

# TBCC BOARD OF DIRECTORS

Budget 6:30  
Regular 7:30  
TIME: \_\_\_\_\_

DATE: 2/4/91

LOCATION: SBDC

REGULAR MTG  7:30    EXECUTIVE SESSION     SPECIAL MTG     BUDGET MTG  6:30

	BOARD MEMBERS	PHONE #	YES	NO
1	Eva Noble	392-3550		
2	Dale Walters	842-8852	✓	
3	Wayne Jenson	842-4553	✓	
4	Lew Forster	842-6515	✓	
5	Richard Larsen	842-7258		✓
6	Laurie Mulder	842-4529		
7	William Dahlien	842-2221	✓	
8	Bernie Nelson			✓
9	Van Moe		✓	
10	Alan Miller		✓	
11	Doug McRae		✓	
12	Ann Swain			✓
13	Jim Martin		✓	
14	Ken Upshaw		✓	

No Ans.

No Ans.

J11 - might not be there

### OTHERS TO BE NOTIFIED

	NAME	YES	NO
1	HEADLIGHT HERALD	✓	
2	POSTED @ CAMPUSES	✓	
3	Merry / Bob	✓	
5	Barb	✓	
6			
7			

on 11/30/91

**DISTRIBUTION OF MINUTES/PACKETS/BUDGET**

2/91  Agenda  
 1191 Minutes  
 5192 Budget

NAME	AGENDA	MINUTES	BOARD PACKET	BUDGET	
				GENERAL	SPECIAL
Gary Mark, Superintendent Neah-Kah-Nie District #56 P.O. Box 28 Rockaway Beach, OR 97136	✓ <input checked="" type="checkbox"/>	✓ X			
William Molendyke, Superintendent Tillamook County ESD 2410 Fifth Street Tillamook, OR 97141	✓ X	✓ X			
Barbara Murphy Portland Community College P.O. Box 19000 - RIC B1 Portland, OR 97219-0990	✓ X	✓ X			
Commissioner's Office Tillamook County Courthouse 201 Laurel Street Tillamook, OR 97141	✓ X	✓ X			
OCCA 1201 Court Street N.E. Salem, OR 97301	✓ X	✓ X			
Student Services - Barb	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>	<del>✓</del> X	<del>✓</del> X
Administrative Services - Kate	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>	<del>✓</del> X
Accounting - Patty	✓ <del>X</del>	✓ <del>X</del>			
Instruction - Dean	X	X	X	X	X
Vocational/Technical - Coordinator	✓ <del>X</del>	✓ <del>X</del>		✓ <del>X</del>	✓ <del>X</del>
Records & Registration - Bob & Merry	✓ <del>X</del>	✓ <del>X</del>		✓ <del>X</del>	✓ <del>X</del>
SBDC - Bill	✓ <del>X</del>	✓ <del>X</del>		✓ <del>X</del>	✓ <del>X</del> (SBDC State/Fed)
NBC - Victoria	✓ <del>X</del>	✓ <del>X</del>		✓ <del>X</del>	X (NBC only)
Work & Family - Kathy Ellis					✓ <del>X</del> (W & F only)
Veterans - Jim					✓ <del>X</del> (Vets only)
ABE/GED - Fred					✓ <del>X</del> (ABE/GED only)
President - Jerry	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>	✓ <del>X</del>

**DISTRIBUTION OF MINUTES/PACKETS/BUDGET**

NAME	AGENDA	MINUTES	BOARD PACKET	BUDGET	
				GENERAL	SPECIAL
Bill Dahlien			✓ X	✓ X	✓ X
Eva Noble			✓ X	✓ X	✓ X
Laurie Mulder			✓ X	✓ X	✓ X
Lew Forster			✓ X	✓ X	✓ X
Wayne Jensen (give to Jerry)			✓ X	✓ X	✓ X
Dale Walters			✓ X	✓ X	✓ X
Richard Larson			✓ X	✓ X	✓ X

**BOARD OF DIRECTORS REGULAR MEETING**

**February 4, 1991**

**7:30 p.m.**

**Tillamook Bay Community College  
Small Business Development Center  
401-B Main Street  
Tillamook, Oregon**

**A G E N D A**

- I. ADOPTION OF AGENDA**
- II. APPROVAL OF MINUTES - January 7, 1991 Regular meeting**
- III. BUDGET REPORT**
  - A. Review of 1990-91 Budget
  - B. Discussion of 1991-92 Budget Committee Procedures
- IV. PERSONNEL REPORT**
- V. PERSONNEL COMMITTEE**
- VI. F.T.E. REPORT - Bob Pietruszka and Merry Whitney**
- VII. FACILITIES REPORT - First Street Campus**
- VIII. MEASURE #5 UPDATE**
  - A. OSBA Budget and Ballots Workshop
  - B. Education First Committee
  - C. OCCA Correspondence
  - D. OCCA Federal Relations Committee Appointment
  - E. Funding Replacement Sources
- IX. BOARD MEMBER ELECTION**
- X. ANNOUNCEMENTS**
  - A. Next Regular Meeting - March 4, 1991
  - B. Community College Month
  - C. TBCC 10th Anniversary
  - D. Women's History Month

**TILLAMOOK BAY COMMUNITY COLLEGE S.D.**  
**MINUTES - REGULAR MEETING**  
**February 4, 1991**  
**Small Business Development Center**  
**401-B Main Street**  
**Tillamook, Oregon**

**MEMBERS PRESENT** Bill Dahlien, Lew Foster, Wayne Jensen, Laurie Mulder, Eva Noble, Dale Walters

**MEMBERS ABSENT** Dick Larsen

**GUESTS PRESENT** Sharon Rees, Dick Spence

**STAFF PRESENT** Jerry Hallberg, Barbara Rice, Kate Houston, Kathy Kennedy

**CALL TO ORDER** The meeting was called to order at 7:30 PM by Chairman Wayne Jensen.

**I. ADOPTION OF AGENDA** President Hallberg added the following items to the agenda:

- II. (b) Introduction of Guests
- (c) Board Correspondence
- VII. Facilities Report - Bay City Gym
- X. Nehalem Bay Center Advisory Committee
- XI. Dual-credit classes
- XII Announcements
- (e) College Fair

**II. APPROVAL OF MINUTES MOTION** Bill Dahlien moved to adopt the agenda as revised and approve the minutes of the January 7, 1991 regular meeting as presented. Second - Lew Foster. Motion passed 6/0.

**II. (b) INTRODUCTION OF GUESTS** President Hallberg introduced Sharon Rees and Dick Spence, both of whom are candidates for the 'At Large' Board position.

**II. (c) BOARD CORRESPONDENCE** President Hallberg read a thank-you note from Patty Hogevoll in appreciation of the Christmas gift certificate.

**III. BUDGET REPORT**

President Hallberg reviewed the December Budget report, stating revenues are coming in as expected. Laurie Mulder questioned the Nehalem Bay Center repair expense line item. President Hallberg explained the transfer to cover this expense was approved last month and will appear on the January report. He added since 1989, Nehalem Bay Center staff and friends have raised \$12,575 in contributions for the facility.

**IV. PERSONNEL REPORT**

Kathy Kennedy reported on the progress of the Dean search, reviewing the interview schedule and biographies of the candidates. President Hallberg stated he plans to present the name of the finalist at the March board meeting.

**V. PERSONNEL COMMITTEE**

A meeting of the Personnel Committee will immediately follow the Board meeting. On the agenda is a discussion of the vacation buy-out policy.

**VI. FTE REPORT**

Merry Whitney will present this report at the March 4, 1991 Board meeting.

**VII. FACILITIES REPORT - FIRST STREET CAMPUS**

President Hallberg reported discussions with Tom Waud regarding a purchase price for the First Street facility have progressed, with an amount of \$300,000 being considered. Discussion followed regarding bank loans, repayment schedules, and possible renovations to the facility including a paved parking lot.

**MOTION**

Dale Walters moved to approve the offer of up to \$300,000 for the First Street facility and to proceed with financing arrangements with the bank. Second - Laurie Mulder. Discussion included a time line for financing and the thorough appraisal. Motion passed 6/0.

**MOTION**

Laurie Mulder moved to explore the acquisition of the vacant lot next to the First Street facility for parking purposes. Second - Dale Walters.

Discussion included contacting the church adjacent to the lot about a possible arrangement for parking, and the need for an examination of all the college facilities. Motion passed 6/0.

#### **BAY CITY CAMPUS**

President Hallberg reported the Bay City gym is in very bad shape and in need of removal. He explained there is a contractor in Bay City who is interested in razing the facility for materials. President Hallberg recommended the College proceed with the razing due to the liability it poses. He also recommended a 'lean-to' be built for children who use the gym as a school bus stop.

#### **MOTION**

Eva Noble moved to proceed with removal of the building and taking care of the grounds. She then withdrew her motion.

#### **MOTION**

Laurie Mulder moved to proceed with investigating possible ways of removing the Bay City gym. Second - Eva Noble. Motion passed 6/0.

#### **VIII. MEASURE #5 UPDATE**

President Hallberg reported on the Budgets and Ballots Conference he recently attended, as well as the Education First Rally in Salem. Distributed for Board review was "Dollars and Sense" published by OSBA, OSBA's FOCUS, and correspondence from OCCA. Discussion followed regarding the impact of Ballot Measure #5. President Hallberg reported at the present time, community colleges are not included in the sales tax solution.

There were no volunteers from the Board to serve on the OCCA Federal Relations Committee.

#### **IX. BOARD MEMBER ELECTION**

President Hallberg announced that three excellent candidates were running for the 'At-Large' Board position: Sharon Rees, Dick Spence, and Dick Leever. Bill Dahlien and Eva Noble are running unopposed.

**X. NBC ADVISORY  
COMMITTEE**

President Hallberg presented for Board approval the name of Mark Tellhed as the NBC's Advisory Committee newest member.

**MOTION**

Dale Walters moved to approve Mark Tellhed for membership on the Nehalem Bay Center Advisory Committee. Second - Lew Forster. Motion passed 6/0.

**XI. DUAL CREDIT  
COURSES**

President Hallberg reported PCC will be evaluating the dual-credit courses the College offers at Tillamook and Nestucca High Schools. He explained a written agreement is being developed with the schools. He requested a motion from the Board in support of these courses. Discussion followed.

**MOTION**

Laurie Mulder moved that given the increasing prevalence of college-level courses offered in high schools statewide; the popularity of the program with students, parents and schools; and the apparent willingness of Oregon Community Colleges and State system Colleges to offer the program; the Board of Directors of TBCC feel this kind of educational program should be continued. Second - Bill Dahlien. Motion passed 6/0.

**XII. ANNOUNCEMENTS**

President Hallberg made the following announcements:

Budget sub-committees will meet in March

February is Community College Month

TBCC's 10th Anniversary Celebration will be held April 7. Details are forthcoming.

March is Women's History Month; activities are being planned.



Barbara Rice announced the College Fair being held February 5, with 13 private and public colleges on Campus to visit with community college students, high school students, and the community.

The Board presented Kathy Kennedy with tokens of appreciation for her excellent work as Acting Director of Administrative Services.

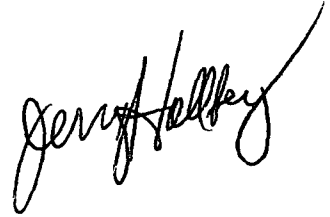
**ADJOURNMENT**

There being no further business, the meeting was adjourned at 9:00 PM.

Respectfully submitted,

*For: Jerry Hallberg*

Jerry Hallberg,  
President/Clerk



Minutes submitted by Kate Houston

**PERSONNEL REPORT**  
**February 4, 1991**

**New Assignment** Evening Receptionist/Registration Assistant

Nancy Horstman  
Classified, Level II, Step 3  
Starting Date: January 28, 1991

**Search in progress** Small Business Management Instructor/Coordinator

23 Applicants  
5 finalists are being scheduled for interviews

**Search in progress** Dean of Instruction

77 candidates  
4 finalists are scheduled for interviews  
A luncheon meeting is scheduled for each candidate with members of the  
TBCC Board of Directors.  
See attached summaries

# Daniel Lee Larios

<b>Residence</b>	1763 Hummingbird Lane Vista, California
<b>Employment History</b>	<p>1986 - Present  <b>Dean of Technology and Applied Sciences Division</b>            Saddleback Community College, Mission Viejo, CA            Responsible for the management and organization of the Technology and Applied Science Division: budget; fulltime and parttime faculty; classified staff; curriculum development; marketing; high school and college articulation.</p>
	<p>1976 - 1986  <b>Professor; Department Chair; Director of Grounds</b>            Kern Community College District, Bakersfield, CA            Taught Ornamental Horticulture classes; administered Agriculture Department; curriculum development; budget management; FIPSE Director; managed Grounds Department for entire college</p>
	<p>1975 - 1976  <b>Vocational Agriculture and Biology Teacher</b>            Kern High School District, Bakersfield, CA            Taught Vocational Agriculture; Biology and Ornamental Horticulture courses. Future Farmers of America Advisor</p>
<b>Education Background</b>	<p>1977 - 1981            Nova University, Ft. Lauderdale, FL            Ed.D. Degree</p>
	<p>1971 - 1976            California State University, Bakersfield, CA            M.A. Degree</p>
	<p>1965 - 1970            California State University, Fresno, CA            B.S. Degree</p>
<b>Other Experience</b>	<p>Served as Supervising Groundsman II, California State University, 1970-1975.            Supervised grounds and automotive staff.            Designed and installed landscapes and irrigation systems for 375 acre university campus.</p>

# John Costello

Shilo 12-2:00 pm  
Friday, March 1

<b>Residence</b>	26 Curry Court Metairie, Louisiana
<b>Employment History</b>	1977 - Present <b>Assistant Dean</b> Xavier University of Louisiana Program development and review, promote faculty grantsmanship and faculty development, development of department database, liaison with educational and business community.
	1989 - Present <b>Supervisor of Instruction</b> Supervise weekend college - West Bank Campus. Supervision and classroom evaluation of faculty; counseling of adult learners; promote staff development.
	1971 - 1976 <b>Instructor</b> Teach variety of health and physical education theory courses. Supervise student teachers. Coach volleyball.
<b>Education Background</b>	1962 - 1966 Long Island University New York City, New York B.S. cum laude
	1966 - 1968 Hunter College New York City, New York M.S.
	1970 - 1977 Columbia University New York City, New York ED.D.
<b>Other Experience</b>	Served as executive assistant to the Vice President for Academic Affairs of Delgado Community College under the auspices of a postdoctoral fellowship in community college administration.

# Erie Johnson

Shilo 12-2:00pm  
Friday, Feb 22

<b>Residence</b>	815 Orange Street Stockton, California
<b>Employment History</b>	1988 - 1990 <b>Center Director</b> <b>Billings Vo-Tech Center</b> Provided leadership for all center activities and supervised the faculty and staff.
	1983 - 1988 <b>Dean of Instruction,</b> <b>Texas State Technical Institute</b> Provided leadership and supervision of the Instructional division including technical programs, library, General Education program Continuing Education, and Contract training.
	1972 - 1981 <b>Director, Dean, Vice President</b> <b>Colorado Northwestern Community College</b> Served as Director of career & outreach education, Campus Dean and Local Vocational Director, Campus Vice-President.
<b>Education Background</b>	1962 - 1964 Shasta College A.A.
	1964 - 1967 Chico State College B.S.
	1967 - 1969 CalPoly M.A.
	1971 - 73 University of Wyoming Ed.S.
	1975 - 77 University of Northern Colorado Ed.D.

# Peter Tarzian

Shilo 12-2:00pm  
Wednesday, Feb 20

<b>Residence</b>	2463 Scenic Drive NW Albany, OR
<b>Employment History</b>	Present <b>Graduate Teaching Fellow</b> University of Oregon
	<b>Executive Director, Community College Services/Jackson County</b> Rogue Community College Grants Pass, OR Associate Dean level administrative responsibility for college operations at its satellite campus in Medford.
	<b>Director, Community Services and Public Affairs</b> Jackson County School District #9 Eagle Point, OR Administrative/management responsibility for program planning, district public relations, community program grants, inter-agency coordination, and adult education.
	<b>Director, LookingGlass Job Center</b> Administrative head of the training and personal development arm of the LookingGlass corporation, a private non-profit human services organization in Eugene.
	<b>Faculty:</b> <b>Part-time instructional support, Rogue Community College</b> <b>Instructor and technical department head, Radio-Television-Film Division, San Francisco State University.</b>
<b>Education Background</b>	1988-90 Doctoral candidate, Division of Educational Policy and Management, University of Oregon
	1968 - 1973 Broadcast Communication Arts, San Francisco State University BA/MA
	1966 Associate of Arts, Community College of Marin

TILLAMOOK BAY COMMUNITY COLLEGE STAFF

DEPARTMENT	NAME	TITLE
<b>College Support</b>	Jerry Hallberg	President
	Kate Houston	Director, Administrative Services
	Patty Hogevooll	Administrative Assistant, Accounting Specialist
	Mary Lou Tierney	Administrative Services Assistant (Job Share)
	Debbie Klumph	Administrative Services Assistant (Job Share)
	Linda Ashby	College Support Secretary
	Jim Finch	Veterans Services Officer
	Mary Hanback	Veterans Services Secretary/On-Call Secretary
	Micci Meredith	Employees for Tomorrow Secretary
	Dona Rumelhart	On-Call Secretary
	Cary Josi	On-Call Secretary
<b>Instruction</b>		Dean of Instruction
	Kathy Kennedy	Coordinator, Vocational/Technical Instruction
	Sammie Morehouse	Program Assistant
	Artis vanRassel	Instructional Secretary (Job Share)
	Linda Ashby	Instructional Secretary (Job Share)
	Victoria Stoppiello	North County Coordinator/Nehalem Bay Center Director
	Lois Colton	South County Coordinator
	Wayne Franks	Business Instructor
	Ruth Nelson	VISTA Literacy Volunteer
	Fred Bennett	ABE Coordinator
	Opal Yule	Basic Skills Instructor/Welfare Reform
<b>Student Services</b>	Barbara Rice	Dean of Students
	Peggy Suchy	Student Services Assistant
	Shary Mason	Teen Parent Program Outreach Worker
	Bobbi Brice	Special Needs Counselor
<b>Records, Registration and Computer Services</b>	Bob Pietruszka	Director
	Merry Whitney	Department Manager
	Nancy Horstman	Evening Receptionist/Registration Assistant
	Sheila Fitch	Receptionist/Registration Clerk
<b>SBDC</b>	Bill Geiger	Director
		Instructor/Counselor
	Kathy Ellis	Work & Family Program Coordinator
	Rhonda Ellerbroek	Program Assistant



TILLAMOOK BAY COMMUNITY COLLEGE  
SERVICE DISTRICT  
NEHALEM BAY CENTER

P. O. BOX 294 • NEHALEM, OREGON 97131 • 503/368-7008

Roy B. Mason II, President

COMMUNITY ADVISORY COMMITTEE APPLICATION

If you are interested in serving on the Nehalem Bay Center Community Advisory Board, please:

1. Complete this form and return it by July 17 to Vicki Tempey Stoppiello, North County Coordinator, at Nehalem Bay Center, P.O. Box 294, Nehalem, 97131
2. Attend the Community Advisory Committee meeting, July 24, at 7:00p.m. in Room 1B, Nehalem Bay Center (formerly the lower elementary school)

WORK  
(368-5374)

NAME MARK H. TELLHED

PHONE 368-6051

MAILING ADDRESS PO BOX 669 MANZANITA, OR 97130

STREET ADDRESS 35215 3<sup>RD</sup> NEHALEM

Please tell us a little about why you would like to serve on this board.

FROM THE YEARS SPENT IN AN ACADEMIC ENVIRONMENT I REALIZED THAT THE MORE I LEARNED THE LESS I ACTUALLY KNEW; THAT THE ACQUISITION OF KNOWLEDGE IS AN ENDLESS PROPOSITION. FOR MYSELF, THE COMMUNITY COLLEGE IS A VALUABLE ELEMENT IN THAT ACQUISITION, AND I WOULD LIKE TO ASSIST THE COLLEGE IN BECOMING A STABLE AND VIABLE LEARNING CENTER WITHIN THE COMMUNITY.

Please tell a little about yourself--your community activities, occupation, education and interests.

COMMUNITY ACTIVITIES: NEHALEM VOL. FIRE DEPT.

OTHER ACTIVITIES: PROFESSIONAL LAND SURVEYORS OF OREGON,  
DUCKS UNLIMITED

OCCUPATION: ENGINEERING & SURVEYING TECHNICIAN  
AT HANDFORTH LARSON & BARRETT

EDUCATION: B.S. IN CIVIL ENGINEERING AND  
B.S. IN FOREST ENGINEERING FROM OREGON STATE UNIV.  
& 2 YEARS AT CENTRAL OREGON COMM. CO.

INTERESTS: HUNTING, FISHING, READING

Thank you for your time and energy completing this form!



2.

A written policy, developed by the college, should be directed to the minimum standards required of high school student enrollment in college level classes. Such a policy would also govern the responsibility of high school teachers involved in the teaching and evaluation of college level work within "dual enrollment" classes.

During the 1990-91 academic year, a written policy will be developed concerning college courses taught for credit in the high schools. Tillamook Bay Community College and participating school districts will develop a written agreement regarding "dual credit" programs that will specify criteria regarding approval of courses, course content, selection and approval of instructors, minimum enrollment standards required of high school students, monitoring, evaluation, and other items that may be deemed appropriate. The Oregon State Board of Education and the Office of Community College Services is conducting a statewide assessment of college policies and practices in regard to college courses taught for credit in high schools. The State Board expressed its strong support for these programs, and sought assurance from Mike Holland, the Commissioner of Community Colleges, that the proposed assessment process will not lead to the elimination of the programs.

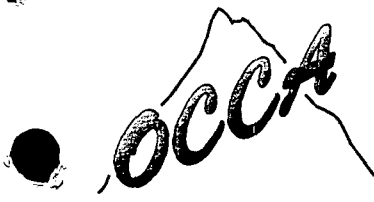
Given the increasing prevalence of college-level courses offered in high schools statewide; the popularity of the program with students, parents, and schools; and the apparent willingness of Oregon community colleges and state system colleges to offer the program, ~~it is apparent that the conduct of this kind of educational program should be continued.~~ Tillamook Bay Community College's primary goal will be to assure that college courses taught in high school for credit will be of the same quality as courses actually taught on the college campus.

LIBRARY  
TEXTBOOK  
SELECTION  
eligible juniors  
REGISTRATION  
FEE  
GRADE REPORTS

TOLLSD fee

The Board of





Date: January 25, 1991  
To: OCCA Board of Directors  
From: Dana Spielmann  
Subject: Emergency Board Meeting

An emergency OCCA Board meeting has been scheduled for Friday, Feb. 8 at 1 p.m. at the Reed Opera House meeting facility in Salem. The purpose of the meeting is to review the OCCA legislative position taken on Dec. 7.

A speaker/phone hook-up will be in place to permit participation by those members who are unable to attend the meeting. Please call the OCCA office by January 31 if you plan to participate on the conference call.

After Gov. Barbara Roberts delivered her recommended budget, questions were raised by some presidents concerning what approach should be employed by OCCA and OCCS. Among other issues, some argued that OCCS needed to clearly show its support for the Governor's budget, while OCCA could continue to advocate for dollars as stated in the Dec. 7 plan. This and other concerns will be discussed at the Feb. 8 special meeting.

The Executive Committee felt it was important to have a special meeting to give OCCA clear direction for lobbying in light of the allocation in the Governor's budget. Please review the enclosed draft statement for discussion at the meeting.

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On a different subject, Governor Roberts has agreed to sign the Community College Month Proclamation in her office on Thursday, Feb. 7 between 11:30 a.m. and noon. We are inviting members of the board to attend this brief ceremony. The Governor's Office would like to have a list of the participants before Feb. 7. If you plan to attend this ceremony, please call Dana Spielmann before January 31 to be included on the list.

**Oregon Community College Association  
Legislative Position Paper  
January 24, 1991**

**DRAFT DRAFT DRAFT DRAFT DRAFT**

Community colleges are committed to addressing, even if minimally, the overflow of higher education transfer students, growing populations of dislocated workers needing to upgrade their technical skills, and the continuing economic demand for workers who have mastered basic skills. This cannot be accomplished without a reasonable basic level of state support.

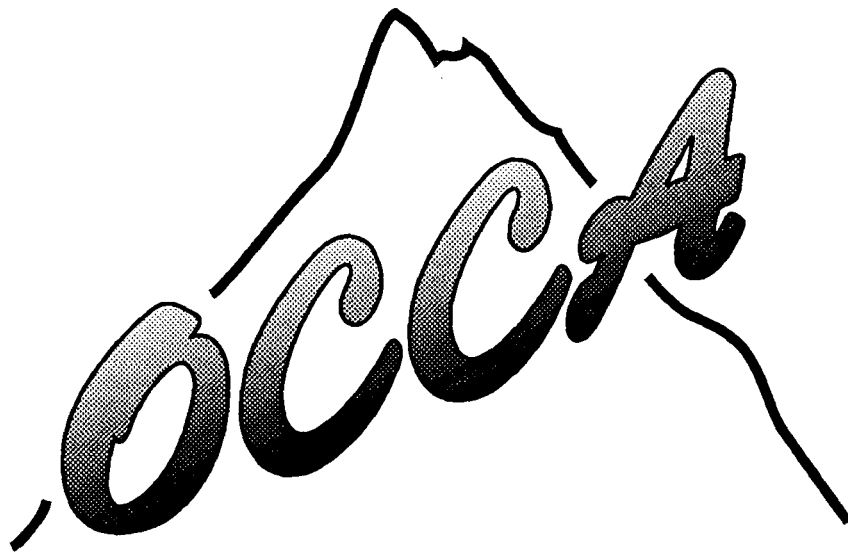
The Oregon Community College Association, which represents the 16 community colleges, applauds Gov. Barbara Roberts and her staff for designing a budget under extremely difficult circumstances brought about by the revenue constraints of Measure 5. The Association appreciates the treatment of community colleges in that budget and will actively advocate for preservation in the final legislative budget of every resource identified for community colleges.

In addition, OCCA will advocate for the replacement dollar allocation for community colleges as long as it reflects changes due to local school district elections held in 1991. Successful passage of new property tax measures for school districts would necessitate increased replacement dollars for community colleges.

OCCA finds, however, that the base budget dollars appropriated to the colleges in the form of grant-in-aid in the governor's budget are not sufficient to meet the needs of the state for a trained workforce, a literate citizenry and access to post-secondary education.

In order to meet ever-increasing demands placed upon community colleges, since they are currently operating at maximum capacity, the OCCA feels it is important to advocate for the level originally projected by the Executive Dept. of \$148 million.

OCCA appreciates the position of the Commissioner of the Office of Community College Services as being a member of the Governor's executive team and his full support of the Governor's budget.



**OREGON COMMUNITY COLLEGES  
1991 LEGISLATIVE PROPOSAL**

**Base Budget: \$147 Million**

**Enhancement: \$50 Million**

*Work Force • Literacy • Access  
Accountability*

**Construction: \$28.9 Million**

**SUMMARY EDITION**

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## Executive Summary

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**M**ore than a quarter century ago, Oregon's legislators envisioned a college system that filled an institutional gap in education by remaining flexible and responsive to the changing needs of Oregon's varied communities.

Today, Oregon's 16 regionally-based community colleges continue in their efforts to fully realize this founding intent. Anchored by the core of quality instruction in their academic and vocational-technical programs, community colleges have advanced creative and resourceful solutions to community and state needs.

For instance, community colleges have enlarged their lower-division transfer offerings in response to new enrollment restrictions imposed by the state's four year colleges and universities. In addition, they have created programs such as short-term training for business and industry, workplace literacy, and specialized programs for dislocated workers.

Over the past year, community college boards of education, presidents and staff have worked to develop three long-range goals for community college education:

- 1) To build a competitive work force;
- 2) To equip citizens with basic literacy skills; and
- 3) To provide greater educational opportunity to Oregonians.

The belief is that Oregon must have a skilled and well-educated workforce to effectively compete in national and international arenas; that a literate citizenry is vital to a properly functioning democracy and economy; and that all Oregonians should have the opportunity to receive postsecondary education where student success is the key component.

Although community colleges have been working toward these goals, they cannot be achieved without additional state investment dollars. In the last 10 years, state support for community colleges has eroded from 40 percent

to 30 percent and the state has funded community college construction only once.

At the same time, demand for new programs, courses and services has dramatically increased. Although community colleges are doing as much as they can with what limited resources are available, it isn't enough to fully meet their needs. Most community colleges are working at capacity, and must struggle to maintain existing programs and services, let alone to effectively address the goals mentioned earlier.

Therefore, the colleges are asking the state to make an additional \$50 million investment in community colleges. The \$50 million requested will be added to the base funding of \$147 million. The entire amount will be distributed by formula to the colleges. Flexibility is thereby maintained to respond rapidly to bulging enrollments of new lower-division transfer students, unforeseen worker layoffs, specialized needs of the welfare clients, or to assist local school districts with alternative education programs.

In addition, the colleges are asking that the state fulfill its statutory obligation to share in the costs of community college construction. Without adequate physical facilities and equipment, these goals cannot be accomplished. The priority list of projects submitted to the State Board of Education totals nearly \$28.9 million.

In exchange for this renewed state financial investment, Oregon's community colleges will be accountable for the specific strategies needed to meet the goals of workforce, literacy and access as outlined in this report. Measurement strategies devised by the colleges will begin to set targets to gauge their performance in achieving these goals.

In summary, the colleges want to enter into a contract with the state. The state furnishes sorely-needed investment dollars and the colleges pledge to be held accountable for their activities relating to the workforce, literacy and access to educational opportunity goals that result from that investment.

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## Commitments

## Outcomes

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### WORKFORCE

**Community colleges, in partnership with business, industry, labor, government, and other educational sectors, commit to develop a quality workforce in Oregon.**

- Entry level technical programs will respond to the changing technologies of the workplace.
- Technical programs will involve partnerships with business, industry, government, labor and other educational sectors and will be consistent with projected employment needs.
- Community colleges will respond to requests by business and industry or governmental agencies for customized and supplemental training and retraining programs, including workplace literacy, and either deliver or broker delivery of the training needs.

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### LITERACY

**Community colleges, in partnership with literacy coalitions, commit to provide opportunities for Oregonians to master the basic skills needed to function successfully in a complex and competitive society.**

- Colleges will increase the number of persons served in their literacy programs and increase the number of GED graduates among their existing student populations.
- Colleges will design literacy programs to meet the needs of special populations such as welfare clients, dislocated workers, and people with disabilities.
- In partnership with business and industry, colleges will expand basic skills programs delivered at the workplace.
- In cooperation with state and local corrections agencies, community colleges will seek to enhance the delivery of basic skills programs to incarcerated persons.

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### ACCESS

**Community colleges, in partnership with other institutions of higher education, commit to assure access to their quality postsecondary education.**

- Persons seeking postsecondary education at a community college in Oregon will be served.
- Each person completing a community college transfer program will meet the changing requirements necessary to a four-year public institution in Oregon.
- Community colleges will enhance services to Oregonians who are place bound or not in a community college district.

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# Performance Accountability Plan

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**F**or the first time, the community colleges are submitting to the state a performance accountability plan. The colleges have agreed that it isn't enough for the state to simply entrust a \$50 million request with a simple promise to use the state's investment in an effective and result-oriented manner. Instead, the colleges intend to demonstrate to the state how effectively they have used the \$50 million.

Over the last year, community college presidents and board members have come to consensus on the importance of making commitments in the areas of workforce, literacy and access. Following this process, presidents and institutional researchers are willing to devote numerous hours to designing measurement strategies that will assess institutional performance in meeting their goals.

Measurement strategies for 16 community colleges are obviously multifaceted. Because the community college student body is diverse in terms of interests, preparedness, skills, background, and needs, the measurement of student success and performance must be just as varied. Success and goal achievement are defined differently for each segment of the student population depending upon such variables as whether goals are career- or transfer-oriented, whether students are seeking retraining or professional development, whether the services being provided are to an individual or an organization, and whether they are serving high-achieving students or students in need of developmental programs.

A four-part campus-based approach to assure accountability has been designed. The plan will be initiated at levels appropriate to each college with all colleges working toward full implementation.

□ First, to better understand the demographic diversity of community college students, the colleges will conduct entry surveys. These surveys are intended to assist in program planning and evaluation, as well as monitor the changing nature of the student body.

□ Second, as a part of student support services,

the colleges will record the students' intentions through another survey mechanism. As the statements are regularly updated, the clarity and intensity with which student goals are held will be apparent.

The actual outcome of the students' academic paths will be monitored by additional follow-up studies. These studies should reveal the degree to which these goals are attained.

□ The third and fourth parts of this campus-based strategy involve student and employer follow-up surveys. It will be possible to assess whether the student acquired the appropriate skills and/or secured related employment.

This data may be enhanced through the use of the Occupational Program Planning System (OPPS) operated by the Oregon Employment Division.

The OPPS, which is already employed by several of the community colleges, offers analysis and forecasting with respect to labor market supply and demand by occupation and industry.

Student and employer follow-up and use of the OPPS system would supplement the existing curriculum advisory boards active at the local level to ensure that community college program development and assessment reflect labor market needs.

In addition, OPPS operates the Oregon Automated Follow-up system which matches graduates to agency wage records to track students after college, employment, and salary patterns.

Other proposed measurement strategies will be coordinated through the Office of Community College Services. These strategies will include the production of an annual report of community college transfers into the State System of Higher Education and analysis of Department of Corrections and Family Support Act statistics.

Although the development and exercise of these measurement strategies will be costly in and of themselves, this aspect of the community college legislative proposal is essential to the public policy-makers' concern for demonstrable results.