected would be used to attend annual Lumens Training Summits to provide support for any unexpected expenses of utilizing this product. UCC is the first Community College to utilize this registration software and there are no comparable fees being charged in the state.

Physical Education

PE 285: covers increased lift pass costs and transportation for Snowboarding classes (approx. \$1500 annual increase). **PE 185:** covers facilities costs for tennis classes (approx. \$300 annual increase). Pass through fee.

BOARD OF DIRECTORS
UMPQUA COMMUNITY COLLEGE
DOUGLAS COUNTY, OREGON

X	Informational Item Action Item
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Subject: Personnel Employment Agreements	Date: March 14, 2012
Recommendation: Board approval is requested to award contracts for administrators/confidential-exempt employees and probationary and regular faculty for the fiscal year 2012-13.	
Recommended by:  Director of Human Resources	Approved for Consideration:  UCC President

**Contract Renewals
Administrators and Confidential/Exempt Staff
Fiscal Year 2012-2013**

Administrators - Award One-Year Contract:

Arthur Brown	Chris Lake	Mandie Pritchard
Natalya Brown	Ali Mageehon	Lorrie Ranck
Steve Buchko	Jess Miller	Chris VanDyke
David Farrington	Lynn Moore	Robin VanWinkle
Bentley Gilbert	Jesse Morrow	Mark Williams
David Hutchison	Dennis O'Neill	Dan Yoder

Confidential/Exempt - Award One-Year Contract:

Dwayne Bershaw	April Myler
Ellen Brown	Rebecca Redell
Keith Cooper	Lee Salter
Sue Cooper	Ronda Stearns
Lisa Fields	Susan Taylor
Philip Hawkins	Robynne Wilgus

**Administrator & Confidential/Exempt - Award One-Year Contract
Funding Sources Other Than General Funds**

Pete Bober	Jasmine Filley
Marjan Coester	Cathy Vaughn

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

Carla Bee
Missy Olson
Corrie Sommerfeld

**Salary Recommendations - Full-Time Faculty
Fiscal Year 2012-2013**

Renew Regular Faculty Status & Step:

	<u>Step</u>		<u>Step</u>
Jason Aase	8	Michael Matteo	15*
William Armstrong	15*	Linda Mayer	15*
R. Clay Baumgartner	8	Deborah Meyer	7
Andrea Bean	5	Jillanne Michell	12
Mariah Beck	15*	H. NiAodagain	10
Melinda Benton	10	Nancy Nowak	15*
John Blackwood	7	Doug Park-Sample	7
John Blakely	8	E. Dean Remick	15*
Sean Breslin	7	Joanne Richards	7
Kenneth Carloni	15*	Susan Rochester	11
Dale Champion	15	Amy Sargent	7
Toni Clough	8	Suzanne Schultz	15
Katherine Cunnion	8	Emery Smith	9
Ian Fisher	7	Rod Snook	15*
Marie Gambill	15*	David Stricklin	15*
Jason Heald	15	Paula Usrey	9
Andre' Jacob	15*	Donna Wellington	6
Beverly Jensen	11	Susan Windsor	15*
Joy Jones	9	R. Dee Winn	13
Martha Joyce-Test	8	Janet Woodcock	15*
Roger Kennedy	6	Bettie Wright	15*
Brent Knapp	5	Cheryl Yoder	15*
Gregory Kuk	13	Charles Young	11
Kevin Mathweg	7		

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

(Contingent upon funding from outside sources)

	<u>Step</u>		<u>Step</u>
John Druzik	15*	Mary Hart	9
Nathan Fleming	5		

Award Regular Faculty Status & Step:

	<u>Step</u>
Geoffrey Brownell	7
Crystal Sullivan	4

Renew Probationary Contract Status:

	<u>Step</u>		<u>Step</u>
Brandon Green	7	Gregg Smith	8
Sandra Hendy	8	Mary Stinnett	7
Joshua McDaniel	5	Nicholas Tratz	4
Cheryl Palmer	6	David Wolf	4
Tamra Samson	4	Vincent Yip	4

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

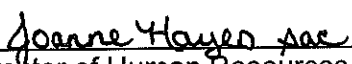

(Contingent upon funding from outside sources)

	<u>Step</u>
Mitchell Black	3 (Step 4 due 1/2013)

* At top step - no change from 2011-12

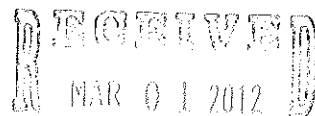
BOARD OF DIRECTORS UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON
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<input checked="" type="checkbox"/> Informational Item <input type="checkbox"/> Action Item
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Subject: Early Retirement Request	Date: March 14, 2012
<p>Recommendation:</p> <p>Board approval is requested for the following staff for early retirement:</p> <p>Dean Remick, Theater Instructor, is requesting early retirement to be effective January 1, 2013. He began full-time employment on September 1, 1986, serving over 26 years in his position. Dean qualifies for Early Retirement according to the UCCFA collective bargaining agreement, Article XIX, Employee Benefits, Section F, Early Retirement.</p>	
Recommended by:  Director of Human Resources	Approved for Consideration:  UCC President



Serving Douglas County Since 1964



February 28, 2012

BY:

Dr. Joe Olson- President
Umpqua Community College

Dr. Olson:

I plan to retire from my employment at Umpqua Community College on January 1, 2013. Please consider this letter as my request for early retirement benefits, as outlined in article XIX of the collective bargaining agreement between Umpqua Community College and the Faculty Association.

It has been my pleasure to serve on the faculty from 1977-1978, then again from 1985 to the present. Thanks to you and our board of trustees for serving our community and our institution at a very challenging time for our college.

Sincerely,

A handwritten signature in black ink that reads "Dean Remick". The signature is fluid and cursive, with the first name "Dean" and last name "Remick" clearly legible.

Dean Remick
Associate Professor
Theatre/Speech/Film

BOARD OF DIRECTORS
 UMPQUA COMMUNITY COLLEGE
 DOUGLAS COUNTY, OREGON

Information Item

Action Item

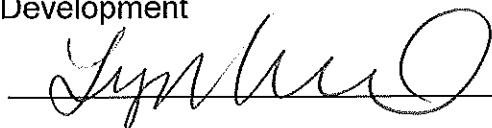
Subject:
 Recommending Approval of Exemption from
 the Competitive Bidding Process

Date:
 March 14, 2012

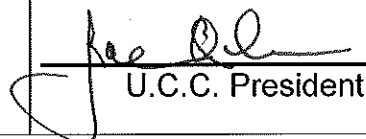
It is recommended by staff that the college use an alternative contracting method for the Allied Health & Science Center Building project. The Request for Proposal, (RFP), utilizing a Construction Management/General Contractor (CM/GC) method with a Guaranteed Maximum Price (GMP) is the recommended method to be utilized. The use of this method requires that a specific exemption from the standard competitive bidding process be granted by the Board.

Findings for the exemption are included.

Recommendation by:
 Dr. Lynn Moore, Vice President for
 Administrative Services and Student
 Development



Approved for Consideration:



U.C.C. President

UMPQUA COMMUNITY COLLEGE
Umpqua Campus — Allied Health & Science Center Building
March 2, 2012
Findings in Support of an Exemption from Competitive Bidding
For a Public Improvement

BACKGROUND

The findings herein support a resolution authorizing the Umpqua Community College (college) Board of Education (board), acting as the Local Contract Review Board, to exempt the Campus — Allied Health & Science Center Building from the competitive bid process and instead use an alternative contracting method consisting of a Request for Proposals (“RFP”) for the selection of a Construction Manager/General Contractor (CM/GC).

The selection process will include an evaluation of potential general contractors through the issuance of an RFP. The proposals received in response to that RFP will be evaluated based upon the criteria stated in the RFP. The criteria to be evaluated may include, but not be limited to: proposer’s pricing proposal; labor rates; equipment rates and charges; overhead; profit, fee and mark-ups; proposer’s experience with the construction of academic buildings and experience in multi-phase construction projects; experience in constructing multi-story buildings; proposer’s experience in sustainable construction; previous experience of the firm, as well as key personnel (e.g., superintendent and project engineer), for projects of similar complexity; references; success with value engineering; the performance history of the contractor and key personnel demonstrating an ability to deliver projects on time and within budget; demonstrated ability of the contractor and key personnel to work in a harmonious and non-adversarial manner with the College and stakeholders, including neighbors, utilities, local governments and regulators; ability to maintain a drug-free workplace; compliance with environmental regulations; and ability to maintain a safe, healthful and accident-free workplace.

The Allied Health and Science Center (the Project) is planned to be a three-story building with a basement and a total area of about 57,130 square feet. It will be located on the north side of Jacoby Auditorium. The building will be a technologically advanced, complex project housing a variety of classrooms, laboratories, skill centers and offices that will provide space for nursing, dental assisting/hygiene, biology, anatomy, physiology, chemistry, geology, physics and general science. The design and construction of the building will be the second college building to meet or exceed the Silver level certification requirements of the Leadership in Energy & Environmental Design (LEED) using the Green Building Rating System. The construction documents preparation phase will begin in May of 2012 followed by the site preparation phase with the final completion expected by September of 2014.

STATUTORY REQUIREMENTS

Oregon statutes (ORS) 279C.330 and 279C.335 require all public improvement projects to be procured by competitive low bid, unless an exemption is granted by the state or the public contract review board of a public agency. These statutes provide that an exemption allowing other contracting methods may be used based on the following:

- A. That it is unlikely that such exemption will encourage favoritism in the award of the contract or substantially diminish competition for the contract; and
- B. The awarding of public contract by exemption will likely result in substantial cost savings to the agency.

For public improvement projects, agency findings must address certain additional factors, defined by ORS 279C.330. These include, but are not limited to:

- (1) Operational, budget and financial data;
- (2) Public benefits;
- (3) Value engineering
- (4) Specialized expertise required
- (5) Public safety;
- (6) Market conditions
- (7) Technical complexity; and
- (8) Funding sources

In reviewing this exemption from competitive bidding, the board has considered the following factors:

A. FAVORITISM/COMPETITION

The process anticipated by this exemption is a competitive RFP process resulting in the selection of a CM/GC. Competition will be based not merely on price but on a variety of factors designed to deliver a quality project on time, for the least overall cost to the college. Evaluation factors used for selection are intended to result in a source selection process that is objectively neutral, transparent, and reviewable. Such a process is unlikely to substantially diminish competition or result in favoritism. Moreover, the process chosen places no restriction on the proposer and does not prohibit partnership arrangements. This expands the opportunity for small and medium-sized contractors to participate. The introduction of evaluation elements that permit evaluation of the quality of the contractor's team/partnership and the ability of the team/partnership to deliver the work for the price promised increases the pool of potential proposers. All contractors, including Oregon businesses, are able to compete either as named proposers or as members of a construction management team/partnership (ORS 279C.335(2)(a)).

To foster competition among prospective proposers, the project will be advertised electronically on the college's website, on the State of Oregon Procurement Information Network (ORPIN), and in at least one trade newspaper of general statewide circulation (e.g., the *Daily Journal of Commerce*).

The proposal evaluation committee will include a representative from the college's procurement office, as well as several staff and independent consultant(s) involved in the execution of the project. This composition and cross-section of evaluators further assures integrity in the selection process. The evaluation committee will

develop scored criteria and procedures that will be published in the RFP, and the college will provide a protest procedure for aggrieved parties.

Based upon the foregoing, the board finds that it is unlikely that this exemption will encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts.

B. COST SAVINGS

The college's mission is to provide a spectrum of educational opportunities to students in Douglas and surrounding Counties. It is funded through a combination of state and local funds, taxes, grants, bonds, other debt obligations, and tuition revenue. In determining the overall cost of a project to the college, on time delivery and minimum disruption to ongoing academic activities, so that the flow of revenue from existing programs is not curtailed, must be taken into consideration. It is also critical that the project be delivered within budget. Unless these needs can be met by the delivery system chosen, the college faces increased costs in the form of lost tuition revenue that must be replaced from existing resources. This, in turn, further reduces the ability of the institution to provide classes. The cost of the project as a whole, and not simply the amount of money paid to the building contractor, must be considered in the life-cycle cost of the project. Additionally, the release of early bid packages by the CM/GC to their subcontractors will avoid inflationary increases in construction materials and potential conflicts that could arise if the various phases were independently awarded to general contractors.

The CM/GC project delivery method with source selection based on a competitive RFP offers the best opportunity to deliver the project on time and within budget. To meet its fiscal responsibilities and academic objectives, the college requires occupancy by fall term 2014. The project must be bid in phases to meet this occupancy date. The participation by the CM/GC will allow: value engineering to occur, working with the concept designs and continuing throughout the project; assistance in evaluating the best and most cost-effective approach to construct the building; and more opportunities for the early release of bid packages. The early involvement of the contractor and the "give and take" of the CM/GC process provide the best opportunity for "on-time and on-budget" delivery of the Project.

The college's experience with the traditional design-bid-build method has resulted in contracting with firms for the construction of major projects that have passed the statutory requirement of bidder responsibility and who have been able to secure bonding, but who have lacked in experience, quality, and/or the ability to manage a complex project effectively. The traditional delivery method has resulted in disputed claims, late deliveries, and compromised quality that may not be apparent immediately, or that in one case has led to expensive and time consuming claims-settlement procedures. This is of particular concern on phased projects, where disputes can arise due to a contractor on a subsequent phase alleging adverse impacts caused by work completed in previous phases of the project.

The ability to begin holding classes in the Allied Health & Science Center during the fall term of 2014 not only affects the enrollment for that term, but for the entire academic year. While the "hard bid" model provides an adequate prediction of final project cost for "simple" projects or for equipment purchases, it is not a good predictor of final cost on more complex, phased projects. A RFP process that includes a detailed evaluation of the proposer's cost and pricing data affords the public owner an opportunity to determine if the proposer's numbers are realistic and reflect the cost of the work. The hard bid model provides no opportunity to see how

the proposed amounts were actually generated. The CM/GC process, as used by the college, provides a structured comparison and reconciliation of detailed project estimates provided by the contractor and a professional estimating firm retained by the college's contract with the architect, prior to finalization of the bidding documents and the release of sub-bids, further assuring cost control and realistic cost expectations.

ORS 279C.335(4)(a) allows local contract review boards to direct the use of alternate contracting methods that take account of market realities and modern practices consistent with the public policy of encouraging competition. These alternate contracting methods are better able to address the shortcomings of the "hard bid" or "low bid" (i.e., traditional design/bid/build), delivery method.

These factors will likely result in substantial cost savings to the college and to the public by using a Request for Proposal process to select a Construction Manager/General Contractor (ORS 279C.335(b)).

FINDINGS, AS DEFINED IN ORS 279C.330 AND LISTED UNDER "STATUTORY REQUIREMENTS," ABOVE

1. OPERATIONAL, BUDGET, FINANCIAL

The construction of the new Allied Health & Science Center Building will require particularly close coordination between the contractor, design team, and the college. The RFP process and the CM/GC delivery method will provide the maximum opportunity for the college to obtain a contractor that is experienced in multi-phased, multi-story, construction on an occupied site. This selection process, which will include demonstrated successful, similar previous experience, will result in less impact on college operations and significant benefits to the college. There will be a higher likelihood of avoiding delays in occupancy by allowing earlier student enrollment and earlier re-assignment of staff engaged in the project, due to the ability to engage in early constructability discussions with the contractor that will build the building, and increased ability to issue multiple, early-bid packages. Budgets will be more accurate due to contractor participation in their establishment. The selection of a CM/GC, partially based on the quality of their prior projects, will increase the possibility of completing a higher quality-built building than if a traditional low bid process were used, resulting in lower operational and long-term fiscal impacts. Additionally, the release of early bid packages by the CM/GC to their subcontractors will avoid inflationary increases in construction materials.

Criteria used to evaluate proposals will help ensure the college will be working with a contractor that: will take a team, rather than adversarial, approach to the project; will have the necessary technical and managerial skills to optimally organize, and ultimately complete this complex project; has past experience and knowledge to meet the construction schedule; and provides a quality-built building at a reasonable price, both in terms of actual dollars, and staff resources.

Based on the foregoing, the board finds that the operational, budget, and financial needs of the college would be best satisfied through this proposed alternative contracting method and that any impact on the college budget and financial situation would be positive.

2. PUBLIC BENEFIT

The use of this process will allow a more collaborative method for the project to remain on schedule, reducing the anticipated period until occupancy. This process will increase the chances of staying within budget, due to providing the ability to score proposals in part on the prior history of the contractor, the participation of the contractor in constructability review, value engineering, and in establishing a Guaranteed Maximum Price. The public will benefit from adherence to a completion date that allows students to enroll in classes, leading to high-paying job opportunities earlier than would otherwise occur with a bid/build method. In addition, the project will very likely be built to a higher level of quality using this process, again, maximizing the public benefit.

Based upon the foregoing, this proposed exemption and contract process will benefit the public by providing a contract method, which results in the most likely opportunity to achieve completion of a high-quality project within schedule and within budget.

3. VALUE ENGINEERING

Value engineering experiences and successes will be scored criteria in the selection process. This practice will initially begin with the involvement of the selected firm during the construction document design phase of the project and will continue through project completion. The CM/GC process provides a much more favorable opportunity for effective value engineering in comparison to the traditional design-bid-build method due to the ability to select a firm based on their skills in this area, and in their much earlier participation on the project.

Based on the foregoing, the board finds that value engineering has been considered, or will be adequately considered, in the construction process for this project.

4. SPECIALIZED EXPERTISE

It is important for the college to work with a contractor that has: specialized expertise in multi-phased, wood and stone, sustainable construction and experience working safely on an occupied, constrained site with minimal impact on operations. The project will require experience in building state of the art, medical and science structures in an educational environment.

Based on the foregoing, the board has considered and finds that any specialized expertise required for this project will be best achieved through issuing a RFP to select a CM/GC firm, which is authorized by an exemption from competitive bidding.

5. PUBLIC SAFETY

The construction for the project will take place on an occupied site. There will be opportunities for conflict between construction activities and personnel, including students, neighbors and patrons of Jacoby Auditorium attending public events. It is particularly important to select a contractor that has adequately trained safety personnel and solid safety programs and practices to provide for public safety throughout the construction process. The CM/GC selection process will provide the best opportunity to select a contractor that is better qualified to provide public safety.

Based on the foregoing, the board finds that a RFP process to select a CM/GC is the best method for the college to assure selection of a firm that will provide maximum safety for the public.

6. MARKET CONDITIONS

The ability to bid the project in phases, at earlier dates than could be achieved in a single bid package, is not only the only way to achieve occupancy by fall term of 2014, generating tuition and state reimbursement revenue, but also best assures bidding at a time when construction costs are low, ahead of economic recovery in the construction sector. The longer the college waits to bid the project, it appears the chances for construction costs to rise increases.

Based on the foregoing, the board finds that the market conditions are more conducive to a qualifications-based, enhanced selection process rather than the traditional design-bid-build method.

7. TECHNICAL COMPLEXITY

This project has several aspects that add to its technical complexity. First, there is very limited space in which the contractor can mobilize and stage for construction. This can create conflicts with college operations, residential areas and general safety. Secondly, the project consists of several technically sophisticated spaces such as dental, nursing and science laboratories. Third, this project will incorporate many sustainable-design aspects. There is a possibility of challenges of discovery of unforeseen construction situations and the resulting scheduling challenges necessary to perform the work while minimally disrupting College activities.

Based on the foregoing technical complexity, the college finds it is in the board's and public's interest to proceed with an exemption from competitive bidding for the selection of a CM/GC, utilizing a RFP, which will allow the college to select a qualified contractor with the necessary technical experience and demonstrated history of success.

8. FUNDING SOURCES

This project is financed by the proceeds of a local, taxpayer-approved construction bond and a state contribution. This creates a particular obligation for the college to provide the best value not only to the college's district but to the state. It is important for the board to be able to confidently expend these funds with a qualified contractor for the least amount of cost. This goal can be best achieved by using the CM/GC delivery method for the reasons that have been described in prior sections. Based on the foregoing, the board has considered the funding source and has determined that the best use of those funds is to issue a RFP to select a CM/GC.

CONCLUSION

The enhanced selection process of issuing a Request for Proposals for the selection of a demonstrated successful Construction Manager/General Contractor, assures that several important goals are addressed in a manner to best meet those goals: 1) that the college responds to the support of the local college district demonstrated in the passage of the 2012 bond measure by bringing the first major-funded project on line as soon as possible; 2) that the college selects a delivery method that minimizes the negative effects of the predicted escalating cost of construction materials; 3) that the college selects a process that provides for competition and assures quality construction to the greatest possible degree; 4) that the college utilizes the best selection process to assure the least disruption and earliest completion of the Project; 5) that the college selects a contractor to complete the project that will perform the work safely; and 6) that the college is taking into account market realities and modern practices that are consistent with the public policy of encouraging competition. (ORS 279C.335(4)(a))